

# Ledyard Public Schools

## Social Studies Curriculum

### Grade 9-12

### Elective: Current Issues

#### *I. Description and Purpose of the course*

Current Issues is an elective course in the social studies department open to grades 9-12.

*\*This course is purposefully designed to be fluid in nature, driven by current events and issues, therefore the units of study may not be taught in the order reflected in this curriculum. Additionally, the course is designed to be taught with a non-biased approach, facilitating collegial and respectful dialogue.*

In this course, students will investigate timely news events, some of which may be controversial, and trace their historical development within the various lenses of social studies (economics, geography, history, civics, and social sciences). Students will study the exercise of power in the production of news and information in the media and the impact of new media technologies and relations with audiences. Other topics include Global Trade, Immigration, Environmental Issues, and Terrorism and the role of journalism in society. This course will facilitate the use of primary and secondary materials to form opinions and propose solutions to problems as well as generate discussion, therefore students will be expected to express their opinions in a supportive and constructive way. Students will ultimately research and prepare a major oral presentation in which they trace the development of a current and/or controversial issue, identify problems within that issue, publish authentic writing connected to their issue, and take informed action towards changing that problem.

#### *II. Academic Expectations*

Social studies students are expected to consider and investigate issues through a variety of perspectives, while using evidence from multiple sources. Students will be expected to learn to seek out resources with credibility, summarize what they have read,

communicate conclusions that incorporate details with relevant information and data to answer research questions posed for each theme. Students will also be expected to publish at least one piece of authentic writing during the course. This will be graded by the cross curricular [Feature Article Rubric](#) utilized by Journalism course.

LPS Social Studies Curriculum Unit Planner	
Grade Level: 9-12 Vary	Unit One: Media Literacy and Journalism Timeline: Will
<b>Unit Overview and Objective:</b> In this unit, students will explore and evaluate the role of technology, media and advertising in contemporary society. Students will learn to detect bias in data, evaluate point of view, reasoning, and tone in media. Students will also identify methods used by journalists to minimize bias, learn about tracking topics and developing questions that identify problems within their chosen topic on which they will take action.	
<b>Theme(s):</b> <b>Science, Technology, and Society:</b> Analyze ways that advances in science and technology have influenced society and geopolitical events in the modern world. <b>Rights and Responsibilities:</b> Evaluate the obligations and responsibilities of citizens.	
<b>Essential/Compelling Questions</b>	<ol style="list-style-type: none"> <li>1. What is the role of media in contemporary affairs?</li> <li>2. How does one detect bias in media?</li> <li>3. What types of journalism are there and how are they tailored to the audience?</li> <li>4. Why is free and impartial journalism critical to a democracy?</li> </ol>
<b>Vocabulary</b> (Essential terms in bold)	Implicit bias, Explicit Bias, Confirmation Bias, Selective Attention Bias, <b>straight news, op-ed</b> , misinformation, <b>fake news</b> , media, social media, neutrality, objectivity, worldview, <b>independent verification</b> , identity
<b>Teacher Notes</b>	<p>In every unit, it is critical to engage each dimension of the instructional arc and provide students with opportunities to communicate what they learn in relation to what they wonder. While strategies/activities will vary among teachers, the essential elements of focused inquiry (questioning, researching, and communicating conclusions) should drive instructional planning. Use of provided focus questions, or the development of student generated inquiry, should be connected to essential questions in order to explore larger themes.</p> <p>It is equally important to consider this document as a “living document”. If the included assessment or activity <u>suggestions</u> do not meet the needs of the teacher’s classroom, the grade level teams should feel obliged to revise as necessary.</p>
Dimension 1: Developing Disciplinary Questions: Students are expected to look at an issue through a variety of perspectives using inquiry created by themselves and/or the teacher.	
<b>Priority Standards:</b> <b>This is an elective course that does not solely fit under a specific lens of social studies (Civics and Government; Modern World History; United States History) Therefore, the priority standards are in effect the supporting standards from one or more of the three lenses.</b>	

**Supporting Standards:**

**INQ 9-12.1** Explain how a question reflects an enduring issue in the field

**INQ 9-12.4** Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.

**INQ 9-12.5** Determine the kinds of sources that will be helpful in answering the essential and focusing questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.

**Key Strategies to address standard:**

-C.R.A.A.P. (Currency, Relevance, Authority, Accuracy, Purpose) source evaluation for founding documents

-Prediction of outcomes

-Brainstorm questions about individually chosen current issue topics to inform end of course action project.

