

Geneva CUSD 304
Content-Area Curriculum Frameworks
Grades 6-12
Social Studies

<p><i>Mission Statement</i></p>	<p>It is our belief that Social Studies education is ultimately to prepare students to assume the responsibilities of active citizenship. From this belief stems the following guidelines for the Social Studies Department of Geneva High School.</p> <p><i>Social Studies education should:</i></p> <ol style="list-style-type: none"> 1. both utilize and promote a global perspective 2. emphasize democratic values 3. allow students opportunities to interact 4. reflect a consciousness of current world events 5. promote interdisciplinary study 6. incorporate all of the social sciences, but be firmly rooted in history and geography 7. include knowledge and content, democratic ideals and civic values and skill development and social participation
<p><i>Courses</i> (Grades 9-12)</p>	<ul style="list-style-type: none"> • Modern World History • Modern World History Honors • World Studies • American Studies • AP European History • US History • AP US History • Sociology • Contemporary Issues • Economics • Urban History • Psychology I • Psychology II • US Government • AP US Government

Course Framework

Course Title Grade Level Semesters Prerequisites	Contemporary Issues 10, 11, 12 1 Sociology with a grade of C or better
Course Description	This is a one semester elective course that will use theoretical perspectives gained in Sociology to explore and discuss various sociological issues in today's society. Topics will include such issues as bio-medical ethics, crime and punishment, social inequality and world conflict. Students will be required to do substantial research in order to prepare for class discussion.
District-approved materials/resources	Various readings from Sociology reader.

Unit Frameworks
Contemporary Issues

<p>Unit of Study</p>	<p>I. Capitol Forum Choices Program</p> <ul style="list-style-type: none"> ➤ Nuclear Proliferation ➤ Terrorism ➤ The Environment ➤ Global Trade ➤ Immigration
<p>Illinois Learning Standards</p>	<ul style="list-style-type: none"> ➤ 3.B.4a: Produce a document that exhibit a range of writing techniques appropriate to purpose and audience, with clarity of focus, logic of organization, appropriate elaboration and support and overall coherence. ➤ 3.B.4b: Produce, edit, revise and format work for submission and/or publication (e.g., manuscript form, appropriate citation of sources) using contemporary technology. ➤ 13.A.4c: Describe how scientific knowledge, explanations and technological designs may change with new information over time. ➤ 13.B.5b: Analyze and describe the processes and effects of scientific and technological breakthroughs. ➤ 14.F.5: Interpret how changing geographical, economic, technological and social forces affect United States political ideas and traditions (e.g., freedom, equality and justice, individual rights). ➤ 16.C.4c (W): Describe the impact of key individuals/ideas from 1500-present, including Adam Smith, Karl Marx and John Maynard Keynes. ➤ 16.C.5b (W): Describe how historical trends in population, urbanization, economic development and technological advancements have caused change in world economic systems. ➤ 16.D.4b (US): Describe unintended social consequences of political event in United States history (e.g., Civil War/emancipation, National Defense highway Act/decline of inner cities, Vietnam War/anti-government activity). ➤ 16.E.4a (US): Describe the causes and effects of conservation and environmental movements in the United States, 1900-present. ➤ 16.E.4b: (US): Describe different and sometimes competing views, as substantiated by scientific fact, that people in North America have historically held towards the environment (e.g., private and public land ownership and use, resource use vs. preservation). ➤ 16.E.5a (US): analyze positive and negative aspects of human effects on the environment in the United States including damming rivers, fencing prairies and building cities. ➤ 16.E.5a (W): Analyze how technological and scientific developments have affected human productivity, human comfort and the environment. ➤ 17.A.4b: use maps and other geographic instruments and technologies to analyze spatial patterns and distributions on earth. ➤ 18.A.4: analyze the influence of cultural factors including customs, traditions, language, media, art and architecture in developing pluralistic societies. ➤ 18.A.5: Compare ways in which social systems are affected by political, environmental, economic and technological changes. ➤ 18.B.5: Use methods of social science inquiry (pose questions, collect and

