

INFLUENCE HIGH SCHOOL COURSE OPTION

Considerations for Curriculum Development

High School Course Contextual Theme: Comparative Studies

World regions – governments, economies, geography and history from 1500 to present.

Assumptions and Goals of Curriculum Development

The focus of high school course 1 will be to continue to build upon students' prior contextual knowledge of the basic disciplines in social studies so they will develop deeper levels of understanding around the many ways the world is connected. Students will make comparisons across different countries and their different governments, economies, cultures and histories during this time period, while considering multiple perspectives and viewpoints. Furthermore, students will continue to refine their critical thinking skills around the many similarities and differences of the world's regions. Throughout this course, students should continue to be afforded ample opportunities to engage in all Practices of the Inquiry Cycle.

Summative grade level compelling questions may include, but are not limited to, the following:

How is the world connected?

What does it mean to be a citizen of a country?

Why are there so many cultural differences across the world?

How is scarcity a global issue?

Contextual Inquiries by Disciplinary Core Concept

Civic Mindedness

What forms of government can be seen across the world?

How do governments in the world vary in terms of their sources of power, purposes and effectiveness?

Do governments change over time to meet the needs of their citizens?

How do the roles, rights and responsibilities of citizens differ in various countries?

Do all governments protect their rights of their citizens?

How do present day conflicts in the world reflect developments or events of the past?

How does the global community maintain and restore world peace?

Economic Decision Making

What are the similarities and differences of economic systems around the world?
How do local, national and global markets vary?
How do various countries deal with questions about production, distribution and consumption?
Does the role of supply and demand change in different countries?
How has the concept of global interdependence changed over time?
How do international governments consider revenues, costs and opportunities?
How are economic institutions in various countries similar or different from the United States?
How do government policies and mandates affect the global marketplace?
How has technology impacted the economic development of countries?
How are countries affected by and affect American economic policies?

Geographical Reasoning

What are the similar and different cultural characteristics of world regions?
What is the role of social institutions in different countries?
How do groups of people behave in relation to other groups and their environment?
How does culture influence the interactions among individuals and groups of people?
What is the relationship between culture and technology?
How have elements of culture throughout the world changed over time?
How do places serve as meaningful symbols for certain cultures?
What is the significance of political boundaries?
What is the relationship of stereotypes and certain locations or regions across the world?
How is the world population distributed?

Historical Thinking

How do countries' histories vary across the world?
Can significant historical eras be identified across the world?
What significant individuals and groups impacted history?
How has geography influenced historical perspectives and events?
What has been the role of innovation and technology in the global community?
How are events connected in the modern world?
How have the perceptions and perspectives of different groups of people differed over time?
What has been the impact of peace efforts made by the global community?
How has conflict influenced world developments and events?
How have political, cultural and social revolutions changed the world?
How have countries around the world addressed the challenges associated with rapid change?

Civic Mindedness

HS2.CM.1 [Civic and Political Institutions](#) *Analyze founding and governing documents of governments and evaluate the impacts on citizens, political and economic groups.*

HS1.CM.2 [Participation and Deliberation: Applying Civic Virtues and Democratic Principles](#) *Evaluate the effectiveness of social and political systems to promote civic virtues and democratic principles by using primary and secondary sources*

HS2.CM.2 [Participation and Deliberation: Applying Civic Virtues and Democratic Principles](#) *Analyze the civic responsibilities, democratic principles and constitutional rights that guide individuals and societies when addressing governmental and societal issues.*

HS3.CM.2 [Participation and Deliberation: Applying Civic Virtues and Democratic Principles](#) *Analyze how human rights and global responsibility influence individual perspectives and societies when addressing governmental and societal issues.*

Key Idea: Civic engagement is highest in developed countries.

Students who demonstrate understanding of these standards, can address the following compelling questions:

Is the purpose of all governments to meet their citizens' needs?

Do all governments promote democratic principles?

How do governments influence their citizens' actions?

