

Course: World Cultures

Grade 10 / Unit 1

Subject	Grade	Unit	Suggested Timeline
Academic World Cultures	10	Introduction to Geography and Cultures	3 weeks

Grade Level Summary

Human beings create, learn, share, and adapt to culture. The study of culture examines the socially transmitted beliefs, values, institutions, behaviors, traditions and way of life of a group of people; it also encompasses other cultural attributes and products, such as language, literature, music, arts and artifacts, and foods. Students come to understand that human cultures exhibit both similarities and differences, and they learn to see themselves both as individuals and as members of a particular culture that shares similarities with other cultural groups, but is also distinctive. In a multicultural, democratic society and globally connected world, students need to understand the multiple perspectives that derive from different cultural vantage points.

Grade Level Units

Unit 1-Introduction

Unit 2- East Asia: China, Japan, North and South Korea

Unit 3-South Asia

Unit 4- Southeast Asia

Unit 5- Russia and the former Republics

Unit 6- Middle East

Unit 7- Sub Sahara Africa

Unit 8-Latin America

Unit Title

Introduction to Geography and Cultures

Unit Overview

An understanding of cultures. Basic concepts of geography, climates, population. The idea that we are living in a shrinking world.

Unit Essential Questions

1. What skills do geographers use?
2. What do Geographers study?
3. What factors influence population change in a given area or region?
4. What elements are characteristic of culture?
5. What are some types of governmental and economic systems?
6. How does the availability and use of natural resources affect economic activities and the environment?
7. What factors cause cultures to change?
8. How can an ethnocentric viewpoint hinder the study and analysis of various cultures?

Key Understandings

1. Geographers use a wide array of tools and technologies-from basic globes to high-tech global positioning systems-to understand the earth.
2. One of the most important geographic tools is the ability to think geographically.
3. Geographers study the location of people and places on the earth's surface and patterns in which they are arranged.
4. Geographers use different research methods to conduct their work.
5. Geography is related to other subject areas such as history and economics.
6. Geography skills are useful in a variety of jobs and work environments.
7. Population growth and distribution influence where people live and how they change the natural environment.
8. The spatial interaction of cultures can spread new ideas, establish trading relationships, cause wars, and build political partnerships.

	<p>9. Political and economic systems provide the organization and power for groups of people to control the earth's surface.</p> <p>10. People are dependent on the world's natural resources for survival, but certain economic activities can threaten humans' future access to these resources.</p> <p>11. Internal and external factors change cultures over time.</p> <p>12. We are a product of our cultural learning.</p>
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Focus Standards Addressed in the Unit

7.2.A	Analyze the physical characteristics of places and regions including the interrelationships among components of Earth's physical systems.
7.2.B	Analyze the significance of physical processes in shaping the character of places and regions.
7.3.A	Explain the human characteristics of places and regions by their population characteristics.
7.4.A	Analyze the impacts of physical systems on people.

Important Standards Addressed in the Unit

CC.8.5.9-10.D:	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
7.1.12.B..	Assess how physical changes to a region may have global impact.
7.2.12.A.	Analyze the physical characteristics of places and regions, including the interrelationships among the components of Earth's physical systems.
7.3.12.A.	<p>Analyze the human characteristics of places and regions using the following criteria:</p> <ul style="list-style-type: none"> • Population • Culture • Settlement • Economic activities • Political activities

Misconceptions

1. Students think GPS, map quest, and other electronic tools are all that is necessary.
2. Students believe that learning about historical events is not that important.
3. Students see foreign governments as too distant to be of much importance to them.
4. Some cultures are more evolved than others.

Proper Conceptions

1. Reading maps indicate much more than simple directions such as landforms and availability of water and other resources that influences the way people come to learn to live (culture) and survive.
2. Our history shapes our modern culture and defines what we are today.
3. Foreign government behavior often directly affects our government behavior, such as business, our economy, spending on defense, positioning of troops, etc.
4. No culture is inherently worse or better than any other. Rather, some cultures may have values and behaviors that don't support success when their environment changes.

