# Contemporary Issues: Quarter 1 Curriculum Map Scope and Sequence

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| Unit | Length | Anchor Text | Unit Focus | Content Connections | Unit Outcomes/Assessed Standards |
| Q1, Unit 1Geography | 3 weeks | N/A | Students will see, understand and appreciate the web of relationships between people, places, and environments using the knowledge, skills and concepts within the five themes of geography. Students will apply this knowledge to robust writing prompts, engaging collaborative protocols, and inquiry driven exploration of texts. These texts will include both historical and contemporary sources explaining how the impact of geography on a culture can span through time, and how technology is shaping our concept of geography as a whole. | This unit aligns with English Language Arts Standards in Writing, Reading Informational Text as well as Speaking and Listening. | CI.01-CI.06 |
| Q1, Unit 2History | 3 weeks | N/A | Students will explore the way in which historical issues continue to have an impact on the contemporary world. Students will use a variety of primary and secondary sources to evaluate this impact of historical events on modern discourse. Students will use collaborative protocols and write extensively on issues to synthesize facts from a variety of sources in order to form more complete understandings of the world today. | This unit aligns with English Language Arts Standards in Writing, Reading Informational Text as well as Speaking and Listening. | CI.07-CI.11 |
| Q1, U3Politics | 3 weeks | N/A | Students will analyze ands explain how the U.S. government interacts with its citizens and the global community. Students will explore the nature of political figures and their relationship to the general public through the lens of media. Students will evaluate the effectiveness of U.S. foreign policy and explain how politics has an influence on the way that the U.S. expands its influence in the world. | This unit aligns with English Language Arts Standards in Writing, Reading Informational Text as well as Speaking and Listening. | CI.12-CI.17 |

# Contemporary Issues: Quarter 1 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 team 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 p.58

Frayer Model……………..Appendix A p.59

List/Group/Label……...….Appendix A p.60

Semantic Webbing…..…..Appendix A p.61

SVES (Elaboration)……...Appendix A p.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 1, Unit 1

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| Unit | Length | Anchor Text | Unit Focus | Content Connections | Unit Outcomes/Assessed Standards |
| Q1, Unit 1Geography | 3 weeks | N/A | Students will see, understand and appreciate the web of relationships between people, places and environments using the knowledge, skills and concepts within the five themes of geography. Students will apply this knowledge to robust writing prompts, engaging collaborative protocols and inquiry driven exploration of texts. These texts will include both historical and contemporary sources explaining how the impact of geography on a culture can span through time, and how technology is shaping our concept of geography as a whole. | This unit aligns with English Language Arts Standards in Writing, Reading Informational Text as well as Speaking and Listening. | CI.01-CI.06 |

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|  | **SAMPLE DAILY FRAMEWORK** | **Day 2** | **Day 3** | **Day 4** | **Day 5** |
| **Texts** | 01 The Five Themes In Geography L1100 |  |  |  |  |
| **Standards** | CI.01 |  |  |  |  |
| **Bell Ringer***Examples: Identifications, Vocabulary, Map Skills (Suggest no more than 5 minutes.)*  | Map Skills – Identifying the countries of the world and grouping them into regions using a blank world map. |  |  |  |  |
| **Hook***Develop student interest and connect learning to daily standards. This can include whiteboard protocol, daily agenda, teacher modeling of the standards.* | * Learning Targets
* Daily Agenda
* Essential Question: How does geography shape societies?
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| **Inquiry***Teacher guided inquiry into content-rich texts, images or other content including.* | Close Read Protocol (See Appendix B): The Five Themes in Geography  |  |  |  |  |
| **Application***Teacher facilitated small group or partner strategies to deepen student understanding and foster robust, collaborative discussion.* | Anticipation Guide Protocol (See Appendix B): What do students know about the regions of the world? |  |  |  |  |
| **Closure***Individual students synthesize and/or summarize learning for the day.* | Harvard Visible Thinking Routine (See Closure Strategies Appendix): I used to think…But now I think… |  |  |  |  |

