

Unit 1 - Climate Change and Energy Policy

Standards:

Theme C: People, Places and Environment

1. SS:GE:4: Human Systems: Students will demonstrate an understanding of human migration; the complexity of cultural mosaics; economic interdependence; human settlement patterns; and the forces of cooperation and conflict among peoples.
 - a. SS:GE:12:4.3: Recognize the increasing economic interdependence of the world's countries
 - b. SS:GE:12:4.6: Identify economic activities in more developed or less developed countries and their evolution
2. SS:GE:5: Environment and Society: Students will demonstrate an understanding of the connections and consequences of the interactions between Earth's physical and human systems.
 - a. SS:GE:12:5.1: Appraise the significance of the global impact of human modification of the physical environment
 - b. SS:GE:12:5.3: Consider how humans perceive and react to natural hazards
 - c. SS:GE:12:5.5: Explore how the use and development of natural resources use change over time
 - d. SS:GE:12:5.6: Evaluate the management and use of renewable, non-renewable, flow and potential resources

Enduring Understanding:

Students will recognize how public opinion and government decisions on the consumption of natural resources affects both domestic and international economics and also impacts our environment.

Learning Targets:

1. I can recognize how human activity involving the consumption of natural resources has a global impact.
2. I can identify the difference between renewable, non-renewable, flow and potential resources.
3. I can understand how humans' perception of natural hazards and their opinions can affect economic activity.
4. I can evaluate multiple options/solutions to an economic and environmental problem.
5. I can choose and defend solutions for socioeconomic issues involving the consumption of natural resources and its effects on the environment.

Outline:

1. Introductory Lessons
 - a. What is globalization? Good or bad? (DOK1)
 - b. Living in a globalized world - choosing your electricity - where does the energy come from? (DOK1)
 - c. Climate Change - Real or Hoax? (DOK2)
 - d. Climate Change Debate (DOK2/3)
 - e. Fukushima Daiichi - What happened? (DOK1)
2. Japan Case Study - Exploratory Research Groups (DOK1) and Group Share and Evaluation of the Problem (DOK2) (FA1)
 - a. Energy profile (DOK1)
 - b. Economic profile (DOK1)
 - c. Public opinion (DOK1)
3. What are the options? Expert grouping research- Social and Economic Pros/Cons Presentations - Swaying public opinion (DOK3) (FA2)
 - a. Fossil Fuels
 - b. Nuclear
 - c. Wind
 - d. Water
 - e. Solar
4. Evaluation of possible solutions - What is Japan's path forward? (DOK3) (FA3)
 - a. Regrouped students will evaluate possible solutions and decide on a plan
 - b. Propose plans to class for evaluation and discussion
5. Individual Proposals (DOK1/2/3/4) (SA)

Write a proposal letter detailing the following:

 - A. The problem facing Japan
 - B. Possible solutions and their pros/cons
 - C. Argument for the "best" solution