



**RADNOR TOWNSHIP SCHOOL DISTRICT**  
**Course Overview**



**Integrated Global Issues**  
**Course # 05990020**

**General Information**

Credits: 2.0; Weighted

Prerequisite(s): Teacher Recommendation or Gifted Identification

Length: Full Year

Format: Meets Daily for Double Period

Grade: 10

**Course Description**

This team-taught seminar, second in a sequence of four interdisciplinary courses, uses a Parallel Curriculum Model to combine advanced work in international studies with intense analysis of literary works from non-Western cultures, with some key additions from the English-speaking world. The focus is on the non-Western world, concentrating on area studies of the Middle East, Africa, Europe (with focus on Russia), and Asia. Students analyze current issues by interpreting key historical events and exploring the cultural heritage of each region. Important global issues such as human rights compliance, arms proliferation, conflict resolution, and trade are also studied in depth. By combining a comprehensive social studies approach (geopolitical, environmental, economic, demographic, anthropological, and sociological) with integrated language arts (novels, short stories, poetry, art, film, and music), this course develops critical thinking about contemporary international issues and universal themes. A research project requires that students develop an original thesis, evaluate and select resources, take notes, produce an outline, write a large essay, and provide thorough documentation. At the conclusion of this project, students present their findings to the class. Exercises in creative and analytical writing, public speaking, debate, and research are combined with extensive group and independent work, hands-on projects, and simulations, to create an active learning experience.

**Course Objectives:**

- Students will read, understand and respond to informational texts – with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
- Students will read and respond to works of literature – with an emphasis on comprehension, vocabulary acquisition, and making thematic connections among ideas and between texts with a focus on textual evidence.
- Students will write for different purposes and audiences. Students will write clear and focused text to convey a well-defined perspective and appropriate content.
- Students will present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
- Students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- Students will significantly advance understanding of the current world, ongoing crises, historical backgrounds, ethnic and cultural variations, and nothing less than the essential features of human nature itself.
- Students will develop understanding of forms, knowledge of great works, and skill in analysis of literature.
- Students will improve consciousness of, skill at, and style in a variety of different forms of writing (including knowledge of strengths and weaknesses, writing process, management of details, making arguments).

- Students will focus on research, including source selection, organization, sequencing of information, and time management.
- Students will learn about philosophy and religion and the roles they play in the lives of people here and around the world, including the students themselves.

### **Common Assessments:**

**Common Assessments:** (Required by all 10th graders)

1. Classroom Diagnostic Testing (CDTs)
2. Text Analysis – Cold Poem and Fictional Passage with objective questions (released Keystone Items)
3. Fiction Analysis – Cold passage with objective questions (released Keystone items)
4. Keystone Literature Exam

**Common Course Assessments:** Administered to all students in a particular level of a course. The goal of CCAs is to calibrate the rigor of a course and to measure students' progress toward state standards. CCA measure the most important skills and/or content in the course. The curriculum development team determines the number of CCA necessary to insure the integrity of a course, regardless of the instructor.

#### **Summer Reading:**

Students will complete a common, on-demand writing prompt, which will address a specific literary element and its impact on the novel, *The Kite Runner*.

#### **Propaganda Project:**

To demonstrate their mastery of propaganda and rhetorical appeals, students will create a propaganda poster (be it a literal poster or digital poster) using a propaganda slogan in the novel, *Brave New World*.

#### **Macbeth Essay:**

Students will write an essay about the play, *Macbeth*. Prompts will vary, but often address gender issues, character development, relationship between motifs and theme, etc.

#### **Africa Research Project and Presentation:**

Students will complete an independent research project on a self-selected topic related to the continent of Africa. Students will present their findings to the class.

#### **Night iMovie**

Students will create a visual product that identifies and analyzes a central theme/motif in the memoir as it relates to the study of the Holocaust, attempted genocide, and human rights violations of European Jews during World War II.

#### **Other Possible Assessments:**

##### **Poetry Project**

Students will help deliver instruction and/or present information about famous Arab/Israeli poets. They will analyze the extent to which these poems are political and/or reflect cultural issues in the region

##### **A Fine Balance Essay**

Students will write an essay about the novel, *A Fine Balance*. Prompts will vary, but students often analyze the novel in relationship to one (or more) of the following concepts:

- Realism
- Modernism/Postmodernism
- Keynesian Economics
- Hegelian Dialectic
- Moral Ambiguity and/or Relativity
- The symbolic significance of the motifs

### **Major Units of Study:**

- **Geopolitics and Current Events** – Fiction (Novel and Frame Narratives) (Nonfiction: Propaganda) & Introduction to Writing Skills
- **Middle East I** – (Fiction: Drama and Poetry)
- **Middle East II** – (Non Fiction: Travel Writing/Narrative)
- **Africa** – Research
- **Russia** – The Short Story
- **Asia** – The Novel; Poetry; Select Nonfiction

### **Materials & Texts**

#### **Required Texts and Resources:**

##### Common Texts and Resources:

*Night*

##### Common Course Texts and Resources:

*The Kite Runner*

*Brave New World*

*Macbeth*

*Baghdad Without A Map*

*A Fine Balance*

*Animal Farm*

#### **Supplemental Texts and Resources** (use may vary):

*Siddhartha*

*Things Fall Apart*

Excerpts from:

Thomas More's *Utopia*

*The Quran and Hebrew Bible*

*Arabian Nights*

*The Bhagavad Gita*

*The Ramayana*

Select Middle Eastern Poetry (Amichai, Darwish, Gibran, Adonis, Cohen, Rumi, etc.)

Select Eastern European and Russian short stories by Chekhov, Dostoevsky, Tolstoy,

Gogol

Other teacher-created or teacher-selected texts and resources needed in order to differentiate instruction and meet the needs of all students.

### **Summer Assignment**

Radnor High School publishes an annual summer reading list. Students should refer to the Radnor High School English web page for summer reading expectations. Students should read *The Kite Runner* and *Brave New World*. They should also keep track of 3 major Current Events Topics over the summer.