

Current Issues

| CURRICULUM/CONTENT AREA | COURSE LENGTH |
|---|---------------------|
| <i>Social Studies</i> | <i>1 term</i> |
| GRADE LEVEL | DATE LAST REVIEWED |
| <i>10-12</i> | <i>2016</i> |
| PREREQUISITE(s) if applicable | BOARD APPROVAL DATE |
| <i>N/A</i> | <i>7/12/2022</i> |
| PRIMARY RESOURCE if applicable | |
| <p><i>The use of primary and secondary sources are built in each unit to support the priority inquiry standards. Students will use a variety of printed, electronic, and visual media to keep current on important news events. These skills require students to evaluate the quality, credibility, and reliability & relevance of different information sources and perspectives and derive supportable conclusions.</i></p> | |
| SECONDARY RESOURCE: | |
| <p>allsidesforschools.org</p> | |

DESIRED RESULTS

| COURSE DESCRIPTION AND PURPOSE | |
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| <p><i>Current Issues engages high school students in conducting in-depth study and analysis of complex issues current to today's world. This dynamic course meets the students needs for structure and skill development, yet allows them to research topics of interest and make cross-curricular connections through economic, environmental, cultural and social, and political dimensions. Ultimately, the course aims to equip students to analyze and evaluate information with accuracy, form their own perspectives, and craft and communicate evidenced-based claims on any issue. Using the QUEST framework (Question & Explore, Understand & Analyze, Evaluate Multiple Perspectives, Synthesize Ideas, and Team, Transform & Transmit), students are provided opportunities for class investigation and independent research. Students will use a variety of printed, electronic, and visual media to keep current on important news events. This course is a good foundational or complimentary course to AP Seminar and AP Research.</i></p> | |
| ENDURING UNDERSTANDINGS | ESSENTIAL QUESTIONS |
| <p>CULTURE: Human beings create, learn, share, and adapt to culture. Cultures are dynamic and change over time.</p> | <p>What is culture? What roles does culture play in human and societal development?</p> |
| <p>TIME, CONTINUITY, AND CHANGE: Studying the past makes it possible for us to understand the human story across time. Knowledge and understanding of the past enable us to analyze the causes and consequences of events and developments, and to place these in the context of the institutions, values and beliefs of periods in which they took place.</p> | <p>Why is the past important to us today? How do perspectives about the past differ, and to what extent do these differences inform contemporary ideas and actions?</p> |
| <p>PEOPLE, PLACES, AND ENVIRONMENTS: The study of people, places, and environments enables us to understand the relationship between human populations and the physical world.</p> | <p>How do geography, climate, and resources affect the way people live and work?</p> |
| <p>INDIVIDUAL DEVELOPMENT AND IDENTITY: Personal identity is shaped by an individual's culture, by groups, by institutional influences, and by lived experiences shared with people inside and outside the individual's own culture throughout her or his development.</p> | <p>How do individuals develop over time? How do external factors influence our identity and behavior?</p> |
| <p>INDIVIDUALS, GROUPS, AND INSTITUTIONS: Institutions are the formal and informal political, economic, and social organizations that help us carry out, organize, and manage our daily affairs.</p> | <p>How am I influenced by institutions? How do institutions change? What is my role in institutional change?</p> |

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| <p>POWER, AUTHORITY, AND GOVERNANCE: The development of civic competence requires an understanding of the foundations of political thought, and the historical development of various structures of power, authority, and governance. It also requires the knowledge of the evolving functions of these structures in contemporary U.S. society, as well as in other parts of the world.</p> <p>Through the study of dynamic relationships between individual rights and responsibilities, the needs of social groups, and concepts of a just society, learners become more effective problem-solvers and decision-makers when addressing the persistent issues and social problems encountered in public life.</p> | <p><i>How do different political and economic systems affect civic life?</i></p> |
| <p>PRODUCTION, DISTRIBUTION, AND CONSUMPTION: People have wants that often exceed the limited resources available to them.</p> | <p>What impacts a person's way of life or standard of living?</p> <p>How do scarcity and competition influence decision-making at the personal, business, and government levels?</p> <p>What is the relationship between decision-making and economic outcomes?</p> |
| <p>SCIENCE, TECHNOLOGY, AND SOCIETY: Science, and its practical application, technology, have had a major influence on social and cultural change, and on the ways people interact with the world.</p> | <p>How do technology influence social and cultural change in a global society?</p> |
| <p>GLOBAL CONNECTIONS: Global connections have intensified and accelerated the changes faced at the local, national, and international levels.</p> | <p>How do global connections impact local, national, and international societies?</p> |
| <p>CIVIC IDEALS AND PRACTICE: Learning how to apply civic ideals as part of citizen action is essential to the exercise of democratic freedoms and the pursuit of the common good.</p> | <p><i>What knowledge and skills are needed to participate effectively in today's world?</i></p> <p><i>What is the role of the citizen in the community and the nation, and as a member of the world community?</i></p> |
| <p>PRIORITY CONTENT STANDARDS</p> <p>Standard SS.PS2: Wisconsin students will examine and interpret rights, privileges, and responsibilities in society.</p> <p>Standard SS.PS4: Wisconsin students will <i>develop and employ</i> skills for civic literacy.</p> <p>Standard SS.Hist1: Wisconsin students will use historical evidence for <i>determining cause and effect</i>.</p> | <p>PRIORITY INQUIRY STANDARDS: DISCIPLINARY SKILLS</p> <p>Standard SS.Inq1: Wisconsin students will <i>construct</i> meaningful questions that <i>initiate</i> an inquiry</p> <p>Standard SS.Inq2: Wisconsin students will <i>gather</i> and <i>evaluate</i> sources</p> <p>Standard SS.Inq3: Wisconsin students will <i>develop</i> claims using evidence to <i>support</i> reasoning.</p> <p>Standard SS.Inq4: Wisconsin students will <i>communicate</i> and <i>critique</i> conclusions.</p> <p>Standard SS.Inq5: Wisconsin students will <i>be civically engaged</i>.</p> |

