

CI | CONTEMPORARY ISSUES

Course Description: Students will use inquiry skills to examine the issues that impact the contemporary world. Students will analyze the historical, cultural, economic, and geographic factors that have elevated certain issues to levels of concern in the United States and around the globe. Students will engage in research and problem solving in order to better understand and assess significant current issues.

C—Culture, E—Economics, G—Geography, H—History, P—Politics/Government, T—Tennessee
TCA—Tennessee Code Annotated: These standards are legally required to be taught.

Grades 9-12

Social Studies Practices

Overview: Students will apply these skills to create and address questions that will guide inquiry and critical thinking. These practices should be regularly applied throughout the year. Students will progress through the inquiry cycle (SSP.01-SSP.04) by analyzing primary and secondary sources to construct and communicate their conceptual understanding of the content standards and to develop historical and geographic awareness (SSP.05- SSP.06).

SSP.01	<p>Collect data and information from a variety of primary and secondary sources, including:</p> <ul style="list-style-type: none"> ● Printed materials (e.g., literary texts, newspapers, autobiographies, speeches, interviews, letters, personal journals) ● Graphic representations (e.g., maps, timelines, charts, political cartoons, photographs, artwork) ● Field observations/landscape analysis ● Artifacts ● Media and technology sources
SSP.02	<p>Critically examine a primary or secondary source in order to:</p> <ul style="list-style-type: none"> ● Extract and paraphrase significant ideas ● Discern differences between evidence and assertion ● Draw inferences and conclusions ● Recognize author’s purpose, point of view, and potential bias ● Assess the strengths and limitations of arguments
SSP.03	<p>Synthesize data from a variety of sources in order to:</p> <ul style="list-style-type: none"> ● Establish accuracy and validity by comparing sources to each other ● Recognize disparities among multiple accounts ● Frame appropriate questions for further investigation

C—Culture, E—Economics, G—Geography, H—History, P—Politics/Government, T—Tennessee
TCA—Tennessee Code Annotated: These standards are legally required to be taught.

SSP.04	<p>Construct and communicate arguments citing supporting evidence to:</p> <ul style="list-style-type: none"> ● Demonstrate and defend an understanding of ideas ● Compare and contrast viewpoints ● Illustrate cause and effect ● Predict likely outcomes ● Devise new outcomes or solutions
SSP.05	<p>Develop historical awareness by:</p> <ul style="list-style-type: none"> ● Recognizing how and why historical accounts change over time ● Perceiving and presenting past events and issues as they might have been experienced by the people of the time, with historical empathy rather than present-mindedness ● Evaluating how unique circumstances of time and place create context and contribute to action and reaction ● Identifying patterns of continuity and change over time, making connections to the present
SSP.06	<p>Develop geographic awareness by:</p> <ul style="list-style-type: none"> ● Using the geographic perspective to analyze relationships, patterns, and diffusion across space at multiple scales (e.g., local, national, global) ● Analyzing and determining the use of diverse types of maps based on the origin, authority, structure, context, and validity ● Analyzing locations, conditions, and connections of places and using maps to investigate spatial associations among phenomena ● Examining how geographers use regions and how perceptions of regions are fluid across time and space ● Analyzing interaction between humans and the physical environment

C—Culture, E—Economics, G—Geography, H—History, P—Politics/Government, T—Tennessee
TCA—Tennessee Code Annotated: These standards are legally required to be taught.

Geography

Overview: Students will see, understand, and appreciate the web of relationships between people, places, and environments using the knowledge, skills, and concepts within the five themes of geography.