Concepts Location Place Human-Environment Interactions Movement Regions	Competencies <ul style="list-style-type: none"> • Locate and identify a specific list of physical characteristics for each country or region and write three examples of how they interrelate with each other. • Give examples of how the forces of nature have influenced the shaping and character of each country or region. • Identify the population of a country or region and explain three ways in which population characteristics have shaped them. • Analyze the impacts of physical systems on people of each country or region by listing five examples of how the populous has been affected by their physical environment. 	Vocabulary Culture, Culture Hearths, Diffusion, Ethnocentrism, Geography, Social Sciences, Physical geography, Climatic regions, Population Density, Population Growth, Birth rate, Death rate, Migration, Globalization, Interdependence, Modernization, Location, Population distribution, Developed Culture, Developing Culture, Third World, Material Culture, Non-Material Culture, Invention/Innovation, Pollution, Assimilation, Traditional Economy, Command Economy, Market Economy, Mixed Economy, Capitalism, Socialism, Communism, Democracy, Monarchy, Oligarchy, Autocracy
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Assessments

Homework – Occasional homework assignments will be given to reinforce classroom concepts. Homework will be graded for completeness and will be used to formatively assess if additional instruction is needed.

Notebook Checks – Students will maintain a formal notebook to document their work throughout the unit. Periodic checks will assess students’ textbook and other assigned readings.

Test/quizzes-Periodic quizzes and tests within the unit

Review Game- periodic review game strategies will be used to highlight important concepts.

Class Discussion- Question and answer format will often be applied to assess students daily on concepts from the unit and correct any misunderstandings.

Suggested Strategies to Support Design of Coherent Instruction

Charlotte Danielson’s Framework for Teaching: Domain 3 Instruction

3a *Communicating with students* – Direct instruction coordinating lectures, power points , group activities, and technology

3b *Questioning/discussion techniques* – Classroom debate of controversial issues and consistently assigning relevance to topics

3c *Engaging students in learning* – Varied activities, movement, student involvement (role plays, “what if” scenarios, etc.)

3d *Using assessment in instruction* – Interpretation of photos, maps, and other visuals, in-class writing assignments, quizzes

3e *Flexibility and responsiveness* – Acquisition of new information and willingness to guide student led discussion and activities

Differentiation:

- Provide graphic organizers
 - Provide multiple concrete examples
 - Break extended assignments into smaller identifiable parts with checkpoints along the way
 - Pair stronger students with struggling students for peer assistance
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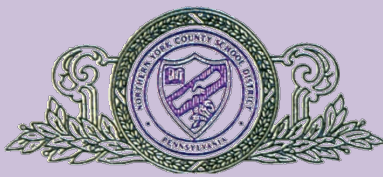
Interdisciplinary Connections:

- Writing skills-English
 - Reading skills-English
 - Research process-using technology
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Additional Resources:

1. <http://harrisburgpatriotnews.pa.newsmemory.com/nie.php>
 2. glencoe.com/ose (Student pass code D42005E9EB)
 3. <http://glencoe.com/>
 4. <http://www.discoveryeducation.com>
 5. History channel DVD “ Mankind The Story of us All”
 6. <http://www.history.com/images/media/pdf/MankindClassroomGuide.pdf>
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Created By: Fred DeLuca and Dave Ramsey



Course: World Cultures

Grade 10 / Unit 2

Subject Academic World Cultures	Grade 10	Unit East Asia: China	Suggested Timeline 5 weeks
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Grade Level Summary

The region of East Asia, dominated by China, is capturing a great share of the world's attention and not just because of its population and culture. Due to expanding economies and increased urbanization, East Asians face shortages in housing and human services. Differing political ideologies cause disagreements between countries. Industrial progress and reliance on fossil fuels cause environmental pollution and deplete natural resources. Skyrocketing energy costs are of global concern and manifest intensifying competition for the world's energy resources. Due to increasing participation in the global economy, East Asians are experiencing a loss of traditional values and practices.

Grade Level Units

Unit 1-Introduction

Unit 2- East Asia: China, Japan, North and South Korea

Unit 3-South Asia

Unit 4- Southeast Asia

Unit 5- Russia and the former Republics

Unit 6- Middle East

Unit 7- Sub Sahara Africa

Unit 8-Latin America

Unit Title

China

Unit Overview

China has passed what former president Lyndon B. Johnson economic advisor, Walt Rastow, has called the "take off" point, where it has been in more than ten plus years of "sustained" economic growth. This economic explosion has come with growing pains of uncontrolled and expansive change. The Chinese have used up most of their considerable energy resources and are in competition with the U.S. and others for the world's energy supplies. In addition, China is one of the oldest continuous civilizations in history and the dominant cultural center of East Asia; with flourishing philosophical, political, economic, artistic and scientific traditions, China developed a strong cultural identity as a universalistic civilization. China has struggled for the last century with the challenge of forging a new identity in a world of nation-states and of redefining its cultural values in a modern world.