| Unit 1: Media Literacy | |
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| ESSENTIAL QUESTION(S) | |
| What knowledge and skills are needed to participate effectively in today's world? | |
| What is the role of the citizen in the community and the nation, and as a member of the world community? | |
| PRIORITY CONTENT STANDARDS AND LEARNING TARGETS | |
| Standard SS.PS4: Wisconsin students will <i>develop and employ</i> skills for civic literacy. | I can create arguments by researching and interpreting claims and counterclaims. |
| SS.Hist1.b.Effect | I can analyze intended and unintended effects from both long- and short-term perspectives; evaluate how different groups and individuals contributed to the effect. |
| PRIORITY INQUIRY STANDARD(s)- DISCIPLINARY SKILL(s) | |
| Standard SS.Inq2: Wisconsin students will <i>gather and evaluate</i> sources | I determine evidence discovered through personal research through a variety of disciplinary lenses (e.g., economics, history, political science) and multiple perspectives (e.g., race, gender, ethnicity, language, disability, sexual orientation, family background, and/or family income) with a variety of sources including primary and secondary sources and media resources I analyze and weigh relevance of source through a disciplinary lens to determine how the author, context, audience, and purpose affect the reliability, limitations, and usefulness of a source. |
| Standard SS.Inq3: Wisconsin students will <i>develop</i> claims using evidence to <i>support</i> reasoning. | I develop a defensible claim to provide focus for an inquiry that is based upon the analysis of sources. I cite with evidence using sources from multiple perspectives and mediums (electronic, digital, print, and other mass media). I justify the extent to which evidence supports or does not support a claim, and if it does not, adjust claim appropriately. |
| Standard SS.Inq4: Wisconsin students will <i>communicate</i> and <i>critique</i> conclusions. | I communicate conclusions while taking into consideration that audiences from diverse backgrounds (e.g., gender, class, proximity to the event or issue) may interpret the information in different ways. I critique a claim's strengths and weaknesses, including an evaluation of supporting evidence, taking into consideration cultural, social, economic, political, geographic, and historic influences that inform these perspectives. |
| Standard SS.Inq5: Wisconsin students will <i>be civically engaged</i> . | I engage opportunities, informed by the knowledge and methods of the social sciences, for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications. |
| DISCIPLINARY CONCEPT | KEY UNIT CONTENT |
| Media literacy | the role and responsibility of the media in a democratic society Protections of the 1st amendment. Bias and credibility in contemporary media sources, effective online search techniques |
| SUPPORTING CONTENT STANDARDS AND LEARNING TARGETS | |
| SS.PS3.c.Power in government | I can evaluate the structure and functions of governments at the local, state, tribal, national, and global levels. |
| SS.PS3.b.Linkage institutions | I can evaluate the role of various types of media in elections and functions of government. I can evaluate civic institutions and explain how competing interests impact societal change (e.g., lobbying, citizens groups, special interest groups). |
| COMPELLING UNIT QUESTION | |
| Is media "reliable"? | |
| SUPPORT QUESTION 1 | SUPPORT QUESTION 2 |
| What is the role of media in a democratic society? | How do people around the world receive their news? |
| FORMATIVE ASSESSMENT TASK | FORMATIVE ASSESSMENT TASK |
| Evaluate various viewpoints on the role and responsibility of the media in a democratic society. | Analyze the ability of citizens around the globe to access media. |
| FEATURED SOURCE(s) <i>may include</i> | FEATURED SOURCE(s) <i>may include</i> |
| Crash Course: Navigating Digital Information | |
| Pew Research: News Habit and Media | |
| SUPPORT QUESTION 3 <i>(if applicable)</i> | SUPPORT QUESTION 4 <i>(if applicable)</i> |
| What biases exist in modern media sources? | How can investigating a variety of lenses, perspectives, and stakeholders inform an understanding of a topic? |
| FORMATIVE ASSESSMENT TASK | FORMATIVE ASSESSMENT TASK |
| Evaluate different sources to determine bias and credibility. | |

| FEATURED SOURCE(s) <i>may include</i> | FEATURED SOURCE(s) <i>may include</i> |
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| Variety of secondary sources | |
| SUMMATIVE ASSESSMENT TASK(s) | |
| Evaluate two articles on the same topic to determine their credibility and construct an argument that addresses the compelling question using specific claims and relevant evidence while acknowledging competing perspectives. | |
| CIVIC ENGAGEMENT | |
| Write an opinion-editorial taking a position on <i>how citizens</i> should be properly informed. | |

