



Diocese of Greensburg Curriculum Global Perspectives

Unit	Standards	Content	Skills
<p>Global Issues/Current Events</p>	<p>NCSS: Social Studies 2010 NCSS: High</p> <hr/> <p>TIME, CONTINUITY, AND CHANGE Knowledge Learners will understand</p> <p>Different interpretations of the history of societies, cultures, and humankind;</p> <p>Concepts such as: era, chronology, causality, change, continuity, conflict, historiography, historical method, primary and secondary sources, cause and effect, and multiple perspectives;</p> <p>The contributions of philosophies, ideologies, individuals, institutions, and key events and turning points in shaping history;</p> <p>PEOPLE, PLACES, AND ENVIRONMENTS Knowledge Learners will understand</p> <p>Concepts such as: location, physical and human characteristics of national and global regions in the past and present, and the interactions of humans with the environment;</p> <p>Processes Learners will be able to</p> <p>Analyze different interpretations of the causes and effects of migrations of people in various times and places on the globe;</p>	<ul style="list-style-type: none"> • Migrations of refugees and others • Refugees as an issue in international conflicts • Migrations of “guest workers” to European cities • Widespread but unequal access to computers and instantaneous communications • Genetic engineering and bioethics • Contrasts between developed and developing nations • Geographic locations of major developed and developing countries • Economic conditions • Social conditions (literacy, access to health care) • Population size and rate of growth • Factors affecting environment and society • Economic development & Rapid population growth • Environmental challenges; Pollution, Loss of habitat, Global climate change • Social challenges: Poverty, Poor health, illiteracy, Famine, and Migration 	<p>The students will be able to:</p> <ul style="list-style-type: none"> • Demonstrate knowledge of cultural, economic, and social conditions in developed and developing nations of the contemporary world by: • Identifying contemporary political issues, with emphasis on migrations of refugees and others, ethnic/religious conflicts, and the impact of technology, including chemical and biological technologies; • Assessing the impact of economic development and global population growth on the environment and society, including an understanding of the links between economic and political freedom; • Describing economic interdependence, including the rise of multinational corporations, international organizations, and trade agreements; • Analyzing the increasing impact of terrorism.

Unit	Standards	Content	Skills
	<p>INDIVIDUAL DEVELOPMENT AND IDENTITY</p> <p>Knowledge Learners will understand</p> <p>That complex and varied interactions among individuals, groups, cultures, and nations contribute to the dynamic nature of personal identity;</p> <p>Processes Learners will be able to</p> <p>Discuss the relative importance of peer and parental influence in different cultural groups.</p> <p>Products Learners demonstrate understanding by</p> <p>Analyzing the similarities and differences in the values and traditions honored across cultures or historical eras, and presenting the findings in a product of their choice.</p> <p>INDIVIDUALS, GROUPS, AND INSTITUTIONS</p> <p>Processes Learners will be able to</p> <p>Understand examples of tensions between belief systems and governmental actions and policies</p> <p>PRODUCTION, DISTRIBUTION, AND CONSUMPTION</p> <p>Knowledge Learners will understand</p> <p>Scarcity and the uneven distribution of resources result in economic decisions, and foster consequences that may support cooperation or conflict;</p>	<ul style="list-style-type: none"> • Economic interdependence • Role of rapid transportation, communication, and computer networks • Rise and influence of multinational corporations • Changing role of international boundaries • Regional integration, e.g., European Union • Trade agreements, e.g., North American Free Trade Agreement (NAFTA), World Trade Organization (WTO) • International organizations, e.g., United Nations (UN), International Monetary Fund (IMF) • Examples of international terrorism • Governmental responses to terrorist activities 	