Is there a global responsibility to protect human rights?

Students who demonstrate understanding of these standards, can address the following supporting questions:

How do governing documents differ from country to country?

What do freedom, equality and justice look like in countries around the world?

How do civic responsibilities vary across the world?

Are human rights the same in all countries?

Fundamental Understandings:

Students will understand the following:

- Different forms of government affect citizens differently.
- Although people can identify with the same basic democratic principles, no two countries are alike.
- In democracies, there is a constant and unavoidable tension between rights and responsibilities.
- People's perspectives on societal issues differ among cultures.

Key Concepts:

May include, but are not limited to the following: citizens, civic duties, civic participation, civic responsibilities, civic virtues, conflict, constitutional rights, constitutions, culture, democratic principles, economic groups, elections, forms of governments, founding documents, general welfare, global responsibility, governing documents, governmental issues, human-made disasters, human rights, natural disasters, perspectives, political groups, political leaders, political philosophies, political system,

purposes of government, roles of citizens, rules and laws, social movements, social systems, societal issues, society, voting, etc.

Economic Decision Making

HS3.EDM.4 [Economic Decision Making](#) *Use economic analysis to determine marginal benefits and marginal costs of the solution for an economic issue.*

HS4.EDM.4 [Economic Decision Making](#) *Construct an argument that evaluates approaches to solving an economic issue, considering resource availability, opportunity cost and incentives.*

HS2.EDM.6 [National Economy](#) *Use economic analysis to identify current and future economic trends using economic indicators.*

HS2.EDM.7 [Global Economy](#) *Use economic analysis to evaluate current economic trends and the role of comparative advantage in the international trade of goods and services.*

HS4.EDM.7 [Global Economy](#) *Evaluate how current globalization trends and policies affect human rights and the environment.*

Key Idea: Governments develop economic policy to solve economic problems.

Students who demonstrate understanding of these standards, can address the following compelling questions:

When is an economic decision a sound one?

How can a cost be calculated as a result of an action?

How do economic trends indicate the health of an economy?

Why don't countries trade all of the goods they produce?

How do profits affect human rights?

Students who demonstrate understanding of these standards, can address the following supporting questions:

Why would governments use cost-benefit analysis?

What is marginal cost?

What are economic indicators?

What is comparative advantage?

How is competition related to profit?

Fundamental Understandings:

Students will understand the following:

- Countries use cost-benefit analysis as a decision-making tool to help maximize benefits.
- Few economic choices are all-or-nothing decisions.
- Evaluating economic activity allows predictions to be made about the future performance of the economy.
- Countries will export more of the goods for which they have a comparative advantage, while importing the other goods.

- The fundamental basis of economic decision-making for businesses is profit.

Key Concepts:

May include, but not limited to the following: comparative advantage, competition, conflicts, consumption, cost-benefit analysis, distribution, economic analysis, economic choices, economic decisions, economic indicators, economic issues, economic markets, economic systems, economic trends, environmental issues, environmental regulations, EPA, export, factors of production, geography, goods and services, government policies and mandates, government spending, human rights, import, incentives, interdependence, labor markets, marginal benefit, marginal cost, needs, opportunity cost, production, profit, resource availability, resources, scarcity, supply and demand, trade, transnational companies, wages and income, wants, etc.

Geographical Reasoning

HS1.GR.11 [Global Interconnections](#) *Analyze ways in which environmental and cultural characteristics influence patterns of trade and modify patterns of land use in places or regions.*

HS2.GR.8 [Spatial Views of the World](#) *Utilize multiple technologies to create maps on multiple scales to interpret and depict spatial patterns of cultural and environmental characteristics.*

HS3.GR.8 [Spatial Views of the World](#) *Predict future trends and outcomes using understanding of spatial patterns related to cultural and/or environmental characteristics at multiple scales.*

HS3.GR.9 [Human-Environment Interaction](#) *Evaluate the impact of human settlement on the environment and culture of places and regions.*

HS4.GR.10 [Human Populations Spatial Patterns and Movements](#) *Evaluate the influence of long-term climate variability on human migration and settlement patterns, resource and land use at local to global scales.*

HS4.GR.11 [Global Interconnections](#) *Synthesize how economic global interdependence and expanding use of resources contribute to conflict and cooperation at the local, state, national and global levels.*

Key Idea: As people, ideas, knowledge and goods move more easily around the globe, the experiences of people around the world become more similar.