| UNIT 2: Asia | |
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| ESSENTIAL QUESTION(S) | |
| What knowledge and skills are needed to participate effectively in today's world? | |
| What is the role of the citizen in the community and the nation, and as a member of the world community? | |
| How do different political and economic systems affect civic life? | |
| PRIORITY CONTENT STANDARDS AND LEARNING TARGETS | |
| Standard SS.PS2: Wisconsin students will examine and interpret rights, privileges, and responsibilities in society. | CIVIL RIGHTS & CIVIL LIBERTIES -I can assess the impact of individuals, groups, and movements on the development of civil rights for different groups ASSERTING AND REAFFIRMING HUMAN RIGHTS -I can analyze how human rights have been addressed in different countries. |
| Standard PS4.b: Wisconsin students will develop and employ skills for civic literacy | ARGUMENTATION -I can create arguments by researching and interpreting claims and counterclaims. |
| Standard SS.Hist1: Wisconsin students will use historical evidence for determining cause and effect. | I analyze intended and unintended effects from both long- and short-term perspectives; evaluate how different groups and individuals contributed to the effect. |
| PRIORITY INQUIRY STANDARD(s)- DISCIPLINARY SKILL(s) | |
| Standard SS.Inq1: Wisconsin students will <i>construct</i> meaningful questions that <i>initiate</i> an inquiry | I formulate researchable, complex, and open-ended questions, integrating multiple social studies strands that call for investigation. I apply open-ended questions that support the research and identify the sources that will be used in the student-developed research proposal. |
| Standard SS.Inq2: Wisconsin students will <i>gather</i> and <i>evaluate</i> sources | I determine evidence discovered through personal research through a variety of disciplinary lenses (e.g., economics, history, political science) and multiple perspectives (e.g., race, gender, ethnicity, language, disability, sexual orientation, family background, and/or family income) with a variety of sources including primary and secondary sources and media resources I analyze and weigh relevance of source through a disciplinary lens to determine how the author, context, audience, and purpose affect the reliability, limitations, and usefulness of a source. |
| Standard SS.Inq3: Wisconsin students will <i>develop</i> claims using evidence to <i>support</i> reasoning. | I develop a defensible claim to provide focus for an inquiry that is based upon the analysis of sources. I cite with evidence using sources from multiple perspectives and mediums (electronic, digital, print, and other mass media). I justify the extent to which evidence supports or does not support a claim, and if it does not, adjust claim appropriately. |
| Standard SS.Inq4: Wisconsin students will <i>communicate</i> and <i>critique</i> conclusions. | I communicate conclusions while taking into consideration that audiences from diverse backgrounds (e.g., gender, class, proximity to the event or issue) may interpret the information in different ways). I critique a claim's strengths and weaknesses, including an evaluation of supporting evidence, taking into consideration cultural, social, economic, political, geographic, and historic influences that inform these perspectives. |
| Standard SS.Inq5: Wisconsin students will <i>be civically engaged</i> . | I engage opportunities, informed by the knowledge and methods of the social sciences, for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications. |
| DISCIPLINARY CONCEPT | KEY UNIT CONTENT |
| Media Literacy | Economic, environmental, cultural/social, and/or political current issues in Asia |
| Claim & Evidence development | |
| SUPPORTING CONTENT STANDARDS AND LEARNING TARGETS | |
| SS.PS3.c.Power in government | I can evaluate the structure and functions of governments at the local, state, tribal, national, and global levels. I can evaluate the purpose of political institutions at the local, state, tribal, national, global, and supranational/non-government organization (NGO) levels distinguishing their roles, powers, and limitations. |
| SS.PS3.b.Linkage institutions | I can evaluate the role of various types of media in elections and functions of government. I can evaluate civic institutions and explain how competing interests impact societal change (e.g., lobbying, citizens groups, special interest groups). |
| Compelling Question | |
| What are the most newsworthy issues in contemporary Asia and how do various media sources portray differing perspectives? (Students will develop a compelling question based on exploration of current issues and contemporary events. The process is about inquiry- asking questions and coming to solutions. conclusions, evidenced-based arguments through critical thinking skills outlined in the inquiry standards and QUEST framework below.) | |

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| INQUIRY SUPPORT QUESTIONS: <i>Question & Explore</i> | INQUIRY SUPPORT QUESTIONS: <i>Understand & Analyze</i> |
| How does the context of a problem or issue affect how it is interpreted or presented? How might others see the problem or issue differently? What questions have yet to be asked? What perspectives are missing from my research? What do I want to know, learn, or understand? How does my research question shape how I go about trying to answer it? What information do I need to answer my question? What keywords should I use to search for information about this topic? | What strategies will help me comprehend a text? What is the argument's main idea and what reasoning does the author use to develop it? Why might the author view the issue this way? What biases may the author have that influence his or her perspective? Does this argument acknowledge other perspectives? How do I know if a source is trustworthy? What are the implications of these arguments? How does this conclusion impact me and my community? Or my research? |
| INQUIRY SUPPORT QUESTIONS: <i>Evaluate Multiple Perspectives</i> | INQUIRY SUPPORT QUESTIONS: <i>Synthesize Ideas</i> |
| What patterns or trends can be identified among the arguments about this issue? What are the implications and/or consequences of accepting or rejecting a particular argument? How can I connect the multiple perspectives? What other issues, questions, or topics do they relate to? How can I explain contradictions within or between arguments? From whose perspectives is this information being presented, and how does that affect my evaluation? | How do I connect and analyze the evidence in order to develop an argument and support a conclusion? What line of reasoning and evidence would best support my argument? Is my reasoning logical? Are there other conclusions I should consider? What am I taking for granted? How do I acknowledge and account for my own biases and assumptions? What is the best way to acknowledge and attribute the work of others that was used to support my argument? How can I avoid committing plagiarism? |
| INQUIRY SUPPORT QUESTIONS: <i>Team, Transform, and Transmit</i> | |
| How can I best appeal to and engage my audience? What is the best medium or genre through which to engage my audience? What common misconceptions might my audience have? How might I adapt my argument for different audiences and situations? How might my communication choices affect my credibility with my audience? What contributions can I offer a team? What is the benefit of revision? How can I benefit from reflecting on my own work? | |
| FORMATIVE ASSESSMENT TASKS may include: | |
| Quickwrite, focused notes, shared inquiry, debriefing, jigsaw, conferencing, peer review, discussion group. | |
| FEATURED SOURCE(s) <i>may include</i> | FEATURED SOURCE(s) <i>may include</i> |
| Students will use a variety of current event news sources (print & digital) and types (articles, speeches, interviews, personal narratives, etc.) with a focus on reliability. allsidesforschools.org | |
| SUMMATIVE ASSESSMENT TASK(s) may include: | |
| Performance Task based on the student-identified compelling question such as recorded news report/podcast, socratic seminar, final presentation: Individual Written Argument Individual Multimedia Presentation Oral Defense | |
| CIVIC ENGAGEMENT | |
| Socratic Seminar, Philosophical Chairs, Structured Academic Controversy, etc. | |

