

Course Title – Current Affairs	
Implement start year – 2017-2018	
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Unit # 3, topic – Domestic and Social Issues	
Transfer Goal – Students will be able to independently use their learning to analyze and evaluate the impact of current domestic and social issues. (Department Goals 2, 3, 5)	
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.C.12.c Analyze how scientific advancements impacted the national and global economies and daily life.</p> <p>6.1.12.C.12.d Assess the role of the public and private sectors in promoting economic growth and ensuring economic stability.</p> <p>6.1.12.B.14.a Determine the impact of recent immigration and migration patterns in New Jersey and the United States on demographic, social, economic, and political issues.</p> <p>6.1.12.B.14.b Analyze how regionalization, urbanization, and suburbanization have led to social and economic reform movements in New Jersey and the United States.</p> <p>6.1.12.B.14.c Evaluate the impact of individual, business, and government decisions and actions on the environment, and assess the efficacy of government policies and agencies in New Jersey and the United States in addressing these decisions.</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 type="checkbox"/>_ Environmental Literacy</p> <hr/> <p style="text-align: center;"><u>21st Century Skills</u></p> <p><i>Learning and Innovation Skills:</i> <input type="checkbox"/>_ Creativity and Innovation <input checked="" type="checkbox"/>_ Critical Thinking and Problem Solving <input type="checkbox"/>_ Communication and Collaboration</p> <p><i>Information, Media and Technology Skills:</i> <input type="checkbox"/>_ Information Literacy <input checked="" type="checkbox"/>_ Media Literacy <input type="checkbox"/>_ ICT (Information, Communications and Technology) Literacy</p> <p><i>Life and Career Skills:</i></p>

<p>6.1.12.B.14.d Analyze the use of eminent domain in New Jersey and the United States from a variety of perspectives.</p> <p>6.1.12.C.14.a Use economic indicators to evaluate the effectiveness of state and national fiscal (i.e., government spending and taxation) and monetary (i.e., interest rates) policies.</p> <p>6.1.12.C.14.b Judge to what extent government should intervene at the local, state, and national levels on issues related to the economy</p> <p>6.1.12.C.14.c Analyze economic trends, income distribution, labor participation (i.e., employment, the composition of the work force), and government and consumer debt and their impact on society.</p> <p>6.1.12.C.14.d Relate the changing manufacturing, service, science, and technology industries and educational opportunities to the economy and social dynamics in New Jersey.</p> <p>6.1.12.D.14.b Assess the effectiveness of actions taken to address the causes of continuing urban tensions and violence.</p> <p>6.1.12.D.14.c Determine the impact of the changing role of labor unions on the economy, politics, and employer-employee relationships.</p> <p>6.1.12.D.14.d Evaluate the extent to which women, minorities, individuals with gender preferences, and individuals with disabilities have met their goals of equality in the workplace, politics, and society.</p> <p>6.1.12.D.14.e Evaluate the role of religion on cultural and social mores, public opinion, and political decisions.</p> <p>6.1.12.D.14.f Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.</p>	<p><input checked="" type="checkbox"/> Flexibility and Adaptability</p> <p><input checked="" type="checkbox"/> Initiative and Self-Direction</p> <p><input checked="" type="checkbox"/> Social and Cross-Cultural Skills</p> <p><input checked="" type="checkbox"/> Productivity and Accountability</p> <p><input checked="" type="checkbox"/> Leadership and Responsibility</p>
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<p style="text-align: center;">Common Core Curriculum Standards for Literacy in History/Social Studies (http://www.corestandards.org/)</p> <p>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.</p> <p>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.</p> <p>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</p> <p>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.</p> <p>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.</p> <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"> • Constitutional rights and civil liberties are impacted by various issues and events that unfold in the United States. <p><i>EU 2</i></p> <ul style="list-style-type: none"> • Economic volatility impacts many aspects of life. 	<p><u>Essential Questions:</u></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • Is it ever okay to limit the constitutional rights and civil liberties of Americans? <p><i>EU 2</i></p> <ul style="list-style-type: none"> • How does the current status of the economic system impact people's lives?

<p><i>EU 3</i></p> <ul style="list-style-type: none"> • Innovation and changing circumstances in science and technology have a significant effect on society. <p><i>EU 4</i></p> <ul style="list-style-type: none"> • Healthcare/medical issues and debates continue to change and impact various aspects of culture. <p><i>EU 5</i></p> <ul style="list-style-type: none"> • Entertainment and the arts are an influential factor that helps shape culture in many ways. 	<p><i>EU 3</i></p> <ul style="list-style-type: none"> • Do technological and scientific advances affect society? <p><i>EU 4</i></p> <ul style="list-style-type: none"> • Are recent changes in the healthcare system and medical field benefitting or hurting Americans? <p><i>EU 5</i></p> <ul style="list-style-type: none"> • Does the entertainment world reflect and influence culture or does culture influence entertainment?
<p><u>Knowledge:</u> <i>Students will know . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • The rights and liberties that are currently protected under the Constitution as well as those that are currently up for debate. <p><i>EU 2</i></p> <ul style="list-style-type: none"> • How the status of the economy impacts various aspects of people's lives. <p><i>EU 3</i></p> <ul style="list-style-type: none"> • The current technological and scientific changes and advances and how they impact the world. <p><i>EU 4</i></p> <ul style="list-style-type: none"> • How the various changes in proposals in healthcare/medicine impact the lives of all Americans. <p><i>EU5</i></p> <ul style="list-style-type: none"> • How events in the arts and entertainment world can impact and influence current social issues and people's lives. 	<p><u>Skills:</u> <i>Students will be able to . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • Analyze current events to determine potential constitution/civil liberties issues. <p><i>EU2</i></p> <ul style="list-style-type: none"> • Assess how the current economy is impacting life in America. <p><i>EU3</i></p> <ul style="list-style-type: none"> • Compare and contrast the current technological and scientific changes/advances and their impact on our society. <p><i>EU4</i></p> <ul style="list-style-type: none"> • Evaluate the pros and cons of current and proposed changes in healthcare/medicine in America. <p><i>EU5</i></p> <ul style="list-style-type: none"> • Assess how the art and entertainment industry influence current social issues in society.

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 and discussion on Constitutional rights and civil liberties in the United States. (A)
- Lecture and discussion on the present economic status of the United States. (A)
- Lecture and discussion on technological and scientific changes that are impacting America. (A)
- Research and debate on the pros and cons of universal healthcare. (T)
- Individual students will lead a class discussion about a controversial news story. (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)
- Find examples of parody and satire. Create and perform skits utilizing them. (T)
- Create a collage that illustrates the major aspects of an important issue or story. (T)
- Research an aspect of any athletic event or entertainment event and create a PowerPoint presentation of your findings. (A)
- Research the arguments for paying college athletes and participate in a round table discussion. (M)
- Write a review explaining a movie, book, or album that was culturally impactful this year. (T)
- Create a chart listing what we should start doing, stop doing, and do better about climate change. (M)
- Students will rank actual news stories in order of importance and headline placement. (M)