WORLD CULTURES - COURSE OUTLINE

STATEMENT OF PURPOSE

World Cultures is a one year ninth grade social studies class designed to meet the three year state social studies requirement for graduation.

It surveys six distinct regions of the globe, examining each in terms of geography, environment, social structure, government, history, and current events. The emphasis of study is the present state of the region. Students will learn how the nations of each region contribute to the world as it is today. With an improved understanding of other cultures, the student will appreciate why others are different and learn tolerance. Therefore, a prominent theme of the course is global interdependence, the need for cultures of the world to see themselves through another’s eyes.

Heavy emphasis is placed on social studies skills including maps, charts, primary sources, and additional readings. Class participation, oral reports, a research paper, map work, use of the Internet, and other electronic media are all to be used in an integrated manner. The mandated New Jersey Core Curriculum Content Standards for Social Studies are met. This includes the teaching of the Holocaust and Genocide and Cross Content Workplace Readiness.
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GOALS

The student will be able to:

1. Recognize the major locations and physical traits on maps of the six major culture regions.
2. Describe and compare the economic systems of the various culture regions.
3. Analyze the effects of colonialism on the African and Asian culture regions.
4. Demonstrate mastery of the relevant social science vocabulary.
5. Relate the history of the regions to contemporary problems facing these culture regions.
6. Understand the main ideas of the major religions and/or ideologies of these culture regions.
7. Demonstrate skill in the use and interpretation of maps, charts, graphs, and tables.
8. Appreciate the beauty of the literature, visual art, and music of the culture regions.
9. Describe and analyze the role the United States currently plays in these various culture regions.
10. Present, with clarity and organization, a viewpoint both in speech and writing.
11. Analyze differences in historical interpretations.
12. Effectively use the Internet to access information and to ascertain its reliability.
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SKILLS

COURSE OBJECTIVES

One of the major purposes of social studies education is to assist young people in developing and using skills effectively. With adequate command of skills, students can gain insights concerning their society and develop proper habits of social and intellectual behavior. Skills can be used both in and out of school. The student who develops a command of social studies skills can carry them into his/her adult years and establish a firm basis for continued learning throughout life. One objective is to develop each student to the best of his/her ability in the following skill areas:

A. GENERAL SKILLS

1. locate information - print and non-print sources
2. organize information
3. evaluate information - how it changes from person to person and over time
4. acquire information through reading
5. acquire information through listening and observing
6. communicate orally and in writing
7. work with others, develop consensus
8. make outlines
9. prepare summaries
10. take notes
11. keep records
12. select appropriate strategies to solve problems
13. use selective materials from the Internet

B. CRITICAL THINKING SKILLS

1. identify central issues
2. recognize underlying assumptions
3. evaluate evidence, judge solutions to problems
4. recognize stereotypes and cliches
5. recognize bias and emotional factors
6. distinguish between verifiable and unverifiable data
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7. distinguish between the relevant and non-relevant
8. draw inferences
9. distinguish between fact and opinion
10. determine the strength of an argument, develop debating skills
11. draw conclusions
12. recognize cause and effect
13. apply conflict resolution skills to historical and contemporary issues and to interpersonal relationships
14. assess the role of various institutional influences on personal decision making

C. MAP SKILLS

1. orient a map
2. locate places by using a grid system
3. identify and locate physical and political features
4. identify and interpret map symbols
5. interpret map scales
6. compare maps
7. understand and explain geographic settings of historical and current events

D. PICTURE, CHART, AND GRAPH SKILLS

1. interpret pictures by applying information and using it to draw conclusions
2. recognize cartoons as a means of expressing viewpoints
3. understand time lines
4. relate information obtained from pictures, charts and graphs to that gained from other sources

E. TIME AND CHRONOLOGY SKILLS

1. comprehend the historical system of chronology
2. use the vocabulary of time concepts (decade, score, generation, century, era)
3. understand time lines
4. identify and understand what constitutes differences and duration of various historical periods
F. TECHNOLOGY SKILLS

1. use the electronic sources for all research
2. submit all essays and reports using word processing
3. complete a technology based project and oral presentation
4. use the Internet whenever possible as a part of their studies
UNIT 1. CHINA

1. To identify the traditional Chinese conception of “we and they” -- themselves as civilized and the remainder of the world as barbarian.

