High School Topics Current Events Curriculum

Course Description: Using current events, this elective course focuses on world and local issues that affect students' everyday lives, such as economics, government and conflict. This course uses newspapers, online media, cartoons, and newscasts to support class discussion. Additionally students participate in group projects, presentations and work with primary source materials and opinion pieces in order to better understand the world around them.

Scope and Sequence:

Timeframe	Unit	Instructional Topics
3 weeks	Media Bias	Topic 1: The Values of Bias Topic 2: Domestic versus International Biases
3 weeks	Demographics	Topic 1: Tools Topic 2: Traditions: Beliefs, Ethnicity and History Topic 3: Personal Values
4 weeks	Conflict	Topic 1: Policy Topic 2: Developments
4 weeks	Economics	Topic 1: Policy Topic 2: Practical Applications
4 weeks	Conflict	Topic 1: Politics Topic 2: Bureaucratic Effects Topic 3: Abroad Political Changes and Movements

*This document contains the entire High School Current Events curriculum that is taught in a regular education setting. Items that are highlighted in yellow have been designated as priority information that should be taught in the High School Topics Current Events class.

Unit 1: Media Bias

Subject: Current Events
Grade: 10, 11, 12
Name of Unit: Media Bias
Length of Unit: 3 weeks
Overview of Unit: Students will learn to be able to distinguish between fact and opinion. They will also analyze information to be able to recognize bias and points of view. Students will understand how people in the same place may have a different view on information disseminated to them.

Priority Standards for unit:
- Distinguish between fact and opinion and analyze sources to recognize bias and points of view (SS7 1.7, 3.5, 3.6)

Supporting Standards for unit:
- Explain how and why different people may perceive the same place in varied ways (SS5 1.6)
- Students apply digital tools to gather, evaluate, and use information (ISTE 3 - Research and Information Fluency).
  - Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media
  - Evaluate and select information sources and digital tools based on the appropriateness to specific tasks

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
between fact and opinion	Distinguish	Understand	3
sources to recognize bias and points of view	Analyze	Analyze	3

Essential Questions:
1. How do you discern media bias?
2. Why is identifying biases important?
3. How do you differentiate points of view from biases?

Enduring Understanding/Big Ideas:
1. Students will explain tools and methodology for analyzing biases in different media sources.
2. Students will critically evaluate the source(s) and their validity.

3. ==Points of view is understanding the background of the source whereas bias is a predisposition to insert prejudices into the source.==

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
- Bias - Conservative - Evenhanded - Journalism - Liberal - Loaded Language - Objective (Viewpoint) - Point Of View - Propaganda - Stereotype	- Editorial - Electronic Media - Mass Media - News Source - State Run Media - Underground Media

Resources for Vocabulary Development: Quality Tools

Topic 1: Define Bias

Engaging Experience 1
Title: Source Comparison
Suggested Length of Time: 2 class periods
Standards Addressed
> *Priority:*
> - Distinguish between fact and opinion and analyze sources to recognize bias and points of view (SS7 1.7, 3.5, 3.6)
>
> *Supporting:*
> - Explain how and why different people may perceive the same place in varied ways (SS5 1.6)

Detailed Description/Instructions: Teacher will show very different viewpoints from media sources such as news articles, newscast, or web based sources, one that is clearly liberal and one that is conservative. Students will decipher the differences between these viewpoints by identifying the liberal and conservative stances within the viewpoint through a class discussion or writing analysis.
Bloom's Levels: Understand, Analyze
Webb's DOK: 3
Rubric: Check for understanding

Topic 2: The Value of Bias

Engaging Experience 1

Title: The Power of Opinion

Suggested Length of Time: 1 class period

Standards Addressed

Priority:
- Distinguish between fact and opinion and analyze sources to recognize bias and points of view (SS7 1.7, 3.5, 3.6)

Supporting:
- Explain how and why different people may perceive the same place in varied ways (SS5 1.6)
- Students apply digital tools to gather, evaluate, and use information (ISTE 3 - Research and Information Fluency).
  - Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media
  - Evaluate and select information sources and digital tools based on the appropriateness to specific tasks

Detailed Description/Instructions: After completing the Source Comparison activity, students will be exposed to the ability to use bias and point of view to understand individual experiences and reactions. Three articles written from strongly opinionated viewpoints relating to a current topic will be analyzed based on what the author's opinions tell readers about the situational background from which the articles are written. Students will then find two articles online or in print in which the editorial point of view expressed by the author is valuable in understanding how individuals or groups react to the events discussed. Students will prepare an analysis, either written or as a presentation component, that fact checks the articles, describes the biased language, then analyzes the value of the viewpoint.

Bloom's Levels: Distinguish, Analyze, Understand

Webb's DOK: 3

Rubric:
- 3: Student shows clear understanding of the bias of the authors selected, finds valuable information from the biases analyzed and expresses clearly and accurately the knowledge gained in either writing or presentation form
- 2: Student understands bias but may lack clear ability to articulate the origins and expressions of that viewpoint. Analysis may show lack of analytical accuracy or misunderstanding of minor points.
- 1: Student shows lack of understanding of the author's viewpoint and misses clear and important evidence of the stated bias. Written or presented analysis is unclear and unfocused, and fails to find value in the experience of the author.

Topic 3: Domestic vs. International Biases

Engaging Experience 1
Title: State Run Media
Suggested Length of Time: 2 class periods
Standards Addressed
    Priority:
- Distinguish between fact and opinion and analyze sources to recognize bias and points of view (SS7 1.7, 3.5, 3.6)

    Supporting:
- Explain how and why different people may perceive the same place in varied ways (SS5 1.6)

Detailed Description/Instructions: The teacher will need to find various artifacts from nations with state run media that have English language services, such as Cuba, Iran and China. These stories should be related to a common theme or story. Students will write paragraph length summaries of each story, and note loaded language and clear bias as the stories unfold. Students will then fact check each story in small groups and discuss with the class the evidence for or against the accuracy of the stories as presented by the state run news source.
Bloom's Levels: Analyze, Understand
Webb's DOK: 3

Engaging Experience 2
Title: Priorities, Priorities: How the World Views News
Suggested Length of Time: 2 class periods
Standards Addressed
    Priority:
- Distinguish between fact and opinion and analyze sources to recognize bias and points of view (SS7 1.7, 3.5, 3.6)

    Supporting:
- Explain how and why different people may perceive the same place in varied ways (SS5 1.6)

Detailed Description/Instructions: The teacher will identify three to five quality news sources in English from other nations (preferably from different continents). Students will compare and contrast the *level and importance of coverage* given three different news stories by each nation's media. This will be done in groups using posters around the room. Groups will then write a reflection/reaction analyzing the reasons for the importance of certain stories in different parts of the world. (Example: in 2015, the FIFA scandal was consistently in the top two or three stories in all major national media except the United States)
Bloom's Levels: Analyze, Understand, Distinguish
Webb's DOK: 3

Rubric:
- 3: Student shows clear understanding of the stories chosen by each country, finds valuable information from the news stories analyzed and expresses clearly and accurately the knowledge gained about the priorities of the countries examined.
- 2: Student understands priorities but may lack clear ability to articulate the origins and expressions of that viewpoint. Analysis may show lack of analytical accuracy or misunderstanding of minor points.
- 1: Student shows lack of understanding of national viewpoint and misses clear and important evidence of the way that country sees the news. Written or presented analysis is unclear and unfocused, and fails to find good evidence for national priorities.