Unit	Standards	Content	Skills
	<p>Processes Learners will be able to</p> <p>Apply the concepts of marginal cost and marginal benefit to the analysis of social problems;</p>		
<p>Buy Use Toss./Environmental Issues</p>	<p>CCSS: Literacy in History/Social Studies, Science, & Technical Subjects 6-12 CCSS: Grades 9-10</p> <hr/> <p>Reading: History/Social Studies 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>RH.9-10.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p> <p>CCSS: Grades 11-12</p> <hr/> <p>Reading: History/Social Studies Key Ideas and Details 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>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.</p> <p>2. Determine central ideas or themes of a text and analyze their</p>	<ul style="list-style-type: none"> • Carbon footprint • Consumption • Corporate social responsibility • Culture • Distribution • Ecological footprint • Environmental justice • Globalization • Marketing materials economy • Media literacy • Natural resource extraction • Production • Quality of life • Structural solution • Sustainability • Sustainable design • System waste disposal 	<p>The students will be able to:</p> <ul style="list-style-type: none"> • Engage in a critical analysis of • Describe consumption • Examine trends of modern disposal of • Analyze material goods in the United States • Analyze ways in which consumption • Choose reflect people’s lifestyle and culture • Identify resources, processes, and impacts • Analyze interconnections among lifestyle, • Assess population, economy, and environment • Determine ways to reduce ecological footprint and other impacts • Analyze interconnections among lifestyle, population, economy, and environment • Determine ways to reduce ecological footprint and other impacts associated with material goods • Explain various factors that might contribute to a company’s sourcing decisions • Describe real-life working conditions • Weigh the pros and cons of corporate

Unit	Standards	Content	Skills
	<p>development; summarize the key supporting details and ideas.</p> <p>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.</p> <p>3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.</p> <p>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>Integration of Knowledge and Ideas</p> <p>7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.</p> <p>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.</p> <p>PA: Economics (2009) PA: Grade 12</p> <hr/> <p>6.1 Scarcity and Choice</p> <p>Pennsylvania’s public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</p>		<ul style="list-style-type: none"> • Develop corporate policies with sustainability in mind • Identify costs and benefits of global trade • Identify the processes and people involved In product distribution • Evaluate the sustainability of distribution • Analyze data in order to determine ways to Increase sustainability of a distribution system

Unit	Standards	Content	Skills
	<p>6.1.12.A. Predict the long-term consequences of decisions made because of scarcity.</p> <p>6.1.12.B. Evaluate the economic reasoning behind a choice. Evaluate effective allocation of resources for the production of goods and services.</p> <p>6.1.12.C. Analyze the opportunity cost of decisions made by individuals, businesses, communities, and nations.</p> <p>6.1.12.D. Predict how changes in incentives may affect the choices made by individuals, businesses, communities, and nations.</p> <p>6. 2 Markets and Economic Systems</p> <p>Pennsylvania’s public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</p> <p>6.2.12.A. Evaluate the flow of goods and services in an international economy.</p> <p>6.2.12.C. Predict and evaluate how media affects markets.</p> <p>6.2.12.D. Predict how changes in supply and demand affect equilibrium price and quantity sold.</p> <p>6.2.12.E. Evaluate the health of an economy (local, regional, national, global) using economic indicators.</p> <p>6.2.12.F. Evaluate the impact of private economic institutions on the individual, the national and the international economy.</p>		

Unit	Standards	Content	Skills
	<p>6.3 Functions of Government Pennsylvania’s public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</p> <p>6.3.12.B. Assess the government's role in regulating and stabilizing the state and national economy.</p> <p>6.3.12.C. Evaluate the social, political, and economic costs/benefits of potential changes to taxation policies.</p> <p>6.4 Economic Interdependence Pennsylvania’s public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</p> <p>6.4.12.B. Assess the growth and impact of international trade around the world.</p> <p>6.4.12.C. Evaluate the impact of multinational corporations and other non-government organizations.</p> <p>6.5 Income, Profit, and Wealth Pennsylvania’s public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</p> <p>6.5.12.A. Analyze the factors influencing wages.</p> <p>6.5.12.B. Evaluate how changes in education, incentives, technology, and capital investment alter productivity.</p> <p>6.5.12.C. Analyze the costs and benefits of organizing a business as a</p>		

