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# PETERS TOWNSHIP HIGH SCHOOL

## COURSE SYLLABUS: GLOBAL STUDIES ACADEMIC

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### **Course Overview and Essential Skills**

- Explore other cultures
- Analyze the interdependent nature of our Twenty-First Century global community
- Investigate the past and present non-western world (Africa, the Middle East, South Asia and East Asia)
  - Geographic, political, social, religious, and economic aspects
- Synthesize information to recognize historical and present patterns as well as what makes each nation or region unique and significant
- Analyze documents, categorize information, evaluate evidence, and make inferences
- Develop independent study skills including taking effective class notes, and creating personalized study guides

### **Course Textbook and Required Materials**

- Textbook: Boehm, Richard G. Geography: The Human and Physical World. Bothell, Washington. 2015. ISBN: 978-0076642885
- Online textbook link: [www.connected.mcgraw-hill.com](http://www.connected.mcgraw-hill.com); username and password is specific to each user
- Online News, Media, and Educational Resources: This course is not organized around the textbook. In light of our dynamic world, there is a heavy reliance on approved educational supplemental resources. [Two examples include, but are not limited to, *NYTimes Upfront Magazine*, and *CrashCourse World History*]
- Folder & notebook or binder with paper

### **Course Outline of Material Covered:**

Unit or Topic	Course Activities/Resources	Timeframe
Introduction to Global Studies	<ul style="list-style-type: none"><li>- Foundational skills include, but are not limited to: defining regions, culture, elements of culture, and approaches to studying other cultures</li><li>- Review of basic geographic, economic, political, religious, and social terms that will be utilized throughout the course</li><li>- Introduce and practice independent reading comprehension strategies, note-taking skills, and study strategies</li></ul>	First week of School
The Geography, Early History and Heritage of Africa	The unit will proceed chronologically and will identify and analyze basic patterns and themes that will be revisited in each successive unit. Students will begin their study with an investigation into how geography and climate impact past and present development in Sub-Saharan Africa. Students will connect this knowledge with where and why Sub-Saharan Africa's earliest civilizations were established and continue to analyze how these empires demonstrate the six common characteristics of all civilizations. Emphasis will then be placed on the political, economic and social development of Africa from the earliest civilization through the Age of Imperialism and colonial period.	First Month of School (approximately 3-4 weeks)

Modern Africa	<p>The unit will begin with an inquiry into when and how Sub-Saharan African nations gained their independence from European powers and became the nations that currently exist. Using independence movements as the starting point, developments in the latter half of the Twentieth Century through the present comprise the bulk of the unit. While each sub-Saharan nation will not be covered individually, students will explore the political, economic and social development of selected nations in greater depth. Case studies will serve as examples of general trends occurring across regions and the continent as a whole. Students will be introduced to many topics that will be revisited when studying other modern regions. Students will be required to retain information and insights from this unit in order to compare and contrast to developments in other global regions. An emphasis will be placed on analyzing for historical and present patterns while recognizing what makes modern African nations unique and significant. Social studies skills such as analyzing documents, categorizing information, evaluating evidence, and making inferences will also be introduced and practiced. Students explore the current events shaping Sub-Sahara and world.</p> <p>Possible Supplemental Resources: <i>Sometimes in April, Hotel Rwanda</i></p>	Remainder of First Quarter (Approximately 5 weeks)
The Geography, Early History and Heritage of the Middle East	<p>This unit will provide students with a survey study of the Middle East's geography, early history and cultural traditions. The unit will proceed chronologically and will identify and analyze basic patterns and themes that were established and studied in the previous unit. Students will begin their study with an investigation into how geography and climate impact past and present development in the Middle East. Students will connect prior knowledge with where and why the Middle East's earliest civilizations were established and continue to analyze how they demonstrated the six common characteristics of all civilizations. Emphasis will be placed on the political, economic, religious and social development of the Middle East from the earliest civilizations up to the start of World War II. Both the internal and external forces that shaped the Middle East's development will analyzed. Students will begin their exploration of the world's major religions in this unit, studying the origins, development and basic tenets of Judaism, Christianity and Islam. Students will compare and contrast patterns and developments in the Middle East to those of other regions of the world. Social studies skills such as researching, analyzing documents, categorizing information, evaluating evidence, and making</p>	Approximately first 4-5 weeks of the Second Quarter

