



# **A Planned Course of Study for**

## **Interdisciplinary Studies**

**ASHS Course # 0151**

**Abington School District**

**Abington, Pennsylvania**

**September, 2016**

# **FORMAT FOR A SOCIAL STUDIES PLANNED COURSE OF STUDY**

## **INTERDISCIPLINARY STUDIES**

### **12<sup>TH</sup> GRADE SOCIAL STUDIES**

#### **ASHS**

## **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

## **II. Major Concepts**

### **Career Education and Work**

- A. Career Awareness and Preparation
  - 1. Service learning excercices
- B. Career Acquisition (Getting a Job)
  - 1. Collaborative presentations and team building, organization and differentiated assessments
- C. Career Retention and Advancement
  - 1. Collaborative assessments throughout the course
- D. Entrepreneurship
  - 1. Presentation, literacy, writing and communication skills in all differentiated assessments.
  - 2. Collaborative group learning environments.

### **Civics and Government**

- A. Principles and Documents of Government

1. Introduction to Culture: identifying American cultural values
2. First Nations Realities: analyzing the US Constitution
3. Greco-Roman Legacy: Founding Fathers' inspiration
4. African Diaspora: the 13<sup>th</sup>, 14<sup>th</sup> & 15<sup>th</sup> Amendments

#### B. Rights and Responsibilities of Citizenship

1. Greco-Roman Legacy: democracy, eleutheria, civic virtue, Thucydides; republican values, Tacitus
2. First Nations Realities: the law of peace of the Haudenosaunee (Iroquois)
3. African Diaspora: the civil rights movement
4. Modernity & Anxiety: how revolutionary ideas impact American politics

#### C. How Government Works

1. Introduction to Culture: the roots of authority and early political structures
2. First Nations Realities: treaties, diplomacy and first contact in New England
3. Greco-Roman Legacy: authority, responsibility, involvement, participation
4. Medieval Europe: the role of the federal government in crises, disasters, epidemics
5. Renaissance & Reformation: individualism & secularism
6. African Diaspora: the government as defender of rights
7. Modernity & Anxiety: anarchism, Marxism-communism, liberal democracy

#### D. How International Relationships Function

1. First Nations Realities: diplomacy & treaties, conflict & cooperation
2. Greco-Roman Legacy: conflict as an expression of culture

3. Renaissance & Reformation: ethnicity and sectarianism
4. African Diaspora: migration patterns
5. Silk Road: continuity and connections in mainland Asia
6. Modernity & Anxiety: international organizations dedicated to destabilization  
& revolution

## **Economics**

### **A. Economic systems**

1. Intro to Culture: early economic systems
2. Medieval Europe: barter and exchange economies in chaos
3. Renaissance & Reformation: banking and the rise of the middle class
4. Silk Road: international trade
5. Japan: Feudalism to Post-modernism: modernization costs
6. Modernity & Anxiety: communism as economic theory

### **B. Markets and the Functions of Governments**

1. Renaissance & Reformation: banking and control
2. Silk Road: trade and tariffs
3. Modernity & Anxiety: capitalism

### **C. Scarcity and Choice**

1. First Nations Realities: feast and famine in native communities and  
colonial settlements
2. Medieval Europe: economic impact of the black plague
3. Silk Road: responses to chaos in Central Asia

4. Modernity & Anxiety: poverty and progressivism
- D. Economic Interdependence
1. First Nations Realities: the English colonies and the Haudenosaunee (Iroquois)
  2. Renaissance & Reformation: international monetary systems
  3. Silk Road: connections China to the Mediterranean
  4. Modernity & Anxiety: the failure of the revolution (communist one)
- E. Work and Earnings
1. Intro to Culture: differentiation of labor and specialization
  2. Medieval Europe: the impact of the plague on class and economy
  3. Renaissance & Reformation: social class and religion
  4. Modernity & Anxiety: the failure of communism in the United States

## **Geography**

- A. Basic Geographic Literacy
1. Intro to Culture: settlement and civilization
  2. First Nations Realities: pre-Colombian North America
  3. Silk Road: connections across continents
- B. The Physical Characteristics of Places and Regions
1. Intro to Culture: why settlement and where?
  2. First Nations: coastal Native Americans
  3. Silk Road: two paths
- C. The Human Characteristics of Places and Regions

