

# Unit 3: World Language and Cultures - Global Awareness (8)

Content Area: **World Cultures**  
Course(s): **WLC 8**  
Time Period: **Generic Time Period**  
Length: **25 days**  
Status: **Published**

## Established Goals/Standards

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Please choose the appropriate Goals/Standards from the Standards tab above.

WORK.5-8.9.1.8.A.1	Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.
WORK.5-8.9.1.8.A.3	Summarize strategies used by various organizations and agencies to solve problems that impact communities, and compare them with strategies used by similar organizations in another state or country.
WORK.5-8.9.1.8.B.2	Assess data gathered to solve a problem for which there are varying perspectives (e.g., cross-cultural, gender-specific, generational), and determine how the data can best be used to design multiple solutions.
WORK.5-8.9.1.8.C.2	Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects.
WORK.5-8.9.1.8.C.3	Model leadership skills during classroom and extra-curricular activities.
WORK.5-8.9.1.8.D.5	Justify the need for greater cross-cultural understanding due to globalization.
WORK.5-8.9.1.8.F.1	Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom.

## Essential Questions

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Please add your Essential Questions by clicking on the Lists tab above.

- How can we improve tomorrow using today's knowledge?
- How do our everyday actions affect the global environment and people across the world?

## Enduring Understanding

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Please add your Enduring Understandings by clicking on the Lists tab above.

- People are affected by environment, economic, social, cultural and civic concerns
- People are shaped by their culture and interactions with other cultures
- The lives of people from another culture can be positively impacted by our actions

## Content

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Content Knowledge:

What historical economic influence the U.S. has had on Latin America

How Latin America and the U.S. are linked by traded goods

How traded goods are moved across the globe

How products are marketed

Significant historical facts relating to the production of bananas, coffee or flowers

Information regarding present-day issues of farming bananas, coffee or flowers

The concept of fair trade

The pros and cons of fair trade

How child labor laws protect children

How a nation's over-reliance on one crop can make them vulnerable, and how this trickles down to the quality of life of the people

Content Skills:

Construct and interpret a timeline

Create advertisements promoting the various product features

Compare the cost of necessities and luxury items in the United States and other countries

Work collaboratively to solve a problem

Evaluate the pros and cons of using agricultural chemicals

Formulate a strategy to change how pesticides are used

Create a flowchart for a given product

Describe the trail that products follow from the farm or plantation to the store

Hypothesize about the implications of the multiple steps of getting agricultural products from farm to market

Test the hypotheses

Role-play agricultural specialists, choosing the most potentially successful crop for Colombia based on given information

Content Understandings:

That dependence on a small number of exports makes a developing nation's economy vulnerable to natural disaster and price fluctuation

That the human and physical characteristics of a place that make it suitable for growing a particular product

That many criteria may be considered in making consumer decisions

That child labor laws vary from country to country

## **Resources**

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Please add your Resources by clicking on the Lists tab above.

- <http://www.childlineindia.org.in/ChildFriendly.htm>
- [www.coinmill.com](http://www.coinmill.com)
- [www.fairtradeusa.org](http://www.fairtradeusa.org)
- [www.freethechildren.com](http://www.freethechildren.com)
- [www.heifer.org](http://www.heifer.org)
- [www1.american.edu/ted/nike.htm](http://www1.american.edu/ted/nike.htm)