Students who demonstrate understanding of these standards, can address the following compelling questions:

How could trade be inhibited in certain parts of the world?

Why do human populations concentrate in certain areas of world regions?

How will land use trends change in the future?

How does technology play a role in the impact of human settlement on the environment?

What will be the impacts of long-term climate change?

Who should get to use all of the resources?

Students who demonstrate understanding of these standards, can address the following supporting questions:

What are physical features of world regions that inhibit human activity?
Where do certain groups of people live in certain places or regions?
What are the current land use practices of cultures across the world?
What do the patterns of human settlement look like on a global scale?
Who will be impacted by long-term climate change?
How do the concepts of global interdependence and scarcity interact?

Fundamental Understandings:

Students will understand the following:

- Trade patterns often emerge as a result of society's economic interdependence on places or regions.
- Maps allow geographers to interpret relationships between different cultures and environments.
- Predicting land use changes helps political geographers be aware of the need for future regulations.
- Human settlement is impacting the environment in diverse ways.
- Climate change impacts humans in positive and negative ways.
- Globalization can conflict with a cultural desire to preserve tradition.

Key Concepts:

May include, but not limited to the following: adaptations, climate variability, conflict, cooperation, cultural characteristics, diffusion, environmental characteristics, environmental issues, human activity, human-made disasters, immigration, interdependence, land use, maps, migration, modifications, natural disasters, outcomes, places, political boundaries, population growth, public goods, regions, relationships, resources, scale, scarcity, settlement, significant locations, societal issues, spatial patterns, stereotypes, technologies, trade, trends, etc.

Historical Thinking

HS1.HT.12 Chronological Reasoning: Causation and Continuity *Analyze multiple and complex causes and effects of developments, events and historical periods and identify the differences between long-term and triggering events.*

HS1.HT.13 Historical Understanding: Contextualization and Perspectives *Analyze complex and interactive factors that influenced the perspectives of people during different historical eras and explain how perspectives of people in the present shape interpretations of the past.*

HS1.HT.14 Historical Arguments *Categorize and prioritize various arguments obtained from historical sources to help build a valid argument, including counterclaims, after considering change over time, historical perspectives and relevance of sources.*

HS1.HT.15 Interpretation and Synthesis *Detect limitations in historical evidence and interpretations about multiple historical sources to pursue further inquiry and investigate additional sources.*

Key Idea: In order to understand significant ideas, beliefs, themes, patterns and events and how individuals and societies have changed over time in the world, historical context must be considered.

Students who demonstrate understanding of these standards, can address the following compelling questions:

Can an event be precipitated by one cause?
How does historical context affect people's perspectives?
What makes for a strong argument?
Why might a source not be credible?

Students who demonstrate understanding of these standards, can address the following supporting questions:

What is a triggering event?
What is the historical context of a certain historical period?
How can evidence be used effectively?
How can limitations of a source's credibility be determined?

Fundamental Understandings:

Students will understand the following:

- Change occurs over time for a variety of reasons and has various impacts.
- People's perspectives on history shape the understanding of the past and present.
- A complex and logical argument is based on evidence that supports a stated proposition.
- A source may not include all of the information that is important to understanding an event.

Key Concepts:

May include, but not limited to the following: arguments, cause and effect, chronological sequences, conditions, conflicts, counterclaims, cultural changes, economic changes, evidence, historical context, historical eras and periods, interactive factors, interpretation, long-term events, perspectives, political changes, relationships, significant individuals and groups, sourcing, thesis, trends, triggering events, etc.