

Statewide Career Pathways Basic Skills Curriculum Contextualized Social Studies Module

Students will:

OUTCOMES/ STANDARDS	CONTENT	ACTIVITIES/RESOURCES	ASSESSMENT
<p>1. Examine and compare several incentive programs encouraging students to stay in school</p> <p><i>IL STAND: 3.R.FW.3, 4.R.FW.2, 4.R.RH.5, 4.R.RH.6, 4.R.RH.11, 4.R.RH.13, 5.R.FW.2, 5.R.RH.11, 5.R.RH.12, 4.W.WL.1, 4.W.WL.6, 5.W.WL.1, 5.W.WL.6, 3.S.PK.4, 4.S.CC.2</i></p>	<p>Reasoning/ problem solving</p>	<ul style="list-style-type: none"> • Discuss a variety of economic incentive programs in the United States encouraging students to stay in school. Some programs are offered by local school districts and others are offered by state and national organizations. Some are even offered by professional sports teams. They are structured differently and offer different incentives but the goal remains the same: to keep students in school. • Read aloud the story “Oakland students give old computers a new home” (Resources) https://oaklandnorth.net/2009/09/10/computers/ • Discuss some of the potential benefits of this program to the school district. <i>[Lowers the dropout rate; gives students greater skills; gives students job opportunities; gives the district more computers for use in the school.]</i> • An additional article that can be read aloud or used as a resource is here: http://www.edweek.org/ew/articles/2014/06/05/34incentives.h33.html • In groups, act as consulting firms that have been asked by the school board to design an incentive program to get students to stay in school. The board is concerned about the high dropout rate in the district. The students most likely to leave school early tend to be from minority, low-income, inner-city, single-parent homes. Many of their parents and other adult models did not finish high school. Design a 1-2 page incentive program to encourage these students to stay in school. Be prepared to present and defend a list of specific recommendations to the school board. (Groups present to the rest of the class, which acts as the school board.) 	<p>Student completion of incentive program; presentation</p>

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<p>2. Use knowledge of Europe and/or South America to create an advertisement for a travel destination</p> <p><i>IL STAND: 4.R.RH.5, 4.R.RH.8, 4.R.RH.11, 4.R.RH.13, 4.R.FW.2, 3.S.PK.3, 4.S.PK.1, 4.S.PK.2, 4.S.PK.3, 4.W.WL.3, 5.R.RH.10, 5.R.RH.11</i></p>	<p>Maps, charts, graphs, databases, and models as tools</p>	<ul style="list-style-type: none"> • Discuss the ways that countries try to attract tourists. Talk about advertisements on TV, travel brochures, items sent through the mail, the internet, etc. Discuss vacations your students have taken in the U.S. or abroad. Consider showing clips of travel advertisements. • Using the Career Clusters site, brainstorm some careers involved in travel and tourism. https://careertech.org/career-clusters • Working in small groups, make a commercial or skit to advertise a travel destination to the rest of the class. Have each group choose a travel destination in Europe or South America. (You may choose to limit the students' choices to a particular region; for example, only South America or only Western Europe. Alternatively, you may create a list of countries ahead of time for students to choose from.) • Post the following requirements so students may refer to them as they create their presentations: <ol style="list-style-type: none"> 1. The teacher must approve the destination chosen. 2. The skit or commercial must be 5 to 10 minutes in length. 3. Students must create some kind of visual aide to show the class (poster, PowerPoint, etc.) 4. The skit or commercial must include dialogue. 5. The advertisement must be inviting. In other words, the presentation should make the audience want to visit the destination. 6. Present their skits/commercials. (Consider videoing the skits). Have each group rate one another on a scale of 1 to 5, 1 being "I never want to visit" and 5 being "I am leaving to go tomorrow." After each group has presented, discuss with the class what was good and what could be improved about each skit. Talk about how advertisers have to compete with one another to create the most appealing advertisements for the travel destinations they represent. 	<p>Instructor observation; Student completion and presentation of skit</p>

