

## Contemporary Issues: Quarter 2 Curriculum Map Scope and Sequence

Unit	Length	Anchor Text	Unit Focus	Content Connections	Unit Outcomes/Assessed Standards
Q1, Unit 1 Traditional Culture in Transition	3 weeks	N/A	Students will explore the impact of contemporary issues around religious faith and traditional cultural values. Through complex texts and text dependent questions, students will study how culture is rapidly evolving thanks to the spread of globalization and communication technology. Students will study the impact of this change on major world religions and localized folk cultures.	This unit aligns with English Language Arts Standards in Writing, Reading Informational Text as well as Speaking and Listening.	CI.18-CI.20
Q1, Unit 2 Multiculturalism	3 weeks	N/A	Students will inquire into the nature of multiculturalism and the roles played by language, assimilation and discrimination in forming modern cultural identities. Students will analyze trends in cultural issues and examine the impact of global communication, especially the spread of the English language, on the shape of contemporary issues.	This unit aligns with English Language Arts Standards in Writing, Reading Informational Text as well as Speaking and Listening.	CI.21-CI.23
Q1, U3 The Changing World	3 weeks	N/A	To synthesize the learning of the course, students will evaluate the impact of modern individuals and current events in current global issues. Focusing on the changing relationships experienced worldwide after 9/11, students will examine how history, politics, geography and culture have shaped contemporary issues and use the lens of political science to contemplate the ramifications of these issues on the future of our country and the world.	This unit aligns with English Language Arts Standards in Writing, Reading Informational Text as well as Speaking and Listening.	CI.24-CI.27

## Contemporary Issues: Quarter 2 Map Instructional Framework

### Planning With the Map

The curriculum map outlines the content and pacing for each grade and subject. For grades 6-8, Social Studies teachers must carefully balance attention between frequently detailed content standards while supporting inquiry, collaboration and high-impact writing.

To support this work, each unit contains a daily lesson framework and a sample daily lesson as guidance. However, please bear in mind that the map is meant to support effective planning and instruction; it is not meant to replace teacher planning or instructional practice. In fact, our goal is not to merely “cover the curriculum,” but rather to “uncover” it by developing students’ deep understanding of the content and mastery of the standards. While the curriculum map allows for flexibility and encourages each teacher and teacher teams to make thoughtful adjustments, our expectations for student learning are non-negotiable. We must ensure all our children have access to rigorous content and effective teaching practices.

### Weekly Guidance

To help promote “backward design” in planning, each map begins with recommended essential texts for each week, along with some critical text dependent questions and a set of weekly assessments in the form of standards-aligned writing prompts.

In order to assist students with the organization of content, and to aid teachers in assessing this writing, these prompts often include explicit organizational language or recommendations for constructing paragraphs. In each case, care has been taken to ensure that students must produce the appropriate social studies content, while still producing grade appropriate written work.

Because of this, these writing prompts will be content oriented, frequently relying on student knowledge for evidence and examples instead of discrete texts. **However, practice with text dependent questions and text analysis should be part the daily routine of every class period.** Moreover, while teachers are encouraged to supplement these writing tasks with level appropriate multiple choice and short answer assessments as necessary to demonstrate content knowledge as well, writing should be the largest part of any social studies assessment.

### Vocabulary Instruction

Vocabulary in Contemporary Issues should be drawn regularly from news and academic sources as dictated by contemporary issues. As the changing nature of this material dictates flexibility, domain specific vocabulary has been omitted from this map in lieu of vocabulary at the discretion of the instructor. Strategies for building vocabulary may be found in Social Studies Appendix A. The tools in Appendix A are cross-disciplinary protocols directly from the new Expeditionary Learning curriculum. Students and teachers both will be able to use these increasingly familiar strategies as a common instructional language for approaching new and difficult academic and content area vocabulary. Teachers are encouraged to become familiar with all of these strategies to understand which ones best meet their instructional needs:

Contextual Redefinition.....	Appendix A Page 58
Fray Model.....	Appendix A Page 59
List/Group/Label.....	Appendix A Page 60
Semantic Webbing.....	Appendix A Page 61
SVES (Elaboration).....	Appendix A Page 62

Vocabulary Squares.....Appendix A Page 63  
Word Sorts.....Appendix A Page 58

## Daily Strategies

The daily strategies provided in this map are taken from SCS Social Studies Curriculum Appendix B, the Facing History and Ourselves teaching strategy guide. These are high-yield classroom strategies to foster collaboration, careful reading and robust writing. Anchor topics are provided below as a starting point for the protocol, but the strategies can be used with any of the texts provided in the Anchor Text or supplemental texts. Teachers are encouraged to learn these protocols and use them with flexibility to plan strong, adaptable lessons. Separate protocols are called out specifically for use in analyzing texts through the course of the class. These include the following:

- 3,2,1 .....p. 4
- Chunking.....p. 47
- Document Analysis Templates .....p. 61
- Evaluating Arguments in a Resource Book ..... p. 63
- Evidence Logs .....p. 66
- Read Aloud .....p. 130
- Reader's Theater .....p. 132
- Save the Last Word for Me .....p. 136
- Text to Text, Text to Self, Text to World .....p. 148
- Two Column Note Taking .....p. 157
- Word Wall .....p. 165

## A Note on the Standards

Contemporary issues as a non-tested elective course has experienced setbacks due to difficulties with existing standards. Due to the finalization of new standards for the course, this map has been written to follow the newest standards, which will undergo official adoption by the state this year and full implementation in SCS in 2019-2020. Using these new standards has allowed for a curriculum map based in the most current understanding of the subject, with texts that will better align to the needs of the course in the future.

