

Social Studies Curriculum

9th Grade- World Cultures

Overarching Essential Question: To promote and educate citizens of the American Democracy to become independent critical learners in an interdependent world.

Essential Understandings

Geographic Features-

1. Identify the causes of conflict due to geographic features.
2. Apply the five themes of geography.
3. Apply geography to interpret the past, present and plan for the future.
4. Impact of population distribution.

Role of Culture-

1. Identify the causes of conflict due to roles of culture.
2. Identify ethnic and cultural heritages from various countries.
3. Compare and contrast social systems of a specific region.
4. Compare and contrast religious practices in a specific region.
5. Identify various family unit structures.
6. Identify the major belief systems of the region.

Role of Government-

1. Identify the causes of conflict due to roles of government.
2. Compare and contrast political systems from around the globe.
3. Analyze power structures.
4. Identify political boundaries and their implications.
5. Analyze the evolution of political systems and their impact on society.
6. Analyze the impact of colonization.

Economic Impact-

1. Identify the causes of conflict due to economic impact.
2. Identify the economic foundations of each region.
3. How to apply economics to interpret the present and apply to the future.
4. Identify the distribution of basic necessities.

Human Rights-

1. Identify human rights violations.
2. Analyze the impact of colonization.
3. Analyze gender roles and inequality.
4. Analyze the role and impact of globalization and workers' rights.
5. The role of children.
6. Access to education.
7. Ethnic conflict.

Essential Skills-

- Using technology and a variety of sources, analyze and adapt an inquiry process through the use of both primary and secondary documents. (RH.1, RH.5, RH.8, RH.9, RH.10) (WHST.6, WHST.7, WHST.9)
- Apply criteria to evaluate information (e.g. origin, authority, accuracy, bias, and distortion of information and ideas). (RH.1, RH.9) (WHST.2)
- Synthesize and analyze information to formulate an opinion. (RH.1, RH.3) (WHST.1, WHST.7, WHST.8)
- Gather relevant information from multiple oral, print and digital sources through the research process, develop habits of mindful historical thinking that can be articulated verbally and in writing. (RH.1, RH.6, RH.7, RH.8, RH.9, RH.10) (WHST.7, WHST.8)
- Produce clear and coherent writing routinely over extended time frames and shorter time frames through a process (ie: plan revise, edit and re-write), in which the development, organization, and style are appropriate to task, purpose, and audience. (WHST.4, WHST.5, WHST.10)
- Students will engage in historical analysis and interpretation by formulating questions to focus their inquiries of content. Students will demonstrate content knowledge through the process of comparing and contrasting different sets of ideas. Students will consider multiple perspectives. Students will examine the causes, courses, and consequences for historical actions. (RH.1, RH.2, RH.3, RH.4) (WHST.1, WHST.2)

Power Standards: The **power standards for the content area of Social Studies** -- civics/government, geography, history, economics and culture/diversity -- represent five major strands within the overarching umbrella of social studies. In 9th grade, these five strands are addressed through the lens of World Cultures, focusing on a variety of geographical issues from the past to understand the present and form inferences about the future in the prescribed six regions of the world.

Process Standards: Process standards are embedded within the **power standards** of civics/government, geography, history, economics and culture/diversity. These standards reflect student understanding of how to access, synthesize, and evaluate information to communicate and apply social studies knowledge to real world situations (Montana Content Standard 1).

Civics/Government- Students analyze how people create and change structures of power, authority, and governance to understand the operation of government and to demonstrate civic responsibility (Montana Content Standard 2).

Essential Question(s):

- *What is the best relationship between a government and the people it governs?*
- *Why do civic life, politics, and government exist and how does each fulfill human needs? (Primary EQ: Why have a government?)*
- *Why are some governments more effective than others?*
- *What should be the role of the U.S. in world affairs and how do U.S. behaviors and actions affect other nations and vice versa?*

C 1.0 Examine the development and function of government combined with the growth of political power.

C 2.0 Compare and contrast world political systems.

C 3.0 Identify representative political leaders and philosophies from selected historical and contemporary settings.

C 4.0 Compare and contrast the human rights issues of indigenous peoples.

C 5.0 Explore the actions of selected governments toward various groups and their society.

C 6.0 Formulate a concept or model of a just society that addresses political issues.

C 7.0 Examine the impact of laws on the rights and responsibilities of citizens.

C 8.0 Assess the qualities of information from the mass media, print and electronic sources based on selected criteria.

C 9.0 Examine the impact of technology.

Geography- Students apply geographic knowledge and skills (e.g., location, place, human/environment interactions, movement and regions) (Montana Content Standard 3).

