

**Lakewood City Schools**  
**Course of Study for CURRENT EVENTS**

Revised: April 21, 2009

**Scope and Sequence – Current Events**

**This course will analyze world wide current events and past current events that still have an impact on our world today.**

**Historical Connections**

Students will use previously gained knowledge of history to interpret the cause and effects of current events and issues.

Standard and Benchmark	Grade Level Indicators	Clear Learning Targets	Strategies/Resources
Identify major historical patterns in the domestic affairs of the United States during the 20 <sup>th</sup> century and explain their significance.	Explain major domestic developments after 1945 with emphasis on:  Postwar prosperity in the United States;  McCarthyism;  The space race;  Immigration patterns.	I can define economic cycle.  I can identify “booms and busts” periods in the United States over the past 100 years.  I can analyze United States’ governmental actions in response to economic movements.  I can list major immigration movements to the United States in the past 100 years.  I can differentiate between the concerns of the United States regarding its border with both Mexico and Canada.  I can define space race.  I can explain the function of NASA.	Internet  LHS LRC  Periodicals

		<p>I can identify the international function of the space station.</p> <p>I can define liberalism and conservatism.</p> <p>I can identify social and political ideologies based upon their content and the activity.</p>	
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**Historical Connections**

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Standard and Benchmark	Grade Level Indicators	Clear Learning Targets	Strategies/Resources
<p><b>Use historical interpretations to explain current issues.</b></p>	<p>Evaluate the limitations and the opportunities that result from decisions made in the past including:</p> <ul style="list-style-type: none"> <li>a. Electoral College;</li> <li>b. Direct election of senators;</li> <li>c. Income tax;</li> </ul> <p>Length of terms of elected and appointed officials</p>	<p>I can explain the Electoral College.</p> <p>I can identify the number of electoral votes given to each state.</p> <p>I can analyze the significance of a state being Red or Blue.</p> <p>I can define income tax.</p> <p>I can calculate the amount of taxes I would pay at the local, state, and federal level for a specific income.</p> <p>I can list advantages and disadvantages to political term limits.</p>	<p>Internet</p> <p>LHS LRC</p> <p>Electronic Media (TV)</p>

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**People and Society**

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Standard and Benchmark	Grade Level Indicators	Clear Learning Targets	Strategies/Resources
<p>Analyze how issues may be viewed differently by various cultural groups.</p>	<p>Choose a government policy or program and analyze how it has affected and been received by one or more racial, ethnic or religious groups:</p> <ul style="list-style-type: none"> <li>a. Indian policies;</li> <li>b. Immigration laws;</li> <li>c. Segregation policies;</li> <li>d. Selective service laws.</li> </ul>	<p>I can define the term reservation.</p> <p>I can explain why casino gambling is allowed on Indian Reservations.</p> <p>I can explain the function of the Office of Homeland Security.</p> <p>I can define racial profiling.</p> <p>I can list advantages and disadvantages of racial profiling.</p> <p>I can define the term Affirmative Action.</p> <p>I can define the term draft.</p> <p>I can list several legitimate reasons why an individual could refuse to be drafted.</p>	<p>Internet</p> <p>LHS LRC</p> <p>Periodicals</p>

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**People and Society**

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Standard and Benchmark	Grade Level Indicators	Clear Learning Targets	Strategies/Resources
<p><b>Identify the causes of political, economic and social oppression and analyze ways individuals, organizations and countries respond to resulting conflicts.</b></p>	<p>Explain how the United States has been affected politically, economically and socially by its multicultural diversity (e.g., work force, new ideas and perspectives, and modifications to culture).</p>	<p>I can identify at least three major minority groups in the United States.</p> <p>I can list at least one example of how different cultural practices have been added to the collective United States' culture.</p> <p>I can discuss how citizens of the United States have reacted to these changes politically, socially, and economically.</p>	<p>TV news magazine programs such as 20/20, 60 Minutes, and Dateline.</p> <p>LHS LRC</p> <p>Periodicals</p> <p>Internet</p>