## Texts in Contemporary Issues

The very nature of this course lends itself to flexibly using texts that are germane to the understanding of the issues of the day. This map has been written to include texts that span from historical primary sources to recent headlines. However, we encourage teachers to follow the map and standards, supplementing as they go with current events texts (including videos, charts, maps and images) that lend themselves to the application of the standards. At the core of effective social studies instruction is a dedication to inquiry and instruction that is grounded in the use of text based evidence to encourage students to think like historians.

## Contemporary Issues: Quarter 2 Unit 1

Unit	Length	Anchor Text	Unit Focus	Content Connections	Unit Outcomes/Assessed Standards
Q1, Unit 1 Traditional Culture in Transition	3 weeks	N/A	Students will explore the impact of contemporary issues around religious faith and traditional cultural values. Through complex texts and text dependent questions, students will study how culture is rapidly evolving thanks to the spread of globalization and communication technology. Students will study the impact of this change on major world religions and localized folk cultures.	This unit aligns with English Language Arts Standards in Writing, Reading Informational Text as well as Speaking and Listening.	CI.18-CI.20

	SAMPLE DAILY FRAMEWORK	Day 2	Day 3	Day 4	Day 5
<b>Texts</b>	01 The Origin of World Religions				
<b>Standards</b>	CI.18				
<b>Bell Ringer</b> <i>Examples: Identifications, Vocabulary, Map Skills (Suggest no more than 5 minutes.)</i>	Identifications (Who, What, When, Where, Why) of Major World Religions				
<b>Hook</b> <i>Develop student interest and connect learning to daily standards. This can include whiteboard protocol, daily agenda, teacher modeling of the standards.</i>	<ul style="list-style-type: none"> <li>- Model Standard</li> <li>- Daily Agenda</li> </ul> Essential Question: How does faith and belief shape the actions of modern societies?				
<b>Inquiry</b> <i>Teacher guided inquiry into content-rich texts, images or other content including.</i>	Save the Last Word for Me Protocol: The Origin of World Religions				
<b>Application</b> <i>Teacher facilitated small group or partner strategies to deepen student understanding and foster robust, collaborative discussion.</i>	Big Paper Silent Conversation: How does faith and belief shape the action of modern societies?  (Can follow up with Gallery Walk to allow other students the opportunity to provide posted feedback on individual conversations)				
<b>Closure</b> <i>Individual students synthesize and/or summarize learning for the day.</i>	Harvard Visible Thinking Routine – Step Inside using major World Religions as a jumping off point, but could also include key religious figures from current events.				

## Contemporary Issues: Quarter 2 Unit 1 Week 1

Week 1	
<b>Essential Question(s)</b>	Why do people follow one faith instead of another? How does faith and belief shape the actions of modern societies? How is religion's role in world affairs controversial? What can be learned about human behavior by studying the religions of the world? How is religion's influence on a society different than its influence on individuals?
<b>Student Outcomes</b>	Student can explain how major world religions have an impact on the modern world.
<b>Texts</b>	<p>01 The Origin of World Religions L1190            02 Hebrews and the Land of Milk and Honey L1200            03 The Birth of Christianity L1180            04 The Rise of Hinduism L1190            05 An Introduction to Islam L1200            06 A Brief Introduction to Sikhism L980</p> <p><b>Recommended Protocols:</b> <a href="https://www.facinghistory.org/resource-library/teaching-strategies">https://www.facinghistory.org/resource-library/teaching-strategies</a> (Use the "Teacher Strategy Type" dropdown menu to select "Text Analysis")</p>
<b>Text Dependent Questions</b>	<ol style="list-style-type: none"> <li>1. What evidence in the article is most likely to make a reader change their way of thinking about global culture?</li> <li>2. What kind of argument would this article best be fitted to support?</li> <li>3. What other evidence would the author need to present to strengthen the claims made in the article?</li> <li>4. How do these articles illustrate similarities and differences between major world religions?</li> <li>5. What evidence can you find in these articles that the origins of the religion in question are still important or contentious in the modern world?</li> <li>6. What evidence does the author give in Hebrews and the Land of Milk and Honey that could support the idea that a concept of "Homeland" is a central tenet in the exposition of the Jewish faith?</li> <li>7. What evidence in these articles suggests that religions frequently grew in popularity in response to cultural or political change?</li> <li>8. What evidence can you find In An Introduction to Islam that could support the claim that often in world religions, factions emerge early in the religion that have an impact on the world even today?</li> <li>9. What evidence can you find in the articles that suggests why both monotheistic and polytheistic religions still exist in cultures worldwide today, sometimes both at once in the same cultures?</li> <li>10. What evidence could you find in each article that could support or refute the claim "The development of a religion is always an easy path for the followers of a particular religion."</li> </ol>
<b>Suggested Classroom Strategies</b>	<p><b>Alphabet Brainstorm (Appendix B Page 7):</b> The impact of religion on culture.  <b>Anticipation Guides (Appendix B Page 16):</b> What do students know about the impact of religion on contemporary issues.  <b>Identity Charts (Appendix B Page 95):</b> Major world religions.  <b>Found Poems (Appendix B Page 75):</b> Use Source Documents from Unit Packet</p>

