

ELL Contemporary World Studies (#3570)

Description This is a full year class that introduces the students to the current affairs surrounding our nation and world. Emphasis will be given to civic structure and governmental issues. Students will also learn about the history of our country through the use of their text, maps, charts and media.

Credits 1

Prerequisites English Language Level 3 or higher

Textbooks/Resources *World Geography*, AGS/Wieser Educational Publishing, 2001. ISBN# 0785424377
Bernstein, Vivian. *World Geography and You*, Vol. 1, Steck Vaughn Publishers; 1996.
Bernstein, Vivian. *World Geography and You*, Vol. 2, Steck Vaughn Publishers; 1996.
Supplementary:
Helgrin, David and Sager, Robert. *World Geography Today*. Holt, Rinehart & Winston, Inc., 1995. ISBN #0030967953
Farah, et. al. *Global Insights*. Glencoe Pub, 1994. ISBN #0028226895

Required Assessments District-Wide, Standards-Based Assessment

Board Approved May, 2004

Revised

AASD Social Studies Goals for K-12 Students

- Develop a chronological sense of time, continuity and change and an awareness of geographic place.
- Recognize that history and culture influence a society.
- Develop an awareness of current affairs.
- Recognize facts and vocabulary pertinent to the grade and/or discipline.
- Discern cause and effect relationships.
- Analyze and evaluate information/data.
- Interpret visually-oriented content.
- Recognize the rights and responsibilities of individuals and of society.
- Understand reasons for conflicting ideas and develop possible resolutions.
- Adopt a wider perspective.
- Accept democratic beliefs.

AASD Social Studies Standards

- I. Geography
- Students in the Appleton Area School District will learn about geography through the study of the relationships among people, places and environment:
- A. Location, place and regions.
 - B. Movement.
 - C. Human-Environment Interaction.
 - D. Process-Investigation.
- II. History
- Students in the Appleton Area School District will learn about the history of Wisconsin, the United States and the world, examining change and continuity over time in order to develop historical perspective, explain historical relationships and analyze issues that affect the present and the future:
- A. Time, continuity and change in U.S. history.
 - B. U.S. cultures and cultural diversity.
 - C. People, places and events in U.S. history.
 - D. Process and investigation.
- III. Political Science and Citizenship
- Students in the Appleton Area School District will learn about political science and acquire the knowledge of political systems necessary for developing individual civic responsibility by studying the history and contemporary uses of power, authority, and governance:
- A. World affairs.
 - B. Basic concepts/purposes of government.
 - C. American ideals and citizenship.
 - D. Government structures and processes.
- IV. Economics
- Students in the Appleton Area School District will learn about production, distribution, exchange and consumption so that they can make informed economic decisions:
- A. Production, distribution, consumption and exchange.
 - B. Science, technology, society and government.
 - C. Global connections.
 - D. Process, investigation and decision making.
- V. Behavioral Sciences
- Students in the Appleton Area School District will learn about the behavioral sciences by exploring concepts from the discipline of sociology, the discipline of psychology, and the discipline of anthropology:
- A. Human origins and cultural.
 - B. Individual human behavior.
 - C. Interactions between and among individuals, groups, and institutions.
 - D. Cultural diversity.

Course Objectives	Performance Indicators	Classroom Assessments
<p>1. Apply skills of map usage</p>	<p>Performance will be satisfactory when the student...</p> <ul style="list-style-type: none"> a. locates the world's major cultural regions. b. relates the world's major cultural regions to various world eco-systems. c. locates ancient empires. d. interprets historical and cultural events through appropriate maps. e. recalls from memory key physical and human features found on maps. f. locates major urban centers. g. traces trade routes of global markets. h. locates modern nation-states. 	<ul style="list-style-type: none"> • Develops a map with a scale, a legend and an accurate representation of mapped items • Constructs from memory a map of the world showing key physical and human features • Reviews time zones • Graphic organizers • Map identification quizzes: which map correctly (incorrectly) reflects the information given, place an X on the map to show ____, make corrections on this map, find the shortest route, describe features, etc. • Demonstrates map reading and map interpretation knowledge on map quizzes • Takes notes about the content • Completes information gap activities • Writes a journal about class information • Completes an outline, a T-list or a semantic map using a variety of geographic sources • Analyzing maps: which of the following cannot be determined from this map? • Map essay
<p>Objectives are linked to the following AASD standards:</p> <p>Social Studies: Geography – Location, Place and regions Geography - Process and Investigation History - Cultures and Cultural Development</p> <p>Math: Measurement Geometry</p> <p>Science: Earth and Space Science</p> <p>Comm. Arts: Writing</p>		