| UNIT 3: Africa | |
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| ESSENTIAL QUESTION(S) | |
| What knowledge and skills are needed to participate effectively in today's world? | |
| What is the role of the citizen in the community and the nation, and as a member of the world community? | |
| How do different political and economic systems affect civic life? | |
| PRIORITY CONTENT STANDARDS AND LEARNING TARGETS | |
| Standard SS.PS2: Wisconsin students will examine and interpret rights, privileges, and responsibilities in society. | <p>CIVIL RIGHTS & CIVIL LIBERTIES</p> <p>-I can assess the impact of individuals, groups, and movements on the development of civil rights for different groups</p> <p>ASSERTING AND REAFFIRMING HUMAN RIGHTS</p> <p>-I can analyze how human rights have been addressed in different countries.</p> |
| Standard PS4.b: Wisconsin students will develop and employ skills for civic literacy | <p>ARGUMENTATION</p> <p>-I can create arguments by researching and interpreting claims and counterclaims.</p> |
| Standard SS.Hist1: Wisconsin students will use historical evidence for determining cause and effect. | I analyze intended and unintended effects from both long- and short-term perspectives; evaluate how different groups and individuals contributed to the effect. |
| PRIORITY INQUIRY STANDARD(S)- DISCIPLINARY SKILL(S) | |
| Standard SS.Inq1: Wisconsin students will <i>construct</i> meaningful questions that <i>initiate</i> an inquiry | <p>I formulate researchable, complex, and open-ended questions, integrating multiple social studies strands that call for investigation.</p> <p>I apply open-ended questions that support the research and identify the sources that will be used in the student-developed research proposal.</p> |
| Standard SS.Inq2: Wisconsin students will <i>gather</i> and <i>evaluate</i> sources | <p>I determine evidence discovered through personal research through a variety of disciplinary lenses (e.g., economics, history, political science) and multiple perspectives (e.g., race, gender, ethnicity, language, disability, sexual orientation, family background, and/or family income) with a variety of sources including primary and secondary sources and media resources</p> <p>I analyze and weigh relevance of source through a disciplinary lens to determine how the author, context, audience, and purpose affect the reliability, limitations, and usefulness of a source.</p> |
| Standard SS.Inq3: Wisconsin students will <i>develop</i> claims using evidence to <i>support</i> reasoning. | <p>I develop a defensible claim to provide focus for an inquiry that is based upon the analysis of sources.</p> <p>I cite with evidence using sources from multiple perspectives and mediums (electronic, digital, print, and other mass media).</p> <p>I justify the extent to which evidence supports or does not support a claim, and if it does not, adjust claim appropriately.</p> |
| Standard SS.Inq4: Wisconsin students will <i>communicate</i> and <i>critique</i> conclusions. | <p>I communicate conclusions while taking into consideration that audiences from diverse backgrounds (e.g., gender, class, proximity to the event or issue) may interpret the information in different ways).</p> <p>I critique a claim's strengths and weaknesses, including an evaluation of supporting evidence, taking into consideration cultural, social, economic, political, geographic, and historic influences that inform these perspectives.</p> |
| Standard SS.Inq5: Wisconsin students will <i>be civically engaged</i> . | I engage opportunities, informed by the knowledge and methods of the social sciences, for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications. |
| DISCIPLINARY CONCEPT | KEY UNIT CONTENT |
| Media Literacy | Economic, environmental, cultural/social, and/or political current issues in Africa |
| Claim & Evidence development | |
| SUPPORTING CONTENT STANDARDS AND LEARNING TARGETS | |
| SS.PS3.c.Power in government | <p>I can evaluate the structure and functions of governments at the local, state, tribal, national, and global levels.</p> <p>I can evaluate the purpose of political institutions at the local, state, tribal, national, global, and supranational/non-government organization (NGO) levels distinguishing their roles, powers, and limitations.</p> |
| SS.PS3.b.Linkage institutions | <p>I can evaluate the role of various types of media in elections and functions of government.</p> <p>I can evaluate civic institutions and explain how competing interests impact societal change (e.g., lobbying, citizens groups, special interest groups).</p> |
| COMPELLING UNIT QUESTION | |
| <p>What are the most newsworthy issues in Africa and how do various media sources portray differing perspectives? (Students will develop a compelling question based on exploration of current issues and contemporary events. The process is about inquiry- asking questions and coming to solutions. conclusions, evidenced-based arguments through critical thinking skills outlined in the inquiry standards and QUEST framework below.)</p> | |

