

TOPIC: GLOBAL CONNECTIONS**Content Statement**

- 1. Trade, alliances, treaties, and international organizations contribute to the increasing interconnectedness of nations and peoples in the 21st century.**

CONTENT ELABORATION

The topic of global connections is a recurrent theme throughout the Contemporary World Issues course. Nations and peoples are interconnected through trade, alliances, treaties and international organizations. Connections among nations and peoples of the world are dynamic, characterized by continuous shifts in international coalitions and political alliances.

Examples of some of the long-established organizations and alliances include:

- Trade: North American Free Trade Agreement (NAFTA), World Trade Organization (WTO), Organization of Petroleum Exporting Countries (OPEC);
- Alliances: North Atlantic Treaty Organization (NATO), Southeast Asia Treaty Organization (SEATO);
- Treaties: Treaty on the Non-proliferation of Nuclear Weapons, Camp David Accords, Kyoto Protocol; and
- International organizations: United Nations (UN), European Union (EU), Organization of American States (OAS), African Union (AU).

Participation in these and other organizations, treaties, or alliances has increased the interconnectedness (globalization) of nations.

EXPECTATIONS FOR LEARNING

Analyze the ways in which trade, alliances, treaties, and international organizations contribute to the increasing interconnectedness of nations and peoples.

Content Statement

- 2. Advances in communications technology have profound effects on the ability of governments, interest groups, individuals, and the media to share information across national and cultural borders.**

CONTENT ELABORATION

Governments, interest groups, individuals, and media organizations have access to communication methods that have transformed the way they interact with each other and the world.

Advances in communications technology (including social media and the 24-hour news cycle) have impacted the sharing of information across national and cultural borders. Communication can be almost instantaneous, in some cases requiring split-second decision making. The expansion of news sources and delivery methods permits people to have access to perspectives from other nations. The variety of communication modes now available affords new opportunities for international cooperation and conflict.

EXPECTATIONS FOR LEARNING

Analyze the effects of advances in communications technology on the ability of governments, interest groups, individuals, and the media to share or acquire information.

TOPIC: CIVIC PARTICIPATION AND SKILLS	
Content Statement	
	<p>3. Individuals can evaluate media messages that are constructed using particular tools, characteristics and conventions for unique purposes. Different communication methods affect how people define and act on issues.</p>
<p>CONTENT ELABORATION</p> <p>Media messages are those distributed by organizations with the intent of communicating an idea or ideas to a wide audience. Media messages are constructed in different ways for different purposes.</p> <p>Students evaluate how and why messages are:</p> <ul style="list-style-type: none"> • constructed using particular tools (e.g., textual, graphical, audio, visual and interactive elements); • constructed using particular characteristics (e.g., style, tone, organization); and • constructed using particular conventions (e.g., use of evidence, point of view, citations). <p>Communication methods influence the ways people define and act on issues. Media messages affect public opinion on issues. Organizations adjust their messages for different audiences. It is becoming increasingly vital for citizens to be able to determine the credibility of news sources and media messages due to the increased number of media outlets.</p> <p>EXPECTATIONS FOR LEARNING</p> <p>Evaluate how media messages are constructed for unique purposes using particular tools, characteristics, and conventions.</p> <p>Analyze the influence and credibility of media messages on the ways people define and act on issues.</p>	
<p>Content Statement</p> <p>4. Individuals can assess how effective communicators address diverse audiences.</p>	
	<p>CONTENT ELABORATION</p> <p>As individuals engage with others on global issues, they need to be able to communicate their beliefs and ideas with other individuals and with diverse groups.</p> <p>Effective communicators, either individuals or groups, adapt communication styles to address diverse audiences by adjusting their use of communication tools, characteristics and conventions.</p> <p>Examples of communications could include examination of school-level and personal communications, such as:</p> <ul style="list-style-type: none"> • e-mails; • letters to families; • texts; • web posts; and • pieces from news programs, websites, advertisements, or other media sources. <p>Opportunities should be provided for students to practice their own communication skills as they engage with others on global issues.</p> <p>EXPECTATIONS FOR LEARNING</p> <p>Analyze communication methods that an organization uses with diverse audiences.</p>

TOPIC: CIVIC PARTICIPATION AND SKILLS**Content Statement**

5. Individuals can identify, assess and evaluate world events, engage in deliberative civil debate and influence public processes to address global issues.

