

New Hampton Curriculum

New Hampton Community School District

Social Studies Standards and Benchmarks—SS

Contemporary Affairs--grades 11 & 12

SS.HSCA.1: Culture: The students will examine the impact of culture and cultural diversity. (MCGF)

SS.HSCA.1A-D Benchmarks:

The student will be able to:

A. Analyze and explain the ways groups, societies, and cultures address human needs and concerns. (GE) (MCGF) (HOTS)

B. Describe the value of cultural diversity, as well as cohesion, within and across groups. (GE) (MCGF)

C. Construct reasoned judgments about specific cultural responses to persistent human issues. (GE) (HOTS) (CS)

D. Interpret patterns of behavior reflecting values and attitudes that contribute or pose obstacles to cross-cultural understanding. (GE) (MCGF) (HOTS)

Assessed by: Scored Discussion, Rubric, Student Performance/Product, Test/Essay and Teacher Observation

SS.HSCA.2: Time, Continuity, and Change: The students will develop a historical perspective of the ways human beings view themselves in and over time. (GE) (NCDG)

SS.HSCA.2A-E Benchmarks:

The student will be able to:

- A. Apply key concepts such as time, chronology, causality, change, conflict, and complexity to show connections among patterns of historical change. (GE) (HOTS)
- B. Investigate and analyze various historical and contemporary viewpoints within and across cultures related to important events, recurring dilemmas, and persistent issues. (GE) (MCGF) (HOTS) (CS)
- C. Develop critical sensitivities, such as empathy and skepticism regarding attitudes, values, and behaviors of people. (GE) (MCGF) (HOTS) (CS) (ES)
- D. Use historical inquiry to analyze historical and contemporary developments and draw connections between events, past and present, as well as make reasoned judgments about possible future events. (GE) (HOTS) (LS)
- E. Describe and interpret bias in the media when researching and discussing contemporary issues. (HOTS) (LS) (CS)

Assessed by: Rubric, Student Performance/Product, Tests/Essays, Classroom daily points, and Teacher Observation

SS.HSCA.3: People, Places and Environment : The students will make informed decisions by understanding the organization of human populations, the physical earth, its resources and how they interrelate. (HOTS) (GE)

SS.HSCA.3A-G Benchmarks:

The student will be able to:

- A. Demonstrate understanding of relative location, direction, size and shape of the regions to be studied. (GE)
- B. Explain the connection between geographical themes and their impact on the past as well as the present. (HOTS) (LS) (GE)

C. Explain how geography, climate, and the dispersement of resources affect the development and growth of nations. (GE) (HOTS)

D. Examine the interdependence of people to one another as well as to the environment. (HOTS) (LS)

E. Compare and contrast the duties of people in various cultures as they relate to government, society, and family. (HOTS) (MCGF)

F. Examine options available in choices regarding the use of our environment. (GE) (HOTS) (CS)

G. Propose, compare, and evaluate alternative policies for the use of land and other resources in communities, regions, nations, and the world. (GE) (HOTS) (CS) (ES)

Assessed by: Rubric, Student Performance/Product, Project, Test/Essays and Teacher Observation

SS.HSCA.4: Individual Development and Identity : The students will utilize knowledge of individual development and identity to gain insight into personal behavior. (CE) (ES) (NCDG)

SS.HSCA.4A-H Benchmarks:

The student will be able to:

A. Demonstrate positive social skills and respect toward class members and their views. (CS) (LS) (MCGF)

B. Show a positive attitude toward group work. (LS) (CS) (ES) (NCDG)

C. Respond sensitively and perceptively to a variety of materials that may include viewpoints and/or experiences from diverse cultures. (GE) (MCGF)

D. Persist with text that goes beyond immediate knowledge and linguistic development (Zone of Proximal Development). (LS) (CS) (HOTS)

E. Use communication skills productively for self-directed learning activities and personal enrichment. (CE) (HOTS)

F. Express their own personal viewpoints in class discussions. (NCDG) (CS)

G. Describe the ways family, religion, gender roles, ethnicity, socioeconomic status, and other group and cultural influences contribute to the development of a sense of self. (GE) (MCGF) (HOTS) (CS)

