

Blackhawk School District

CURRICULUM

Course Title:	World Cultures
Course Number:	0220
Grade Level(s):	Eleventh (<i>beginning in 2014-15</i>)
Length of Period:	45 minutes
Length of Class:	Year
Faculty Author(s):	Phil Mackin, Joe Roperti, Pat Feeley
Date:	November 2012

SOCIAL STUDIES MISSION:

The purpose for learning social studies is to prepare students to be responsible, productive citizens who possess an awareness of local, regional and global issues. Students will use problem-solving, critical thinking and analytical skills based upon knowledge of the past in order to successfully impact the present and the future. By building a frame of reference, students will learn to understand and appreciate overarching concepts in literature, film, art and science.

COURSE DESCRIPTION:

This required course studies the various cultural groups of the world in relation to customs, government, religion and factors which influence the groups' behavior and history.

Text: *World Cultures, A Global Mosaic*, Prentice Hall, 1993.

PA Common Core Standards for Reading and Writing in Social Studies:

Pennsylvania Department of Education has released standards that describe what students in the social studies classroom should know and be able to do with the English language in reading and writing, grade 6 through 12. The standards provide the targets for instruction and student learning essential for success in all academic areas, not just language arts classrooms. Although the standards are not a curriculum or a prescribed series of activities, Blackhawk School District has used them to develop this social studies curriculum.

The standards for Reading are available at:

http://static.pdesas.org/content/documents/PA_Common_Core_Standards_for_Reading_in_History_and_Social_Studies_8-7-12.pdf

The standards for Writing are available at:

http://static.pdesas.org/content/documents/PA_Common_Core_Standards_for_Writing_in_History_and_Social_Studies_8-7-12.pdf

ESSENTIAL QUESTIONS:

Essential questions are the heart of the curriculum. Essential questions are conceptual commitments that teachers will use to guide instructional decision-making. In addition, they are kid friendly so that students can easily understand them. Essential questions are meant to be shared with students in either discussion or posting in the classroom.

Essential questions provide the focus for teaching and learning. The following are the Essential Questions for this class:

1. How does geography influence culture?
2. What are the major events in World History?
3. How can we relate the achievements of early civilizations to the building the foundation of current day civilization.
4. How does the study of Ancient Africa make you realize what rich and powerful cultures Africa had prior to imperialism?
5. How did imperialism affect Africa?
6. How are African countries meeting their modernization goals?
7. How has religion shaped India's history and culture, and what influences have the various faiths originating in India had on other cultures?
8. What role does imperialism have in India's past and future?
9. Can you or have you ever applied the teachings of Gandhi to your life?
10. What impact has topography in the Middle East had on the history and culture of the people?
11. How do you compare and contrast the Abrahamic religions?
12. Explain the influence of the Ottoman Empire on Middle Eastern culture?
13. How have historical events in the Middle East led to the current situations in Middle Eastern Countries?
14. How have the major philosophies practiced in early China influenced the culture?
15. What inventions do we use today that come directly from the Chinese culture?
16. How has the Chinese gone from the "door mat of the world" to a driving force in the global economy?
17. How does Japan's topography influence its culture and relationship with other nations?
18. What social class of early feudal Japan would you like to have been a member? What social class of early feudal Japan would you most likely had been a member of due to societal rules.
19. How does western imperialism impact Japan and the influence of the samurai?
20. What would a visit to Japan include: consider transportation, history, seasons, and pop. Culture.
21. How did Russia develop differently than the United States?
22. How did the split between the East and West Catholic Church lead to Russia isolation from European countries?
23. By constantly being invaded and ruled by powerful tyrants, how could that affect the personality of common Russian people (even today)?
24. How did society change from top to bottom when the Russian Revolution occurred? Is there any American event that compares to it?

Assessing Essential questions is key to a robust curriculum. If Essential Questions are the focal point of learning, how then do we assess students? The following is an overview of recommended assessments to the Essential Questions. In addition, Differentiated learning opportunities are embedded as well (noted by DI).

