

CARLISLE AREA SCHOOL DISTRICT

Carlisle, PA 17013

CRITICAL ISSUES IN CONTEMPORARY AMERICA

GRADE 11 and 12

Date of Board Approval: February 21, 2013

CARLISLE AREA SCHOOL DISTRICT

PLANNED INSTRUCTION COVER PAGE

TITLE OF COURSE: Critical Issues in Contemporary America

SUBJECT: Social Studies

GRADE LEVEL: 11 and 12

COURSE LENGTH: Semester (18 weeks)

DURATION: 50 minutes/day

FREQUENCY: 5 times/week

PREREQUISITES: U.S. History II; World History

CREDIT: ½ credit

LEVEL: N/A

Course Description/Objectives:

This semester-long course is paired with the *Law* course and is considered an elective for juniors and seniors. As citizens of a democratic nation, students will be asked to pass judgment on many issues that confront them throughout their lives, now and as adults. It is essential that they develop the skills and knowledge-base that will help them better assess the impact of these issues on our nation. Students need to learn to make responsible decisions and to exercise the freedom of thought and choice based on examination of evidence and conflicting viewpoints. They must be able to identify and evaluate relevant information and develop the skills of critical analysis and independent judgment. The fundamental tools of issues analysis will be presented, and those tools will be applied to a wide range of critical issues that our nation faces today. The analyses will include an exploration into the history of an issue, key elements of that issue as it exists today, and a critical examination of the many viewpoints that surround the issue.

Major Text(s)/Resources: None

Curriculum Writing Committee: Wayne Winters

COURSE TIME LINE

Unit 1: Critical Thinking/Reading/Writing	2 weeks
Unit 2: The Constitution <ul style="list-style-type: none">• Fundamental Principles and Structure	1 week
Unit 3: Economic Policy <ul style="list-style-type: none">• Goals of economic policy• Fiscal policy: Issues of taxation• Monetary policy	3 weeks
Unit 4: Global Warming <ul style="list-style-type: none">• Causes & Controversy• Kyoto Protocol	3 weeks
Unit 5: Civil Rights <ul style="list-style-type: none">• Post Civil War roots• African American civil rights• Women's rights• Gay rights	3 weeks
Unit 6: First Amendment <ul style="list-style-type: none">• Free speech/press• Religion	3 weeks
Unit 7: Privacy <ul style="list-style-type: none">• Bodily privacy• Behavioral privacy• Communication privacy• Data privacy	3 weeks
TOTAL:	18 weeks

KNOW, UNDERSTAND, DO

COURSE: Critical Issues in Contemporary America

TIME FRAME: 2 weeks

UNIT # 1: Critical Thinking/Reading/Writing

GRADE: 11 and 12

STANDARDS:

PA Common Core Standards:

Reading Standards for Literacy in History/Social Studies, Grades 11-12:

- CC.8.5.11-12.A, B • Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- CC.8.5.11-12.F • Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
- Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
- CC.8.5.11-12.H, I • Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Writing Standards for Literacy in History/Social Studies, Grades 11-12:

- CC.8.6.11-12.A, B • Write arguments focused on *discipline-specific content*.
- Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
- CC.8.6.11-12.C, E • Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- CC.8.6.11-12.H • Use evidence from informational texts to support analysis, reflection, and research.

PA Academic Standards:

- 1.2.12.A • Evaluate and critique text organization and content to determine the author's purpose and effectiveness according to the author's theses, accuracy, thoroughness, logic, and reasoning.
- 1.2.12.B • Distinguish among facts and opinions, evidence, and inference across a variety of texts by using complete and accurate information, coherent arguments and points of view.
- 1.4.12.C • Write persuasive pieces.
- 1.5.12.A • Write with clear focus, identifying topic, task and audience.
- 1.5.12.B • Develop content appropriate for the topic.

KNOW, UNDERSTAND, DO

COURSE: Critical Issues in Contemporary America

TIME FRAME: 2 weeks

UNIT # 1: Critical Thinking/Reading/Writing

GRADE: 11 and 12

UNDERSTANDINGS

Few issues have an absolute right or wrong answer, but all issues have consequences when implemented as policy. A critical analysis of those issues and their likely consequences is paramount to effective participatory citizenship. That analysis entails an evaluation of the reliability and credibility of authors and sources, and an ability to write persuasively so as to help shape policy directly or indirectly.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

Read, analyze, and assess an article with a specific point of view on a current issue.