	<p>analyze data, make and support conclusions with evidence, report findings) to study the development and functions of social systems and report conclusions to a larger audience.</p> <ul style="list-style-type: none"> ➤ 18.C.4b: Analyze major contemporary cultural exchanges as influenced by worldwide communications. ➤ 18.C.5: Analyze how social scientists' interpretations of societies, cultures and institutions change over time.
Objectives	<ul style="list-style-type: none"> ➤ Understand the evolution of nuclear proliferation in the context of the Cold War ➤ Compare and contrast the nature of the Cold War's and today's issues regarding nuclear proliferation ➤ Synthesize knowledge to construct a policy statement and an action plan to achieve a workable solution to the issue of nuclear proliferation ➤ Understand the origins and evolution of international terrorism ➤ Evaluate the actions of the US in the Middle East since the end of WWII ➤ Evaluate and debate the balance between liberty and security, and how it reflects changing values in the US ➤ Synthesize knowledge to construct a policy statement and an action plan to achieve a workable solution to the issue of fighting international terrorism ➤ Understand both the technical and political background of climate change, ozone depletion, water pollution, deforestation, and biodiversity ➤ Debate the role of the industrialized and non-industrialized nations of the world in international environmental agreements, with a focus on the role of the US ➤ Synthesize knowledge to construct a policy statement and an action plan to achieve a workable solution to the issue of creating a sustainable and stable environment ➤ Understand the evolution of free trade in a post Cold War world ➤ Trace the expansion of globalization and make projections of its future consequences ➤ Debate the benefits and costs of free trade vs. fair trade ➤ Synthesize knowledge to construct a policy statement and an action plan to achieve a workable trade policy for the US ➤ Compare and contrast the US immigration experience of the nineteenth and twentieth centuries ➤ Analyze the impact of legal and illegal immigration on economical, political, and social concerns in the US ➤ Synthesize knowledge to construct a policy statement and an action plan to achieve a workable immigration policy for the US ➤ Recognize relationships between history and current issues ➤ Analyze and evaluate multiple perspectives on an issue ➤ Understand the internal logic of a viewpoint ➤ Identify and weigh the conflicting values represented by different points of view ➤ Engage in informed discussion and deliberation ➤ Develop and articulate original viewpoints on an issue ➤ Use technology to conduct research ➤ Communicate in written and oral presentations

	<ul style="list-style-type: none"> ➤ Collaborate with peers ➤ Explore the history and current status of various global issues ➤ Consider how an issue currently in the news fits into the larger context ➤ Identify the values at play in an issue ➤ Analyze how values influence public policy decisions
Assessments	<ul style="list-style-type: none"> ➤ Completion of Reading and Study Guides ➤ Completion of worksheets that require an analysis of various types of graphs ➤ Create oral presentations that reflect expert knowledge gained through research ➤ Exhibit critical thinking in small group and whole class discussions that explore the role of values in public policy decisions ➤ Written and oral presentations that demonstrate an understanding of the issue and its historical context ➤ Participation in Socratic seminars and other types of class discussion ➤ Create visual representations of the key elements affecting an issue ➤ Completion of vocabulary and short answer tests ➤ Completion of reflection packet ➤ Final Exam