# Contemporary Issues: Quarter 1, Unit 1 - Week 1

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| **Geography: Week 1** |
| **Essential Question(s)** | How does geography shape societies? How do geographical features drive peace or conflict? Why do societies in a region share so much in common? |
| **Student Outcomes** | Student can explain how the study of geography is made up of themes.Student can identify major regions of the world and explain how those regions have an impact on the people living there.  |
| **Texts** | 01 The Five Themes In Geography L1100.pdf02 The Four World Zones Become Connected L1200.pdf03 How Geography "Mapped" East Asia Part 1 L1250.pdf06 How Geography Mapped East Asia Part Two Korea and Japan L1240.pdf**Recommended Protocols:** <https://www.facinghistory.org/resource-library/teaching-strategies> (Use the “Teacher Strategy Type” dropdown menu to select “Text Analysis”) |
| **Text Dependent Questions** | 1. How does this text support the argument that an understanding of geography is critical to an understanding of contemporary issues?
2. What evidence can you find in the article that suggests that living in a particular region has an impact on the people living there?
3. What supporting details does the author provide that demonstrate the importance of geography in shaping societies?
4. How does each of the 5 Themes of Geography play a roll in the content of the article?
5. What evidence in the article is most likely to make a reader change their way of thinking about geography?
6. What kind of argument would this article best be fitted to support?
7. What other evidence would the author need to present to strengthen the claims made in the article?
8. How could you use the evidence in these articles to support or reject the claim that technology creates a world without borders?
9. Based on evidence found in these readings, which theme of Geography is the most critical to how a society develops?
 |
| **Suggested Classroom Strategies**  | **Alphabet Brainstorm (Appendix B, p.7):** What do students know about the regions of the world? **Anticipation Guides (Appendix B, p.16):** Anticipation Guides for each region of the world.**Identity Charts (Appendix B, p.95):** World Regions, Themes of Geography**Found Poems (Appendix B, p.75):** Use Source Documents from Unit Packet**Analyzing Visual Images (Appendix B, p.10):** Images from Unit Packet or Provided by Instructor for Recent Events |
| **Assessment(s)** | *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.*How do the themes of geography help us to better understand people and how they live in the world? Give one example of a global region and explain the impact that living in the region has on the people who live there. To answer this prompt you might consider climate, place, resources, impact of globalization, urbanization, or similar trends.**As you write, follow the directions below.*** Address all parts of the prompt.
* Include information and examples from your own knowledge of social studies.
* Use evidence from the sources to support your response.
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| **Standards** | CI.01, CI.02 |

# Contemporary Issues: Quarter 1, Unit 1 - Week 2

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| **Geography: Week 2** |
| **Essential Question(s)** | Why do societies form the way that they do? How does a society decide its borders? How and why do societies organize themselves? How do societies decide whom to exclude? |
| **Student Outcomes** | Student can explain what cultural elements define, link, and divide regions of the world.Students can explain why cultures and societies develop different political demarcations (nation states, federal states etc.) |
| **Texts** | 04 Great Cities The Birth of Baghdad L1245.pdf05 The Gaza Strip L1230.pdf07 The Ghana Empire Complexity and West Africa's First Major State L1230.pdf09 What You Need to Know About North Korea and its Nuclear Program.pdf10 Homegrown Politics Pirated Programs Fill Mongolian Airwaves L1250.pdf |
| **Text Specific and Text Dependent Questions** | 1. How could each of these articles be used to support or reject the claim that geography has an influence on the development of culture?
2. What is the most compelling evidence provided in the article that explains how geography divides different cultures?
3. What evidence can you find in these articles that physical geography has an influence on how societies organize themselves?
4. What evidence in the article is most likely to make a reader change their way of thinking about geography?
5. What kind of argument would this article best be fitted to support?
6. What other evidence would the author need to present to strengthen the claims made in the article?
7. How could you use the evidence in these articles to support or reject the claim that technology creates a world without borders?
8. Based on evidence found in these readings, which Theme of Geography is the most critical to how a society develops?
9. How could this article be used to assist in making an argument about the impact of geographical isolation on a culture?
10. How could this article be used to support the claim that societies who are more interconnected geographically with other cultures are more successful?
 |
| **Suggested Classroom Strategies**  | **Big Paper Silent Conversation (Appendix B, p.27):** Does geography still matter in the modern world?**Bio Poems (Appendix B, p.31):** Figures from Current Events and Articles**SPAR Debate (Appendix B, p.142):** Geography Matters vs. The World is Global; Civilization forms organically vs. Civilization requires guidance to form geographically.**Town Hall Circle (Appendix B, p.154):** How does geography define the way a culture interacts with the world?**Barometer (Appendix B, p.23):** Understanding regional divisions is essential to living in the modern world. |
| **Assessment(s)** | *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.*What characteristics define a society within a region and shape how that society organizes itself? **As you write, follow the directions below.*** Address all parts of the prompt.
* Include information and examples from your own knowledge of social studies.
* Use evidence from the sources to support your response.
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| **Standards** | CI.03, CI.04 |

