

The mission of Hermon High School is to prepare students for personal success in college, work, and community.

WORLD AND AMERICAN STUDIES I

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Major World Regions and Topics from Medieval to Modern Times: Turning Points, Enduring Themes, and Connections to Current World Issues.

This course will engage students as they explore, research, and understand various world regions and topics from medieval to current times. Investigating turning points, enduring themes, and making connections to current world issues will provide a framework for Essential Concepts, Essential Understandings, Summative, Cumulative and/or Culminating Assessments.

2 Semesters/ 1 Credit

Graduation Standards (the number of the standard is referenced in the performance indicators listed in each unit):

GEOGRAPHY: Analyze the physical, human and environmental geography of Maine, the US and various regions of the world to evaluate the interdependent relationships and challenges facing human systems in the past, present and future.

ECONOMICS: Understand and apply concepts and processes from economics to understand issues of personal finance and issues of production, distribution and consumption in the community, Maine, the US and the world.

CIVICS AND GOVERNMENT: Apply understanding of the ideal and purposes of founding documents, the principles and structures of the constitutional government in the US, and the American political system to analyze interrelationships among civics, government and politics in the past and the present, in Maine, the US and the World.

APPLICATION OF SOCIAL STUDIES PROCESS, KNOWLEDGE AND SKILLS: Collaboratively and independently research, present and defend discipline-based processes and knowledge from civics/government, economics, geography and history in authentic contexts.

Unit 1 Five Themes of Geography

Summary This unit introduces students to the Five Themes of Geography and the Seven Elements of Culture, which serve as a method of examination of the earth. The themes are introduced to students in a separate format initially, but will be utilized throughout the year as we examine various regions/areas of study. Collaboratively and independently students will research and present discipline based knowledge from geography in authentic contexts.

Performance GEOGRAPHY

Indicator C) Evaluate the impact of change and how culture and experience influence people's perceptions of the physical and human characteristics of places and regions.

Assessed 1. Evaluate the impact of culture on the characteristics of a region.

in Unit 2. Analyze how people's experiences influence their perception of physical and human characteristics.

APPLICATION OF SOCIAL STUDIES PROCESS, KNOWLEDGE AND SKILLS:

Develop informative/explanatory texts about social studies topics, including the narration

of historical events, and present a coherent set of findings orally and in writing.
 1. Uses research to develop a writing piece explaining historical events/issues.
 2. Uses research to orally report on historical events/issues.

Unit 2 Economic Systems

Summary Compare economic systems of different regions, including indigenous peoples, the relationship between systems and government and the cost of benefits. This unit will incorporate the knowledge from previous unit on Geography regarding region and culture.

Performance ECONOMIC

Indicators D) Compare different economic systems in a variety of regions and groups including Maine, Maine Native Americans, the US and various regions of the world; explain the relationship between region's economic system and its government, and the resulting costs and benefits.

1. Recognize different economic systems in a variety of regions.
2. Explain relationship between economic and government systems.
3. Analyze the advantages and disadvantages of different economic systems.

CIVICS AND GOVERNMENT

B) Compare and Evaluate various forms of government and political systems in the US and the world, and describe their impact on societal issues, trends and events.

1. Organize types of government and political systems in the world.
2. Explain the strengths and weaknesses of different systems.
3. Explore how political system impacts, or is impacted by, social issues, trends and events .

APPLICATION OF SOCIAL STUDIES PROCESS, KNOWLEDGE AND SKILLS

E) Construct and present arguments both orally and in writing in which claims, counterclaims, reasons and evidence demonstrate their relevance to each other and the overall argument and the piece is organized anticipating the audience's knowledge level, concerns, values and possible biases.

1. Recognize audience bias
2. Construct an argument appropriate too audience
- 3, Present argument verbally

Unit 3 Major Religions of the World (Christianity, Islam, Judaism)

Summary Religion has always been a very major part of culture, influencing governments, families, daily habits, and more. Religion can also provide a code of behavior in a person's relationship with other people. We will examine beliefs, traditions, and customs of three major religions of the world.

Performance Geography C

Indicators Evaluate the impact of change and how culture and experience influence people's perceptions of the physical and human characteristics of places and regions.

Assessed in Unit 1. Evaluate the impact of culture on the characteristics of a region.

History D

Identify and critique diverse perspectives on societal issues, trends, and events and

articulate priorities different groups or people hold in their perspectives. (MLR 1 d, E2 a; CCSS RH 6)
2. Associate perspectives with various groups or people.

