

## Using *Facing the Future* Curriculum to Meet WA State Classroom-based Assessments in Social Studies

*I just finished the activity "Worldview Mingle" in class today. I used it to introduce the CBA for "Enduring Cultures." It was a FANTASTIC hook, they left class – on a FRIDAY of SUPERBOWL WEEKEND – asking questions about what we were going to be doing on Monday.*

~ Teacher, Icicle River Middle School, Leavenworth, WA

*I used the FTF curriculum to meet reading comprehension, critical thinking and class-debate/discussion related CBAs.*

~ Teacher, Well Spring School, Bellingham, WA

Teachers from around Washington State are using *Facing the Future* curriculum to help their students meet CBAs in a variety of ways. Most commonly the activity-based lessons and student textbooks provide a "hook" as an introduction to a CBA, give background/content on issues that are addressed in the CBAs, and provide opportunities for students to hone their critical thinking skills and practice taking positions. All of these elements contribute to meeting the CBAs.

***Facing the Future* activity-based lesson plans can be used to help students meet CBAs in a number of ways including:**

- ✎ Introducing a CBA
- ✎ Providing content and data
- ✎ Analyzing sources
- ✎ Practice taking a position

The study of global issues and sustainability provides a relevant and engaging context for students and teachers to meet classroom-based assessments. The matrix on the following page provides suggested activity-based lessons for almost every CBA at 5<sup>th</sup>, 8<sup>th</sup> and 10<sup>th</sup>/11<sup>th</sup> grade. The matrix is not meant to serve as a comprehensive explanation of how *Facing the Future* resources can be utilized to meet CBAs, but rather serves as a guideline for which activities can be used with various CBAs. Most of *Facing the Future's* activity-based lessons can be downloaded for free from the website. For more in-depth study of a particular content area addressed in the activity-based lessons, visit *Facing the Future's* website to learn more about supplemental student textbooks and additional online resources.

*Facing the Future* is a nonprofit organization that brings global issues and sustainability education to middle and high schools. The organization researches and writes curriculum materials that promote critical thinking and meet national education standards; provides professional development training to teachers on global issues, sustainability, and service learning; and consults with schools to integrate global sustainability issues across their curricula.

For more information about *Facing the Future* resources for educators and students please visit [www.facingthefuture.org](http://www.facingthefuture.org).

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CBA Title	Grade and CBA Required Student Task	FTF Activity-Based Lesson Plans*
<ul style="list-style-type: none"> <li>People on the Move</li> </ul>	<p><b>5th Grade:</b> You will choose a group of people and describe how their needs and wants (economic reasons) and their location (geography) caused them to move. You will also create a map and a written description that shows how the movement affected humans and places.</p> <p><b>8th Grade:</b> You will develop a position on the economic and geographic factors that influenced the movements of one group of people of your choosing with one group of people studied in your class.</p>	<ul style="list-style-type: none"> <li><a href="#">Let Them Eat Cake!</a></li> <li><a href="#">Shop Till You Drop?</a></li> <li><a href="#">Seeking Asylum</a></li> <li><a href="#">Farming for the Future</a></li> </ul>
<ul style="list-style-type: none"> <li>Causes of Conflict</li> </ul>	<p><b>5th Grade:</b> You will choose a conflict and analyze its causes by completing a graphic organizer, creating a timeline, and explaining these causes in an essay or presentation.</p> <p><b>8th Grade:</b> You will develop a position in which you explain the causes of a conflict.</p> <p><b>10th/11th Grade:</b> You will research a conflict from the present or the past and analyze it from historical and economic perspectives.</p>	<ul style="list-style-type: none"> <li><a href="#">Sides Debate</a></li> <li><a href="#">When the Chips are Down</a></li> <li><a href="#">What's In the News?</a></li> <li><a href="#">To Fight or Not to Fight</a></li> <li><a href="#">Everyone Does Better When Women Do Better</a></li> </ul>
<ul style="list-style-type: none"> <li>Cultural Contributions</li> <li>Enduring Cultures</li> <li>Cultural Interactions</li> </ul>	<p><b>5th Grade:</b> You will develop a position on how cultural groups have contributed to society by comparing the contributions of two cultural groups to the development of local, Washington State, and/or United States history.</p> <p><b>8th Grade:</b> Compare and contrast two cultural groups and the history of their development in Washington State, the United States, or the world, and develop a position based on this comparison.</p> <p><b>10th/11th Grade:</b> You will choose members of one cultural group that reside, or have resided, in two regions or countries and analyze the contributions they have made, the economic success they have had, and the level of social and political participation they have attained.</p>	<ul style="list-style-type: none"> <li><a href="#">Sides Debate</a></li> <li><a href="#">Who Are the Nacirema?</a></li> <li><a href="#">Worldview Mingle</a></li> <li><a href="#">Metaphors for the Future</a></li> </ul>
<ul style="list-style-type: none"> <li>Humans &amp; the Environment</li> </ul>	<p><b>5th Grade:</b> You will write an essay or develop a presentation analyzing the interaction between a group of people and their environment.</p> <p><b>8th Grade:</b> You will choose and study two groups of people living in the same or similar environments, and compare and contrast how those groups interrelate with their environment.</p> <p><b>10th/11th Grade:</b> You will EITHER propose a solution to a current environmental issue that will improve the health of the system OR analyze a historical situation in terms of the environment and propose a reasonable alternative that would have improved the health of the system.</p>	<ul style="list-style-type: none"> <li><a href="#">Is It Sustainable?</a></li> <li><a href="#">Watch Where You Step!</a></li> <li><a href="#">Now Hear This!</a></li> <li><a href="#">When the Chips are Down</a></li> <li><a href="#">Biodiversity Connections</a></li> <li><a href="#">Creating Our Future</a></li> </ul>

