

WAUCONDA SCHOOL DISTRICT 118

UNIT PLANNING ORGANIZER

Subject: Global Studies

Grade Level or Course: Global Studies

Unit: 8 Global Cooperation and Conflict

Pacing: 4-5 Weeks

STAGE 1 – DESIRED RESULTS

Essential Question:

How are increasing levels of global connection leading to cooperation and conflict?

Big Ideas:

1. Students will be able to define Globalization
2. Students will be able to define and identify examples of political, economic, and social globalization
3. Students will be able to explain the role of the United Nations in global development and conflict
4. Students will be able to explain the pros and cons of globalization
5. Students will be able to explain how countries attempt to solve environmental issues that impact the globe
6. Students will be able to define genocide
7. Students will be able to identify historical examples of genocide and the lasting impacts on society

CCSS (Priority Standards):

http://www.isbe.state.il.us/ils/social_science/pdf/ss-stds-9-12-012716.pdf

C3 Standards:

D2.Geo.1.9-12. Use geospatial and related technologies to create maps to display and explain the spatial patterns of cultural and environmental characteristics.

D2.Geo.2.9-12. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics.

D2.Geo.3.9-12. Use geographic data to analyze variations in the spatial patterns of cultural and environmental characteristics at multiple scales.

D2.Geo.4.9-12. Analyze relationships and interactions within and between human and physical systems to explain reciprocal influences that occur among them

D2.Geo.5.9-12. Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.

D2.Geo.6.9-12. Evaluate the impact of human settlement activities on the environmental and cultural characteristics of specific places and regions.

D2.Geo.7.9-12. Analyze the reciprocal nature of how historical events and the spatial diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of

human population

D2.Geo.8.9-12. Evaluate the impact of economic activities and political decisions on spatial patterns within and among urban, suburban, and rural regions.

D2.Geo.9.9-12. Evaluate the influence of long-term climate variability on human migration and settlement patterns, resource use, and land uses at local-to-global scales.

D2.Geo.10.9-12. Evaluate how changes in the environmental and cultural characteristics of a place or region influence spatial patterns of trade and land use.

D2.Geo.11.9-12. Evaluate how economic globalization and the expanding use of scarce resources contribute to conflict and cooperation within and among countries.

D2.Geo.12.9-12. Evaluate the consequences of human-made and natural catastrophes on global trade, politics, and human migration.

STAGE 2 – EVIDENCE

Concepts (What students need to know)	Performance Tasks (What students will be able to do)	21st Century Skills
<ul style="list-style-type: none">• Globalization• Social Globalization• Political Globalization• Economic Globalization• United Nations• European Union• NAFTA• Sourcing• Circular Flow• Climate Change• Pros/Cons of Globalization• Genocide• Armenian Genocide• Bosnian Genocide• Cambodian Genocide• Rwandan Genocide	<p>Students will be able to:</p> <ol style="list-style-type: none">1. Define vocab terms2. Identify and explain the types of governments.3. Explain the causes of the modern political landscape (P,G,A,S).4. Explain how and why laws are created.5. Describe how citizens can create government change.6. Evaluate which government structure would work best to solve a current crisis.7. Explain how governments balance rights vs. freedoms while maintaining order.	<ol style="list-style-type: none">1. Plan strategies to guide inquiry2. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media using tools such as OPTIC, SOAPSTone and SKISS.3. Evaluate and select information sources and digital tools based on the appropriateness to specific tasks

Common Formative/Summative Assessments:

- Powerpoint Presentations
- Where does everything come from mini project
- Sourcing Review w/ UN clips

- UN Webquest
- NAFTA Cartoon Analysis
- Social Globalization (Who is the best?)
- Pros and Cons of Globalization
- Environmental Issues Project
- Claim practice assignment
- Free Trade Assignment

Interim Assessments (Informal Progress Monitoring checks):

- Homework checks
- Question of the Day (each day)
- Exit slip

Modified Common Assessments:

- Modified assessment as needed based on student ability and skill level.

Modified Interim Assessments:

- Modified assessment as needed based on student ability and skill level

STAGE 3 – LEARNING PLAN (INSTRUCTIONAL PLANNING)

Suggested Resources/Materials/Informational Texts

- Chromebooks-Google Suite
- Worksheets created for lessons
- PowerPoint presentations created for lessons
- Videos previewed for class

Suggested Research-based Effective Instructional Strategies

- Graphic organizers
- Jamboard
- Peardeck
- Guided notes
- Writing skills
- MAP skills
- CRISS strategies

Academic Vocabulary/ Word Wall	Enrichment/Extensions/ Modifications	Interdisciplinary Connection
Essential Vocabulary: <ul style="list-style-type: none"> • Globalization • Social Globalization • Political Globalization • Economic Globalization • United Nations • European Union • NAFTA • Sourcing • Circular Flow • Climate Change 	As necessary based on student levels	<p>Related to science with regards to the processes within the earth and the science behind them</p> <p>Related to english with regards to the proper ways that persuasive essays need to be structured and written</p>

<ul style="list-style-type: none">• Pros/Cons of Globalization• Genocide• Armenian Genocide• Bosnian Genocide• Cambodian Genocide• Rwandan Genocide		
--	--	--