

Course Title – MD World Cultures

Implement start year – 2018-19

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Unit #4, topic – Current Events

Please note: All units of this MD World Cultures curriculum are written to be used across the region or country selected by the teacher. All units can be addressed with each region.

Transfer Goal – Students will be able to independently use their learning to obtain and evaluate accurate information in order to make informed decisions.

Stage 1 – Desired Results

Established Goals

2014 NJCCC Standard(s), Strand(s)/CPI #
(<http://www.nj.gov/education/cccs/2014/final.htm>)

Common Core Curriculum Standards for Math and English
(<http://www.corestandards.org/>)

21st Century Themes

(www.21stcenturyskills.org)

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
- Environmental Literacy

<p>6.2.12.D.5.c. Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information, worldwide.</p> <p>6.2.12.A.6.a Evaluate the role of international cooperation and multinational organizations in attempting to solve global issues.</p> <p>6.2.12.A.6.b Analyze the relationships and tensions between national sovereignty and global interest in matters such as territory, economic development, use of natural resources, and human rights.</p> <p>6.2.12.A.6.d Assess the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences.</p> <p>6.3.4.B.1 Plan and participate in an advocacy project to inform others about environmental issues at the local or state level and propose possible solutions.</p> <p>6.3.8.A.1 Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.</p> <p>6.3.8.D.1 Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society.</p> <p>CCSS.ELA-LITERACY.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 style="text-align: right;">21st Century Skills</p> <p><i>Learning and Innovation Skills:</i></p> <p><input checked="" type="checkbox"/> Creativity and Innovation</p> <p><input checked="" type="checkbox"/> Critical Thinking and Problem Solving</p> <p><input checked="" type="checkbox"/> Communication and Collaboration</p> <p><i>Information, Media and Technology Skills:</i></p> <p><input checked="" type="checkbox"/> Information Literacy</p> <p><input checked="" type="checkbox"/> Media Literacy</p> <p><input checked="" type="checkbox"/> ICT (Information, Communications and Technology) Literacy</p> <p><i>Life and Career Skills:</i></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>
<p><u>Enduring Understandings:</u></p> <p><i>Students will understand that . . .</i></p> <p>EU 1 Informative media provides complete fact-based details.</p> <p>EU 2 Credible media outlets will provide unbiased accurate information.</p> <p>EU 3 Making informed decisions is part of active citizenship.</p>	<p><u>Essential Questions:</u></p> <p>EU 1</p> <ul style="list-style-type: none"> • How do you determine the most important facts from a source? <p>EU 2</p> <ul style="list-style-type: none"> • What makes a resource credible? • What information is needed to make an informed decision? • How does the media control the flow of information? <p>EU 3</p>

	<ul style="list-style-type: none"> • How do you determine what information is relevant to the decision making process? • What does it mean to be an active citizen in your community? • Why does access to media influence decisions regarding your responsibilities as a citizen?
<p>Knowledge: <i>Students will know . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • The 5Ws and H. • The various platforms of media. • The ways of accessing media outlets. <p><i>EU 2</i></p> <ul style="list-style-type: none"> • The definition of bias. • The difference between credible and non-credible sources. • The criteria for a reliable factual news source. <p><i>EU 3</i></p> <ul style="list-style-type: none"> • The definition and role of citizenship. • The decision making process. 	<p>Skills: <i>Students will be able to . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • Identify the 5Ws and H in a media report. • Summarize a news report. • Obtain news through multiple avenues. <p><i>EU 2</i></p> <ul style="list-style-type: none"> • Determine the bias in a news article. • Determine the validity of a news source. • Identify credible media sources. • Locate credible news outlets. <p><i>EU 3</i></p> <ul style="list-style-type: none"> • Extract relevant information. • Make an informed decision. • List the responsibilities of an active citizen.
<p>Stage 2 – Assessment Evidence</p>	
<p>Other Recommended Evidence: <i>Tests, Quizzes, Prompts, Self-assessment, Observations, Dialogues, etc.</i></p> <ul style="list-style-type: none"> • Tests/Quizzes • Maps • Observations • Class Discussions • Presentations 	

- Community Based Experience

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.*

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- List the 5Ws and H in a paragraph. (A,M)
- Examine relevant information obtained from watching a newscast. (M,T)
- List the various forms of media (A)
- Create a collage displaying corporate logos of big media news sources. (A)
- Compare a news article from two opposing media outlets. (M)
- Participate in a mock election based on information obtained from current events. (M,T)
- Design a bulletin board outline the decision making process. (A)
- Role play a scenario advocating a point of view in a debate. (M)
- Create a Venn Diagram comparing and contrasting a current event using two different news sources. (M,T)
- Develop a flowchart for the credibility of a news source. (A, M)
- Create a video reporting on a school event. (M)
- Obtain a news article from www.newsela.com and summarize. (M)