
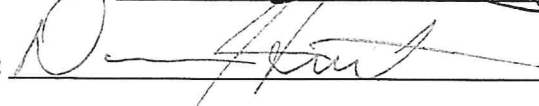
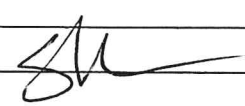


SECONDARY COURSE DESCRIPTION
SECTION A: COURSE CLASSIFICATION

1. Course Title: Perspectives on Global Social Justice	6. Prerequisite(s): None
2. Action: ___ New Course <u>X</u> Course Revision ___ Title Change Only	7. Grade Level: Grade 9
3. Transcript Title/Abbreviation: Persp on Global SJ	8. Elective/Required: Elective
4. Transcript Course Code/Course Number: SFGD	9. Subject Area: Social Studies
5. CBEDS Code: 2712 (For Educational Services)	10. Department: Social Science
11. Length /Credits: ___X___ 0.5 (half year or semester equivalent) ___ 1.0 (one year equivalent) ___ 2.0 (two year equivalent)	
12. Was this course previously approved by UC? ___ Yes <u>X</u> No If so, year removed from list: _____	
13. Meets the "_____" requirements in the a-g university/college entrance requirement. Approval date: _____	
14. School Contact Information Name: <u>Jenna Phillips</u> Title/Position: <u>teacher</u> Phone: <u>510-748-4023</u> Fax: _____ E-Mail: <u>jphillips@alameda.k12.ca.us</u>	
16. Signatures: Department Chair:  Principal:  Acknowledged by Other Principals: _____ Educational Services:  2/15/19	
16. BOE Approval Signature of Superintendent: _____ Date of Approval _____	

RENAMING OF IDENTICAL COURSE

SECTION B. COURSE CONTENT

17. Course Description:

This course will teach students how geography and culture have shaped, and continue to shape, their lives. Emphasis will be placed on the main themes of geography and on those factors that develop cultures: geography, art, religion, music, family patterns, ethnicity, race and technology. An emphasis will also be placed on developing writing in the social science area.

18. Course Goals and/or Major Student Outcomes:

Personal Skills

- Students should be able to:
 - take responsibility for achievement in class
 - manage time effectively
 - assess one's own viewpoints
 - feel empathy for others who live in different cultures
 - listen and follow directions
 - bring needed materials
 - learn to ask questions
 - control impulses
 - develop self-confidence
 - be flexible-accept differences in teachers' expectations
 - explore connections between high school and the future
 - extend attention span/focus/sharpen

Interpersonal Skills

- Students should be able to:
 - work cooperatively in a group
 - exhibit tolerance for different worldviews
 - listen to the views of others
 - disagree respectfully
 - express one's own viewpoints
 - communicate with teacher about academic performance
 - establish a sense of community

Thinking and Problem Solving Skills

- Students should be able to:
 - understand cause and effect between our actions and their effect on the environment
 - utilize an atlas and be able to interpret information presented
 - overlay knowledge of geography and culture with current issues
 - describe and analyze a problem
 - categorize, sequence
 - distinguish between fact and opinion
 - accurately recall and summarize

Communication Skills:

- Students should be able to:
 - practice active listening: be courteous; avoid interrupting;
 - be aware of body language
 - use contextually appropriate speaking styles
 - develop confidence when speaking in front of a large group
 - ask content-related questions
 - express an opinion orally
 - identify and follow written directions
 - understand the literal meaning of cultural and geographic terms
 - develop a thesis statement
 - use appropriate academic language
 - explore concepts in social science and geography through writing activities

Employment Literacy:

- Students should be able to:
 - follow directions
 - work cooperatively in a group
 - express one's opinion in a clear and forthright manner
 - meet deadlines
 - exhibit appropriate behavior in a work setting
 - work with those who have a different background
 - consider dynamic aspects of the world economy
 - be on time and attend class daily

Technological Literacy:

- Students should be able to:
 - use Sim City and other computer programs
 - use and create Thinkquests, Webquests, and Prezis
 - understand the power of the Internet and make appropriate uses of it

19. Course Objectives (standards):

The California State Framework for History-Social Sciences recommends one or two semester courses be offered at the 9th grade level. Course recommendations include: physical geography, world regional geography area studies, cultures and ethnic studies. Comparative Cultures and Geography at EHS would incorporate elements of all the above courses.

