



MASTER COURSE OUTLINE

Date: September 1, 2018

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COURSE TITLE

Contemporary World Events

GENERAL COURSE INFORMATION

Dept.: HSC

Course Num: 032

(Formerly:)

CIP Code: 32.0240

Intent Code: 12

Program Code: N/A

Credits: 0.5-1

Total Contact Hrs Per Qtr.: 55

Lecture Hrs: 55

Lab Hrs: 0

Other Hrs:

Distribution Designation:

COURSE DESCRIPTION (as it will appear in the catalog)

This survey course provides a brief overview of current events and world geography. High School completion credit only.

PREREQUISITES

Students must be enrolled in a Basic Skills class and have taken the CASAS pre-test

TEXTBOOK GUIDELINES

Instructional materials as determined by the instructor

COURSE LEARNING OUTCOMES

Upon successful completion of the course, students should be able to demonstrate the following knowledge or skills:

- Identify current events and their environmental, political, social, or economic impact
- Identify key countries in current events and discuss the impact and potential conflicts
- Discuss the validity or bias of a news source
- Form opinions based on current events

INSTITUTIONAL OUTCOMES

None

COURSE CONTENT OUTLINE

- Geography:
 - o Locate and identify the 7 continents,
 - o Locate and identify the 5 oceans
 - o Locate and identify the countries where current global issues are occurring.
 - o Locate and identify the states where current domestic issues are occurring.
- Analyze at least 10 current world events
 - o At least 5 of the topics must be domestic news events
 - o At least 5 of the topics must be international news events

- o Compare and evaluate competing opinions on events
- o Make judgments of various resources concerning bias in their coverage of events

DEPARTMENTAL GUIDELINES

This course will satisfy one high school Contemporary World Problems credit for HS21. This course will meet the requirements for High School CWP, Economics, World History or Political Science. Independent study may be approved by instructor on a topic related to CWP, Economics, World History or Political Science.

College and Career Readiness Standards (CCRS) for BEdA Program: Instruction is aligned to the following CCR Standards:

D-E in Reading based on the CCRS Anchors:

- 1 (Read closely to determine what the text says explicitly and to make logical inferences from it),
- 2 (Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas),
- 3 (Analyze how and why individuals, events, and ideas develop and interact over the course of a text),
- 4 (Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone),
- 5 (Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text [e.g., a section, chapter, scene, or stanza] relate to each other and the whole),
- 6 (Assess how point of view or purpose shapes the content and style of a text),
- 7 (Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words),
- 8 (Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence),
- 9 (Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take, and
- 10 (Read and comprehend complex literary and informational texts independently and proficiently).

D-E in Writing based on the CCRS Anchors:

- 1 (Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence),
- 2 (Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content),
- 3 (Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences),
- 4 (Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience),
- 5 (Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach),
- 6 (Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others),
- 7 (Conduct short as well more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation),
- 8 (Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism), and
- 9 (Draw evidence from literary or informational texts to support analysis, reflection, and research).

B in Math based on the CCRS Anchors:

- 1 (Make sense of problems and persevere in solving them)
- 2 (Reason abstractly and quantitatively)
- 3 (Construct viable arguments and critique the reasoning of others)
- 4 (Model with mathematics)
- 5 (Use appropriate tools strategically)
- 6 (Attend to precision)
- 7 (Look for and make use of structure)
- 8 (Look for and express regularity in repeated reasoning)

DIVISION CHAIR APPROVAL

DATE