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**Unit Title here**

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Standard and Benchmark	Grade Level Indicators	Clear Learning Targets	Strategies/Resources
<p>Analyze the ways that contacts between people of different cultures result in exchanges of cultural practices.</p>	<p>Explain the effects of immigration on society in the United States:</p> <ul style="list-style-type: none"> <li>a. Housing patterns;</li> <li>b. Political affiliation;</li> <li>c. Education system;</li> <li>d. Language;</li> <li>e. Labor practices;</li> <li>f. Religion.</li> </ul>	<p>I can define immigration.</p> <p>I can list major immigration movements to the United States and other significant movements around the world.</p> <p>I can recognize changes in housing patterns, political affiliation, education, language use, labor practices, and religion caused by immigration.</p>	<p>Internet</p> <p>Periodicals</p> <p>Newspapers</p> <p>LHS LRC Databases</p>

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**Geography**

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Standard and Benchmark	Grade Level Indicators	Clear Learning Targets	Strategies/Resources
<p><b>Analyze geographic changes brought about by human activity using appropriate maps and other geographic data.</b></p>	<p>Describe how changes in technology, transportation and communication affect the location and patterns of economic activities and use of productive resources.</p>	<p>I can identify different geographic traits of a region based upon its location on a map.</p> <p>I can describe how human activity is impacted by a location’s physical characteristics.</p> <p>I can explain how human activity effects the physical environment.</p>	<p>Atlas</p> <p>Internet</p> <p>Weather Chanel</p>

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**Geography**

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Standard and Benchmark	Grade Level Indicators	Clear Learning Targets	Strategies/Resources
<p><b>Evaluate the consequences of geographic and environmental changes resulting from governmental policies and human modifications to the physical environment.</b></p>	<p>Analyze and evaluate the consequences of a governmental policy that affects the physical characteristics of a place or region.</p>	<p>I can define global warming.</p> <p>I can list several reasons proposed for climate change.</p> <p>I can list one world wide example of climate change.</p> <p>I can identify several governmental and societal activities that have caused climate change.</p>	<p><b>Internet</b></p> <p><b>Weather Chanel</b></p> <p><b>National Geographic</b></p>

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**Economics**

A short description of the unit in narrative form goes here.

Standard and Benchmark	Grade Level Indicators	Clear Learning Targets	Strategies/Resources
<p><b>Explain the use of a budget in making personal economic decisions and planning for the future.</b></p>	<p>Explain the role of individuals in the economy as producers, consumers, savers, workers and investors.</p> <p>Describe how interest rates affect savers and borrowers.</p>	<p>I can explain the role interest has on savings and loans.</p> <p>I can illustrate the impact of spending has on the overall economy and specific production.</p> <p>I can define income and expense.</p> <p>I can differentiate between a want and a need.</p>	<p>Checkbook accounting</p> <p>Internet: amortization tables</p> <p>Wall Street Journal</p>

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Economics

A short description of the unit in narrative form goes here.

Standard and Benchmark	Grade Level Indicators	Clear Learning Targets	Strategies/Resources
<p><b>Analyze how scarcity of productive resources affects supply, demand, inflation and economic choices.</b></p>	<p>Explain the impact of inflation on economic behavior.</p> <p>Identify indicators that provide information to consumers on the current value or purchasing power of money with a focus on the:</p> <ul style="list-style-type: none"> <li>a. Consumer Price Index;</li> <li>b. Unemployment rate;</li> <li>c. Gross Domestic Product (GDP).</li> </ul>	<p>I can define inflation.</p> <p>I can explain the basic principles of the economic theory of supply and demand.</p> <p>I can formulate simple theories regarding consumer spending based upon information from the Consumer Price Index.</p> <p>I can formulate simple theories regarding the economic cycle based upon the Unemployment rate.</p> <p>I can formulate simple theories regarding imports and exports based upon the GDP.</p>	<p>Internet</p> <p>Local News</p>

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<p><b>Explain how the U.S. government provides public services, redistributes income, regulates economic activity, and promotes economic growth and stability.</b></p>	<p>Demonstrate how U.S. governmental policies, including taxes, antitrust legislation and environmental regulations affect individuals and businesses.</p>	<p>I can list several taxes, i.e. “capital gains” that impacts individuals and businesses.</p> <p>I can list several environmental laws, i.e. “e-check” that impacts individuals and businesses.</p>	<p>Internet</p>

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**Government**

A short description of the unit in narrative form goes here.

