

TWELFTH GRADE – UNIT OUTLINES

In twelfth grade, students use the conceptual understandings they have developed in civics, economics, geography, and history to explore pressing issues in our world today. The recommended context for this exploration, therefore, focuses on contemporary world issues. By applying their learning from previous years to current topics, students situate current world issues in their historical, geographic, political, economic, and cultural contexts. The cognitive demand of the GLEs is primarily evaluation in an effort to leave these graduating students ready to become the next decision makers and leaders of their communities, the nation, and the world.

The following pages provide unit outlines to help you organize a contemporary world problems (or issues) course around the required state standards. These suggested unit outlines are framed around major developments or themes related to these problems and issues. Civics, economics, geography, history, and social studies skills are embedded in this framework. They start with possible essential and guiding questions to help frame the unit. The sample guiding questions focus on the specific issues that connect with the particular era, developments, or themes. The sample essential questions are meant to remind us of how the themes and eras addressed in a particular unit relate to timeless important issues and concepts. Please note that while the GLEs (in bold) are required, the examples are merely suggestions. Since it would be impossible to address all of the important issues and problems the world is facing today, these examples are meant to provide some possible contexts in which to teach these standards. They are not meant to be followed like a recipe or as a one-size-fits-all curriculum. Ultimately, it is up to teachers and administrators in each district to decide how to tailor this course and these examples to their students' and community's particular interests and needs. They will have to help decide which themes and developments students will examine deeply and which they will look at as points of comparison. By balancing depth and breadth, students will have the opportunity to gain enduring understandings that social studies teaches us about ourselves and our world. To help develop these enduring understandings, these unit outlines include recommended placement of several of the state's Classroom-Based Assessment models (CBAs). To see the full requirements of the CBAs referenced below, visit OSPI's social studies assessment web page.

Unit Outlines for Twelfth Grade:

1. CWP- Human Rights
2. CWP- Environmental Issues
3. CWP- Globalization and the Economy
4. CWP- Civic Action and Responsibility

CBAs: Government Revenue and Responsibility, You and the Economy, Cultural Interactions

Unit Outline 1: CWP- Human Rights

Essential Question(s):

- To what rights are all humans entitled?

Guiding Question(s):

- What is being done to ensure that all people around the world are able to exercise basic human rights?

		Required GLE	Suggested Examples
HISTORY	4.2.1	Evaluates how individuals and movements have shaped contemporary world issues.	<ul style="list-style-type: none"> • Evaluates the influence of Nelson Mandela on the African National Congress' efforts to end apartheid in South Africa. • Evaluates the efforts of Russell Means and the American Indian Movement regarding the honoring of treaty rights in the United States.
	4.2.2	Analyzes how cultural identity can promote unity and division.	<ul style="list-style-type: none"> • Examines how ethnic and cultural groups align themselves with particular political candidates and parties in the United States. • Examines how multicultural societies have responded to the challenge of creating unified nations that recognize the diversity of their citizens and embrace a set of shared values, goals, and human rights.
CIVICS	1.1.2	Evaluates relationships between key ideals and historical and current realities.	<ul style="list-style-type: none"> • Judges the relationship between the concept of equal opportunity and the effects of the Individuals with Disabilities Education Act (IDEA). • Judges the relationship between the Boldt decision and the rights of non-Indians.
	1.2.2	Evaluates the effectiveness of federalism in promoting the common good and protecting individual rights.	<ul style="list-style-type: none"> • Critiques the Patriot Act as it relates to rights established in the U.S. Constitution. • Critiques the actions of the federal government in protecting the Columbia River tribes' fishing rights against state policies.
	1.4.1	Analyzes and evaluates ways of influencing national governments and international organizations to establish or preserve individual rights and/or promote the common good.	<ul style="list-style-type: none"> • Using examples of different groups of people in China, examines instances in which individual rights were denied and the struggles that ensued to establish those rights. • Critiques how private corporations in Africa affect the establishment of individual rights and preservation of the common good. • Critiques the effectiveness of what different groups did to stop the violence in East Timor in the 1990s.
GEOGRAPHY	3.1.1	Analyzes information from geographic tools, including computer-based mapping systems, to draw conclusions on an issue or event.	<ul style="list-style-type: none"> • Considers the potential for peace in the Middle East using historical and current maps of Israel and Palestine. • Examines the causes of mass killings and human rights violations in Bosnia using historical and current maps.