20. Course Outline:

Unit 1: Social Studies Skills

This unit will review skills important for success in high school social science courses. These skills include map reading, geographic terminology, persuasive writing, and information analysis. The concept of the 5 Themes of Geography will also be introduced and used as a lens for understanding the relationship between humans and their environment.

Unit 2: Global Perspectives

This unit will begin with a study of the Developing, Developed, and Highly Developed World as a lens for understanding the global community. These core concepts will be carried through the remainder of the semester as students develop an in depth understanding of their world. The unit will be conducted in two major sections, one focused on global issues and one focused on religion and its role in politics.

Unit 3: Race, Culture, And Ethnicity

This unit will be designed to allow students to develop their understanding of culture from an ethnographic perspective. After this unit of study, students will be able to explain what, in general, cultures share and how those similarities are reflected within their own culture and the culture of EHS. Students will also be able to look at and analyze culture from an ethnographic perspective. Furthermore, students will understand how ethnicity and the human construct of "race" play into the culture of EHS, California, and the United States. Particular focus will be placed on culture as both a unifying and divisive force among people.

Unit 4: Mexico

This unit is intended to serve as a case study emphasizing the concepts and skills learned in the prior units. It will be adopted from Modern World History curriculum and, as such, will allow the sophomore teachers more time to cover extensive material. The goal of the unit is to explore the history of Mexico from pre-colonial times until the present. Specific focus will be placed on the impact of European colonization on native populations.

Unit 5: South Africa

This unit will present a second historical case study focusing upon South Africa. Much as with Mexico, the focus of the unit will be on the impact of European colonization on native populations and their subsequent struggles for equality and freedom.

21. Instructional Materials:

Board approved required text: World Cultures
Prentice Hall
1996

Supplementary materials: Modern World History
Teachers' Curriculum Institute, Palo Alto
1995-6
Goode's World Atlas
Rand McNally and Co., USA
1993, 1995
Facing History and Ourselves
Facing History and Ourselves National Foundation
1994

22. Instructional Methods and/or Strategies:

Cooperative learning
Discussion-small and large groups
Projects-individual and groups
Library research
Digital multi-media, including Web Quests, Think Quests and Simulations
Interactive lecture and note taking

23. Assessment and Evaluation:

Frequently Used

Tests
Quizzes
Graded Assignments
Interactive Notebooks

Occasionally Used

Evaluation of cooperative skills groups
Self-evaluation assignments, discussions, projects
Peer-assessment

24. Grading Policy:

"A+"	≥ 99%	"B+"	87-89%	"C+"	77-79%	"D+"	67-69%
"A"	93-98%	"B"	83-86%	"C"	73-76%	"D"	63-66%
"A-"	90-92%	"B-"	80-82%	"C-"	70-72%	"D-"	60-62%

Students who earn below 60% will fail this course.

Grade will be points based and determined by scores on quizzes and tests, projects, essays, Daily Thought Questions, and other in class and homework assignments.

This course will be cumulative; students will be expected to know all the material covered throughout the course of the semester. Unit exams, weekly quizzes, and map quizzes will reflect that expectation.

SECTION C. OPTIONAL INFORMATION

25. Context for offering the course:

Comparative Cultures and Geography is proposed to meet needs identified by the Social Science Department. The purpose is to promote greater understanding of cultures in our increasingly diverse society, as well as greater geographic skills and knowledge of how geography shapes culture. An additional purpose is to introduce students to the basic elements of academic essay writing in the content area, including the development of a thesis, systematic evidence, and persuasive arguments.

26. History of Course Description:

Comparative Cultures and Geography is further proposed to increase the academic demands of the Freshman curriculum, a need identified by the administration and staff. The majority of 9th graders at EHS take three core subjects: Math, English, and Science, along with physical education and electives. The addition of CCG, a core history course, will result in significantly enhanced rigor and a more well-rounded school-wide curriculum.

The course will also prepare students for Modern World History, a rigorous and an intense learning experience that is often daunting for students lacking a bridge between 8th grade history and their sophomore year. The course will further prepare students to write in the historical disciplines, a requirement of the Modern World History curriculum, as well as all other upper level history courses at EHS. Finally, CCG will provide students with a "world view" which will teach them to think like a historian by utilizing historical context to understand contemporary issues. The course process will be interactive, experiential, and exploratory, instilling not only specific academic goals but a personal framework for lifelong education and the pursuit of knowledge.