CONTENT ELABORATION

Effective civic participation requires that individuals evaluate world events, engage in deliberative civil debate, and work to influence public policy.

Deliberative civil debate respects multiple views on an issue, allows for questioning and analysis, and is solution-oriented.

Informed individuals work to influence public processes. Influencing public processes includes identifying an appropriate decision-making body or official, analyzing policies currently in place, and participating in the deliberation of new policy through appropriate channels, such as:

- letter writing;
- testifying at hearings; and
- meeting with legislators.

Opportunities to experience these processes first-hand should be made available to students as they identify and address a global issue.

EXPECTATIONS FOR LEARNING

Identify and evaluate a world event or global issue.

Participate in debate and work to influence public processes to address an issue.

Content Statement

6. Effective civic participation involves identifying problems or dilemmas, proposing appropriate solutions, formulating action plans, and assessing the positive and negative results of actions taken.

CONTENT ELABORATION

Issues on a global scale are inherently complicated and addressing them requires individuals and groups to work through decision-making processes prior to taking action.

Most global issues are complex and have multiple feasible solutions. What is considered a feasible solution to one group may not be considered feasible to others. Additionally, all solutions have both positive and negative consequences.

As students practice civic participation, they will identify issues, and research, debate and propose appropriate solutions. As part of this process, students will formulate action plans, and predict and assess the possible consequences of each proposed solution, weighing the costs and benefits of each approach.

EXPECTATIONS FOR LEARNING

Identify a current global issue, propose appropriate solutions, formulate an action plan and assess the positive and negative results of actions proposed.

TOPIC: CIVIC PARTICIPATION AND SKILLS	
Content Statement	
	7. Individuals can participate through non-governmental organizations to help address humanitarian needs.
<p>CONTENT ELABORATION</p> <p>Civic participation includes engaging with both governmental entities and non-governmental organizations (NGOs). Examples of NGOs include:</p> <ul style="list-style-type: none"> • Doctors Without Borders; • Oxfam International; • Children's Defense Fund; and • Heifer International. <p>NGOs provide multiple methods of engagement for individuals and groups outside of formal governmental interaction between nations. These organizations provide an opportunity for people to cooperate on an international scale to address humanitarian needs.</p> <p>Humanitarian needs arise from man-made and natural disasters. Such needs include threats to human life, human suffering, and insults to human dignity. Humanitarian needs can be addressed through various forms of humanitarian aid including medical treatments, food assistance and legal representation.</p> <p>EXPECTATIONS FOR LEARNING</p> <p>Describe how non-governmental organizations address humanitarian needs.</p> <p>Participate in an activity with a non-governmental organization to address a specific need.</p>	
TOPIC: CIVIL AND HUMAN RIGHTS	
Content Statement	
	8. Beliefs about civil and human rights vary among social and governmental systems.
<p>CONTENT ELABORATION</p> <p>Beliefs about civil and human rights vary across borders and cultures. Different beliefs regarding civil and human rights can be observed in different contemporary social systems and governmental systems. For example, in some social and governmental systems, women or other groups may be restricted from voting, owning property, attending educational institutions and participating in government.</p> <p>The Universal Declaration of Human Rights, adopted by the United Nations General Assembly after World War II, outlines fundamental human rights that should be universally protected.</p> <p>EXPECTATIONS FOR LEARNING</p> <p>Analyze how beliefs about civil and human rights vary among social and governmental systems.</p>	