1. First Nations Realities: Native management of the environment in pre-Colombian America
  2. Silk Road: caravans and serais
  3. Japan: Feudalism to Post-modernism: island nation & cultural isolation
- D. The Interactions Between People and Places
1. Intro to Culture: settlement into civilization
  2. First Nations Realities: first contact in New England
  3. Silk Road: cultural transmission along trade routes

## **History**

- A. Historical Analysis and Skills Development
1. Intro to Culture: the epic of Gilgamesh
  2. First Nations Realities: the Law of Peace
  3. Greco-Roman Legacy: Thucydides & Tacitus
  4. African Diaspora: Barbot
  5. Silk Road: Pliny the Elder, Faxian, Marco Polo
  6. Japan: the Kangido
  7. Modernity & Anxiety: research based revolutionary ideology project
- B. Pennsylvania History
1. Intro to Culture: is there a MidAtlantic culture?
  2. Modernity & Anxiety: anarchism, terrorism and labor movements in the US
- C. United States History
1. Intro to Culture: identification of American cultural values

2. First Nations Realities: First contact, colonial wars, New England settlement, the Albany Plan
3. Greco-Roman Legacy: the republican values of the founding fathers
4. Renaissance & Reformation: Protestantism, individualism, capitalism and secularism
5. Modernity & Anxiety: the impact of revolutionary ideologies on American politics and culture

#### D. World History

1. Intro to Culture: the birth of culture in the ancient near east
2. First Nations Realities: pre-Colombian societies in the Amazon, North America
3. Greco-Roman Legacy: The politics and values of the Greco-Roman society
4. Medieval Europe: the black plagues and its consequences on European society
5. Renaissance & Reformation: the Papacy provokes the protestant reformation and reforms Europe
6. African Diaspora: the impact of slavery on a population group and African societies, and their re-awakening
7. Silk Road: the connective trade network that led to the rise of the universal religions and globalization
8. Japan: Feudalism to Post-modernism: cultural clash and modernization
9. Modernity & Anxiety: revolutionary ideologies and the roots of WWI



### III. **Instruction**

- a. Course Schedule: Monday through Friday, 45-50 minutes per class period.
- b. Pacing :
  - 1. Marking Period 1:
    - a. Intro to Culture
    - b. First Nations Realities
    - c. Service Learning SGBD
    - d. African Diaspora
  - 2. Marking Period 2:
    - a. Greco-Roman Legacy
    - b. Medieval Europe
    - c. Service Learning Requirements for C.P.
  - 3. Marking Period 3:
    - a. Renaissance & Reformation
    - b. Silk Road
    - c. Japan: Feudalism to Post-modernism
  - 4. Marking Period 4:
    - a. Modernity & Anxiety
    - b. Service Learning Culminating Project

c. Methods

1. Teacher-directed lecture will be utilized in balance with differentiated instruction, inquiry-based learning, problem-solving, collaborative learning exercises, and summative and formative assessment methods.
2. The instructor with the help of the service learning coordinator will identify and select community resource people to provide experiences that extend and enrich the learning experience.
3. The librarian, in cooperation with the instructor, will identify evaluate and select library resource material that will enhance learning activities.
4. Role playing, simulation, drawing, creative projects, group discussions, and sharing of literary selections will be used to help the students express attitudes and values.
5. The instructor will meet students' individual needs by selecting a variety of supplementary materials of varied levels of difficulty.
6. The instructor will modify learning activities for academically challenged students if needed.
7. The instructor will provide opportunities for research, analysis, evaluation, creativity and synthesis in expository writing.
8. The instructor will develop critical reading opportunities focusing on primary source documents from human history.
9. The instructor will expose student to career opportunities related to the learning of various cultures, traditions, languages, and histories of the global community.

10. The teacher will implement the use of technology through the use of the Promethean Board and laptops.

d. Resources

1. The Human Record, sources of Global History, Vol. 1 To 1700.  
Andrea & Overfield, Wadsworth Publishing, 2004.
2. Computer software
3. Maps, globes, and atlases.
4. Safari video system.
5. Relevant periodicals.
6. Internet resources

**IV. Assessment**

a. Procedures for Evaluation: Varied methods will be use to assess student progress and allow students to demonstrate their mastery of skills and content in the course.

1. Observation
2. Group Discussion
3. Critical reading and writing assignments.
4. Formative assessment and pre-test activities.
5. Homework assignments.
6. Collaborative, research-based projects
7. Inquiry-based learning activities.

8. Problem-solving activities based on human experience.
9. Quizzes based on lecture and reading
10. Summative, formal tests.
11. Research Projects.

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%

Appendix available with content and literacy standards.