

## **Global Issues Past and Present**

### ***Capstone Projects, G6***

The challenges of the 21st century require students to be globally literate regarding major global issues and the processes necessary to inquire about issues, gather information, and make decisions that arise during their lifetimes. They will need to practice responsible citizenship and make informed and reasoned decisions for the public good in a pluralistic, democratic society and an interdependent world.

Throughout the school year, the students will be introduced to topics that address global issues that integrate time and place. The topics are important for understanding contemporary global issues that affect countries and regions. Regular experiences with those topics and issues are necessary during each grade in order to build the background students will require to complete in-depth capstone projects.

#### *What is a Capstone Project?*

A capstone project entails the investigation of historical and contemporary global issues that have significance for the student and are clearly linked to the world outside the classroom. The capstone project proposes a plan for the future based on the evidence researched. At least three global issues should be used as capstone projects at each grade level.

Elements of a capstone project; students:

- use technology
- collect data
- develop a product or performance
- apply content from the core disciplines
- demonstrate ability to participate in public discourse
- make reasoned decisions
- demonstrate citizen involvement
- use methods of inquiry
- compose persuasive civic essays using reasoned arguments

#### *When are the Capstone Projects included in my plans?*

The Capstone Project may be addressed at the conclusion of an era or region or may be the learning activity for the last six weeks of the school year.

#### *How many Capstone Projects must an individual student produce?*

Each student should work with one or two students to complete the research and presentation for one project in grade six and one project in grade seven. It is the intention of this standard that the presentations are made to the entire class so that the class can learn from each group. At least 3 global issues should be under investigation in the classroom providing students with the ability to be both teacher and learner.

Standard and Expectations	<u>Clarification</u>
<p style="text-align: center;"><b>Grade Six</b></p> <p><b>G6 Global Issues Past and Present</b>  <i>Throughout the school year the students are introduced to topics that address global issues that integrate time and place. Included are capstone projects that entail the investigation of historical and contemporary global issues that have significance for the student and are clearly linked to the world outside the classroom. The topics and issues are developed as capstone projects within units or at the end of the course.</i></p> <p><b>G6.1 Global Topic Investigation and Issue Analysis</b>            Capstone projects require the student to use geography, history, economics, and government to inquire about major contemporary and historical issues and events linked to the world outside the classroom. The core disciplines are used to interpret the past and plan for the future.</p>	<p style="text-align: center;"><u>Standard Statement</u></p>
<p><b>6 – G6.1.1 Contemporary Investigations</b> – Conduct research on contemporary global topics and issues, compose persuasive essays, and develop a plan for action.</p>	<p><u>The following list of contemporary investigation topics are suggestions provided in the GLCE document related to content in geography:</u></p> <p><b>Contemporary Investigation Topics</b>  <b>Global Climate Change</b> – Investigate the impact of global climate change and describe the significance for human/environment relationships.  <b>Globalization</b> – Investigate the significance of globalization and describe its impact on international economic and political relationships.  <b>Migration</b> – Investigate issues arising from international movement of people and the economic, political, and cultural consequences.  <b>Human-Environmental Interactions</b> – Investigate how policies from the past and their implementation have had positive</p>

	<p>or negative consequences for the environment in the future.</p> <p><b>Natural Disasters</b> – Investigate the significance of natural disasters and describe the effects on human and physical systems, and the economy, and the responsibilities of government.</p>
<p>6 – G6.1.2 <b>Investigations Designed for Ancient World History Eras</b> – Conduct research on global topics and issues, compose persuasive essays, and develop a plan for action.</p>	<p>The following <u>list of contemporary investigation topics are suggestions provided in the GLCE document related to content in world history and geography</u>:</p> <p><b>World History and Contemporary Geography</b></p> <p><b>WHG Era 1</b></p> <p><b>Population Growth and Resources</b> – Investigate how population growth affects resource availability.</p> <p><b>Migration</b> – Investigate the significance of migrations of peoples and the resulting benefits and challenges.</p> <p><b>WHG Era 2</b></p> <p><b>Sustainable Agriculture</b> – Investigate the significance of sustainable agriculture and its role in helping societies produce enough food for people.</p> <p><b>WHG Era 3</b></p> <p><b>Development</b> – Investigate economic effects on development in a region and its ecosystems and societies.</p>
<p style="text-align: center;"><b>Grade Seven</b></p> <p><b>G6 Global Issues Past and Present</b></p> <p><i>Throughout the school year the students are introduced to topics that address global issues that integrate time and place. Included are capstone projects that entail the investigation of historical and contemporary global issues that have significance for the student and are clearly linked to the world outside</i></p>	

<p><i>the classroom. The topics and issues are developed as capstone projects within units or at the end of the course.</i></p> <p><b>G6.1 Public Discourse, Decision Making, and Citizen Involvement</b>          Capstone projects require the student to use geography, history, economics, and government to inquire about major contemporary and historical issues and events linked to the world outside the classroom. The core disciplines are used to interpret the past and plan for the future</p>	<p><u>Standard Statement</u></p>
<p>7 – G6.1.1 <b>Contemporary Investigations</b> – Conduct research on contemporary global topics and issues, compose persuasive essays, and develop a plan for action.</p>	<p><u>The following list of contemporary investigation topics are suggestions provided in the GLCE document related to content in geography:</u></p> <p><b>Contemporary Investigation Topics</b>  <b>Conflict, Stability, and Change</b> – Investigate the significance of conflict, stability, and change in governmental systems within the region.  <b>Diversity and Nationalism</b> – Investigate the tensions that may develop between cultural diversity and nationalism within a country and their consequences.  <b>Urbanization</b> – Investigate urbanization and its consequences for the world's population.  <b>Oil and Society</b> – Investigate the significance of how oil has changed nations as both consumers and producers of this natural resource.  <b>Children in the World</b> – Investigate issues affecting children such as health, labor, and war.  <b>Regional Cooperation</b> – Explain the significance of and barriers to regional cooperation.</p>
<p>7 – G6.1.2 <b>Investigations Designed for Ancient World History Eras</b> – Conduct research on global topics and issues, compose persuasive essays, and</p>	<p><u>The following list of contemporary investigation topics are suggestions provided</u></p>

develop a plan for action.

in the GLCE document related to content in world history and geography:

**Contemporary Investigation Topics – Related to Content in World History and Contemporary Geography**

**WHG Era 1**

**Population Growth and Resources** – Investigate how population growth affects resource availability.

**Migration** – Investigate the significance of migrations of peoples and the resulting benefits and challenges.

**WHG Era 2**

**Sustainable Agriculture** – Investigate the significance of sustainable agriculture and its role in helping societies produce enough food for people.

**WHG Era 3**

**Development** – Investigate economic effects on development in a region and its ecosystems and societies.

**Religious Conflict** – Investigate conflict that arises from varying religious beliefs.