Unit Essential Questions

1. How has the physical landscape shaped Chinese civilization?
2. What major Chinese cities are located along China's three major rivers?
3. What geographical features account for China's uneven population?
4. What impact did the mountains and deserts have on China's historical development?
5. What were the achievements of the dynasties of China and how they impact the overall development of China?
6. How did the Chinese universalistic view help to unify China?
7. How are Asian faiths and "schools of thought" a part of Chinese life and society?

Key Understandings

1. Much of China's landscape is rugged but large plains cover the north and east, carrying rich soil good for extensive farming.
2. The North China Plain gave birth to Chinese civilization and remains the heart of one of the world's most densely populated areas.
3. Civilization developed in China from earliest times in the valleys of three major rivers, the Huang He (Yellow River), the Chang Jiang (Yangtze), and the Xi Jiang (West River). These river systems, running west to east, have shaped agricultural development and population growth throughout China's history.
4. The Chinese coastline and the Grand Canal (first constructed in 605 C.E.) were important for

8. How did the influence of Europeans in the 1800s alter dynastic China?
9. Why did many Chinese people support communism and what were the communists able to achieve?
10. What social changes did Chinese communism introduce?
11. Why is China's population migrating from rural to urban areas?

- providing north-south communication, furthering unification of the country and mitigating the regionalism fostered by the intersection of mountain chains.
5. Mountains and deserts in the west of China limited its contact with other major centers of civilization in the Middle East and South Asia.
 6. China was unified by its first emperor, Qin Shi Huangdi (Ch'in Shih Huang-ti), who established the Qin (Ch'in) dynasty in 221 BC. Consolidated under the Han dynasty (206 BC-222 AD.), the empire was comparable in dates, size, and strength with the Roman Empire. The Roman and Chinese empires traded through intermediaries on an overland route through Central Asia; Chinese silk was an especially prized commodity in Rome. The English name "China" is derived from "Qin." Poetry, fine porcelain, calligraphy, landscape painting, philosophy, political thought, historical writing, scientific advances in astronomy, chemistry, and medicine, and the production of fine silks and teas all flourished in China from earliest times, but particularly during the 7th to 12th centuries, China's "golden age", under the Tang and Song (Sung) dynasties.
 7. Elements of Chinese civilization — literary Chinese and its writing system, Confucian thought, and Buddhism (in forms developed and refined in China after its origination in India) dominated the high culture of East Asia, creating a cultural sphere that encompassed what are today Japan, Korea, and Vietnam. China's traditional self-image was as a cultural center of the world. This is apparent in the Chinese name for China: Zhongguo, which means Middle Kingdom or Central Kingdom.
 8. The Chinese thought of their culture as universalistic, that is, outsiders could join or become assimilated into it. This strong identity as a universalistic civilization has been an important unifying factor throughout China's history, even during times when the country was divided.
 9. When the industrializing European states attempted to entice China into the newly forming world economy in the late 1700s and early 1800s, their overtures were rebuffed by the Chinese, who felt that they had little to gain from trade with these states.
 10. Western military power was far superior to that of the Chinese and China was defeated in a series of military confrontations and forced to sign "unequal treaties" that opened Chinese ports (known as "treaty ports"), first to European, and then to American and Japanese traders.
 11. Between the first major confrontation, the Opium War of 1839-42, and the early 1900s, the British,

French, Germans, Americans, and Japanese competed for "spheres of influence" within China until it was at risk of being "carved up like a melon."