Unit 4 Civic Engagement

Summary The U.S. Democratic system of government depends on the contributions of its citizens in order to ensure that socially just system, of governance exists. It is important for young people to understand the importance of citizenship and to define what that means to them. Citizenship is not defined by simply voting or participating in political processes but is also defined by the work that people do in their communities, as well as the values they possess in relation to civic responsibility. This unit will help young people begin to think critically about how they define citizenship and how they see their own roles as citizens in a democratic society.

Performance Civic Engagement A

Indicators Make and present a real or simulated decision on an issue related to the classroom, school, community, civic organization, Maine, U.S. Or international entity by applying appropriate and relevant social knowledge, research and ethical reasoning skills. (MLR Assessed in Unit A2 b, A3)

1. Investigate a problem.
2. Use research to develop background knowledge, possible solutions, and repercussions.
3. Determine course of action to resolve problem.

Civic Engagement B

Evaluate how people influence government and work for the common good. (MLRb2 E)

1. Identify ways people, and groups, create change in governance.

Application of Social Studies Process, Knowledge and Skills – E

Construct and present arguments both orally and in writing in which claims, counterclaims, reasons and evidence demonstrate their relevance to each other and the piece is organized anticipating the audience's knowledge level, concerns, values and possible biases. (MLR A1 E-j; CCSS WH 4-6 WH 10, CCSS SL 4-6)

1. Recognize audience bias.
2. Construct an argument appropriate to audience.
3. Present argument verbally.

Unit 5 Imperial China- Understanding the Cultural Revolution

Summary Students will learn the difficulties of ruling China and the systems of government used by successive dynasties. They will learn about the growth of China's economy and will analyze characteristics of agriculture, commerce, and urbanization. They will also learn about Chinese discoveries and inventions and their effects on China and the rest of the world.

Performance Geography C

Indicators Evaluate the impact of change and how culture and experience influence people's perceptions of the physical and human characteristics of places and regions. (MLRd1 d)

Assessed 1. Evaluate the impact of culture on the characteristics of a region.

in Unit Geography D

Analyze the interaction between human actions and environmental systems, and evaluate the meaning, use, distribution and importance of resources in various regions of the world.

1. Evaluate how human actions have impacted their environments.

Analyze the use, distribution and value of natural resources in various regions of the world

Geography B

Apply geographical concepts skills, and tools to interpret the past, address the present, and plan for the future.

1. Understands major geographical concepts, skills and tools.
2. Interpret past events using geographic concepts, skills and tools.

Application of Social Studies Process, Knowledge and Skills D-

Develop informative/explanatory text about social studies topics, including the narration of historical events, and present a coherent set of findings orally and in writing.

1. Use research to develop a writing piece explain historical events/issues.

Application of Social Studies Process, Knowledge and Skills E-

Construct and present arguments both orally and in writing and in which claims, counter claim, reasons and evidence demonstrate their relevance to each other and the overall argument and the piece is organized anticipating the audience's knowledge level, concerns, values and possible biases.

1. Recognize audience bias.

Unit 6 Civilizations of the Americas- Maya, Aztec and Inca

Summary In this unit, students will explore three great civilizations of the Americas: the Maya, the Aztecs, and the Incas. These civilizations flourished in Central and South America. We will focus primarily on the period from 300 c.e., when the Mayan civilization first reached its height, to the early 1500s c.e., at the end of the Aztec and Inca Empires. The three civilizations we will explore in this unit were different in many respects. But all three had a stable food supply, technology, a social structure with different jobs and status levels, a system of government, a religious systems, and a highly developed culture that included architecture, art and music. Students will be investigating the various aspects of these groups. Students will research and complete Discovery Education Boards, create maps including five these of geography and prepare journal entires or videos.

Performance Indicators Assessed in Unit

Geography A
Analyze the spatial organization of people, places and environments on the Earth's surface using mental maps, geographic data and representations, geospatial technologies and spatial thinking.

1. Identifies common characteristics among people, places and environments in the same region.
3. Uses technological and conventional methods to find locations on a globe, map or projection.

Geography B

Apply geographical concepts skills, and tools to interpret the past, address the present, and plan for the future.

1. Understands major geographical concepts, skills and tools.
2. Interpret past events using geographical concepts, skills and tools.
3. Uses geographical knowledge in modern contextual scenario.

Geography D

Analyze the interaction between human actions and environmental systems, and

evaluate the meaning, use, distribution and importance of resources in various regions of the world.

1. Evaluate how human actions have impacted their environments.
2. Analyze the use, distribution, and value of natural resources in various regions of the world.