-Peer Editing

-Reading skills: document analysis, citing textual evidence, reading for information

-Writing skills: persuasive writing, citation and analysis of diverse sources, integration and synthesis of information from multiple sources

-Collaboration in group activities, critical thinking and problem solving through sound reasoning.

**Focusing/Supporting Questions:**

1. What is the role of media in our society, and how do we become responsible consumers and producers of news and information in the digital age?

2. How can we be made aware of our own biases and use that knowledge to inform how we digest news and information?

3. In what ways has social media altered the way in which people consume news and information?

Dimension 2: Applying Disciplinary Concepts: Students are expected to find interconnected ways that mass media relates to culture, politics, economics, and society.

**Priority Standards:**

**This is an elective course that does not solely fit under a specific lens of social studies (Civics and Government; Modern World History; United States History) Therefore, the priority standards are in effect the supporting standards from one or more of the three lenses.**

**Supporting Standards:**

**HIST 9-12.11** Critique the usefulness of historical sources for a specific historical inquiry based on their maker, date, place of origin, intended audience, and purpose.

**HIST 9-12.13** Critique the appropriateness of the historical sources used in a secondary interpretation.

**HIST 9-12.17** Critique the central arguments in secondary works of history on related topics in multiple media in terms of their historical accuracy.

**CIV 9-12.13** Evaluate public policies in terms of intended and unintended outcomes, and related consequences

**CIV 9-12.14** Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.

[CCSS.ELA-Literacy.RH.9-10.1](#)

[CCSS.ELA-LITERACY.WHST.11-12.1.A](#)

[CCSS ELA-Literacy.WHST.9-10.7](#)

<p><b>Key Concepts/Content to be addressed:</b></p> <p>**Content can be used as a tool for addressing a particular line of inquiry (focus questions or essential questions or both). Depth of content depends on its relationship to the line of questioning established by the teacher and students</p>	<ul style="list-style-type: none"><li>-Old vs. New Media</li><li>-Journalistic objectivity</li><li>-Gotcha Journalism</li><li>-Forms of Bias</li><li>-Impact of Identity on Belief</li></ul>
<p>Instructional Activities and Skills (Suggested)</p> <p><b>**It is important to consider this document as a “living document”. If the included assessment or activity suggestions do not meet the needs of the teacher’s classroom, the grade level teams should feel obliged to revise as necessary.</b></p>	<ol style="list-style-type: none"><li>1. <a href="#">The Impact of Identity Lesson</a><ol style="list-style-type: none"><li>a. <a href="#">Inside Outside Identity Chart</a></li><li>b. <a href="#">How Identity Impacts our Beliefs</a></li></ol></li><li>2. <a href="#">Confirmation and other Biases Lesson</a><ol style="list-style-type: none"><li>a. <a href="#">Can You Solve This Confirmation Bias Video</a></li><li>b. <a href="#">Explore the Persistence of Misinformation</a></li><li>c. <a href="#">Experience Selective Attention Bias</a></li><li>d. <a href="#">Test Your Implicit Biases</a></li></ol></li><li>3. <a href="#">How Journalists Minimize Bias</a><ol style="list-style-type: none"><li>a. <a href="#">The Lunch Date</a></li><li>b. <a href="#">FOG Analysis</a></li></ol></li><li>4. <a href="#">Challenges of Social Media</a></li></ol>
<p>Formative Performance Tasks</p> <p><b>**It is important to consider this document as a “living document”. If the included assessment or activity suggestions do not meet the needs of the teacher’s classroom, the grade level teams should feel obliged to revise as necessary.</b></p>	<p>-Students draw conclusions from the following <a href="#">data set</a> to answer the question. “How does identity impact our beliefs?” Question is answered in a well developed paragraph and is graded by the “Taking a Position, Organization, and Supportive Evidence” portions of the <a href="#">Social Studies Rubric</a></p> <p>Students create a “Journalist/Media Consumer Code” which will lay out the key “Do’s and Don’ts” of good journalism and media consumption.</p> <p>-Students take several <a href="#">quizzes</a> on their implicit biases to show how identity impacts their beliefs and whether or not they have any implicit biases.</p>

Dimension 3: Using Evidence: Students are expected to use evidence from a wide variety of credible sources

Dimension 4: Communicating Conclusions: Students are expected to take informed action to communicate conclusions using relevant data and information to answer questions posed for each theme.

**Priority Standards:**

**This is an elective course that does not solely fit under a specific lens of social studies (Civics and Government; Modern World History; United States History) Therefore, the priority standards are in effect the supporting standards from one or more of the three lenses.**

**Supporting Standards:**

**INQ 9-12.6** - Gather information from relevant sources representing a wide range of view while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.