	<b>Analyzing Visual Images (Appendix B Page 10):</b> <i>Images from Unit Packet or Provided by Instructor for Recent Events</i>
<b>Assessment(s)</b>	<p><i>Note: For this assessment students may use their own content knowledge to answer the prompt and will require access to the textbook and weekly texts to effectively cite evidence. Please ensure that students are provided with these documents to best complete this task.</i></p> <p>In what ways can religion be a driving force for positive or negative global change?</p> <p><b>As you write, follow the directions below.</b></p> <ul style="list-style-type: none"> <li>• Address all parts of the prompt.</li> <li>• Include information and examples from your own knowledge of social studies.</li> <li>• Use evidence from the sources to support your response.</li> </ul>
<b>Standards</b>	CI.18

## Contemporary Issues: Quarter 2 Unit 1 Week 2

<b>Geography Week 2</b>	
<b>Essential Question(s)</b>	Is technological progress always a good thing? How has mass media changed the way that people think about the world? Is there such a thing as a “global” culture? Is greater access to information making us a “smarter” society?
<b>Student Outcomes</b>	Student can explain the role that technology and mass media play in the change of culture all over the world.
<b>Texts</b>	<p>07 Nearly a Third of US Teenagers Use Electronics to Cheat L1200</p> <p>08 Research Offers Mixed Messages on Social Media Effects on Adolescents L1200</p> <p>09 Most Teens Have Taken Social Media Break L1210</p> <p>10 Fact Checker Guide for Detecting Fake News L1200</p> <p>11 Without Ads There Wouldn't Be Money in Fake News L1230</p> <p>12 When Trump Warns About Bad Hombres L1220</p> <p><b>Recommended Protocols:</b> <a href="https://www.facinghistory.org/resource-library/teaching-strategies">https://www.facinghistory.org/resource-library/teaching-strategies</a> (Use the “Teacher Strategy Type” dropdown menu to select “Text Analysis”)</p>
<b>Text Specific and Text Dependent Questions</b>	<ol style="list-style-type: none"> <li>1. What evidence in the article is most likely to make a reader change their way of thinking about global culture?</li> <li>2. What kind of argument would this article best be fitted to support?</li> <li>3. What other evidence would the author need to present to strengthen the claims made in the article?</li> <li>4. What evidence can you find in the readings for and against the idea of global culture?</li> <li>5. How does this (do these) articles support the claim that technology has a direct impact on culture in the modern world?</li> <li>6. What evidence can you find that the current generation of teenaged social media users have a changed outlook on modern culture because of technology?</li> <li>7. Which of these articles would help you support the claim that “fake news” is a phenomenon that is here to stay? How?</li> <li>8. What evidence can you find in this (these) article(s) that can point to a positive change of technology, balanced against a negative impact of the same technology?</li> <li>9. What evidence from these articles would you use to support the stance that teens should have full, unlimited access to the internet at all times?</li> </ol>

	10. Using evidence from the articles, how does technology make the world a more dangerous place? What evidence suggests if that danger is worth the risk?
<b>Suggested Classroom Strategies</b>	<p><b>Big Paper Silent Conversation (Appendix B Page 27):</b> Has mass media and technology changed the world from better or worse? (Remember to require students to cite evidence)</p> <p><b>Bio Poems (Appendix B Page 31):</b> Concepts – Social Media, High Speed Internet, Traditional Media, Fake News</p> <p><b>SPAR Debate (Appendix B Page 142):</b> Controversial Statement – It is always good for people to be able to see news that agrees with their own world view.</p> <p><b>Town Hall Circle (Appendix B Page 154):</b> Why is fake news dangerous in modern society?</p> <p><b>Barometer (Appendix B Page 23):</b> Social Media – Good or bad for Society?</p>
<b>Assessment(s)</b>	<p><i>Note: For this assessment students may use their own content knowledge to answer the prompt and will require access to the textbook and weekly texts to effectively cite evidence. Please ensure that students are provided with these documents to best complete this task.</i></p> <p>Do the benefits of expanding technology and mass media outweigh the costs that they exact from society?</p> <p>As you write, follow the directions below.</p> <ul style="list-style-type: none"> <li>• Address all parts of the prompt.</li> <li>• Include information and examples from your own knowledge of social studies.</li> <li>• Use evidence from the sources to support your response.</li> </ul>
<b>Standards</b>	CI.19

## Contemporary Issues: Quarter 2 Unit 1 Week 3

<b>Geography: Week 3</b>	
<b>Essential Question(s)</b>	Is there value in preserving culture? Is all culture worth preserving? How do we define what is important in pop culture? Does our society put more value on the transient or the permanent? Can individuals choose to “opt out” of popular culture?
<b>Student Outcomes</b>	Student can explain whether or not people have been successful in preserving traditional cultures as popular culture expands.
<b>Texts</b>	<p>13 More States Focusing on Native American Students L1250</p> <p>14 As Chinese Kite Makers Age Lofty Tradition Goes to Ground L1280</p> <p>15 Old Colombian Languages and Customs Get Newfound Respect L1280</p> <p>16 Bison Hunting at Yellowstone National Park L1290</p> <p><b>Recommended Protocols:</b> <a href="https://www.facinghistory.org/resource-library/teaching-strategies">https://www.facinghistory.org/resource-library/teaching-strategies</a> (Use the “Teacher Strategy Type” dropdown menu to select “Text Analysis”)</p>
<b>Text Dependent Questions</b>	<ol style="list-style-type: none"> <li>1. What evidence in the article is most likely to make a reader change their way of thinking about geography?</li> <li>2. What kind of argument would this article best be fitted to support?</li> <li>3. What other evidence would the author need to present to strengthen the claims made in the article?</li> </ol>