Unit of Study	2. Crime and Punishment <ul style="list-style-type: none"> ➤ Death Penalty ➤ DNA Database ➤ Gun Control ➤ Insanity Defense ➤ Is the Justice System Racist ➤ Judicial Activism ➤ Juveniles Tried as Adults ➤ Racial Profiling ➤ Rape Shield Laws ➤ Role of Prison ➤ School Security
Illinois Learning Standards	<ul style="list-style-type: none"> ➤ 3.B.4a: Produce a document that exhibit a range of writing techniques appropriate to purpose and audience, with clarity of focus, logic of organization, appropriate elaboration and support and overall coherence. ➤ 3.B.4b: Produce, edit, revise and format work for submission and/or publication (e.g., manuscript form, appropriate citation of sources) using contemporary technology. ➤ 13.A.4c: Describe how scientific knowledge, explanations and technological designs may change with new information over time. ➤ 13.B.5b: Analyze and describe the processes and effects of scientific and technological breakthroughs. ➤ 14.F.5: Interpret how changing geographical, economic, technological and social forces affect United States political ideas and traditions (e.g., freedom, equality and justice, individual rights). ➤ 16.C.4c (W): Describe the impact of key individuals/ideas from 1500-present, including Adam Smith, Karl Marx and John Maynard Keynes. ➤ 16.C.5b (W): Describe how historical trends in population, urbanization, economic development and technological advancements have caused change in world economic systems. ➤ 16.D.4b (US): Describe unintended social consequences of political event in United States history (e.g., Civil War/emancipation, National Defense highway Act/decline of inner cities, Vietnam War/anti-government activity). ➤ 16.E.4a (US): Describe the causes and effects of conservation and environmental movements in the United States, 1900-present. ➤ 16.E.4b: (US): Describe different and sometimes competing views, as substantiated by scientific fact, that people in North America have historically held towards the environment (e.g., private and public land ownership and use, resource use vs. preservation). ➤ 16.E.5a (US): analyze positive and negative aspects of human effects on the environment in the United States including damming rivers, fencing prairies and building cities. ➤ 16.E.5a (W): Analyze how technological and scientific developments have affected human productivity, human comfort and the environment. ➤ 17.A.4b: use maps and other geographic instruments and technologies to analyze spatial patterns and distributions on earth. ➤ 18.A.4: analyze the influence of cultural factors including customs, traditions,

	<p>language, media, art and architecture in developing pluralistic societies.</p> <ul style="list-style-type: none"> ➤ 18.A.5: Compare ways in which social systems are affected by political, environmental, economic and technological changes. ➤ 18.B.5: Use methods of social science inquiry (pose questions, collect and analyze data, make and support conclusions with evidence, report findings) to study the development and functions of social systems and report conclusions to a larger audience. ➤ 18.C.4b: Analyze major contemporary cultural exchanges as influenced by worldwide communications.
Objectives	<ul style="list-style-type: none"> ➤ Define crime and criminal behavior. ➤ Evaluate the quality of crime statistics and how these relate to victimization. ➤ Analyze current trends in the U.S. and international crime rates. ➤ Describe how the criminal justice system works. ➤ Evaluate the four major functions for society that the correctional system provides. ➤ Construct a realistic plan to improve the justice and correctional systems in the U.S. ➤ Understand why deviance is relative ➤ Identify the way deviance is defined and who actually defines deviance. ➤ Identify the role social controls play in the community. ➤ Distinguish among the biological, psychological and sociological explanations of deviance. ➤ Compare and contrast various sociological theories on deviance. ➤ Relate the structural strain theory, and specifically Merton’s anomie theory, to the cause and control of deviance. ➤ Synthesize knowledge to construct a policy statement and an action plan to achieve an improved criminal justice system in the US that reflects American values ➤ Analyze real world events in terms of the sociological theories of deviance. ➤ Recognize relationships between history and current issues ➤ Analyze and evaluate multiple perspectives on an issue ➤ Understand the internal logic of a viewpoint ➤ Identify and weigh the conflicting values represented by different points of view ➤ Engage in informed discussion and deliberation ➤ Develop and articulate original viewpoints on an issue ➤ Use technology to conduct research ➤ Communicate in written and oral presentations ➤ Collaborate with peers ➤ Explore the history and current status of various global issues ➤ Consider how an issue currently in the news fits into the larger context ➤ Identify the values at play in an issue ➤ Analyze how values influence public policy decisions
Assessments	<ul style="list-style-type: none"> ➤ Completion of Reading and Study Guides ➤ Completion of worksheets that require an analysis of various types of graphs ➤ Create oral presentations that reflect expert knowledge gained through research ➤ Exhibit critical thinking in small group and whole class discussions that