H. Analyze the role of perceptions, attitudes, values, and beliefs in the development of personal identity. (HOTS) (ES)

Assessed by: Classroom daily points, Student Performance/Product, Scored discussion, and Teacher Observation

SS.HSCA.5: Individuals, Groups, and Institutions : The students will understand how institutions are formed, maintained, or changed and how they influence individuals, cultures, and societies. (GE) (ES) (NCDG) (MCGF)

SS.HSCA.5A-H Benchmarks:

The student will be able to:

A. Analyze the motivations and forces that led to change in history. (GE) (MCGF) (HOTS)

B. Examine the influence of key individuals, groups and institutions not only on the time period when they first existed, but also on today, if applicable. (GE) (MCGF) (HOTS)

C. Classify ideas, technology, religions, and beliefs that our country has adopted from other areas of the world. (LS) (HOTS) (GE) (MCGF)

D. Identify various ideas and philosophies that have impacted the world. (HOTS) (GE) (MCGF)

E. Understand the importance of planning (Planners) and preparing for one's future and role in the world of work, family, and community. (ES) (CE) (NCDG) (CS)

F. Describe the various forms institutions take, and explain how they develop, change, and influence individuals as well as societies over time. (GE) (HOTS)

G. Analyze group and institutional influences on people, events, and elements of culture in both historical and contemporary settings. (GE) (MCGF) (HOTS)

H. Describe and examine belief systems basic to specific traditions and laws in contemporary and historical movements. (GE) (HOTS)

Assessed by: Planners, Test/Essays, Student Performance/Project, and Teacher Observation

SS.HSCA.6: Power, Authority, and Governance : The students will understand the historic development of structures of power, authority, and governance and their evolving functions in contemporary society. (GE) (ES)

SS.HSCA.6A-H Benchmarks:

The student will be able to:

A. Recognize and utilize information from a variety of materials found in society. (LS) (TECH) (MCGF)

B. Compare and contrast various styles of government throughout human history and understand why each came about. (GE) (MCGF) (LS) (HOTS)

C. Explain how nations interact to resolve conflicts as well as what brings conflict in the first place. (GE) (HOTS) (CS)

D. Compare and contrast the roles of people and their leaders/rulers in various cultures as they relate to government and authority. (HOTS) (GE) (MCGF)

E. Evaluate the extent to which governments achieve their stated ideals and policies.

(GE) (HOTS) (LS)

F. Examine the role of technology in communication, transportation, information processing, weapons development, or other areas as it contributes to or helps resolve conflicts. (GE) (HOTS) (TECH)

G. Explain the purpose of government and analyze how its powers are acquired, used, and justified. (GE) (HOTS) (MCGF)

H. Examine persistent issues involving the rights, roles, and status of the individual in relation to the general welfare. (HOTS) (LS) (CS)

Assessed by: Rubric, Test/Essays, Student Performance/Product, and Teacher Observation

SS.HSCA.7: Production, Distribution, and Consumption: The students will learn about production, distribution, exchange, and consumption so that they can make informed economic decisions. (ES) (GE)

SS.HSCA.7A-I Benchmarks:

The student will be able to:

A. Identify various economic ideas and philosophies that have impacted the world. (HOTS) (GE) (MCGF)

B. Examine how the Internet will change the way business is conducted and how it will impact consumers. (HOTS) (GE) (LS) (TECH)

C. Compare how values and beliefs influence economic decisions of governments, business owners, and individual consumers in different societies. (GE) (MCGF) (TECH) (HOTS)

D. Examine how key inventions and discoveries have changed how people live. (GE) (MCGF) (HOTS)

E. Analyze the importance of trade as a means to not only exchange products, but also cultural ideas. (GE) (MCGF) (ES) (HOTS)

F. Chart how business reforms changed, and are still changing, the course of history. (TECH) (GE) (ES)

G. Analyze the costs and benefits to society of allocating goods and services through private and public sectors. (GE) (HOTS) (ES)

H. Describe the impact that supply and demand of goods and services have on national and global economics and how these forces interact as well as affect individuals in their daily lives. (GE) (HOTS) (CE)