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<p>3. Create a mutually beneficial social and economic plan</p> <p><i>IL STAND: 3.R.FW.5, 4.R.RH.8, 4.R.RH.11, 4.R.RH.12, 4.R.FW.1, 5.R.FW.1, 5.R.RH.10, 4.W.WL.3, 5.W.WL.3, 5.W.WL.5, 5.R.RH.11, 4.S.PK.1, 4.S.PK.2, 5.S.PK.1, 5.S.PK.2</i></p>	<p>Economics; social work; community planning</p>	<ul style="list-style-type: none"> View the following on the Humanitas project in the Netherlands: https://www.youtube.com/watch?v=tjRtaulQsZU (an accompanying print article is here: http://www.pbs.org/newshour/rundown/dutch-retirement-home-offers-rent-free-housing-students-one-condition/) Discuss the program as a class, using the following questions: What are the benefits to the elderly? What are the benefits to the students? What are the benefits to society as a whole? What could be some possible downsides to this program? What are issues in general that the elderly face in society? Working in groups, create a mutually beneficial plan, using a community center space that will benefit a group of elderly people and one other demographic group that needs the space also (Ideas could include: a pre-school, dog-training group, local business, high school club, etc.) Plan how the space will be used and shared, the benefits to each group, benefits to community, possible problems and how they can be avoided/resolved. Create a PowerPoint or other presentation detailing the plan and present to the class in groups. 	<p>Instructor observation; student completion of plan/ PowerPoint presentation</p>
<p>4. Apply decision-making skills in selection of a career option</p> <p><i>IL STAND: 4.R.RH.9, 4.R.RH.11, 4.R.RH.12, 4.R.RH.13, 5.R.RH.10, 5.R.RH.11, 5.R.RH.12, 4.W.WL.1, 4.W.WL.5, 5.W.WL.6, 4.S.PK.2,</i></p>	<p>Research, interpret, analyze, and evaluate information; world geography; world culture</p>	<ul style="list-style-type: none"> Examine the following situation: You work for a large telecommunications firm that wishes to develop a new market in Kenya, Brazil, or China. The primary person in charge (you) will double his or her salary, allow him or her to become the vice president of this division of the company, and be on the cutting edge of the telecommunications world in Africa, South America, or Asia. The company will move the person and his or her family and requests that all family members stay in the country for a minimum of two years. In Kenya, the company will find appropriate housing for the family, and you will be living in the capital of Nairobi. In Brazil, you will be housed in San Paolo, and your children will attend the public schools there. In China, you will live in Beijing, and the company will provide 	<p>Student completion of choice paper/ adjustment plan/timeline</p>

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<p>5.W.WL.8, 6.S,.PK.1</p> <p>5. Identify a community need; create a possible solution</p> <p>IL STAND: 4.R.RH.11, 4.R.RH.12, 5.R.RH.12, 4.W.WL.64.W.WL.3, 5.W.WL.5, 5.S.PK.1</p>	<p>Role of science and technology in disability assistance; social service</p>	<p>housing in a new subdivision. You will have to pay for private school for your children.</p> <ul style="list-style-type: none"> • Use the Internet to find the locations and obtain factual information about each country. Investigate language, schools, population, weather, customs, and other information that will help in making a recommendation. • Prepare a 1-3 page presentation of findings. Choices are prioritized, information provided about each location, and reasons for choosing one location over the other two are explained. Include information on the positive and negative effects that each location might have on the student. Discuss and identify specific needs to adapt to the new country. • Develop a plan of adjustment to prepare for the country selected. • Design a timeline to obtain needed skills to be ready for the move. <ul style="list-style-type: none"> • View the following video on VocallD “What Happens When You Give Your Sister a Voice”: https://www.youtube.com/watch?v=w32u8_YJWao • Discuss the video using the following questions: Why does Maeve need a synthetic voice at all? Why is the voice she is using not adequate? What do her sister and VocallD provide for her? How is a customized, personalized voice created? Why are voices like this important? Why is this important for the whole community of disabled people? What are some changes you have observed over the years that have benefited disabled people? • As individuals or in pairs, think about some needs you observe in your community of disabled people. Strategize a concrete way you, along with others, could provide assistance to meet one of those needs. • Write a 1-2 page plan, outlining and detailing a specific need and the ways you and your community can address it. Share with the rest of the class. • Discuss career paths that could lead to helping those with a variety of 	<p>Student completion of community plan</p>