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.) Students will be divided into five focus groups that will rotate among five areas of concentration throughout: The United States, Latin America, Africa, Asia and Europe. Focus groups will work to present a news summary. The teacher will deliver short background lectures, articles and news items as a starting point, but after that students will need to find and interpret events before and during class. The focus of this rotation will be media, its biases and viewpoints and how different countries around the world deal with these issues. As students present, they should analyze, interpret and explain the role played by viewpoint. Each student will be responsible for presenting a major component of the news for each area.
SUGGESTED MODIFICATIONS: Complete as a class, with fewer areas of concentration. For example, consider compare/contrast 2 different areas.

Rubric for Engaging Scenario: Presentation Rubric

- 5: 25 Points. Every member presents. The presentation centers on the most important stories for each subject. Presenters are knowledgeable and can answer questions about the story. The presentation looks professional and the presentation is efficient and illustrated with significant images.
- 4: 20 Points. Every member presents. Main stories are presented, but some significant items might have been overlooked. Presenters are knowledgeable, but may have trouble fielding in depth questions. The presentation is informative, but might not include quality images for each news story.
- 3: 15 Points. Every member presents but presentations may be very uneven. Some main stories are analyzed, but significant items are not present and presenters may seem unfamiliar with the material and unable to field questions with authority. The presentation is basic but contains no major omissions or errors of fact.
- 2: 10 Points. Not all members present, or if they do are not prepared. Many important stories are overlooked. Presenters seem unsure of the basic facts and cannot answer questions. The presentation may be incomplete or devoid of images or important facts.
- 1: 5 Points. Few members present. A few facts presented, but without analysis or understanding. Presenters seem unprepared. Presentation is unrelated to important events, and is either "cut or paste" or shows no relevance to presentations by group members.
- 0: 0 Points. No presentation, little organization, presenters uninformed and lacking in any knowledge of the subject matter.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Define Bias	Source Comparison	Teacher will show very different viewpoints from media sources such as news articles, newscast, or web based sources, one that is clearly liberal and one that is conservative. Students will decipher the differences between these viewpoints by identifying the liberal and conservative stances within the viewpoint through a class discussion or writing analysis.	2 class periods
The Value of Bias	The Power of Opinion	After completing the Source Comparison activity, students will be exposed to the ability to use bias and point of view to understand individual experiences and reactions. Three articles written from strongly opinionated viewpoints relating to a current topic will be analyzed based on what the author's opinions tell readers about the situational background from which the articles are written. Students will then find two articles online or in print in which the editorial point of view expressed by the author is valuable in understanding how individuals or groups react to the events discussed. Students will prepare an analysis, either written or as a presentation component, that fact checks the articles, describes the biased language, then analyzes the value of the viewpoint.	1 class period

Domestic vs. International Biases	State Run Media	The teacher will need to find various artifacts from nations with state run media that have English language services, such as Cuba, Iran and China. These stories should be related to a common theme or story. Students will write paragraph length summaries of each story, and note loaded language and clear bias as the stories unfold. Students will then fact check each story in small groups and discuss with the class the evidence for or against the accuracy of the stories as presented by the state run news source.	2 class periods
Domestic vs. International Biases	Priorities, Priorities: How the World Views News	The teacher will identify three to five quality news sources in English from other nations (preferably from different continents). Students will compare and contrast the *level and importance of coverage* given three different news stories by each nation's media. This will be done in groups using posters around the room. Groups will then write a reflection/reaction analyzing the reasons for the importance of certain stories in different parts of the world. (Example: in 2015, the FIFA scandal was consistently in the top two or three stories in all major national media except the United States)	2 class periods

Unit 2: Demographics

Subject: Current Events
Grade: 10, 11, 12
Name of Unit: Demographics
Length of Unit: 3 weeks
Overview of Unit: This unit introduces and explains basic demographic tools used by human geographers to analyze and understand conditions in the United States and abroad.

Priority Standards for unit:
- Use and evaluate geographic research sources (e.g. maps, satellite images, globes, charts, graphs and atlases) to interpret Earth's physical and human systems (SS5 1.4, 1.7)
- Compare and contrast the major ideas and beliefs of different cultures (SS6 1.9)

Supporting Standards for unit:
- Explain the factors that account for patterns in trade and human migration (SS5 1.10)
- Identify how changes in the physical environment may reduce the capacity of the environment to support human activity (SS5 1.6)
- Distinguish major patterns and issues with regard to population distribution, demographics, settlements, migrations, and cultures in the US (SS3 1.6)
- Explain how and why places change (SS5 1.6)
- Explain how technology has expanded people's capacity to modify the physical environment (SS5 1.10)
- Explain the roles of trade, treaties, international organizations and comparative advantage in the global economy (S4 1.6, 1.10)
- Identify and evaluate policies and programs related to the use of resources (SS5 1.10, 3.7)
- Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others (ISTE 2 - Communication and Collaboration).
    - Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media
    - Communicate information and ideas effectively to multiple audiences using a variety of media and formats
    - Develop cultural understanding and global awareness by engaging with learners of other cultures
    - Contribute to project teams to produce original works or solve problems
- Students apply digital tools to gather, evaluate, and use information (ISTE 3 - Research and Information Fluency).
    - Plan strategies to guide inquiry

- ○ Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media
  - ○ Evaluate and select information sources and digital tools based on the appropriateness to specific tasks
  - ○ Process data and report results
- Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources (ISTE 4 - Critical Thinking, Problem Solving, and Decision Making).
  - ○ Identify and define authentic problems and significant questions for investigation
  - ○ Plan and manage activities to develop a solution or complete a project
  - ○ Collect and analyze data to identify solutions and/or make informed decisions
  - ○ Use multiple processes and diverse perspectives to explore alternative solutions

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
geographic research sources to interpret Earth's physical and human systems	Use	Apply	3
geographic research sources to interpret Earth's physical and human systems	Evaluate	Evaluate	3
major ideas of different cultures beliefs of different cultures	Compare	Understand	3
major ideas of different cultures beliefs of different cultures	Contrast	Understand	3

Essential Questions:
1. How does environment influence existence for people around the world?
2. How can using quality tools such as charts, maps and demographic data help provide understanding of world events?
3. How do issues of belief and identity affect political developments?

Enduring Understanding/Big Ideas:
1. Students will explain the connections between demographic/ geographic data and current conditions around the world.
2. Students will evaluate complex demographic and statistical tools to analyze and predict events around the world.
3. Students will explain the influences of belief systems and issues of identity and relate them to significant issues as they arise in world affairs.

Unit Vocabulary:

Academic Cross-Curricular Word	Content/Domain Specific
● Average ● Chart ● Epidemic ● Ethnic ● Graph ● Map ● Median ● Pandemic ● Statistics	● Climate ● Demographics ● Economic Resources ● Educational Level ● Gross Domestic Product ● Income Distribution ● Life Expectancy ● Poverty ● UNICEF ● Urbanization ● World Health Organization

Resources for Vocabulary Development: Quality Tools

Topic 1: Tools

Engaging Experience 1
Title: The USA by the Numbers
Suggested Length of Time: 2 ½ class periods
Standards Addressed
    Priority:
- Use and evaluate geographic research sources (e.g. maps, satellite images, globes, charts, graphs and atlases) to interpret Earth's physical and human systems (SS5 1.4, 1.7)

    Supporting:
- Distinguish major patterns and issues with regard to population distribution, demographics, settlements, migrations, and cultures in the US (SS3 1.6)
- Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others (ISTE 2 - Communication and Collaboration).
  - Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media
  - Communicate information and ideas effectively to multiple audiences using a variety of media and formats
  - Develop cultural understanding and global awareness by engaging with learners of other cultures
  - Contribute to project teams to produce original works or solve problems
- Students apply digital tools to gather, evaluate, and use information (ISTE 3 - Research and Information Fluency).
  - Plan strategies to guide inquiry
  - Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media
  - Evaluate and select information sources and digital tools based on the appropriateness to specific tasks
  - Process data and report results
- Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources (ISTE 4 - Critical Thinking, Problem Solving, and Decision Making).
  - Identify and define authentic problems and significant questions for investigation
  - Plan and manage activities to develop a solution or complete a project
  - Collect and analyze data to identify solutions and/or make informed decisions