# Contemporary Issues: Quarter 1, Unit 1 - Week 3

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| **Geography: Week 3** |
| **Essential Question(s)** | How does technology help or harm society? How does communication change human behavior? What are the benefits and drawbacks to being so interconnected at the global level? |
| **Student Outcomes** | Student can tell you how technology and globalization change the way people communicate and interact.Student can explain how geography shapes contemporary life. |
| **Texts** | 08 For Savvy Migrants Social Media Helps Ease Trip L1230.pdf11 Latin America Becoming Fertile Ground for Online University Courses L1220.pdf12 Peru In Fight to Save its Endangered Languages.pdf13 From Syria to Paris Music Provides Haven L1180.pdf14 Issue Overview Social Networking L1250.pdf**Recommended Protocols:** <https://www.facinghistory.org/resource-library/teaching-strategies> (Use the “Teacher Strategy Type” dropdown menu to select “Text Analysis”) |
| **Text Dependent Questions** | 1. How does the author illustrate the impact that technology has on the lives of modern people?
2. What evidence from the article could you use to convince someone that technology is improving the lives of people all over the world? What evidence could you find to support a claim to the contrary?
3. What evidence in the article is most likely to make a reader change their way of thinking about geography?
4. What kind of argument would this article best be fitted to support?
5. What other evidence would the author need to present to strengthen the claims made in the article?
6. How could you use the evidence in these articles to support or reject the claim that technology creates a world without borders?
7. Based on evidence found in these readings, which Theme of Geography is the most critical to how a society develops?
8. How could you use these articles to make the argument that access to modern information technology should be a basic human right?
9. What issues in contemporary society are similar to the issues discussed in the articles here? How so?
10. How does each article demonstrate the overall impact of geography in modern life?
 |
| **Suggested Classroom Strategies**  | **Graffiti Boards (Appendix B, p.86):** Globalization, Regionalism, Communication**Iceberg Diagrams (Appendix B, p.91):** Conflict exists throughout the world…why?**Human Timeline (Appendix B, p.89):** History of particular reasons (independent student research)**Character Charts (Appendix B, p.43):** Political and Cultural Figures of individual Global Regions**Café Conversations (Appendix B, p.39):** Political and Cultural Figures of individual Global Regions |
| **Assessment(s)** | *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.*What impact does geography have on the way that we live our lives in the modern world?**As you write, follow the directions below.*** Address all parts of the prompt.
* Include information and examples from your own knowledge of social studies.
* Use evidence from the sources to support your response.
 |
| **Standards** | CI.05, CI.06 |

# Contemporary Issues: Quarter 1, Unit 2

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| Unit | Length | Anchor Text | Unit Focus | Content Connections | Unit Outcomes/Assessed Standards |
| Q1, Unit 2History | 3 weeks | N/A | Students will explore the way in which historical issues continue to have an impact on the contemporary world. Students will use a variety of primary and secondary sources to evaluate this impact of historical events on modern discourse. Students will use collaborative protocols and write extensively on issues to synthesize facts from a variety of sources in order to form more complete understandings of the world today. | This unit aligns with English Language Arts Standards in Writing, Reading Informational Text as well as Speaking and Listening. | CI.07-CI.11 |