Course Objectives	Performance Indicators	Classroom Assessments
<p>2. Interpret the concept of region in world politics, economics and culture</p>	<p>Performance will be satisfactory when the student...</p> <ul style="list-style-type: none"> a. summarizes the relationship of the most powerful member in an international system with the less powerful. b. applies ideas of internationalism, such as empires, alliances, economic unions, world organizations and treaties. c. analyzes trading patterns. d. analyzes causes and effects of worldwide deflation and inflation. e. assesses the impacts of trade policies on balance of trade and exchange rates. f. identifies the key features organizing the world economic system. g. connects how a particular culture region develops its civilization by integrating language, literature, arts, traditions, beliefs, values, religion and behaviors. 	<ul style="list-style-type: none"> • Quizzes and tests • Reading and comprehension <ul style="list-style-type: none"> • Completes a cloze passage for reading about content • Keeps a reading log • Reads content orally • K-W-L chart • Completes Venn Diagram and other compare/contrast graphic organizers • Completes a text re-telling, a summary or paraphrases information read silently • Listens to a video presentation and gathers information • Takes notes about the content • Completes information gap activities • Writes a journal about class information • Completes an outline, a T-list or a semantic map • Provides examples of a concept and can justify them • Document based test essays: Balfour Declaration, Gulf of Tonkin Resolution, Marshall Plan, CIS preamble, Horopito surrender, Camp David Accords, etc. • Primary resource analysis: NATO, World Bank, UN agencies, Kyoto Protocol, OPEC, WTO, CIS, NAFTA, etc. • Portfolios • Graded discussions
<p>Objectives are linked to the following AASD standards:</p> <p>Social Studies: Geography: Location, Place, Regions Political Science: World Affairs Economics: Global Connections</p> <p>Comm. Arts: Reading Writing</p>		

Course Objectives	Performance Indicators	Classroom Assessments
<p>3. Advocate a position on a current world policy issue</p>	<p>Performance will be satisfactory when the student...</p> <ul style="list-style-type: none"> a. analyzes efforts against prejudice and discrimination. b. compares the perspectives of participants, witnesses, reporters and historians and how events are interpreted differently. c. evaluates and use primary and secondary source materials. d. determines how media influences the design and development of cultural practices and beliefs. e. examines documents that demonstrate the rights and responsibilities of people. 	<ul style="list-style-type: none"> • Quizzes and tests • Reading and comprehension <ul style="list-style-type: none"> • Completes a cloze passage for reading about content • Keeps a reading log • Reads content orally • K-W-L chart • Completes Venn Diagram and other compare/contrast graphic organizers • Completes a text re-telling, a summary or paraphrases information read silently • Listens to a video presentation and gathers information • Takes notes about the content • Completes information gap activities • Writes a journal about class information • Completes an outline, a T-list or a semantic map • Provides examples of a concept and can justify • Primary resource analysis • Projects • Graded discussions • Document based test essays: AIDS epidemic, lasting impacts of the Vietnam War, India-Pakistan arms race, etc. • Primary resource analysis: Deng's 4 Modernizations, free trade, European Union, Japan-U.S. trade, etc. • Projects: Israel as a European state in the Middle East, after Communism, nation-building as a foreign policy, etc.
<p>Objectives are linked to the following AASD standards:</p> <p>Social Studies: Behavioral Sciences – Cultural Diversity History – Process and Investigation Political Science – Basic Concepts and the Purposes of Government</p> <p>Comm. Arts: Writing Research Reading</p>		