**INQ 9-12.7** Evaluate the credibility of a source by examining how experts value the sources.

**INQ 9-12.8** Identify evidence that draws information directly and substantially from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.

**INQ 9-12.9** Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.

**INQ 9-12.10** - Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.

**INQ 9-12.12** Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using digital technologies.

**INQ 9-12.13** Critique the use of claims and evidence in arguments and credibility

**INQ 9-12.16** Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.

[CCSS.ELA-Literacy.RH.11-12.1](#)

[CCSS.ELA-Literacy.WHST.11-12.1](#)

[CCSS.ELA-Literacy.WHST.11-12.7](#)

Summative Assessment/Extensions with evidence based claims

**\*\*It is important to consider this document as a "living document". If the included assessment or activity suggestions do not meet the needs of the teacher's classroom, the grade level teams should feel obliged to revise as necessary.**

1. Publication of authentic work with the student body as an audience. Assessed through use of the cross curricular [Feature Story Rubric](#).
2. The end of semester project contains elements that require students to apply their biases, and the challenges of utilizing different forms of media.

It is suggested that the students complete their projects utilizing the following steps.

- Identify a problem that they wish to work on. Discuss currency, and public interest of the problem as a class in order to focus.
- Conduct preliminary research in order to prove the problem is worthy of a semester long project using qualitative and quantitative data.
- Complete [Tracking Handouts](#) at regular intervals throughout the semester in order to broaden their research, develop questions, and begin to take action.
- Take specific informed action to address some aspect of the problem or issue they are working on.

	<ul style="list-style-type: none"><li>• Present their project to the class. Students will be assessed using the <a href="#">Presentation Rubric</a></li></ul>
Featured Sources	For all sources see links above for documents stored in LPS server or cloud storage.

## LPS Social Studies Curriculum Unit Planner

Grade Level: 9-12 Vary	Unit Two: Global Environmental Problems	Timeline: Will
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**Unit Overview and Objective:** In this unit, students will weigh the challenges and trade-offs involved in protecting the global environment. They will also understand the role of a variety of state, and non-state participants in addressing climate change. Students will also weigh the policy implications of humanity’s contributions to environmental problems. Students will finally work cooperatively to organize effective persuasive presentations that integrate the arguments and beliefs of several policy directions.

**Theme(s):**

**The Impact of Science and Technology on Society:** Analyze how society reacted to environmental challenges over the past century.

**The Impact of Geography on History:** Evaluate the decisions of people to use land, other resources, and the overall environment to meet human needs.

<b>Essential/Compelling Questions</b>	<ol style="list-style-type: none"> <li>1. How does a point of view on the environment translate into specific policy or recommendations for action to be taken by a government body?</li> <li>2. How do we balance the needs of a fragile ecosystem with the economic needs of society?</li> </ol>
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<b>Vocabulary (Essential terms in bold)</b>	<b>Economic development, emissions, fossil fuels, ecosystem, industrialization, persistent organic pollutant, ultraviolet radiation, pollutants, productivity, wetlands, industrialized countries,</b> conservation, <b>developing countries,</b> genetically modified food, resources, <b>oil revenues,</b> consumption, population growth, <b>renewable energy,</b> political clout, market, <b>smog, photovoltaic cells, ethanol, fuel efficiency standards,</b> livestock, international diplomacy, colonialism, political divisions, <b>sustainable development,</b> inexpensive labor, <b>emission rights, forest management,</b> international organizations, barrier to trade, international trade, foreign aid.
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<b>Teacher Notes</b>	<p>In every unit, it is critical to engage each dimension of the instructional arc and provide students with opportunities to communicate what they learn in relation to what they wonder. While strategies/activities will vary among teachers, the essential elements of focused inquiry (questioning, researching, and communicating conclusions) should drive instructional planning. Use of provided focus questions, or the development of student generated inquiry, should be connected to essential questions in order to explore larger civic themes.</p> <p>It is equally important to consider this document as a “living document”. If the included assessment or activity <u>suggestions</u> do not meet the needs of the teacher’s classroom, the grade level teams should feel obliged to revise as necessary.</p>
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Dimension 1: Developing Disciplinary Questions: Students are expected look at an issue through a variety of perspectives using inquiry created by themselves and/or the teacher.

**Priority Standards:**

**This is an elective course that does not solely fit under a specific lens of social studies (Civics and Government; Modern World History; United States History) Therefore, the priority standards are in effect the supporting standards from one or more of the three lenses.**

**Supporting Standards:**

**INQ 9-12.1** Explain how a question reflects an enduring issue in the field

**INQ 9-12.4** Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.

**INQ 9-12.5** Determine the kinds of sources that will be helpful in answering the essential and focusing questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.