2. To identify central cities, rivers, and bordering countries of China.

3. To identify “land under heaven” as a description of their land.

4. To determine the characteristics of several traditional modern Chinese art forms.

5. To explain the role of the commune in China’s economic development.

6. To understand the changes taking place in agricultural and industrial development in modern China.

7. To compare and contrast the lifestyle of the peasant in old China with that of the peasant of contemporary China.

8. To identify the central ideas of Confucianism, showing how it shaped the family and government of traditional China.

9. To describe Taoism and Legalism as alternatives to Confucianism for traditional China.

10. To trace the early dynastic history of China, identifying length of each on a time line.

11. To identify the major 20th century leaders of various stages of the Chinese revolution: Sun Yat-sen, Chiang Kai-shek, Mao Tse-tung.

12. To analyze the causes of the Chinese Communist Revolution and its impact on China.

13. To describe events in the People’s Republic of China following Mao’s death and the Tiananmen Square Uprising.
14. To learn how China is moving toward a capitalistic economy into the 21st century.

15. To understand how the Chinese people deal with over 1 billion people and its effects on society, education, and resources.

16. To project what role China will have in the 21st century world of politics, economics and personal freedom.

CONCEPT DEVELOPMENT

1. dynasty  
2. commune  
3. five-year plan  
4. autonomous region revolution  
5. Nationalist  
6. Marxism  
7. Kowtow  
8. Middle Kingdom  
9. Yin-Yang  
10. calligraphy  
11. Great Leap Forward  
12. Communist Party  
13. five relationships  
14. foot binding  
15. Confucius  
16. Taoism  
17. legalism  
18. liberation  
19. cultural  
20. long march  
21. Tiananmen Square  
22. Hong Kong

UNIT 2. INDIA

1. To identify Hinduism as the major religion of India and caste as the basic structure of Indian society.

2. To recognize ways in which caste is bound up with religious ideas and practices and ethnic origins and distribution.

3. To compare joint and nuclear family structure.

4. To discuss the advantages and disadvantages of living in a joint family.

5. To recognize significant physical features of the natural environment of India.

6. To name and characterize the religions of India and their influence on the artistic achievements of the area.
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7. To identify positive and negative aspects of British colonialism in India.

8. To evaluate the social, economic, and political effects of British colonialism.

9. To describe the work of Mohandas K. Gandhi and Jawaharlal Nehru as leaders of nationalist movement in India.

10. To identify several programs used to organize India’s development.

11. To identify several of the factors that contribute to India’s large population and the steps being taken to control population growth.

12. To understand India’s role and place in South Asia and the community of nations.

CONCEPT DEVELOPMENT

1. dharma 8. joint/nuclear family 15. colonialism
2. reincarnation 9. arranged marriages 16. Jawaharlal Nehru
3. ritual pollution 10. panchayat 17. Mohandas K. Ghandi
4. caste system 11. monsoon 18. Indira Ghandi
8. joint/nuclear family 15. colonialism

UNIT 3. JAPAN

1. To describe the myth of the origin of Japan.

2. To describe the legend of the beginning of the Japanese Monarchy.

3. To analyze the developments of the Meiji period of Japan from 1868-1912.

4. To describe the geography of Japan and its effects on their cultures.
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5. To understand the political and social structure of traditional Japan.

6. To compare the Japanese system of education to the American system of education.

7. To evaluate the Japanese industrial system and contrast it to the American industrial system.

8. To understand the political and social structure of modern Japan.

9. To analyze the cultural effects of different foreign cultures in Japan.

10. To understand the major religions in Japan.

11. To describe the changes in family life in modern Japan.

12. To recognize the roots of Japanese culture as expressed in its artistic achievement.

13. To comprehend the role of Japan in the international world of trade, commerce and international cooperation.

CONCEPT DEVELOPMENT

2. monsoons 10. Bakufu 18. Kana
7. Talka 15. Sado
8. Shogun 16. Haiku

UNIT 4. MIDDLE EAST

CONTENT OBJECTIVES

1. To identify major bodies of water and mountain ranges which influence the habitat of the Middle East.

2. To describe how traditional Middle Eastern arts were influenced by the environment and ethnic background of the population.
3. To discuss the major common beliefs and differences between Judaism, Christianity, and Islam.