Detailed Description/Instructions: Student focus groups will be assigned 5 states that have been chosen by the teacher as representatives of the major regions of the country. Each group member will be responsible for creating a chart, graph, table or map showing that state's place in the nation in one of 5-6 (depending on class size) significant areas. These are

- Population: ethnicity, median age, percentage of native born citizens
- Economy: state rank in terms of manufacturing, wealth, income, job growth/loss
- Health: percentages of citizens ranked by standard health benchmarks, access to health care, percentage on Medicaid, life expectancy
- Education: percentage of budget, average spent per pupil, access to higher education, state rank
- Environment: percentages of land use, air and water quality, exposure to risk factors, budget for natural resources, and park land. .Groups will present a state portrait and the teacher will extrapolate this data regionally.

RESOURCE MODIFICATION: Consider modeling one state for the entire group first, then release to each student completing in pairs or independently.
Bloom's Levels: Apply, Evaluate, Analyze
Webb's DOK: 3
Rubric:

- 5: Every member presents. The presentation centers on the most important stories for each subject. Presenters are knowledgeable and can answer questions about the story. The presentation looks professional and the presentation is efficient and illustrated with significant images.
- 4: Every member presents. Main stories are presented, but some significant items might have been overlooked. Presenters are knowledgeable, but may have trouble fielding in depth questions. The presentation is informative, but might not include quality images for each news story.
- 3: Every member presents, but presentations may be very uneven. Some main stories are analyzed, but significant items are not present and presenters may seem unfamiliar with the material and unable to field questions with authority. The presentation is basic but contains no major omissions or errors of fact.
- 2: Not all members present, or if they do are not prepared. Many important stories are overlooked. Presenters seem unsure of the basic facts and cannot answer questions. The presentation may be incomplete or devoid of images or important facts.
- 1: Few members present. A few facts presented, but without analysis or understanding. Presenters seem unprepared. Presentation is unrelated to important events, and is either "cut or paste" or shows no relevance to presentations by group members.
- 0: No presentation, little organization, presenters uninformed and lacking in any knowledge of the subject matter.

Engaging Experience 2
Title: Haves and Have-Nots
Suggested Length of Time: 2½ class periods
Standards Addressed
Priority:
- Use and evaluate geographic research sources (e.g. maps, satellite images, globes, charts, graphs and atlases) to interpret Earth's physical and human systems (SS5 1.4, 1.7)

Supporting:
- Explain the roles of trade, treaties, international organizations and comparative advantage in the global economy (S4 1.6, 1.10)
- Identify and evaluate policies and programs related to the use of resources (SS5 1.10, 3.7)
- Students apply digital tools to gather, evaluate, and use information (ISTE 3 - Research and Information Fluency).
  - Plan strategies to guide inquiry
  - Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media
  - Evaluate and select information sources and digital tools based on the appropriateness to specific tasks
  - Process data and report results

Detailed Description/Instructions: Students will randomly draw the names of two countries from a hat- one a highly developed nation, the other an emerging nation or one in crisis. Students will use demographic and economic data from the United States Central Intelligence Agency White Book website to analyze and compare these two nations in the key fields identified by CIA. Students will write a short paper comparing the two nations and seek an explanation for the comparative state of each nation's status. Students will then engage in a guided discussion about commonalities among developed and emerging nations.

RESOURCE MODIFICATION: Complete as a class.
Bloom's Levels: Apply, Evaluate, Analyze
Webb's DOK: 3

Topic 2: Traditions: Beliefs, Ethnicity and History

Engaging Experience 1

Title: Where Traditions Collide

Suggested Length of Time: 3 class periods

Standards Addressed

    Priority:
- Compare and contrast the major ideas and beliefs of different cultures (SS6 1.9)

    Supporting:
- Explain the factors that account for patterns in trade and human migration (SS5 1.10)

Detailed Description/Instructions: The teacher will create packets of articles and supporting material relating to five regional crises that have their origins in traditional ethnic, religious or ideological conflict (Example: The Tutsi and Hutu in Rwanda). Students will need some background information on each region before the activity begins, so a lecture supported by Cornell notes can be used to provide a framework for the reading. Students will produce a position paper explaining why they believe these conflicts are occurring and analyzing various solutions discussed in the information packets. Students with the same packets will produce a "Top 10 and Defend" list for each region. The teacher will need to model and familiarize students with this discussion format.

Bloom's Levels: Evaluate, Analyze

Webb's DOK: 3

Rubric:
- 3: Student shows clear understanding of the underlying causes and continuing effects of the regional conflicts studied, and demonstrate knowledge gained in both written and presentation form
- 2: Student understands and discusses issues that play into regional issues studied, but may lack clear ability to articulate the origins and expressions of that viewpoint. Analysis may show lack of analytical accuracy or misunderstanding of minor points.
- 1: Student shows lack of understanding of the issues germane to the discussion and misses clear and important evidence regarding the assignment. Written or presented analysis is unclear and unfocused.

Engaging Experience 2

Title: Where are You Coming From?

Suggested Length of Time: 1 class out-of-class period, 1 in-class period.

Standards Addressed

    Priority:
- Compare and contrast the major ideas and beliefs of different cultures (SS6 1.9)

Supporting:

- Distinguish major patterns and issues with regard to population distribution, demographics, settlements, migrations, and cultures in the US (SS3 1.6)
- Students demonstrate a sound understanding of technology concepts, systems, and operations (ISTE 6 - Technology Operations and Concepts).
  - Understand and use technology systems.
  - Select and use applications effectively and productively.
  - Troubleshoot systems and applications.

Detailed Description/Instructions: Students will interview an older family member/s about the traditions and stories passed on about how their family came to be in the United States and more specifically in Southern Platte County. The teacher will prepare a list of sample questions, and students will write a 1-2 PowerPoint summary of their interview.

Bloom's Levels: Apply, Understand

Webb's DOK: 2

Topic 3: Personal Values

Engaging Experience 1
Title: Intellectual Autobiography
Suggested Length of Time: 2 class periods
Standards Addressed
 Priority:
- Compare and contrast the major ideas and beliefs of different cultures (SS6 1.9)

 Supporting:
- Distinguish major patterns and issues with regard to population distribution, demographics, settlements, migrations, and cultures in the US (SS3 1.6)

Detailed Description/Instructions: Present the following assignment to students, "discuss the major influences you have encountered in your life so far who have shaped the way you think and react. This may include teachers, authors, relatives, musicians, friends…you name it. Consider your ideas about right and wrong, life and death, your political and spiritual beliefs- the things that have uniquely combined to make you who you are. Your response should be at least two pages long, and you should explain why you feel and believe as you do."
Bloom's Levels: Evaluate, Understand
Webb's DOK: 3
Rubric:
- 3: Student deals with all or nearly all of the major issues presented and presents a supported explanation for the values chosen
- 2: Student explains basic beliefs and influences but does not expand or explain simple statements. Most but not all topics are addressed.
- 1: Student makes only a cursory attempt to explain the personal values which are being queried. Few if any of the major issues are addressed.

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance

Using the five concentration areas from Unit One, Students will focus their groups for this unit on demographic issues. Each group will study current situations in the world with an emphasis on the traditions, beliefs, ethnic make-up and quality of life. Significant news events should be analyzed using demographic data and human geography principles. Group presentations are divided into individual realms of responsibility, by nation or subtopic as the teacher may see appropriate for the part of the world being studied.

