

## Current Events

Little Chute  
Social Studies

Grades 11 - 12, .5 Credits

### Course Overview

This one term course is designed to enhance and develop an awareness and appreciation of the "current events" that shape the world. Current events are interpreted through an historical framework with an awareness of political relevancy. Local, national, and global issues will be analyzed from cultural, economic, and social perspectives.

The curriculum is influenced by events that are happening during each course, both nationally and internationally.

### Scope and Sequence

Timeframe	Unit	Instructional Topics
Ongoing	<a href="#">Unit 1- Topics/Themes</a>	1.1: Environment 1.2: Economics 1.3: Politics 1.4: Science/Technology 1.5: Society/Culture
Ongoing	<a href="#">Unit 2- Foundational Practices</a>	2.1: Present Basic Information 2.2: Present Both Sides of an Issue 2.3: Make a Prediction 2.4: Advocate a Position 2.5: Practice Error Analysis 2.6: Abstracting 2.7: Cause/Effect Relationships
Ongoing	<a href="#">Unit 3- News Log</a>	3.1: Interpreting Weekly News Items
Ongoing	<a href="#">Unit 4- Technology</a>	4.1: Technology Integration
Ongoing	<a href="#">Unit 5- Reading, Writing and Participation</a>	5.1: Reading Applications 5.2: Writing Application 5.3: Speaking and Presentation

### Materials and Resources

Appleton Post Crescent; Internet; Various electronic media

## UNIT 1: Topics/Themes

**Duration of Unit:** Ongoing

**Description of Unit:** Students are grouped heterogeneously on current event awareness. Groups are assigned research topics based on the following: geography, economics, politics, science/technology, and society/culture.

**Essential Questions and/or Enduring Understandings:**

- 1.1: Environment
- 1.2: Economics
- 1.3: Politics
- 1.4: Science/Technology
- 1.5: Society/Culture

ESSENTIAL Standards	Learning Targets
<b>1.1</b>	Students will analyze current issues in the world using the themes of geography.
	Students will select and analyze a current issue using the 5 themes of geography: location, place, region, movement, and human/environment interaction. Special emphasis may be placed on natural disasters and environmental issues.
<b>1.2</b>	Students will analyze current issues that pertain to economics.
	Students will select and analyze topics using fundamental economic concepts, such as: scarcity, opportunity cost, productivity, markets and prices, supply and demand, competition, etc.
<b>1.3</b>	Students will analyze current issues influencing politics in the world.
	Students will select and analyze topics according to the political concepts of citizenship, power, authority, governance, and responsibility
<b>1.4</b>	Students will analyze how scientific and technological advancements influence their world.
	Students will select and analyze the role of modern science and technology in improving and/or hampering the life of the individual in the 21st century.

<b>1.5</b>	Students will analyze human behaviors that represent modern society and culture.
	Students will select and analyze topics that show how institutions are maintained or changed and how they influence individuals, cultures, and societies.
<b>NICE TO KNOW Standards</b>	<b>Learning Targets</b>

## UNIT 2: Foundational Practices

**Duration of Unit: Ongoing**

**Description of Unit:** Student groups perform five separate tasks as they research current issues. The tasks are as follows: 1) report basic information; 2) show pros and cons; 3) make a prediction; 4) advocate a topic; and 5) recognize error analysis.

**Essential Questions and/or Enduring Understandings:**

- 2.1: Present Basic Information
- 2.2: Present Both Sides of an Issue
- 2.3: Make a Prediction
- 2.4: Advocate a Position
- 2.5: Practice Error Analysis

<b>ESSENTIAL Standards</b>	<b>Learning Targets</b>
<b>2.1</b>	Students will identify major elements of importance about a topic and report their findings to the class.
	Students will show the ability to abstract information from news articles and classify the information in an understandable manner in presentations to the class.
<b>2.2</b>	Students will differentiate arguments on a current issue.
	Students will identify and articulate similarities and differences among issues.