Unit	Standards	Content	Skills
	<p>sole proprietorship, partnership, or corporation.</p> <p>6.5.12.D. Analyze the role of profits and losses in the allocation of resources in a market economy.</p> <p>6.5.12.E. Compare distribution of wealth across nations.</p> <p>6.5.12.H. Evaluate benefits and costs of changes in interest rates for individuals and society.</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>		
<p>Geography and Culture of the Middle East</p>	<p>NCSS: Social Studies 2010 NCSS: High GLOBAL CONNECTIONS Knowledge Learners will understand Global connections are rapidly accelerating across cultures and nations, and can have both positive and negative effects on nations and individuals; The solutions to global issues may involve individual decisions and actions, but also require national and international approaches (e.g., agreements, negotiations, policies, or laws); Conflict and cooperation among the peoples of the earth influence the division and control of the earth's surface; The causes and consequences of various types of global connections; Individuals, organizations, nations, and international entities can work to increase the positive effects of global</p>	<ul style="list-style-type: none"> • Middle East Northern Africa • Map Stereotype • Picturing the Middle East • The Magic of Stereotypes • Exploring Terms 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Explore the major geographical features of the different regions of the Middle East. • Determine how geography affects culture. • Examine and interpret maps, charts, and graphs. • Analyze the impact of economic choices on the allocation of scarce resources. • Compare how Middle Eastern values are similar to and different from western values. • Interpret Middle Eastern values based on examination of cultural artifacts such as proverbs, folktales, and art. • Analyze the role of women in various Middle Eastern societies.

Unit	Standards	Content	Skills
	<p>connections, and address the negative impacts of global issues.</p> <p>Processes</p> <p>Learners will be able to</p> <p>Ask and find answers to questions about the ways in which people and societies are connected globally today and were connected in the past;</p> <p>Use maps, charts, and databases to explore patterns and predict trends regarding global connections at the community, state, or national level;</p> <p>Explain how language, belief systems, and other cultural elements can facilitate global understanding or cause misunderstanding;</p> <p>Describe and explain conditions and motivations that contribute to conflict, cooperation, and interdependence among groups, societies, and nations;</p> <p>Analyze and evaluate the effects of changing technologies on the global community;</p> <p>Analyze the causes and consequences of persistent, contemporary, and emerging global issues, and evaluate possible solutions;</p> <p>Describe and evaluate the role of international and multinational organizations in the global arena;</p> <p>Identify concerns, issues, conflicts, and possible resolutions related to issues involving universal human rights;</p> <p>Products</p> <p>Learners demonstrate understanding by</p> <p>Writing reports, letters, or editorials on critical global issues;</p> <p>Writing an action plan for addressing a global issue individually and together with other members of the community;</p>		

Unit	Standards	Content	Skills
<p>Israel/Palestine: Histories in Conflict</p>	<p>NCSS: Social Studies 2010 NCSS: High GLOBAL CONNECTIONS Knowledge Learners will understand Global connections are rapidly accelerating across cultures and nations, and can have both positive and negative effects on nations and individuals; The solutions to global issues may involve individual decisions and actions, but also require national and international approaches (e.g., agreements, negotiations, policies, or laws); Conflict and cooperation among the peoples of the earth influence the division and control of the earth's surface; The actions of people, communities, and nations have both short- and long-term effects on the biosphere and its ability to sustain life; Processes Learners will be able to Use maps, charts, and databases to explore patterns and predict trends regarding global connections at the community, state, or national level; Explain how language, belief systems, and other cultural elements can facilitate global understanding or cause misunderstanding; Describe and explain conditions and motivations that contribute to conflict, cooperation, and interdependence among groups, societies, and nations; Describe and evaluate the role of international and multinational organizations in the global arena; Identify concerns, issues, conflicts, and possible resolutions related to issues involving universal human rights;</p>	<ul style="list-style-type: none"> • Same Land- Different Histories • May 14 1948: Independence or Catastrophe? • 1967: Deepening the Divide • Whose Fear and Whose Security? • Singing the Struggle • The Politics of Maps 	<p>The student will be able to</p> <ul style="list-style-type: none"> • Compare and contrast primary and secondary religious texts: The Old Testament, The Koran, The New Testament. • Compare and contrast the three great religions of Christianity, Judaism, and Islam. • Analyze Muhammad's view of society by reading passages from the Koran and compare with other Judeo/Christian texts. • Evaluate significant periods from Middle East history: <ul style="list-style-type: none"> – Muhammad and Early Islam – The Crusades – Islamic caliphates – Conquests to 1914 – WWI through Mandate Period – Arab/Israeli Wars 1948-1973 – Civil Unrest, War, and Independence • 1974 to present Analyze multiple interpretations of cause and effect throughout Middle East history.