RESOURCE MODIFICATION: Choose 1 area as a group, rather than separate topics per student/group.

Rubric for Engaging Scenario:

- 5: 25 Points. Every member presents. The presentation centers on the most important stories for each subject. Presenters are knowledgeable and can answer questions about the story. The presentation looks professional and the presentation is efficient and illustrated with significant images.
- 4: 20 Points. Every member presents. Main stories are presented, but some significant items might have been overlooked. Presenters are knowledgeable, but may have trouble fielding in depth questions. The presentation is informative, but might not include quality images for each news story.
- 3: 15 Points. Every member presents, but presentations may be very uneven. Some main stories are analyzed, but significant items are not present and presenters may seem unfamiliar with the material and unable to field questions with authority. The presentation is basic but contains no major omissions or errors of fact.
- 2: 10 Points. Not all members present, or if they do are not prepared. Many important stories are overlooked. Presenters seem unsure of the basic facts and cannot answer questions. The presentation may be incomplete or devoid of images or important facts.
- 1: 5 Points. Few members present. A few facts presented, but without analysis or understanding. Presenters seem unprepared. Presentation is unrelated to important events, and is either "cut or paste" or shows no relevance to presentations by group members.
- 0: 0 Points. No presentation, little organization, presenters uninformed and lacking in any knowledge of the subject matter.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Tools	The USA by the Numbers	Student focus groups will be assigned 5 states that have been chosen by the teacher as representatives of the major regions of the country. Each group member will be responsible for creating a chart, graph, table or map showing that state's place in the nation in one of 5-6 (depending on class size) significant areas. These are ● Population: ethnicity, median age, percentage of native born citizens ● Economy: state rank in terms of manufacturing, wealth, income, job growth/loss ● Health: percentages of citizens ranked by standard health benchmarks, access to health care, percentage on Medicaid, life expectancy ● Education: percentage of budget, average spent per pupil, access to higher education, state rank ● Environment: percentages of land use, air and water quality, exposure to risk factors, budget for natural resources, and park land. .Groups will present a state portrait and the teacher will extrapolate this data regionally.	2 ½ class periods

Tools	Haves and Have-Nots	Students will randomly draw the names of two countries from a hat- one a highly developed nation, the other an emerging nation or one in crisis. Students will use demographic and economic data from the United States Central Intelligence Agency White Book website to analyze and compare these two nations in the key fields identified by CIA. Students will write a short paper comparing the two nations and seek an explanation for the comparative state of each nation's status. Students will then engage in a guided discussion about commonalities among developed and emerging nations.	2½ class periods
Traditions: Beliefs, Ethnicity and History	Where Traditions Collide	The teacher will create packets of articles and supporting material relating to five regional crises that have their origins in traditional ethnic, religious or ideological conflict (Example: The Tutsi and Hutu in Rwanda). Students will need some background information on each region before the activity begins, so a lecture supported by Cornell notes can be used to provide a framework for the reading. Students will produce a position paper explaining why they believe these conflicts are occurring and analyzing various solutions discussed in the information packets. Students with the same packets will produce a "Top 10 and Defend" list for each region. The teacher will need to model and familiarize students with this discussion format.	3 class periods
Traditions: Beliefs, Ethnicity and History	Where are You Coming From?	Students will interview an older family member/s about the traditions and stories passed on about how their family came to be in the United States and more specifically in Southern Platte County. The teacher will prepare a list of sample questions, and students will write a 1-2 PowerPoint summary of their interview.	1 class out-of-class period, 1 in-class period

Personal Values	Intellectual Autobiography	Present the following assignment to students, "discuss the major influences you have encountered in your life so far who have shaped the way you think and react. This may include teachers, authors, relatives, musicians, friends… you name it. Consider your ideas about right and wrong, life and death, your political and spiritual beliefs- the things that have uniquely combined to make you who you are. Your response should be at least two pages long, and you should explain why you feel and believe as you do."	2 class periods

Unit 3: Conflict

Subject: Current Events
Grade: 10, 11, 12
Name of Unit: Conflict
Length of Unit: 4 weeks
Overview of Unit: This unit analyzes and evaluates the causes, prosecution and resolution, of ongoing world-wide conflicts. Students will interact with an active service person to help them further their understanding of current conflict issues.

Priority Standards for unit:
- Determine the causes, consequences and possible resolutions of cultural conflicts (SS6 3.6)

Supporting Standards for unit:
- Explain how technology has expanded people's capacity to modify the physical environment (SS5 1.10)
- Explain the roles of trade, treaties, international organizations and comparative advantage in the global economy (S4 1.6, 1.10)
- Identify and evaluate policies and programs related to the use of resources (SS5 1.10, 3.7)
- Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology (ISTE 1 - Creativity and Innovation).
    - Apply existing knowledge to generate new ideas, products, or processes
    - Create original works as a means of personal or group expression
    - Use models and simulations to explore complex systems and issues
- Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others (ISTE 2 - Communication and Collaboration).
    - Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media
    - Communicate information and ideas effectively to multiple audiences using a variety of media and formats
- Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior (ISTE 5 - Digital Citizenship).
    - Advocate and practice safe, legal, and responsible use of information and technology.
    - Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
    - Demonstrate personal responsibility for lifelong learning.
    - Exhibit leadership for digital citizenship.

- Students demonstrate a sound understanding of technology concepts, systems, and operations (ISTE 6 - Technology Operations and Concepts).
  - Understand and use technology systems.
  - Select and use applications effectively and productively.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
the causes, consequences and possible resolutions of cultural conflicts	Determine	Evaluate	4

Essential Questions:
1. How do nations defend themselves?
2. Why do internal divisions devolve into civil war and conflict?
3. How does the United States defend itself?

Enduring Understanding/Big Ideas:
1. Students will categorize different models used by nations to prepare for and engage in conflict in terms of why some countries are able to be a major actors on the world stage and how others would be more focused on their own landscape.
2. Students will synthesize information regarding current civil conflicts and explain consistent root causes of these events.
3. Students will explain the basic defense and military infrastructure of the United States. This would include the organization of the armed forces, how they are staffed and the legal parameters for their use.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
- Atrocity - Chemical Weapons - Environmental Impact Of War - Experience Of War - Nuclear Weapons - Rhetoric Of War	- Child Soldier - Civil War - Defense - Economic Effects Of War - Human Cost Of War - Military-Industrial Complex - Projection Of Power - Psychological Effects Of War - Refugee - Regional Conflict - Standing Army - Stateless Conflict

Resources for Vocabulary Development: Quality Tools

Topic 1: Policy

Engaging Experience 1

Title: The American Military-Industrial Complex

Suggested Length of Time: 3 class periods

Standards Addressed

Priority:

- Determine the causes, consequences and possible resolutions of cultural conflicts (SS6 3.6)

Supporting:

- Identify and evaluate policies and programs related to the use of resources (SS5 1.10, 3.7)
- Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology (ISTE 1 - Creativity and Innovation).
  - Apply existing knowledge to generate new ideas, products, or processes
  - Create original works as a means of personal or group expression
  - Use models and simulations to explore complex systems and issues
- Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others (ISTE 2 - Communication and Collaboration).
  - Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media
  - Communicate information and ideas effectively to multiple audiences using a variety of media and formats
- Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior (ISTE 5 - Digital Citizenship).
  - Advocate and practice safe, legal, and responsible use of information and technology.
  - Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
  - Demonstrate personal responsibility for lifelong learning.
  - Exhibit leadership for digital citizenship.