4. To describe the Five Pillars of Islam.

5. To recognize the role of Mohammed in the founding of Islam.

6. To compare the role of history and religion in creating the identity of ethnic minority.

7. To explain the role of the Islamic government including its powers and limitations.

8. To discuss the relationship between Muslims and non-Muslims in the Islamic state.

9. To understand why the European countries were anxious to control the Middle East region.

10. To describe the means and methods used by the Europeans to take over territories in the Middle East.

11. To explain the background of the Arab-Israeli conflict.

12. To recognize the traditional sense of family in the Middle East.

13. To describe the kinds of problems faced by Middle Eastern countries.

14. To understand the impact of oil on the Middle East and on world conditions.

15. To study the Middle East as a region of international instability and as a center of terrorism.
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CONCEPT DEVELOPMENTS

1. delta 23. Jesus
2. bedouins 24. Messiah
4. kibbutzim 26. Armenians
5. famine 27. Kurds
6. irrigation 28. Palestinians
7. Hajj 29. Farsi
8. Koran 30. Arabic
9. Islam 31. Islamic Empire
10. Mecca 32. caliph
11. yathrib 33. Abu Bakr
12. Ramadan 34. mufti
13. five pillars 35. Balfour Declaration
15. sacrifice 37. purdah
16. Abraham 38. Shah Reza Pahlevi
17. Torah 39. Anwar Sadat
18. Talmud 40. Muammar Khadafy
19. Passover 41. Ayatollah Khomeini
20. Yom Kippur 42. oil boom
21. Rosh Hashanah 43. boycott
22. Moses 44. colonialism

UNIT 5. COMMONWEALTH OF INDEPENDENT STATES (CIS)

1. To identify and describe the geography of the CIS.
2. To analyze and describe the ethnic backgrounds, attitudes and interrelationships of the people of the CIS.
3. To analyze the development and characteristics of rural and urban life in the CIS.
4. To compare and contrast the roles played by the most important tsars.
5. To describe the social, economic, and political structure of Russia under tsarist rule.
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6. To describe the events, leadership, and effects of the communist revolution.

7. To characterize the role played by the following 20th century leaders: Lenin, Trotsky, Stalin, Khrushchev, Brezhnev, Gorbachev and Yeltsin.

8. To analyze the structure of government and the economy under communism.

9. To understand the causes and events of the Cold War and the nuclear arms race.

10. To understand the disintegration of the Soviet Union and creation of the CIS.

11. To evaluate the political, economic, and social aspirations of the different national groups within the CIS.

12. To understand the impact of social and political structures on the development of artistic expression within the region of the CIS.

13. To describe the ever changing and improving role of Russia in the international world of economics and politics.

14. To study the Armenian Genocide and/or the Ukrainian Famine as part of the Holocaust Curriculum and to understand it in relation to other events.

CONCEPT DEVELOPMENT

4. taiga 13. Catherine the Great 22. proletariat
5. steppe 14. Ivan the Great 23. bourgeoisie
6. Russification 15. Ivan the Terrible 24. soviet
7. tsars 16. Nicholas II 25. socialism
8. 5-Year Plan 17. Romanovs 26. collectivization
28. Peter the
UNIT 6. SUB-SAHARA AFRICA

CONTENT OBJECTIVES

1. To identify significant features of the natural physical environment in Africa.

2. To describe the effect of the physical environment on the people and the wildlife of Africa.

3. To discuss the role of family members in African society, comparing it to the American culture.

4. To relate the diversity of African languages and the role of language in a people’s identity and unity.

5. To describe the general level of culture in some early African kingdoms.

6. To explain the reasons for European colonization of Africa and to analyze the positive and negative effects on Africans.