	<p>explore the role of values in public policy decisions</p> <ul style="list-style-type: none">➤ Written and oral presentations that demonstrate an understanding of the issue and its historical context➤ Participation in debates that demonstrate an understanding of the multitude of viewpoints regarding an issue➤ Participation in Socratic seminars and other types of class discussion➤ Create visual representations of the key elements affecting an issue➤ Respond to text/discussion/film in grammatically correct writing assignments relating it to self and others➤ Completion of vocabulary and short answer tests➤ Completion of reflection packet➤ Final Exam
--	---

Unit of Study	3. Bio-Medical Ethics <ul style="list-style-type: none"> ➤ Abortion ➤ AIDS ➤ Assisted Suicide ➤ Birth Control ➤ Cloning ➤ Designer Babies ➤ Mental Illness ➤ Organ Donation ➤ Stem Cell Research ➤ Surrogate Motherhood
Illinois Learning Standards	<ul style="list-style-type: none"> ➤ 3.B.4a: Produce a document that exhibit a range of writing techniques appropriate to purpose and audience, with clarity of focus, logic of organization, appropriate elaboration and support and overall coherence. ➤ 3.B.4b: Produce, edit, revise and format work for submission and/or publication (e.g., manuscript form, appropriate citation of sources) using contemporary technology. ➤ 13.A.4c: Describe how scientific knowledge, explanations and technological designs may change with new information over time. ➤ 13.B.5b: Analyze and describe the processes and effects of scientific and technological breakthroughs. ➤ 14.F.5: Interpret how changing geographical, economic, technological and social forces affect United States political ideas and traditions (e.g., freedom, equality and justice, individual rights). ➤ 16.C.4c (W): Describe the impact of key individuals/ideas from 1500-present, including Adam Smith, Karl Marx and John Maynard Keynes. ➤ 16.C.5b (W): Describe how historical trends in population, urbanization, economic development and technological advancements have caused change in world economic systems. ➤ 16.D.4b (US): Describe unintended social consequences of political event in United States history (e.g., Civil War/emancipation, National Defense highway Act/decline of inner cities, Vietnam War/anti-government activity). ➤ 16.E.4a (US): Describe the causes and effects of conservation and environmental movements in the United States, 1900-present. ➤ 16.E.4b: (US): Describe different and sometimes competing views, as substantiated by scientific fact, that people in North America have historically held towards the environment (e.g., private and public land ownership and use, resource use vs. preservation). ➤ 16.E.5a (US): analyze positive and negative aspects of human effects on the environment in the United States including damming rivers, fencing prairies and building cities. ➤ 16.E.5a (W): Analyze how technological and scientific developments have affected human productivity, human comfort and the environment. ➤ 17.A.4b: use maps and other geographic instruments and technologies to analyze spatial patterns and distributions on earth. ➤ 18.A.4: analyze the influence of cultural factors including customs, traditions,