[CCSS.ELA-Literacy.RH.9-10.1](#)

[CCSS.ELA-Literacy.W.9-10.7](#)

**Key Strategies to address standard:**

-Prediction of outcomes

-Brainstorm questions about individually chosen current issue topics to inform end of course action project.

-Reading skills: document analysis, citing textual evidence, reading for information

-Writing skills: persuasive writing, citation and analysis of diverse sources, integration and synthesis of information from multiple sources

-Collaboration in group activities, critical thinking and problem solving through sound reasoning

**Focusing/Supporting Questions:**

1. **What has caused climate change and what impact does it have?**
2. **What efforts have been made to address climate change?**
3. **What alternative energy sources have been utilized?**
4. **Why is climate change an international issue?**
5. **How do issues such as biodiversity, and deforestation impact global environmental issues?**

Dimension 2: Applying Disciplinary Concepts: Students are expected to find interconnected ways that environmental concerns interact with history, geography, and economic life.

**Priority Standards:**

**This is an elective course that does not solely fit under a specific lens of social studies (Civics and Government; Modern World History; United States History) Therefore, the priority standards are in effect the the supporting standards from one or more of the three lenses.**

**Supporting Standards:**

**GEO 9-12.2 Evaluate the impact of human activities on the environmental and cultural characteristics of the various places and regions in the United States.**

**GEO 9-12.4 Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.**

**CIV 9-12.13 Evaluate public policies in terms of intended and unintended outcomes, and related consequences**

**ECO 9-12.1 Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups.**

**CIV 9-12.9 Use appropriate deliberative processes in multiple settings.**

[CCSS.ELA-Literacy.RH.9-10.2](#)

[CCSS.ELA-Literacy.RH.9-10.1](#)

[CCSS.ELA-Literacy.RH.9-10.4](#)

[CCSS.ELA-Literacy.WHST.9-10.1](#)

<p>Key Concepts/Content to be addressed:</p> <p><b>**Content can be used as a tool for addressing a particular line of inquiry (focus questions or essential questions or both). Depth of content depends on its relationship to the line of questioning established by the teacher and students</b></p>	<ul style="list-style-type: none"><li>-The Carbon Cycle, climate change, ozone depletion, acid rain, water pollution, deforestation, desertification, the decline in biodiversity</li><li>-Industrialized/Less developed nations and regions</li><li>-The role of countries and international organizations in global environmental problems</li><li>-Environmental challenges and the economy</li></ul>
<p>Instructional Activities and Skills</p> <p>(Suggested)</p>	<ol style="list-style-type: none"><li>1. <a href="#">Exploring the Amazon using Google Earth Lesson</a><ol style="list-style-type: none"><li>a. <a href="#">Exploring the Amazon Activity</a></li></ol></li><li>2. <a href="#">Global Environmental Problems in the International Arena Lesson Plan</a></li><li>3. <a href="#">Global Problems and Local Concerns Lesson Plan</a><ol style="list-style-type: none"><li>a. <a href="#">Global Problems and Local Concerns Activity</a></li></ol></li><li>4. <a href="#">Understanding the Carbon Cycle Lesson Plan</a><ol style="list-style-type: none"><li>a. <a href="#">Understanding the Carbon Cycle Handouts</a></li><li>b. <a href="#">Understanding the Carbon Cycle: Estimating Your Emissions Activity</a></li></ol></li><li>5. Publication of authentic work with the student body as an audience. Assessed through use of the cross curricular <a href="#">Feature Story Rubric</a>.</li></ol>
<p>Formative Performance Tasks</p> <p><b>**It is important to consider this document as a “living document”. If the included assessment or activity suggestions do not meet the needs of the teacher’s classroom, the grade level teams should feel obliged to revise as necessary.</b></p>	<p>See performance tasks contained in lessons linked under “Instructional Activities and Skills”</p>

Dimension 3: Using Evidence: Students are expected to use evidence from a wide variety of credible sources

Dimension 4: Communicating Conclusions: Students are expected to take informed action to communicate conclusions using relevant data and information to answer questions posed for each theme.

**Priority Standards:**

**This is an elective course that does not solely fit under a specific lens of social studies (Civics and Government; Modern World History; United States History) Therefore, the priority standards are in effect the supporting standards from one or more of the three lenses.**

**Supporting Standards:**

**INQ 9-12.6** - Gather information from relevant sources representing a wide range of view while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.

