

CCRS Standard	Standard ID	Evidence of Student Attainment	Teacher Vocabulary	Knowledge	Skills	Understanding	ALEX Resources
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<p>1. Describe current news stories from various perspectives, including geographical, historical, political, social, and cultural.</p> <ul style="list-style-type: none"> Evaluating the impact of current news stories on the individual and on local, state, national, and international communities (Alabama) Comparing current news stories to related past events Analyzing news stories for implications regarding nations of the world Locating on a map areas affected by events 	<p>Elective Contemporary World Issues and Civic Engagement HS.CWI.1</p>	<p>Students:</p> <ul style="list-style-type: none"> Describe the relevance of major news stories. Explain the information contained within a news story. 	<ul style="list-style-type: none"> perspective local, state, national, and international communities analyze interpret statistical data compare/contrast news graphic (infographic) 	<p>Students know:</p> <ul style="list-style-type: none"> News stories can be interpreted through various perspectives. The types of information that can be found within news stories. 	<p>Students are able to:</p> <ul style="list-style-type: none"> Analyze news stories for comparative purposes in their style, format, and audience. Develop connections between current issues and past events. Interpret various forms of data, including statistical and geographical, contained in news stories. Identify cause-effect relationships with current news stories and their world implications. Locate on a map key locations of major world news stories. 	<p>Students understand that:</p> <ul style="list-style-type: none"> The relevancy of major news stories can be established through analysis of the story and drawing connections. 	<p>Click below to access all ALEX resources aligned to this standard.</p> <ul style="list-style-type: none"> ALEX Resources
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<p>described in news stories</p> <ul style="list-style-type: none"> Interpreting statistical data related to political, social, and economic issues in current events 							
<p>2. Compare the relationship of governments and economies to events occurring in specific nations.</p> <ul style="list-style-type: none"> Identifying recurring historical patterns in regions around the world Describing costs and benefits of trade among nations in an interdependent world Comparing ways different countries address 	<p>Elective Contemporary World Issues and Civic Engagement HS.CWI.2</p>	<p>Students:</p> <ul style="list-style-type: none"> Explain how government actions and economic trends are interrelated. Describe the means by which certain countries address social and economic issues. 	<ul style="list-style-type: none"> compare/contrast cost/benefit interdependent world economic problem social problem trade historical pattern 	<p>Students know:</p> <ul style="list-style-type: none"> Economic decisions result in costs and benefits for nations and individuals. Different countries utilize varying means of addressing social and economic problems. World affairs are shaped by the trade patterns of countries. 	<p>Students are able to:</p> <ul style="list-style-type: none"> Identify recurring trends in history revealing existing patterns. Compare and contrast ways in which countries address existing social and economic problems. Identify cause-effect relationships between government actions and their economies. 	<p>Students understand that:</p> <ul style="list-style-type: none"> There is a relationship between government actions and economic trends as found within news stories of current events. 	<p>Click below to access all ALEX resources aligned to this standard.</p> <ul style="list-style-type: none"> ALEX Resources

Grade ELECTIVE CONT. WORLD ISSUES Social Studies

Social Studies CCRS STANDARDS and ALABAMA COS

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individual and national economic and social problems, including child care, tax rates, economic regulations, health care, national debt, and unemployment							
3. Compare civic responsibilities, individual rights, opportunities, and privileges of citizens of the United States to those of citizens of other nations.	Elective Contemporary World Issues and Civic Engagement HS.CWI.3	<p>Students:</p> <ul style="list-style-type: none"> Describe what rights, opportunities, responsibilities, and privileges they have within the United States. Describe how citizenship in the United States differs from that of other countries. 	<ul style="list-style-type: none"> compare/contrast civic responsibility individuals rights civic/individual opportunity civic/individual privilege 	<p>Students know:</p> <ul style="list-style-type: none"> The definition of a citizen varies amongst countries, including the rights and responsibilities of such. The rights, opportunities, responsibilities, and privileges American citizens possess. 	<p>Students are able to:</p> <ul style="list-style-type: none"> Compare and contrast the meaning of citizenship in the United States to other countries. Identify examples of and differences between the meanings of a right, privilege, opportunity, and responsibility. 	<p>Students understand that:</p> <ul style="list-style-type: none"> The role of a citizen differs amongst countries. 	<p>Click below to access all ALEX resources aligned to this standard.</p> <ul style="list-style-type: none"> ALEX Resources
4. Analyze scientific and technological changes for their	Elective Contemporary World Issues and Civic	<p>Students:</p> <ul style="list-style-type: none"> Summarize the effects of scientific and 	<ul style="list-style-type: none"> analyze scientific change 	<p>Students know:</p> <ul style="list-style-type: none"> The important trends in science and 	<p>Students are able to:</p> <ul style="list-style-type: none"> Identify cause-effect relationships 	<p>Students understand that:</p> <ul style="list-style-type: none"> There are impacts that 	<p>Click below to access all ALEX resources aligned to this standard.</p>