	<p>language, media, art and architecture in developing pluralistic societies.</p> <ul style="list-style-type: none"> ➤ 18.A.5: Compare ways in which social systems are affected by political, environmental, economic and technological changes. ➤ 18.B.5: Use methods of social science inquiry (pose questions, collect and analyze data, make and support conclusions with evidence, report findings) to study the development and functions of social systems and report conclusions to a larger audience. ➤ 18.C.4b: Analyze major contemporary cultural exchanges as influenced by worldwide communications.
Objectives	<ul style="list-style-type: none"> ➤ Understand both the technical, political, and social background of abortion, AIDS, assisted suicide, birth control, cloning, designer babies, mental illness, organ donation, stem cell research, and surrogate motherhood ➤ To list factors contributing to poverty in the aged and debate the various aspects of aging in America. ➤ To understand the social problems associated with aging ➤ To understand the impact of gender and race on mortality, morbidity, and mental health. ➤ To examine the inequality in U.S. healthcare ➤ To discuss the health care crisis in the U.S. as well as health care reform proposals ➤ Debate the role of ethics in biomedical policy and procedures ➤ Synthesize knowledge to construct a policy statement and an action plan to achieve a workable solution to health care reform ➤ Recognize relationships between history and current issues ➤ Analyze and evaluate multiple perspectives on an issue ➤ Understand the internal logic of a viewpoint ➤ Identify and weigh the conflicting values represented by different points of view ➤ Engage in informed discussion and deliberation ➤ Develop and articulate original viewpoints on an issue ➤ Use technology to conduct research ➤ Communicate in written and oral presentations ➤ Collaborate with peers ➤ Explore the history and current status of various global issues ➤ Consider how an issue currently in the news fits into the larger context ➤ Identify the values at play in an issue ➤ Analyze how values influence public policy decisions
Assessments	<ul style="list-style-type: none"> ➤ Completion of Reading and Study Guides ➤ Completion of worksheets that require an analysis of various types of graphs ➤ Create oral presentations that reflect expert knowledge gained through research ➤ Exhibit critical thinking in small group and whole class discussions that explore the role of values in public policy decisions ➤ Written and oral presentations that demonstrate an understanding of the issue and its historical context ➤ Participation in debates that demonstrate an understanding of the multitude of

	<p>viewpoints regarding an issue</p> <ul style="list-style-type: none">➤ Participation in Socratic seminars and other types of class discussion➤ Create visual representations of the key elements affecting an issue➤ Respond to text/discussion/film in grammatically correct writing assignments relating it to self and others➤ Completion of vocabulary and short answer tests➤ Completion of reflection packet➤ Final Exam
--	---

Unit of Study	4. Global Issues and Conflicts <ul style="list-style-type: none"> ➤ China’s Changing Role ➤ Darfur – Genocide ➤ Geneva Conventions ➤ Isreal-Palestine ➤ PATRIOT ACT ➤ Terrorism and Authoritarian Regimes ➤ Third World Issues ➤ War in Iraq ➤ War on Drugs ➤ *** Student Generated Topics
Illinois Learning Standards	<ul style="list-style-type: none"> ➤ 3.B.4a: Produce a document that exhibit a range of writing techniques appropriate to purpose and audience, with clarity of focus, logic of organization, appropriate elaboration and support and overall coherence. ➤ 3.B.4b: Produce, edit, revise and format work for submission and/or publication (e.g., manuscript form, appropriate citation of sources) using contemporary technology. ➤ 13.A.4c: Describe how scientific knowledge, explanations and technological designs may change with new information over time. ➤ 13.B.5b: Analyze and describe the processes and effects of scientific and technological breakthroughs. ➤ 14.F.5: Interpret how changing geographical, economic, technological and social forces affect United States political ideas and traditions (e.g., freedom, equality and justice, individual rights). ➤ 16.C.4c (W): Describe the impact of key individuals/ideas from 1500-present, including Adam Smith, Karl Marx and John Maynard Keynes. ➤ 16.C.5b (W): Describe how historical trends in population, urbanization, economic development and technological advancements have caused change in world economic systems. ➤ 16.D.4b (US): Describe unintended social consequences of political event in United States history (e.g., Civil War/emancipation, National Defense highway Act/decline of inner cities, Vietnam War/anti-government activity). ➤ 16.E.4a (US): Describe the causes and effects of conservation and environmental movements in the United States, 1900-present. ➤ 16.E.4b: (US): Describe different and sometimes competing views, as substantiated by scientific fact, that people in North America have historically held towards the environment (e.g., private and public land ownership and use, resource use vs. preservation). ➤ 16.E.5a (US): analyze positive and negative aspects of human effects on the environment in the United States including damming rivers, fencing prairies and building cities. ➤ 16.E.5a (W): Analyze how technological and scientific developments have affected human productivity, human comfort and the environment. ➤ 17.A.4b: use maps and other geographic instruments and technologies to analyze spatial patterns and distributions on earth. ➤ 18.A.4: analyze the influence of cultural factors including customs, traditions, language, media, art and architecture in developing pluralistic societies.