Standard and Benchmark	Grade Level Indicators	Clear Learning Targets	Strategies/Resources
<p><b>Analyze how citizens participate in the election process in the United States.</b></p>	<p>Explain the role of elections and political parties (including third parties) in facilitating the democratic process.</p>	<p>I can list the platform of the Democratic Party.</p> <p>I can list the platform of the Republican Party.</p> <p>I can list the platform of at least one significant third party.</p> <p>I can explain the difference between a Blue state and a Red state.</p> <p>I can demonstrate two ways political parties engage the electorate.</p>	<p>Democratic Party website</p> <p>Republican Party website</p> <p>Other party's websites</p>

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Standard and Benchmark	Grade Level Indicators	Clear Learning Targets	Strategies/Resources
<p><b>Evaluate, take and defend positions about issues concerning the alignment of the characteristics of American democracy with realities in the United States today.</b></p>	<p>Explain, using examples, how political parties, interest groups, the media and individuals influence the policy agenda and decision-making of government institutions.</p> <p>Explain how interpretations of the basic principles found in the U.S. Constitution have changed over time.</p>	<p>I can name all five freedoms guaranteed in the First Amendment to the Constitution of the United States.</p> <p>I can demonstrate one way each freedom is practiced.</p> <p>I can list one way each freedom is protected.</p> <p>I can list one way each freedom is denied.</p>	<p><b>United States' Constitution</b></p> <p><b>Review of city ordinances, state, and federal laws.</b></p>

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**Citizenship**

A short description of the unit in narrative form goes here.

Standard and Benchmark	Grade Level Indicators	Clear Learning Targets	Strategies/Resources
<p><b>Evaluate various means for citizens to take action on a particular issue.</b></p>	<p>Explain how an individual participates in primary and general elections including:</p> <ul style="list-style-type: none"> <li>a. Registering to vote;</li> <li>b. Identifying the major duties, responsibilities and qualifications required for a particular position;</li> <li>c. Becoming informed about candidates and issues;</li> <li>d. Declaring or changing party affiliation;</li> <li>e. Obtaining, marking and depositing a ballot.</li> </ul>	<p>I can list the steps necessary for voter registration.</p> <p>I can formulate and defend a position of societal importance.</p> <p>I can locate various sources of information on candidates and issues.</p> <p>I can list the steps necessary for party affiliation recognition.</p> <p>I can demonstrate the appropriate way to fill out a ballot.</p>	<p>Cuyahoga County Board of Elections</p>

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<p><b>Explain how the exercise of a citizen’s rights and responsibilities helps to strengthen a democracy.</b></p>	<p>Explain how citizenship includes the exercise of personal responsibility and active participation in a democracy including:</p> <ul style="list-style-type: none"> <li>a. Behaving in a civil manner;</li> <li>b. Being fiscally responsible;</li> <li>c. Accepting responsibility for the consequences of one’s actions;</li> <li>d. Practicing civil discourse;</li> <li>e. Being an informed citizen;</li> <li>f. Voting;</li> <li>g. Taking action on public issues;</li> <li>h. Providing public service;</li> <li>i. Serving on juries.</li> </ul>	<p>I can differentiate between socially acceptable and unacceptable behavior.            I can explain the difference between income and expenses.            I can list one consequence of any of my actions.            I can allow fellow classmates to voice their opinion and respond in a civil manner.            I can formulate an opinion based on accurate information.            I can vote when I am 18 years old.              I can locate my governmental representatives contact information.            I can list one way to volunteer in my community.            I can explain the role of a juror.</p>	<p>Mock Debates              Income and expense analysis.              Congressional District Office</p>

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<p><b>Analyze ways people achieve governmental change, including political action, social protest and revolution.</b></p>	<p>Explain how civil disobedience differs from other forms of dissent and evaluate its application and consequences.</p>	<p>I can list three forms of legal protest.</p> <p>I can list three types of illegal protest.</p> <p>I can list one societal change that has occurred due to protest.</p>	<p>Review of the 1960's Civil Right's Movement.</p> <p>Debate the effectiveness of Ghandi's leadership and Martin Luther King Jr.'s.</p>

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**Social Studies Skills and Methods**

A short description of the unit in narrative form goes here.