12. The combination of internal upheaval and foreign aggression led to the collapse of the Qing (Ch'ing) or Manchu dynasty in 1911 and calls for the establishment of a republic.
 13. Sun Yat-sen led the forces calling for a republican government and established the Goumindang (Kuomintang, KMT) or Nationalist Party in 1912. The collapse of the dynastic system ushered in the turbulent "warlord period," however, with regional power centers competing for control. The country was partially reunited under the army of Chiang Kai-shek and the Nationalist Party in 1928, but it was invaded by Japan in 1937 and subsequently engulfed by World War II.
 14. In the 1920s some Chinese found in Marxism an explanation for China's subjugation by the imperialist powers, a scientific method to achieve economic prosperity for all, and a means of defeating the imperialist powers through a revolution led by the working class.
 15. In order to achieve economic modernization, the commune system of collectivized agriculture was implemented. Property was pooled to form large tracts of land that could be farmed more efficiently. Land was owned jointly by large groups of peasants who by sheer force of human labor rather than relying on state investment, would together carry out projects of land reclamation and water control. They were rewarded for their communal labor by a system of work points, while the state exacted as much surplus as possible for investment in industrial development. Families were given only very small plots for their personal farming, and markets for the sale of rural produce were limited mostly to the exchange of goods among local residents. Although the commune system did allow the state to extract the maximum surplus from the countryside, at times it was disastrous, resulting in widespread famine, particularly during 1959-62 at the end of the Great Leap Forward. It was ultimately judged inefficient and having major disincentive effects, and was abandoned in the early 1980s.
 16. The rural-to urban migration is due to China's expanding modern economy, globalization and modernization.
 17. Chinese desires for the modern conveniences offered by urban lifestyles reflect a cultural attitude shift.
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Focus Standards Addressed in the Unit	
7.1.A	Analyze data and issues from a spatial perspective using the appropriate geographic tools.
7.1.B	Analyze the location of places and regions.
7.2.A	Analyze the physical characteristics of places and regions including the interrelationships among components of Earth's physical systems.
7.2.B	Analyze the significance of physical processes in shaping the character of places and regions.
7.3.A	Analyze the significance of human activity in shaping places and regions by their cultural characteristics.
7.3.B	Analyze the significance of human activity in shaping places and regions by their cultural characteristics.
8.1.A	Evaluate chronological thinking.
8.1.B	Synthesize and evaluate historical sources.
8.1.C	Evaluate historical interpretation of events.
8.4.A	Evaluate the significance of individuals and groups who made major political and cultural contributions to world history since 1450.
8.4.B	Identify and explain important documents, material artifacts and historic sites important to World history.

Important Standards Addressed in the Unit	
8.4.C	Identify and explain how continuity and change has affected belief systems, commerce and industry, innovations, settlement patterns, social organization, transportation and women's roles in world history.
7.1.W.A:	Use geographic tools to analyze information about the interaction between people, places, and the environment.
8.4.W.C:	<p>Evaluate how continuity and change have impacted the world today.</p> <ul style="list-style-type: none"> • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organization

Misconceptions Gas prices are due to Middle East conflicts. Concept communist China.		Proper Conceptions Although Middle East conflicts do influence energy prices, the increasing world energy demand from emerging economies, including China places sustainable pressure on energy supplies and prices. Although China is a communist country (one political party) it's economy is very capitalistic.
Concepts <ul style="list-style-type: none"> • Map locations • How nature shapes a region • Historical events 	Competencies <ul style="list-style-type: none"> • Evaluate the impact of population numbers and patterns, including human migration, on physical and human systems. • Explain why places have specific physical and 	Vocabulary Loess, Tibet, Hong Kong, Taiwan, Mongolia, Zhongguo, Confucius, Daoism, Legalism,

<ul style="list-style-type: none"> • Historical interpretation • Political and cultural contributions to world history • Belief systems, innovations, social organizations. 	<p>human characteristics in different parts of the world that impact economic activity.</p> <ul style="list-style-type: none"> • Evaluate resource degradation and depletion from multiple points of view. • Analyze a primary source for accuracy and bias, then connect it to a time and place in world history. • Summarize how conflict and compromise in world history impact contemporary society. • Describe how social, cultural, and economic processes shape the features of places. • Analyze data and issues from such geographic tools as maps, reference materials, graphs and charts by researching the geography China and answering correctly a specific set of questions based on analytical analysis. • Explain and locate the places and regions by locating them on a map and listing similarities and differences between them as well as defining what constitutes a region. • Locate and identify a specific list of physical characteristics for China and write three examples of how they interrelate with each other. • Give three examples of how the forces of nature have influenced the shaping and character of each country or region. • Identify a series of cultural characteristics. • Identify the demographics of the region and describe three reasons for their settlement pattern. • Explain human economic activity by identifying industrial and agricultural characteristics and their impact on the region. • Explain the region's political characteristics by identifying them and summarizing the impact of the political characteristics on the populous. • Analyze the impacts of physical systems on people of each country or region by listing five examples of how the populous has been effected by their physical environment. • Identify a series of historical events for the region and list them in their proper order of occurrence on a timeline. • Analyze and interpret a minimum of one historical source pertaining to the country by reading and interpreting the historical significance of the source(s). • List and describe at least one point of view of historical interpretation for the country and region, then cite their own personal opinion of these interpretations. • Identify the accomplishments of individuals and groups of the country and region and explain their political and cultural contributions to world history by answering a series of matching questions and essays. 	<p>Buddhism, Mandarin, Filial Piety, mandate of Heaven, Extraterritoriality, Sphere of Influence, Open Door Policy, Mao Zedong, Sun Yatsen, Chiang Kai-shek, Cultural Revolution, Four Modernizations, Commune, Deng Xiaoping, Propaganda, Long March, One Child Policy, Gobi Desert, Foot Binding, State Capitalism, Special Economic Zone, Special Administrative Region (SAR) Buffer State, Communism, Forbidden City, Opium Wars, Silk Road, Dynastic Cycle, Tiananmen Square</p>
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	<ul style="list-style-type: none"> • Identify and explain at least one historical document, artifact and historic site in each country and region by listing and describing examples of each category. • Identify a series of characteristics for the country and region concerning how belief systems, including religion, commerce and industry, innovations, settlement patterns, social organization, transportation and roles of women have been affected by continuity and change throughout history. 	
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Assessments