Course Objectives	Performance Indicators	Classroom Assessments
<p>4. Interpret the way culture shapes human environmental relationships</p>	<p>Performance will be satisfactory when the student...</p> <ul style="list-style-type: none"> a. analyzes the role of the world's major ecosystems in the development of economic systems. b. analyzes the role of the world's major ecosystems in the development of social systems. c. analyzes the role of the world's major ecosystems in the development of political systems. d. analyzes the world's ecosystems in the development of religions. e. analyzes the world's ecosystems in the development of cultural systems. f. associates environmental changes to human adaptation. g. relates religious beliefs and cultural beliefs to the way human groups view their relationship with nature. h. distinguishes how land use policies have an impact on political, economic and social systems. 	<ul style="list-style-type: none"> • Quizzes and tests • Completes a cloze passage for reading content • Keeps a reading log • Completes a text re-telling, paraphrase or summary of the content • Listens to a video presentation and summarizes the content • Completes an outline, T-list or semantic map • Provides examples of a concept and can justify them • Reading and comprehension • Document -based test essays: Siberia, Sahara, insularity, monsoons, etc. • Primary resource analysis: creation of the world myths • Projects: Three Gorges, Israel's wall, Aswan Dam, Trans-Siberian railroad, etc. • Graded discussions • Role play
<p>Objectives are linked to the following AASD standards:</p> <p>Social Studies: Geography: Human-Environmental Relationship Comm. Arts: Reading Writing Research</p>		

Course Objectives	Performance Indicators	Classroom Assessments
<p>5. Analyze the importance of the political organization of territory in the contemporary world</p>	<p>Performance will be satisfactory when the student...</p> <ul style="list-style-type: none"> a. analyzes the multiple purposes of government and examples that illustrate tensions between these purposes. b. analyzes primary sources documents that demonstrate the rights and responsibilities of people. c. evaluates the various frameworks of government. d. analyzes various theories about people's participation in community affairs and different theories on government powers. 	<ul style="list-style-type: none"> • Quizzes and tests • Reading and comprehension: Mao's Little Red Book, Gandhi's autobiography • Reading and comprehension <ul style="list-style-type: none"> • Completes a cloze passage for reading about content • Keeps a reading log • Reads content orally • K-W-L chart • Completes Venn Diagram and other compare/contrast graphic organizers • Completes a text re-telling, a summary or paraphrases information read silently • Listens to a video presentation and gathers information • Takes notes about the content • Completes information gap activities • Writes a journal about class information • Completes an outline, a T-list or a semantic map • Provides examples of a concept and can justify • Document based test essays: Article IX of the Japanese Constitution • Primary resource analysis: what went wrong with Gorbachev's perestroika and glasnost • Projects: member states of the European Union • Graded discussions • Role-play: constitutional convention – Iraq, Palestine, Liberia or Haiti, etc.
<p>Objectives are linked to these AASD standards:</p> <p>Social Studies: Political Science: Government Purposes Political Science: Government Structures and Processes</p> <p>Comm. Arts: Research Reading Writing</p>		

Course Objectives	Performance Indicators	Classroom Assessments
<p>6. Process a variety of visual content to gain insights about the world</p>	<p>Performance will be satisfactory when the student...</p> <ul style="list-style-type: none"> a. analyzes the impacts of media influences. b. utilizes media to gather information, organize information, analyze information and evaluate information. c. utilizes media to determine different points of view. 	<ul style="list-style-type: none"> • Quizzes and tests • Reading comprehension • Re-telling, summary or paraphrases info read silently • Listens to a video and gathers information • Information gap activities • Journals about class information • Notes, outline, a T-list or a semantic map • Document-based test essays • Primary resource analysis • Projects • Graded discussions
<p>Objectives are linked to these AASD standards: Social Studies: History: Cultures and Cultural Diversity; History: Process-Investigation; Behavioral Science: Cultural Development Comm. Arts: Media/technology</p>		
<p>7. Analyze the role of the individual in a wider perspective</p>	<p>Performance will be satisfactory when the student...</p> <ul style="list-style-type: none"> a. compares the ways cultures define individual rights and responsibilities, including the use of rules, folkways, mores and taboos. b. analyzes how socio-economic status, ethnic origin, religion, race, gender and age influence individual and group development. c. analyzes individual human behavior and the motivations for individual actions. d. analyzes interactions and relationships within a culture, especially from the social perspective. e. analyzes the effects of important individuals. 	<ul style="list-style-type: none"> • Quizzes and tests • Reading comp.: rules for marriage – Japan/India • Completes a cloze passage for content • Reading log • Oral reading • K-W-L chart • Venn Diagram/other compare/contrast graphic org. • Re-telling, summary or paraphrases info read silently • Listens to a video and gathers information • Completes information gap activities • Journals about class information • Notes, outline, a T-list or a semantic map • Document based test essays: social folkways/more in Africa, etc. • Primary resource analysis • Projects: impact of caste, impact of Islam, etc. • Graded discussions • Role-play: family roles, etc.
<p>Objectives are linked to these AASD standards: Social Studies: Behavioral Sciences – Interactions: Individuals, Groups and Institutions; History – People, Places, Events Comm. Arts: Reading, Writing, Research</p>		