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| <p>INQUIRY SUPPORT QUESTIONS: <i>Question & Explore</i></p> <p><i>How does the context of a problem or issue affect how it is interpreted or presented?</i> <i>How might others see the problem or issue differently?</i> <i>What questions have yet to be asked?</i> <i>What perspectives are missing from my research?</i> <i>What do I want to know, learn, or understand?</i> <i>How does my research question shape how I go about trying to answer it?</i> <i>What information do I need to answer my question?</i> <i>What keywords should I use to search for information about this topic?</i></p> | <p>INQUIRY SUPPORT QUESTIONS: <i>Understand & Analyze</i></p> <p><i>What strategies will help me comprehend a text?</i> <i>What is the argument's main idea and what reasoning does the author use to develop it?</i> <i>Why might the author view the issue this way?</i> <i>What biases may the author have that influence his or her perspective?</i> <i>Does this argument acknowledge other perspectives?</i> <i>How do I know if a source is trustworthy?</i> <i>What are the implications of these arguments?</i> <i>How does this conclusion impact me and my community? Or my research?</i></p> |
| <p>INQUIRY SUPPORT QUESTIONS: <i>Evaluate Multiple Perspectives</i></p> <p><i>What patterns or trends can be identified among the arguments about this issue?</i> <i>What are the implications and/or consequences of accepting or rejecting a particular argument?</i> <i>How can I connect the multiple perspectives? What other issues, questions, or topics do they relate to?</i> <i>How can I explain contradictions within or between arguments?</i> <i>From whose perspectives is this information being presented, and how does that affect my evaluation?</i></p> | <p>INQUIRY SUPPORT QUESTIONS: <i>Synthesize Ideas</i></p> <p><i>How do I connect and analyze the evidence in order to develop an argument and support a conclusion?</i> <i>What line of reasoning and evidence would best support my argument? Is my reasoning logical?</i> <i>Are there other conclusions I should consider?</i> <i>What am I taking for granted? How do I acknowledge and account for my own biases and assumptions?</i> <i>What is the best way to acknowledge and attribute the work of others that was used to support my argument?</i> <i>How can I avoid committing plagiarism?</i></p> |
| <p>INQUIRY SUPPORT QUESTIONS: <i>Team, Transform, and Transmit</i></p> <p><i>How can I best appeal to and engage my audience?</i> <i>What is the best medium or genre through which to engage my audience?</i> <i>What common misconceptions might my audience have?</i> <i>How might I adapt my argument for different audiences and situations?</i> <i>How might my communication choices affect my credibility with my audience?</i> <i>What contributions can I offer a team?</i> <i>What is the benefit of revision?</i> <i>How can I benefit from reflecting on my own work?</i></p> | |
| <p>FORMATIVE ASSESSMENT TASKS may include:</p> | |
| <p>Quickwrite, focused notes, shared inquiry, debriefing, jigsaw, conferencing, peer review, discussion group.</p> | |
| <p>FEATURED SOURCE(s) may include</p> <p>Students will use a variety of current event news sources (print & digital) and types (articles, speeches, interviews, personal narratives, etc.) with a focus on reliability. allsidesforschools.org</p> | <p>FEATURED SOURCE(s) may include</p> |
| <p>SUMMATIVE ASSESSMENT TASK(s) may include:</p> | |
| <p>Performance Task based on the student-identified compelling question such as recorded news report/podcast, socratic seminar, final presentation: Individual Written Argument</p> | |
| <p>CIVIC ENGAGEMENT</p> | |
| <p>Socratic Seminar, Philosophical Chairs, Structured Academic Controversy, etc.</p> | |

| UNIT 4: Europe | |
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| ESSENTIAL QUESTION(S) | |
| What knowledge and skills are needed to participate effectively in today's world? | |
| What is the role of the citizen in the community and the nation, and as a member of the world community? | |
| How do different political and economic systems affect civic life? | |
| PRIORITY CONTENT STANDARDS AND LEARNING TARGETS | |
| Standard SS.PS2: Wisconsin students will examine and interpret rights, privileges, and responsibilities in society. | <p>CIVIL RIGHTS & CIVIL LIBERTIES</p> <p>-I can assess the impact of individuals, groups, and movements on the development of civil rights for different groups</p> <p>ASSERTING AND REAFFIRMING HUMAN RIGHTS</p> <p>-I can analyze how human rights have been addressed in different countries.</p> |
| Standard PS4.b: Wisconsin students will develop and employ skills for civic literacy | <p>ARGUMENTATION</p> <p>-I can create arguments by researching and interpreting claims and counterclaims.</p> |
| Standard SS.Hist1: Wisconsin students will use historical evidence for determining cause and effect. | I analyze intended and unintended effects from both long- and short-term perspectives; evaluate how different groups and individuals contributed to the effect. |
| PRIORITY INQUIRY STANDARD(S)- DISCIPLINARY SKILL(S) | |
| Standard SS.Inq1: Wisconsin students will <i>construct</i> meaningful questions that <i>initiate</i> an inquiry | <p>I formulate researchable, complex, and open-ended questions, integrating multiple social studies strands that call for investigation.</p> <p>I apply open-ended questions that support the research and identify the sources that will be used in the student-developed research proposal.</p> |
| Standard SS.Inq2: Wisconsin students will <i>gather</i> and <i>evaluate</i> sources | <p>I determine evidence discovered through personal research through a variety of disciplinary lenses (e.g., economics, history, political science) and multiple perspectives (e.g., race, gender, ethnicity, language, disability, sexual orientation, family background, and/or family income) with a variety of sources including primary and secondary sources and media resources</p> <p>I analyze and weigh relevance of source through a disciplinary lens to determine how the author, context, audience, and purpose affect the reliability, limitations, and usefulness of a source.</p> |
| Standard SS.Inq3: Wisconsin students will <i>develop</i> claims using evidence to <i>support</i> reasoning. | <p>I develop a defensible claim to provide focus for an inquiry that is based upon the analysis of sources.</p> <p>I cite with evidence using sources from multiple perspectives and mediums (electronic, digital, print, and other mass media).</p> <p>I justify the extent to which evidence supports or does not support a claim, and if it does not, adjust claim appropriately.</p> |
| Standard SS.Inq4: Wisconsin students will <i>communicate</i> and <i>critique</i> conclusions. | <p>I communicate conclusions while taking into consideration that audiences from diverse backgrounds (e.g., gender, class, proximity to the event or issue) may interpret the information in different ways).</p> <p>I critique a claim's strengths and weaknesses, including an evaluation of supporting evidence, taking into consideration cultural, social, economic, political, geographic, and historic influences that inform these perspectives.</p> |
| Standard SS.Inq5: Wisconsin students will <i>be civically engaged</i> . | I engage opportunities, informed by the knowledge and methods of the social sciences, for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications. |
| DISCIPLINARY CONCEPT | KEY UNIT CONTENT |
| Media Literacy | Economic, environmental, cultural/social, and/or political current issues in Europe. |
| Claim & Evidence development | |
| SUPPORTING CONTENT STANDARDS AND LEARNING TARGETS | |
| SS.PS3.c.Power in government | <p>I can evaluate the structure and functions of governments at the local, state, tribal, national, and global levels.</p> <p>I can evaluate the purpose of political institutions at the local, state, tribal, national, global, and supranational/non-government organization (NGO) levels distinguishing their roles, powers, and limitations.</p> |
| SS.PS3.b.Linkage institutions | <p>I can evaluate the role of various types of media in elections and functions of government.</p> <p>I can evaluate civic institutions and explain how competing interests impact societal change (e.g., lobbying, citizens groups, special interest groups).</p> |
| COMPELLING UNIT QUESTION | |
| <p>What are the most newsworthy issues in Europe and how do various media sources portray differing perspectives? (Students will develop a compelling question based on exploration of current issues and contemporary events. The process is about inquiry- asking questions and coming to solutions. conclusions, evidenced-based arguments through critical thinking skills outlined in the inquiry standards and QUEST framework below.)</p> | |