	<ul style="list-style-type: none"> ➤ 18.A.5: Compare ways in which social systems are affected by political, environmental, economic and technological changes. ➤ 18.B.5: Use methods of social science inquiry (pose questions, collect and analyze data, make and support conclusions with evidence, report findings) to study the development and functions of social systems and report conclusions to a larger audience. ➤ 18.C.4b: Analyze major contemporary cultural exchanges as influenced by worldwide communications.
Objectives	<ul style="list-style-type: none"> ➤ Understand the causes and consequences of conflict ➤ Compare and contrast the elements of intra-national vs. international conflict ➤ Trace the history and trends of intra-national and international conflict ➤ Evaluate and debate the role of the United Nations in today's world ➤ Evaluate and debate the balance between liberty and security, and how it reflects changing values in the US and the world at large ➤ Debate the ideology of pre-emptive war ➤ Debate the role of the Geneva Conventions in non traditional warfare ➤ Synthesize knowledge to construct a policy statement and an action plan to achieve a workable solution to the issue of intra-national and international conflict ➤ Recognize relationships between history and current issues ➤ Analyze and evaluate multiple perspectives on an issue ➤ Understand the internal logic of a viewpoint ➤ Identify and weigh the conflicting values represented by different points of view ➤ Engage in informed discussion and deliberation ➤ Develop and articulate original viewpoints on an issue ➤ Use technology to conduct research ➤ Communicate in written and oral presentations ➤ Collaborate with peers ➤ Explore the history and current status of various global issues ➤ Consider how an issue currently in the news fits into the larger context ➤ Identify the values at play in an issue ➤ Analyze how values influence public policy decisions
Assessments	<ul style="list-style-type: none"> ➤ Completion of Reading and Study Guides ➤ Completion of worksheets that require an analysis of various types of graphs ➤ Create oral presentations that reflect expert knowledge gained through research ➤ Exhibit critical thinking in small group and whole class discussions that explore the role of values in public policy decisions ➤ Written and oral presentations that demonstrate an understanding of the issue and its historical context ➤ Participation in debates that demonstrate an understanding of the multitude of viewpoints regarding an issue

	<ul style="list-style-type: none">➤ Participation in Socratic seminars and other types of class discussion➤ Create visual representations of the key elements affecting an issue➤ Respond to text/discussion/film in grammatically correct writing assignments relating it to self and others➤ Completion of vocabulary and short answer tests➤ Completion of reflection packet➤ Final Exam
--	--

Unit of Study	5. Social Inequality <ul style="list-style-type: none"> ➤ Ageism ➤ Celebrity Status ➤ Disabilities ➤ Homelessness ➤ Homosexuality ➤ Immigration ➤ Sexism ➤ Working Poor ➤ *** Student Generated Topics
Illinois Learning Standards	<ul style="list-style-type: none"> ➤ 3.B.4a: Produce a document that exhibit a range of writing techniques appropriate to purpose and audience, with clarity of focus, logic of organization, appropriate elaboration and support and overall coherence. ➤ 3.B.4b: Produce, edit, revise and format work for submission and/or publication (e.g., manuscript form, appropriate citation of sources) using contemporary technology. ➤ 13.A.4c: Describe how scientific knowledge, explanations and technological designs may change with new information over time. ➤ 13.B.5b: Analyze and describe the processes and effects of scientific and technological breakthroughs. ➤ 14.F.5: Interpret how changing geographical, economic, technological and social forces affect United States political ideas and traditions (e.g., freedom, equality and justice, individual rights). ➤ 16.C.4c (W): Describe the impact of key individuals/ideas from 1500-present, including Adam Smith, Karl Marx and John Maynard Keynes. ➤ 16.C.5b (W): Describe how historical trends in population, urbanization, economic development and technological advancements have caused change in world economic systems. ➤ 16.D.4b (US): Describe unintended social consequences of political event in United States history (e.g., Civil War/emancipation, National Defense highway Act/decline of inner cities, Vietnam War/anti-government activity). ➤ 16.E.4a (US): Describe the causes and effects of conservation and environmental movements in the United States, 1900-present. ➤ 16.E.4b: (US): Describe different and sometimes competing views, as substantiated by scientific fact, that people in North America have historically held towards the environment (e.g., private and public land ownership and use, resource use vs. preservation). ➤ 16.E.5a (US): analyze positive and negative aspects of human effects on the environment in the United States including damming rivers, fencing prairies and building cities. ➤ 16.E.5a (W): Analyze how technological and scientific developments have affected human productivity, human comfort and the environment. ➤ 17.A.4b: use maps and other geographic instruments and technologies to analyze spatial patterns and distributions on earth. ➤ 18.A.4: analyze the influence of cultural factors including customs, traditions, language, media, art and architecture in developing pluralistic societies. ➤ 18.A.5: Compare ways in which social systems are affected by political,