KNOW

- Identify the four elements of critical analysis. Apply those four elements to an independent analysis of a reading on a critical issue.
- Describe the five criteria for evaluating sources.
- List the elements of effective surveys.
- Explain the differences between different numerical data as presented in critical issues.
- Describe how charts and graphs can be misleading.
- Distinguish between cause and correlation when assessing data.

DO

- Write a written analysis of a document using the five criteria for evaluating sources.
- From a list of correlation statements, identify other possible “causes.”
- Using a newspaper or news magazine, copy and paste charts or graphs that are misleading and explain why they are misleading.
- Write an opinion essay properly using the techniques of “misleading argumentation.”
- Apply five criteria for evaluating sources to an independent evaluation of a reading on a critical issue.

KNOW, UNDERSTAND, DO

COURSE: Critical Issues in Contemporary America

TIME FRAME: 1 week

UNIT # 2: The Constitution

GRADE: 11 and 12

STANDARDS:

PA Common Core Standards:

Reading Standards for Literacy in History/Social Studies, Grades 11-12:

- CC.8.5.11-12.A, B • Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- CC.8.5.11-12.F • Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- CC.8.5.11-12.H, I • Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
- CC.8.5.11-12.H, I • Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
- CC.8.5.11-12.H, I • Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Writing Standards for Literacy in History/Social Studies, Grades 11-12:

- CC.8.6.11-12.A, B • Write arguments focused on *discipline-specific content*.
- CC.8.6.11-12.A, B • Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
- CC.8.6.11-12.C, E • Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CC.8.6.11-12.C, E • Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- CC.8.6.11-12.H • Use evidence from informational texts to support analysis, reflection, and research.

PA Academic Standards:

- 5.1.12.A • Analyze the sources, purposes and functions of law and how the rule of law protects individual rights and promotes the common good.
- 5.1.12.C • Evaluate the applications of the principles and ideals of contemporary civic life.
- 5.1.12.E • Analyze and assess the rights of the people as listed in the PA Constitution and the Constitution of the United States.
- 5.2.12.B • Examine the causes of conflicts in society and evaluate techniques to address those conflicts.
- 5.3.12.F • Analyze landmark U.S. Supreme Court interpretations of the Constitution and its Amendments.

KNOW, UNDERSTAND, DO

COURSE: Critical Issues in Contemporary America

TIME FRAME: 1 week

UNIT # 2: The Constitution

GRADE: 11 and 12

UNDERSTANDINGS

Most critical issues are played out in the public policy arenas of the courts and legislatures of state and national governments. A brief overview of the principles and practices underlying those institutions is an essential starting point to understanding of those issues as policy. A brief study of the U.S. Constitution, Bill of Rights, and 14th Amendment will provide that foundation.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

Given a set of current issues, identify and explain the Constitutional concepts and rights from the Bill of Rights that apply.

KNOW

- Identify the goals of government as embodied in The Preamble to the Constitution.
- Explain how those goals may be manifested in the critical issues of the day.
- List the seven underlying principles of the Constitution.
- Identify the ways in which those principles are revealed in the structure of the government as outlined in the Constitution.
- Examine how select issues are interpreted through the structure/principles of government as outlined in the Constitution.
- Identify and summarize landmark Supreme Court cases that have created precedent-setting rulings that underlie critical issues.

DO

- Find a news article and explain how it illustrates one of the goals of the Preamble.
- Using the interactive Constitution from the National Constitution Center, complete a graphic organizer that presents a summary of critical issues, the section of the Constitution that addresses those issues, and a brief explanation of how it does that.
- Using the Landmark Supreme Court Cases website, outline the basic facts of specific cases, and applying the guiding precedent to a new case. Write an “opinion” on the new case.
- Create a Spider Map graphic organizer for “checks and balances” of the three branches.
- Write an essay explaining the difference between a civil liberty and a civil right. Cite courts cases to illustrate that difference.

KNOW, UNDERSTAND, DO

COURSE: Critical Issues in Contemporary America

TIME FRAME: 3 weeks

UNIT # 3: Economic Policy

GRADE: 11 and 12

STANDARDS:

PA Common Core Standards:

Reading Standards for Literacy in History/Social Studies, Grades 11-12:

- CC.8.5.11-12.A, B • Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- CC.8.5.11-12.F • Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
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Writing Standards for Literacy in History/Social Studies, Grades 11-12:

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- CC.8.6.11-12.C, E • Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CC.8.6.11-12.C, E • Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- CC.8.6.11-12.H • Use evidence from informational texts to support analysis, reflection, and research.