	<ol style="list-style-type: none"> <li>4. How could you use this text to support the claim that folk cultures are valuable and should be preserved?</li> <li>5. How could you use this article to illustrate the impact of modern technology and progress on culture?</li> <li>6. How could you use evidence from one of these sources to illustrate why some cultures change while others hope to preserve a particular way of life?</li> <li>7. What links do these articles demonstrate between language and culture?</li> <li>8. What evidence suggests that folk cultures all over the world are struggling in the age of modern technology?</li> <li>9. Is there any argument against the preservation of folk culture as presented in these articles?</li> <li>10. What other examples of folk culture vs popular culture could you present that mirror the struggles presented in these articles?</li> </ol>
<b>Suggested Classroom Strategies</b>	<p><b>Graffiti Boards (Appendix B Page 86):</b> Folk Culture and Popular Culture</p> <p><b>Iceberg Diagrams (Appendix B Page 91):</b> Many folk traditions get preserved while others deteriorate...why?</p> <p><b>Human Timeline (Appendix B Page 89):</b> The evolution of Native American culture from colonialism to the present...how did culture survive?</p> <p><b>Character Charts (Appendix B Page 43):</b> <i>Political and Cultural Figures of individual Global Regions</i></p> <p><b>Café Conversations (Appendix B Page 39):</b> <i>Political and Cultural Figures individual Global Regions</i></p>
<b>Assessment(s)</b>	<p><i>Note: For this assessment students may use their own content knowledge to answer the prompt and will require access to the textbook and weekly texts to effectively cite evidence. Please ensure that students are provided with these documents to best complete this task.</i></p> <p>Can traditional cultures hope to survive in the face of expanding popular culture? Make sure to consider the evidence to support or reject the idea that popular culture has innate value.</p> <p>As you write, follow the directions below.</p> <ul style="list-style-type: none"> <li>• Address all parts of the prompt.</li> <li>• Include information and examples from your own knowledge of social studies.</li> <li>• Use evidence from the sources to support your response.</li> </ul>
<b>Standards</b>	CI.20



## Contemporary Issues: Quarter 2 Unit 2

Unit	Length	Anchor Text	Unit Focus	Content Connections	Unit Outcomes/Assessed Standards
Q1, Unit 2 Multiculturalism	3 weeks	N/A	Students will inquire into the nature of multiculturalism and the roles played by language, assimilation and discrimination in forming modern cultural identities. Students will analyze trends in cultural issues and examine the impact of global communication, especially the spread of the English language, on the shape of contemporary issues.	This unit aligns with English Language Arts Standards in Writing, Reading Informational Text as well as Speaking and Listening.	CI.21-CI.23

	SAMPLE DAILY FRAMEWORK	Day 2	Day 3	Day 4	Day 5
<b>Texts</b>	Idols of the Tribe Language (Given the complexity of the text this lesson may require glossing, excerpting and other similar scaffolding to account for instructional time)				
<b>Standards</b>	CI.21				
<b>Bell Ringer</b> <i>Examples: Identifications, Vocabulary, Map Skills (Suggest no more than 5 minutes.)</i>	Frayer Model: Language (See Strategies Appendix A)				
<b>Hook</b> <i>Develop student interest and connect learning to daily standards. This can include whiteboard protocol, daily agenda, teacher modeling of the standards.</i>	<ul style="list-style-type: none"> <li>- Model Standard</li> <li>- Daily Agenda</li> </ul> Essential Question: How does language shape who we are?				
<b>Inquiry</b> <i>Teacher guided inquiry into content-rich texts, images or other content including.</i>	Jigsaw Protocol: Idols of the Tribe Language				
<b>Application</b> <i>Teacher facilitated small group or partner strategies to deepen student understanding and foster robust, collaborative discussion.</i>	Identity Charts Protocol: Languages of the World and the People Who Speak Them (e.g. Spanish Speakers in the Southwestern United States, Turkish Speakers in Northern Europe, etc)				
<b>Closure</b> <i>Individual students synthesize and/or summarize learning for the day.</i>	Harvard Visible Thinking Routine: Color Symbol Image-What best represents language in a culture?				