<b>2.3</b>	Students will analyze information and make an educated prediction based on their findings.
	Students will read news articles to construct support for a prediction using inductive and/or deductive reasoning.
<b>2.4</b>	Students will break down information on a topic and advocate a position based on that knowledge.
	Students will read news articles to construct support for a position on a topic and passionately defend that position in a speech to the class.
<b>2.5</b>	Students will analyze editorial pieces for errors of bias.
	Students will read editorial pieces to identify and articulate errors in thinking, especially the most common errors: faulty logic, attacks, weak references, and misinformation.
<b>NICE TO KNOW Standards</b>	<b>Learning Targets</b>

## UNIT 3: News Log

**Duration of Unit:** Ongoing

**Description of Unit:** Newsweek magazine is used as a teaching guide.

**Essential Questions and/or Enduring Understandings:**

3.1: Interpreting Weekly News Items

ESSENTIAL Standards	Learning Targets
3.1	Students will interpret pieces from magazines
	Students will be asked to analyze political cartoons, advertisements, pictures, charts and graphs, as well as written articles.
NICE TO KNOW Standards	Learning Targets

## UNIT 4: Technology

**Duration of Unit:** Ongoing

**Description of Unit:** Computers and the Internet are used substantially to research topics and produce reports for Current Events class.

**Essential Questions and/or Enduring Understandings:**

4.1: Technology Integration

ESSENTIAL Standards	Learning Targets

<b>4.1</b>	Students will use technology to research current issues.
<b>NICE TO KNOW Standards</b>	<b>Learning Targets</b>

## UNIT 5: Literacy Integration

**Duration of Unit:** Ongoing

**Description of Unit:** Students are expected to write in a variety of situations and for a variety of reasons. Many combinations of traits may be required at different times when writing.

**Essential Questions and/or Enduring Understandings:**

5.1: Reading Applications

5.2: Writing Application

5.3: Speaking and Presentation

<b>ESSENTIAL Standards</b>	<b>Learning Targets</b>
<b>5.1</b>	Students will demonstrate application of comprehension strategies.
	Students will demonstrate knowledge of academic vocabulary.
	Students will use a variety of Thinking Maps when organizing information
	Students will use reading skills for Current Events.
<b>5.2</b>	Students will apply the Six Trait writing model: Voice, Organization, Word Choice, Fluency, Ideas, Conventions
<b>5.3</b>	Students will give presentations in a variety of situations.
	Students will participate in discussions.

NICE TO KNOW Standards	Learning Targets

**Standards and Targets**

<p>Students can compare various points of view and determine how bias can affect reporting of world events.</p> <p>I can...</p> <ul style="list-style-type: none"> <li>● Identify logical fallacies</li> <li>● Examine multiple perspectives on an issue</li> <li>● Compare and contrast interpretations of newsworthy events</li> </ul>	SS.Inq 2
<p>Students can develop an appreciation for current events/news and create connections to their life</p> <p>I can...</p> <ul style="list-style-type: none"> <li>● Make connections between news events and a my prior knowledge, interests and lived experience</li> <li>● Develop a practice of regularly reading, watching and listening to newsworthy events</li> <li>● Reflect newsworthy events that are local, national and global in scope</li> </ul>	SS.Inq1
<p>Students can construct meaningful questions that initiate an inquiry</p> <p>I can...</p> <ul style="list-style-type: none"> <li>● Discern the differences between levels and types of questions (level 1,2 and 3)</li> <li>● Create complex inquiries about a newsworthy event</li> <li>● Examine the relationship between news events and other interconnected, and related aspects of society, the nation and the world</li> </ul>	SS.Inq1
<p>Students can evaluate a variety of primary and secondary sources to interpret the context, intended audience, purpose, and/or author?s point of view of contemporary issues.</p> <p>I can...</p> <ul style="list-style-type: none"> <li>● Identify contextual events that provide the backdrop to a piece of writing, video or other event</li> <li>● Explain the difference between primary and secondary sources</li> <li>● Use text evidence, and other relevant information, to identify the intended audience of a given piece of information</li> <li>● Explain the intended purpose of a given piece of information</li> <li>● Explain the point of view portrayed by a source</li> </ul>	SS.Inq2
<p>I can gather and evaluate the credibility of sources.</p>	SS.Inq2

<p>I can...</p> <ul style="list-style-type: none"><li>● Identify researchers, news sources, credentials, and publishers of various forms of information</li><li>● Identify the funding behind various forms of information</li><li>● Cross check information with multiple different sources on the same topic</li></ul>	
<p>I can demonstrate knowledge of contemporary issues.</p> <p>I can...</p> <ul style="list-style-type: none"><li>● Regularly examining the news</li><li>● Familiarity with multiple news platforms</li><li>● Can hold an intelligent conversation or journal about contemporary events</li></ul>	SS.Inq5