



SCHOOL DISTRICT OF MONROE

Preparing for the Future, One Child at a Time

International Issues

Course Description:

The curriculum for this required course is developed from the [Wisconsin Standards for Social Studies](#). International Issues is a .5 credit elective that focuses on a variety of social, economic, environmental, and political realities that face the world every day. A research-based, problem-solving approach is used to examine issues of concern to the the global society and how these issues relate to the United States. By having an awareness of the origins of these issues and their current impacts, students will be better equipped to face every day challenges in the global society of the 21st century.

Coursework will include background readings, individual and group projects, discussions, debates, daily assignments and formal evaluations such tests, projects, and other assessments. The information in this course overview outlines what students should understand and be able to do by the end of the semester/year.

Mastery Standards:

Wisconsin Standards for Social Studies

Area: Social Studies Inquiry Practices and Processes (Inq)

- Wisconsin students will construct meaningful questions that initiate an inquiry. (Standard SS.Inq.1)
 - Develop questions based on a topic. (Inq1.a)
 - Frame researchable, complex, and open-ended questions, integrating multiple social studies strands that call for investigation. (SS.Inq1.a.h)
 - Plan inquiry (Inq1.b)
 - Construct questions that support the research and identify the sources that will be used in the student-developed research proposal. (SS.Inq1.b.h)
- Wisconsin students will gather and evaluate sources. (Standard SS.Inq2)
 - Gather diverse sources (electronic, digital, print, and other mass media) applicable to the inquiry. (Inq2.a)
 - Explore evidence discovered through personal research through a variety of disciplinary lenses (e.g., economics, history, political science) and multiple perspectives (e.g., race, gender, ethnicity, language, disability, sexual orientation, family background, and/or family income) with a variety of sources including primary and secondary sources and media resources. (SS.Inq2.a.h)
 - Evaluate sources (Inq2.b)
 - Analyze and weigh relevance of source through a disciplinary lens to determine how the author, context, audience, and purpose affect the reliability, limitations, and usefulness of a source. (SS.Inq2.b.h)
- Wisconsin students will develop claims using evidence to support reasoning. (Standard SS.Inq3)
 - Develop claims to answer inquiry questions. (Inq3.a)
 - Develop a defensible claim to provide focus for an inquiry that is based upon the analysis of sources. (SS.Inq3.a.h)
 - Cite evidence from multiple sources to support the claim. (Inq3.b)
 - Support claim with evidence using sources from multiple perspectives and mediums (electronic, digital, print, and other mass media). (SS.Inq3.b.h)
 - Elaborate how evidence supports the claim. (Inq3.c)
 - Analyze the extent to which evidence supports or does not support a claim, and if it does not, modify the claim appropriately. (SS.Inq3.c.h)
- Wisconsin students will communicate and critique conclusions. (Standard SS.Inq4)
 - Communicate conclusions (Inq4.a)
 - Communicate conclusions while taking into consideration that audiences from diverse backgrounds (e.g., gender, class, proximity to the event or issue) may interpret the information in different ways). (SS.Inq4.a.h)
 - Critique conclusions (Inq4.b)
 - Examine a claim's strengths and weaknesses, including an evaluation of supporting evidence, taking into consideration cultural, social, economic, political, geographic, and historic influences that inform these perspectives. (SS.Inq4.b.h)

Unit	Description of Unit and Learning Targets
<p>Unit Title: Global Conflict (Terrorism, War, Civil War)</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> • What constitutes conflict and where in the world are seeing extreme conflict? • • What is terrorism and what are the goals of terrorist organizations? 	<p>Students will.....</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • Understand the meaning of conflict. • Analyze current extreme conflicts occurring around the globe. • Understand the meaning of terrorism and its goals. • Analyze the rise of ISIS and how it has impacted the Middle East and beyond. • Analyze and take a position(s) on approaches the United States and other nations can take to curb and combat the rise of global conflict and terrorism.
<p>Unit Title: Global Immigration/Refugee Crises</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> • How has the influx of large groups of migrants, refugees, and asylum seekers impacted the geographical areas they have both left and moved to? 	<p>Students will...</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • Understand the difference between an immigrant, migrant, refugee, and asylum seeker. • Analyze the root causes(s) and effects of migration movements around the globe. • Analyze and take a position(s) on solutions to global migration issues.
<p>Unit Title: Global Climate Change</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> • How will global climate change impact the earth and its inhabitants? 	<p>Students will...</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • Analyze the root cause(s) of global climate change. • Understand how global climate change is currently impacting the earth and its inhabitants and how it will impact both in the future. • Determine ways in which humans can adapt to and slow and/or attempt to reverse the impacts of global climate change.
<p>Unit Title: Global Healthcare Comparisons</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> • What various healthcare systems exist in the world? • • How does the United States' healthcare system compare to other ' health care systems in the world? 	<p>Students will...</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • Understand how healthcare is delivered in the United States and paid for. • Compare healthcare systems from other industrialized nations to that of the United States. • Determine ways in which the United States can improve upon its healthcare system.