I. Explain the need for a well informed society involved in making good choices in the use of resources. (GE) (HOTS) (LS) (CS)

Assessed by: Reading strategies, Test/Essays, Scored discussion, Student Performance, and Teacher Observation

SS.HSCA.8: Science, Technology, and Society: The students will understand the relationship between science, technology, and society when addressing human issues, problems, and opportunities. (TECH) (GE)

SS.HSCA.8A-J Benchmarks:

The student will be able to:

A. Identify and describe both current and historical examples of the interaction and interdependence of science, technology, and society in a variety of cultural settings. (HOTS) (GE) (CS) (TECH)

B. Explain how key inventions and discoveries have changed how people live. (GE) (MCGF) (LS) (TECH)

C. Describe key scientific, technological, and societal concepts and changes that still influence our nation today. (GE) (MCGF) (HOTS) (CE)

D. Analyze how science and technology influence the core values, beliefs, and attitudes of society and vice-versa. (HOTS) (TECH) (ES) (GE)

E. Evaluate various policies that have been proposed as ways of dealing with social changes resulting from new technologies. (HOTS) (NCDG) (GE) (LS) (ES)

F. Use a variety of current technology to extend learning. (LS) (TECH)

G. Examine the changes in our society tied to the advancements made in our transportation and communication systems. (GE) (HOTS) (CS) (CE) (TECH)

H. Speculate how future lifestyles will change as communication, transportation, and information systems continue to advance, especially how the Internet will change the way we live. (TECH) (HOTS) (CS) (CE)

I. Formulate strategies and develop policies for influencing public discussion associated with technology vs. society / individual issues, such as the greenhouse effect and genetic engineering. (GE) (MCGF) (NCDG) (ES) (CS) (LS)

J. Apply the Big Six to study information problems related to Contemporary Affairs (current events).(TECH) (LS) (HOTS)

Assessed by: Test/Essays, Reading strategies, Scored discussion, and Teacher Observation

SS.HSCA.9: Global Connections: The students will be able to construct connections between their lives and the realities of global interdependence. (GE) (CE) (ES) (NCDG)

SS.HSCA.9A-J Benchmarks:

The student will be able to:

A. Understand how cultural beliefs, values, and accepted ways of behavior come about and influence the way people live. (GE) (MCGF) (HOTS)

B. Analyze the global nature of change and conflict. (GE) (MCGF) (HOTS)

C. Possess a thematic as well as chronological sense of history and be able to evaluate how past events have and do shape current events. (GE) (MCGF) (ES) (LS) (CS) (HOTS)

D. Do critical research and relate topics in world history to current events and across cultures. (GE) (MCGF)(HOTS) (CS) (LS)

E. Make predictions of the future based on the past. (HOTS) (CS) (ES)

F. Analyze and evaluate the effects of changing technologies on the global community. (GE) (TECH)

G. Illustrate how individual behaviors and decisions connect with global systems. (GE) (HOTS) (LS) (ES)

H. Understand that people, their community, and their nation are integral players in an interconnected system. (GE) (MCGF) (HOTS)

I. Analyze how nations throughout the world have become more interdependent on one another. (GE) (MCGF) (HOTS)

J. Describe and evaluate the role of international and multinational organizations in the global arena. (GE) (HOTS) (MCGF)

Assessed by: Student Performance/Project, Scored discussion, Rubric, Test/Essays, and Teacher Observation

SS.HSCA.10: Civic Ideals and Practices: The students will apply the ideals, principles and practices of citizenship in a democratic republic through the development of civic attitudes and values. (ES) (NCDG)

SS.HSCA.10A-J Benchmarks:

The student will be able to:

A. Use listening skills for learning new information and/or receiving instruction or direction. (CE) (ES) (CS)

B. Use questioning skills to confirm and refine new learning. (CS) (ES)

C. Organize and effectively deliver a variety of types of oral classroom presentations and be able to express one's views through scored discussions. (CE) (ES) (CS)