Homework – Occasional homework assignments will be given to reinforce classroom concepts. Homework will be graded for completeness and will be used to formatively assess if additional instruction is needed.

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Test/quizzes-Periodic quizzes and tests within the unit

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3e *Flexibility and responsiveness* – Acquisition of new information and willingness to guide student led discussion and activities

Differentiation:

- Provide graphic organizers
- Provide multiple concrete examples
- Break extended assignments into smaller identifiable parts with checkpoints along the way
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Interdisciplinary Connections:

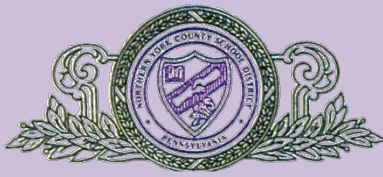
- Writing skills-English
 - Reading skills-English
 - Research process-using technology
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Additional Resources:

1. <http://harrisburgpatriotnews.pa.newsmemory.com/nie.php>
2. glencoe.com/ose (Student pass code D42005E9EB)
3. <http://glencoe.com/>
4. <http://www.discoveryeducation.com>
5. History channel DVD “ Mankind The Story of us All”
6. <http://www.history.com/images/media/pdf/MankindClassroomGuide.pdf>

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Fred DeLuca and Dave Ramsey



Course: World Cultures

Grade 10 / Unit 2

Subject	Grade	Unit	Suggested Timeline
Academic World Cultures	10	East Asia: Japan	3 weeks

Grade Level Summary

In Japan, the traditional and the modern exist side-by-side. Traditional beliefs characterize Japanese culture in modern cities. Ancient moats and palaces sit next to glass skyscrapers. The island nation of Japan, with few natural resources is able to compete with nations far more flush in natural resources. Impressively, this natural resource starved country through hard work and innovation was able to transform itself into an industrial super power. Japanese families working in conjunction with the Japanese educational system forged this success. Japanese values transform Japanese youngsters into formidable industrial and high tech warriors. Finally, the geography, cultural traditions, historical development and modern issues of Japan has impacted its development and its international relationships.

Grade Level Units

- Unit 1-Introduction
- Unit 2- East Asia: China, Japan, North and South Korea
- Unit 3-South Asia
- Unit 4- Southeast Asia
- Unit 5- Russia and the former Republics
- Unit 6- Middle East
- Unit 7- Sub Sahara Africa
- Unit 8-Latin America

Unit Title

Japan

Unit Overview

The population of Japan is ethnically homogeneous. As a result, Japan has not experienced the same level of ethnic conflict as countries with a wider variety of ethnic groups. Cultural traditions, values, education, and modern issues do not face the controversies like diverse groups often do when sharing the same space allowing Japanese society to progress quickly.