Standard and Benchmark	Grade Level Indicators	Clear Learning Targets	Strategies/Resources
<p><b>Obtain and evaluate information from public records and other resources related to a public policy issue.</b></p>	<p>Identify a current public policy issue and arguments relative to the issue.</p>	<p>I can locate the telephone number and address for Lakewood City Hall.</p> <p>I can access information from the Internet regarding local, state, and federal law.</p>	<p>Internet</p> <p>Governmental websites</p> <p>Outline the pros and cons of cigarette taxes vs banning smoking in public places.</p>

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**Social Studies Skills and Methods**

A short description of the unit in narrative form goes here.

Standard and Benchmark	Grade Level Indicators	Clear Learning Targets	Strategies/Resources
<p><b>Critique data and information to determine the adequacy of support for conclusions.</b></p>	<p>Research an issue or topic by gathering, recording, evaluating and interpreting relevant data.</p>	<p>I can locate more than one source of information for any topic.</p> <p>I can evaluate the accuracy of information from one source by comparing it to the information from another source.</p> <p>I can explain the relevance of information gathered and the argument that is being made.</p>	<p>LHS LRC</p> <p>Reference books</p> <p>Internet</p> <p>Primary Source Documents</p>

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Standard and Benchmark	Grade Level Indicators	Clear Learning Targets	Strategies/Resources
<p><b>Develop a research project that identifies the various perspectives on an issue and explain a resolution of that issue.</b></p>	<p>Respond to questions and feedback about presentations knowledgeably and civilly.</p>	<p>I can formulate a thesis statement.</p> <p>I can outline key elements of a position to begin researching a topic.</p> <p>I can listen to a position and develop educated views on the validity of the facts presented.</p> <p>I can openly accept contrary positions after evaluating their source and accuracy.</p>	<p>Book summaries and review</p> <p>Topic presentations</p> <p>LHS LRC</p> <p>Research projects</p>

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Standard and Benchmark	Grade Level Indicators	Clear Learning Targets	Strategies/Resources
<p><b>Work in groups to analyze an issue and make decisions.</b></p>	<p>Build consensus within a group by:</p> <ul style="list-style-type: none"> <li>a. Finding points of agreement;</li> <li>b. Identifying points individuals are willing to concede;</li> <li>c. Making sure that all voices are heard;</li> <li>d. Attempting to understand the view of others.</li> </ul>	<p>I can ask a specific question.</p> <p>I can give a clear and specific answer.</p> <p>I can develop a point of view.</p> <p>I can alter a point of view based upon the receipt of accurate and quality information.</p> <p>I can listen to all involved in a discussion.</p> <p>I can ask a question to each member of the discussion.</p>	<p>Group discussions</p> <p>Group work developing a position on a given event</p> <p>Asking specific questions and giving clear and specific answers to student generated questions</p>

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Standard and Benchmark	Grade Level Indicators	Clear Learning Targets	Strategies/Resources
Evaluate the reliability and credibility of sources.	Critique evidence used to support a thesis.	<p>I can identify facts in an argument that support a specific position.</p> <p>I can locate the source of supporting facts to determine the accuracy and bias of the information.</p> <p>I can determine the usefulness of a source based upon the presentation and source of the information.</p>	<p>Periodicals, newspapers, tv, internet</p> <p>Investigating bibliographies and footnotes</p> <p>Researching backgrounds of authors and repoters</p>

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Use data and evidence to support or refute a thesis.	Analyze one or more issues and present a persuasive argument to defend a position.	I can define the term fact. I can define the term generalization. I can define the term opinion. I can differentiate between a fact, generalization, and an opinion. I can use statistical information to defend an argument.	Webster’s Dictionary Graph and chart analysis Trend analysis using previous published data Thesis statement: written/oral based upon available data