CI.01	Explain the five themes of geography (i.e., location, place, human environment and interaction, movement, region).	G
CI.02	Locate world regions, and explain how location affects events (e.g., climate, place, resources, globalization, urbanization, cultural diffusion, etc.).	G, H
CI.03	Analyze how cultural characteristics (e.g., language, religion, ethnicity, gender roles) link, divide, and/or define regions.	C, G
CI.04	Explain and analyze reasons and methods for the creation of different political divisions (e.g., state, nation-state, federal states, electoral districts, multi-national organizations, etc.).	G, P
CI.05	Explain how technology and globalization shape new methods of human interaction.	C, G
CI.06	Identify how geography shapes culture, economics, politics, and history.	C, E, G, H, P

C—Culture, E—Economics, G—Geography, H—History, P—Politics/Government, T—Tennessee
TCA—Tennessee Code Annotated: These standards are legally required to be taught.

History

Overview: Students will explore contemporary and historical issues from a global perspective.		
CI.07	Analyze the relationship between historical facts and historical interpretation.	H, P
CI.08	Analyze how causal factors (e.g., cultural differences, boundary disputes, imperialism, and religious conflicts) fostered past and current conflicts.	C, G, H, P
CI.09	Analyze the causes and effects of extremism, and identify the historical roots of terrorist attacks (e.g., PLO, IRA, Al-Qaeda, Taliban, ISIS, the Black Hand, KKK, etc.).	C, H, P
CI.10	Describe the relationship and causal factors between historic events and contemporary issues (e.g., 2011 Japanese earthquake, Chernobyl, Hiroshima and Nagasaki, Great Chicago Fire, world epidemics).	C, H
CI.11	Analyze the lasting impact of history on contemporary issues (e.g., Treaty of Versailles, Cold War, ethnic cleansing, urbanization, human rights, immigration, modern medicine, etc.).	C, H, P

C—Culture, E—Economics, G—Geography, H—History, P—Politics/Government, T—Tennessee
TCA—Tennessee Code Annotated: These standards are legally required to be taught.

Politics

Overview: Students will analyze and explain how the U.S. government interacts with its citizens and the global community.		
CI.12	Describe the protections offered by the Bill of Rights and their changing interpretations within American society.	C, H, P
CI.13	Compare and contrast American civil liberties and protections, as defined by the Bill of Rights, to those of other nations.	C, G, H, P
CI.14	Examine factors that influence elections, such as political ideologies, media technologies, social media, societal movements, and other factors.	C, H, P
CI.15	Compare and contrast current economic issues, such as wealth disparity, trade imbalances, developed and developing nations, and over-consumption.	E, P
CI.16	Discuss the evolving role of the U.S. in international affairs.	P
CI.17	Analyze the political implications of terrorism for American public policy.	C, P

C—Culture, E—Economics, G—Geography, H—History, P—Politics/Government, T—Tennessee
TCA—Tennessee Code Annotated: These standards are legally required to be taught.

Culture

Overview: Students will explore the similarities and differences among people, including their beliefs, values, and traditions.		
CI.18	Compare and contrast world religions (e.g., Buddhism, Christianity, Hinduism, Islam, Judaism, and Sikhism), and analyze how they complement or conflict with each other in the contemporary world.	C, G, H
CI.19	Analyze the changing role of media and technology on the spread of information and the effects on global culture.	C
CI.20	Compare and contrast folk and/or traditional culture with popular culture, and analyze efforts to preserve folk culture amid the spread of popular culture.	C
CI.21	Analyze language's role in defining national identity and culture, and examine the role of English as a lingua franca.	C
CI.22	Explain multiculturalism, and analyze trends in acculturation and assimilation.	C, G
CI.23	Analyze types, patterns, and attitudes regarding discrimination.	C, G, H, P
CI.24	Identify public health efforts, and explain their effects in the U.S. and around the world today (e.g., sanitation, vaccinations, birth and death rates, disease prevention, pandemic research).	C, G, H, P
CI.25	Analyze changes in global relationships in the post-9/11 world.	C, G, H, P
CI.26	Identify and explain groups and individuals involved in current U.S. and Tennessee issues.	C, G, H, P, T
CI.27	Identify and explain groups and individuals involved in current global issues.	C, G, H, P, T

C—Culture, E—Economics, G—Geography, H—History, P—Politics/Government, T—Tennessee
 TCA—Tennessee Code Annotated: These standards are legally required to be taught.