Detailed Description/Instructions: The teacher will prepare a clearly delineated pair of lectures that describe and explain 1) The organization, size and deployment of the armed forces of the United States and 2) The industrial, financial and material resources necessary to deploy and maintain the American defense establishment. Each should be half an hour to forty minutes in length and supported by students with Cornell notes. Students will then create web brochures for each armed service illustrated with images and explaining the role each branch fulfills. These can

be peer edited and shared on the district's application portal. These artifacts should clearly state the primary mission, organization and human resources of each service.

Bloom's Levels: Evaluate

Webb's DOK: 4

Engaging Experience 2

Title: Guest Speaker/s

Suggested Length of Time: 2 class period periods

Standards Addressed

> *Priority:*
> - Determine the causes, consequences and possible resolutions of cultural conflicts (SS6 3.6)
>
> *Supporting:*
> - Identify and evaluate policies and programs related to the use of resources (SS5 1.10, 3.7)

Detailed Description/Instructions: Preparation: Teacher will ask students to prepare at least three questions for an active duty service member who will be a guest speaker in class. These should be previewed by the teacher. class period 1: Teacher will contact at least one and as many as three recruiters or active duty service member alumni to speak to students about the mission of their service assignment, their experiences as active duty personnel or reservists, and the duty they perform as part of their service job. Students will be encouraged to ask questions, and to take detailed notes based on the presentations/s. class period 2: Students will write a one-page reaction/inquiry paper about their experience with the speaker/s and discuss questions they still may have or answers they didn't fully comprehend or understand. These can serve as the basis for a concluding discussion.

Bloom's Levels: Evaluate

Webb's DOK: 4

Topic 2: Developments

Engaging Experience 1
Title: Hotspots and Current Conflicts
Suggested Length of Time: 3 class periods
Standards Addressed
> *Priority:*
> - Determine the causes, consequences and possible resolutions of cultural conflicts (SS6 3.6)
>
> *Supporting:*
> - Explain the roles of trade, treaties, international organizations and comparative advantage in the global economy (S4 1.6, 1.10)
> - Explain how technology has expanded people's capacity to modify the physical environment (SS5 1.10)
> - Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology (ISTE 1 - Creativity and Innovation).
>   - Apply existing knowledge to generate new ideas, products, or processes
>   - Create original works as a means of personal or group expression
>   - Use models and simulations to explore complex systems and issues
> - Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others (ISTE 2 - Communication and Collaboration).
>   - Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media
>   - Communicate information and ideas effectively to multiple audiences using a variety of media and formats
> - Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior (ISTE 5 - Digital Citizenship).
>   - Advocate and practice safe, legal, and responsible use of information and technology.
>   - Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
>   - Demonstrate personal responsibility for lifelong learning.
> - Exhibit leadership for digital citizenship.

Detailed Description/Instructions: Although an ongoing discussion of emerging and ongoing military conflict would be a continuing subject throughout the course, this activity centers on four or five major areas of conflict around the globe and evaluates in depth the ramifications, effects and potential solutions for each. The teacher will choose the most important military conflicts for the semester in question. These will be presented in a short lecture that gives the

location, major players and background of each conflict. Often online resources like Khan Academy and TedTalks have quick tutorials if the teacher lacks depth of knowledge about the events in question. The objective of the lesson is for students to research and evaluate solutions and alternatives for these conflicts. Although articles may be of use, web based research will probably be the main focus in this process. Students will be assigned one of these conflicts and asked to research possible resolutions or solutions individually. Those students will prepare a 2-3 paragraph analysis of the options and evaluate the efficacy of each. Those students who shared the responsibility for the same conflict will then group to discuss and peer edit their solutions. The group will post their solutions/resolutions on the board and make a short informal presentation to the class, which should be familiar enough with the material to ask questions. This could also be prepared as a Socratic Seminar, requiring and counting questions about both the material and the student presentations.

Bloom's Levels: Evaluate

Webb's DOK: 4

Rubric: Standard Socratic Seminar rubric if this model is used. Otherwise, to be created.

Engaging Experience 2

Title: The Cost of War; Human, Environmental and Economic

Suggested Length of Time: 3 class periods

Standards Addressed

Priority:

- Determine the causes, consequences and possible resolutions of cultural conflicts (SS6 3.6)

Supporting:

- Explain the roles of trade, treaties, international organizations and comparative advantage in the global economy (S4 1.6, 1.10)
- Explain how technology has expanded people's capacity to modify the physical environment (SS5 1.10)
- Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology (ISTE 1 - Creativity and Innovation).
  - Apply existing knowledge to generate new ideas, products, or processes
  - Create original works as a means of personal or group expression
  - Use models and simulations to explore complex systems and issues
  - Identify trends and forecast possibilities
- Students apply digital tools to gather, evaluate, and use information (ISTE 3 - Research and Information Fluency).
  - Plan strategies to guide inquiry
  - Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media

- ○ Evaluate and select information sources and digital tools based on the appropriateness to specific tasks
- Students demonstrate a sound understanding of technology concepts, systems, and operations (ISTE 6 - Technology Operations and Concepts).
  - ○ Understand and use technology systems.
  - ○ Select and use applications effectively and productively.

Detailed Description/Instructions: The teacher will choose three video clips or news stories using resources such as PBS, NBC Learn or the major news networks that show a significant current conflict in terms of 1) Human Cost- the effects of war on noncombatants, children, people in neighboring regions and the actual fighters themselves. 2) Environmental- the damage caused by war and the aftermath of war to water, soil and agriculture. 3) Economic- the cost to local and national economies, regional trading areas and individual enterprise. Students will write a short story envisioning themselves as a participant or victim of one of these situations, and evaluate the impact these conflicts would have on an individual struggling to deal with them. Stories can be illustrated, either with photographs and images from the internet or artwork.

Bloom's Levels: Evaluate

Webb's DOK: 4

Rubric:

- 3: The best stories will be factually based and reference the film segment used in class. They will show empathy and understanding of the culture from which the character comes.
- 2: These stories will be more generalized and not show strong command of political and cultural details, but will demonstrate a sound evaluation of the impact of war on individuals as seen in the film clips.
- 1: Little real understanding of the impact of conflict on the areas discussed, only a basic attempt to comply with the assignment.

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.) Students will write a 2-3-page thesis generated formal paper around the prompt, "Choose one major conflict ongoing in the world. Analyze the causes and prosecution of the conflict thus far, and evaluate the response to this conflict from three major world powers, including the United States. Which nation has the most to gain from this conflict?"

RESOURCE MODIFICATION: Consider allowing student choice in showing their understanding (beyond a paper).

