



SCHOOL DISTRICT OF MONROE

Preparing for the Future, One Child at a Time

Issues in American Society

Course Description:

The curriculum for this required course is developed from the [Wisconsin Standards for Social Studies](#).

Issues in American Society is a .5 credit elective that focuses on a variety of social, economic, environmental, and political realities that face the United States every day. A problem-solving approach is used to examine issues of concern to the U.S. citizen. Students will research topics that affect not only the society as a whole but also subcultures and individuals within our nation. By having an awareness of the origins of these issues and their current impacts, students will be better equipped to face everyday challenges in society. Coursework will include background readings, individual and group projects, discussions, debates, daily assignments and formal evaluations such tests, projects, and other assessments. Students will be exposed to and practice skills related to: reading literature, reading informational text, writing, speaking and listening, and language. Grades are determined by quizzes, tests, projects and daily work. The information in this course overview outlines what students should understand and be able to do by the end of the semester/year. The information in this course overview outlines what students should understand and be able to do by the end of the semester/year.

Mastery Standards:

Wisconsin Standards for Social Studies

Area: Social Studies Inquiry Practices and Processes (Inq)

- Wisconsin students will construct meaningful questions that initiate an inquiry. (Standard SS.Inq.1)
 - Develop questions based on a topic. (Inq1.a)
 - Frame researchable, complex, and open-ended questions, integrating multiple social studies strands that call for investigation. (SS.Inq1.a.h)
 - Plan inquiry (Inq1.b)
 - Construct questions that support the research and identify the sources that will be used in the student-developed research proposal. (SS.Inq1.b.h)
- Wisconsin students will gather and evaluate sources. (Standard SS.Inq2)
 - Gather diverse sources (electronic, digital, print, and other mass media) applicable to the inquiry. (Inq2.a)
 - Explore evidence discovered through personal research through a variety of disciplinary lenses (e.g., economics, history, political science) and multiple perspectives (e.g., race, gender, ethnicity, language, disability, sexual orientation, family background, and/or family income) with a variety of sources including primary and secondary sources and media resources. (SS.Inq2.a.h)
 - Evaluate sources (Inq2.b)
 - Analyze and weigh relevance of source through a disciplinary lens to determine how the author, context, audience, and purpose affect the reliability, limitations, and usefulness of a source. (SS.Inq2.b.h)
- Wisconsin students will develop claims using evidence to support reasoning. (Standard SS.Inq3)
 - Develop claims to answer inquiry questions. (Inq3.a)
 - Develop a defensible claim to provide focus for an inquiry that is based upon the analysis of sources. (SS.Inq3.a.h)
 - Cite evidence from multiple sources to support the claim. (Inq3.b)
 - Support claim with evidence using sources from multiple perspectives and mediums (electronic, digital, print, and other mass media). (SS.Inq3.b.h)
 - Elaborate how evidence supports the claim. (Inq3.c)
 - Analyze the extent to which evidence supports or does not support a claim, and if it does not, modify the claim appropriately. (SS.Inq3.c.h)
- Wisconsin students will communicate and critique conclusions. (Standard SS.Inq4)
 - Communicate conclusions (Inq4.a)
 - Communicate conclusions while taking into consideration that audiences from diverse backgrounds (e.g., gender, class, proximity to the event or issue) may interpret the information in different ways). (SS.Inq4.a.h)
 - Critique conclusions (Inq4.b)
 - Examine a claim's strengths and weaknesses, including an evaluation of supporting evidence, taking into consideration cultural, social, economic, political, geographic, and historic influences

that inform these perspectives. (SS.Inq4.b.h)

Unit	Description of Unit and Learning Targets
<p>Unit Title: The Costs of War</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> • What are the true costs of war? 	<p>Students will.....</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • Analyze the financial costs of going to war. • Analyze the human cost of going to war (both U.S. casualties as well as enemy and civilian casualties) • Understand the causes and effects of PTSD as it relates to combat veterans. • Create a solution(s) to help support the mental and physical health combat veterans.
<p>Unit Title: The Gun Debate in America</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> • How can the United States balance gun rights and gun regulations to ensure a safe society? 	<p>Students will...</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • Analyze the history of gun rights and regulations in the United States. • Compare and contrast differing viewpoints on gun rights vs gun regulations in the United States. • Take a position on what the United States can do to curb the numbers of gun deaths and gun injuries in the United States.
<p>Unit Title: America’s Drug War</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> • How would you describe the success of the War on Drugs? 	<p>Students will...</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • Understand when, how, and why the War on Drugs began in the United States. • Analyze various data and statistics regarding drug use, law enforcement approaches to curbing drug use, and how it relates to America’s prison population. • Analyze the movement in many states to legalize Cannabis and how this has affected and will affect those states and others. • Take a position(s) on what the United States can/should do about drug use and drug enforcement.
<p>Unit Title: Immigration in America</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> • How can the United States best approach the issues of immigration in the 21st century? 	<p>Students will...</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • Review America’s immigration history. • Analyze current data and statistics related to U.S. immigration. • Analyze immigration issues at the southern border of the United States. • Take a position(s) on what the United States should carry out regarding the immigration debate.