## Contemporary Issues: Quarter 2 Unit 2 Week 1

Week 1	
<b>Essential Question(s)</b>	How (if at all) does language shape who we are? Is a society bound to its language? How do societies use language as a cornerstone of their culture? Is the language we use in our culture important to the way we approach contemporary issues? Is language growing or shrinking in our society?
<b>Student Outcomes</b>	Students can demonstrate the value that language has on shaping the identity of a society.
<b>Texts</b>	<p>17 Idols of the Tribe – Language (<b>Please note, this is a college level text in terms of both linguistic and conceptual complexity. This may not be appropriate for use in every classroom and may require extensive scaffolding, chunking and excerpting for student comprehension.</b>)</p> <p>18 Becoming American Activity and Readings NP</p> <p>19 Language and Worldview 900</p> <p>20 “I Lost My Talk” NP</p> <p>21 English Only L1120</p> <p><b>Recommended Protocols:</b> <a href="https://www.facinghistory.org/resource-library/teaching-strategies">https://www.facinghistory.org/resource-library/teaching-strategies</a> (Use the “Teacher Strategy Type” dropdown menu to select “Text Analysis”)</p>
<b>Text Specific and Text Dependent Questions</b>	<ol style="list-style-type: none"> <li>1. What evidence in the article is most likely to make a reader change their way of thinking about the impact of language on culture?</li> <li>2. What kind of argument would this article best be fitted to support?</li> <li>3. What other evidence would the author need to present to strengthen the claims made in the article?</li> <li>4. What links do these articles demonstrate between language and culture?</li> <li>5. What evidence can you find that the establishment of English as a “lingua franca” has faced resistance worldwide?</li> <li>6. What evidence would be needed to support the claim that the forced spread of English has been a positive change for global culture?</li> <li>7. What evidence can you find in the articles that language can become a highly politicized issue?</li> <li>8. What evidence in the reading suggests that language and culture do not necessarily share ties?</li> <li>9. Which author would most support the statement that speaking another culture’s language is critical to understanding its people? Why would they say that?</li> <li>10. What evidence in the articles suggests that language and culture will continue to be a contentious issue in the modern age?</li> </ol>
<b>Suggested Classroom Strategies</b>	<p><b>Alphabet Brainstorm (Appendix B Page 7):</b> What impact does a language have on culture?</p> <p><b>Anticipation Guides (Appendix B Page 16):</b> What do students know about the political and cultural importance of language in the US?</p> <p><b>Gallery Walk (Appendix B Page 81):</b> Images from Contemporary Sources / Excerpts from Articles</p> <p><b>Identity Charts (Appendix B Page 95):</b> Various World Languages (focus on cultural impact of people speaking them, i.e. immigrants in the US speaking English, Turkish immigrants in Denmark required to learn Danish, Multi-Ethnic post Soviet bloc languages and the ebb and flow of Russian there).</p> <p><b>Found Poems (Appendix B Page 75):</b> Use Source Documents from Unit Packet and teacher-provided Primary/Journalistic sources</p> <p><b>Analyzing Visual Images (Appendix B Page 10):</b> Images from Current Affairs Periodicals (News and Academic Sources)</p>
<b>Assessment(s)</b>	<i>Note: For this assessment students may use their own content knowledge to answer the prompt and will require access to the textbook and weekly</i>

	<p><i>texts to effectively cite evidence. Please ensure that students are provided with these documents to best complete this task.</i></p> <p>How is the global expansion of English as a “lingua franca” ultimately helpful or harmful to the development of global culture?</p> <p><b>As you write, follow the directions below.</b></p> <ul style="list-style-type: none"> <li>• Address all parts of the prompt.</li> <li>• Include information and examples from your own knowledge of social studies.</li> <li>• Use evidence from the sources to support your response.</li> </ul>
<b>Standards</b>	CI.21

## Contemporary Issues: Quarter 2 Unit 2 Week 2

<b>Week 2</b>	
<b>Essential Question(s)</b>	How does a society decide who gets to be a member of that society? What is the value of a multicultural society? What is the difference between acculturation and assimilation? Why do societies choose not to assimilate into another? How do people maintain their unique identities in large multicultural societies?
<b>Student Outcomes</b>	Student can explain the basic idea of multiculturalism and how cultures can blend together, along with the barriers to doing so in the modern US.
<b>Texts</b>	<p>22. Ethnicity (chapter forward excerpted from Indigenous Peoples, Ethnic Groups and the State by David Maybury-Lewis)</p> <p>23. The Choices Program: US Immigration Policy in an Unsettled World</p> <p><b>Please note that for this week, Document 23 provides a 5 day lesson plan geared at helping students understand some of the intricacies of immigration in the United States. The resource provided gives suggested abridged lesson plans and methods for scaffolding and differentiating content.</b></p> <p><b>Recommended Protocols:</b> <a href="https://www.facinghistory.org/resource-library/teaching-strategies">https://www.facinghistory.org/resource-library/teaching-strategies</a> (Use the “Teacher Strategy Type” dropdown menu to select “Text Analysis”)</p>
<b>Text Dependent Questions</b>	<ol style="list-style-type: none"> <li>1. In Document 22, what evidence does the author provide to demonstrate that ethnicity is hard to define?</li> <li>2. What evidence does Maybury-Lewis provide that could be used to support a claim that the concept of ethnicity is frequently defined by governmental or other political forces?</li> <li>3. On page 61, in the third paragraph, what is the meaning of the word “mechanisms” as used here.</li> <li>4. Why would Maybury-Lewis agree or disagree with the statement that American citizens have a strong sense of national ethnicity?</li> <li>5. What evidence can you find in Maybury Lewis’s article that our ideas about ethnicity have changed significantly over the last century?</li> </ol> <p>See Also Lessons and Questions in Document 23</p>
<b>Suggested Classroom Strategies</b>	<p><b>Big Paper Silent Conversation (Appendix B Page 27):</b> What are the benefits of multiculturalism?</p> <p><b>Bio Poems (Appendix B Page 31):</b> Assimilation / Acculturation / Multiculturalism</p> <p><b>SPAR Debate (Appendix B Page 142):</b> Controversial Statement: It is always better for cultures to assimilate when cultures merge.</p> <p><b>Town Hall Circle (Appendix B Page 154):</b> What are the most significant examples of assimilation and multiculturalism in the modern US?</p>

	<b>Barometer (Appendix B Page 23):</b> How do students feel about Assimilation vs Multiculturalism?
<b>Assessment(s)</b>	<p><i>Note: For this assessment students may use their own content knowledge to answer the prompt and will require access to the textbook and weekly texts to effectively cite evidence. Please ensure that students are provided with these documents to best complete this task.</i></p> <p>Is it better for a culture to assimilate and acculturate or resist assimilation into a larger society, what are the barriers to doing that?</p> <p>As you write, follow the directions below.</p> <ul style="list-style-type: none"> <li>• Address all parts of the prompt.</li> <li>• Include information and examples from your own knowledge of social studies.</li> <li>• Use evidence from the sources to support your response.</li> </ul>
<b>Standards</b>	CI.22