Essential Question(s):

- *Where am I and how do I explain where I am?*
- *How does place drive the decisions people make?*
- *How do people interact with their environments?*
- *What are the causes and effects of human movement?*
- *What makes places similar and different?*

G 1.0- Use a variety of resources to identify specific locations and geographical features.

G 2.0- Describe and illustrate the interaction of various ecosystems.

G 3.0- Recognize the impact of humans on the environment.

G 4.0- Demonstrate how human settlement patterns affect geographical cooperation and conflict.

G 5.0- Identify the short and long term effects of major physical changes on the environment.

G 6.0- Describe how people create places that reflect their culture.

History- Students demonstrate an understanding of the effects of time, continuity, and change on historical and future perspectives and relationships (Montana Content Standard 4).

Essential Questions (arranged by Essential Learning Expectation):

- *How is the past revealed, interpreted and understood?*
- *What makes some historical interpretations better than others?*
- *How and why is the past relevant to me, my community, my nation and our world?*
- *Can an individual impact events or is history inevitable? (Why?)*
- *How do conflict and cooperation shape (benefit/destroy) societies?*
- *In historical interactions, why do conflicts arise and how are they resolved?*
- *Whose story is it and how and why is it being told?*
- *What causes change and continuity in history and why? (ex: economics, technology, politics, environment, traditions etc.*

H 1.0 Examine and appraise various primary and secondary documents and sources.

H 2.0 Discover and discuss how various cultures are influenced by time, events and each other.

H 3.0 Summarize and debate public policy issues.

H 4.0 Describe and debate the historical interaction of immigrants and indigenous peoples.

H 5.0 Examine the historical impact of science and technology on the culture and society.

H 6.0 Examine the current status of the indigenous peoples.

Economics- Students make informed decisions based on an understanding of the economic principals of production, distribution, exchange, and consumption (Montana Content Standard 5).

Essential Questions:

- *Why do people and nations trade?*
- *How does something acquire value?*
- *How do economic systems affect individuals, communities, societies and the world?*
- *What role should government play in economic systems?*
- *Which economic systems work best?*
- *How does technology drive change?*
- *Do the advantages of globalization outweigh the disadvantages?*

E 1.0- Explain the concept of supply and demand and its role in various economic systems

E 2.0- Compare and contrast the development of economic systems in the 6 selected regions of the world.

E 3.0- Evaluate the strengths and weaknesses of allocating goods and services through public and private sectors in selected regions in the world.

E 4.0- Compare and contrast how values and beliefs influence economic decisions in different economic systems

E 5.0- Examine the development of national policies with regards to new technology, economic interdependence and international competition.

Culture/Diversity- Students demonstrate an understanding of the impact of human interaction and cultural diversity on societies (Montana Content Standard 6).

Essential Questions:

- *What is culture, why is it important?*
- *Who should decide what “culture” and “cultured” are?*
- *Is there such a thing as cultural superiority? Why?*
- *How do cultural expressions (including literature, art, architecture, music, technology) shape history?*
- *How does cultural diversity impact a society?*
- *What happens when cultures converge or collide?*
- *What is morality and ethics?*
- *Who are the heroes and villains and what do they reveal about a culture?*
- *In what ways do religion, beliefs, values and/or spirituality contribute to progress, regress, or stagnation in society?*

D 1.0- Recognize the various ways social, political and cultural groups develop national identity.

D 2.0- Examine the components of a culture.

D 3.0- Given a specific event, explain the impact of ethnic, national and global influences on that event.

D 4.0- Recognize the contributions of diverse cultural groups to the historical development of the state, region and nation.

D 5.0- Recognize the contributions of diverse culture groups to contemporary life in the state, region and nation.

D 6.0- Recognize the conflicts resulting from cultural assimilation among various ethnic and racial groups in Montana, the US and the world.

D 7.0- Recognize the conflicts resulting from cultural preservation among various ethnic and racial groups in Montana, the US and the world.

D 8.0- Recognize the interactions of individuals, groups and institutions in a society.

