

**Davison Community Schools
ADVISORY CURRICULUM COUNCIL
Phase
Current Issues Phase II, April 1, 2014
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Course

Course Essential Questions (from Phase I report):

- How do my background, bias, and perspective affect my opinion on current events in the world and the US?
- How do bias and perspective affect the way I'm viewed as a US citizen?
- How do current conflicts and issues in the world and US affect me?

Phase II Curriculum

Unit: Media Bias

Essential Questions:

- What are the roles of the media?
- How can the media be biased?
- What is the difference between fact and opinion?

Essential Understanding:

- The roles of the media include: watch dog, informer, and entertainer
- Media can be biased by putting their own perspective on a story.
- Facts can be proven and supported while opinions have bias within them.

Curriculum Standards- DOK noted where applicable with Standards

Common Core Literacy in History/Social Studies

1. Cite specific textual evidence to support analysis of what the text says.
2. Determine the central ideas or information of a text; provide an accurate summary.
4. Determine the meaning of words and phrases as they are used in a text.
6. Compare the point of view of two or more authors for how they treat the same or similar topics.
7. Integrate and evaluate multiple sources of information presented in diverse formats and media.
9. Compare and contrast treatments of the same topic in several sources.
10. Read and comprehend text at grade level with proficiency.

Social Studies Standards

K1.2 Know that each discipline is subject to criticisms and limitations; be aware of the primary criticism of history and geography.

K1.6 Analyze events and circumstances from the vantage point of others.

P1.1 Use close and critical reading strategies to read and analyze complex texts pertaining to social science.

P1.2 Analyze point of view, context, and bias to interpret primary and secondary source documents.

P2.3 Know how to find and organize information from a variety of sources; analyze, interpret, support interpretations with evidence, critically evaluate, and present the information orally and in writing; report investigation results effectively.

P2.4 Use multiple perspectives and resources to identify and analyze issues appropriate to the social studies discipline being studied.

P3.2 Deeply examine policy issues in group discussions and debates to make reasoned and informed

decisions.

LEARNING TARGETS

Knowledge/Content

I Know ...

- Fact vs. Opinion
- The different roles of the media are as watch dog, informer, and entertainer.
- Vocabulary: Spin, Bias, Watch Dog, Media, Omission, Selection of Sources, Story Selection, Placement, Labeling, Value Judgment, Fact, Opinion, Editorial

Skills/Processes

I Can ...

- Identify Media Bias in articles and news reports
- Identify roles of the media
- Distinguish Facts from Opinions
- Summarize articles and explain the bias within it or the role it plays
- Identify and explain bias within an editorial
- Compare and contrast how different news sources portray a current event

Phase III Textbook/Materials

Phase IV Summative Assessment Evidence

Common Summative Unit Assessments:

Agreed Upon Interim Summative Assessments: (*identifies Performance Task)

Phase V Learning Plan

Phase II Curriculum

Unit: Perspectives in History

Essential Questions:

- How are events in history portrayed differently depending on the perspective of the writer?
- How can historians investigate historical events to discover the neutral or true perspective?
- How can we investigate current events to discover the neutral or true perspective?

Essential Understanding:

- The writer's bias and background influence the way they portray events.
- By looking at multiple perspectives and examining all the evidence, historians can piece together the actual events.
- By looking at multiple perspectives and examining all the evidence, we can piece together the neutral perspective of current events.

Curriculum Standards- DOK noted where applicable with Standards

Common Core Literacy in History/Social Studies

1. Cite specific textual evidence to support analysis of what the text says.
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9. Compare and contrast treatments of the same topic in several sources.
10. Read and comprehend text at grade level with proficiency.

Social Studies Standards

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K1.4 Understand historical and geographical perspectives.

K1.6 Analyze events and circumstances from the vantage point of others.

P1.1 Use close and critical reading strategies to read and analyze complex texts pertaining to social science.

P1.2 Analyze point of view, context, and bias to interpret primary and secondary source documents.