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| <p>INQUIRY SUPPORT QUESTIONS: <i>Question & Explore</i></p> <p><i>How does the context of a problem or issue affect how it is interpreted or presented?</i> <i>How might others see the problem or issue differently?</i> <i>What questions have yet to be asked?</i> <i>What perspectives are missing from my research?</i> <i>What do I want to know, learn, or understand?</i> <i>How does my research question shape how I go about trying to answer it?</i> <i>What information do I need to answer my question?</i> <i>What keywords should I use to search for information about this topic?</i></p> | <p>INQUIRY SUPPORT QUESTIONS: <i>Understand & Analyze</i></p> <p><i>What strategies will help me comprehend a text?</i> <i>What is the argument's main idea and what reasoning does the author use to develop it?</i> <i>Why might the author view the issue this way?</i> <i>What biases may the author have that influence his or her perspective?</i> <i>Does this argument acknowledge other perspectives?</i> <i>How do I know if a source is trustworthy?</i> <i>What are the implications of these arguments?</i> <i>How does this conclusion impact me and my community? Or my research?</i></p> |
| <p>INQUIRY SUPPORT QUESTIONS: <i>Evaluate Multiple Perspectives</i></p> <p><i>What patterns or trends can be identified among the arguments about this issue?</i> <i>What are the implications and/or consequences of accepting or rejecting a particular argument?</i> <i>How can I connect the multiple perspectives? What other issues, questions, or topics do they relate to?</i> <i>How can I explain contradictions within or between arguments?</i> <i>From whose perspectives is this information being presented, and how does that affect my evaluation?</i></p> | <p>INQUIRY SUPPORT QUESTIONS: <i>Synthesize Ideas</i></p> <p><i>How do I connect and analyze the evidence in order to develop an argument and support a conclusion?</i> <i>What line of reasoning and evidence would best support my argument? Is my reasoning logical?</i> <i>Are there other conclusions I should consider?</i> <i>What am I taking for granted? How do I acknowledge and account for my own biases and assumptions?</i> <i>What is the best way to acknowledge and attribute the work of others that was used to support my argument?</i> <i>How can I avoid committing plagiarism?</i></p> |
| <p>INQUIRY SUPPORT QUESTIONS: <i>Team, Transform, and Transmit</i></p> <p><i>How can I best appeal to and engage my audience?</i> <i>What is the best medium or genre through which to engage my audience?</i> <i>What common misconceptions might my audience have?</i> <i>How might I adapt my argument for different audiences and situations?</i> <i>How might my communication choices affect my credibility with my audience?</i> <i>What contributions can I offer a team?</i> <i>What is the benefit of revision?</i> <i>How can I benefit from reflecting on my own work?</i></p> | |
| <p>FORMATIVE ASSESSMENT TASKS may include:</p> | |
| <p>Quickwrite, focused notes, shared inquiry, debriefing, jigsaw, conferencing, peer review, discussion group.</p> | |
| <p>FEATURED SOURCE(s) may include</p> <p>Students will use a variety of current event news sources (print & digital) and types (articles, speeches, interviews, personal narratives, etc.) with a focus on reliability. allsidesforschools.org</p> | <p>FEATURED SOURCE(s) may include</p> |
| <p>SUMMATIVE ASSESSMENT TASK(s) may include:</p> | |
| <p>Performance Task based on the student-identified compelling question such as recorded news report/podcast, socratic seminar, final presentation: Individual Written Argument</p> | |
| <p>CIVIC ENGAGEMENT</p> | |
| <p>Socratic Seminar, Philosophical Chairs, Structured Academic Controversy, etc.</p> | |