GEOGRAPHY, CULTURE, AND WORLD HISTORY

- How does geography influence culture? **(FORMAL TEST)**
- What are the major events in World History? **(TIMELINE ACTIVITY AND FORMAL TEST)**
- How can we relate the achievements of early civilizations to the building the foundation of current day civilization. **(GRAPHIC ORGANIZER)**

AFRICA

- How does the study of Ancient Africa make you realize what rich and powerful cultures Africa had prior to imperialism? **(GRAPHIC ORGANIZER, MULTIPLE CHOICE TEST)**
- How did imperialism affect Africa? **(MULTIPLE CHOICE TEST)**
- How are African countries meeting their modernization goals? **(AFRICAN COUNTRY PROJECT)**

INDIA

- How has religion shaped India's history and culture, and what influence have the various faiths originating in India had on other cultures?
- What role does imperialism have in India's past and future? **(ESSAY ON IMPERIALISM)**
- Can you or have you ever applied the teachings of Gandhi to your life? **(CLASS DISCUSSION, THIS QUESTION IS ON MOVIE PROJECT OF GANDHI)**

MIDDLE EAST

- What impact has topography in the Middle East had on the history and culture of the people?
- How do you compare and contrast the Abrahamic religions? **(Formal Test)**
- Explain the influence of the Ottoman Empire on Middle Eastern culture? **(Formal Test)**
- How have historical events in the Middle East led to the current situations in Middle Eastern Countries? **(MIDDLE EASTERN COUNTRIES PROJECT)**

CHINA

- How have the major philosophies practiced in early China influenced the culture? **(Formal test)**
- What inventions do we use today that come directly from the Chinese culture? **(GRAPHIC ORGANIZER)**
- How has the Chinese gone from the "door mat of the world" to a driving force in the global economy? **(TEST)**

JAPAN

- How does Japan's topography influence its culture and relationship with other nations?
- What social class of early feudal Japan would you like to have been a member? What social class of early feudal Japan would you most likely have been a member of due to societal rules. **(CLASSROOM ACTIVITY, ASK EVERY STUDENT)**
- How does western imperialism impact Japan and the influence of the samurai?
- What would a visit to Japan include: consider transportation, history, seasons, and pop. Culture. **(JAPAN PROJECT)**

RUSSIA

- How did Russia develop differently than the United States? **(GRAPHIC ORGANIZER)**
- How did the split between the East and West Catholic Church lead to Russia isolation from European countries?
- By constantly being invaded and ruled by powerful tyrants, how could that affect the personality of common Russian people (even today)?

(CLASSROOM GROUP ACTIVITY)

SOVIET UNION

- How did society change from top to bottom when the Russian Revolution occurred? Is there any American event that compares to it?
(BREAK INTO GROUPS OF 3, GIVE TOPIC, SEE HOW IT WILL CHANGE)

ROBUST VOCABULARY:

Robust vocabulary words are Tier 2 words, meaning that they are complex, powerful, and generalizable. Robust vocabulary words support language development of both lower and high level learners. In addition, robust vocabulary instruction helps prepare students for SATs, upper level high school classes, and college. “Studies showed that robust instruction was quite effective not only for learning the meanings of words but also for affecting reading comprehension.” (p. 2 Bringing Words to Life).

Teachers are asked to commit to teaching and students USING these words throughout the entire year. Using a variety of instructional strategies, students will learn the meaning of these words in a deep and meaningful way in this content and across other content areas.

The Robust Vocabulary for this class are: **agnostic, appease, capitulate, hegemony, iconoclast, indigenous, propensity, raze, relegate, reprehensible, grievous, mandate, quagmire, advocate, impervious**