Unit Essential Questions

1. What geographic features have shaped Japanese life?
2. How has the scarcity of some resources influenced Japan's relations with the world?
3. What religions have impacted the history and society of Japan?
4. How do cultural traditions such as language, food, dress, sport, arts and festivals play a role in Japanese life?
5. How have the roles of women and families changed throughout Japanese history?
6. How is education in Japan different from the United States?
7. How did feudal society develop in Japan and how did feudalism change Japan?
8. What impact did Japan's isolation and rapid modernization have on its development?
9. How did militarism push Japan into war and

Key Understandings

1. Japan is an archipelago.
2. Japan has been shaped by both isolation and interaction with other cultures throughout its history.
3. Japanese people practice both Buddhism and Shintoism.
4. Japanese culture is a mix of ancient and modern influences.
5. Ancient traditions and beliefs continue to shape the roles of women, how children are raised and family life.
6. Education is highly regarded, and encouraged in Japan. School children are intensely pressured to achieve, respect the teachers, the rules and school system.
7. Japan experienced a cultural convergence, or mixing of cultures, as interaction with other countries increased.

<p>what impact did World War II have on Japan?</p> <p>10. How did American occupation affect the Japanese?</p> <p>11. What changes have shaped Japanese politics and economic development since 1945?</p> <p>12. What factors have assisted Japan in becoming an economic superpower?</p>	<p>8. Japan has maintained its cultural traditions while leaping toward modernization over the last century.</p> <p>9. Japan used diplomacy and militarism to build an empire. The expansion was one factor that led Japan to World War II.</p> <p>10. After its surrender to the Allies in 1945, Japan became a democracy, stripped of its overseas territories and its military might.</p> <p>11. Japan rebuilt its economy and since has emerged as a global economic power.</p> <p>12. Japan has developed worldwide trading and business links and produces and sells high-value items to nearly every country in the world.</p>
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Focus Standards Addressed in the Unit

7.1.A	Analyze data and issues from a special perspective using the appropriate geographic tools
7.1.B	Analyze the location of places and regions
7.2.A	Analyze the physical characteristics of places and regions including the interrelationships among components of Earth's physical systems.
7.2.B	Analyze the significance of physical processes in shaping the character of places and regions.
7.3.A	Analyze the significance of human activity in shaping places and regions by their cultural characteristics.
7.3.B	Analyze the significance of human activity in shaping places and regions by their cultural characteristics
7.3.C	Analyze the significance of human activity in shaping places and regions by their settlement characteristics.
7.3.D	Analyze the significance of human activity in shaping places and regions by their economic characteristics
7.3.E	Analyze the significance of human activity in shaping places and regions by their political characteristics
7.4.A	Analyze the impacts of physical systems on people.
7.4.B	Analyze the impacts of people on physical systems.
8.1.A	Evaluate chronological thinking
8.1.B	Synthesize and evaluate historical sources
8.1.C	Evaluate historical interpretation of events.
8.1.D	Synthesize historical research.
8.4.A	Evaluate the significance of individuals and groups who made major political and cultural contributions to world history since 1450.

Important Standards Addressed in the Unit

8.4.C	Evaluate how continuity and change throughout history have impacted belief systems and religious, commerce and industry, innovations, settlement patterns, social
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	organization, transportation and roles of women since 1450.
8.4.D	Evaluate how conflict and cooperation among social groups and organization impacted world history from 1450 to present in Africa, Americas, Asia, and Europe.

Misconceptions <ol style="list-style-type: none"> 1. All of Japan is advanced, modern. 2. Students think of Japan as a one island nation. 3. Japan is a serious economic competitor to the U.S. 		Proper Conceptions <ol style="list-style-type: none"> 1. Both modern and traditional aspects of Japan exist and are important to its cultural identity. 2. Japan is an archipelago of around 400 islands. 3. Japan may seem like a serious economic competitor to the U.S. especially in the 1980s, but that "threat" to America soon disappeared because Japan, after all, has been a <i>de facto</i> U.S. "colony" since the end of WWII. There is still a substantial American military presence in Japan today.
Concepts <ul style="list-style-type: none"> • Map locations • How nature shapes a region • Historical events • Historical interpretation • Political and cultural contributions to world history • Belief systems, innovations, social organizations. 	Competencies <ul style="list-style-type: none"> • Locate and identify a specific list of physical characteristics for each country or region and write three examples of how they interrelate with each other. • Give examples of how the forces of nature have influenced the shaping and character of each country or region. • Identify a series of historical events for the region and list them in their proper order of occurrence on a timeline. • List and describe at least two points of view of historical interpretation for each country and region, then cite their own personal evaluation of these interpretations. • Identify the accomplishments of individuals and groups of each country and region and evaluate their political and cultural contributions to world history by answering a series of matching questions and essays. • Identify a series of characteristics for each country and region concerning how belief systems and religion, commerce and industry, innovations, settlement patterns, social organization, transportation and roles of women since 1450 have been impacted by continuity and change throughout history. 	Vocabulary Archipelago, Pacific Rim, Modernization, Relative location, Trade imbalance, Samurai, Feudalism, Shogun, clan, Bushido, Meiji Restoration, Zaibatsu, Militarism, Hirohito, Pacifism, Homogenous society, Zen Buddhism, Shinto, Haiku, Kabuki, No Play, Origami, cultural convergence, acculturation