| UNIT 5: The Americas | |
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| ESSENTIAL QUESTION(S) | |
| What knowledge and skills are needed to participate effectively in today's world? | |
| What is the role of the citizen in the community and the nation, and as a member of the world community? | |
| How do different political and economic systems affect civic life? | |
| PRIORITY CONTENT STANDARDS AND LEARNING TARGETS | |
| Standard SS.PS2: Wisconsin students will examine and interpret rights, privileges, and responsibilities in society. | <p>CIVIL RIGHTS & CIVIL LIBERTIES -I can assess the impact of individuals, groups, and movements on the development of civil rights for different groups</p> <p>ASSERTING AND REAFFIRMING HUMAN RIGHTS -I can analyze how human rights have been addressed in different countries.</p> |
| Standard PS4.b: Wisconsin students will develop and employ skills for civic literacy | <p>ARGUMENTATION -I can create arguments by researching and interpreting claims and counterclaims.</p> |
| Standard SS.Hist1: Wisconsin students will use historical evidence for determining cause and effect. | I analyze intended and unintended effects from both long- and short-term perspectives; evaluate how different groups and individuals contributed to the effect. |
| PRIORITY INQUIRY STANDARD(s)- DISCIPLINARY SKILL(s) | |
| Standard SS.Inq1: Wisconsin students will <i>construct</i> meaningful questions that <i>initiate</i> an inquiry | <p>I formulate researchable, complex, and open-ended questions, integrating multiple social studies strands that call for investigation.</p> <p>I apply open-ended questions that support the research and identify the sources that will be used in the student-developed research proposal.</p> |
| Standard SS.Inq2: Wisconsin students will <i>gather</i> and <i>evaluate</i> sources | <p>I determine evidence discovered through personal research through a variety of disciplinary lenses (e.g., economics, history, political science) and multiple perspectives (e.g., race, gender, ethnicity, language, disability, sexual orientation, family background, and/or family income) with a variety of sources including primary and secondary sources and media resources</p> <p>I analyze and weigh relevance of source through a disciplinary lens to determine how the author, context, audience, and purpose affect the reliability, limitations, and usefulness of a source.</p> |
| Standard SS.Inq3: Wisconsin students will <i>develop</i> claims using evidence to <i>support</i> reasoning. | <p>I develop a defensible claim to provide focus for an inquiry that is based upon the analysis of sources.</p> <p>I cite with evidence using sources from multiple perspectives and mediums (electronic, digital, print, and other mass media).</p> <p>I justify the extent to which evidence supports or does not support a claim, and if it does not, adjust claim appropriately.</p> |
| Standard SS.Inq4: Wisconsin students will <i>communicate</i> and <i>critique</i> conclusions. | <p>I communicate conclusions while taking into consideration that audiences from diverse backgrounds (e.g., gender, class, proximity to the event or issue) may interpret the information in different ways).</p> <p>I critique a claim's strengths and weaknesses, including an evaluation of supporting evidence, taking into consideration cultural, social, economic, political, geographic, and historic influences that inform these perspectives.</p> |
| Standard SS.Inq5: Wisconsin students will <i>be civically engaged</i> . | I engage opportunities, informed by the knowledge and methods of the social sciences, for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications. |
| DISCIPLINARY CONCEPT | KEY UNIT CONTENT |
| Media Literacy | Economic, environmental, cultural/social, and/or political current issues in the Americas |
| Claim & Evidence development | |
| SUPPORTING CONTENT STANDARDS AND LEARNING TARGETS | |
| SS.PS3.c.Power in government | <p>I can evaluate the structure and functions of governments at the local, state, tribal, national, and global levels.</p> <p>I can evaluate the purpose of political institutions at the local, state, tribal, national, global, and supranational/non-government organization (NGO) levels distinguishing their roles, powers, and limitations.</p> |
| SS.PS3.b.Linkage institutions | <p>I can evaluate the role of various types of media in elections and functions of government.</p> <p>I can evaluate civic institutions and explain how competing interests impact societal change (e.g., lobbying, citizens groups, special interest groups).</p> |
| COMPELLING UNIT QUESTION | |
| <p>What are the most newsworthy issues in North, Central, and South America and how do various media sources portray differing perspectives? (Students will develop a compelling question based on exploration of current issues and contemporary events. The process is about inquiry- asking questions and coming to solutions. conclusions, evidenced-based arguments through critical thinking skills outlined in the inquiry standards and QUEST framework below.)</p> | |

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| INQUIRY SUPPORT QUESTIONS: <i>Question & Explore</i> | INQUIRY SUPPORT QUESTIONS: <i>Understand & Analyze</i> |
| How does the context of a problem or issue affect how it is interpreted or presented? How might others see the problem or issue differently? What questions have yet to be asked? What perspectives are missing from my research? What do I want to know, learn, or understand? How does my research question shape how I go about trying to answer it? What information do I need to answer my question? What keywords should I use to search for information about this topic? | What strategies will help me comprehend a text? What is the argument's main idea and what reasoning does the author use to develop it? Why might the author view the issue this way? What biases may the author have that influence his or her perspective? Does this argument acknowledge other perspectives? How do I know if a source is trustworthy? What are the implications of these arguments? How does this conclusion impact me and my community? Or my research? |
| INQUIRY SUPPORT QUESTIONS: <i>Evaluate Multiple Perspectives</i> | INQUIRY SUPPORT QUESTIONS: <i>Synthesize Ideas</i> |
| What patterns or trends can be identified among the arguments about this issue? What are the implications and/or consequences of accepting or rejecting a particular argument? How can I connect the multiple perspectives? What other issues, questions, or topics do they relate to? How can I explain contradictions within or between arguments? From whose perspectives is this information being presented, and how does that affect my evaluation? | How do I connect and analyze the evidence in order to develop an argument and support a conclusion? What line of reasoning and evidence would best support my argument? Is my reasoning logical? Are there other conclusions I should consider? What am I taking for granted? How do I acknowledge and account for my own biases and assumptions? What is the best way to acknowledge and attribute the work of others that was used to support my argument? How can I avoid committing plagiarism? |
| INQUIRY SUPPORT QUESTIONS: <i>Team, Transform, and Transmit</i> | |
| How can I best appeal to and engage my audience? What is the best medium or genre through which to engage my audience? What common misconceptions might my audience have? How might I adapt my argument for different audiences and situations? How might my communication choices affect my credibility with my audience? What contributions can I offer a team? What is the benefit of revision? How can I benefit from reflecting on my own work? | |
| FORMATIVE ASSESSMENT TASKS may include: | |
| Quickwrite, focused notes, shared inquiry, debriefing, jigsaw, conferencing, peer review, discussion group. | |
| FEATURED SOURCE(s) <i>may include</i> | FEATURED SOURCE(s) <i>may include</i> |
| Students will use a variety of current event news sources (print & digital) and types (articles, speeches, interviews, personal narratives, etc.) with a focus on reliability. allsidesforschools.org | |
| SUMMATIVE ASSESSMENT TASK(s) may include: | |
| Performance Task based on the student-identified compelling question such as recorded news report/podcast, socratic seminar, final presentation: Individual Written Argument | |
| CIVIC ENGAGEMENT | |
| Socratic Seminar, Philosophical Chairs, Structured Academic Controversy, etc. | |

