

Statewide Career Pathways Basic Skills Curriculum:

Contextualized Social
Studies Module

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FOUNDATIONS FOR DESIGN

- ✓ Instruction emphasizes learning by doing through projects and simulations; therefore, the instructor is a facilitator or learning coach.
- ✓ Each module emphasizes communication, teamwork, and critical thinking.
- ✓ Content is contextualized for career pathways basic skills.
- ✓ Learning outcomes often require learners to engage in collaborative and individual projects involving authentic materials and resources and complete documents and writing tasks for career paths with the guidance of learning facilitators.
- ✓ Specific units within modules may serve as precursors for additional units within the module. Many lessons and units may be repeated and expanded from one module to another.
- ✓ Self-advocacy and continual self-assessment and self-monitoring are inherent to each module while students must be introduced to, required to meet with, and encouraged to consult with program coordinator as well as academic and employment professionals.
- ✓ Guest speakers and conferences with employment and academic professionals are integral to the relevance and value of the program for students.

ASSUMPTIONS

- ✓ Each agency or instructor who may use these modules or this program will adapt instructional strategies, content level of difficulty, learning activities and projects to meet the needs of the program's target population and adult learners of lower and higher academic levels.
- ✓ Referenced resources, relevant Internet links, learning activities (created, suggested, attached, or referenced) will be used, modified, or omitted based on student need and restraints of class time and resources.
- ✓ This curriculum will work in established internal partnerships within the academic community as well as external partnerships/relationships in the employment community.

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- ✓ Units and lessons will be adapted to fit within varying contact hours of a program.

Module Description: The Contextualized Social Studies Module is designed to provide students with an understanding of how social studies as a whole fits in and is used within a wide variety of careers and that a basic understanding of social studies principles will serve them well within an employment context.

Module Objectives:

Students will:

- Research
- Problem solve
- Think critically
- Compare and contrast
- Define terms
- Develop inquiry skills
- Graph results
- Plan for multiple populations
- Understand sociological principles and their impact on society
- Speak publicly

Methods of Instruction

- Lecture
- Small and large group discussions
- Role playing
- Group presentations
- Online research
- Guest speakers

Methods for Evaluating Student Performance

- Individual and group presentations
- Written and oral summaries
- Peer evaluations
- Teacher designed rubrics
- Teacher observation logs

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Module Overview

- Examination
- Comparison
- Causation/Correlation
- Maps/Charts/Graphs/Models
- Economics/Social Work/Community Planning
- Research/Interpretation/Evaluation
- Role of Science & Technology in Social Studies
- Historic, Economic, and Cultural Connections
- Historical development of governments; contemporary political systems
- Natural resources and economic development
- Cultural values in modern societies
- Historical interpretation and analysis
- Critical thinking

Module Outline

1. Examine and compare several incentive programs encouraging students to stay in school
 - a. Oakland Technology Exchange
 - b. Student incentive plan
2. Use knowledge of Europe and/or South America to create an advertisement for a travel destination
 - a. Career Clusters travel careers
 - b. Discussion of ways to attract tourists
 - c. Travel advertisement skit
3. Create a mutually beneficial social and economic plan
 - a. Netherlands' Humanitas project
 - b. Student community plan
 - c. Presentation of plans
4. Apply decision-making skills in selection of a career option
 - a. Research career options
 - b. Presentation of findings
 - c. Plan of adjustment
 - d. Timeline

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5. Identify a community need; create a possible solution
 - a. VocallD solution for disabilities
 - b. Disabilities problem/solution plan

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
 - a. Ancient Greece/Hippocratic Oath
 - b. Graphic organizer
 - c. Contemporary parallels

7. Examine examples of laws from the Code of Hammurabi and 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.
 - a. Code of Hammurabi
 - b. Babylonian society vs. contemporary society
 - c. Discuss career that need a strong knowledge of our law code

8. Evaluate how governments make decisions and the criteria they use to reach those decisions; discuss careers that involve analyzing information and delivering presentations
 - a. Public presentation careers
 - b. Mali improvement plan
 - c. Presentation analysis
 - d. Summarize what was learned

9. Explore the filmmaking industry in India; examine the careers available in filmmaking; understand the motivation for marketing decisions in film advertising
 - a. Filmmaking career worksheet
 - b. Film trailer/presentation

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.
 - a. Biographies
 - i. William Powell
 - ii. C. Alfred "Chief" Anderson
 - iii. Benjamin O. Davis, Jr.
 - b. Overcoming Obstacles worksheet/essay
 - c. Discussion on aviation

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11. Identify “artifacts” from a contemporary setting; describe the function of each artifact; Interpret possible associations between artifacts.
 - a. Historians vs. archaeologists
 - b. Archaeology worksheet
 - c. Presentation of interpretations