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This tightly-woven semester course combines Human Geography, Current Events, Contemporary World Issues, and Environmental Science into a must-teach inquiry-driven, real-world, project-based experience. With these thematic, inquiry-driven units that build on each other, ask students to decide for themselves where they fit in this complex, competitive, and connected global village. You will guide them in exploring everything from the human population growth to globalization to natural resource sustainability. Tied with each unit are multiple projects that challenge your students' ability to teach their classmates, reflect and empathize, and to strengthen their reading, writing, and research skills. Download the FREE Global Issues Course Overview and Calendar to see how this complete curriculum will challenge and prepare your students to be global citizens. Then, check out this FREE simulation lesson on eco footprints to take a glimpse into the types of activities included. This course is the real-life intersection of social studies and science by exploring our world's most pressing problems of how we as a human race interact with our planet now and moving forward. Additionally, the embedded projects bring focused rigor and authenticity to your daily lessons. And the personalized work students create is so inspiring. It has re-ignited a passion for teaching in me and I hope it will for you too! Both print PDF and digital Google Slides options are included with each listing. Craft a powerful experience with these build-on-each-other inquiry units: 3 BONUS Projects Kits What Other Teachers Are Saying If you are looking to save time and have your students experience a good variety of critical thinking tasks and project-based assessments, this is a great resource. I like that this incorporates exploration and introduction of tougher topics with background info and graphics before asking students to produce a product. Wonderful! - fellow TPT Seller Excellent resource! I found this when I was at my wits end trying to decide what I wanted to use in my Ecology class. It is an excellent curriculum to start the discussion on world issues and how we can use education as empowerment to solve global issues. - Kelsey This has been my absolute favorite resource yet on TpT. This Mega Bundle has been more than enough to cover my 12-week trimester with tons of good project-based learning activities." - Shauna I used this in my Environmental Science class with great success. The handouts were clear with rubrics (standards included), examples, and answer keys, etc. The essays were great—students completed the pre-writing activity and the outline with great success. Thank you for the detailed lesson plans, projects and assessments. Well done!" - Tara Excited to incorporate this into my English curriculum. I enjoy the real-world reading and application, and it hits several of my standards while giving them great non-fiction material. - Courtney Note from my Classroom! I created this curriculum for on-level high schoolers to fulfill a Contemporary Global Issues course with the goal of tackling the larger problems we collectively are and will face in the 21st century: population growth, globalization, and climate change. These units intentionally use a wide range of materials, from photo books to scholarly studies, from data graphs to video diaries, that will engage even your lowest readers and challenge even your most college-ready students, which was essential in my classroom. Don't hesitate to leave a question if you have any about how this can fit into your classroom too! I am always excited to see the unique ways others are using this course. Teaching an existing Contemporary World Problems, Human Geography, or Environmental Science course? Try these mix-and-match stand-alone units that can easily integrate into your existing classroom: Population Growth: a 3-week unit exploring what the simultaneous global problem of explosive population growth as well as alarming decline Extreme Poverty: a 3-week unit exploring what it's really like to live on one dollar a day around the world Globalization: a 4-week unit exploring the exponential growth of trade, technology, and travel that has created unbelievable global economic and cultural change Water Supply & Pollution: a 3-week unit exploring our finite freshwater supply and the human rights, pollution, and conservation issues that need urgent solutions Fossil Fuels & Alternatives: a 3-week unit exploring our addiction to oil, the harsh impact it is having on our air pollution and greenhouse gas levels, and the urgent need to switch to clean renewable energy sources Plastic & Garbage: a 3-week unit exploring the modern invention of garbage, landfills, and single-use disposables, the effects it is having on our oceans, and how a zero-waste lifestyle can be possible Global Priorities Research Project: a 2-option, 2-3 week capstone research project where students complete either a one-pager or research essay on the global issue they find most pressing This listing is for one license for regular, non-commercial classroom use by a single teacher only. Commercial use like online teaching (ex. Outschool) or sharing with other teachers (ex. shared drive, in a Facebook group, in a professional development training) is strictly prohibited. By purchasing a license to this resource, you have access to all future updates at no cost, available under "My Purchases." Multiple and transferable licenses are available for purchase. PDF files are uneditable, other files have editing abilities, unless otherwise stated. All files are protected under federal copyright laws. To request a complete terms of use prior to purchase or if you have any questions about this resource, please leave a question below under "Product Q&A." This resource contains guidance on how to teach about complex global issues, think critically about the causes of the issues, who they affect, and how they are being handled. It includes several through provoking and engaging