Africa

| Standards | Learning Outcomes |
|------------------|---|
| Civics | <p>Students will understand the impact of apartheid and Nelson Mandela's philosophy to end apartheid.</p> <p>Students will understand the transition of power from colonization to independent African countries (from dictators to democracy).</p> <p>Students will understand the ethnic and political tensions that led to the formation of countries in Africa.</p> <p>Students will examine the impact of stateless societies on tribal Africa.</p> |
| Geography | <p>Students will understand the causes of desertification and its impact on their society.</p> <p>Students will examine Africa's wealth of resources and how those resources have impacted the past, present, and future of the region.</p> <p>Students will understand how the physical geography of Africa has impacted the nomadic lifestyle of people in Africa.</p> <p>Students will understand the impact of climate change on Africa.</p> |
| History | <p>Students will understand the importance of Africa on human history as the "Cradle of Humanity."</p> <p>Students will understand the importance the Bantu people and their migration.</p> <p>Students will use King Leopold II as an example of a ruthless dictator on the lives of indigenous people.</p> <p>Students will analyze the impact of the Berlin Conference on Africa and its people.</p> <p>Students will analyze the cause, course, and consequence of the Rwandan genocide.</p> <p>Students will analyze a current social or political issue and trace it back to its grassroots causes.</p> |
| Economics | <p>Students will use slavery as an example of when human beings become commodities.</p> <p>Students will examine the Africa's transition from being self-sufficient to cash crop dependent.</p> <p>Students will understand the reasons/motivations behind human exploitation for purposes of economic growth.</p> <p>Students will understand the economic potential of Africa based on the abundance of resources and human capabilities.</p> |
| Diversity | <p>Students will recognize the religious and ethnic diversity that exists on the African continent.</p> <p>Students will examine the difficulties of overcoming the many language barriers in Africa.</p> <p>Students will examine the traditions of the African family unit (for example, individual clans, tribes, etc.).</p> <p>Students will understand the roots of ethnic conflict.</p> <p>Students will understand the educational barriers and successes in the 21st Century.</p> <p>Students will identify the various diseases that are most impacting Africa at the current time.</p> |

Middle East

| Standards | Learning Outcomes |
|------------------|---|
| Civics | <p>Students will analyze the role of Islam in government policy.</p> <p>Students will analyze and critique the diplomatic interaction between the Middle East and the West.</p> <p>Students will trace the development and impact of Arab Spring on Middle East countries.</p> <p>Students will analyze the political impact of the state of Israel.</p> |
| Geography | <p>Students will understand the importance of access to water (Arabian Peninsula, Tigris/Euphrates).</p> <p>Students will understand how deserts have shaped Arab culture.</p> <p>Students will understand the economic and political impacts of strategic waterways.</p> |
| History | <p>Students will assess the impact of the spread of Islam throughout present day countries.</p> <p>Students will understand the development of civilizations in Mesopotamia.</p> <p>Students will compare and contrast Islam, Christianity and Judaism.</p> <p>Students will trace the origins on the creation of the state of Israel.</p> <p>Students will identify and understand the dynamics and plight of a stateless nation.</p> <p>Students will compare and contrast the unique differences between Muslim people.</p> <p>Students will analyze the influence of the West on the Middle East (for example: American support for Israel, Saudi Arabia diplomacy, and Iranian Revolution).</p> <p>Students will identify the cause, course, and consequence of military conflicts (for example: 6 Day War, Gulf Wars, Afghanistan and TBD).</p> <p>Students will understand the impact the collapse of the Ottoman Empire had on the Middle East.</p> |
| Economics | <p>Students will understand the economic impact of strategic commodities (for example: Oil, water, and poppy).</p> <p>Students will understand the impact of OPEC.</p> <p>Students will understand the risk of being a one-commodity country.</p> <p>Students will understand the conflicts that arise from extreme and uneven distribution of wealth.</p> |
| Diversity | <p>Students will analyze the impact of religious conflict.</p> <p>Students will identify the differing points of views between Israelis and Palestinians.</p> <p>Students will understand the roots of conflict between Sunnis and Shia.</p> <p>Students will understand the difference between traditional religious and cultural norms and the exploitation and abuse of women in the Middle East.</p> <p>Students will understand traditional gender roles in the Middle East.</p> <p>Students will understand extremism and its political, social and economic consequences (for example: ISIS, Taliban, and Al Qaeda).</p> |

