

## RSU 24 Course Development/Change Request

This form and process is used for adding courses. Please submit to the Curriculum Director. The request will be reviewed by the Educational Programming Committee in a 2-step process. An example is available.

Person/Team Making Request: Joseph Wroblewski

Content Area: Social Studies, ELA

Course Title: Current Events

Purpose of the Course: Learning to evaluate news sources through evaluating the source and point of view as well as close reading.

Course Objectives: Please be specific in how these objectives relate to RSU 24's Essential Skills and Power Standards as well as how they will be assessed

1. Interpret, analyze and evaluate complex informational/social studies texts
2. Produce discipline specific writing that is clear and coherent
3. Conduct short sustained research projects

Please attach a purposed budget. What impact will the proposed change have on monies? Materials/textbooks/equipment? Additional staffing needs? Training needed for implementation? Funding sources? distinct perspective  
no additional budget will be needed.

The course is fully developed. The list of performance indicators would need to be tabulated.

How does this change affect the teaching schedule? Mr. Wroblewski would teach Intro to Law for one semester to make room for current events

Other Additional Information:

Signatures:

Teacher(s):

Date:

Joseph Wroblewski

Date: 12/3/18

Building Principal:

Myra J. J. [Signature]

Date: 2/1/19

Curriculum Director:

Date: \_\_\_\_\_

First Review by the Educational Programming Committee on \_\_\_\_\_

Recommendation to RSU 24 Board of Directors:

RSU 24 Board of Directors' Decision:

Date:

## Current Events: Syllabus

**Current Events** is a class with two main components: First, the class is about what is happening in the news of the world. In this class, you will be asked to scan media on the internet, and locate, read and analyze news items that both interest you, and which you believe will interest your classmates. You will also be presented with news items chosen by your teacher for analysis and discussion.

But just as important, you will learn how to evaluate the *sources* of news. Today, the credibility or believability of news sources has become as hotly debated as the news itself. In this class we will spend some time early-on learning how to spot fake news, and how otherwise to become a critical consumer of the news.

In addition to lessons on evaluating news sources, and other interesting news items I may present over the course of this semester, the class consists many kinds of student driven projects:

1. **News Item Discussion**: You will be asked to present a News Item you have analyzed for discussion with the entire class. You should select a news item that will generate discussion from your classmates. This will be an authentic performance assignment.
2. **News Item Report**: At least twice per semester, you will be asked to report on an item of news you have located, analyzed and summarized. The news item can be on any topic that interests you.
3. **Opinion Item Discussion**: We will also be working with, and analyzing opinion pieces in the news. Our focus will be on how the author supports the opinion, in terms of rhetorical devices as well as evidence.
4. **Political Cartoon Analysis**: We will break down political cartoons and other political imagery to find out how they are so effective in conveying ideas and messages.
5. **Time to Talk Back**: At least once per semester, you will be asked to find a news item about which you feel passionately about. Maybe you disagree with the point of view of the reporter or you believe that a great deal of information was left out. You will be asked to develop a response, or “talk back” to the writer of the news item. You will not be required to present this, but you are encouraged to do so and will get extra credit for a good presentation.
6. **Upfront Magazine**: We may also review this magazine, published by the New York Times, for students if it is available. These are thought provoking and interesting articles written for high school students, and which relate to topics students care about.
7. **Other activities**: this is *your* class and student interest (and fun) should be a driving force. What do you think we could do to generate interest and discussion about today’s news? Perhaps a weekly oral report on topics of interest or topics chosen by the teacher?
8. **Final Project**: for a final project, you will find a current event, and relate it to something you are learning in another class.