PA Academic Standards:

- 6.2.12.E • Evaluate the health of an economy (local, regional, national, global) using economic indicators.
- 6.3.12.A • Evaluate the costs and benefits of government decisions to provide public goods and services.
- 6.3.12.B • Assess the government's role in regulating and stabilizing the state and national economy.
- 6.3.12.C • Evaluate the social, political, and economic costs/benefits of potential changes to taxation policies.
- 6.5.12.H • Evaluate benefits and costs of changes in interest rates for individuals and society.
- 5.3.12.I • Evaluate tax policies of various states and countries.

KNOW, UNDERSTAND, DO

COURSE: Critical Issues in Contemporary America

TIME FRAME: 3 weeks

UNIT # 3: Economic Policy

GRADE: 11 and 12

UNDERSTANDINGS

Little happens in a society that isn't impacted by money. Similarly, the government's role in setting economic policy pervades nearly all aspects of our lives. Informed citizenship demands an understanding of the tolls and mechanisms of fiscal and monetary policy and the impact of those on everyday life.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

Identify and explain the four goals of a government's economic policy. Apply fiscal and monetary policy to the attainment of those goals.

KNOW

- Explain the Constitutional basis for governmental economic/social policy.
- Describe the goals of government policy.
- Distinguish from among the three ways of implementing policy.
- Identify characteristics and categories of taxes.
- Compare state and federal taxation.
- Explore how social policy is reflected through tax policy.
- Describe the different spending categories.
- Discuss the role of the Federal government in setting monetary policy.
- Identify the tools used by the Federal government to set monetary policy.
- Assess the impact of government regulatory policy on society.

DO

- List 10 activities students do during the day. For each activity, list two ways the government may be involved in that activity.
- From a list of taxes, categorize them as proportional, progressive and regressive.
- Using the IRS educational tax site, work through the tax tutorial and complete the tax simulations.
- Given a tax case study, complete a 1040A tax form.
- Using the Nation Budget Simulation site, develop a budget that reduces the deficit from 5-15%. List the areas of spending and taxation adjusted, and defend them based on the Horizontal and Vertical Equity concepts as well as the Ability to Pay/Benefits Received concept.

KNOW, UNDERSTAND, DO

COURSE: Critical Issues in Contemporary America

TIME FRAME: 3 weeks

UNIT # 4: Global Warming

GRADE: 11 and 12

STANDARDS:

PA Common Core Standards:

Reading Standards for Literacy in History/Social Studies, Grades 11-12:

- CC.8.5.11-12.A, B • Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- CC.8.5.11-12.F • Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- CC.8.5.11-12.H, I • Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
- CC.8.5.11-12.H, I • Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
- CC.8.5.11-12.H, I • Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Writing Standards for Literacy in History/Social Studies, Grades 11-12:

- CC.8.6.11-12.A, B • Write arguments focused on *discipline-specific content*.
- CC.8.6.11-12.A, B • Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
- CC.8.6.11-12.C, E • Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CC.8.6.11-12.C, E • Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- CC.8.6.11-12.H • Use evidence from informational texts to support analysis, reflection, and research.

PA Academic Standards:

- 7.2.12.A • Analyze the physical characteristics of places and regions including the inter-relationships among the components of the Earth's physical systems.
- 7.4.12.A • Analyze the global effects of changes in the physical systems.
- 7.4.12.B • Analyze the global effects of human activity on the physical systems.

KNOW, UNDERSTAND, DO

COURSE: Critical Issues in Contemporary America

TIME FRAME: 3 weeks

UNIT # 4: Global Warming

GRADE: 11 and 12

UNDERSTANDINGS

Few issues have such potentially catastrophic consequences as “global warming,” so it is essential that students begin to understand the issues underlying the theory, the points of agreement and disagreement, and the worldwide plan to address this problem through the Kyoto Protocol.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

Create a pamphlet that promotes variety of methods for reducing ones carbon footprint.

KNOW

- List the three main gases that contribute to global warming.
- Explain the greenhouse effect as it applies to global warming. Distinguish it from the real greenhouse effect.
- Describe the evidence scientists cite that leads them to conclude the earth is warming.
- Differentiate between anthropogenic and natural causes of global warming, and assess the impact of each on the global warming theory.
- Outline the main points of the Kyoto Protocol.
- Assess the guiding principle of “common but differentiated responsibilities.”