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|  | **SAMPLE DAILY FRAMEWORK** | **Day 2** | **Day 3** | **Day 4** | **Day 5** |
| **Texts** | 01 Historiography L1080 |  |  |  |  |
| **Standards** | CI.07 |  |  |  |  |
| **Bell Ringer***Examples: Identifications, Vocabulary, Map Skills (Suggest no more than 5 minutes.)*  | List, Group, Label (Big Idea: “Revision” or “Revisionism”) |  |  |  |  |
| **Hook***Develop student interest and connect learning to daily standards. This can include whiteboard protocol, daily agenda, teacher modeling of the standards.* | * Learning Targets
* Daily Agenda

Essential Question: Why do historical accounts vary? |  |  |  |  |
| **Inquiry***Teacher guided inquiry into content-rich texts, images or other content including.* | Annotating and Paraphrasing Sources Protocol (See Appendix B): Historiography |  |  |  |  |
| **Application***Teacher facilitated small group or partner strategies to deepen student understanding and foster robust, collaborative discussion.* | Identity Charts (See Appendix B):Controversial historical figures who may be seen from two or more different points of view.  |  |  |  |  |
| **Closure***Individual students synthesize and/or summarize learning for the day.* | Harvard Visible Thinking Routine (See Closure Routines Appendix): Circle of Viewpoints to examine different figures/moments from history from different vantages. |  |  |  |  |

# Contemporary Issues: Quarter 1, Unit 2 – Week 1

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| **History: Week 1** |
| **Essential Question(s)** | Why do historical accounts vary? What causes societies to come into conflict? How can bias be reflected in history? |
| **Student Outcomes** | Student can explain the concept of “Historiography” and how historical facts are interpreted differently depending on who is writing the history.Students can explain how past events lead to current conflict. |
| **Texts** | 01 Historiography L1080.pdf03 NATO from Cold War to Today L1200.pdf05 The Russian Revolution Short Version L1210.pdf06 A Short History of the Soviet Union L1230.pdf04 Hundreds of Gunmen Surround Ukraine Military Base 1220.pdf**Recommended Protocols:** <https://www.facinghistory.org/resource-library/teaching-strategies> (Use the “Teacher Strategy Type” dropdown menu to select “Text Analysis”) |
| **Text Specific and Text Dependent Questions** | 1. How does the evidence presented in the article on historiography cause you to think differently about the impact of history on current events?
2. What evidence in the article suggests that history has a lasting impact on the modern world?
3. Where can you find evidence for bias or lack thereof from the author of each article?
4. How could you use these articles to make the case that the Cold War had a far reaching impact on the state of modern affairs?
5. How could you use evidence from these articles to make the case that leaders rely on distorting historical events for political gain?
6. What evidence in the article is most likely to make a reader change their way of thinking about history?
7. What kind of argument would this article best be fitted to support?
8. What other evidence would the author need to present to strengthen the claims made in the article?
9. How could you present evidence from these articles to best support or reject the claim that historically, alliances keep the world safe?
10. How do all of these articles come together to present the impact of one particular event over the course of a century?
 |
| **Suggested Classroom Strategies**  | **Alphabet Brainstorm (Appendix B, p.7):** What are the most controversial issues in modern society?**Anticipation Guides (Appendix B, p.16):** What do students know about particular historical issues that have controversial backgrounds?**Gallery Walk (Appendix B, p.81):** Images from Contemporary Sources / Excerpts from Articles**Identity Charts (Appendix B, p.95):** Controversial Historical Figures**Found Poems (Appendix B, p.75):** Use Source Documents from Unit Packet and teacher-provided Primary/Journalistic sources**Analyzing Visual Images (Appendix B, p.10):** Images from Current Affairs Periodicals (News and Academic Sources) |
| **Assessment(s)** | *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.*How do factors like historical cultural differences, boundary disputes, imperialism, and religion foster conflict in the modern world?**As you write, follow the directions below.*** Address all parts of the prompt.
* Include information and examples from your own knowledge of social studies.
* Use evidence from the sources to support your response.
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| **Standards** | CI.07, CI.08 |

