

Current Issues: Domestic Issues

Stage 1 Desired Results		
ESTABLISHED GOALS: <u>Competencies:</u> - Students will demonstrate the ability to analyze the impact of individuals, laws, institutions, and social mechanisms in order to evaluate the effectiveness and impact of social and political systems. - Students will demonstrate the ability to analyze reciprocal relationships among individuals, groups, and society in order to explain impact on social structures. - Students will demonstrate the ability to define a problem and develop a solution as a means for taking informed action. - Students will demonstrate the ability to analyze and summarize text and integrate knowledge to make meaning of discipline-specific materials. - Students will demonstrate the ability to produce coherent and supported writing in order to communicate effectively for a range of discipline-specific tasks, purposes, and audiences. - Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style. <u>Content Standards:</u> - Civ.5.9-12. Evaluate citizens’ and institutions’ effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level. - Civ.6.9-12. Critique relationships among governments, civil societies, and economic markets. - Civ.10.9-12. Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights. - Civ.12.9-12. Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues. - Civ.13.9-12. Evaluate public policies in terms of intended and unintended outcomes, and related consequences. - Civ.14.9-12. Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights. - Eco.8.9-12. Describe the possible consequences, both intended and unintended, of government policies to improve market outcomes.	Transfer Students will be able to independently use their learning to make informed decisions by evaluating the potential impact of current issues.	
	Meaning ENDURING UNDERSTANDINGS Students will understand that... - principles such as equality, freedom, liberty, respect for individual rights, and deliberation apply to both official institutions and informal interactions among citizens. - economic decision making involves setting goals, identifying the resources available to achieve those goals, and weighing the additional benefit of an action against the additional cost. - human-environment interactions are essential aspects of human life in all societies and they occur at local-to-global scales. - no historical event or development occurs in a vacuum; each one has prior conditions and causes, and each one has consequences. - all individuals are impacted by social change, which refers to the transformation of culture, social institutions, and social structure over time. - active and responsible citizens identify and analyze public problems; deliberate with other people about how to define and address issues; and take constructive, collaborative action. ESSENTIAL QUESTIONS - What makes a current issue relevant?	
	Acquisition Students will know... - the underlying causes and potential impact of current civic, economic, social, and cultural issues and problems on the national level. Students will be skilled at... - evaluating the effectiveness of decisions and decision making. - analyzing the impact of personal interests.	

• Eco.9.9-12. Describe the roles of institutions such as clearly defined property rights and the rule of law in a market economy. • Eco.12.9-12. Evaluate the selection of monetary and fiscal policies in a variety of economic conditions. • Eco.13.9-12. Explain why advancements in technology and investments in capital goods and human capital increase economic growth and standards of living. • Geo.4.9-12. Analyze relationships and interactions within and between human and physical systems to explain reciprocal influences that occur among them. • Geo.6.9-12. Evaluate the impact of human settlement activities on the environmental and cultural characteristics of specific places and regions. • His.5.9-12. Analyze how historical contexts shaped and continue to shape people's perspectives. • His.7.9-12. Explain how the perspectives of people in the present shape interpretations of the past. • Soc.7.9-12. Cite examples of how culture influences the individuals in it. • Soc.10.9-12. Analyze how social structures and cultures change. • Soc.15.9-12. Identify common patterns of social inequality. • Soc.17.9-12. Analyze why the distribution of power and inequalities can result in conflict. • D4.6.9-12. Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place. • D4.7.9-12. Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning. • D4.8.9-12. Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.	• that bias in media may impact our understanding of current issues. • that the 21st century is characterized by changing circumstances as new economies emerge and new technologies change the way people interact. • that people are affected in different ways by environmental, economic, social, cultural, and civic concerns. • that demographics impact voting patterns based on shared history, individual needs, and group priorities. • that laws are created in order to meet perceived public policy needs, often in response to an incident or issue. • that politics and laws have a profound impact on the lives of all Americans. • that democratic societies must balance the rights and responsibilities of individuals with the common good. • that the interaction between political and economic trends is a major source of change. • that fiscal and monetary policies impact personal wealth, interest rates, and market conditions. • how current economic conditions affect the lives of Americans at the local, state, and national levels. • that scientific and technical innovation and progress often present various ethical, social, and economic challenges. • the relationship between American regionalism and the current issues and problems that arise in those regions. • that the establishment of geographical boundaries impacts politics, economics, and ways of life. • that location impacts the priorities and opinions of individuals due to the presence of opportunities, social structures, and resources. • that most current issues have roots in events that occurred in the past. • that current events may be viewed through a myriad of cultural, social, political, religious, and historical perspectives. • that there are many social forces that shape our opinions.	analyzing how laws are used or challenged to address public issues. • analyzing the impact of societal change over time. • analyzing monetary and fiscal policies and the state of the economy. • describing the roles of institutions in a market economy. • analyzing and evaluating cause and effect relationships. • analyzing and critiquing relationships between systems. • evaluating the impact of human settlement activities on regional characteristics. • analyzing influences on historical perspectives. • explaining the influence of present and past perspectives. • citing examples of the influences of culture on individuals. • analyzing change over time • identifying common patterns • taking informed action.
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	• that media and social media may impact popular culture, individuals, politics, and public opinion. • that culture is both a unifying and a divisive force in human relations. <i><u>vocabulary</u> (will vary according to issues studied and may include, but is not limited to):</i> op-ed, advocate, agenda, antithesis, bias, connotation, conservative, covert, Democrat, denotation, dichotomy, ethics, ethnic, exploitation, finance, gatekeeper, hypocrisy, hypothetical, hyperbole, ideology, influence, insular, irony, isolate, justify, juxtaposition, liberal, metaphor, objective, oppression, overt, oxymoron, partisan, perspective, persuade, persuasion, platform, prejudice, psychological, relevant, Republican, satire, sensationalize, simile, slant, sociological, stonewall, stratify, subliminal, substantiate, xenophobia	
Content Area Literacy Standards		21st Century Skills
• 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.11-12.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10). • 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. • 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. • WHST.11-12.1 Write arguments focused on discipline-specific content. • WHST.11-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. • WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. • WHST.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. • WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. • WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. • WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.		• <i>analyze media</i> • <i>apply technology effectively</i> • <i>access and evaluate information.</i>

Stage 2 - Evidence

<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

<i>Language Arts Integration</i>	<i>Mathematics Integration</i>
• <u>1.OA.1</u> Use	• <u>1.OA.1</u> Use
<i>Technology Integration</i>	<i>District Materials</i>
• <u>1.OA.1</u> Use	