DO

- After viewing Albert Gore’s *An Inconvenient Truth*, create a graphic organizer that depicts the evidence of global warming as compelling, minor, or trivial.
- Using handouts of slides that criticize AIT, write a brief statement on whether or not the point represents a major or minor challenge to the global warming theory.
- Read the IPCC report. Create an outline of key points and supporting data.
- Write a letter to PA senators stating whether or not they should support the Kyoto Protocol.
- Using a web-based “carbon calculator,” identify 10 things a person can do to reduce CO₂ emissions.
- Create a series-of-events chain that depicts an ecosystem inter-relationship as it is impacted by global warming.

KNOW, UNDERSTAND, DO

COURSE: Critical Issues in Contemporary America

TIME FRAME: 3 weeks

UNIT # 5: Civil Rights

GRADE: 11 and 12

STANDARDS:

PA Common Core Standards:

Reading Standards for Literacy in History/Social Studies, Grades 11-12:

- CC.8.5.11-12.A, B • Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- CC.8.5.11-12.F • Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
- Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
- CC.8.5.11-12.H, I • Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Writing Standards for Literacy in History/Social Studies, Grades 11-12:

- CC.8.6.11-12.A, B • Write arguments focused on *discipline-specific content*.
- Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
- CC.8.6.11-12.C, E • Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- CC.8.6.11-12.H • Use evidence from informational texts to support analysis, reflection, and research.

PA Academic Standards:

- 5.1.12.A • Analyze the sources, purposes, functions of law, and how the rule of law protects individual rights and promotes the common good.
- 5.1.12.C • Evaluate the applications of the principles and ideals of contemporary civic life.
- 5.1.12.E • Analyze and assess the rights of the people as listed in the PA Constitution and the Constitution of the United States.
- 5.2.12.B • Examine the causes of conflicts in society and evaluate techniques to address those conflicts
- 5.3.12.F • Analyze landmark U.S. Supreme Court interpretations of the Constitution and its Amendments

KNOW, UNDERSTAND, DO

COURSE: Critical Issues in Contemporary America

TIME FRAME: 3 weeks

UNIT # 5: Civil Rights

GRADE: 11 and 12

UNDERSTANDINGS

The Declaration of Independence states that “all men are created equal;” but the meaning of that phrase has changed over the course of the history of our nation. The current battle for civil rights took shape in the post-Civil War era as millions of blacks attained their U.S. citizenship. Since that time, the political and legal conflict has centered around the historical denial of equal rights to different social groups and the degree to which the government owes those groups a helping hand to right the wrongs of the past.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

Using the principles and concepts embodied in civil rights issues in the U.S. Constitution, Bill of Rights, and Supreme Court precedents, write a legal brief for or against gay rights.

KNOW

- Trace the historical roots of the modern civil rights movement.
- Briefly describe the key events of the modern civil rights era.
- Explain the shift to a more militant approach to civil rights.
- Examine the current issues of black civil rights including, de facto segregation, affirmative action, police profiling, slavery reparations, lingering racism.
- Explore how civil rights has been spread to other groups seeking equal protection, including women, Latinos, Asian-American, the disabled, Native Americans, and homosexuals.

DO

- Create a pictorial timeline that depicts the key events of the modern civil rights era.
- Create a collage of news stories, pictures and headlines that depicts the ongoing problems in the Africa-American community.
- Create a Fishbone Map of the civil rights eras.
- Read about an unfamiliar court case concerning affirmative action. Make your own ruling based on the Bakke precedent.
- Research the impact of Title IX on women’s education.
- Create a Venn Diagram that compares interracial marriage with gay marriage from a legal and social standpoint.

KNOW, UNDERSTAND, DO

COURSE: Critical Issues in Contemporary America

TIME FRAME: 3 weeks

UNIT # 6: First Amendment

GRADE: 11 and 12

STANDARDS:

PA Common Core Standards:

Reading Standards for Literacy in History/Social Studies, Grades 11-12:

- CC.8.5.11-12.A, B
- Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
 - Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- CC.8.5.11-12.F
- Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
- CC.8.5.11-12.H, I
- Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
 - Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Writing Standards for Literacy in History/Social Studies, Grades 11-12:

- CC.8.6.11-12.A, B
- Write arguments focused on *discipline-specific content*.
 - Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
- CC.8.6.11-12.C, E
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
 - Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- CC.8.6.11-12.H
- Law evidence from informational texts to support analysis, reflection, and research.