<p>I. Intro to World Cultures</p> <p>A. Geography</p> <p>B. Culture</p> <p>C. World History</p>	<p>8.1.9 C Analyze historical interpretations of events.</p> <p>5.1.9 A Identify and explain the major arguments for the necessity of government in civilization.</p> <p>5.4.12 E Compare the purposes and functions of governmental organizations</p> <p>7.1.12 A Analyze data and issues from a spatial perspective using the appropriate geographic tools.</p> <p>7.1.12 B Analyze the location of places and regions.</p> <p>7.2.12 A Analyze the physical characteristics of places and regions including the interrelationships among the components of Earth's physical systems.</p> <p>7.3.12 A Analyze the significance of human activity in shaping places and regions by their population characteristics.</p> <p>7.3.12 B Analyze the significance of human activity in shaping places and regions by their cultural characteristics.</p> <p>7.3.12 C Analyze the significance of human activity in shaping places and regions by their settlement characteristics.</p> <p>7.3.12 D Analyze the significance of human activity in shaping places and regions by their economic characteristics.</p> <p>7.3.12 E Analyze the significance of human activity in shaping places and regions by their political characteristics.</p> <p>7.4.12 A Analyze the impacts of physical systems on people.</p> <p>8.1.12 A Evaluate chronological thinking (sequential order of historical narrative, continuity and change, and context for events).</p> <p>8.4.12 A / 8.4.9 A Evaluate the significance of individuals and groups who made major political and cultural contributions to world history before 1500 and since 1450.</p> <p>8.4.12 D Evaluate how conflict and cooperation among social groups and organizations impacted world history in Africa, Americas, Asia and Europe (1450-present).</p> <p>8.4.12 B Analyze historical documents, material artifacts and historic sites important to world history since 1450.</p> <p>6.1.12 A Evaluate the strengths and weaknesses of traditional, command, and market economies.</p> <p>6.5.9 C Identify and explain the characteristics of the three types of businesses (i.e. sole proprietorship, Partnership, and Corporation).</p> <p>6.2.9 A Explain the flow of products, resources and money in a mixed economy.</p> <p>6.2.9 D Analyze the changes in economic institutions over time (e.g stock markets, non-government organizations)</p> <p>6.3.9 B Analyze how unlimited wants and limited resources affect decision-making.</p> <p>6.3.9 C Explain how resources can be used in different ways to produce different goods and services..</p> <p>6.4.9 B Explain how trade may improve a society's standard of living.</p> <p>6.4.9 D Explain how the location of resources, transportation and communication networks and technology, have affected international economic patterns.</p>	<p>2-3 weeks</p>	<p>Text: Chapters 1 and 2</p> <p>Videos</p> <p>DVDs</p> <p>Maps</p> <p>Teacher Generated Materials</p>	
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<p>II. Africa</p> <p>A. Geography and Climate</p> <p>B. Ancient and Middle Ages History</p> <p>C. Imperialism</p> <p>D. Modernization</p>	<p>7.1.12 A Analyze data and issues from a spatial perspective using the appropriate geographic tools.</p> <p>7.1.12 B Analyze the location of places and regions.</p> <p>7.2.12 A Analyze the physical characteristics of places and regions including the interrelationships among the components of Earth's physical systems.</p> <p>7.3.12 A Analyze the significance of human activity in shaping places and regions by their population characteristics.</p> <p>7.3.12 B Analyze the significance of human activity in shaping places and regions by their cultural characteristics.</p> <p>8.4.9.A: Compare the role groups and individuals played in the social, political, cultural, and economic development throughout world history.</p> <p>8.4.9.B: Contrast the importance of historical documents, artifacts, and sites which are critical to world history.</p> <p>8.4.9.C: Analyze how continuity and change have impacted world history. Belief systems and religions, Commerce and industry, Technology, Politics and government, Physical and human geography , Social organization</p> <p>8.4.9.D: Analyze how conflict and cooperation among groups and organizations have influenced the history and development of the world.</p> <p>Grade Level - 8.4.12: GRADE 12</p> <p>8.4.12.A: Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history.</p> <p>8.4.12.B: Evaluate the importance of historical documents, artifacts, and sites which are critical to world history.</p> <p>8.4.12.C: Evaluate how continuity and change have impacted the world today. Belief systems and religions, Commerce and industry, Technology, Politics and government, Physical and human geography , Social organization</p> <p>8.4.12.D: Evaluate how conflict and cooperation among groups and organizations have impacted the development of the world today, including its effects on Pennsylvania.</p>	<p>6 weeks</p>	<p>Text: Chapters 3,4,5</p> <p>Videos</p> <p>Maps</p> <p>Cia.gov</p> <p>Teacher generated materials</p>	
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<p>III. India</p> <p>A. Geography</p> <p>B. Ancient Indus and Religions</p> <p>C. Empires</p> <p>D. Imperialism and Independence</p>	<p>8.1.9 C Analyze historical interpretations of events.</p> <p>7.1.12 A Analyze data and issues from a spatial perspective using the appropriate geographic tools.</p> <p>7.1.12 B Analyze the location of places and regions.</p> <p>7.2.12 A Analyze the physical characteristics of places and regions including the interrelationships among the components of Earth's physical systems.</p> <p>7.3.12 A Analyze the significance of human activity in shaping places and regions by their population characteristics.</p> <p>7.3.12 B Analyze the significance of human activity in shaping places and regions by their cultural characteristics.</p> <p>7.3.12 C Analyze the significance of human activity in shaping places and regions by their settlement characteristics.</p> <p>7.3.12 D Analyze the significance of human activity in shaping places and regions by their economic characteristics.</p> <p>7.3.12 E Analyze the significance of human activity in shaping places and regions by their political characteristics.</p> <p>7.4.12 A Analyze the impacts of physical systems on people.</p> <p>8.1.12 A Evaluate chronological thinking (sequential order of historical narrative, continuity and change, and context for events).</p> <p>8.1.12 B Synthesize and evaluate historical sources.</p> <p>8.1.9 D Analyze and interpret historical research.</p> <p>8.4.12 A / 8.4.9 A Evaluate the significance of individuals and groups who made major political and cultural contributions to world history before 1500 and since 1450.</p> <p>8.4.12 C Evaluate how continuity and change throughout history has impacted belief systems and religions, commerce and industry, innovations, settlement patterns, social organization, transportation and roles of women since 1450.</p> <p>8.4.12 D Evaluate how conflict and cooperation among social groups and organizations impacted world history in Africa, Americas, Asia and Europe (1450-present).</p> <p>8.4.12 B Analyze historical documents, material artifacts and historic sites important to world history since 1450.</p>	<p>5 Weeks</p>	<p>Text: Chapters 7,8, and 9</p> <p>Videos</p> <p>DVDs</p> <p>Maps</p> <p>Teacher Generated Materials</p>	
<p>IV. The Middle East</p> <p>A. Geography</p> <p>B. Religion and History</p> <p>C. Middle East Culture and Today</p>	<p>5.2.9 A Contrast the essential rights and responsibilities of citizens in systems of government.</p> <p>5.4.12 D Explain how foreign policy is developed and implemented.</p> <p>5.4.12 E Compare the purposes and functions of governmental organizations</p> <p>7.1.12 A Analyze data and issues from a spatial perspective using the appropriate geographic tools.</p> <p>7.1.12 B Analyze the location of places and regions.</p> <p>7.2.12 A Analyze the physical characteristics of places and regions including the interrelationships among the components of Earth's physical systems.</p> <p>7.3.12 A Analyze the significance of human activity in shaping places and regions by</p>	<p>9 weeks</p>	<p>Text: Chapters 25, 26, 27, 28</p>	