## Contemporary Issues: Quarter 2 Unit 2 Week 3

<b>Westward Expansion 1850-1900: Week 3</b>	
<b>Essential Question(s)</b>	What issues are the most divisive to a society? How does society leverage the power of its culture over others? What role does economics play in discrimination? Why do societies allow discrimination to exist? How have attitudes toward discrimination shifted most drastically in the last ten years.
<b>Student Outcomes</b>	Student can explain how and why cultural discrimination exists in the modern world.
<b>Texts</b>	<p>24. Stereotyping L1090  25. Beyond Classification L1040  26. Religion, Loyalty and Belonging L1100  27. We the People in the United States L1010  28. We and They in Colonial America L1100  29. Laundrymen and Movies L980  30. Little Boxes L1030  31. Gordon Allport's Contact Hypothesis L1020</p> <p><b>Recommended Protocols:</b> <a href="https://www.facinghistory.org/resource-library/teaching-strategies">https://www.facinghistory.org/resource-library/teaching-strategies</a> (Use the "Teacher Strategy Type" dropdown menu to select "Text Analysis")</p>
<b>Text Dependent Questions</b>	<ol style="list-style-type: none"> <li>1. What evidence in the article is most likely to make a reader change their way of thinking about global culture?</li> <li>2. What kind of argument would this article best be fitted to support?</li> <li>3. What other evidence would the author need to present to strengthen the claims made in the article?</li> <li>4. What evidence could you find in these articles to support the argument that discrimination is a deeply rooted cultural phenomenon?</li> <li>5. How do the authors demonstrate the changing face of discrimination in America?</li> <li>6. What was the author's purpose in crafting the articles We the People and We and They in Colonial America?</li> </ol>

	<ol style="list-style-type: none"> <li>7. How could Gordon Allport's Contact Hypothesis have been applied to the historical examples in these texts?</li> <li>8. How do the events portrayed in the texts mirror or differ from the shape of American culture today?</li> <li>9. How would the discrimination experienced by the people in these readings be different in today's world?</li> <li>10. What evidence can you find in these readings to support or refute the claim that discrimination is just a byproduct of political pressures and can be overcome by society?</li> </ol>
<b>Suggested Classroom Strategies</b>	<p><b>Graffiti Boards (Appendix B Page 86):</b> Types of discrimination / How do people experience discrimination</p> <p><b>Iceberg Diagrams (Appendix B Page 91):</b> Discrimination exists at a global scale...why?</p> <p><b>Human Timeline (Appendix B Page 89):</b> The history of the persecution of discrimination against a particular culture (i.e. the Roma, Uighurs, African Americans, etc)</p> <p><b>Character Charts (Appendix B Page 43):</b> <i>Political and Cultural Figures</i></p> <p><b>Café Conversations (Appendix B Page 39):</b> <i>Political and Cultural Figures</i></p>
<b>Assessment(s)</b>	<p><i>Note: For this assessment students may use their own content knowledge to answer the prompt and will require access to the textbook and weekly texts to effectively cite evidence. Please ensure that students are provided with these documents to best complete this task.</i></p> <p>In what ways is discrimination still evident in the world today? Choose a key example and be sure to address: the groups involved, the root causes of discrimination, cultural and non-cultural issues that characterize the discrimination toward that group.</p> <p>As you write, follow the directions below.</p> <ul style="list-style-type: none"> <li>• Address all parts of the prompt.</li> <li>• Include information and examples from your own knowledge of social studies.</li> <li>• Use evidence from the sources to support your response.</li> </ul>
<b>Standards</b>	CI.23

## Contemporary Issues: Quarter 2 Unit 3

Unit	Length	Anchor Text	Unit Focus	Content Connections	Unit Outcomes/Assessed Standards
Q1, U3 The Changing World	3 weeks	N/A	To synthesize the learning of the course, students will evaluate the impact of modern individuals and current events in current global issues. Focusing on the changing relationships experienced worldwide after 9/11, students will examine how history, politics, geography and culture have shaped contemporary issues and use the lens of political science to contemplate the ramifications of these issues on the future of our country and the world.	This unit aligns with English Language Arts Standards in Writing, Reading Informational Text as well as Speaking and Listening.	CI.24-CI.27

	SAMPLE DAILY FRAMEWORK	Day 2	Day 3	Day 4	Day 5
<b>Texts</b>	Press Release: Accelerating Access to Universal Health Coverage ( <a href="http://www.who.int/universal_health_coverage/universal-health-coverage-access-pr-20141212.pdf?ua=1">http://www.who.int/universal_health_coverage/universal-health-coverage-access-pr-20141212.pdf?ua=1</a> )				
<b>Standards</b>	CI.24				
<b>Bell Ringer</b> <i>Examples: Identifications, Vocabulary, Map Skills (Suggest no more than 5 minutes.)</i>	Close Viewing Protocol: What Is Universal Health Care? <a href="https://www.youtube.com/watch?v=pZHilGFLN8Y">https://www.youtube.com/watch?v=pZHilGFLN8Y</a>				
<b>Hook</b> <i>Develop student interest and connect learning to daily standards. This can include whiteboard protocol, daily agenda, teacher modeling of the standards.</i>	<ul style="list-style-type: none"> <li>- Model Standard</li> <li>- Daily Agenda</li> <li>- Essential Question: Is health and access to healthcare a basic human right?</li> </ul>				
<b>Inquiry</b> <i>Teacher guided inquiry into content-rich texts, images or other content including.</i>	Anticipation Guides Protocol: What do students know about public health policy and universal health care?				
<b>Application</b> <i>Teacher facilitated small group or partner strategies to deepen student understanding and foster robust, collaborative discussion.</i>	Close Reading Protocol: Accelerating Access to Universal Health Coverage				
<b>Closure</b> <i>Individual students synthesize and/or summarize learning for the day.</i>	Harvard Visible Thinking Routine: I used to think... But now I think...				