Unit Outline 2: CWP- Environmental Issues

Essential Question(s):

- How can we live sustainably?

Guiding Question(s):

- What are people doing to promote a prosperous and environmentally sustainable society?

		Required GLE	Suggested Examples
GEOGRAPHY	3.1.2	Evaluates the complexities of regions and problems involved in defining those regions.	<ul style="list-style-type: none"> • Creates a map of new world regions based on cultural and environmental factors.
	3.2.3	Analyzes and evaluates current opportunities and obstacles connected with international migration.	<ul style="list-style-type: none"> • Examines how opportunities in the developed world stimulate international migration and change the environment. • Examines the impact of Iraqis, Afghans, and Kurds' migration on their environment.
	3.3.1	Analyzes how the geography of globalization affects local diversity.	<ul style="list-style-type: none"> • Examines how the diffusion of fast food chains from the United States has affected local cultures and environments worldwide. • Weighs the pros and cons of the Kyoto Protocol.
	3.2.1	Evaluates how human interaction with the environment has affected economic growth and sustainability.	<ul style="list-style-type: none"> • Critiques the positive benefits and negative consequences of breaching the Columbia River dams. • Critiques the consequences of deforestation and coffee production in Colombia. • Critiques the efforts of the Yakama Nation to return agricultural land to its natural state. • Critiques the efforts of the Peruvian experiment with Incan farming techniques.
HISTORY	4.2.3	Evaluates the ethics of current and future uses of technology based on how technology has shaped history.	<ul style="list-style-type: none"> • Critiques an environmental policy based on the effects of human energy consumption on the global climate.

Unit Outline 3: CWP- Globalization and the Economy

Essential Question(s):

- How do we influence and how are we influenced by the global economy?

Guiding Question(s):

- How have recent changes and developments in the global economy affected you or your community?

CBA: You and the Economy

		Required GLE	Suggested Examples
ECONOMICS	2.1.1	Analyzes how economic choices made by groups and individuals in the global economy can impose costs and provide benefits.	<ul style="list-style-type: none"> • Evaluates the costs and benefits of individuals' decisions to buy a hybrid automobile, purchase only shade-grown coffee, or become an environmental engineer. • Examines how choices made by businesses in China to produce low-price consumer goods affect economic opportunities in Washington State. • Examines the costs and benefits for Washington's residents of Boeing's decision to produce the Dreamliner.
	2.4.1	Analyzes and evaluates how individuals affect and are affected by the distribution of resources and sustainability.	<ul style="list-style-type: none"> • Examines how a student's career choices will affect the local, national, and/or global economy. • Examines the role of gender discrimination in differing wages of middle management employees. • Weighs the impact consumer's choices can have on how companies pay their workers.
SOCIAL STUDIES SKILLS	5.1.1	Analyzes the short-term and long-term implications of decisions affecting the global community.	<ul style="list-style-type: none"> • Examines the short-term and long-term implications that consumers' choices of cars can have on automobile designs. • Examines the short-term and long-term implications that individual's career choices have for their local community and the world.
	5.1.2	Evaluates the plausibility of an analysis of decisions affecting the global community.	<ul style="list-style-type: none"> • Critiques whether realistic an analysis of the long-term implications of consumers' choices for automobile design is realistic. • Critiques whether realistic an analysis of the long-term implications of individual's career choices for their local community is realistic.
	5.3.1	Evaluates how the discussion and the proposed alternative resolutions changed or solidified one's own position on public issues.	<ul style="list-style-type: none"> • Evaluates how classroom discussions and proposed alternative resolutions have changed or solidified one's own position on the which career choices are best.

		Required GLE	Suggested Examples
ECONOMICS	2.2.2	Analyzes and evaluates the effects of specialization on global trade.	<ul style="list-style-type: none"> • Judges the effects of an oil-based economy on the members of OPEC. • Examines how specialization affected New Balance's decision to keep shoe manufacturing in the United States. • Analyzes how Russia's decision to specialize in aluminum production led to the demise of Washington State's aluminum industry.