Assessments

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Test/quizzes-Periodic quizzes and tests within the unit

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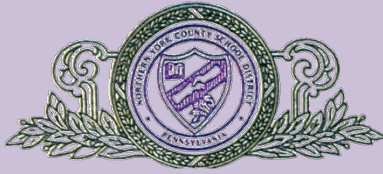
- Writing skills-English
 - Reading skills-English
 - Research process-using technology
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Additional Resources:

1. <http://harrisburgpatriotnews.pa.newsmemory.com/nie.php>
 2. glencoe.com/ose (Student pass code D42005E9EB)
 3. <http://glencoe.com/>
 4. <http://www.discoveryeducation.com>
 5. History channel DVD “ Mankind The Story of us All”
 6. <http://www.history.com/images/media/pdf/MankindClassroomGuide.pdf>
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Created By:

Fred DeLuca and Dave Ramsey



Course: World Cultures

Grade 10 / Unit 2

Subject	Grade	Unit	Suggested Timeline
Academic World Cultures	10	East Asia: North and South Korea	2-3 weeks

Grade Level Summary

To understand North and South Korean cultures you have to see the connections of both countries to the surrounding region. The cultures of the Koreas have been influenced mostly by China and Japan. While South Korea is more engaged in the world market, North Korea is more isolated as it develops its military and instigates world controversy.

Grade Level Units

- Unit 1-Introduction
- Unit 2- East Asia: China, Japan, North and South Korea
- Unit 3-South Asia
- Unit 4- Southeast Asia
- Unit 5- Russia and the former Republics
- Unit 6- Middle East
- Unit 7- Sub Sahara Africa
- Unit 8-Latin America

Unit Title

North and South Korea

Unit Overview

North and South Korea shared similar histories but are moving in very different directions. Little is known about North Korea in the United States, or in the world for that matter; except for the rare but striking news story about its international terrorism, the nuclear arms threat, and the devastating famine of recent years, nothing substantial is known about North Korea. This is due to the nation's strict closed-country policy: not many outsiders have visited there and not many North Koreans have traveled to the outside world. Most South Koreans in urban areas live in high-rise, multi-story dwellings. Most homes are built of concrete. Houses are generally built low with small rooms. In order to keep out the cold, there are few doors and windows. Health care in Korea has improved substantially since the 1950s. Average life expectancy has risen from fifty-three to seventy-one years. Traditional causes of death, such as tuberculosis and pneumonia, have been replaced by conditions more typical of industrialized societies.

Unit Essential Questions

1. What are some geographic features of the Korean Peninsula that have influenced Korean culture?
2. What led to the division of Korea and causes of cultural divergence experienced in the Koreas?
3. How has the ethnically homogeneous population influenced population patterns in North and South Korea?
4. How is education different in North Korea and South Korea?

Key Understandings

1. Its proximity to China and Japan.
2. The United States and Communist backing of each side after World War II. Though once united, North Korea and South Korea have experienced cultural divergence, growing apart of their cultures, because of their distinctly different political and economic systems.
3. Both made up of primarily Koreans, each country's politics and economies have diverged, causing many people to migrate to South Korea or other countries to escape communism and seek political and economic freedom.
4. The goal of education in North Korea is to teach communist ideology while South Koreans see education as a key to success, respect, and power. Education is the most important aspect of South Korean culture, a value that finds its roots in Confucianism.