P1.3 Understand that diversity of interpretation arises from frame of reference.

P2.3 Know how to find and organize information from a variety of sources; analyze, interpret, support interpretations with evidence, critically evaluate, and present the information orally and in writing; report investigation results effectively.

P2.4 Use multiple perspectives and resources to identify and analyze issues appropriate to the social studies discipline being studied.

P3.1 Clearly state an issue as a question of public policy, trace the origins of an issue, analyze various perspectives and generate and evaluate possible alternative resolutions.

P3.2 Deeply examine policy issues in group discussions and debates to make reasoned and informed decisions.

Disciplinary Knowledge – Historical and Geographical Knowledge and Perspectives

LEARNING TARGETS

Knowledge/Content

I Know ...

- History is subjective and vulnerable to bias
- Vocabulary: Perspective, Subjective, Neutral, Bias
- Background and Bias influence the way history is presented
- There are multiple perspectives to every event

Skills/Processes

I Can ...

- Investigate a historical event from all perspectives to create an opinion on actual events
- Examine the multiple perspectives of a current of event and create an opinion on actual events
- Explain how a writer’s background and bias influence their perspective

Phase III Textbook/Materials

Phase IV Summative Assessment Evidence	
Common Summative Unit Assessments:	Agreed Upon Interim Summative Assessments: (*identifies Performance Task)
Phase V Learning Plan	

Phase II Curriculum	
Unit: Civics Basics	
Essential Questions: <ul style="list-style-type: none"> • What are the functions of government? • What is the purpose of each different type of economic system? • How is the US government structured? 	Essential Understanding: <ul style="list-style-type: none"> • The functions of government include: provision of public goods and services, creation of currency, maintain law and order, establishment of property rights, regulation of labor, promotion of economic growth and security. • Capitalism is to create a competitive society in which your success is directly related to your effort. Communism is economic system in which the means of production are completely controlled by the government. Socialism is similar to communism but the government does not maintain total control. Mixed economy has a free market but the government regulates to some degree. • The US government is a democracy with a bicameral congress with three separate branches of government.
Curriculum Standards- DOK noted where applicable with Standards	

Common Core Literacy in History/Social Studies

- 2. Determine the central ideas or information of a text; provide an accurate summary.
- 4. Determine the meaning of words and phrases as they are used in a text.
- 10. Read and comprehend text at grade level with proficiency.

Social Studies Standards

K1.7 Understand social problems, social structures, institutions, class, groups, and interaction.

K1.8 Apply social studies concepts to better understand major current local, national, and world events, issues, and problems.

K1.10 Understand significant concepts, generalizations, principles, and theories of history and geography as disciplines.

P1.4 Communicate clearly and coherently in writing, speaking, and visually expressing ideas pertaining to social science topics, acknowledging audience and purpose.

P2.2 Read and interpret data in tables and graphs.

P2.3 Know how to find and organize information from a variety of sources; analyze, interpret, support interpretations with evidence, critically evaluate, and present the information orally and in writing; report investigation results effectively.

P3.2 Deeply examine policy issues in group discussions and debates to make reasoned and informed decisions.

P4.1 Act out of respect for the rule of law and hold others accountable to the same standard.

P4.2 Demonstrate knowledge of how, when and where individuals would plan and conduct activities intended to advance views on matters of public policy, report the results, and evaluate effectiveness.

P4.3 Plan and conduct activities intended to advance views on matters of public policy, report the results, and evaluate effectiveness.

LEARNING TARGETS

Knowledge/Content

I Know ...

- Different types of government (Dictatorship, Democracy, Monarchy, Totalitarian, Authoritarian)
- All the different types of economic systems (Socialism, Communism, Capitalism, Mixed Economy)
- How the US government is structured including the idea of checks and balances

Skills/Processes

I Can ...