	<p>inferences will also continue to be practiced.</p> <p>Possible Supplemental Resources: clips from <i>The Bible</i>, <i>Ten Commandments</i>, and <i>Secrets of the Koran</i></p>	
Modern Middle East	<p>This unit will introduce students to life within the Modern Middle East. The unit will begin with an inquiry into when and how the nations of the Middle East gained their independence from European powers and became the nations that currently exist. Using independence movements as the starting point, developments in the latter half of the Twentieth Century through the present comprise the bulk of the unit. While each nation will not be covered individually, students will explore the political, economic, religious and social development of selected nations in greater depth. Case studies will serve as examples of general trends occurring across regions and the continent as a whole. Students will revisit themes and patterns introduced in previous units and compare the Middle East to other regions of the world. Students will be required to retain information and insights from this unit in order to compare and contrast to developments in other global regions. An emphasis will be placed on analyzing for historical and present patterns while recognizing what makes the modern Middle East unique and significant in today's world. Social studies skills such as researching, analyzing documents, categorizing information, evaluating evidence, and making inferences will also continue to be practiced. Students explore the current events shaping the Middle East and world.</p>	<p>Remainder of Second Quarter, Start of Third Quarter; Approximately 6-7 weeks</p>
The Geography, History and Heritage of South Asia	<p>This unit will provide students with a survey study of South Asia's geography, early history and cultural traditions. The unit will proceed chronologically and will identify and analyze basic patterns and themes that were established and studied in the previous units. Students will begin their study with an investigation into how geography and climate impact past and present development in South Asia. Knowledge of South Asia's geography and climate will help students understand why the Indian subcontinent developed differently from other Asian cultures. Students will connect prior knowledge with where and why South Asia's earliest civilization was established and continue to analyze how it demonstrated the six common characteristics of all civilizations. Focus will then narrow to India's geography, history, and heritage. Emphasis will be placed on the political, economic, religious and social development of India from the earliest civilizations through the Age of Imperialism and colonial period. Both the internal and external forces that shaped South Asia's development will be analyzed. Students' exploration of the world's major</p>	<p>Start of the Third Quarter; Approximately 3-4 weeks</p>

	<p>religions will continue in this unit, studying the origins, development and basic tenets of Hinduism and Buddhism. Students will compare and contrast patterns and developments in South Asia to those of other regions of the world. Social studies skills such as researching, analyzing documents, categorizing information, evaluating evidence, and making inferences will also continue to be practiced.</p>	
Modern South Asia	<p>This unit will introduce students to life within modern South Asia. The unit will begin with an inquiry into when and how South Asian countries gained their independence from European powers and became the nations that currently exist. Using independence movements as the starting point, developments in the latter half of the Twentieth Century through the present comprise the bulk of the unit. The focus will be narrowed to India, Pakistan, Bangladesh and Afghanistan. While each South Asian nation will not be covered individually, students will explore the political, economic and social development of selected countries in greater depth. Case studies will serve as examples of general trends occurring across the region. Students will revisit themes and patterns introduced in previous units and compare South Asia to other regions of the world. Students will be required to retain information and insights from this unit in order to compare and contrast to developments in other global regions. An emphasis will be placed on analyzing for historical and present patterns while recognizing what makes modern South Asian countries unique and significant. South Asia's current issues, challenges and events will be explored. Social studies skills such as researching, analyzing documents, categorizing information, evaluating evidence, and making inferences will also continue to be practiced.</p> <p>Possible Supplemental Resources: <i>Groundhog Day</i>, <i>Gandhi</i></p>	<p>Remainder of the Third Quarter; Approximately 6 weeks</p>
The Geography, History and Heritage of East Asia (China)	<p>The unit will proceed chronologically and will identify and analyze basic patterns and themes that have been studied in the previous units. Students will begin their study with an investigation into how geography and climate impact past and present development in East Asia. Knowledge of East Asia's geography and climate will help students understand why East Asia developed separate Chinese, Korean and Japanese cultures. Focus will then shift to Chinese geography, history, and heritage. Students will connect prior knowledge with where and why China's earliest civilization was established and continue to analyze how it demonstrated the six common characteristics of all civilizations. Emphasis will then be placed on the political, economic, cultural and social development of</p>	<p>Start of the Fourth Quarter; Approximately 3 weeks</p>

	<p>China from the earliest civilization through the Age of Imperialism and ending with China's last dynasty. Both the internal and external forces that shaped China's development will be analyzed. Students will compare and contrast patterns and developments in China to those of other regions of the world. Special attention will be given to how China interacted with other East Asian societies in order to establish a foundation for elements related to Japan and Korea. Social studies skills such as analyzing documents, categorizing information, evaluating evidence, and making inferences will also continue to be practiced.</p> <p>Possible Supplemental Resources: <i>Mulan</i>, <i>Engineering an Empire</i></p>	
Modern East Asia (China)	<p>This unit will introduce students to life within modern China. The unit will begin with an inquiry into when and how China became the People's Republic of China (PRC) under the leadership of the Chinese Communist Party (CCP). Using World War II as the starting point, developments in the latter half of the Twentieth Century through the present comprise the unit. Students will explore the political, economic and social development of China in greater depth. Students will revisit themes and patterns introduced in previous units and compare China to other regions of the world. An emphasis will be placed on analyzing for historical and present patterns while recognizing what makes modern China unique and significant in today's world. Special attention will be given to how China interacts with other East Asian societies. China's current issues, challenges and events will be explored. Social studies skills such as analyzing documents, categorizing information, evaluating evidence, and making inferences will also continue to be practiced.</p>	Remainder of Fourth Nine Weeks (Approximately 4-5 weeks)

***\*Depending on the needs of the class or changes in the school year, the course outline is subject to change.***