TOPIC: CIVIL AND HUMAN RIGHTS	
Content Statement	
	<p>9. Nations and international organizations pursue their own interests on issues related to civil and human rights, resulting in both conflict and cooperation particularly as it relates to injustices against minority groups.</p>
<p>CONTENT ELABORATION</p> <p>Within the topic of civil and human rights, students will study how beliefs about rights differ across social and governmental systems. Beliefs about civil and human rights can result in both conflict and cooperation among nations and international organizations.</p> <p>Numerous international organizations are dedicated to achieving rights for minority groups. Nations and international organizations, both governmental and non-governmental, sometimes pursue their own interests on civil and human rights issues, which may or may not align with the interests of others.</p>	
<p>EXPECTATIONS FOR LEARNING</p> <p>Analyze how differing interests on issues related to civil and human rights result in both conflict and cooperation among nations and international organizations.</p>	
Content Statement	
	<p>10. Modern instances of genocide and ethnic cleansing present individual, organizational, and national issues related to the responsibilities of participants and non-participants.</p>
<p>CONTENT ELABORATION</p> <p>Genocide and ethnic cleansing are extreme examples of civil and human rights issues. Historical examples of genocide (e.g., the Holocaust and Armenian genocide) can be applied to the understanding of more recent examples of genocide and ethnic cleansing such as:</p> <ul style="list-style-type: none"> • Bosnia; • Rwanda; and • Darfur. <p>Ethnic cleansing involves the purposeful and forceful removal of a group of people from a region. The targeted groups have specific religious, national, racial, ethnic, or other cultural characteristics. Members of these groups are typically subjected to deportation, displacement or ultimately genocide.</p> <p>Genocide involves the systematic murder of a group of people based upon specific religious, national, racial or other cultural characteristics.</p> <p>Individuals, organizations and nations are faced with differing responsibilities as participants and non-participants during ethnic conflicts. These responsibilities are acted upon differently based on the interests and beliefs of those faced with ethnic conflicts</p> <p>International efforts to recognize and protect human rights continue, resulting in a shared commitment by the international community to the principle of human rights.</p>	
<p>EXPECTATIONS FOR LEARNING</p> <p>Analyze modern instances of genocide and ethnic cleansing from individual, organizational, and national perspectives.</p>	

TOPIC: SUSTAINABILITY	
Content Statement	11. Decisions about human activities made by individuals and societies have implications for both current and future generations, including intended and unintended consequences.
CONTENT ELABORATION	All human activities have intended and unintended consequences for ecological, social and economic systems. Individuals and societies make decisions every day that result in consequences that may impact physical and human environments today and in the future. Intended consequences are those that are expected or anticipated. Decisions about human activities are often made by comparing the costs and benefits of the anticipated consequences. Unintended consequences are those that are not expected or anticipated. The difficulty of predicting how ecological, social, and economic systems will react to human activities often results in unintended consequences. Both intended and unintended consequences can be interpreted as positive or negative based on differing perspectives and values.
EXPECTATIONS FOR LEARNING	
	Analyze the impact of a selected human activity today and in the future, including intended and unintended consequences.
Content Statement	12. Sustainability issues are interpreted and treated differently by people viewing them from various political, economic, and cultural perspectives.
CONTENT ELABORATION	Sustainability focuses on meeting present needs without compromising the ability of future generations to meet their needs. Sustainability issues involve a balance between economic, social, and environmental needs, such as: <ul style="list-style-type: none">• agricultural practices;• scarcity of natural resources;• energy use; and• population growth. Sustainability issues, like most contemporary world issues, are interpreted differently by different people. Individuals, organizations and nations view sustainability issues differently based on their political, economic and cultural perspectives. Some might prioritize economic growth over environmental concerns. Others might see environmental concerns as critical to their future.
EXPECTATIONS FOR LEARNING	Analyze a sustainability issue from various political, economic, and cultural perspectives.