CBA Title	Grade and CBA Required Student Task	FTF Activity-Based Lesson Plans*
<ul style="list-style-type: none"> <li>You Decide</li> <li>Constitutional Issues</li> </ul>	<p><b>5th Grade:</b> You will make an informed decision on a public issue after researching and discussing different perspectives on this issue.</p> <p><b>8th Grade:</b> You will write your position on a constitutional issue.</p> <p><b>10th/11th Grade:</b> You will make an informed decision on a public issue after researching and discussing different perspectives on this issue.</p>	<ul style="list-style-type: none"> <li><a href="#">Sides Debate</a></li> <li><a href="#">Fishing for the Future</a></li> <li><a href="#">Deep Space 3000</a></li> <li><a href="#">Three Faces of Governance</a></li> </ul>
<ul style="list-style-type: none"> <li>International Relations</li> <li>U.S. Foreign Policy</li> </ul>	<p><b>8th Grade:</b> You will analyze the impact of international relations on your local or state economy.</p> <p><b>10th/11th Grade:</b> Responsible citizens need to understand the role of the United States in international relations. Write a position paper that demonstrates your understanding of the criteria and objectives that are considered in the formulation of one United States foreign policy.</p>	<ul style="list-style-type: none"> <li><a href="#">Fishing for the Future</a></li> <li><a href="#">Watch Where You Step!</a></li> <li><a href="#">Take a Step for Equity</a></li> <li><a href="#">Metaphors for the Future</a></li> <li><a href="#">Creating Our Future</a></li> <li><a href="#">What's Debt Got to Do with It?</a></li> </ul>
<ul style="list-style-type: none"> <li>Why History?</li> </ul>	<p><b>8th Grade:</b> You will develop a position on how the knowledge of history helps you understand a current issue by analyzing historical events related to that issue.</p>	<ul style="list-style-type: none"> <li><a href="#">Sides Debate</a></li> <li><a href="#">Making Global Connections</a></li> <li><a href="#">Splash But Don't Crash</a></li> <li><a href="#">When the Chips are Down</a></li> </ul>
<ul style="list-style-type: none"> <li>Meeting Needs &amp; Wants</li> <li>You &amp; the Economy</li> </ul>	<p><b>5th Grade:</b> You will analyze the economic systems that two societies use to meet the needs and wants of their citizens.</p> <p><b>8th Grade:</b> You will analyze the methods that societies use to meet the economic needs and wants of citizens.</p> <p><b>10th/11th Grade:</b> Responsible citizenship requires careful consideration of the role people play in the local, national, and global economy. Evaluate the economic choices available to you, and their possible effects on your local, national, and international economy, as well as yourself.</p>	<ul style="list-style-type: none"> <li><a href="#">What's Up with the GDP?</a></li> <li><a href="#">Shop Till You Drop?</a></li> <li><a href="#">Microcredit for Sustainable Development</a></li> </ul>
<ul style="list-style-type: none"> <li>Government Revenue &amp; Responsibility</li> </ul>	<p><b>10/11th Grade :</b> Responsible citizenship requires an understanding of how government raises and spends money to implement policies and programs. You will select a level of government and examine the revenue sources and expenditures related to a particular policy or program.</p>	<ul style="list-style-type: none"> <li><a href="#">What's Up with the GDP?</a></li> <li><a href="#">Taxes: Choices and Trade-offs</a></li> <li><a href="#">What's Debt Got to Do With It?</a></li> </ul>
<ul style="list-style-type: none"> <li>What's the Big Idea</li> <li>Technology Through the Ages</li> </ul>	<p><b>5th Grade:</b> You will write an essay or develop a presentation in which you explain how an idea or technology has affected the way people live.</p> <p><b>10/11th Grade:</b> Using appropriate historical research practices, you will write an analysis of how a technological change that occurred in history impacts our lives today.</p>	<ul style="list-style-type: none"> <li><a href="#">Watch Where You Step</a></li> <li><a href="#">Toil for Oil</a></li> <li><a href="#">Livin' the Good Life?</a></li> </ul>

\*Most of *Facing the Future*'s activity-based lesson plans can be downloaded for free from [www.facingthefuture.org](http://www.facingthefuture.org). A book with a complete set of the lessons can also be purchased on the website. All of *Facing the Future*'s activity-based lessons plans are complimented by readings in intermediate and advanced student textbooks.

Visit the Facing the Future website at [www.facingthefuture.org](http://www.facingthefuture.org) for in-depth essays on the interconnections of global issues, ideas for action and service learning projects, links to interactive games and quizzes, and more.