PA Academic Standards:

- 5.1.12.A
- Analyze the sources, purposes, functions of law, and how the rule of law protects individual rights and promotes the common good.
- 5.1.12.C
- Evaluate the applications of the principles and ideals of contemporary civic life.
- 5.1.12.E
- Analyze and assess the rights of the people as listed in the PA Constitution and the Constitution of the United States.
- 5.2.12.B
- Examine the causes of conflicts in society and evaluate techniques to address those conflicts.
- 5.3.12.F
- Analyze landmark U.S. Supreme Court interpretations of the Constitution and its Amendments.

KNOW, UNDERSTAND, DO

COURSE: Critical Issues in Contemporary America

TIME FRAME: 3 weeks

UNIT # 6: First Amendment

GRADE: 11 and 12

UNDERSTANDINGS

Although democracies are guided by majority rule, that majority must not deny the fundamental rights of the minority. One's ability to hold and express personal beliefs that may or may not be in the mainstream of a society is an essential ideal for any thriving democracy. But those rights are not absolute and they must be balanced against the compelling interest of the government should a need arise to limit those rights. Issues involving the First Amendment involve this legal tug of war between individual liberty and the common good.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

Create a PowerPoint that examines three of the five rights embodied in the First Amendment. Include court precedents and current issues.

KNOW

- Describe the benefits of free speech to a democratic society.
- Examine the roots of free speech.
- Distinguish from among the various types of speech.
- Explain the Constitutional tests for protecting free speech.
- Describe the "incorporation doctrine."
- List the types of unprotected speech.
- Trace the historical roots of freedom of religion.
- Examine the difference between the Free Exercise and Establishment Clauses.

DO

- Find a news article that illustrates the importance of free speech in a democracy.
- Examine a free speech court case (e.g., Skokie, Tinker, etc.) and create a chart that lists the arguments for and against upholding that speech.
- Using the First Amendment Center website, select a First Amendment topic and create a PowerPoint presentation.
- From a list of freedom of religion cases, categorize them based on whether they are examples of the "Free Exercise" and "Establishment" Clauses.
- Conduct a mock Supreme Court trial presenting the arguments for or against various Christmas crèche cases.

KNOW, UNDERSTAND, DO

COURSE: Critical Issues in Contemporary America

TIME FRAME: 3 weeks

UNIT # 7: Privacy

GRADE: 11 and 12

STANDARDS:

PA Common Core Standards:

Reading Standards for Literacy in History/Social Studies, Grades 11-12:

- CC.8.5.11-12.A, B • Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- CC.8.5.11-12.F • Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
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- CC.8.5.11-12.H, I • Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Writing Standards for Literacy in History/Social Studies, Grades 11-12:

- CC.8.6.11-12.A, B • Write arguments focused on *discipline-specific content*.
- Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
- CC.8.6.11-12.C, E • Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- CC.8.6.11-12.H • Use evidence from informational texts to support analysis, reflection, and research.

PA Academic Standards:

- 5.1.12.A • Analyze the sources, purposes, functions of law, and how the rule of law protects individual rights and promotes the common good.
- 5.1.12.C • Evaluate the applications of the principles and ideals of contemporary civic life.
- 5.1.12.E • Analyze and assess the rights of the people as listed in the PA Constitution and the Constitution of the United States.
- 5.2.12.B • Examine the causes of conflicts in society and evaluate techniques to address those conflicts.
- 5.3.12.F • Analyze landmark U.S. Supreme Court interpretations of the Constitution and its Amendments.

KNOW, UNDERSTAND, DO

COURSE: Critical Issues in Contemporary America

TIME FRAME: 3 weeks

UNIT # 7: Privacy

GRADE: 11 and 12

UNDERSTANDINGS

In the words of Justice Brandeis, privacy is the “right to be left alone.” That right embodies itself in our lives in four main areas: bodily, behaviorally, communications, and data. Like any right, it is not absolute and must be weighed against the interest of the government. This interplay between individual privacy and the government’s need to intrude into that privacy defines the critical issues of this fundamental right.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

Create a “Protect Your Privacy” poster that depicts eight things people need to be aware of about basic privacy rights and protections.