TOPIC: SUSTAINABILITY	
Content Statement	
13. International associations and nongovernmental organizations offer means of collaboration to address sustainability issues on local, national, and international levels.	
CONTENT ELABORATION	<p>Sustainability issues are truly global issues, but can be addressed through international associations and non-governmental organizations at the local, national and international levels. Sustainability issues include those that deal with the balance between economic, social and environmental needs, such as:</p> <ul style="list-style-type: none"> • agricultural practices; • energy use; and • population growth. <p>International associations (with public and private participation) addressing these issues include:</p> <ul style="list-style-type: none"> • Institute for Sustainable Development; • Climate Action Network (CAN); and • Global Hunger Alliance. <p>Non-governmental organizations addressing similar issues include:</p> <ul style="list-style-type: none"> • Greenpeace International; • Rainforest Alliance; and • Sierra Club. <p>EXPECTATIONS FOR LEARNING</p> <p>Analyze how people collaborate to address sustainability issues through international associations and non-governmental organizations.</p>
TOPIC: TECHNOLOGY	
Content Statement	
14. The development and use of technology influences economic, political, ethical, and social issues.	
CONTENT ELABORATION	<p>Technological advances often have profound influence on the life of individuals and societies, both positive and negative. Advances in technology can influence already existing economic, political, ethical and social issues, such as:</p> <ul style="list-style-type: none"> • outsourcing; • terrorism; • capital punishment; and • social stratification. <p>Advances in technology can also create new economic, political, ethical and social issues, such as:</p> <ul style="list-style-type: none"> • internet commerce; • online political activity; • medical technologies; • social networking; and • automation. <p>EXPECTATIONS FOR LEARNING</p> <p>Analyze how the development and use of technology has influenced a selected economic, political, ethical, or social issue.</p>

TOPIC: TECHNOLOGY**Content Statement**

15. Technologies inevitably involve trade-offs between costs and benefits. Decisions about the use of products and systems can result in intended and unintended consequences.

CONTENT ELABORATION

As technologies are researched and tested, people must weigh the cost of development against the potential benefits of a new technology. Costs could be more than just financial and may include environmental or ethical consequences. Similarly, benefits of technological advancement include consequences beyond finances. The advancement of any technology involves trade-offs between multiple costs and benefits.

For example, the decision to invest in research on new medical practices must take into account both the potential societal benefits of the research and the potential physical, moral and ethical hazards.

Advancements in technology result in both intended and unintended consequences. As decisions are made to develop and utilize new technologies, some of the potential consequences can be anticipated and considered in the decision-making process. However, there are typically going to be unforeseen or unintended consequences that result from technological change.

EXPECTATIONS FOR LEARNING

Analyze the costs and benefits of a selected technology, including intended and unintended consequences.

TOPIC: NATIONAL SECURITY AND INTERNATIONAL DIPLOMACY**Content Statement**

16. Nations seek to ensure the security of their geographic territories, political institutions, economic systems and ways of life. Maintaining security has political, social, and economic costs.

CONTENT ELABORATION

National security is characterized by the activities nations engage in to ensure the security of their territories, political institutions, economies, and cultures.

Maintaining security has political, social, and economic costs for all citizens. Nations sometimes struggle to balance the need to ensure security with the costs associated with doing so.

Political costs may include civil unrest or removal from office. Social costs may include increases in censorship, profiling, and surveillance. Economic costs may include decreased government revenue, higher consumer prices, trade restrictions, and sanctions.

EXPECTATIONS FOR LEARNING

Explain how and why nations protect their national security.

Evaluate the political, social, and economic costs of a national security issue.

TOPIC: NATIONAL SECURITY AND INTERNATIONAL DIPLOMACY**Content Statement**

17. Economic, political, and social differences between global entities can lead to conflict unless mitigated through diplomacy or cooperative efforts.

CONTENT ELABORATION

Global entities, including nations and non-governmental organizations, have different interests and priorities in regard to regional and global issues. As global entities interact, their differing economic, political and social interests and priorities can lead to conflict or cooperation.

Conflict may be mitigated through international diplomacy (e.g., G8 Summit, Paris Agreement) or cooperative efforts of international organizations (e.g., United Nations, International Court of Justice).

EXPECTATIONS FOR LEARNING

Analyze the economic, political, and social causes of a current conflict.

Evaluate the efforts of diplomacy in economic, political, and social differences in a current conflict.

Content Statement

18. Individuals and organizations work within, or outside of, established systems of power, authority and governance to influence their own security and the security of others.