7. To identify and evaluate the characteristics of apartheid in South Africa.

8. To understand how South Africa Successfully made a peaceful change to a government by the majority.

9. To identify major traditional African beliefs and their roles in African life and culture.

10. To recognize the changes being made in African beliefs.

11. To discern that what is art and what is beautiful in the eyes of the beholder are relative to the culture.

12. To understand the factors involved in the growth of black nationalism.
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CONCEPT DEVELOPMENT

1. Sahel 16. literacy
2. Sub-Saharan Africa 17. black nationalism
3. river basin 18. westernization
4. traditional lifestyles 19. developing nation
5. Masai 20. homelands
6. drought 21. passbook
7. polygamy 22. apartheid
8. lineages 23. townships
10. ethnic groups 25. white nationalism
11. village family 26. ancestor worship
12. language family 27. animism
13. colonialism 28. diviner
14. triangular trade 29. polyrhythm
15. slave trade 30. storyteller
31. African National Congress

UNIT 7. LATIN AMERICA

CONTENT OBJECTIVE

1. To identify the varied natural physical environmental features in Latin America and how the environment affects its culture

2. To describe the human diversity that has occurred, including Indians, Europeans, Africans and Asians

3. To study the social class and family traditions in Latin America

4. To discuss the varied cultural aspects of Latin America including art, literature, music and traditions

5. To realize the significance of religion in Latin America and its influence on politics

6. To understand the wide economic diversity among people in Latin America

7. To study the major trends in population growth and resulting pressures
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on education and resources

8. To identify the Old and New Traditions in governments and how change is being made

9. To understand the importance of the relationship between Latin American and the United States and Latin America and the World.

CONCEPT DEVELOPMENT

3. Llanos 8. Incas 12. barrio
5. Tropical rain forest

UNIT 8. SCHOOL TO WORK (CROSS-CONTENT WORKPLACE READINESS)

The teacher will adhere to the Cross-Content Workplace Readiness Standards and Cumulative Progress Indicators attached.

Information on careers is to be infused into each unit when appropriate. The Internet will be used. A sample listing of related career interests includes:

1. Journalism 6. Artist
2. Travel Business 7. Anthropologist
3. Statistician 8. Agriculturalist
5. Meteorologist 13. Awareness

UNIT 9. HOLOCAUST AND GENOCIDE

In order to fulfill the need to learn how people have mistreated people, the Holocaust curriculum was initiated. To meet the requirement the teacher may lead the class to study the Armenian Genocide in the Middle East (1915-1923), the treatment of Indians and Africans in Latin America or any other relevant study in context with this curriculum.
UNIT 10. RESOURCES

A. Student text: WORLD CULTURES, A GLOBAL MOSAIC; Ahmad, Brodsky, Crofts, Ellis. Prentice Hall, 2001

B. The Internet

C. UPDATE Magazine, published by Scholastic, Inc.

D. Supplementary student readings:

   Alan Patton, Cry, the Beloved Country
   New York, Charles Scribners Sons, 1948

   Alexander Solzhenitsyn, One Day in the Life of Ivan Denisovitch

   Sidney Eisen and Maurice Filler, ed. The Human Adventure
   Vols. I & II

   Peter Seybolt, Through Chinese Eyes, Vol. II
   New York, A. Cite Book, 1981

   Donald J. and Jean E. Johnson, Through Indian Eyes, Vols. I and II
   New York, A. Cite Book, 1981

   Union of Concerned Scientists, Choices
   A Unit on Conflict and Nuclear War, 1983

E. Teacher Resources:

1. Video tapes in the school library
2. Filmstrips and Cassette Sets in the school library
3. Textbook references and other reference materials
STUDENT EVALUATIONS

Teachers in the social studies department use a variety of evaluation techniques to measure student progress and accomplishment.