**INQ 9-12.10** - Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.

**INQ 9-12.13** Critique the use of claims and evidence in arguments for credibility

[CCSS.ELA-Literacy.RH.9-10.1](#)

[CCSS.ELA-Literacy.WHST.9-10.1](#)

<p>Summative Assessment/Extensions with evidence based claims</p> <p><b>**It is important to consider this document as a "living document". If the included assessment or activity suggestions do not meet the needs of the teacher's classroom, the grade level teams should feel obliged to revise as necessary.</b></p>	<p>Students will work cooperatively and analyze the issues that frame the debate on U.S. policy on the global environment. This will be accomplished through <a href="#">preparing for</a>, and <a href="#">debating</a> what the future of U.S. policy should be on the global environment. This assessment is graded by the <a href="#">deliberative dialog rubric</a>.</p> <p><a href="#">Options in Brief</a></p> <p><a href="#">Option 1: Put the Economy First</a></p> <p><a href="#">Option 2: Take the Lead in the Green Economy</a></p> <p><a href="#">Option 3: Promote Sustainable Development</a></p> <p><a href="#">Option 4: Protect Mother Earth</a></p> <p><a href="#">Presenting your Option and Expressing Key Values</a></p> <p><a href="#">Presidential Advisory Panel Members</a></p> <p><a href="#">Presidential Advisory Panel Members Evaluation Form</a></p> <p><a href="#">Looking Into the Future</a> where students prepare their own personal <a href="#">Option 5</a> based on their own personal beliefs.</p>
<p>Featured Sources</p>	<p>For all sources see links above for documents stored in LPS server or cloud storage.</p>

## LPS Social Studies Curriculum Unit Planner

Grade Level: 9-12

Unit Three: International Trade in a Globalized World

Timeline: Will Vary

**Unit Overview and Objective:** In this unit students will analyze and determine how the growth of trade blocs around the world impact the United States. Additionally, students will determine if international trade serves as a force for global cooperation or will economic disputes contribute to deepening tensions?

**Theme(s):**

Political and Economic Systems: Examine issues related to international cooperation and globalization.

Power Authority and Governance: Examine the relationships between nations, and between national and international organizations.

Globalization and Economic Interdependence: Analyze how changes in transportation and information and communication technologies have affected U.S. trade, investment, and financial dealings in the global economy. Analyze the causes and effects of global economic and financial crises.

**Essential/Compelling Questions**

1. How should the United States adapt to the changing globalized world?
2. Will international trade serve as a force for global cooperation or will economic disputes contribute to existing tension?

**Vocabulary  
(Essential terms in bold)**

Globalization, Sovereignty, Free Trade, Trade Barriers, Protectionism, Non-Government Organizations, economic downturn, banking system, Great Depression, comparative advantage, exports, tariffs, subsidies, import quotas, infant industries, stock market, international institutions, liberalization, migration, refugees, trade deficits, bilateral, multilateral, intellectual property rights.

**Teacher Notes**

In every unit, it is critical to engage each dimension of the instructional arc and provide students with opportunities to communicate what they learn in relation to what they wonder. While strategies/activities will vary among teachers, the essential elements of focused inquiry (questioning, researching, and communicating conclusions) should drive instructional planning. Use of provided focus questions, or the development of student generated inquiry, should be connected to essential questions in order to explore larger civic themes.

It is equally important to consider this document as a “living document”. If the included assessment or activity suggestions do not meet the needs of the teacher’s classroom, the grade level teams should feel obliged to revise as necessary.

Dimension 1: Developing Disciplinary Questions: Students are expected look at an issue through a variety of perspectives using inquiry created by themselves and/or the teacher.

**Priority Standards:**

**This is an elective course that does not solely fit under a specific lens of social studies (Civics and Government; Modern World History; United States History) Therefore, the priority standards are in effect the supporting standards from one or more of the three lenses.**

**Supporting Standards:**

**INQ 9-12.5** Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.

**INQ 9-12.1** Explain how a question reflects an enduring issue in the field

[CCSS.ELA-Literacy.W.9-10.7](#)

**Key Strategies to address standard:**

- Brainstorm questions about individually chosen current issue topics to inform end of course action project.
- Peer Editing
- Reading skills: document analysis, citing textual evidence, reading for information
- Writing skills: persuasive writing, citation and analysis of diverse sources, integration and synthesis of information from multiple sources
- Collaboration in group activities, critical thinking and problem solving through sound reasoning.

**Focusing/Supporting Questions:**

- How will the growth of trade blocs around the world impact the United States?
- Should national security continue to be a military issue, or should economic matters play a larger role?
- Should the world focus more on protecting the environment or human rights when discussing trade?
- How do we balance the needs of an economy in a country with the global marketplace?
- How will the growth of new trade blocs in the Pacific Rim impact the United States?
- Will emerging economic powers build up their military strength to support expanding economies?