# Contemporary Issues: Quarter 1, Unit 2 - Week 2

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| **History: Week 2** |
| **Essential Question(s)** | Why are people driven to commit extreme, violent acts of terror? What role does terrorism play in political discourse? Does anyone benefit from acts of terror? How can societies effectively fight terrorism? |
| **Student Outcomes** | Students can explain how terrorism and extremism develop within a culture. |
| **Texts** | 02 Israel from Founding to Peace Process L1250.pdf07 A History of Terror Attacks L1210.pdf08 Five Killed in U.K L1220.pdf09 Racial and Religious Hatred Ku Klux Klan L1230.pdf10 The USA Patriot Act L1250.pdf**Recommended Protocols:** <https://www.facinghistory.org/resource-library/teaching-strategies> (Use the “Teacher Strategy Type” dropdown menu to select “Text Analysis”) |
| **Text Dependent Questions** | 1. What evidence can you find in the articles that suggest terrorism and extremism share roots, no matter what the cause?
2. How does each article expand your knowledge of terrorism and extremism in a different way?
3. How could you use evidence from these articles to make the case that leaders rely on distorting historical events for political gain?
4. What evidence in the article is most likely to make a reader change their way of thinking about history?
5. What kind of argument would this article best be fitted to support?
6. What other evidence would the author need to present to strengthen the claims made in the article?
7. In what ways did the US Patriot Act succeed as legislation? What were the most troubling elements of the Patriot Act?
8. What evidence can you find in these articles that supports the statement that the US handles domestic terrorism (like the KKK and similar hate groups) and international terrorism (like Al Qaeda) differently?
9. How do these articles illustrate the development of extremism in America and abroad?
10. What evidence from these articles suggests that it is important to understand the history of extremism in addition to understanding where acts of extremism occur
 |
| **Suggested Classroom Strategies**  | **Big Paper Silent Conversation (Appendix B, p.27):** Is terrorism an inevitable part of contemporary life? **Bio Poems (Appendix B, p.31):** Extremists, People fighting extremism in the world.**SPAR Debate (Appendix B, p.142):** Controversial Statement: We can eradicate terrorism in the modern world.**Town Hall Circle (Appendix B, p.154):** What factors drive people to terrorist acts?**Barometer (Appendix B, p.23):** Sometimes acts of violence are necessary for change |
| **Assessment(s)** | *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.*How do specific historical events engender extremism and terrorism worldwide? Be sure to address terrorism as both a historical and modern phenomenon.**As you write, follow the directions below.*** Address all parts of the prompt.
* Include information and examples from your own knowledge of social studies.
* Use evidence from the sources to support your response.
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| **Standards** | CI.09 |