CONTENT ELABORATION

Established systems of power, authority, and governance include international and regional treaties, alliances, and organizations governing interactions between nations and international groups such as:

- United Nations;
- International Court of Justice;
- North Atlantic Treaty Organization;
- Organization of American States;
- Association of Southeast Asian Nations; and
- African Union.

Individuals and organizations sometimes choose to work outside of the established systems of power, authority and governance. They may feel disenfranchised, unrepresented, or they may not recognize the authority of established systems. Such groups may form alternative systems or agencies, engage in civil disobedience, dissent, or illegal activities such as:

- violence;
- piracy;
- organized crime; and
- terrorist activities.

EXPECTATIONS FOR LEARNING

Analyze how individuals and groups work within the established systems of power, authority and governance.

Analyze an example of how and why an individual or group chose to work outside of the established systems of power, authority or governance.

TOPIC: THE GLOBAL ECONOMY	
Content Statement	19. The global economy creates advantages and disadvantages for different segments of the world's population.
	CONTENT ELABORATION The 21st century is characterized by increased global trade and economic interdependence. In a global economy, economic activity crosses national and cultural borders, often resulting in new economic connections and increased interdependence. While some nations and peoples benefit greatly from participation in the international marketplace, other segments of the world's population may experience economic hardship. Global competition can lead to advantages for some people, such as: <ul style="list-style-type: none">• increased employment;• lower prices;• increased consumer choices; and• rise in the standard of living. Global competition can lead to negative effects for some people, such as: <ul style="list-style-type: none">• loss of jobs;• reduced wages;• exploitation of workers;• environmental damage; and• natural resource depletion.
EXPECTATIONS FOR LEARNING	
	Evaluate how the changing global economy has created advantages and disadvantages for different segments of the world's population.
Content Statement	20. Trade agreements, multinational organizations, embargoes and protectionism impact markets.
	CONTENT ELABORATION The global economy is subject to the influence of local, national and international governmental actions. Governments can influence and regulate trade through trade agreements and multinational trade organizations, such as: <ul style="list-style-type: none">• trade agreements: North American Free Trade Agreement (NAFTA), General Agreement on Tariffs and Trade (GATT); and• multinational trade organizations: European Union (EU), Organization of the Petroleum Exporting Countries (OPEC). Embargoes and protectionism policies such as sanctions and tariffs can be used to restrict trade. EXPECTATIONS FOR LEARNING Explain how international trade agreements and multinational organizations impact markets. Evaluate the impact of embargoes and protectionism on markets.

TOPIC: THE GLOBAL ECONOMY	
Content Statement	
	21. The distribution of wealth and economic power among countries changes over time.
	CONTENT ELABORATION The distribution of wealth and economic power shifts as a result of political and social changes, and developments in technology or productive resources. Gradual or rapid changes in the distribution of wealth and economic power may result from: <ul style="list-style-type: none">• political changes (e.g., trade alliances, new leaders);• social changes (e.g., improvements in access to education);• development of new technologies (e.g., agriculture and manufacturing advances); and• development of productive resources (e.g., discovery of new mineral reserves). As the distribution of wealth and economic power shifts among countries, patterns of conflict and cooperation can change.
	EXPECTATIONS FOR LEARNING Analyze the causes and effects of changes to the distribution of wealth and economic power among countries.
Content Statement	
	22. The global economy creates interdependence so that economic circumstances in one country impact events in other countries.
	CONTENT ELABORATION Expansion of trade in the 21st century has led to a global economy characterized by interdependence. As global trade has increased, so has the economic interdependence among countries. More than ever before, economic decisions and activities in one country have the potential to impact economies in other countries. For example, a drop in the value of stock prices in the United States will impact the American economy and the economies of countries whose investors hold American stocks. Similarly, a rise in oil consumption in Asia will have a ripple effect on the oil market worldwide and likely result in higher prices for all consumers as demand increases.
	EXPECTATIONS FOR LEARNING Explain how economic decisions and activities in one country impact economies in other countries.