Instructor: Shawn Parks  Phone: (253) 683-6821  Email: sparks@bethelsd.org

Grade Level: 12  Credit: Social Studies .5 per session  NCAA Approved

Time Requirements:
Students will be required to do 3.5 hours per week of class work, and to do 3.5 hours of homework per week. Students are required to contact the instructor prior to any absence in order to determine how the student will make up any missed assignments.

Course Description:
This is the study of international, national, and local issues through a lens that allows for respect and recognition of diversity. The issues of cultural ethnicity, sexism, discrimination, and global diversity are examined in economic, sociological, political and civic contents.

- **Course content**: students will demonstrate a basic understanding of the following:
  (Over a 9 week period of time to earn a .5 credit.)

SST 401:
- Terrorism: Origins and Evolution
- Terrorism: Analyzing the Threat
- Environment: Challenges in the International Community
- Environment: Policies and Global Cooperation
- Trade: Expansion and Evaluating Policies

SST 402:
- Case Studies in Human Rights
- Project Based Learning Activities: Human Rights
- Case Studies in World Security
- Project Based Learning Activities: World Security
- Case Studies in Global Environment
- Project Based Learning Activities: Global Environment
- Case Studies in International Trade Issues
- Project Based Learning Activities: International Trade

Materials (may include but are not limited to)
- District approved textbook: History Alive! World Connections (TCI)
- Internet sites, social studies lab experiences, computer based learning models, reading materials, videos
- Other materials will be provided by the instructor

Assessment (may include but not limited to)
- Oral/Written expression for mastery understanding of course concepts and demonstration of the application of course concepts.
- Performance based evaluations through labs quizzes, participation, and projects.
- Progress reports will be issued monthly by the instructor.

Progress
- Student progress is monitored weekly. Student monthly progress is at the discretion of the certificated teacher based on weekly evaluations and the students’ ability to complete the required learning benchmarks for that month.
- If a student fails to make collective progress for all weeks, then monthly progress is unsatisfactory. Student monthly progress is specifically evaluated against progress benchmarks, which are clearly defined in the course for each month.
- In addition to the course schedule, these benchmarks may also come in the form of lesson, unit, assignment and/or assessment completion dates.
- These established progress benchmarks will allow teachers and students to assess the students’ educational progress in meeting the course learning standards.

Grading Scale: (Progress reports will be done monthly)
● A (90-100%) Student demonstrates exemplary abilities through scores earned; student showed outstanding mastery of expected skills.
● B (80-89%) Student demonstrates adequate abilities through scores learned on assessments; student shows adequate mastery of expected skills.
● C/P (70-79%) Student demonstrates average abilities through scores earned; students showed average mastery of expected skills.
● D (69% or below) Student unable to demonstrate mastery of expected skills
● F (59% and below) Student did not master expected skills and will not receive credit for the course.

Relationships to other Content Areas
- Completion of this course will require the student to integrate: mathematical, logical linguistic, social, historical, societal, technological, and writing skills.

Common Core Standards for English Language Arts and Literacy in Social Studies
Students will be able to

Key Ideas and Details:
- **CCSS.ELA-LITERACY.RH.11-12.1**
  Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- **CCSS.ELA-LITERACY.RH.11-12.2**
  Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- **CCSS.ELA-LITERACY.RH.11-12.3**
  Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

Craft and Structure:
- **CCSS.ELA-LITERACY.RH.11-12.4**
  Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
- **CCSS.ELA-LITERACY.RH.11-12.5**
  Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
- **CCSS.ELA-LITERACY.RH.11-12.6**
  Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

Integration of Knowledge and Ideas:
- **CCSS.ELA-LITERACY.RH.11-12.7**
  Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
- **CCSS.ELA-LITERACY.RH.11-12.8**
  Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
- **CCSS.ELA-LITERACY.RH.11-12.9**
  Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Range of Reading and Level of Text Complexity:
- **CCSS.ELA-LITERACY.RH.11-12.10**
  By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.