# Contemporary Issues: Quarter 1, Unit 2 - Week 3

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| **History: Week 3** |
| **Essential Question(s)** | How do pivotal events change the course of a society’s development? Are there “tipping points” or “points of no return” in history? How can a society recover from large-scale catastrophes?  |
| **Student Outcomes** | Student can explain the impact of certain major world events on the state of contemporary issues.Student can evaluate the ways that history leaves a lasting mark on the modern world. |
| **Texts** | 11 Truman Announces Dropping of Atomic Bomb L1210.pdf12 Great Cities Hiroshima L1240.pdf13 Primary Sources Limited Test Ban Treaty L1250.pdf14 Politics after WWII and Cold War Tensions L1240.pdf15 Overview: The World Community 1945 to 1990 L1220.pdf16 The Cuban Missile Crisis L1230.pdf**Recommended Protocols:** <https://www.facinghistory.org/resource-library/teaching-strategies> (Use the “Teacher Strategy Type” dropdown menu to select “Text Analysis”) |
| **Text Dependent Questions** | 1. What evidence, if any, in his announcement suggests that Truman may have regretted his choice to deploy the atomic bomb?
2. How does the article Great Cities: Hiroshima, demonstrate the impact of Truman’s decision?
3. How do all of these articles demonstrate how the course of history changed in one pivotal moment?
4. Why is a document like “Overview: The World Community 1945-1990” a helpful resource in understanding how events in history have an impact on the world today?
5. How could you use evidence from these articles to make the case that leaders rely on distorting historical events for political gain?
6. What evidence in the article is most likely to make a reader change their way of thinking about history?
7. What kind of argument would this article best be fitted to support?
8. What other evidence would the author need to present to strengthen the claims made in the article?
9. What evidence can you find in the articles that these historical events have had an impact on the way we live today?
10. Based on these articles, what impact did the dropping of the atomic bomb on Hiroshima have on our lives today?
 |
| **Suggested Classroom Strategies**  | **Graffiti Boards (Appendix B, p.86):** Pivotal Events (Contemporary from News or Historical)**Iceberg Diagrams (Appendix B, p.91):** Tensions exist in (X Region of the World)…why?**Human Timeline (Appendix B, p.89):** The Cold War (Russian Revolution to Modern Day)**Character Charts (Appendix B, p.43):** Political and Cultural Figures**Café Conversations (Appendix B, p.39):** Political and Cultural Figures |
| **Assessment(s)** | *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.*How do specific historical events or decisive moments in history have an impact on contemporary society? How can the outcome of one moment in time play out across the course of a century or more?**As you write, follow the directions below.*** Address all parts of the prompt.
* Include information and examples from your own knowledge of social studies.
* Use evidence from the sources to support your response.
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| **Standards** | CI.10, CI.11 |

# Contemporary Issues: Quarter 1, Unit 3

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| --- | --- | --- | --- | --- | --- |
| Unit | Length | Anchor Text | Unit Focus | Content Connections | Unit Outcomes/Assessed Standards |
| Q1, U3Politics | 3 weeks | N/A | Students will analyze ands explain how the U.S. government interacts with its citizens and the global community. Students will explore the nature of political figures and their relationship to the general public through the lens of media. Students will evaluate the effectiveness of U.S. foreign policy and explain how politics has an influence on the way that the U.S. expands its influence in the world. | This unit aligns with English Language Arts Standards in Writing, Reading Informational Text as well as Speaking and Listening. | CI.12-CI.17 |

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|  | **SAMPLE DAILY FRAMEWORK** | **Day 2** | **Day 3** | **Day 4** | **Day 5** |
| **Texts** | 01 The Bill of Rights NP.pdf |  |  |  |  |
| **Standards** | CI.12 |  |  |  |  |
| **Bell Ringer***Examples: Identifications, Vocabulary, Map Skills (Suggest no more than 5 minutes.)*  | Identifications: The Bill of Rights, who, what, when, where, why is it important? |  |  |  |  |
| **Hook***Develop student interest and connect learning to daily standards. This can include whiteboard protocol, daily agenda, teacher modeling of the standards.* | * Learning Targets
* Daily Agenda

Essential Question: How do societies decide what rights are important? |  |  |  |  |
| **Inquiry***Teacher guided inquiry into content-rich texts, images or other content including.* | Read Aloud Protocol (See Appendix B): The Bill of Rights |  |  |  |  |
| **Application***Teacher facilitated small group or partner strategies to deepen student understanding and foster robust, collaborative discussion.* | Gallery Walk Protocol (See Appendix B):The Rights from the Bill of Rights. Allow students to post comments near each right with questions, examples, and observations. |  |  |  |  |
| **Closure***Individual students synthesize and/or summarize learning for the day.* | Harvard Visible Thinking Routine: Think, Puzzle, Explore about the rights and freedoms guaranteed by the Bill of Rights. |  |  |  |  |