Rubric for Engaging Scenario:

- 5: Thesis is clear and simply stated. Facts are used to support each national point of view and the thesis answers the final question of the prompt. The essay has an introduction and conclusion that introduce and reinforce the thesis.
- 4: Thesis is clear, but may contain ambiguity. Facts are used in the paragraphs but may not be directly linked to the thesis. Introduction and conclusion are germane to the essay but may not fortify the thesis.
- 3: Has a thesis but may be difficult to link with the prompt and not supported in the body of the paper. Factual information may be general, ambiguous or misleading. No clear theme to data presented or reference to sources.
- 2: No thesis present or unrelated to paragraphs. May have factual errors or few facts. Tries to answer the prompt, but may not defend or explain statements. May lack an introduction or conclusion.
- 1: No thesis, only a cursory attempt to answer the prompt, little if any support from facts or sources.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Policy	The American Military-Industrial Complex	The teacher will prepare a clearly delineated pair of lectures that describe and explain 1) The organization, size and deployment of the armed forces of the United States and 2) The industrial, financial and material resources necessary to deploy and maintain the American defense establishment. Each should be half an hour to forty minutes in length and supported by students with Cornell notes. Students will then create web brochures for each armed service illustrated with images and explaining the role each branch fulfills. These can be peer edited and shared on the district's application portal. These artifacts should clearly state the primary mission, organization and human resources of each service.	3 class periods

| Developments | Guest Speaker/s | Preparation: Teacher will ask students to prepare at least three questions for an active duty service member who will be a guest speaker in class. These should be previewed by the teacher. Class period 1: Teacher will contact at least one and as many as three recruiters or active duty service member alumni to speak to students about the mission of their service assignment, their experiences as active duty personnel or reservists, and the duty they perform as part of their service job. Students will be encouraged to ask questions, and to take detailed notes based on the presentations/s. Class period 2: Students will write a one-page reaction/inquiry paper about their experience with the speaker/s and discuss questions they still may have or answers they didn't fully comprehend or understand. These can serve as the basis for a concluding discussion. | 2 class periods |

Developments	Hotspots and Current Conflicts	Although an ongoing discussion of emerging and ongoing military conflict would be a continuing subject throughout the course, this activity centers on four or five major areas of conflict around the globe and evaluates in depth the ramifications, effects and potential solutions for each. The teacher will choose the most important military conflicts for the semester in question. These will be presented in a short lecture that gives the location, major players and background of each conflict. Often online resources like Khan academy and TedTalks have quick tutorials if the teacher lacks depth of knowledge about the events in question. The objective of the lesson is for students to research and evaluate solutions and alternatives for these conflicts. Although articles may be of use, web based research will probably be the main focus in this process. Students will be assigned one of these conflicts and asked to research possible resolutions or solutions individually. Those students will prepare a 2-3 paragraph analysis of the options and evaluate the efficacy of each. Those students who shared the responsibility for the same conflict will then group to discuss and peer edit their solutions. The group will post their solutions/resolutions on the board and make a short informal presentation to the class, which should be familiar enough with the material to ask questions. This could also be prepared as a Socratic Seminar, requiring and counting questions about both the material and the student presentations.	3 class periods
Developments	The Cost of War; Human, Environmental and Economic	The teacher will choose three video clips or news stories using resources such as PBS, NBC Learn or the major news networks that show a significant current conflict in terms of	3 class periods

		1) Human Cost- the effects of war on noncombatants, children, people in neighboring regions and the actual fighters themselves. 2) Environmental- the damage caused by war and the aftermath of war to water, soil and agriculture. 3) Economic- the cost to local and national economies, regional trading areas and individual enterprise. Students will write a short story envisioning themselves as a participant or victim of one of these situations, and evaluate the impact these conflicts would have on an individual struggling to deal with them. Stories can be illustrated, either with photographs and images from the internet or artwork.	

Unit 4: Economics

Subject: Current Events
Grade: 10, 11, 12
Name of Unit: Economics
Length of Unit: 4 weeks
Overview of Unit: Students will analyze the functions of governmental and financial institutions and their effect on the economy. Students will also have the opportunity to have a practical application of economic principles.

Priority Standards for unit:
- Analyze the functions and effects of major economic institutions on the United States economy, such as corporations, labor unions and financial institutions (SS4 1.6, 1.10)

Supporting Standards for unit:
- Predict the consequences that can occur when (SS6 3.1):
    - Institutions fail to meet the needs of individuals and groups
    - individuals fail to carry out their personal responsibilities
- Explain how technology has expanded people's capacity to modify the physical environment (SS5 1.10)
- Explain the roles of trade, treaties, international organizations and comparative advantage in the global economy (S4 1.6, 1.10)
- Identify and evaluate policies and programs related to the use of resources (SS5 1.10, 3.7)
- Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology (ISTE 1 - Creativity and Innovation).
    - Apply existing knowledge to generate new ideas, products, or processes
    - Create original works as a means of personal or group expression
    - Use models and simulations to explore complex systems and issues
    - Identify trends and forecast possibilities
- Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others (ISTE 2 - Communication and Collaboration).
    - Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media
    - Communicate information and ideas effectively to multiple audiences using a variety of media and formats
    - Develop cultural understanding and global awareness by engaging with learners of other cultures
    - Contribute to project teams to produce original works or solve problems

- Students demonstrate a sound understanding of technology concepts, systems, and operations (ISTE 6 - Technology Operations and Concepts).
  - Understand and use technology systems.
  - Select and use applications effectively and productively.
  - Troubleshoot systems and applications.
  - Transfer current knowledge to learning of new technologies.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
the functions and effects of major economic institutions on the United States economy, such as corporations, labor unions and financial institutions	Analyze	Analyze	3

Essential Questions:
1. How does the economy influence government?
2. Why does economic status play a role in government stability?
3. Why does the economy have such a major role in individual lives?

Enduring Understanding/Big Ideas:
1. Students will be able to identify the policies of government and their role in shaping the economy.
2. Students will be able to understand the relationship between economic stability and government stability in terms countries around the world and relationships between them. For example, students will understand the importance of United States investment into unstable regions.
3. Students will understand the role wealth plays on a person's station in life.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
- Debt - Deficit - Depression - Poverty - Recession - Wealth	- Dow Jones Industrial Average - Federal Reserve - Fiscal Policy - Gross Domestic Product - Monetary Policy - Nasdaq - New York Stock Exchange

Resources for Vocabulary Development: Quality Tools

Topic 1: Policy

Engaging Experience 1
Title: Evaluation of the Federal Reserve
Suggested Length of Time: 1-3 class periods
Standards Addressed

Priority:
- Analyze the functions and effects of major economic institutions on the United States economy, such as corporations, labor unions and financial institutions

Supporting:
- Predict the consequences that can occur when (SS6 3.1):
  - Institutions fail to meet the needs of individuals and groups
  - Individuals fail to carry out their personal responsibilities
- Identify and evaluate policies and programs related to the use of resources (SS5 1.10, 3.7)
- Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology (ISTE 1 - Creativity and Innovation).
  - Apply existing knowledge to generate new ideas, products, or processes
  - Create original works as a means of personal or group expression
  - Use models and simulations to explore complex systems and issues
  - Identify trends and forecast possibilities
- Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others (ISTE 2 - Communication and Collaboration).
  - Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media
  - Communicate information and ideas effectively to multiple audiences using a variety of media and formats
  - Develop cultural understanding and global awareness by engaging with learners of other cultures
  - Contribute to project teams to produce original works or solve problems
- Students demonstrate a sound understanding of technology concepts, systems, and operations (ISTE 6 - Technology Operations and Concepts).
  - Understand and use technology systems.
  - Select and use applications effectively and productively.
  - Troubleshoot systems and applications.
  - Transfer current knowledge to learning of new technologies.

Detailed Description/Instructions: Students in groups of 3-5 will be assigned a decade to evaluate major decisions of the Federal Reserve since 1930 and the results of those decisions. Students will create a 3-5-minute creative presentation on their respective decade. Each decade will be presented sequentially to the class. Students will use the presentations and their knowledge to create an audio recording with music of their prediction of Federal Reserve Policy for the next year and it's implication on the economy.
Bloom's Levels: Analyze
Webb's DOK: 3

Topic 2: Practical Application

Engaging Experience 1
Title: Budget
Suggested Length of Time: 1-3 class periods
Standards Addressed
> *Priority:*
> - Analyze the functions and effects of major economic institutions on the United States economy, such as corporations, labor unions and financial institutions (SS4 1.6, 1.10)
>
> *Supporting:*
> - Predict the consequences that can occur when (SS6 3.1):
>   - Institutions fail to meet the needs of individuals and groups
>   - Individuals fail to carry out their personal responsibilities
> - Students demonstrate a sound understanding of technology concepts, systems, and operations (ISTE 6 - Technology Operations and Concepts).
>   - Understand and use technology systems.
>   - Select and use applications effectively and productively.
>   - Troubleshoot systems and applications.
>   - Transfer current knowledge to learning of new technologies.