	<p>their population characteristics.</p> <p>7.3.12 B Analyze the significance of human activity in shaping places and regions by their cultural characteristics.</p> <p>7.3.12 C Analyze the significance of human activity in shaping places and regions by their settlement characteristics.</p> <p>7.3.12 D Analyze the significance of human activity in shaping places and regions by their economic characteristics.</p> <p>7.3.12 E Analyze the significance of human activity in shaping places and regions by their political characteristics.</p> <p>7.4.12 A Analyze the impacts of physical systems on people.</p> <p>8.1.12 A Evaluate chronological thinking (sequential order of historical narrative, continuity and change, and context for events).</p> <p>8.1.12 B Synthesize and evaluate historical sources.</p> <p>8.1.9 D Analyze and interpret historical research.</p> <p>8.4.12 A / 8.4.9 A Evaluate the significance of individuals and groups who made major political and cultural contributions to world history before 1500 and since 1450.</p> <p>8.4.12 C Evaluate how continuity and change throughout history has impacted belief systems and religions, commerce and industry, innovations, settlement patterns, social organization, transportation and roles of women since 1450.</p> <p>8.4.12 D Evaluate how conflict and cooperation among social groups and organizations impacted world history in Africa, Americas, Asia and Europe (1450-present).</p> <p>8.4.12 B Analyze historical documents, material artifacts and historic sites important to world history since 1450.</p>			
<p>IV. East Asia, China, Korea, Japan</p> <p>A. Geography and Heritage of China</p> <p>B. China Today</p> <p>C. Korea Today</p> <p>D. Geography and Heritage of Japan</p> <p>E. Japan Today</p>	<p>8.1.9 C Analyze historical interpretations of events.</p> <p>7.1.12 A Analyze data and issues from a spatial perspective using the appropriate geographic tools.</p> <p>7.1.12 B Analyze the location of places and regions.</p> <p>7.2.12 A Analyze the physical characteristics of places and regions including the interrelationships among the components of Earth's physical systems.</p> <p>7.3.12 A Analyze the significance of human activity in shaping places and regions by their population characteristics.</p> <p>7.3.12 B Analyze the significance of human activity in shaping places and regions by their cultural characteristics.</p> <p>7.3.12 C Analyze the significance of human activity in shaping places and regions by their settlement characteristics.</p> <p>7.3.12 D Analyze the significance of human activity in shaping places and regions by their economic characteristics.</p> <p>7.3.12 E Analyze the significance of human activity in shaping places and regions by their political characteristics.</p> <p>7.4.12 A Analyze the impacts of physical systems on people.</p>	<p>9-10 weeks</p>	<p>Text: Chapters 15, 16, 18, 19</p> <p>Videos/DVDs</p> <p>Maps</p> <p>Teacher Generated Materials</p>	