Dimension 2: Applying Disciplinary Concepts: Students are expected to find interconnected ways that civics interact with history, geography, and economic life to explain the processes, rules, laws, virtues, and institutions that make up civic life in the US.

**Priority Standards:**

**This is an elective course that does not solely fit under a specific lens of social studies (Civics and Government; Modern World History; United States History) Therefore, the priority standards are in effect the supporting standards from one or more of the three lenses.**

**Supporting Standards:**

**ECO 9-12.3** Explain how advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.

**ECO 9-12.4** Analyze the role of comparative advantage in international trade of goods and services.

**ECO 9-12.5** Explain how current globalization trends and policies affect economic growth, labor markets, rights of citizens, the environment, and resource and income distribution in different nations.

**HIST 9-12.1** Analyze how historical contexts shaped and continue to shape people's perspectives.

[CCSS.ELA-Literacy.W.9-10.7](#)

[CCSS.ELA-Literacy.W.9-10.8](#)

[CCSS.ELA-Literacy.RH.9-10.1](#)

<a href="#">CCSS.ELA-Literacy.RH.9-10.2</a> <a href="#">CCSS.ELA-Literacy.RH.9-10.4</a>	
<p>Key Concepts/Content to be addressed:</p> <p><b>**Content can be used as a tool for addressing a particular line of inquiry (focus questions or essential questions or both). Depth of content depends on its relationship to the line of questioning established by the teacher and students.</b></p>	<ul style="list-style-type: none"> <li>-Growth of foreign trade in the 20th century.</li> <li>-International trade groups. (WTO, EU, NAFTA/USMCA)</li> <li>-Role of government on military/trade balance.</li> <li>-International relations between developed and developing countries</li> </ul>
<p>Instructional Activities and Skills</p> <p>(Suggested)</p> <p><b>**It is important to consider this document as a “living document”. If the included assessment or activity suggestions do not meet the needs of the teacher’s classroom, the grade level teams should feel obliged to revise as necessary.</b></p>	<ol style="list-style-type: none"> <li>1. <a href="#">Introduction to U.S. Trade Lesson Plan</a> <ol style="list-style-type: none"> <li>a. <a href="#">Intro to U.S. Trade "Quiz"</a></li> <li>b. <a href="#">Intro to U.S. Trade Apparel Data Activity</a></li> </ol> </li> <li>2. <a href="#">Why Nations Trade Lesson Plan</a> <ol style="list-style-type: none"> <li>a. <a href="#">Why Nations Trade Activity "Compton and Warwick"</a></li> </ol> </li> <li>3. <a href="#">-Evaluating the Impact of Economic Change Lesson</a> <ol style="list-style-type: none"> <li>a. <a href="#">Fictional Profiles</a></li> <li>b. <a href="#">The Global Economic Future</a></li> </ol> </li> <li>4. <a href="#">Analyzing Trade Statistics Lesson Plan</a> <ol style="list-style-type: none"> <li>a. <a href="#">Trade Statistics</a></li> </ol> </li> <li>5. Publication of authentic work with the student body as an audience. Assessed through use of the cross curricular <a href="#">Feature Story Rubric</a>.</li> </ol>
<p>Formative Performance Tasks</p> <p><b>**It is important to consider this document as a “living document”. If the included assessment or activity suggestions do not meet the needs of the teacher’s classroom, the grade level teams should feel obliged to revise as necessary.</b></p>	<p>See performance tasks contained in lessons linked under “Instructional Activities and Skills”</p>
<p>Dimension 3: Using Evidence: Students are expected to use evidence from a wide variety of credible sources</p> <p>Dimension 4: Communicating Conclusions: Students are expected to take informed action to communicate conclusions using relevant data and information to answer questions posed for each theme.</p>	
<p><b><u>Priority Standards:</u></b></p>	

**This is an elective course that does not solely fit under a specific lens of social studies (Civics and Government; Modern World History; United States History) Therefore, the priority standards are in effect the the supporting standards from one or more of the three lenses.**

**Supporting Standards:**

**CIV 9–12.9 Use appropriate deliberative processes in multiple settings.**

**INQ 9-12.6** - Gather information from relevant sources representing a wide range of view while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.