Detailed Description/Instructions: Students are assigned an income ($7-$9-$11-$15/hour). They will calculate the gross and take home pay to determine how much they will have to spend per month. They are to create a budget for the month including all relevant expenses (housing, transportation, furniture, food, utilities etc.) Students will evaluate their budgets and share the decisions they made on items and why.
Bloom's Levels: Analyze
Webb's DOK: 3

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.) Students will play an online Stock Market Game-http://www.howthemarketworks.com/ or search "free stock market game" into Google.

After completing the game evaluate the components of effects of government policies and the ability of students to manage their money within the current stock market either through class discussion, student presentation or writing.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Policy	Evaluation of the Federal Reserve	Students in groups of 3-5 will be assigned a decade to evaluate major decisions of the Federal Reserve since 1930 and the results of those decisions. Students will create a 3-5-minute creative presentation on their respective decade. Each decade will be presented sequentially to the class. Students will use the presentations and their knowledge to create an audio recording with music of their prediction of Federal Reserve Policy for the next year and it's implication on the economy.	1-3 class periods
Practical Application	Budget	Students are assigned an income ($7-$9-$11-$15/hour). They will calculate the gross and take home pay to determine how much they will have to spend per month. They are to create a budget for the month including all relevant expenses (housing, transportation, furniture, food, utilities etc.) Students will evaluate their budgets and share the decisions they made on items and why.	1-3 class periods

Unit 5: Government

Subject: Current Events
Grade: 10, 11, 12
Name of Unit: Government
Length of Unit: 4 weeks
Overview of Unit: Students will study the United States political process and the major factors that influence it. It will include a look at local, state and national levels. Students will also evaluate foreign governmental structures and factors that lead to stability or instability. The unit will culminate in a mock congress that incorporates all units of the course.

Priority Standards for unit:
- Evaluate the roles and influence of political parties and interest groups (SS3 1.10)
- Compare and contrast governmental systems, current and historical, including those that are democratic, totalitarian, monarchic, and theocratic, and describe their impact (SS 2 1.9)

Supporting Standards for unit:
- Explain the United States role in the global economy and of the roles of trade, treaties, international organizations and comparative advantage in the global economy (SS3 1.10)
- Explain the processes pertaining to (SS2 1.10):
  - Selection of political leaders (with an emphasis on presidential and parliamentary systems),
  - functions and styles of leadership (including authoritarian, democratic and laissez faire),
  - Governmental systems,
  - How laws and rules are made, enforced, changed and interpreted.
- Predict the consequences that can occur when (SS6 3.1):
  - institutions fail to meet the needs of individuals and groups
  - individuals fail to carry out their personal responsibilities
- Explain how technology has expanded people's capacity to modify the physical environment (SS5 1.10)
- Explain the roles of trade, treaties, international organizations and comparative advantage in the global economy (S4 1.6, 1.10)
- Identify and evaluate policies and programs related to the use of resources (SS5 1.10, 3.7)
- Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others (ISTE 2 - Communication and Collaboration).
  - Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media

- ○ Communicate information and ideas effectively to multiple audiences using a variety of media and formats
  - ○ Develop cultural understanding and global awareness by engaging with learners of other cultures
- Students apply digital tools to gather, evaluate, and use information (ISTE 3 - Research and Information Fluency).
  - ○ Plan strategies to guide inquiry
  - ○ Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media
  - ○ Evaluate and select information sources and digital tools based on the appropriateness to specific tasks
  - ○ Process data and report results
- Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior (ISTE 5 - Digital Citizenship).
  - ○ Advocate and practice safe, legal, and responsible use of information and technology.
  - ○ Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
  - ○ Demonstrate personal responsibility for lifelong learning.
  - ○ Exhibit leadership for digital citizenship.
- Students demonstrate a sound understanding of technology concepts, systems, and operations (ISTE 6 - Technology Operations and Concepts).
  - ○ Understand and use technology systems.
  - ○ Select and use applications effectively and productively.
  - ○ Troubleshoot systems and applications.
  - ○ Transfer current knowledge to learning of new technologies.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
the roles and influence of political parties and interest groups	Evaluate	Evaluate	3
governmental systems, current and historical, including those that are democratic, totalitarian, monarchic, and theocratic, and describe their impact	Compare	Understand	3
governmental systems, current and historical, including those that are democratic, totalitarian, monarchic, and theocratic, and describe their impact	Contrast	Understand	3

Essential Questions:

1. How does the United States choose its political leaders?
2. Why has the political process in the United States developed as it is currently?
3. How do other countries throughout the world organize their governments

Enduring Understanding/Big Ideas:

1. Students will understand the United States electoral process and the influence of parties and interest groups.
2. Students will explain major strands of political thought, party affiliation and current issues regarding the choices faced by citizens.
3. Students will explain the governmental systems in various countries throughout the world.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
- Conservative - Democratic - Liberal - Moderate - Monarchy - Theocracy - Totalitarian	- Candidates - Democrat - Interest groups - Lobbyist - Platform - Polls - Primary - Republican

Resources for Vocabulary Development: Quality Tools

Topic 1: Politics

Engaging Experience 1

Title: Election

Suggested Length of Time: 2-4 class periods

Standards Addressed

  Priority:
  - Evaluate the roles and influence of political parties and interest groups (SS3 1.10)

  Supporting:
  - Explain the processes pertaining to (SS2 1.10):
    - Selection of political leaders (with an emphasis on presidential and parliamentary systems),
    - functions and styles of leadership (including authoritarian, democratic and laissez faire),
    - Governmental systems,
    - How laws and rules are made, enforced, changed and interpreted.
  - Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology (ISTE 1 - Creativity and Innovation).
    - Identify trends and forecast possibilities
  - Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others (ISTE 2 - Communication and Collaboration).
    - Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media
    - Communicate information and ideas effectively to multiple audiences using a variety of media and formats
    - Contribute to project teams to produce original works or solve problems
  - Students apply digital tools to gather, evaluate, and use information (ISTE 3 - Research and Information Fluency).
    - Plan strategies to guide inquiry
  - Students demonstrate a sound understanding of technology concepts, systems, and operations (ISTE 6 - Technology Operations and Concepts).
    - Understand and use technology systems.
    - Select and use applications effectively and productively.

Detailed Description/Instructions: Students will run for election of "President" of the class. Divide the students into groups of 4-5. Each group will choose one candidate that will run for president. The group will develop and distribute an opinion poll. Using the opinion poll they will then develop a platform (5). They will also create an ad for their candidate. Election class period will include the advertisement and speech before a primary election. After the primary the

candidates will engage in a 10-minute debate before the general election. After the activity is concluded there will be a class discussion that includes what was learned in each step (opinion poll, formation of the platform, advertising, coalition forming, and the debate). The teacher should also compare this election with a local, state and national election so that students can understand the differences of each.