	<p>8.1.12 A Evaluate chronological thinking (sequential order of historical narrative, continuity and change, and context for events).</p> <p>8.1.12 B Synthesize and evaluate historical sources.</p> <p>8.1.9 D Analyze and interpret historical research.</p> <p>8.4.12 A / 8.4.9 A Evaluate the significance of individuals and groups who made major political and cultural contributions to world history before 1500 and since 1450.</p> <p>8.4.12 C Evaluate how continuity and change throughout history has impacted belief systems and religions, commerce and industry, innovations, settlement patterns, social organization, transportation and roles of women since 1450.</p> <p>8.4.12 D Evaluate how conflict and cooperation among social groups and organizations impacted world history in Africa, Americas, Asia and Europe (1450-present).</p> <p>8.4.12 B Analyze historical documents, material artifacts and historic sites important to world history since 1450.</p>			
<p>VII. Russia</p> <p>A. Geography and heritage of Russia</p> <p>B. Soviet Era</p>	<p>8.1.9 C Analyze historical interpretations of events.</p> <p>5.1.12 B Analyze the sources, purposes and functions of law in various civilizations.</p> <p>5.1.12 M Evaluate and analyze the importance of significant political speeches and writings in civic life.</p> <p>5.2.9 A Contrast the essential rights and responsibilities of citizens in systems of government.</p> <p>5.4.12 B Analyze the United States' interaction with other nations and governmental groups in world events.</p> <p>5.4.12 C Compare how past and present United States' policy interests have changed over time and analyze the impact on future international relationships.</p> <p>5.4.12 D Explain how foreign policy is developed and implemented.</p> <p>5.4.12 E Compare the purposes and functions of governmental organizations</p> <p>7.1.12 A Analyze data and issues from a spatial perspective using the appropriate geographic tools.</p> <p>7.1.12 B Analyze the location of places and regions.</p> <p>7.2.12 A Analyze the physical characteristics of places and regions including the interrelationships among the components of Earth's physical systems.</p> <p>7.3.12 A Analyze the significance of human activity in shaping places and regions by their population characteristics.</p> <p>7.3.12 B Analyze the significance of human activity in shaping places and regions by their cultural characteristics.</p> <p>7.3.12 C Analyze the significance of human activity in shaping places and regions by their settlement characteristics.</p> <p>7.3.12 D Analyze the significance of human activity in shaping places and regions by their economic characteristics.</p> <p>7.3.12 E Analyze the significance of human activity in shaping places and regions by their political characteristics.</p>	<p>2-3 Weeks</p>	<p>Text: Chapters 32, 33, 34</p> <p>Videos/DVDs</p> <p>Maps</p> <p>Teacher Generated Materials</p>	

	<p>7.4.12 A Analyze the impacts of physical systems on people.</p> <p>8.1.12 A Evaluate chronological thinking (sequential order of historical narrative, continuity and change, and context for events).</p> <p>8.1.12 B Synthesize and evaluate historical sources.</p> <p>8.1.9 D Analyze and interpret historical research.</p> <p>8.4.12 A / 8.4.9 A Evaluate the significance of individuals and groups who made major political and cultural contributions to world history before 1500 and since</p>			
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