Current Issues Curriculum

Students in Current Issues will engage in critical reading from a variety of media sources. Students will be expected to produce an essay incorporating specific information reflecting contemporary issues at the end of each two week cycle. Daily common formative assessments’ will be used to identify skills and allow the students to practice answering the essential questions for the course. The base assessment will be an open ended essay question where students will integrate facts from the media source that they select into a coherent response that is focused through the essential questions. Alternative assessments will be used at least once a term to allow students to demonstrate their knowledge and skills through various learning styles. The common formative assessments will become the student note book which along with any discussion information will be used on unit assessment and the final exam.
# Seymour Public Schools Curriculum

<table>
<thead>
<tr>
<th>Grade: 10 - 12</th>
<th>Elective</th>
<th>Current Issues</th>
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<tbody>
<tr>
<td></td>
<td>CSDE Standard</td>
<td>Historical Thinking: How does information affect our understanding of the past, present and the future?</td>
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<td>Enduring Understanding</td>
<td>What is going on in the world today and how might this impact us?</td>
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|                | Essential Questions | What is the author's point of view?  
Is this source credible?  
What are potential biases in the source?  
Why is this issue significant?  
What are potential impacts from this issue to my life?  
What potential impact will be created if this issue is not resolved? |
|                | Content Standard: | 1.1 Formulate questions and hypotheses from multiple perspectives, using multiple sources  
1.2 Collect, analyze, and reconcile information, including contradictory data, from multiple sources to support or reject hypotheses |
|                | Performance Expectations (Student outcomes) | Students will be able to:  
Collect information  
Analyze information  
Reconcile information, including contradictory data  
Support or reject hypotheses  
Formulate questions and hypotheses from multiple perspectives |
|                | Strategies/Modes (examples) | Independent reading  
Guided reading  
Student generated questions  
Teacher generated questions  
Cooperative learning groups  
Organizers  
Discussion  
Reciprocal Teaching |
|                | Materials/Resources (examples) | Computer Lab  
Newspapers  
Assorted Media |
|                | Assessments (examples) | Essay  
Poster  
Three Panel Board  
CD / DVD / Power point  
Standardized Essay  
CFA’S #1-5 |
<table>
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<tr>
<th>Note taking</th>
<th>Article analysis</th>
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