	<p>environmental, economic and technological changes.</p> <ul style="list-style-type: none"> ➤ 18.B.5: Use methods of social science inquiry (pose questions, collect and analyze data, make and support conclusions with evidence, report findings) to study the development and functions of social systems and report conclusions to a larger audience. ➤ 18.C.4b: Analyze major contemporary cultural exchanges as influenced by worldwide communications.
Objectives	<ul style="list-style-type: none"> ➤ Compare and contrast different systems of stratification including slavery, caste, estate and social class systems ➤ Evaluate the long term effects of slavery on social class in the US ➤ Analyze data and graphs to determine the factors that affect social stratification in the US ➤ Analyze data and graphs to determine the factors that affect sexism in the US ➤ Evaluate and debate the principles of current US law regarding equal employment, affirmative action, and immigration ➤ Recognize relationships between history and current issues ➤ Analyze and evaluate multiple perspectives on an issue ➤ Understand the internal logic of a viewpoint ➤ Identify and weigh the conflicting values represented by different points of view ➤ Engage in informed discussion and deliberation ➤ Develop and articulate original viewpoints on an issue ➤ Use technology to conduct research ➤ Communicate in written and oral presentations ➤ Collaborate with peers ➤ Explore the history and current status of various global issues ➤ Consider how an issue currently in the news fits into the larger context ➤ Identify the values at play in an issue ➤ Analyze how values influence public policy decisions
Assessments	<ul style="list-style-type: none"> ➤ Completion of Reading and Study Guides ➤ Completion of worksheets that require an analysis of various types of graphs ➤ Create oral presentations that reflect expert knowledge gained through research ➤ Exhibit critical thinking in small group and whole class discussions that explore the role of values in public policy decisions ➤ Written and oral presentations that demonstrate an understanding of the issue and its historical context ➤ Participation in debates that demonstrate an understanding of the multitude of viewpoints regarding an issue ➤ Participation in Socratic seminars and other types of class discussion ➤ Create visual representations of the key elements affecting an issue ➤ Respond to text/discussion/film in grammatically correct writing assignments relating it to self and others ➤ Completion of vocabulary and short answer tests ➤ Completion of reflection packet ➤ Final Exam