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<p>6. Discover that ancient Greek cultures assisted with the development of medical practices, including the Hippocratic Oath; compare with personal experiences with contemporary doctors, and research the requirements for medical careers</p> <p><i>IL STAND: 4.R.RH.11, 4.R.RH.12, 5.R.RH.11, 5.R.RH.12, 6.R.RH.3, 4.W.WL.6, 5.S.PK.5</i></p>	<p>Historic, economic, and cultural connections among Illinois, the United States, South America, and Europe</p>	<p>disabilities. Consider highlighting Rupal Patel (creator of VocalID) to show how a scientist works within the community of those with disabilities. http://www.ted.com/talks/rupal_patel_synthetic_voices_as_unique_as_fingerprints)</p> <ul style="list-style-type: none"> • Provide an overview about ancient Greece, sharing the following site and allow the students to discuss some things they have learned. http://www.ancientgreece.com/s/Main_Page/ • State the following: “Ancient Greek doctors practiced alone and were often ordered to treat patients free of charge. A large number of doctors traveled for business while others lived in one area. Ancient Greek doctors tried to gain the confidence of their patients and would give them as much information as possible about their conditions and treatments.” • Put students into pairs and give each pair a copy of the Hippocratic Oath (Resources). Read the oath aloud while the students follow along. • Within pairs, discuss times and share experiences of when you have visited a doctor. Using Career Clusters & the Occupational Outlook Handbook, research a variety of career opportunities in the medical world today. Each pair of students will use the results of their research to complete one graphic organizer. Students should be prepared to discuss their findings with the class (Resources). https://careertech.org/career-clusters http://www.bls.gov/ooh/ • Discuss elements in the medical profession that have changed since Ancient Greece and those that have stayed the same. 	<p>Student completion of graphic organizer</p>
<p>7. Examine examples of laws from the Code of Hammurabi and</p>	<p>Sound properties historical</p>	<ul style="list-style-type: none"> • Introduce the lesson by having students write down, in one minute, as many school or classroom rules as they can remember. When the minute is over, have the students share their answers. Ask the class what those 	<p>Instructor observation; student completion of</p>

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<p>determine what can be learned about Babylonian society based on those laws; brainstorm careers that require knowledge of the laws of a city, state, etc.</p> <p><i>IL STAND: 3.R.FW.1, 4.R.RH.12, 5.R.RH.4, 4.R.RH.13, 5.R.RH.12, 3.S.CC.1, 5.S.CC.1, 5.S.CC.1</i></p>	<p>development of governments, including traditional, colonial, and national in selected societies, and assessment of effects on the respective contemporary political systems</p>	<p>rules tell about the school/classroom. Tell students that they will study laws created in approximately 1792 B.C. and will determine what those laws can tell us about that early civilization. Share with students the following background information.</p> <p>“Hammurabi was a king of Babylonia in southern Mesopotamia (the site of present-day Iraq). He probably ruled for about 40 years beginning in 1792 B.C. Babylon was one of several city-states in this area near the Tigris and Euphrates Rivers. Hammurabi was a skilled military leader and under his leadership, Babylon conquered the other city-states of the area and united much of Mesopotamia under his authority.</p> <p>Hammurabi was also a skilled administrator. He is most famous for his code of laws. Many of these laws came from the city-state of Sumer, but they added a new concept — that of revenge instead of just punishment. For example, under Sumerian law, the punishment for crimes was often a fine; under Hammurabi’s law, the guideline was “an eye for an eye.” Punishment also depended on who was wronged. If a person put out the eye of a slave, he would not lose his eye but would pay a fine. If that person put out the eye of a noble man, he would lose his eye as punishment.</p> <p>Hammurabi had his laws posted throughout Babylonia. They were written on stone slabs and placed in prominent places for the people to see. There were 282 laws as far as we know. Interestingly, there was no law number 13 — it was an unlucky number even then.”</p> <ul style="list-style-type: none"> • Use the worksheet of the laws from Hammurabi’s Code (Resources) to make inferences about Babylonian society. Students may work alone or with a partner to complete this part of the activity. 	<p>worksheet</p>

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<p>8. Evaluate how governments make decisions and the criteria they use to reach those decisions; discuss careers that involve analyzing information and delivering presentations</p> <p><i>IL STAND: 3.R.FW.1, 4.R.RH.5, 4.R.RH.11, 4.R.RH.13, 5.R.RH.10, 5.R.RH.11, 5.R.RH.12, 4.W.RB.3, 4.W.WL.5, 4.S.PK.3, 4.S.PK.2</i></p>	<p>Relationship between the location of natural resources, and economic development, and analysis of impact on selected cultures, countries, and regions</p>	<ul style="list-style-type: none"> • Share their inferences about Babylonian society regarding religion, jobs, marriage and the family, slavery, etc. • Use the following questions for class discussion: From the laws that you studied today, which one do you think is best? Worst? Explain your answers. • Brainstorm careers that would need to have a strong knowledge of our law code. (Think outside the box on this one; who besides law enforcement people need to be familiar with the laws of our city/county/state?) • Write the following careers on the board: lawyer, doctor, minister, sales person, small business owner, teacher, city government planner, politician, and mechanical technician. Have students work in pairs to brainstorm what these careers have in common. Ask the students to share their ideas with the class. If students haven't already suggested this, tell them that another characteristic that these careers have in common is that they require the worker to be able to make presentations or proposals and defend them. For example, a mechanical technician must be able to explain to a customer why certain things on his or her car need to be repaired. • Ask students to look again at the list of careers. Have them choose five to explain how workers in those careers make presentations or proposals. (For example, students may respond that a lawyer must convince a jury, a teacher must present information about a subject to students, a doctor must explain procedures to patients and their families, etc.) • Tell students that today's lesson will have them practice how to take <i>criteria</i> — facts or standards used to make judgments — and use them to make and defend a proposal for improving the West African nation of Mali. • Begin by reviewing general facts about West Africa with the class: 	<p>Student completion of assignments</p>

