

America as a World Power
A Social Studies Elective Course
#0293

A Planned Course of Study

Abington School District
Abington, PA

August 2016

PLANNED COURSE OF STUDY
America as a World Power

I. Objectives

Students will demonstrate a level of proficiency in each of the following areas of ***Social Studies as delineated in the Pennsylvania Academic Standards:***

Civics and Government

5.1 Analyze the sources, purposes, functions of law, and how the rule of law protects individual rights and promotes the common good.

Employ historical examples and political philosophy to evaluate the major arguments advanced for the necessity of government.

Evaluate the application of the principles and ideals in contemporary civic life.

1. Liberty / Freedom
2. Democracy
3. Justice
4. Equality

Evaluate state and federal powers based on significant documents and other critical sources.

1. Declaration of Independence
2. United States Constitution
3. Bill of Rights
4. Pennsylvania Constitution

Analyze and assess the rights of people as written in the PA Constitution and the US Constitution..

Evaluate the role of nationalism in uniting and dividing citizens.

Standard Area - 5.2: Rights and Responsibilities of Citizenship.

Evaluate an individual's civil rights, responsibilities and obligations in various contemporary governments.

Examine the causes of conflicts in society and evaluate techniques to address those conflicts..

Evaluate political leadership and public service in a republican form of government.

Evaluate and demonstrate what makes competent and responsible citizens.

Standard Area - 5.4: How International Relationships Function

Examine foreign policy perspectives, including realism, idealism, and liberalism.
Evaluate the effectiveness of foreign policy tools in various current issues confronting the United States (e.g., diplomacy, economic aid, military aid, sanctions, treaties).
Evaluate the effectiveness of international organizations, both governmental and non-governmental.
Evaluate the role of mass media in world politics.
Compare and contrast the politics of various interest groups and evaluate their impact on foreign policy

Principles and Documents of Government
Rights and Responsibilities of Citizenship
How Government Works
How International Relationships Function

Economics.

Standard Area – 6.3: Functions of Government

Analyze the process through which government provides public goods and services.
Examine how and why the government acts to regulate and stabilize the state and national economy.
Compare and contrast the taxation policies of the local, state, and national governments.
Explain why governments limit or promote international trade.

Standard Area 6.4: Economic Interdependence

Explain how specialization contributes to economic interdependence on a national and international level.
Explain how trade contributes to economic interdependence.
Explain the scope and influence of multinational corporations and other non-government organizations.
Explain how the level of development of transportation, communication networks, and technology affect economic interdependence.

Standard Area – 6.5: Income, Profit and Wealth

Define wages and explain how wages are determined in terms of supply and demand.
Describe how productivity is measured and identify ways in which a person can improve his or her productivity.
Identify and explain the characteristics of sole proprietorship, partnership, and corporation.
Analyze how risks influence business decision-making.
Define wealth and describe its distribution within and among the political divisions of the United States.

Examine leading entrepreneurs in Pennsylvania and the United States in terms of the risks they took and the rewards they received.

Compare and contrast the various financial tools available to savers.

Explain the impact of higher or lower interest rates for savers, borrowers, consumers, and producers.

History

Standard Area – 8-1 Historical Analysis & Skills Development

Compare patterns of continuity and change over time, applying context of events.

Compare the interpretation of historical events and sources, considering the use of fact versus opinion multiple perspectives, and cause and effect relationships.

Construct research on a historical topic using a thesis statement and demonstrate use of appropriate primary and secondary sources.

Standard Area – 8.2 United States History

Contrast the role groups and individuals from Pennsylvania played in the social, political, cultural, and economic development of the U.S.

Compare the impact of historical documents, artifacts, and places in Pennsylvania which are critical to U.S. history.

Compare and contrast how continuity and change in Pennsylvania are interrelated throughout U.S. history.

Interpret how conflict and cooperation among groups and organizations in Pennsylvania have influenced the growth and development of the U.S.

Standard Area – 8.3: United States History

Analyze how continuity and change have impacted the United States.

Interpret how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S.

Standard Area – 8.4: World History

Compare the role groups and individuals played in the social, political, cultural, and economic development throughout world history.

Contrast the importance of historical documents, artifacts, and sites which are critical to world history.

Analyze how continuity and change have impacted world history.

Analyze how conflict and cooperation among groups and organizations have influenced the history and development of the world.

