

Course Title – Current affairs	
Implement start year – 2017-2018	
Revision Committee Members, email, extension – Jeff Masci, jmasci@lrhsd.org, 8651 – Dennis Sweeney, dsweeney@lrhsd.org, 8248	
Unit # 2, topic – Current Political Issues	
Transfer Goal – Students will be able to independently use their learning to analyze political issues from multiple perspectives. (Department Goals 2, 3, 4)	
Stage 1 – Desired Results	
<p style="text-align: center;"><u>Established Goals</u></p> <p style="text-align: center;">2014 NJCCC Standard(s), Strand(s)/CPI # (http://www.nj.gov/education/cccs/2014/final.htm)</p> <p>6.1.12.A.14.a Evaluate the effectiveness of the checks and balances system in preventing one branch of national government from usurping too much power during contemporary times.</p> <p>6.1.12.A.14.b Analyze how the Supreme Court has interpreted the Constitution to define the rights of the individual, and evaluate the impact on public policies.</p> <p>6.1.12.A.14.c Assess the merit and effectiveness of recent legislation in addressing the health, welfare, and citizenship status of individuals and groups.</p> <p>6.1.12.A.14.d Analyze the conflicting ideologies and actions of political parties regarding spending priorities, the role of government in the economy, and social reforms.</p> <p>6.1.12.A.14.e Evaluate the effectiveness and fairness of the process by which national, state, and local officials are elected and vote on issues of public concern.</p>	<p style="text-align: center;"><u>21st Century Themes</u> (www.21stcenturyskills.org)</p> <p><input type="checkbox"/>_ Global Awareness <input checked="" type="checkbox"/>_ Financial, Economic, Business and Entrepreneurial Literacy <input type="checkbox"/>_ Civic Literacy <input checked="" type="checkbox"/>_ Health Literacy <input checked="" type="checkbox"/>_ Environmental Literacy</p> <p style="text-align: center;"><u>21st Century Skills</u></p> <p><i>Learning and Innovation Skills:</i> <input checked="" type="checkbox"/>_ Creativity and Innovation <input checked="" type="checkbox"/>_ Critical Thinking and Problem Solving <input checked="" type="checkbox"/>_ Communication and Collaboration</p> <p><i>Information, Media and Technology Skills:</i> <input checked="" type="checkbox"/>_ Information Literacy <input checked="" type="checkbox"/>_ Media Literacy <input checked="" type="checkbox"/>_ ICT (Information, Communications and Technology) Literacy</p> <p><i>Life and Career Skills:</i></p>

6.1.12.A.14.f

Determine the extent to which nongovernmental organizations, special interest groups, third party political groups, and the media affect public policy.

6.1.12.A.14.g

Analyze the impact of community groups and state policies that strive to increase the youth vote (i.e., distribution of voter registration forms in high schools).

6.1.12.A.14.h

Assess the effectiveness of government policies in balancing the rights of the individual against the need for national security.

Common Core Curriculum Standards for Literacy in History/Social Studies

(<http://www.corestandards.org/>)

RH.11-12.1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

RH.11-12.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

RH.11-12.3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain

RH.11-12.6. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

RH.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

Flexibility and Adaptability

Initiative and Self-Direction

Social and Cross-Cultural Skills

Productivity and Accountability

Leadership and Responsibility

<p>RH.11-12.9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources</p>	
<p><u>Enduring Understandings:</u> <i>Students will understand that . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • Political issues will often include multiple perspectives based on the views of various political parties. <p><i>EU 2</i></p> <ul style="list-style-type: none"> • Societal changes and evolving attitudes impact political views and perspectives and vice versa. <p><i>EU 3</i></p> <ul style="list-style-type: none"> • Modern technology and social media greatly impact the political climate. <p><i>EU 4</i></p> <ul style="list-style-type: none"> • Systems of government impact political decision making. <p><i>EU 5</i></p> <ul style="list-style-type: none"> • Special interest groups impact the political process. 	<p><u>Essential Questions:</u></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • How do the fundamental principles of the Democratic and Republican parties shape their views on various current issues? <p><i>EU 2</i></p> <ul style="list-style-type: none"> • How do societal changes influence political views? • Do societal changes influence political views or do political views influence societal changes? <p><i>EU 3</i></p> <ul style="list-style-type: none"> • Do social media and technology impact our political views, political culture, and political candidates? <p><i>EU 4</i></p> <ul style="list-style-type: none"> • How do Congress, the Cabinet, the Supreme Court, and other government entities impact the political process? <p><i>EU 5</i></p> <ul style="list-style-type: none"> • Do various special interest-groups such as Political Action committees, lobbyists, etc. positively or negatively impact the political process?

<p>Knowledge: <i>Students will know . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • The basic core principles of various political ideologies/political parties. <p><i>EU 2</i></p> <ul style="list-style-type: none"> • The ways in which social change and political change are interconnected. <p><i>EU 3</i></p> <ul style="list-style-type: none"> • How social media and technology impacts political views, policies, decisions, and elections. <p><i>EU 4</i></p> <ul style="list-style-type: none"> • How Congress, the Cabinet, and the Supreme Court operate as part of the political process. <p><i>EU5</i></p> <ul style="list-style-type: none"> • What special interest groups are and how they impact the political process and decisions. 	<p>Skills: <i>Students will be able to . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • Explain the basic ideologies of liberal and conservative political parties. <p><i>EU2</i></p> <ul style="list-style-type: none"> • Identify and explain several recent social or political movements that have impacted American society. <p><i>EU3</i></p> <ul style="list-style-type: none"> • Analyze the ways in which social media and technology have changed how Americans view and partake in the political process. <p><i>EU4</i></p> <ul style="list-style-type: none"> • Compare and contrast the ways various government entities impact the political process. <p><i>EU5</i></p> <ul style="list-style-type: none"> • Research examples of special interest groups and how they have impacted various aspects of the political process.
---	--

Stage 2 – Assessment Evidence	
<p>Other Recommended Evidence: <i>Tests, Quizzes, Prompts, Self-assessment, Observations, Dialogues, etc.</i></p> <ul style="list-style-type: none">• tests• projects• quizzes• group work• worksheets• discussion/debate• dialogues	

Stage 3 – Learning Plan

Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: *Consider the WHERETO elements. Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer.*

- Lecture discussion on the basics of Liberal and Conservative politics. (A)
- Lecture and discussion on special interest groups. (A)
- Lecture and discussion on the various roles and responsibilities of the different components of government. (A)
- Students will research the Republican and Democratic positions on various issues and then determine where they fall on the political spectrum. (M)
- Individual students will lead a class discussion about a controversial news story.(T)
- Students will research Time Magazine's nominations for Person of the Year (usually in late November), vote for their choice and provide a rationale for their selection. They can create their own Time Magazine cover. (T)
- Students will vote online at Time Magazine for the most influential people of the year. (usually in early spring) (M)
- Students will evaluate the use of incendiary rhetoric and its use on social media. (M)
- Research and analyze the arguments on a controversial social issue and participate in a formal debate. (T)
- Create a collage that illustrates the major aspects of an important issue or story. (M)
- Evaluate political ads for their techniques and their effectiveness. (M)
- Students will rank actual news stories in order of importance and headline placement. (M)
- Students will write an Op Ed piece on a local, state, or national issue. (M)
- Students will participate in an activity where they must make fiscal decisions for a city while balancing political popularity.(T)
- Political self-assessment activity. (M)