## Contemporary Issues: Quarter 2 Unit 3 Week 1

<b>Week 1</b>	
<b>Essential Question(s)</b>	Is health a basic human right? How do a society's views on health and healthcare reflect the values of its people? Should "public health" remain public? How do people cope without access to public health?
<b>Student Outcomes</b>	Student can explain how the growth of public health has had an impact on culture in the United States and around the world?
<b>Texts</b>	<p><b>Note to Teachers: Given the rapidly changing face of public health both in the US and abroad, instead of specific assigned readings, below you will find links to the World Health Organization pages on a variety of topics. Teachers are encouraged to identify public health topics in current media and use the site to supplement with readings, data and statistics on the spread of public health as it relates to sanitation, vaccination, birth and death rates, disease prevention and pandemic research.</b></p> <p>Universal Health Coverage: <a href="http://www.who.int/universal_health_coverage/en/">http://www.who.int/universal_health_coverage/en/</a>            Immunization: <a href="http://www.who.int/topics/immunization/en/">http://www.who.int/topics/immunization/en/</a>            Disease Outbreaks: <a href="http://www.who.int/topics/disease_outbreaks/en/">http://www.who.int/topics/disease_outbreaks/en/</a>            Infectious Diseases: <a href="http://www.who.int/topics/infectious_diseases/en/">http://www.who.int/topics/infectious_diseases/en/</a>            Knowledge Transfer for Disease Outbreaks: <a href="http://www.who.int/knowledge-transfer/en/">http://www.who.int/knowledge-transfer/en/</a>            Sanitation: <a href="http://www.who.int/topics/sanitation/en/">http://www.who.int/topics/sanitation/en/</a>            Infancy and Infant Mortality: <a href="http://www.who.int/topics/infant_newborn/en/">http://www.who.int/topics/infant_newborn/en/</a></p> <p><b>Recommended Protocols:</b> <a href="https://www.facinghistory.org/resource-library/teaching-strategies">https://www.facinghistory.org/resource-library/teaching-strategies</a> (Use the "Teacher Strategy Type" dropdown menu to select "Text Analysis")</p>
<b>Text Specific and Text Dependent Questions</b>	For this week of instruction, teachers are encouraged to create their own text dependent questions around those texts that most closely relate to public health issues in the current news media, along with recent articles pulled from the WHO pages provided above. Teachers are encouraged to look at health issues that have an impact locally (e.g. infant mortality in Memphis and the public health issues surrounding "Babyland") or globally (e.g. the containment of HIV/AIDS in Eurasia/China/Africa).
<b>Suggested Classroom Strategies</b>	<p><b>Alphabet Brainstorm (Appendix B Page 7):</b> Coming to a consensus on what Public Health is.</p> <p><b>Anticipation Guides (Appendix B Page 16):</b> What do students know about Public Health?</p> <p><b>Gallery Walk (Appendix B Page 81):</b> Images/Charts/Articles on Sanitation, Vaccination, Birth and Death Rates, Disease Prevention, Pandemic Research</p> <p><b>Identity Charts (Appendix B Page 95):</b> Sanitation, Vaccination, Birth and Death Rates, Disease Prevention, Pandemic Research</p> <p><b>Found Poems (Appendix B Page 75):</b> Use Source Documents from Unit Packet</p> <p><b>Analyzing Visual Images (Appendix B Page 10):</b> Images from Current World Health News</p>
<b>Assessment(s)</b>	<i>Note: For this assessment students may use their own content knowledge to answer the prompt and will require access to the textbook and weekly texts to effectively cite evidence. Please ensure that students are provided with these documents to best complete this task.</i>

	<p>In what ways is access to public health a <b>cultural</b> issue in the contemporary world?</p> <p><b>As you write, follow the directions below.</b></p> <ul style="list-style-type: none"> <li>• Address all parts of the prompt.</li> <li>• Include information and examples from your own knowledge of social studies.</li> <li>• Use evidence from the sources to support your response.</li> </ul>
<b>Standards</b>	CI.24