Russia and the Republics

| Standards | Learning Outcomes |
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| Civics | <p>Students will identify the cause, course, consequence of the Russian Revolution. Students will analyze totalitarian government through the czars, Lenin, Stalin, and Putin.</p> <p>Students will understand the transitional period brought by the leadership of Gorbachev and Yeltsin.</p> <p>Students will analyze the rise and resulting conflict of Republic Nationalism. Students will identify continuity and change throughout Russian political history. Students will understand the influence of propaganda on shaping public opinion.</p> |
| Geography | <p>Students will understand population distribution due to geographic factors/climate.</p> <p>Students will understand the impact of distance decay on the development of natural resources.</p> <p>Students will understand the environmental impact of human activity on the shrinking of the Aral Sea.</p> |
| History | <p>Students will understand the economic, political and social impacts of the Cold War from varying perspectives.</p> <p>Students will understand the consequences of WWI and WWII on Russian history and its people.</p> <p>Students will explain the causes of the Russian Revolution of 1917 and Leninist political ideology, and analyze why the revolutionary government progressed from moderate to radical.</p> <p>Students will describe the rise of Joseph Stalin to power in the Soviet Union and analyze ways in which collectivization and the first Five-Year Plan transformed Soviet society.</p> <p>Students will explain why the Soviet Union and satellite nations collapsed and splintered into numerous states and discuss the resurgence of Nationalism and ethnic tension.</p> |
| Economics | <p>Students will defend the pros and cons of a command economy in regards to the daily lives of Soviet people.</p> <p>Students will explain the leading ideas of Karl Marx and analyze the impact of Marxist economic beliefs and programs, politics, industry, and labor relations.</p> <p>Students will understand the economic transition from communism to capitalism to modern times.</p> |
| Diversity | <p>Students will understand the emergence of nationalism and rebellion in response to enforced cultural norms.</p> <p>Students will analyze the conflict of economic inequality through the lives of the haves and have-nots.</p> <p>Students will understand the devolution of Russian Civil Rights.</p> <p>Students will defend or criticize the techniques used by separatist movements (for example: Chechnya, Crimea, and Georgia).</p> <p>Students will analyze the Armenian Genocide and support or defend Turkey's decision to deny responsibility.</p> |

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| | Students will recognize the importance of a migration gateway (for example: Silk Road) and the shaping of a cultural identity. |
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Europe

| Standards | Learning Outcomes |
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| Civics | <p>Students will analyze the difficulties in having a unified government governing multiple ethnocentric groups (for example, Yugoslavia, Germany, Armenia).</p> <p>Students will understand the modern systems in Europe (for example: Socialism and Fascism) and its impact today.</p> <p>Students will analyze socialist, communist, and fascist efforts to develop responses to capitalism and why these efforts gained support during times of economic crisis.</p> <p>Students will debate the pros and cons of a 21st century socialist country from Western Europe.</p> |
| Geography | <p>Students will analyze how the physical geography has influenced the development of modern day Europe.</p> <p>Students will analyze the role of warfare in remaking the political map of Europe, and in shifting the global balance of power in the 20th century.</p> |
| History | <p>Students will examine to what extent nationalism, militarism, and imperialism played in World War I and World War II.</p> <p>Students will identify the reasons behind creating the United Nations and NATO, their initial intent, and their effectiveness in the world today.</p> <p>Students will explain how new ideas of political authority, and the failure of diplomacy, led to World Wars I and II, and the establishment of totalitarian regimes in the 20th century.</p> |
| Economics | <p>Students will analyze the origins, characteristics, and effects of the Post World War II "economic miracle" and economic integration of Europe (the Euro Zone).</p> <p>Students will understand Europe's motivation for creating the European Union, and will be able to identify the pros and cons of the organization.</p> |
| Diversity | <p>Students will examine the dangers of nationalism that led to ethnic cleansing (for example, Yugoslavia, the Holocaust, and the Armenian Genocide).</p> <p>Students will analyze how European countries have responded to religious diversity and extremism (for example, anti-Semitism, Christian denominations, and Islamophobia).</p> |

Asia

| Standards | Learning Outcomes |
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| Civics | <p>Students will analyze the influence of the Aryan Caste System on the political systems of India.</p> <p>Students will explain the advance of British power and appraise the efforts of Indians to resist European conquest and achieve cultural renewal.</p> <p>Students will evaluate the political and social repercussions of the Partition.</p> <p>Students will understand the complexities and uniqueness of Indian Democracy.</p> <p>Students will explain how the Communist Party rose to power and assess the benefits and costs of Communist policies under Mao Zedong.</p> <p>Students will analyze the causes and consequences of continuing protest and reform in post-Mao China.</p> <p>Students will analyze how the Chinese government manages population.</p> <p>Students will support or oppose the movement for an independent Tibet.</p> <p>Students will analyze how the cult of personality can create totalitarian control (for example: North Korea).</p> <p>Students will summarize the relationship between the U.S. and South Korea in regards to political policies and diplomacy.</p> <p>Students will assess the impact of British, American, French and Dutch occupation on the region.</p> <p>Students will discuss the cause, course and consequence of the Khmer Rouge and the political genocide that followed.</p> <p>Students will explain the character of centralized Feudalism and the reasons for Japan's economic growth, political stability and imperial boldness.</p> |
| Geography | <p>Students will understand the unique relationship between Indians and the Ganges River.</p> <p>Students will understand the role physical features (for example: Himalayas) have played in shaping distinct cultures.</p> <p>Students will discuss the environmental concerns that plague China.</p> <p>Students will evaluate the pros and cons of the Three Gorges Dam.</p> |
| History | <p>Students will compare and contrast Buddhism and Hinduism.</p> <p>Students will explain the significance of Gandhi's civil disobedience movement.</p> <p>Students will examine both Indian and Pakistani perspectives of the Kashmir conflict and the complexities of both being nuclear states.</p> <p>Students will identify the cultural contributions China has made to the world as its oldest continuous civilization.</p> <p>Students will discuss the concepts of Confucianism and how it has dominated Asian identity.</p> <p>Students will trace the historical development of Taiwan.</p> <p>Students will discuss the origins of discontent between North and South Korea.</p> <p>Students will examine the cause, course and consequence of the Korean and Vietnam Wars.</p> |
| Economics | <p>Students will identify the challenges of income inequality of South Asia.</p> <p>Students will analyze the struggles of developing countries as they try to transition to a developed economy on the global world scene.</p> |