teaching resources accompanied with student work sheets. Global environmental issues are rooted in the actions of past and present generations. Critically engaging with multiple and differently positioned perspectives and experiences is essential to responsibly relating to current and future generations. In 2015, nation-states across the globe adopted the United Nations Sustainable Development Goals (SDGs). This resource supports goal 4, which calls for quality education for all. Specifically it links to target 4.7, which requires that all learners acquire the knowledge and skills needed to promote sustainable development through education for sustainable development and global citizenship among other values-based forms of education. This resource supports UNESCO's 2014 statement that the main aim of Global Citizenship Education is to: 'Support learners to revisit assumptions, world views and power relations in mainstream discourses and consider people/groups that are systematically underrepresented/marginalized' Contents: REFLECTIONS FOR TEACHERS - A tool to help teachers reflect on the materials and pedagogies that currently and could in the future support facilitation of global issues lessons. ORIENTING LEARNERS TO THE GLOBAL ISSUE: MAINSTREAM AND MARGINALISED PERSPECTIVES - An orientation activity as an introduction to a global issue EXPLORING THE ISSUE - An activity that can be used to analyse a campaign directed at students (e.g. KONY 2012) BREAKING DOWN AN ISSUE AND IDENTIFYING KEY CHALLENGES - A series of three question sets to support students in their inquiries into a global issue RESPONSES AND ACTIONS CHECKLIST - A check-list that can be used after students have studied an issue in order to consider future implications of their conclusions. HANDOUTS FOR STUDENTS - Developed by Dr. Karen Pashby (Manchester Metropolitan University) and Dr. Louise Sund (Örebro University and Mälardalen University) Resource contents View details Hide details This resource contains guidance of how to teach about complex global issues and think critically about the sources of the issues, who they affect, and how they are being handled. It includes several through provoking and engaging teaching resources accompanied with student work sheets. 19 pages Compassionate Values Age Ranges KS3: ages 11-14, KS4: ages 14-16, KS5: ages 16+ Subjects Citizenship, Philosophy / PAC / Critical thinking, Spiritual, moral, social, cultural (SMSC) Recommend it Add to favourites Enos, Ssemanda (2018) Contemporary Issues in Education. Project Report. African Virtual University (AVU). You are welcome to this Module in Contemporary Issues in Education, which is a part of your Professional Studies in education. To understand the content in this Module well, you need to grasp the meaning and major critical areas that constitute the concept of Contemporary Issues in Education. The word contemporary means modern, current, present-day or existing. In this context, Contemporary issues in Education refer to the various events, policies and developments of an educational nature which exist in the modern world. Most of these are influenced by the changes and initiatives caused by modern trends and innovations in Education, Science and Technology, the spread and Influence of Information and Communication Technologies, among others. At the same time, many societies, like those in Africa, experience widespread poverty, inadequate funding and facilitation in education, health, infrastructure and other related areas. Similarly, civil strife, political turbulence and socio-cultural issues also impact strongly the modern world. In the area of education, the above phenomena influence elements of access, quality, equity and relevance in education. Using your country as an example, ask yourself the following questions: What are the major challenges that face the education system in my country at the moment? Is there equal distribution of educational opportunities for everybody regardless of one's social, economic or political status (whether poor or well-to-do, young or old, female or male, rural or urban, etc.)? Why? What can be done to improve access and quality of the existing education system? How are these issues being addressed in the country? Are there any successes or failures? Why? etc. Note that the answers to the above questions vary from one country to another and, change as time goes by. This variation is also reflected in the Contemporary Issues in Education. Indeed they are diverse in terms of causes, magnitude, impact and other dynamics. However, there are a number of current issues that are of critical concern to the world in general and Africa in particular. In this Module, you will be introduced to some of the Contemporary Issues in Education that are of critical concern to your country and to the African Continent as a whole in this new Millennium. Contemporary World Problems introduces students to social, political, economic, and environmental challenges facing the world today. Students will explore economic systems, human rights, global conflicts, environmental issues, human health concerns, and the United States' position in the world. Students will also study the history of Washington's Indigenous populations, current economic and environmental concerns facing Indigenous groups, and the relationship between federal, state, and tribal governments within the state. Through critical reading activities, feedback-rich instruction, and application-oriented assignments, students develop their capacity to conduct research, analyze sources, make arguments, and take informed action. In written assignments and projects, students address critical questions about the history of the modern era. In discussion activities, students respond to diverse opinions, take positions, and defend their own claims. Formative and summative assessments provide students — and teachers — with ample opportunities to check in, review, and evaluate students' progress in the course. This course aligns to the Washington State K-12 Learning Standards for Social Studies. Contemporary World Problems introduces students to social, political, economic, and environmental challenges facing the world today. Students will explore economic systems, human rights, global conflicts, environmental issues, human health concerns, and the United States' position in the world. Students will also study the history of Washington's Indigenous populations, current economic and environmental concerns facing Indigenous groups, and the relationship between federal, state, and tribal governments within the state. Through critical reading activities, feedback-rich instruction, and application-oriented assignments, students develop their capacity to conduct research, analyze sources, make arguments, and take informed action. 