

# Current Issues: Domestic Issues

Stage 1 Desired Results		
<p>ESTABLISHED GOALS:</p> <p><u>Competencies:</u></p> <ul style="list-style-type: none"> <li>• Students will demonstrate the ability to analyze the means of change embedded in social mechanisms in order to evaluate their effectiveness and impact.</li> <li>• Students will demonstrate the ability to analyze reciprocal relationships among individuals, groups, and society in order to explain impact on social structures.</li> <li>• Students will demonstrate the ability to define a problem and develop a solution as a means for taking informed action.</li> <li>• Students will demonstrate the ability to analyze and summarize text and integrate knowledge to make meaning of discipline-specific materials.</li> <li>• 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.</li> <li>• Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style.</li> </ul> <p><u>Content Standards:</u></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Civ.6.9-12. Critique relationships among governments, civil societies, and economic markets.</li> <li>• 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.</li> <li>• Civ.12.9-12. Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues.</li> <li>• Civ.13.9-12. Evaluate public policies in terms of intended and unintended outcomes, and related consequences.</li> <li>• Civ.14.9-12. Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.</li> <li>• Eco.8.9-12. Describe the possible consequences, both intended and unintended, of government policies to improve market outcomes.</li> </ul>	<i>Transfer</i>	
	<p><i>Students will be able to independently use their learning to <b>make informed decisions by evaluating the potential impact of current issues.</b></i></p>	
	<i>Meaning</i>	
	<p>ENDURING UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• principles such as equality, freedom, liberty, respect for individual rights, and deliberation apply to both official institutions and informal interactions among citizens.</li> <li>• 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.</li> <li>• human-environment interactions are essential aspects of human life in all societies and they occur at local-to-global scales.</li> <li>• no historical event or development occurs in a vacuum; each one has prior conditions and causes, and each one has consequences.</li> <li>• all individuals are impacted by social change, which refers to the transformation of culture, social institutions, and social structure over time.</li> <li>• 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.</li> </ul>	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> <li>• <i>What makes a current issue relevant?</i></li> </ul>
<i>Acquisition</i>		
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• the underlying causes and potential impact of current civic, economic, social, and cultural issues and problems on the national level.</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>• evaluating the effectiveness of decisions and decision making.</li> <li>• analyzing the impact of personal interests.</li> </ul>	

<ul style="list-style-type: none"> <li>• Eco.9.9-12. Describe the roles of institutions such as clearly defined property rights and the rule of law in a market economy.</li> <li>• Eco.12.9-12. Evaluate the selection of monetary and fiscal policies in a variety of economic conditions.</li> <li>• Eco.13.9-12. Explain why advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.</li> <li>• Geo.4.9-12. Analyze relationships and interactions within and between human and physical systems to explain reciprocal influences that occur among them.</li> <li>• Geo.6.9-12. Evaluate the impact of human settlement activities on the environmental and cultural characteristics of specific places and regions.</li> <li>• His.5.9-12. Analyze how historical contexts shaped and continue to shape people's perspectives.</li> <li>• His.7.9-12. Explain how the perspectives of people in the present shape interpretations of the past.</li> <li>• Soc.7.9-12. Cite examples of how culture influences the individuals in it.</li> <li>• Soc.10.9-12. Analyze how social structures and cultures change.</li> <li>• Soc.15.9-12. Identify common patterns of social inequality.</li> <li>• Soc.17.9-12. Analyze why the distribution of power and inequalities can result in conflict.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• that bias in media may impact our understanding of current issues.</li> <li>• that the 21st century is characterized by changing circumstances as new economies emerge and new technologies change the way people interact.</li> <li>• that people are affected in different ways by environmental, economic, social, cultural, and civic concerns.</li> <li>• that demographics impact voting patterns based on shared history, individual needs, and group priorities.</li> <li>• that laws are created in order to meet perceived public policy needs, often in response to an incident or issue.</li> <li>• that politics and laws have a profound impact on the lives of all Americans.</li> <li>• that democratic societies must balance the rights and responsibilities of individuals with the common good.</li> <li>• that the interaction between political and economic trends is a major source of change.</li> <li>• that fiscal and monetary policies impact personal wealth, interest rates, and market conditions.</li> <li>• how current economic conditions affect the lives of Americans at the local, state, and national levels.</li> <li>• that scientific and technical innovation and progress often present various ethical, social, and economic challenges.</li> <li>• the relationship between American regionalism and the current issues and problems that arise in those regions.</li> <li>• that the establishment of geographical boundaries impacts politics, economics, and ways of life.</li> <li>• that location impacts the priorities and opinions of individuals due to the presence of opportunities, social structures, and resources.</li> <li>• that most current issues have roots in events that occurred in the past.</li> <li>• that current events may be viewed through a myriad of cultural, social, political, religious, and historical perspectives.</li> <li>• that there are many social forces that shape our opinions.</li> </ul>	<ul style="list-style-type: none"> <li>analyzing how laws are used or challenged to address public issues.</li> <li>• analyzing the impact of societal change over time.</li> <li>• analyzing monetary and fiscal policies and the state of the economy.</li> <li>• describing the roles of institutions in a market economy.</li> <li>• analyzing and evaluating cause and effect relationships.</li> <li>• analyzing and critiquing relationships between systems.</li> <li>• evaluating the impact of human settlement activities on regional characteristics.</li> <li>• analyzing influences on historical perspectives.</li> <li>• explaining the influence of present and past perspectives.</li> <li>• citing examples of the influences of culture on individuals.</li> <li>• analyzing change over time</li> <li>• identifying common patterns</li> <li>• taking informed action.</li> </ul>
--	--	--

	<ul style="list-style-type: none"> <li>• that media and social media may impact popular culture, individuals, politics, and public opinion.</li> <li>• that culture is both a unifying and a divisive force in human relations.</li> </ul> <p><i>vocabulary (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</p>	
--	--	--

<b>Content Area Literacy Standards</b>	<b>21<sup>st</sup> Century Skills</b>
--	---------------------------------------

- 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.

- *analyze media*
- *apply technology effectively*
- *access and evaluate information.*



## 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>
<ul style="list-style-type: none"><li>• <u>1.OA.1</u> Use</li></ul>	<ul style="list-style-type: none"><li>• <u>1.OA.1</u> Use</li></ul>
<i>Technology Integration</i>	<i>District Materials</i>
<ul style="list-style-type: none"><li>• <u>1.OA.1</u> Use</li></ul>	