## Contemporary Issues: Quarter 2 Unit 3 Week 2

<b>Week 2</b>	
<b>Essential Question(s)</b>	Is there such a thing as a “world order”? Do civilizations clash? Which has a greater impact on global relations: culture or economics? To what extent do countries group and ally themselves around particular ideas? What
<b>Student Outcomes</b>	Student can explain how the relationships between countries has changed since 9/11
<b>Texts</b>	<p><b>Note to Teachers:</b> This week deals with sensitive issues surrounding the state of world affairs in the world after the 9/11 attacks. The texts provided here are college level texts and may require significant scaffolding and excerpting to understand the central idea in Huntington’s “The Clash of Civilizations” and its major critiques. Teachers are encouraged to read and understand the content of the texts and use them to support discussion around the American role in the world. For instance, it is difficult to discuss the post 9/11 paradigm without understanding where American schools of thought were immediately after the cold war, and why those schools of thought persist in the modern day.</p> <p>32 A History of the 9/11 Attacks L1200  33 The Clash of Civilizations (Excerpts) L1400  34 Twenty Years After Huntington L1370  35 4<sup>th</sup> International Anti-War Platform 1300</p> <p><b>Recommended Protocols:</b> <a href="https://www.facinghistory.org/resource-library/teaching-strategies">https://www.facinghistory.org/resource-library/teaching-strategies</a> (Use the “Teacher Strategy Type” dropdown menu to select “Text Analysis”</p>
<b>Text Specific and Text Dependent Questions</b>	<ol style="list-style-type: none"> <li>1. What evidence in the article is most likely to make a reader change their way of thinking about global culture?</li> <li>2. What kind of argument would this article best be fitted to support?</li> <li>3. What other evidence would the author need to present to strengthen the claims made in the article?</li> <li>4. What evidence does Huntington provide to support the idea that civilizations are bound to “clash” in the post-soviet world?</li> <li>5. What events have risen to challenge Huntington’s perspective since 1993 when his article was originally published?</li> <li>6. How does each of these articles support a different paradigm of international relations?</li> <li>7. How would the events of 9/11 support or refute Huntington’s central claims?</li> <li>8. How would the views of the 4<sup>th</sup> International be used to explain global politics after 9/11?</li> <li>9. Which author’s views would best summarize the stance of the current US government on international affairs?</li> <li>10. What evidence can you find in the articles that suggests the largest change in international relations since 9/11?</li> </ol>



<b>Suggested Classroom Strategies</b>	<p><b>Big Paper Silent Conversation (Appendix B Page 27):</b> What were the biggest changes that 9/11 brought to world politics?</p> <p><b>Bio Poems (Appendix B Page 31):</b> Contemporary Politicians</p> <p><b>SPAR Debate (Appendix B Page 142):</b> Controversial Topic: The world was a better place during the cold war than it is post 9/11.</p> <p><b>Town Hall Circle (Appendix B Page 154):</b> How has the US changed culturally since 9/11?</p> <p><b>Barometer (Appendix B Page 23):</b> Political power matters to every citizen.</p>
<b>Assessment(s)</b>	<p><i>Note: For this assessment students may use their own content knowledge to answer the prompt and will require access to the textbook and weekly texts to effectively cite evidence. Please ensure that students are provided with these documents to best complete this task.</i></p> <p>What has been the greatest change in the way cultures interact globally since 9/11?</p> <p>As you write, follow the directions below.</p> <ul style="list-style-type: none"> <li>• Address all parts of the prompt.</li> <li>• Include information and examples from your own knowledge of social studies.</li> <li>• Use evidence from the sources to support your response.</li> </ul>
<b>Standards</b>	CI.25

## Contemporary Issues: Quarter 2 Unit 3 Week 3

<b>Westward Expansion 1850-1900: Week 3</b>	
<b>Essential Question(s)</b>	How does one person come to influence the state of politics?
<b>Student Outcomes</b>	Students can tell you which groups or political figures at the state, national and global level have the greatest influence over contemporary issues.
<b>Texts</b>	<p>36 The Choices Program: The US Role in a Changing World</p> <p><b>Please note that for this week, Document 36 provides a 5 day lesson plan geared at helping students understand some of the intricacies of the US role in global affairs. The resource provided gives suggested abridged lesson plans and methods for scaffolding and differentiating content. This unit should be supplemented with content that looks at the roles of particular individuals and groups in current affairs and the media.</b></p> <p><b>Recommended Protocols:</b> <a href="https://www.facinghistory.org/resource-library/teaching-strategies">https://www.facinghistory.org/resource-library/teaching-strategies</a> (Use the "Teacher Strategy Type" dropdown menu to select "Text Analysis")</p>
<b>Text Specific and Text Dependent Questions</b>	<ol style="list-style-type: none"> <li>1. What evidence in the article is most likely to make a reader change their way of thinking about contemporary culture?</li> <li>2. What kind of argument would this article best be fitted to support?</li> <li>3. What other evidence would the author need to present to strengthen the claims made in the article?</li> <li>4. What evidence can you find in current media that suggests individuals or groups have an impact on contemporary issues?</li> <li>5. What evidence can you find in The US Role in a Changing World that state level action can have an impact on national or global issues if at all?</li> </ol>

	<p>6. According to The US Role in a Changing World, what events are most critical to understanding the role of the US in contemporary issues?</p> <p><b>Please see activities and questions presented in document 36 to supplement question sequencing for this week of curriculum.</b></p>
<p><b>Suggested Classroom Strategies</b></p>	<p><b>Graffiti Boards (Appendix B Page 86):</b> How can one person shape policy?  <b>Iceberg Diagrams (Appendix B Page 91):</b> Power in the world is concentrated into very few hands...why?  <b>Human Timeline (Appendix B Page 89):</b> The rise of particular influential individuals  <b>Character Charts (Appendix B Page 43):</b> <i>Political and Cultural Figures of contemporary international affairs.</i>  <b>Café Conversations (Appendix B Page 39):</b> <i>Political and Cultural Figures of contemporary international affairs.</i></p>
<p><b>Assessment(s)</b></p>	<p><i>Note: For this assessment students may use their own content knowledge to answer the prompt and will require access to the textbook and weekly texts to effectively cite evidence. Please ensure that students are provided with these documents to best complete this task.</i></p> <p>Identify an issues at the state, national or global level. Choose and explain how the actions of a particular group or individual have an impact on the state of that issue.</p> <p>As you write, follow the directions below.</p> <ul style="list-style-type: none"> <li>• Address all parts of the prompt.</li> <li>• Include information and examples from your own knowledge of social studies.</li> <li>• Use evidence from the sources to support your response.</li> </ul>
<p><b>Standards</b></p>	<p>CI.26, CI.27</p>