**INQ 9-12.10** - Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.

**INQ 9-12.13** Critique the use of claims and evidence in arguments for credibility

[CCSS.ELA-Literacy.RH.9-10.1](#)

[CCSS.ELA-Literacy.WHST.9-10.1](#)

[CCSS.ELA-Literacy.RH.9-10.4](#)

[CCSS.ELA-Literacy.W.9-10.1](#)

<p>Summative Assessment/Extensions with evidence based claims</p> <p><b>**It is important to consider this document as a "living document". If the included assessment or activity <u>suggestions</u> do not meet the needs of the teacher's classroom, the grade level teams should feel obliged to revise as necessary.</b></p>	<p>Students will work cooperatively and analyze the issues that frame the debate on U.S. policy on global trade. This will be accomplished through <a href="#">preparing for</a>, and <a href="#">debating</a> what the future of U.S. policy should be on global trade. This assessment is graded by the <a href="#">deliberative dialog rubric</a>.</p> <p>-Cartoons or posters in advocacy of their plans.</p> <p>-"Your Option 5" Where students craft their own plan and apply it to a list of scenarios after the deliberation.</p>
<p>Featured Sources</p>	<p>For all sources see links above for documents stored in LPS server or cloud storage.</p>

## LPS Social Studies Curriculum Unit Planner

Grade Level:9-12

Unit Four: U.S. Immigration Policy

Timeline: Will Vary

**Unit Overview and Objective:** In this unit students will determine how well do the “melting pot” and “salad bowl” metaphors describe U.S. society currently and throughout history.

**Theme(s):**

Power, Authority, and Governance: Examine the relationships between nations and between national and international organizations.

Nationalism and Sovereignty: Analyze the struggle between sovereignty and hegemony among peoples and nations.

The Impact of Geography on History: Analyze the movement and settlement patterns of people who immigrated to the United States or migrated within their country.

<b>Essential/Compelling Questions</b>	<ol style="list-style-type: none"> <li>1. What should the future of immigration policy entail for the United States?</li> <li>2. How do different immigration policies affect immigrants, native born citizens, the economy, politics, and foreign relations?</li> </ol>
<b>Vocabulary (Essential terms in bold)</b>	Immigration, deportations, ethnic background, emigrate, prejudice, nationalism, nationality, quota, undocumented, backlogged, refugees, asylum seekers, visa, green card, naturalization, amnesty, lawful permanent resident, human rights, low-wage labor, tax base, employment ladder, social services, welfare, border control, seasonal migration, racial profiling, international points/ports of entry. jurisdiction.
<b>Teacher Notes</b>	<p>In every unit, it is critical to engage each dimension of the instructional arc and provide students with opportunities to communicate what they learn in relation to what they wonder. While strategies/activities will vary among teachers, the essential elements of focused inquiry (questioning, researching, and communicating conclusions) should drive instructional planning. Use of provided focus questions, or the development of student generated inquiry, should be connected to essential questions in order to explore larger civic themes.</p> <p>It is equally important to consider this document as a “living document”. If the included assessment or activity <u>suggestions</u> do not meet the needs of the teacher’s classroom, the grade level teams should feel obliged to revise as necessary.</p>

Dimension 1: Developing Disciplinary Questions: Students are expected look at an issue through a variety of perspectives using inquiry created by themselves and/or the teacher.

**Priority Standards:**

**This is an elective course that does not solely fit under a specific lens of social studies (Civics and Government; Modern World History; United States History) Therefore, the priority standards are in effect the the supporting standards from one or more of the three lenses.**

**Supporting Standards:**

**INQ 9-12.3** Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.

**INQ 9-12.5** Determine the types of sources that will be helpful in answering compelling and supporting questions, taking into consideration types of sources available, multiple viewpoints, and the potential uses of sources.

**Key Strategies to address standard:**

- Reading skills: document analysis, citing textual evidence, reading for information
- Brainstorming initial responses to focus/supporting questions.
- C.R.A.A.P. (Currency, Relevance, Authority, Accuracy, Purpose) source evaluation for founding documents
- Prediction of outcomes
- Writing skills: persuasive writing, citation and analysis of diverse sources, integration and synthesis of information from multiple sources
- Collaboration in group activities, critical thinking and problem solving through sound reasoning.

**Focusing/Supporting Questions:**

- What are the key differences and similarities between the “melting pot” and “salad bowl” metaphors in describing U.S. society?
- How have immigrant communities contributed to the United States?
- What factors led to the creation of American Immigration policy in the past?
- Should the reason people immigrate or where they immigrate from impact American policy?
- To what extent has xenophobia factored in to decisions on immigration policy?
- Who is an American?

Dimension 2: Applying Disciplinary Concepts: Students are expected to find interconnected ways that civics interact with history, geography, and economic life to explain the processes, rules, laws, virtues, and institutions that make up civic life in the US.