Pennsylvania Core Standards

1. CC.8.5.11-12.B: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas..
2. CC.8.5.11-12.C: Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain..
3. CC.8.5.11-12.D: Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10)..
4. CC.8.5.11-12.E: Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole. .
5. CC.8.5.11-12.F: Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence..
6. CC.8.5.11-12.G: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem..
7. CC.8.5.11-12.H: Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information. .
8. CC.8.5.11-12.I: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
9. CC.8.5.11-12.J: By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.

II. Major Concepts

- Examine the current status of the United States of America as a dominant world power.
- Evaluate the role international events have impacted America's role as a world power in the 20th Century: creation of the UN, Re-establishment of the State of Israel, Cold War, War on Terror.
- Trace the Re-establishment of the State of Israel from the Diaspora through the Zionist movement, the Holocaust, and the post-war World.

- Analyze the role of U.S.-Israeli relations in the context of U.S. foreign policy and international relations from 1945-present.
- Analyze the role of the United States' military as developing nations grow in economic wealth and political prestige
- Evaluate American role as a world power as it relates to maintaining American influence as new powers and coalitions emerge globally.
- Analyze the political balance between an interventionist foreign policy and an isolationist foreign policy.
- Analyze the manner in which emerging technologies both pose new challenges and complexities and offer real solutions to existing problems in military, security, liberty and diplomatic realities.
- Assess the impact of terrorism on the balance individual liberty and national security.
- Analyze and evaluate the changing dynamics and the new role for the United States in a variety of geographic regions, inclusion Asia, the Middle East, Africa and Latin America.
- Asses the role that America will have as a world power in the future globally.
- Evaluate consequences the United States will have to deal with by being a dominant world power.
- Analyze the effects the military dominance will have on the United States politically, economically, and socially.

A. Course Schedule (Days and Length of class period)

1. The course meets 5 periods per week for the duration of one semester in the school year.
2. A class period is approximately 45-49 minutes.

B. Pacing (content by marking period)

Marking Period	Unit
Quarter 1	Building the Empire The United Nations Israel Cold War
Quarter 2	Foreign Interactions from Korea to Vietnam Carter & the Islamic Revolution Regan Foreign Policy Clinton Foreign Policy Modern Terrorism

C. Methods

1. The instructor with the help of the students and staff will identify and select community resource people to provide experiences that extend and enrich the learning experience.
2. The librarian, in cooperation with the instructor, will identify evaluate and select library resource material that will enhance learning activities.
3. Role playing, simulation, drawing, creative projects, group discussions, and sharing of literary selections will be used to help the students express attitudes and values.
4. The instructor will meet students' individual needs by selecting a variety of supplementary materials of varied levels of difficulty.
5. The instructor will modify learning activities for academically challenged students if needed.
6. The instructor will introduce students to computer applications related to social studies.
7. The instructor will provide opportunities for expository writing.
8. The instructor will develop reading activities in conjunction with the Reading Department.
9. The instructor will expose students to primary source material.
10. The instructor will use traditional methods of teaching in conjunction with inquiry approach and discovery learning.
11. The teacher will create opportunities for students to gain and demonstrate understanding of content objectives through expository and creative writing, visual projects, cooperative activities, simulations, performance based activities, and traditional testing.
12. The teacher will implement the use of technology through the use of the Promethean Board and laptops.

D. Resources

1. *The Choices Program*, Watson Institute for International Studies, Brown University, 2013.
 - a. *Shifting Sands: Balancing U.S. Interests in the Middle East*
 - b. *The Challenge of Nuclear Weapons*
 - c. *The US Role in a Changing World*
2. WiFi internet access, lap top classroom cart access.
3. Computer software, internet databases, internet resources.
4. Google Earth, traditional maps, globes, and atlases.
5. Safari and Safari Montage video system.
6. Relevant periodicals.
7. Various research tools provided by ASD

III. Assessment

A. Procedures for Evaluation

1. As a selective elective course, students will delve deeper into the course material than in the American Studies Survey course . Accordingly, the level of individual responsibility will surpass that expected at other levels.
2. The following are some of the techniques used to assess student progress.
 - a. Observation
 - b. Group Discussion
 - c. Written and oral classroom assignments
 - d. Homework assignments
 - e. Creative projects
 - f. Quizzes
 - g. Written unit examinations
 - i. Essay
 - ii. Objective
 - h. Class Participation
 - i. Final Examination

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.....	60 - 69%

C. Grade Calculations

- i. Achievement Based (70%)
 - a. Tests
 - b. Quizzes
 - c. Projects
 - d. Service Learning
- ii. Effort Based (30%)
 - a. Homework
 - b. Participation/Citizenship