Bloom's Levels: Evaluate
Webb's DOK: 3

Topic 2: Bureaucratic Effects

Engaging Experience 1
Title: Interview
Suggested Length of Time: 2-5 class periods
Standards Addressed
    Priority:
- Compare and contrast governmental systems, current and historical, including those that are democratic, totalitarian, monarchic, and theocratic, and describe their impact (SS 2 1.9)

    Supporting:
- Predict the consequences that can occur when (SS6 3.1):
  - institutions fail to meet the needs of individuals and groups
  - individuals fail to carry out their personal responsibilities
  - Identify and evaluate policies and programs related to the use of resources (SS5 1.10, 3.7)
- Explain how technology has expanded people's capacity to modify the physical environment (SS5 1.10)

Detailed Description/Instructions: Students will interview three ages of people (peer, parent, and grandparent). The questions will be developed by the student but must include, role of government in their life and positive/negative experiences dealing with bureaucracy. Students will write a paper comparing and contrasting the three interviews. The concluding activity will be a class discussion of each student's experiences and a prediction of the future role of government on local, state and federal levels.
Bloom's Levels: Understand
Webb's DOK: 3

Topic 3: Abroad Political Changes and Movements

Engaging Experience 1
Title: Regime Change
Suggested Length of Time: 3-5 class periods
Standards Addressed

Priority:
- Compare and contrast governmental systems, current and historical, including those that are democratic, totalitarian, monarchic, and theocratic, and describe their impact (SS 2 1.9)

Supporting:
- Explain the United States role in the global economy and of the roles of trade, treaties, international organizations and comparative advantage in the global economy (SS3 1.10)
- Explain the processes pertaining to (SS2 1.10):
  - Selection of political leaders (with an emphasis on presidential and parliamentary systems),
  - functions and styles of leadership (including authoritarian, democratic and laissez faire),
  - Governmental systems,
  - How laws and rules are made, enforced, changed and interpreted.
- Predict the consequences that can occur when (SS6 3.1):
  - institutions fail to meet the needs of individuals and groups
  - individuals fail to carry out their personal responsibilities
- Students apply digital tools to gather, evaluate, and use information (ISTE 3 - Research and Information Fluency).
  - Plan strategies to guide inquiry
  - Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media
  - Evaluate and select information sources and digital tools based on the appropriateness to specific tasks
  - Process data and report results
- Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior (ISTE 5 - Digital Citizenship).
  - Advocate and practice safe, legal, and responsible use of information and technology.
  - Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
  - Demonstrate personal responsibility for lifelong learning.
  - Exhibit leadership for digital citizenship.

- Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others (ISTE 2 - Communication and Collaboration).
  - Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media
  - Communicate information and ideas effectively to multiple audiences using a variety of media and formats
  - Develop cultural understanding and global awareness by engaging with learners of other cultures

Detailed Description/Instructions: Students will evaluate and research three countries in which there is recent or current turmoil. Consider having students work in groups depending the countries being studied. Students will do a short presentation on their findings. Their research should include the following:

1. Current government structure-paragraph describing the government, leadership, how long it has been in power, how they came to power and the results of the last election (if there was one)
2. Opposition- paragraph describing the group of people who is rising up, their history, and any previous revolts that were attempted.
3. Role of the military or police-paragraph describing the authority used to maintain control of the country.
4. Demographics/standard of living-paragraph describing the makeup of the population, their religion, and the average income for the people of the country. Also detail the percentage of upper, middle and lower class in the countries.
5. Relationship with United States-paragraph detailing the short term and long term relationship of the United States with this country.
6. Prediction-paragraph detailing what you think will happen in each country and why?

RESOURCE MODIFICATION: Research the United States Government only. Also, consider completing as a class.
Bloom's Levels: Understand
Webb's DOK: 3

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Mock Congress - Session of Congress

- Have students create bills relating to issues that have been discussed throughout the semester. They should have their proposal plus a rationale so that they can be understood when they are read in committee without the writer present.
- Collect bills and divide them into 6 groups.
- Divide the class into a House (20-22 students) and Senate (6-8). Explain that once they get to their "house" they need to choose a leader. Once a leader is chosen, split the House into 4 committees and the Senate into 2 committees. Take the leaders aside and explain their role. Give a set of bills to each committee. They should read each bill, debate it and vote. If they pass, they should put the bills aside to be discussed by the entire house after committee work is done. Collect all dead bills and distribute as needed to the Senate for when they finish full debate.
- When committees are finished the entire "house" should gather in a circle and debate the bills from each committee. Debate can last as long as there is discussion. At the end of debate for a particular bill. The leaders should take a hand vote. After all the bills have been discussed and voted on bring both groups together to debrief each bill. Discuss the bills and why they did or did not pass. Students should use the concepts in the 5 units of current events as the basis for their arguments.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Politics	Election	Students will run for election of "President" of the class. Divide the students into groups of 4-5. Each group will choose one candidate that will run for president. The group will develop and distribute an opinion poll. Using the opinion poll they will then develop a platform (5). They will also create an ad for their candidate. Election class period will include the advertisement and speech before a primary election. After the primary the candidates will engage in a 10-minute debate before the general election. After the activity is concluded there will be a class discussion that includes what was learned in each step (opinion poll, formation of the platform, advertising, coalition forming, and the debate). The teacher should also compare this election with a local, state and national election so that students can understand the differences of each.	2-4 class periods
Bureaucratic Effects	Interview	Students will interview three ages of people (peer, parent, and grandparent). The questions will be developed by the student but must include, role of government in their life and positive/negative experiences dealing with bureaucracy. Students will write a paper comparing and contrasting the three interviews. The concluding activity will be a class discussion of each students experiences and a prediction of the future role of government on local, state and federal levels.	2 - 5 class periods

Abroad Political Changes and Movements	Regime Change	Students will evaluate and research three countries in which there is recent or current turmoil. Consider having students work in groups depending the countries being studied. Students will do a short presentation on their findings. Their research should include the following: 1. Current government structure- paragraph describing the government, leadership, how long it has been in power, how they came to power and the results of the last election (if there was one) 2. Opposition- paragraph describing the group of people who is rising up, their history, and any previous revolts that were attempted. 3. Role of the military or police- paragraph describing the authority used to maintain control of the country. 4. Demographics/standard of living- paragraph describing the makeup of the population, their religion, and the average income for the people of the country. Also detail the percentage of upper, middle and lower class in the countries. 5. Relationship with United States- paragraph detailing the short term and long term relationship of the United States with this country. 6. Prediction-paragraph detailing what you think will happen in each country and why?	3-5 class periods

Unit of Study Terminology

Appendices: All Appendices and supporting material can be found in this course's shell course in the District's Learning Management System.

Assessment Leveling Guide: A tool to use when writing assessments in order to maintain the appropriate level of rigor that matches the standard.

Big Ideas/Enduring Understandings: Foundational understandings teachers want students to be able to discover and state in their own words by the end of the unit of study. These are answers to the essential questions.

Engaging Experience: Each topic is broken into a list of engaging experiences for students. These experiences are aligned to priority and supporting standards, thus stating what students should be able to do. An example of an engaging experience is provided in the description, but a teacher has the autonomy to substitute one of their own that aligns to the level of rigor stated in the standards.

Engaging Scenario: This is a culminating activity in which students are given a role, situation, challenge, audience, and a product or performance is specified. Each unit contains an example of an engaging scenario, but a teacher has the ability to substitute with the same intent in mind.

Essential Questions: Engaging, open-ended questions that teachers can use to engage students in the learning.

Priority Standards: What every student should know and be able to do. These were chosen because of their necessity for success in the next course, the state assessment, and life.

Supporting Standards: Additional standards that support the learning within the unit.

Topic: These are the main teaching points for the unit. Units can have anywhere from one topic to many, depending on the depth of the unit.

Unit of Study: Series of learning experiences/related assessments based on designated priority standards and related supporting standards.

Unit Vocabulary: Words students will encounter within the unit that are essential to understanding. Academic Cross-Curricular words (also called Tier 2 words) are those that can be found in multiple content areas, not just this one. Content/Domain Specific vocabulary words are those found specifically within the content.