

EMOTIONAL SUPPORT 12 AMERICAN STUDIES II

A Planned Course of Study

2010

Bethany Adduci
Roseanne Propato

Abington School District
Abington, Pennsylvania

The general education American Studies II is to be implemented in the emotional support programs. The students in the emotional support programs are diagnosed with a variety of learning disabilities and emotional disturbances that impact their academic performance and progress. Students need support and encouragement with organization, controlling impulsive behavior, and becoming actively engaged during instructional time. This curriculum is designed for students who work at modified pacing based on student progress and have been identified with a disability in the area of mathematics, comprehension, and/or attention. As a result, these students require smaller class sizes, frequent repetition and additional time to master concepts as well as assistance with note-taking and following multi-step instructions.

I. Objectives

Students will demonstrate a level of proficiency in each of the following areas of ***Social Studies***:

Career Education and Work

- A. Career Awareness and Preparation
- B. Career Acquisition (Getting a Job)
- C. Career Retention and Advancement
- D. Entrepreneurship

Civics and Government

- A. Principles and Documents of Government
- B. Rights and Responsibilities of Citizenship
- C. How Government Works
- D. How International Relationships Function

Economics

- A. Economic systems
- B. Markets and the Functions of Governments
- C. Scarcity and Choice
- D. Economic Interdependence

E. Work and Earnings

Geography

- A. Basic Geographic Literacy
- B. The Physical Characteristics of Places and Regions
- C. The Human Characteristics of Places and Regions
- D. The Interactions Between People and Places

History

- A. Historical Analysis and Skills Development
- B. Pennsylvania History
- C. United States History
- D. World History

I. Rationale

The general education American Studies curriculum has been adjusted to be implemented in the learning and emotional support programs. The students in the learning and emotional support programs are diagnosed with a variety of learning disabilities and emotional disturbances that impact their academic performance and progress. Students need support and encouragement with organization, controlling impulsive behavior, and becoming actively engaged during instructional time. This curriculum is designed for students who read at a slower pace and have been identified with a disability that affects their comprehension and retention skills. Confusion of vocabulary words is also common. As a result, these students require smaller class sizes, frequent repetition and additional time to master concepts as well as assistance with note-taking and following multi-step instructions.

II. Major Concepts

Career Education and Work

- A. Career Awareness and Preparation
 - 1. Service Learning Career Exploration
- B. Career Acquisition (Getting a Job)
 - 1. Public Speaking presentations

C. Career Retention and Advancement

1. Model work environment using time management skills and collaborative research

D. Entrepreneurship

1. Orient students to world of finance and business through detailed analysis of stock market and federal Reserve System

Civics and Government

A. Principles and Documents of Government

1. Analyze the history and legacy of the 27 Amendments
2. Celebrate Constitution Day using appropriate lesson plans designed to synthesize student knowledge of content with current events.

B. Rights and Responsibilities of Citizenship

1. Martin Luther King Day of Service
2. Mock Election
3. Service Learning Day

C. How Government Works

1. Mock Election
2. Students will cover major elections in the 20th century and analyze the ways candidates utilize certain strategies and media to garner votes.

D. How International Relationships Function

1. Structure and function of the United Nations, World Bank. IMF

Economics

A. Economic systems

1. Evaluate the historical alternatives to capitalism including the socialist party, communism at home and abroad, as well as promoting understanding of the components of the American variety of welfare capitalism.

B. Markets and the Functions of Governments

1. Investigate the role of government in setting and regulating monetary policy at home and abroad.

C. Scarcity and Choice

1. Evaluate the ongoing choices between consumer spending, welfare spending, and military spending.

D. Economic Interdependence

1. Global economy, NAFTA, regionalism

E. Work and Earnings

1. Career options presented in various units such as finance, management, unions
2. Understand the history and legacy of minimum wage.

Geography

A. Basic Geographic Literacy

1. Map assignments for Europe, Latin America and the Far East

B. The Physical Characteristics of Places and Regions

1. Understand the interplay between location and culture
- C. The Human Characteristics of Places and Regions
 1. Analyze the way resources have affected settlement and war
- D. The Interactions Between People and Places
 1. US population patterns of migration such as the “Great Migration” and the “Sun Belt”

History

Unit 1: The Progressive Era

Unit 2: The United States & the World; The Age of Imperialism

Unit 3: World War I

Unit 4: The Roaring Twenties

Unit 5: Crash, Depression & New Deal

Unit 6: Diplomacy & World War II

Unit 7: The Cold War Begins

Unit 8: Ike & Modern Republicanism

Unit 9: JFK & Civil Rights

Unit 10: LBJ, Great Society & Vietnam

Unit 11: Nixon’s Presidency

Unit 13: The US Since 1974

III. Instruction

- a. Course Schedule: Five days a week, One period a day, 48 minute periods.
- b. Pacing: 1st marking period: Unit 1-4
2nd marking period: Unit 5-6

3rd marking period Unit 7-9

4th marking period Unit 10-13

IV. Methods

- The teacher will make available supplemental materials that enhance the content and accommodate individual learning differences.
- The teacher, in cooperation with the library staff, will incorporate research skills and appropriate enrichment materials.
- The teacher will introduce assignments that require the use of computers both for research and presentation. The teacher will utilize available technology resources including but not limited to the Promethean Board, laptops or computer labs, etc.
- The teacher will expose students to original source material and primary sources to encourage students to analyze and solve problems in the same manner as social scientists.
- The teacher will segment instruction of large concepts into small segments with formative assessments to follow.
- The teacher's pace of instruction will vary due to the students progress in accordance with the class objectives and standards.
- Students will complete the requirements of the Abington Senior High School culminating project to the satisfaction of the instructor of the course.
- PSSA type prompts will be provided and discussed as a pre-writing activity.
- Students will perform map activities both in and out of the classroom specifically designed to gain knowledge of the factors that affect settlement, growth, and conflict. They will be assessed on the skills necessary to understand graphical representations and spatial relationships.
- Students will display proper classroom and workplace decorum. They will be assessed on their level of participation and citizenship.
- Students will be assessed on their level of completion of study guides, historical fact sheets, advanced organizers, vocabulary development activities, and outlining of the text.
- Students will research using technology media and present to the class using public speaking skill criteria.

V. Resources

Danzer et al. The Americans.

Garraty, ed. Historical Viewpoints.

Choices, U.S. History Series. Published by Brown University.

Various supplemental websites, on-line simulations, data bases like Cicero

Historical Documents, computer applications, animoto presentation software,

turnitin.com writing resource.

IV. III Assessment

a. Procedures for Evaluation

Informal formative assessments will lead students toward higher stakes summative assessments in each unit.

Emphasis on reading skills throughout the year to augment student achievement in general and PSSA scores specifically.

b. Expected Levels of Achievement

Students are expected to achieve at least a minimum level of proficiency. Proficiency and related grades are defined as follows:

A.....	90 – 100%
B.....	80 - 89%
C.....	70 - 79%
D.....	65 - 69%

LEARNING SUPPORT 12 AMERICAN STUDIES II

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Civics and Government

- A. Principles and Documents of Government
- B. Rights and Responsibilities of Citizenship
- C. How Government Works
- D. How International Relationships Function

Economics

- A. Economic systems
- B. Markets and the Functions of Governments
- C. Scarcity and Choice
- D. Economic Interdependence

E. Work and Earnings

Geography

- A. Basic Geographic Literacy
- B. The Physical Characteristics of Places and Regions
- C. The Human Characteristics of Places and Regions
- D. The Interactions Between People and Places

History

- A. Historical Analysis and Skills Development
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- C. United States History
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