KNOW

- Describe the psychological, social, political, and economic needs of an individual that are met by privacy.
- Explain why the government may need to intrude into that privacy in the areas of workplace, school, criminal justice, and national security.
- List the four types of privacy: bodily, behavioral, communications and data.
- Trace the legal background for the protection of privacy.
- Analyze bodily privacy issues that include, but are not limited to, blood tests, body searches, genetics, and reproduction.
- Examine behavioral privacy issues that include, but are not limited to, child rearing and marriage.
- Explore communication privacy issues that include, but are not limited to, wiretapping, cell phone use, email, and internet chats.
- Describe data privacy issues that include, but are not limited to, financial records, private demographic information and identity theft.

DO

- Brainstorm a list of 20 or so areas of privacy. Categorize them based on whether they would fulfill people’s psychological, social, political, or economic needs.
- From that same list, create a continuum of needs that might allow the government to intrude into that privacy.
- Read summaries of bodily privacy court cases and present findings.
- Create a network graphic organizer depicting the facets of genetic privacy.
- Create a compare-contrast matrix for student rights versus adult rights.
- Develop a list of safeguards that would need to be included in a physician-assisted suicide law. Compare that list to the Oregon law.

ADDITIONAL PERFORMANCE INDICATORS

The student will be able to:

- 1) Develop a research paper:
 - write an appropriate introduction, body and conclusions
 - utilize proper citations
 - paraphrase sources when appropriate
 - use primary and secondary sources
- 2) Write a thesis essay:
 - minimum five-paragraph position paper
 - developed from in-class sources and readings
- 3) Give an oral presentation:
 - acquire information that is correct and well organized
 - use visual aids (if deemed necessary)
 - stay within assigned timeframes
 - maintain good eye contact, posture, projection and enunciation
- 4) Work effectively in cooperative learning groups:
 - ask questions of and share information with partner(s)
 - set and accomplish individual and group goals
 - set and complete apportioned tasks
 - support, assist, and encourage other group members
 - complete group project
- 5) Take notes from oral presentations:
 - write down key ideas from the overhead and from critical listening
 - ask pertinent questions to facilitate understanding
- 6) Read critically from a variety of sources utilizing the following skills:
 - comparing and contrasting
 - distinguishing fact from fiction
 - recognizing cause and effect
 - making and proving generalizations
 - drawing conclusions / making inferences
 - analyzing context clues for unfamiliar vocabulary
- 7) Develop charts / outlines:
 - organize material for oral and written presentations
 - organize material from reading for study and test purposes

ASSESSMENT

The teacher will use a variety of assessment techniques selected from, but not limited to, the following list:

- 1) Objective tests/quizzes
- 2) Essay tests
- 3) Take-home / in-class essays
- 4) Research papers
- 5) Oral presentations:
 - Reports
 - Panel discussions
 - Simulations/Debates
- 6) Political cartoon analysis/development
- 7) Various writing assignments:
 - Propaganda analysis/development
 - Letters
 - Editorials
 - Letters to congressmen
- 8) Posters/Pictures
- 9) Charts/Graphs/Maps analysis
- 10) Homework
- 11) Class discussion
- 12) Teacher/Student conferences

Although each individual assessment will have its own grading value, common guidelines include, but are not limited to:

- Accurate information
- Logical development
- Proper format
- Clear presentation
- Focused argument/theme
- Neatness/Organization

Teacher and student-made rubrics will be developed at the discretion of the individual instructor.

Adaptations/Modifications for Students with I.E.P.s

Adaptations or modifications to this planned course will allow exceptional students to earn credits toward graduation or develop skills necessary to make a transition from the school environment to community life and employment. The I.E.P. team has determined that modifications to this planned course will meet the student's I.E.P. needs.

Adaptations/Modifications may include but are not limited to:

INSTRUCTION CONTENT

- Modification of instructional content and/or instructional approaches
- Modification or deletion of some of the essential elements

SETTING

- Preferential seating

METHODS

- Additional clarification of content
- Occasional need for one to one instruction
- Minor adjustments or pacing according to the student's rate of mastery
- Written work is difficult, use verbal/oral approaches
- Modifications of assignments/testing
- Reasonable extensions of time for task/project completion
- Assignment sheet/notebook
- Modified/adjusted mastery rates
- Modified/adjusted grading criteria
- Retesting opportunities

MATERIALS

- Supplemental texts and materials
- Large print materials for visually impaired students
- Outlines and/or study sheets
- Carbonless notebook paper
- Manipulative learning materials
- Alternatives to writing (tape recorder/calculator)