1. Quizzes
2. Tests; both objective and essay
3. Unit tests
4. Homework assignments - 20% of marking period grade as per Board policy
5. Oral reports
6. Debates
7. Class participation
8. Book reviews
9. Map work
10. Use of alternate assessments
11. Work sheets
12. Research projects
13. Final exams - 20% of final grade as per Board policy
14. Cooperative learning
15. Use of computers and the Internet.
STANDARD 1 - ALL STUDENTS WILL DEVELOP CAREER PLANNING AND WORKPLACE READINESS SKILLS

Cumulative Progress Indicators

All students will be able to:

1. Demonstrate employability skills and work habits, such as work ethic, dependability, promptness, and getting along with others, needed to get a keep a job.

2. Describe the importance of personal skills and attitudes to job success.

3. Identify career interests, abilities, and skills.

7. Describe the importance of academic and occupational skills to achievement in the work world.

STANDARD 2 - ALL STUDENTS WILL USE INFORMATION, TECHNOLOGY, AND OTHER TOOLS.

Cumulative Progress Indicators

All students will be able to:

1. Understand how technological systems function.

3. Demonstrate skills needed to effectively access and use technology-based materials through keyboarding, troubleshooting, and retrieving and managing information.

4. Develop, search, and manipulate databases.

6. Access and assess information on specific topics using both technological (e.g., computer, telephone, satellite) and print resources available in libraries or media centers.

STANDARD 3- ALL STUDENTS WILL USE CRITICAL THINKING, DECISION MAKING, AND PROBLEM-SOLVING SKILLS.

Cumulative Progress Indicators

All students will be able to:

1. Recognize and define a problem, or clarify decisions to be made.

3. Formulate questions and hypotheses.

4. Identify and access resources, sources of information, and services in the school and the community.

5. Use the library media center as a critical resource for inquiry and assessment of print and non print materials.
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8. Organize, synthesize, and evaluate information for appropriateness and completeness.

10. Monitor and validate their own thinking.

11. Identify and evaluate the validity of alternative solutions.

STANDARD 4 - ALL STUDENTS WILL DEMONSTRATE SELF-MANAGEMENT SKILLS.

Cumulative Progress Indicators

All students will be able to:

1. Set short and long term goals.

2. Work cooperatively with others to accomplish a task.

3. Evaluate their own actions and accomplishments.

4. Describe constructive responses to criticism.

5. Provide constructive criticism to others.

6. Describe actions which demonstrate respect for people of different races, ages, religions, ethnicity and gender.

7. Describe the roles people play in groups.

8. Demonstrate refusal skills.

9. Use time efficiently and effectively.

10. Apply study skills to expand their own knowledge and skills.

11. Describe how ability, effort, and achievement are interrelated

STANDARD 6.1 ALL STUDENTS WILL LEARN DEMOCRATIC CITIZENSHIP AND HOW TO PARTICIPATE IN THE CONSTITUTIONAL SYSTEM OF GOVERNMENT OF THE UNITED STATES.

Cumulative Progress Indicators

10. Explain the origins and interpret the continuing influence of key principles embodied in the United States Constitution.

11. Analyze the balance between the rights and responsibilities of citizens, and apply the analysis to understanding issues facing society in New Jersey and the United States.

12. Locate, access, analyze, organize, and apply information about public issues in order to evaluate the validity of different point of view.

13. Analyze the roles of the individual and the government in promoting the
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general welfare of the community under our Constitution.

14. Analyze the functioning of government processes, such as elections, in school, town, or community projects.

STANDARD 6.2 ALL STUDENTS WILL LEARN DEMOCRATIC CITIZENSHIP THROUGH THE HUMANITIES, BY STUDYING LITERATURE, ART, HISTORY AND PHILOSOPHY, AND RELATED FIELDS.

9. Give examples of historical, literary, and artistic works which have influenced society in the past and present, and identify their effect on our understanding of basic human rights.

10. Examine the relationship between the beliefs and life circumstances of a writer, artist, and philosopher, and that person’s creative work.

11. Compare artistic and literary interpretations of historical events with accounts of the same events that aim at objectivity.

STANDARD 6.3 ALL STUDENTS WILL ACQUIRE HISTORICAL UNDERSTANDING OF POLITICAL AND DIPLOMATIC IDEAS, FORCES, AND INSTITUTIONS THROUGHOUT THE HISTORY OF NEW JERSEY, THE UNITED STATES, AND THE WORLD.