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In Empowering Global Citizens: A World Course, Fernando Reimers and four co-authors offer an interdisciplinary K-12 curriculum that aims for nothing less. It seeks to develop the specific cognitive, interpersonal, and intrapersonal competencies crucial to thriving in the 21st century. Among those skills: the social and emotional ability to understand and work with people from diverse cultures; the creativity to develop sustainable solutions to complex problems; and a sense of confidence that individuals can (and are obligated to) make a difference. A Global Curriculum A curriculum, ideally, should give young people the knowledge they need to approach the future with a dynamic, accountable, forward-thinking mindset, says Reimers, the faculty director of international education policy at the Harvard Graduate School of Education. The World Course is a curriculum specifically designed with the future in view — with the idea that our future will be an interconnected one, with complex challenges that demand a sense of citizenship and collaboration that expands beyond national borders. To be globally competent, students will need traits like critical thinking, intercultural literacy, digital literacy, and cooperation, Reimers and his colleagues say. They'll need to know how to work together on shared projects; how to use technology as a tool for learning; and how to see themselves as agents for innovation and sustainability. Taking its lead from the United Nations' Sustainable Development Goals, the curriculum — unit-based, with sample lessons that teachers can customize — is divided into two large segments, kindergarten through grade eight, and grades nine through 12. It builds gradually, from closely guided instruction and activities to independent, project-based learning. The curriculum emphasizes pedagogy, focusing on "how you teach, not just what you teach," says Connie K. Chung, associate director of HGSE's Global Education Innovation Initiative and one of the book's co-authors. (The other co-authors are Vidur Chopra, Julia Higdon, and E. B. O'Donnell.) To that end, Empowering Global Citizens advocates for materials and resources to personalize learning, for schools to build partnerships with parents and communities, and for leadership that "supports cultures of continuous improvement and learning." K-8: Introducing Diversity and New Perspectives The World Course kicks off by helping kindergartners see that "our world is diverse and beautiful, and we can learn about it different ways, like counting, interviewing, describing, storytelling and viewing pictures." A different theme undergirds each successive academic year. The themes grow with the children, providing an ever-widening, deepening view of the world, from cultures, government, and geography to the environment, entrepreneurship, and values. The themes communicate: What we have in common and how we differ The value of social entrepreneurship The evolution of civilizations The power of ordinary citizens to improve society and the world The ongoing reality of population migration Students immerse themselves in the themes through classroom activities, projects, and film and literature. Each year ends with a capstone project; students might make a book, create a documentary, or create a social enterprise. Students learn to bring an inquisitive mind to people and experiences. They're taught to interview and to partner with peers in other countries. Teachers emphasize the long arc of history and the importance of the values espoused in the Universal Declaration of Human Rights through activities and lessons highlighting its various components. By the time they enter high school, students have learned "to find and make meaning in their learning," rather than simply master a list of skills. High School: Taking Control of Your Learning Ninth-graders continue the World Course by completing two of the five semester-long courses designed specifically for the curriculum — courses on The environment Society and public health Global conflicts and resolutions Development economics: growth and development in Latin America Technology, innovation, and globalization At the end of ninth grade, students identify an issue or challenge they'd like to pursue. In tenth grade, they begin a 3-year, multi-pronged inquiry into the subject. The project includes: Independent research An internship with a mentor or organization The development and implementation of a plan to address the issue A final senior-year presentation to the school community True to global-citizen form, students don't carry out their projects in a vacuum. They're placed into advisory groups based on their topics. And advisors, sometimes outside mentors, guide students for the duration of their research. Students also serve as peer coaches while working on their own projects. Remix It Reimers hopes that the World Course will provide globally minded teachers and administrators the resources they need to educate 21st-century citizens — and also to challenge others to consider global citizen education more seriously. The book was written using a creative commons license, which allows the educators to "build on it, remix it" and create their own derivatives to infuse into their practice, Reimers says. Additional Resources