**Course Description and Standards**

**Michigan Middle School Current Events Exploratory Class**

**Prepared by Gail Robert; Vulcan Middle School, Norway, Michigan**

Exploratory Current Events Class will introduce the students to current events and debate topics that we are facing in our world today keeping in consideration both the ELA and Social Studies curriculum standards. It will help students analyze their feelings of what is happening in the world around them. Students will explore the issues from different perspectives and evaluate how these issues can affect them. Students will be encouraged to form their own opinions while improving their awareness of important local, national and global issues.

**Program of Study Application**

This exploratory program has been designed to be unique to the middle school level of education to give an opportunity to students to explore areas of interest through current events in our world beyond the learning that takes place in the regular academic classes. Some of the Current Event areas that may be examined this year are:

* civil/human rights
* domestic laws and policies
* world health concerns
* environmental issues
* global economic systems
* the role of the United States in the global 21st Century
1. **Academic Achievement**

1. Students will examine the news from a multitude of sources and determine significant events and other important aspects of the world around them. Students will write a weekly brief summary of a news story and will attempt to determine if the source was credible and examine it for bias in the story.

*CCSS.ELA-LITERACY.RH.6-8.1
Cite specific textual evidence to support analysis of primary and secondary sources.*

[*CCSS.ELA-LITERACY.RH.6-8.2*](http://www.corestandards.org/ELA-Literacy/RH/6-8/2/) *Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.*

[*CCSS.ELA-LITERACY.RH.6-8.1*](http://www.corestandards.org/ELA-Literacy/RH/6-8/1/) *Cite specific textual evidence to support analysis of primary and secondary sources.*

[*CCSS.ELA-LITERACY.RH.6-8.6*](http://www.corestandards.org/ELA-Literacy/RH/6-8/6/) *Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).*

2. Using various classroom strategies, students will engage in conversations, debates and discussions of what is happening in the news in an attempt to clarify and resolve local, national and global issues.

[*CCSS.ELA-LITERACY.RH.6-8.8*](http://www.corestandards.org/ELA-Literacy/RH/6-8/8/) *Distinguish among fact, opinion, and reasoned judgment in a text.*

[*CCSS.ELA-LITERACY.RH.6-8.9*](http://www.corestandards.org/ELA-Literacy/RH/6-8/9/) *Analyze the relationship between a primary and secondary source on the same topic.*

3. Students will take a weekly quiz on the events from the weeks.

4. Twice during the semester students will work in groups to research, prepare and present a news story of their choice as if it is breaking news. In their presentation they will describe and explain the causes, consequences and geographical context of their chosen issue/event.

[*CCSS.ELA-LITERACY.RH.6-8.7*](http://www.corestandards.org/ELA-Literacy/RH/6-8/7/) *Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.*

[*CCSS.ELA-LITERACY.RH.6-8.8*](http://www.corestandards.org/ELA-Literacy/RH/6-8/8/) *Distinguish among fact, opinion, and reasoned judgment in a text.*

[*CCSS.ELA-LITERACY.RH.6-8.9*](http://www.corestandards.org/ELA-Literacy/RH/6-8/9/) *Analyze the relationship between a primary and secondary source on the same topic.*

5. Students will employ strategies to construct meaning from reading informational text; plan and draft an opinion paper and a comparison essay on current events, demonstrating the ability to write clear and grammatically correct sentences and paragraphs. They will use knowledge of the past to construct meaningful understanding of the diversity of our world in their writing.

[*CCSS.ELA-LITERACY.RH.6-8.10*](http://www.corestandards.org/ELA-Literacy/RH/6-8/10/) *By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.*

[*CCSS.ELA-LITERACY.RH.6-8.1*](http://www.corestandards.org/ELA-Literacy/RH/6-8/1/) *Cite specific textual evidence to support analysis of primary and secondary sources.*

[*CCSS.ELA-LITERACY.RH.6-8.2*](http://www.corestandards.org/ELA-Literacy/RH/6-8/2/) *Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.*

**Standards Alignment Notes**

These standards have been developed to align with Core Content Standards and Michigan Curriculum Standards