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		<p>—West Africa is the most heavily populated region south of the Sahara Desert.</p> <p>—Natural resources in West Africa include iron ore, bauxite (a rock used to make aluminum), natural gas, some gold.</p> <p>—Most people in inland villages are subsistence farmers.</p> <p>—The Niger River flows through five countries in this region.</p> <ul style="list-style-type: none"> • —Family traditions such as arranged marriages and the importance of the extended family are strong. • State the focus for the lesson — to examine in more detail the economy of one West African country and analyze how governments make decisions to strengthen their countries. • Working in small groups, brainstorm standards or criteria that would be useful to help a country decide how to improve their economy. Have the groups share their lists, and then decide as a class what the criteria for evaluating proposals will be. Criteria should include: <ul style="list-style-type: none"> —How many people will benefit from this program? —Will this program/project make the country more economically independent? —Are the benefits short-term or long-term? —What will the program cost? How will we get the money to finance the project? —How soon can this project be implemented? Will it be popular with the people who live in the country? • Using the Mali project presentation worksheet, instruct the students to research Mali to determine what kinds of improvement projects may be needed. A useful information site is here: https://www.cia.gov/library/publications/the-world-factbook/geos/ml.html. • Use that information and the worksheet to develop a proposal and 5-minute presentation for an improvement project in Mali. Use the following guidelines for presentation: 	

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<p>9. Explore the filmmaking industry in India; examine the careers available in filmmaking; understand the motivation for marketing decisions in film advertising</p> <p><i>IL STAND:</i> 3.R.FW.1, 3.R.FW.4, 4.R.RH.3, 4.R.RH.8, 4.R.RH.11, 4.R.RH.12, 4.R.FW.1, 5.R.RH.45.R.RH.11,</p>	<p>Cultural values influencing relationships between individuals, groups and political entities in modern societies and regions</p>	<ul style="list-style-type: none"> —Each presentation should last approximately five minutes. —Students must stand while giving their presentations. —Any number of group members may speak during the presentation, but only one student should speak at a time. —Students must respect each other and listen actively to all presentations. • Groups give presentations, addressing the positive and negative effects that the project could have and how the project could be implemented. • Summarize what students have learned by the following: <ul style="list-style-type: none"> --Write three careers that you would be interested in that require studying criteria and making proposals to customers, other employees, shareholders, etc. Explain your choices. --Write two things learned about how to make an effective presentation. <ul style="list-style-type: none"> • Discuss the fact that India makes more films every year than any other country. Using the Bollywood World site, share information about the Indian film industry. http://www.bollywoodworld.com/whatisbollywood/ Brainstorm and list all the jobs necessary in creating a film. • Complete the worksheet on filmmaking careers (Resources). • Work in small groups as filmmaking teams. The job at hand is to produce the advertising trailer for a film currently under production about the life of Gandhi. Remind students that a trailer consists of a series of selected shots from the film being advertised. The purpose is to attract an audience; therefore they usually draw from the most exciting and noteworthy scenes but in abbreviated form and without spoiling key plot elements. The scenes are not necessarily presented in the order in which they appear in the film. • To prepare, research the life of Mahatma Gandhi on the internet. Some possible sources for student research: 	<p>Student completion of worksheet and film trailer</p>