Unit	Standards	Content	Skills
	<p>Products</p> <p>Learners demonstrate understanding by Analyzing or formulating policy statements demonstrating an understanding of concerns, standards, issues, and conflicts related to universal human rights;</p>		
<p>Global Banking and Finance</p>	<p>NCSS: Social Studies 2010 NCSS: High PRODUCTION, DISTRIBUTION, AND CONSUMPTION Knowledge</p> <p>Learners will understand Scarcity and the uneven distribution of resources result in economic decisions, and foster consequences that may support cooperation or conflict; The causes and effects of inflation; The roles of institutions that are designed to support and regulate the economy (e.g., the Federal Reserve, and the World Bank); How factors such as changes in the market, levels of competition, and the rate of employment, cause changes in prices of goods and services; How interest rates rise and fall in order to maintain a balance between loans and amounts saved; How markets fail, and the government response to these failures;</p> <p>Processes</p> <p>Learners will be able to Explain how monetary decisions at the national level (such as the Federal Reserve Bank in the United States) affect households, businesses, and governments; Analyze how the trade off between risk and return is played out in the marketplace;</p>	<ul style="list-style-type: none"> • Personal income • Payroll deductions • Effective spending habits • Financial goal(s) statement • Command, Market, and Traditional economies • Savings accounts, stocks, and bonds • Insurance • Financial loss • “Easy Money” 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Explain basic concepts of global banking and finance. • Articulate the fundamentals of international investment, exchange rates, and international banking. • Compare and contrast the current issues in global banking and finance from different perspectives. • Analyze the costs and benefits of various types of credit • Apply strategies to avoid or correct debt management problems • Explore job and career options • Compare sources of personal income and compensation • Analyze factors that affect net income • Recognize the responsibilities associated with personal financial decisions • Use reliable resources when making financial decisions • Make criterion-based financial decisions by systematically considering alternatives and consequences • Apply communication strategies when discussing financial issues • Use a personal financial plan • Explain how investing may build wealth and help meet financial goals

Unit	Standards	Content	Skills
	<p>Products Learners demonstrate understanding by interpreting media reports about current economic conditions, and explaining in visual formats how these conditions can influence decisions by consumers, producers, and government policymakers; Researching and presenting in visual form the varied ripple effects of public policies such as tax laws, environmental and safety regulations, and Federal Reserve Bank decisions; GLOBAL CONNECTIONS Knowledge Learners will understand Conflict and cooperation among the peoples of the earth influence the division and control of the earth's surface; The actions of people, communities, and nations have both short- and long-term effects on the biosphere and its ability to sustain life; Technological advances can both improve and detract from the quality of life; Individuals, organizations, nations, and international entities can work to increase the positive effects of global connections, and address the negative impacts of global issues.</p> <p>Processes Learners will be able to Describe and explain conditions and motivations that contribute to conflict, cooperation, and interdependence among groups, societies, and nations; Analyze and evaluate the effects of changing technologies on the global community; Analyze the relationships and tensions between national sovereignty and global interests, in matters such as</p>		<ul style="list-style-type: none"> • Evaluate investment alternatives • Discuss and identify the payroll deductions that are withheld from paychecks • Recognize the 4 four choices that can be made with our money • Describe the importance of developing effective spending habits • Identify the key components of and differences between Command, Market, and Traditional economies • Evaluate the differences between savings accounts, stocks, and bonds • Explain how investing in real estate and business ventures help you increase your wealth • Identify the various methods of protecting assets • Discuss the benefits of insurance • Relate how the act of budgeting can reduce risk of experiencing financial loss • Examine the concept of "Easy Money"

Unit	Standards	Content	Skills
	territorial rights, economic development, the use of natural resources, and human rights; Describe and evaluate the role of international and multinational organizations in the global arena; Products Learners demonstrate understanding by Writing reports, letters, or editorials on critical global issues; Analyzing or formulating policy statements demonstrating an understanding of concerns, standards, issues, and conflicts related to universal human rights;		