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| | <p>Students will examine the transitioning role of China's economy from command to one of the largest market economies in the world.</p> <p>Students will discuss American occupation of Japan post WWII and examine its transformation into a global economic power.</p> <p>Students will examine the effects of complete isolation on the economy of North Korea.</p> <p>Students will compare and contrast the economies of North and South Korea.</p> |
| Diversity | <p>Students will examine the cultural effects of the caste system.</p> <p>Students will identify the discrimination, exploitation and abuse of women in India and Pakistan.</p> <p>Students will analyze the connection between workers' rights and the need to meet the supply and demand of a global economy.</p> <p>Students will compare and contrast varying Asian education systems to their own.</p> <p>Students will compare and contrast the changing demographics of developing and developed regions.</p> <p>Students will evaluate the impact of overpopulation.</p> <p>Students will analyze the effects of living in the oppressive conditions of North Korea.</p> <p>Students will evaluate civil liberties in China.</p> |

Latin America/Native Americans

| Standards | Learning Outcomes |
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| Civics | <p>Students will analyze certain Latin American country's responses to the drug trade and how that has impacted their relationship with the U.S.</p> <p>Students will examine and understand the cause, course, and consequence of Latin America's immigration into the U.S.</p> <p>Students will analyze the objectives and methods used by a revolutionary leader of North and South America.</p> |
| Geography | <p>Students will identify important physical features that impact nomadic and / or indigenous peoples' lives.</p> <p>Students will discuss the local and global impact of deforestation in the Amazon Rainforest.</p> <p>Students will identify and locate the seven Native American Reservations in Montana.</p> |
| History | <p>Students will examine the pre-colonial and diverse civilizations of the region (for example, Aztecs, Incas and Maya), through science, engineering, religion, mathematics, astronomy, etc.</p> <p>Students will identify the impact of Christianity on the region.</p> <p>Students will defend, refute or qualify the conquistadors' interactions with indigenous peoples (for example, Christopher Columbus, Pizarro, Cortez).</p> <p>Students will analyze the evolving relationship between the United States and Latin America in the 20th Century (for example Cuba, Mexico, Venezuela, Columbia).</p> <p>Students will analyze the cause, course and consequence of the Dawes Act.</p> |
| Economics | <p>Students will trace the development of supply and demand on the relationship between the U.S. and Latin American countries (for example energy development, coffee, bananas, sugarcane, cocoa, narcotics, etc.)</p> <p>Students will examine the pros and cons of agriculture and tourism to developing Latin American countries.</p> <p>Students will examine the impact of NAFTA and the pros and cons of fair trade.</p> |
| Diversity | <p>Students will analyze the socio-economic classes that developed as a result of colonization.</p> <p>Students will understand the push-pull factors of immigration.</p> <p>Students will examine the diversity of Montana's unique tribes.</p> |

References:

Bozeman Public Schools. (2013, June 26). *Social Studies Standards*. Retrieved April 17, 2015 from <http://www.bsd7.org/cms/One.aspx?objectId=656596&objectId.137014=657197\&contextId.137014=656600&parentId.137014=656601> Used with permission.

College Board. (2014). *AP United States History: Course and Exam Description Including the Curriculum Framework*. Retrieved April 17, 2015 from <http://media.collegeboard.com/digitalServices/pdf/ap/ap-us-history-course-and-exam-description.pdf> Copyright 2014 by College Board. Written Permission Pending