Unit of Study	6. Family and Education <ul style="list-style-type: none"> ➤ Character Education ➤ Day Care ➤ Divorce ➤ Gay Adoption ➤ Same Sex Marriage ➤ School Choice ➤ Single Parenthood ➤ Trans-racial Adoption
Illinois Learning Standards	<ul style="list-style-type: none"> ➤ 3.B.4a: Produce a document that exhibit a range of writing techniques appropriate to purpose and audience, with clarity of focus, logic of organization, appropriate elaboration and support and overall coherence. ➤ 3.B.4b: Produce, edit, revise and format work for submission and/or publication (e.g., manuscript form, appropriate citation of sources) using contemporary technology. ➤ 13.A.4c: Describe how scientific knowledge, explanations and technological designs may change with new information over time. ➤ 13.B.5b: Analyze and describe the processes and effects of scientific and technological breakthroughs. ➤ 14.F.5: Interpret how changing geographical, economic, technological and social forces affect United States political ideas and traditions (e.g., freedom, equality and justice, individual rights). ➤ 16.C.4c (W): Describe the impact of key individuals/ideas from 1500-present, including Adam Smith, Karl Marx and John Maynard Keynes. ➤ 16.C.5b (W): Describe how historical trends in population, urbanization, economic development and technological advancements have caused change in world economic systems. ➤ 16.D.4b (US): Describe unintended social consequences of political event in United States history (e.g., Civil War/emancipation, National Defense highway Act/decline of inner cities, Vietnam War/anti-government activity). ➤ 16.E.4a (US): Describe the causes and effects of conservation and environmental movements in the United States, 1900-present. ➤ 16.E.4b: (US): Describe different and sometimes competing views, as substantiated by scientific fact, that people in North America have historically held towards the environment (e.g., private and public land ownership and use, resource use vs. preservation). ➤ 16.E.5a (US): analyze positive and negative aspects of human effects on the environment in the United States including damming rivers, fencing prairies and building cities. ➤ 16.E.5a (W): Analyze how technological and scientific developments have affected human productivity, human comfort and the environment. ➤ 17.A.4b: use maps and other geographic instruments and technologies to analyze spatial patterns and distributions on earth. ➤ 18.A.4: analyze the influence of cultural factors including customs, traditions, language, media, art and architecture in developing pluralistic societies. ➤ 18.A.5: Compare ways in which social systems are affected by political,

	<p>environmental, economic and technological changes.</p> <ul style="list-style-type: none"> ➤ 18.B.5: Use methods of social science inquiry (pose questions, collect and analyze data, make and support conclusions with evidence, report findings) to study the development and functions of social systems and report conclusions to a larger audience. ➤ 18.C.4b: Analyze major contemporary cultural exchanges as influenced by worldwide communications.
Objectives	<ul style="list-style-type: none"> ➤ Analyze data and graphs to determine the factors that define the family system in the US ➤ Analyze data and graphs to determine the factors that affect inequality in the education system in the US ➤ Evaluate and debate the principles of current US law regarding equality, college admissions, same sex marriage, and adoption ➤ Synthesize knowledge to construct a policy statement and an action plan to achieve a workable solution to the social issues related to the family and education systems ➤ Recognize relationships between history and current issues ➤ Analyze and evaluate multiple perspectives on an issue ➤ Understand the internal logic of a viewpoint ➤ Identify and weigh the conflicting values represented by different points of view ➤ Engage in informed discussion and deliberation ➤ Develop and articulate original viewpoints on an issue ➤ Use technology to conduct research ➤ Communicate in written and oral presentations ➤ Collaborate with peers ➤ Explore the history and current status of various global issues ➤ Consider how an issue currently in the news fits into the larger context ➤ Identify the values at play in an issue ➤ Analyze how values influence public policy decisions
Assessments	<ul style="list-style-type: none"> ➤ Completion of Reading and Study Guides ➤ Completion of worksheets that require an analysis of various types of graphs ➤ Create oral presentations that reflect expert knowledge gained through research ➤ Exhibit critical thinking in small group and whole class discussions that explore the role of values in public policy decisions ➤ Written and oral presentations that demonstrate an understanding of the issue and its historical context ➤ Participation in debates that demonstrate an understanding of the multitude of viewpoints regarding an issue ➤ Participation in Socratic seminars and other types of class discussion ➤ Create visual representations of the key elements affecting an issue ➤ Respond to text/discussion/film in grammatically correct writing assignments relating it to self and others

	<ul style="list-style-type: none">➤ Completion of vocabulary and short answer tests➤ Completion of reflection packet➤ Final Exam
--	--