**Priority Standards:**

**This is an elective course that does not solely fit under a specific lens of social studies (Civics and Government; Modern World History; United States History) Therefore, the priority standards are in effect the the supporting standards from one or more of the three lenses.**

**Supporting Standards:**

**HIST 9–12.4 Analyze how historical contexts shaped and continue to shape people’s perspectives. (e.g., immigration, labor, the role of women)**

GEO 9–12.3 Evaluate the impact of economic activities, political decisions, cultural practices, and climate variability on human migration, resource use, and settlement patterns.

GEO 9–12.4 Evaluate how globalization, competition for scarce resources, and human migration contribute to conflict and cooperation within and among countries.

GEO 9–12.5 Analyze the reciprocal nature of how historical events and the spatial diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population.

[CCSS.ELA-Literacy.W.9-10.1](#)

[CCSS.ELA-Literacy.RH.9-10.2](#)

[CCSS.ELA-Literacy.RH.9-10.1](#)

Key Concepts/Content to be addressed:	<ul style="list-style-type: none"> <li>Impact of the Cold War on migration.</li> <li>Constitutional Rights of Citizens, Lawful Residents, Undocumented Immigrants.</li> <li>Diplomatic relations between countries where immigration and emigration is high.</li> <li>Impact of refugees on immigration policy.</li> </ul>
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	State sovereignty vs international law.
Instructional Strategies and Skills (Suggested)	<ul style="list-style-type: none"> <li>-Reading skills: document analysis, citing textual evidence, reading for information</li> <li>-Working collaboratively and sharing conclusions regarding “Data Analysis: Immigration to the United States” activity.</li> <li>-Making personal and individual connections at the conclusion of the “Immigration Profiles Activity” <a href="#">Refugee Crisis Lesson 2015</a></li> <li>-Publication of authentic work with the student body as an audience. Assessed through use of the cross curricular <a href="#">Feature Story Rubric</a>.</li> </ul>
Formative Performance Tasks <b>**It is important to consider this document as a “living document”. If the included assessment or activity suggestions do not meet the needs of the teacher’s classroom, the grade level teams should feel obliged to revise as necessary.</b>	<ul style="list-style-type: none"> <li>-”Data Analysis: Immigration to the United States”</li> <li>- Document Analysis of “Excerpt from the Investigations of the Immigration (Dillingham) Commission 1911”</li> <li>- Making connections between tone and language of a document, to the historical content.</li> <li>-Sharing Conclusions regarding “Immigration Profiles” Activity</li> <li>-”Presentations/Discussion questions of how immigration data may change if undocumented immigrants were included.</li> <li>-Expansion of the data past the year 2000</li> <li>-Presentation/Discussion questions to connect Dillingham Commission to the current Immigration Debate</li> <li>-Presentation/Discussion questions of “Immigration Profiles” information.</li> </ul>
<p>Dimension 3: Using Evidence: Students are expected to use evidence from a wide variety of credible sources</p> <p>Dimension 4: Communicating Conclusions: Students are expected to take informed action to communicate conclusions using relevant data and information to answer questions posed for each theme.</p>	
<p><b><u>Priority Standards:</u></b></p> <p><b>This is an elective course that does not solely fit under a specific lens of social studies (Civics and Government; Modern World History; United States History) Therefore, the priority standards are in effect the the supporting standards from one or more of the three lenses.</b></p> <p><b><u>Supporting Standards:</u></b></p> <p><b>INQ 9-12.6</b> Gather relevant information from multiple sources representing a wide range of views.</p> <p><b>INQ 9-12.10</b> Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weakness.</p> <p><b>INQ 9-12.12</b> Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom.</p> <p><a href="#">CCSS.ELA-Literacy.RH.9-10.1</a></p> <p><a href="#">CCSS.ELA-Literacy.RH.9-10.4</a></p>	
	<a href="#">Immigration Policy Deliberation Activity</a>

<p>Summative Assessment/Extensions with evidence based claims</p> <p><b>**It is important to consider this document as a “living document”. If the included assessment or activity <u>suggestions</u> do not meet the needs of the teacher’s classroom, the grade level teams should feel obliged to revise as necessary.</b></p>	<p>Students will work cooperatively and analyze the issues that frame the debate on U.S. policy on immigration. This will be accomplished through a role playing activity where groups have to advocate for the United States to adopt their plan. This assessment is graded by the <a href="#">deliberative dialog rubric</a>.</p> <p>-Cartoons or posters in advocacy of their plans.</p> <p>-“Your Option 5” Where students craft their own plan and apply it to a list of scenarios after the deliberation.</p>
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