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<p>5.R.RH.12, 4.S.PK.2, 4.S.PK.3, 4.W.WL.5, 5.S.PK.5,</p> <p>10. Explore information based on primary and secondary source materials in order to: Learn about the challenges faced by African Americans as they created their own opportunities in the field of aviation.</p> <p><i>IL STAND:4.R.RH.1, 4.R.RH.3, 4.R.RH.8, 4.R.RH.10, 4.R.RH.11, 4.R.RH.13, 5.R.RH.4, 5.R.RH.11, 5.R.RH.12, 4.W.RB.1, 4.W.WL.5, 5.W.PD.4, 5.W.WL.6,</i></p>	<p>Historical comprehension; analysis and interpretation</p>	<ul style="list-style-type: none"> ○ King Encyclopedia entry about Gandhi ○ “Gandhi: A Biography,” from Kamat’s Potpourri ○ “Mahatma Gandhi: Spiritual/Political Leader and Humanitarian, 1869 - 1948,” from Lucidcafe’s Biography Archives <ul style="list-style-type: none"> ● As a filmmaking advertising team, choose three scenes from Gandhi’s life that would be most effective in attracting an audience. Use the Trailer Production Planning worksheet (Resources) to describe what to will include in each scene that will attract interest without spoiling the plot. ● Each team will share its trailer plan with the rest of the class. After all groups have presented their plans, discuss whether some scenes were used by more than one group. Which scenes? Why? <ul style="list-style-type: none"> ● Using three biographies (found in Resources), either read aloud or have students read individually. Discuss the obstacles each pilot encountered during his career. ● In small groups, complete the Overcoming Obstacles Worksheet (Resources). Have one student from each group report back to the class. ● Using the Overcoming Obstacles worksheet as a guide, have the students, in the voice of one of the aviators featured in this lesson, write a diary entry in which they discuss the difficulties and successes in their efforts to become an aviator. Alternative: Have students write about a situation in which they encountered difficulties doing something they really wanted to do. The essay should include what they did to overcome the difficulties and what they learned about themselves. ● Discuss as a class how aviation has changed for the better since the time studied. What are some areas in which improvement is still needed? 	<p>Student completion of worksheet and diary entry/essay</p>

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<p>3.W.PD.1, 4.W.PD.1, 5.W.PD.1</p> <p>11. Identify “artifacts” from contemporary setting; describe the function of each artifact; Interpret possible associations between artifacts</p> <p><i>IL STAND: 4.R.RH.8, 4.R.RH.11, 4.R.RH.13, 5.R.RH.11, 5.R.RH.12, 3.W.RB.14.W.RB.1, 4.W.WL.5, 5.W.WL.6</i></p>	<p>Critical thinking, identification, analysis; description; history; archaeology</p>	<ul style="list-style-type: none"> Choose four or five areas in your school or site with which students are familiar (e.g., your classroom, hall, common area). Observe each location, noting what students commonly do there (e.g., study, eat, and socialize). After school hours or when the areas are clear of students, select “artifacts” from each area as evidence of student activities (e.g., candy wrappers, pen caps, and portions of student papers) that can help to tell the story of each site. Place each site's artifacts in a separately numbered bag (numbered 1 through 4 or 5). Discuss the difference between historians and archaeologists by asking your students how we know that an event happened in the past. Answers may vary, but students will probably conclude that information about the past event was recorded in some form. You may wish to have your students suggest various methods of documenting past events (e.g., oral histories, written records, video and audio recordings, and digital data) and have them evaluate how each method differs from the others. Tell your students that historians use all of these recorded sources to understand the past. <i>(Be sure to note that not all societies have kept records and that records can often be incomplete or biased.)</i> Next, ask your students how they might learn about a past event if they could not read about it or view it on videotape. Some students may find this question difficult. Ask them to think about the work of an archaeologist—what does this type of researcher look for? Students should conclude that an archaeologist seeks physical evidence (clues) of the past. Using the Introduction as a guide, tell your students that they will be learning how archaeologists use physical evidence in the form of artifacts (human-made objects) to learn about the past. Tell them to imagine that an archaeological expedition at your school has recently uncovered a 	<p>Instructor observation; Student completion of worksheet</p>

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		<p>number of artifacts that the class must now examine and interpret. Stress that the students were picked for this job because they were the foremost experts on the archaeological sites.</p> <ul style="list-style-type: none"> • Working in groups, each student will complete the worksheet Archaeological Thinking (Resources). Each group will receive one of the numbered bags of artifacts. Open the bags in the groups and carefully examine each object. Ask students to consider what each object is made of and how it may have been used. <i>(Tell students to put this information on their worksheets.)</i> Students may find some objects easier to identify than others. Walk among the groups and provide hints as necessary. After the students have identified the objects, ask them to speculate where these objects may have been found. (Tell students to put this information on their worksheets.) • Have a representative from each group explain its interpretation of the objects. Provide explanations of the objects and their contexts as necessary. Emphasize that archaeologists are often challenged with interpreting artifacts that they cannot immediately identify or date. 	