CIVICS	1.3.1	Evaluates the impact of international agreements on contemporary world issues.	<ul style="list-style-type: none"> • Develops and supports a position regarding the continued issues involving tribal sovereignty, including those related to the control and use of natural resources. • Critiques the advantages and disadvantages of belonging to international organizations, such as the United Nations, or adhering to international agreements, such as the North American Free Trade Agreement.
	4.3.1	Analyzes the motives and interests behind an interpretation of a recent event.	<ul style="list-style-type: none"> • Examines the motives and interests behind different interpretations of the Makah's right to hunt whales. • Examines the motives and interests behind different interpretations of the distribution of AIDS treatment drugs in Africa. • Examines the motives and interests behind different interpretations of the effects of NAFTA on the North American economies.
HISTORY	4.3.2	Evaluates the ramifications of mono-causal explanations of contemporary events in the world.	<ul style="list-style-type: none"> • Weighs the validity of oil as the sole cause of conflicts in the Middle East. • Evaluates arguments attributing the responsibility of the economic recession in the early 1990s solely to George H. W. Bush.

CBA: Cultural Interactions

		Required GLE	Suggested Examples
ECONOMICS	2.2.1	Analyzes and evaluates the advantages and disadvantages of different economic systems for countries and groups of people.	<ul style="list-style-type: none"> • Weighs the positive and negative consequences of China's transformation from a planned economy to a mixed economy. • Evaluates the effects of the North American Free Trade Agreement (NAFTA) on the economies of the United States, Canada, and Mexico. • Evaluates the effects of changing to money-based economies on African societies. • Examines the role of economic systems in comparing the economic success of Uyghurs living in China with that of Uyghurs living in Turkey. • Examines how global competition in agriculture has affected wages for farm workers. • Examines how global demand for technology has affected wages for technologically-skilled engineers.
GEOGRAPHY	3.2.2	Analyzes and evaluates the social and political factors affecting cultural interactions.	<ul style="list-style-type: none"> • Compares and critiques the political status of Kurds in Iraq to that of Kurds in Turkey. • Compares and critiques the social conditions of Romani in Germany to Romani in the United Kingdom. • Examines the role of ethnocentrism in determining how recent Chinese migrants fare in Vancouver, B.C., and San Francisco.
SOCIAL STUDIES SKILLS	5.4.1	Evaluates positions and evidence to make one's own decisions in a paper or presentation.	<ul style="list-style-type: none"> • Weighs positions and evidence to determine how the Kurdish people have fared economically in different parts of the world.

Unit Outline 4: CWP- Civic Action and Responsibility

Essential Question(s):

- What knowledge and skills do people need to participate effectively in our political system?

Guiding Question(s):

- What opportunities are there for students to participate in addressing issues locally, nationally, and globally?

CBA: Government Revenue and Responsibility

		Required GLE	Suggested Examples
CIVICS	1.2.3	Evaluates the effectiveness of state, tribal, and federal forms of governments by comparing them to governments of other nations.	<ul style="list-style-type: none"> • Compares and differentiates the United States governmental structure with a parliamentary government. • Compares and differentiates the United States governmental structure with a constitutional government with unlimited power. • Compares the structure and powers of state government to a tribal government.
	1.2.4	Understands and evaluates how political systems in the United States operate.	<ul style="list-style-type: none"> • Evaluates the political system examining the role of the chair and the caucus in national and state legislative bodies. • Explains the impact of third party candidates on United States elections. • Evaluates how interest groups use money to promote their agendas and influence the political system. • Evaluates the effectiveness of current campaign finance laws. • Explains how local tribal governments operate and interact within local, state, and federal governments on issues of environmental and conservation initiatives.
ECONOMICS	2.3.1	Evaluates the costs and benefits of governmental fiscal and monetary policies.	<ul style="list-style-type: none"> • Weighs the effects of the Federal Reserve's contraction of the money supply on the economy. • Weighs the effects of fiscal policies on unemployment and inflation. • Judges who pays for and who benefits from the collection of revenue and expenditures related to Medicare. • Critiques the costs and benefits of the World Health Organization's response to the AIDS crisis. • Critiques the effects of loans from the International Monetary Fund on developing countries.
SOCIAL STUDIES SKILLS	5.2.2	Evaluates the breadth of research to determine the need for new or additional investigation when researching an issue or event.	<ul style="list-style-type: none"> • Upon concluding a research paper on the fairness of welfare reform, critiques the ways in which the research could be enhanced with additional investigation. • Upon concluding a research paper on the fairness of the government's farm subsidies, critiques the ways in which the research could be enhanced with additional investigation.
HISTORY	4.4.1	Evaluates positions on a current issue based on an analysis of history.	<ul style="list-style-type: none"> • Critiques different positions on the reform of Social Security based on an analysis of the effects of the New Deal.