D. Gives relevant and sensitive feedback to presentations of others. (ES)

E. Demonstrate positive social skills and respect toward class members. (ES) (CS) (MCGF)

F. Explain the origins and interpret the continuing influence of key ideals of the democratic republic form of government, such as individual human dignity, individual rights and responsibilities, liberty, justice, equality, and the rule of law. (GE) (MCGF) (HOTS) (CS)

H. Reflect on the value of a service one has performed and its contribution to the development of the community as well as the attitudes of the individual student. (CS) (LS) (ES) (HOTS)

I. Examine the rights AND responsibilities of citizens in our country and apply this learning. (HOTS) (LS) (CS)

J. Construct a policy statement and an action plan to achieve one or more goals related to an issue of public concern. (HOTS) (ES) (CS) (NCDG)

Assessed by: Classroom daily points, Rubrics, Peer Evaluations, Self-Evaluations, and Teacher Observation

SS.HSCA.11: Habits of the Mind: The student will develop and apply the skills of critical thinking, creative thinking, and self-regulation to enhance social studies learning. (HOTS) (ES) (HOTS, CE)

SS.HSCA.11A-D Benchmarks:

The student will be able to:

A. Engage in creative thinking to solve problems, including engaging intensely in tasks even when answers or solutions are not immediately apparent, pushing the limits of

his/her knowledge and abilities, and generating new ways of viewing a situation outside the boundaries of standard conventions. (HOTS) (ES)

B. Utilize self-regulation techniques in their daily lives, including being aware of his/her

own thinking, planning, being aware of necessary resources, being sensitive to feedback, and evaluating the effectiveness of his/her actions. (HOTS) (NCDG)

C. Utilize critical thinking in daily tasks, including being accurate and seeking accuracy, being clear and seeking clarity, restraining impulsivity, taking a position when the situation warrants it, and being sensitive to others' feelings and level of knowledge. (HOTS)

D. Use the seven reading comprehension/thinking strategies to facilitate understanding in the social studies setting. (HOTS)

Assessed by: Planners, Checklists, Student Performance/Product, and Teacher Observation

Benchmark Identification:

CS - Communication Skills Benchmark

LS - Learning Skills Benchmark

CE - Career Education Benchmark

MCGF - Multicultural Gender Fair Benchmark

HOTS - Higher Order Thinking Skills Benchmark

GE - Global Education Benchmark

TECH - Technology Benchmark

ES - Employability Skills Benchmark

Materials and Resources

(List all materials and resources. Be specific.)

There is no textbook for this course. It is a study of the current events and issues of the day and how they relate to the individual, community, state, nation and world.

Newspapers: The *Des Moines Register* and the *Waterloo Courier* will be used for this course.

(Students will also use other newspapers as they have a need for information for research on various issues.)

Magazines: There are no standard magazines used for this course, but those used most often would include the best news magazines such as *U.S. News and World Report*, *Newsweek*, *Business Week*, *Time*, and *Business 2.0*.

Supplemental readings: This would include any articles, both current and past that relate to one another, deemed necessary by the instructor or students when students are engaged in project work.

Internet Websites: Many sites can be used, including all the search engine sites (www.google.com; www.askjeeves.com; www.yahoo.com; and so on). Other regular sites include: www.voter.com (during election seasons); www.foxnews.com; www.cnn.com; www.abcnews.com; www.msnbc.com; www.cbs.com; www.worldbookonline.com (for background information).

Contemporary Affairs Outline

(Since this class has no textbook, the units are not exactly alike any two semesters. But in general, these are the areas we tend to cover.)

I. Bias in the Media

- a. a look at the way the media, including the Internet, attempts to influence people**
- b. examination of various media sources to find specific examples of bias**

II. Rights & Responsibilities

- a. the rights in the Bill of Rights and other laws that govern this country**
- b. the responsibilities that go with each right**

III. Elections (if an election year)

- a. presidential election and campaigns, including a look at campaign ads**
- b. congressional elections and the significance of who has control of Congress**
- c. state and local elections**

IV. Social Issues and Concerns

- a. local, state, national, and international issues and how they effect us**

V. Breaking News stories (whatever is a hot story) *Revised June 2005*