| Priority Standards & Learning Target Unit Reference | | UNIT 1 | UNIT 2 | UNIT 3 | UNIT 4 | UNIT 5 |
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| Standard SS.BH3: Wisconsin students will assess the role that human behavior and cultures play in the development of social endeavors (Anthropology). | I can analyze the means by and extent to which groups and institutions can influence people, events, and cultures in both historical and contemporary settings including becoming critically aware of ethnocentrism, its manifestations, and consequences in a world that is increasingly interconnected. | | | | | |
| Standard SS.Hist1: Wisconsin students will use historical evidence for determining cause and effect. | <i>I evaluate multiple events from different perspectives using primary and secondary sources, and analyze intended and unintended causes from both long- and short-term perspectives;</i> <i>-I evaluate how different groups and individuals contributed to the event or cause</i> <i>I evaluate multiple events from different perspectives using primary and secondary sources, and</i> <i>-I analyze intended and unintended effects from both long- and short-term perspectives; evaluate how different groups and individuals contributed to the effect.</i> | X | X | X | X | X |
| Standard SS.Econ1: Wisconsin students use economic reasoning to understand issues. | CHOICES & DECISION MAKING: I can perform a cost-benefit analysis (i.e. strengths and weaknesses of alternative options) on a real-world situation and how those choices are reflected in economic markets. INCENTIVES I evaluate how incentives determine what is produced and distributed in a competitive market system. | | | | | |
| Standard SS.PS2: Wisconsin students will examine and interpret rights, privileges, and responsibilities in society. | CIVIL RIGHTS & CIVIL LIBERTIES -I can assess the impact of individuals, groups, and movements on the development of civil rights for different groups ASSERTING AND REAFFIRMING HUMAN RIGHTS -I can analyze how human rights have been addressed in different countries. | X | X | X | X | X |
| Standard SS.PS4: Wisconsin students will develop and employ skills for civic literacy. | CIVIL RIGHTS & CIVIL LIBERTIES -I critique the struggle for suffrage and citizenship since the founding period. Analyze the constitutional tension between protecting individual rights and promoting the general welfare and security of the country, as well as between majority rule and minority rights. -I assess the impact of individuals, groups, and movements on the development of civil rights for different groups FUNDAMENTALS OF CITIZENSHIP -I assess the difference in constitutional and legal protections for citizens vs. noncitizens. -I demonstrate the skills necessary to participate in the election process (i.e., registering to vote, identifying and evaluating candidates and issues, and casting a ballot). I analyze how the U.S. Supreme Court has allowed the restriction and enabled the expansion of rights for groups. -I evaluate different goals and methods of groups who have advocated for access to greater rights (e.g., women, religious groups, civil rights groups, Indigenous peoples, LGBTQ). -I analyze the role of the Universal Declaration of Human Rights (UDHR) and nongovernment organizations (NGOs such as Save the Children or the Red Cross) in how human rights have been addressed in different countries. | X | X | X | X | X |
| PRIORITY INQUIRY STANDARD(s)- DISCIPLINARY SKILL(s) | | | | | | |
| Standard SS.Inq1: Wisconsin students will construct meaningful questions that initiate an inquiry | I formulate researchable, complex, and open-ended questions, integrating multiple social studies strands that call for investigation. | X | X | X | X | X |
| | I apply open-ended questions that support the research and identify the sources that will be used in the student-developed research proposal. | X | X | X | X | X |
| Standard SS.Inq2: Wisconsin students will gather and evaluate sources | I determine evidence discovered through personal research through a variety of disciplinary lenses (e.g., economics, history, political science) and multiple perspectives (e.g., race, gender, ethnicity, language, disability, sexual orientation, family background, and/or family income) with a variety of sources including primary and secondary sources and media resources | X | X | X | X | X |
| | I analyze and weigh relevance of source through a disciplinary lens to determine how the author, context, audience, and purpose affect the reliability, limitations, and usefulness of a source. | X | X | X | X | X |
| Standard SS.Inq3: Wisconsin students will develop claims using evidence to support | I develop a defensible claim to provide focus for an inquiry that is based upon the analysis of sources. | X | X | X | X | X |
| | I cite with evidence using sources from multiple perspectives and mediums (electronic, digital, print, and other mass medial). | X | X | X | X | X |
| | I justify the extent to which evidence supports or does not support a claim, and if it does not, adjust claim appropriately. | X | X | X | X | X |
| Standard SS.Inq4: Wisconsin students will communicate and critique conclusions. | I communicate conclusions while taking into consideration that audiences from diverse backgrounds (e.g., gender, class, proximity to the event or issue) may interpret the information in different ways). | X | X | X | X | X |
| | I critique a claim's strengths and weaknesses, including an evaluation of supporting evidence, taking into consideration cultural, social, economic, political, geographic, and historic influences that inform these perspectives. | X | X | X | X | X |
| Standard SS.Inq5: Wisconsin students will be civically engaged. | I engage opportunities, informed by the knowledge and methods of the social sciences, for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications. | X | X | X | X | X |