Cumulative Progress Indicators

9. Understand the complexity of historical causation.

10. Analyze how and why different historians may weigh casual factors differently, and why historical interpretations change over time.

11. Compare and contrast divergent interpretations of historical turning points, using available evidence.

12. Understand the views of people of other times and places regarding the issues they have faced.

13. Synthesize historical facts and interpretations to reach personal conclusions about significant historical events.


STANDARD 6.4 ALL STUDENTS WILL ACQUIRE HISTORICAL UNDERSTANDING OF SOCIETAL IDEAS AND FORCES THROUGHOUT THE HISTORY OF NEW JERSEY, THE UNITED STATES, AND THE WORLD.

Cumulative Progress Indicators

9. Evaluate the views, beliefs, and impact of different social groups on a
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given historical event or issue.

10. Evaluate how individuals, groups, and institutions influence solutions to society’s problems.

11. Analyze historical and contemporary circumstances in which institutions function either to maintain continuity or to promote change.

12. Argue an ethical position regarding a dilemma from the study of key turning points in history.

13. Evaluate actions an individual, group, or institution might take to counteract incidents of prejudice, discrimination, expulsion, genocide, slavery, and the Holocaust.

STANDARD 6.5  ALL STUDENTS WILL ACQUIRE HISTORICAL UNDERSTANDING OF VARYING CULTURES THROUGHOUT THE HISTORY OF NEW JERSEY, THE UNITED STATES, AND THE WORLD.

Cumulative Progress Indicators

13. Analyze the mutual influences among different cultures throughout time.

14. Understand views held by people in other times and places regarding issues they have faced.

15. Interpret how various cultures have adapted to their environment.

16. Analyze how beliefs and principles are transmitted in a culture.

17. Understand the multiple influences of gender, family background, religion, ethnicity, socioeconomic position, and nationality as the bases for analysis of individual identity.

18. Evaluate the mutual influence of technology and culture.

STANDARD 6.6  ALL STUDENTS WILL ACQUIRE HISTORICAL UNDERSTANDING OF ECONOMIC FORCES, IDEAS, AND INSTITUTIONS THROUGHOUT THE HISTORY OF NEW JERSEY, THE UNITED STATES, AND THE WORLD

Cumulative Progress Indicators

11. Apply economic concepts and reasoning when evaluating historical and contemporary developments and issues.

12. Evaluate principles and policies associated with international trade.

13. Evaluate how the economic system meets wants and needs.

14. Analyze the success and failures of various economic systems in meeting the needs and wants of their people.
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15. Evaluate an economic decision.

16. Analyze and evaluate economic growth in the contest of environmental conditions and sustainable development.

STANDARD 6.7  ALL STUDENTS WILL ACQUIRE GEOGRAPHICAL UNDERSTANDING BY STUDYING THE WORLD IN SPATIAL TERMS.

Cumulative Progress Indicators

11. Use and interpret maps and other graphical representations to analyze, explain, and solve geographical problems.

12. Use maps of physical and human characteristic of the world to answer complex geographical questions.

STANDARD 6.8  ALL STUDENTS WILL ACQUIRE GEOGRAPHICAL UNDERSTANDING BY STUDYING HUMAN SYSTEMS IN GEOGRAPHY.

Cumulative Progress Indicators


13. Analyze the impact of human migration on physical and human systems.

14. Analyze and compare the functions and spatial arrangement of cities locally and globally.

15. Analyze the processes that change urban structure, and the impact of changes in urban areas.

16. Explain the historical movement pattern of people and goods, and analyze the bases for increasing global interdependence.

17. Explain how physical, social, cultural, and economic processes shape the features of places and regions.

STANDARD 6.9  ALL STUDENTS WILL ACQUIRE GEOGRAPHICAL UNDERSTANDING BY STUDYING THE ENVIRONMENT AND SOCIETY.

Cumulative Progress Indicators

6. Evaluate policies and programs related to the use of resources locally and globally.

7. Draw conclusions regarding the global impact of human modification of the environment.

8. Evaluate the environmental consequences of technological change in human history.