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<p>impact on the United States and the world.</p>	<p>Engagement HS.CWI.4</p>	<p>technological change on the United States as well as the world.</p>	<ul style="list-style-type: none"> • technological change • scientific impact • technological impact 	<p>technology in relation to current events.</p> <ul style="list-style-type: none"> • How changes in science and technology can shape national and world events. 	<p>regarding changes in science and technology and their impact.</p>	<p>changes in science and technology can create on national and international events, trends, and issues.</p>	<ul style="list-style-type: none"> • ALEX Resources
<p>5. Analyze cultural elements, including language, art, music, literature, and belief systems, to determine how they facilitate global understanding or misunderstanding.</p>	<p>Elective Contemporary World Issues and Civic Engagement HS.CWI.5</p>	<p>Students:</p> <ul style="list-style-type: none"> • Analyze elements of cultures from countries around the world including various languages, pieces of art; music; literature, and differing beliefs systems. • Provide an argument with strong evidence for or against how cultural elements can facilitate a better global understanding or cause a misunderstanding between nations and cultures. 	<ul style="list-style-type: none"> • global understanding • cultural elements • evidence • analyze • belief system • globalization • perspective • diversity 	<p>Students know:</p> <ul style="list-style-type: none"> • The elements that form a culture. • Differing cultures around the world. • Culture conflicts throughout history. • The meaning of globalization as well as how globalization has provided a need and an avenue for global/cultural understanding. 	<p>Students are able to:</p> <ul style="list-style-type: none"> • Analyze elements of culture using a variety of techniques. • Support analysis with global perspective of culture. • Identify cultures throughout the world through locating. • Form an argument with evidence to determine if cultural elements facilitate global understanding or misunderstanding. 	<p>Students understand that:</p> <ul style="list-style-type: none"> • Cultural elements facilitate global understanding or misunderstanding for any given culture. 	<p>Click below to access all ALEX resources aligned to this standard.</p> <ul style="list-style-type: none"> • ALEX Resources

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<p>6. Compare information presented through various media, including television, newspapers, magazines, journals, and the Internet.</p> <ul style="list-style-type: none"> Explaining the reliability of news stories and their sources Describing the use, misuse, and meaning of different media materials, including photographs, artwork, and film clips Critiquing viewpoints presented in editorial writing and political cartoons, including the use of symbols that represent viewpoints 	<p>Elective Contemporary World Issues and Civic Engagement HS.CWI.6</p>	<p>Students:</p> <ul style="list-style-type: none"> Compare and contrast information from various media outlets. Explain the reliability of news stories and their sources from the television, newspapers, magazines, journals, and the internet. Analyze and describe the meaning of different media materials and how the materials are used and misused. Critique viewpoints used in editorials and political cartoons; Analyze symbolism used in media. Analyze and describe the role of bias and 	<ul style="list-style-type: none"> media bias analyze criticism viewpoints perspective political cartoon symbolism flawed sampling editorial 	<p>Students know:</p> <ul style="list-style-type: none"> A variety of techniques for analyzing media outlets including television, internet, magazines, newspapers, and journals. A variety of techniques for analyzing the meaning, sources, viewpoints, bias, and sampling involved in media. Media is biased. 	<p>Students are able to:</p> <ul style="list-style-type: none"> Analyze and compare information from various media sources. Support analysis with evidence from various sources. Determine reliability of news and their sources. Identify bias and viewpoints including symbolism. Apply strategies for media analysis to a variety of media outlets. 	<p>Students understand that:</p> <ul style="list-style-type: none"> It is important to analyze media in all forms to determine the reliability, source, meaning, perspective, bias, and sampling when listening to media outlets. 	<p>Click below to access all ALEX resources aligned to this standard.</p> <ul style="list-style-type: none"> ALEX Resources
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<ul style="list-style-type: none"> Describing the role of intentional and unintentional bias and flawed samplings 		flawed sampling used in media.					
7. Identify strategies that facilitate public discussion on societal issues, including debating various positions, using a deliberative process, blogging, and presenting public forums.	Elective Contemporary World Issues and Civic Engagement HS.CWI.7	Students: <ul style="list-style-type: none"> Identify various strategies for public discussion of societal issues. Analyze debating techniques, the use of deliberating, blogging, and public forums. 	<ul style="list-style-type: none"> public discussion societal issues debate blogging deliberation public forum 	Students know: <ul style="list-style-type: none"> Strategies for public discussion. Important controversial issues facing society today. A variety of techniques for analyzing methods of public discussion and when each method is appropriate. 	Students are able to: <ul style="list-style-type: none"> Analyze strategies for public discussion. Debate, deliberate, blog, and hold public forums on various societal issues. 	Students understand that: <ul style="list-style-type: none"> Public discussion is important in regards to societal issues and how each method is appropriate at various times depending on the discussion. 	Click below to access all ALEX resources aligned to this standard. <ul style="list-style-type: none"> ALEX Resources
8. Organize a service-learning project, including research and implementation, that addresses an identified community or global issue having an impact on the quality of life of	Elective Contemporary World Issues and Civic Engagement HS.CWI.8	Students: <ul style="list-style-type: none"> Identify a community or global issue that has an impact on the quality of life of individuals and groups. 	<ul style="list-style-type: none"> service learning community service community issue global issue quality of life 	Students know: <ul style="list-style-type: none"> There are issues of importance to the quality of life in their community and the world. 	Students are able to: <ul style="list-style-type: none"> Identify and research an issue of importance to their community and the world that is impacting the quality of life 	Students understand that: <ul style="list-style-type: none"> Civic involvement is important as is the ability to serve the community and the world by addressing 	Click below to access all ALEX resources aligned to this standard. <ul style="list-style-type: none"> ALEX Resources

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<p>individuals and groups.</p>		<ul style="list-style-type: none"> • Research the issue and organize a project that addresses the issue in the community or the world. • Implement the service-learning project during the course. 	<ul style="list-style-type: none"> • implementation 	<ul style="list-style-type: none"> • Various types of service-learning projects and activities exist. and new ones can be created. • The organizational skills necessary for a successful for a service-learning project. • Research and implementation methods for service-learning projects. 	<p>for individuals and groups.</p> <ul style="list-style-type: none"> • Organize and implement a service learning project in their community or the world that addresses the issue that has been identified. 	<p>issues that impact quality of life on a daily basis.</p>	
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