Course Objectives	Performance Indicators	Classroom Assessments
<p>8. Evaluate how history and culture interact to influence society</p>	<p>Performance will be satisfactory when the student...</p> <ul style="list-style-type: none"> a. analyzes various major works of the humanities to explain the era in which they were created. b. describes the origination, central ideas and influence of various world religions. c. organizes the characteristics of various civilizations. d. analyzes the impacts of beliefs, religion, works of art and literature on an individual's life and times. e. analyzes the ways a particular universal theme is expressed artistically by cultural groups. 	<ul style="list-style-type: none"> • Quizzes and tests • Reading and comprehension • Completes a cloze passage for reading about content Keeps a reading log Reads content orally K-W-L chart • Venn Diagram and other compare/contrast graphic org. • Completes a text retelling, a summary or paraphrases information read silently • Listens to a video presentation and gathers information Takes notes about the content Completes information gap activities Writes a journal about class information • Completes an outline, a T-list or a semantic map Document-based test essays • Primary resource analysis • Projects • Graded discussions • Role play
<p>Objectives are linked to these AASD standards:</p> <p>Social Studies: History: Cultural Diversity History: Process-Investigation Behavioral Sciences – Cultural Diversity</p> <p>Comm. Arts: Research Reading Writing</p>		

Course Objectives	Performance Indicators	Classroom Assessments
<p>9. Interpret regional continuity and changes</p>	<p>Performance will be satisfactory when the student...</p> <ul style="list-style-type: none"> a. analyzes main ideas, attributes and contributions of significant historical periods. b. identifies the unique periods of history for each cultural region. c. tracks the rise and fall of empires. d. analyzes how scientific and technological innovations have altered human lives. e. compares and contrasts the ways in which cultures resolve conflicting beliefs. f. analyzes that societies and cultures change through: invention, innovation, diffusion, acculturation, assimilation and revitalization. 	<ul style="list-style-type: none"> • Quizzes and tests • Reading and comprehension <ul style="list-style-type: none"> • Completes a cloze passage for reading about content • Keeps a reading log • Reads content orally • K-W-L chart • Completes Venn Diagram and other compare/contrast graphic organizers • Completes a text retelling, a summary or paraphrases information read silently • Listens to a video presentation and gathers information • Takes notes about the content • Completes information gap activities • Writes a journal about class information • Completes an outline, a T-list or a semantic map • Document-based test essays • Primary resource analysis • Projects • Graded discussions • Role play
<p>Objectives are linked to these AASD standards:</p> <ul style="list-style-type: none"> Social Studies: History: Time, continuity and Change Behavioral Sciences – Individual Human Behavior Behavioral Sciences – Interactions: Individuals, Groups and Institutions Comm. Arts: Reading Writing Research 		

Course Objectives	Performance Indicators	Classroom Assessments
<p>10. Analyze and evaluate data in writing</p>	<p>Performance will be satisfactory when the student...</p> <ul style="list-style-type: none"> a. analyzes task and plans appropriate strategies for learning from text and completing projects. b. makes inferences and draws conclusions from text. c. writes nonfiction and technical pieces. d. uses writing as a tool for learning (paraphrase, summarize, hypothesize, synthesize) information to construct new concepts. e. incorporates information from databases, etc. into reports. f. integrates graphics appropriately into reports, etc. g. analyzes and organizes information using media and technology. 	<ul style="list-style-type: none"> • Quizzes and tests • Reading and comprehension • Document-based test essays • Primary resource analysis • Projects
<p>Objectives are linked to these AASD standards:</p> <p>Social Studies: Geography: Process-Investigation History: Process-Investigation</p> <p>Comm. Arts: Reading Writing Research</p>		

Resources and learning activities that address course objectives: