

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

WORLD AND AMERICAN STUDIES I

Instructors:

Lillian Barry	Nate Petersen	Venise Treadwell
Room 161	Room 105	Room 108
barryl@hermon.net	petersennk@hermon.net	treadwellv@hermon.net

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.

Guiding Principles: Transitional skills are embedded throughout the content-area standards through the Guiding Principles.

A Clear and Effective Communicator
A Self-Directed and Lifelong Learner
A Creative and Practical Problem Solver
A Responsible and Involved Citizen
An Integrative and Informed Thinker

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 Indicators Assessed in Unit	<p>GEOGRAPHY</p> <p>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.</p> <ol style="list-style-type: none"> 1. Evaluate the impact of culture on the characteristics of a region. 2. Analyze how people's experiences influence their perception of physical and human characteristics. <p>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.</p> <ol style="list-style-type: none"> 1. Uses research to develop a writing piece explaining historical events/issues. 2. Uses research to orally report on historical events/issues.
Unit 2	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 Indicators Assessed in Unit	<p>Geography C</p> <p>Evaluate the impact of change and how culture and experience influence people's perceptions of the physical and human characteristics of places and regions.</p> <ol style="list-style-type: none"> 1. Evaluate the impact of culture on the characteristics of a region. <p>History D</p> <p>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)</p> <ol style="list-style-type: none"> 2. Associate perspectives with various groups or people.
Unit 3	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 Indicators Assessed in Unit	<p>Geography C</p> <p>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)</p> <ol style="list-style-type: none"> 1. Evaluate the impact of culture on the characteristics of a region. <p>Geography D</p> <p>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.</p> <ol style="list-style-type: none"> 1. Evaluate how human actions have impacted their environments.

	<p>Analyze the use, distribution and value of natural resources in various regions of the world</p> <p>Geography B</p> <p>Apply geographical concepts skills, and tools to interpret the past, address the present, and plan for the future.</p> <ol style="list-style-type: none"> 1. Understands major geographical concepts, skills and tools. 2. Interpret past events using geographic concepts, skills and tools. <p>Application of Social Studies Process, Knowledge and Skills D-</p> <p>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.</p> <ol style="list-style-type: none"> 1. Use research to develop a writing piece explain historical events/issues. <p>Application of Social Studies Process, Knowledge and Skills E-</p> <p>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.</p> <ol style="list-style-type: none"> 1. Recognize audience bias.
Unit 4	Civilizations of the Americas- Maya, Aztec and Inca
Summary	<p>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.</p>
Performance Indicators Assessed in Unit	<p>Geography A</p> <p>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.</p> <ol style="list-style-type: none"> 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. <p>Geography B</p> <p>Apply geographical concepts skills, and tools to interpret the past, address the present, and plan for the future.</p> <ol style="list-style-type: none"> 1. Understands major geographical concepts, skills and tools. 2. Interpret past events using geographical concepts, skills and tools.

	<p>3. Uses geographical knowledge in modern contextual scenario.</p> <p>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.</p> <ol style="list-style-type: none"> 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.
Unit 5	The Culture and Kingdoms of West Africa
Summary	<p>In this unit, students will explore the history and culture of West Africa between about 500 and 1600 C.E. In ancient times, farming communities developed in the region south of the Sahara Desert. Rivers such as the Senegal and the Niger helped make the land fertile. The rivers also provided fish and served as trade routes within the region. For centuries, West Africa had limited contact with lands to the north because travel across the vast Sahara Desert was very difficult. By the late 700s C.E., however, an increasing number of Arab Muslim traders from North Africa were crossing the Sahara. Trans-Saharan trade played a key role in the growth of the three great medieval kingdoms of West Africa: Ghana, Mali, and Songhai. Trade brought cultural change as well as goods to West Africa. In the 700s C.E., traders from North Africa brought Islam to the region. Islam had a deep impact on West African culture. The trading city of Timbuktu, on the Niger River, was a vital center of Islamic learning under both Mali and Songhai rule.</p>
Performance Indicators Assessed in Unit	<p>Geography 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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Economics D- Compare different economic systems in a variety of regions and groups including Maine Native Americans, the United States and various regions of the World; Explain the relations between the region's economic system and its government and the resulting costs and benefits.</p>