

Reading Public Schools

Instilling a joy of learning and inspiring the innovative leaders of tomorrow



History & Social Sciences Curriculum Guide

Course: Honors World Issues

Course Description

Students will study the major problems facing the world and the United States today. Issues such as economic crisis, war, environmental changes, global and domestic political discourse, and the distribution of the world's resources will be examined. Students will study these problems in relation to the geographic, political, economic, and social structure of the world today. The course will be taught with a seminar approach, utilizing case studies to generate debate. Greater responsibility will be placed on students to research and present information to their peers. Students will examine the possible future impact of problems and alternative solutions to these problems. A major objective of the course will be to have students apply their knowledge to active problem-solving. This class is a full year elective open to seniors only.

Content Standards

US History Standards

- The role of economics in modern United States history.
- Modernity in the United States: ideologies and economies.
- Defending Democracy: Responses to Fascism and Communism.
- Defending Democracy: the Cold War and Civil Rights at home.

World History Standards

- The global effects of 19th century Imperialism
- The Great Wars, 1914-1945
- The Cold War Era, 1945-1991
- The Era of Globalization, 1991-present
- The politics of difference: conflicts, genocide, and terrorism

Practice Standards*

- THE LEGACY OF DEMOCRATIC GOVERNMENT
- INCORPORATING DIVERSE PERSPECTIVES/PERCEPTIONS OF HISTORICAL EVENTS
- UTILIZING HISTORICAL THINKING SKILLS
- RESEARCH, REASONING, AND CRITICAL THINKING
- INCORPORATION OF CURRENT EVENTS & MEDIA LITERACY
- USING DATA ANALYSIS AND DIGITAL TOOLS FOR RESEARCH/PRESENTATIONS

Literacy Standards*

- Read and comprehend history/social studies texts exhibiting complexity appropriate for grade 12.
- Cite specific textual evidence to support analysis of primary and secondary sources.
- Write informative/explanatory texts, including the narration of historical events.
- Initiate and participate effectively in a range of collaborative discussions.

**Not intended as an exhaustive list. Incorporation of Literacy and Practice Standards is fluid and ongoing.*

Three Pillars of the History and Social Science Framework



Massachusetts Department of Elementary and Secondary Education

Units	Essential Questions	Key Activities <u>may include</u> :
Ending the Global War on Terror	<ul style="list-style-type: none"> • What could be done to end the Global War on Terror? 	<ul style="list-style-type: none"> • Analysis of primary source documents, scholarly sources, & connections between history and current events • Comparing and contrasting historical and contemporary issues. • Development of active reading strategies such as annotating, sourcing, contextualizing, corroborating, and close reading • Participation in class debates and Socratic-seminar style discussions • Conducting short-term as well as more sustained research projects . • Utilizing a variety of sources and databases to inform writing and research.
Russo-US Relations	<ul style="list-style-type: none"> • What is the nature of the Russo-American relationship? 	
Role of US Central Asia	<ul style="list-style-type: none"> • Why is the role of the United States so complex in Central Asia? 	
Global Climate Change	<ul style="list-style-type: none"> • How is global climate change affecting societies and economies in each hemisphere? 	
Nuclear Proliferation	<ul style="list-style-type: none"> • Is nuclear proliferation dangerous? 	
China and the United States	<ul style="list-style-type: none"> • How are the US and China interacting in the global arena? 	
Globalization	<ul style="list-style-type: none"> • What is Globalization and how is it affecting our local economy? 	
American Political Polarization	<ul style="list-style-type: none"> • What are the causes for the polarized political parties in the US? 	
Post-Industrial United States	<ul style="list-style-type: none"> • How is the US adjusting to a post-industrial economy? 	
Social Class Divisions in the United States	<ul style="list-style-type: none"> • Why is there growing social class stratification? 	
Lobbying, Special Interests and Political Parties	<ul style="list-style-type: none"> • How does lobbying, special interests, and political parties affect government? 	
Ending the War on Drugs	<ul style="list-style-type: none"> • How can the War on Drugs be ended? 	



History & Social Sciences Curriculum Guide Overview

Curriculum Guide	Curriculum guides are public documents aligned with the Massachusetts Department of Education Curriculum Frameworks. They focus on the set of standards that students will learn within certain disciplines at appropriate grade levels. Curriculum Guides are intended for teachers, parents, and the wider school community as an overview document of the course of study for the year.
Curriculum Map	Curriculum maps are internal documents utilized as planning tools for teachers. Curriculum maps keep a focus on the end-of-year standards and chart a course for the teaching and learning over the year. They are typically organized in a grade-level overview organized by month or marking period. Curriculum maps typically include: standards and expectations for the grade/content, essential skills/concepts, methods of assessment, and major content resources. Maps are never “done” as ongoing work of educators include revisions, additions, and revisits to the maps. They provide an overview for the year while also allowing educators to see a vertical picture of how the content develops as students progress through each grade.
Guiding Principles	These nine principles serve as the foundation for all History and Social Science education in Massachusetts. They can be viewed here: http://www.doe.mass.edu/frameworks/hss/2018-12.pdf
Literacy Standards	In studying this content, students apply grade-appropriate reading, writing, speaking, and listening skills.
Content Standards	The Content Standards describe what students should know and be able to do within each grade-level.
Practice Standards	These are “designed for integration with the Content Standards and Literacy Standards for History and Social Science, the seven practices encompass the processes of inquiry and research that are integral to a rich and robust social science curriculum and the foundation for active and responsible citizenship.” http://www.doe.mass.edu/frameworks/hss/2018-12.pdf
Essential Questions	Essential questions are questions that are not answerable with an easy answer or a simple instruction. The purpose of essential questions is to provide opportunities for inquiry into the learning and act as an umbrella to anchor the unit/lesson.
Key Activities	Key Activities identified in Curriculum Guides are not intended to be exhaustive, nor are they intended to be prescriptive. The activities identified may function as a menu of curriculum resources from which educators identify the most appropriate tools to utilized in their classrooms. More specifics about identified resources are identified within the curriculum map documents.