# Contemporary Issues: Quarter 1, Unit 3 Week 1

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| **Politics: Week 1** |
| **Essential Question(s)** | How do societies decide what rights are important? How do societies enshrine their beliefs? How do societies build “mythologies” around their founding? Why does one society value more personal freedom over another? |
| **Student Outcomes** | Student can tell you what protections are offered by the Bill of Rights and how our view of them has changed.Student can tell you how the protections in the Bill of Rights are different from protections in other countries. |
| **Texts** | 01 The Bill of Rights NP.pdf02 Rights and Responsibilities of US Citizens L1230.pdf03 Human Rights Questions and Answers L1240.pdf04 Chinese President tours top state media demands loyalty L1250.pdf05 What to do about child labor in our smart phones and watches.pdf06 Saudi Women Find Ways into the Workplace L1250.pdf07 How First Amendment Rights Have Evolved L1230.pdf08 Hunger Games Salute Leads to Arrests L1240.pdf**Recommended Protocols:** <https://www.facinghistory.org/resource-library/teaching-strategies> (Use the “Teacher Strategy Type” dropdown menu to select “Text Analysis”) |
| **Text Specific and Text Dependent Questions** | 1. How could you use evidence from the articles to make the case that the rights of Americans are different than those enjoyed by other societies?
2. What evidence in the article is most likely to make a reader change their way of thinking about politics?
3. What kind of argument would this article best be fitted to support?
4. What other evidence would the author need to present to strengthen the claims made in the article?
5. What evidence can you find in the articles that these political events have had an impact on the way we live?
6. In what ways is the Bill of Rights a unique historical document?
7. What evidence can you find of widespread oppression in the articles from this week?
8. How are America’s cultural ideals reflected in the Bill of Rights and what we deem the responsibilities of citizens?
9. What evidence can you find that helps you understand how people build a foundation of rights in the modern world?
10. What evidence can you find that you as a student in the US have enjoyed greater safety and quality of life thanks to the rights enshrined in the Bill of Rights?
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| **Suggested Classroom Strategies**  | **Alphabet Brainstorm (Appendix B, p.7):** What rights and privileges are enjoyed by American citizens?**Anticipation Guides (Appendix B, p.16):** What do students know about the Bill of Rights, and/or issues surrounding human rights.**Gallery Walk (Appendix B, p.81):** Images related to human rights from contemporary news.**Identity Charts (Appendix B, p.95):** Framers of the constitution, Eleanor Roosevelt, Human Rights, Civil Rights **Found Poems (Appendix B, p.75):** Use Source Documents from Unit Packet**Analyzing Visual Images (Appendix B, p.10):** Images from Current Human Rights News |
| **Assessment(s)** | *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.*What tradeoffs, if any do US citizens make for the rights and privileges that we enjoy? Why do other countries have different rights than we do? Make sure to cite both historical and contemporary sources to support your claims.**As you write, follow the directions below.*** Address all parts of the prompt.
* Include information and examples from your own knowledge of social studies.
* Use evidence from the sources to support your response.
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| **Standards** | CI.12, CI.13 |

# Contemporary Issues: Quarter 1, Unit 3 - Week 2

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| **Politics: Week 2** |
| **Essential Question(s)** | How does a society choose its leaders? How can elections work against the will of the people? How do powerful interests influence the power of government? Why does economic disparity exist in societies? Why does one society consume while another produces?  |
| **Student Outcomes** | Student can explain the many factors that can influence elections.Students can compare the impact of current economic issues on modern society. |
| **Texts** | 09 Trump Assails "Witch Hunt" After Naming of Special Counsel L1220.pdf10 Watergate: The Scandal That Brought Down President Nixon.pdf11 Rural Residents Pool Cash L1250.pdf12 Coffee Bean Economics and Globalization L1230.pdf13 The Least-Skilled Workers are the losers in globalization L1250.pdf14 Issue Overview Income Inequality L1200.pdf15 Issue Overview GDP.pdf**Recommended Protocols:** <https://www.facinghistory.org/resource-library/teaching-strategies> (Use the “Teacher Strategy Type” dropdown menu to select “Text Analysis”) |
| **Text Specific and Text Dependent Questions** | 1. How could you use evidence from these articles to make the case that American politics is influenced by powerful interests and economic forces?
2. What evidence in the article is most likely to make a reader change their way of thinking about politics?
3. What kind of argument would this article best be fitted to support?
4. What other evidence would the author need to present to strengthen the claims made in the article?
5. What evidence can you find in the articles that these political events have had an impact on the way we live?
6. How could you use these documents to describe the impact of globalization on American politics?
7. What parallels can you draw between the events of Watergate and the scandals of the early days of the Trump administration?
8. What evidence can you find of the impact of unskilled workers losing employment on the domestic political landscape?
9. What evidence in this reading suggests or refutes the idea that one powerful person can have a large influence on the direction of the economy?
10. How could you use these articles to support or refute the claim that globalization is a powerful source for good in the world?
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| **Suggested Classroom Strategies**  | **Big Paper Silent Conversation (Appendix B, p.27):** Are individual politicians really important in the grand scheme of things?**Bio Poems (Appendix B, p.31):** Contemporary Politicians**SPAR Debate (Appendix B, p.142):** Controversial Statement: Politics all comes down to money.**Town Hall Circle (Appendix B, p.154):** What are the most significant economic issues facing the world today?**Barometer (Appendix B, p.23):** Political power matters to every citizen. |
| **Assessment(s)** | *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.*Present evidence to support or reject the following statement: Politics all boils down to the question of money. Make sure to consider contemporary as well as historical sources.**As you write, follow the directions below.*** Address all parts of the prompt.
* Include information and examples from your own knowledge of social studies.
* Use evidence from the sources to support your response.
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| **Standards** | CI.14, CI.15 |

# Contemporary Issues: Quarter 1 Unit 3 Week 3

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| **Politics: Week 3** |
| **Essential Question(s)** | How does a society expand its influence in the world? How do societies push back against the expansion of others? How do politicians leverage international events for their own advantage? |
| **Student Outcomes** | Student can explain the role of the US in international affairs.Student can explain how terrorism shapes American public policy. |
| **Texts** | 16 Understanding Diplomacy L1240.pdf17 History of Diplomacy L1250.pdf18 The US Russia and China: Ego, Mistrust, and Nationalism L1240.pdf19 History of the War on Terror L1230.pdf20 Issue Overview Sanctions.pdf21 The Monroe Doctrine L1240.pdf22 The Roosevelt Corollary L1280.pdf23 The USA Patriot Act and the Changes it Brought About.pdf **Recommended Protocols:** <https://www.facinghistory.org/resource-library/teaching-strategies> (Use the “Teacher Strategy Type” dropdown menu to select “Text Analysis” |
| **Text Specific and Text Dependent Questions** | 1. What evidence in the article is most likely to make a reader change their way of thinking about politics?
2. What kind of argument would this article best be fitted to support?
3. What other evidence would the author need to present to strengthen the claims made in the article?
4. What evidence can you find in the articles that these political events have had an impact on the way we live?
5. How could you use these documents to describe the impact of globalization on American foreign affairs?
6. How is the Monroe Doctrine still relevant today?
7. How does the Roosevelt Corollary relate to the modern doctrine of American preemption as practiced during the Bush administration?
8. How would you measure the success of the USA Patriot Act?
9. What evidence can you find in the articles that foreign policy has a direct relevance to the lives of American citizens?
10. What evidence can you find in the documents that supports or refutes the idea that domestic politics is shaped by international politics?
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| **Suggested Classroom Strategies**  | **Graffiti Boards (Appendix B, p.86):** Diplomacy, War, Non-Governmental Actors**Iceberg Diagrams (Appendix B, p.91):** Terrorism shapes American public policy…why? **Human Timeline (Appendix B, p.89):** The War on Terror**Character Charts (Appendix B, p.43):** Political and Cultural Figures of contemporary international affairs.**Café Conversations (Appendix B, p.39):** Political and Cultural Figures of contemporary international affairs. |
| **Assessment(s)** | *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.*How successful has the US been in its involvement in international affairs? Make sure to consider both historical and modern evidence to support your claim.**As you write, follow the directions below.*** Address all parts of the prompt.
* Include information and examples from your own knowledge of social studies.
* Use evidence from the sources to support your response.
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| **Standards** | CI.16, CI.17 |