- Identify and distinguish the different types of government
- Identify and distinguish the different types of economic systems
- Demonstrate how all the different types of economic systems function
- Demonstrate how the different types of government function
- Explain how the US government is structured

Phase III Textbook/Materials

Phase IV Summative Assessment Evidence

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Phase V Learning Plan

Phase II Curriculum

Unit: Current Conflicts in the World

<p>Essential Questions:</p> <ul style="list-style-type: none"> • Why do most world conflicts occur? • What are the developed countries in the world doing to help resolve conflict? • How do conflicts in other parts of the world affect the US? • How do conflicts affect people living within those regions? • How has the US foreign policy been affected by the outcomes of 9/11? 	<p>Essential Understanding:</p> <ul style="list-style-type: none"> • Most world conflicts occur from a dispute over resources or religion. • The UN has been created to help solve world disputes in a peaceful manner. • Due to globalization the US is dependent on many other areas of the world. When they are in conflict, it affects US citizens lives through the economy, job market, and many times the US will intervene to protect its interest. • Genocide, displacement, famine, destruction of natural resources are all many effects of conflict within a region. • The US foreign policy has become more aggressive in their response to terrorist threats.
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6. Compare the point of view of two or more authors for how they treat the same or similar topics.
7. Integrate and evaluate multiple sources of information presented in diverse formats and media.
8. Assess the extent to which the reasoning and evidence in a text support the author's claims.
10. Read and comprehend text at grade level with proficiency.

Social Studies Standards

- K1.1 Know the defining characteristics of the disciplines of history and geography.
- K1.2 Know that each discipline is subject to criticisms and limitations; be aware of the primary

criticism of history and geography.

K1.4 Understand historical and geographical perspectives.

K1.5 Understand the diversity of human beings and human cultures.

K1.6 Analyze events and circumstances from the vantage point of others.

K1.7 Understand social problems, social structures, institutions, class, groups, and interaction.

K1.8 Apply social studies concepts to better understand major current local, national, and world events, issues, and problems.

K1.10 Understand significant concepts, generalizations, principles, and theories of history and geography as disciplines.

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P2.5 Use deductive and inductive problem-solving skills as appropriate to the problem being studied.

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Disciplinary Knowledge – Historical and Geographical Knowledge and Perspectives

Disciplinary Knowledge – Historical and Geographical Analysis and Interpretation

LEARNING TARGETS

Knowledge/Content

I Know ...

- Vocabulary: Genocide, Globalization, Terrorism, Foreign Policy
- The US is affected by conflicts all over the world due to globalization
- Many world conflicts result from disputes over natural resources or ideologies
- The purpose of the UN is to peacefully and diplomatically resolve disputes between countries in the world

Skills/Processes

I Can ...

- Examine and explain how world conflicts affect the US
- Examine and explain how conflicts affect the people in those regions
- Explain why specific world conflicts began
- Compare and Contrast US foreign policy before and after 9/11
- Demonstrate how the UN functions

Phase III Textbook/Materials

Phase IV Summative Assessment Evidence

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Phase V Learning Plan

Phase II Curriculum

Unit: Current Issues in the US

Essential Questions:

- How do the US domestic policies affect its citizens?
- How has the US domestic policy changed since 9/11?

Essential Understanding:

- Decisions our government makes affects every citizens life on a daily basis through the economy, taxes, current laws being debated at both state and federal level.
- The US policy has become more aggressive in their response to domestic terrorist threats.

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Disciplinary Knowledge – Historical and Geographical Knowledge and Perspectives

LEARNING TARGETS

Knowledge/Content
I Know ...

- Vocabulary: Domestic Policy, Terrorism
- Current Domestic Policies in the US
- Role the US government plays in our daily lives (taxes, maintaining of law and order, economy)

Skills/Processes
I Can ...

- Identify current domestic policies in the US
- Explain how US citizens are affected by a current domestic policy
- Compare and Contrast US domestic policy before and after 9/11
- Analyze the role the US government plays in my life both now and in the future

Phase III Textbook/Materials

Phase IV Summative Assessment Evidence

Common Summative Unit Assessments:

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