Focus Standards Addressed in the Unit	
7.1.A	Analyze data and issues from a special perspective using the appropriate geographic tools
7.1.B	Analyze the location of places and regions
7.2.A	Analyze the physical characteristics of places and regions including the interrelationships among components of Earth's physical systems.
7.2.B	Analyze the significance of physical processes in shaping the character of places and regions.
7.3.A	Analyze the significance of human activity in shaping places and regions by their cultural characteristics.
7.3.B	Analyze the significance of human activity in shaping places and regions by their cultural characteristics
7.3.C	Analyze the significance of human activity in shaping places and regions by their settlement characteristics.
7.3.D	Analyze the significance of human activity in shaping places and regions by their economic characteristics
7.3.E	Analyze the significance of human activity in shaping places and regions by their political characteristics
7.4.A	Analyze the impacts of physical systems on people.
7.4.B	Analyze the impacts of people on physical systems.
8.1.A	Evaluate chronological thinking
8.1.B	Synthesize and evaluate historical sources
8.1.C	Evaluate historical interpretation of events.
8.1.D	Synthesize historical research.
8.4.A	Evaluate the significance of individuals and groups who made major political and cultural contributions to world history since 1450.

Important Standards Addressed in the Unit	
7.1.A	Analyze data and issues from a special perspective using the appropriate geographic tools
7.1.B	Analyze the location of places and regions

Misconceptions North and South Korea are economically similar.		Proper Conceptions North and South Korea have very different economies. North Korea is relatively poor in comparison to South Korea. South Korea is prosperous, modern and has many trade partners, whereas North Korea is backwards and cut off from much world trade.
Concepts <ul style="list-style-type: none"> Map locations How nature shapes a region 	Competencies <ul style="list-style-type: none"> Locate and identify a specific list of physical characteristics for each country or region and write three examples of how they interrelate with each 	Vocabulary Cultural divergence, demilitarized zone (DMZ), ideology,

<ul style="list-style-type: none"> • Historical events • Historical interpretation • Political and cultural contributions to world history • Belief systems, innovations, social organizations. 	<p>other.</p> <ul style="list-style-type: none"> • Give examples of how the forces of nature have influenced the shaping and character of each country or region. • Identify a series of historical events for the region and list them in their proper order of occurrence on a timeline. • List and describe at least two points of view of historical interpretation for each country and region, then cite their own personal evaluation of these interpretations. • Identify the accomplishments of individuals and groups of each country and region and evaluate their political and cultural contributions to world history by answering a series of matching questions and essays. • Identify a series of characteristics for each country and region concerning how belief systems and religion, commerce and industry, innovations, settlement patterns, social organization, transportation and roles of women since 1450 have been impacted by continuity and change throughout history. 	<p>gunboat diplomacy, isolationism, Hermit Kingdom, annex</p>
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Assessments

Homework – Occasional homework assignments will be given to reinforce classroom concepts. Homework will be graded for completeness and will be used to formatively assess if additional instruction is needed.

Notebook Checks – Students will maintain a formal notebook to document their work throughout the unit. Periodic checks will assess students’ textbook and other assigned readings.

Test/quizzes-Periodic quizzes and tests within the unit

Review Game- periodic review game strategies will be used to highlight important concepts.

Class Discussion- Question and answer format will often be applied to assess students daily on concepts from the unit and correct any misunderstandings.

Suggested Strategies to Support Design of Coherent Instruction

Charlotte Danielson’s Framework for Teaching: Domain 3 Instruction

3a *Communicating with students* – Direct instruction coordinating lectures, power points , group activities, and technology

3b *Questioning/discussion techniques* – Classroom debate of controversial issues and consistently assigning relevance to topics

3c *Engaging students in learning* – Varied activities, movement, student involvement (role plays, “what if” scenarios, etc.)

3d *Using assessment in instruction* – Interpretation of photos, maps, and other visuals, in-class writing assignments, quizzes

3e *Flexibility and responsiveness* – Acquisition of new information and willingness to guide student led discussion and activities

Differentiation:

- Provide graphic organizers
 - Provide multiple concrete examples
 - Break extended assignments into smaller identifiable parts with checkpoints along the way
 - Pair stronger students with struggling students for peer assistance
-

Interdisciplinary Connections:

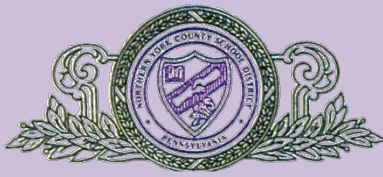
- Writing skills-English
 - Reading skills-English
 - Research process-using technology
-

Additional Resources:

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Course: World Cultures

Grade 10 / Unit 3

Subject	Grade	Unit	Suggested Timeline
Academic World Cultures	10	South Asia	4 weeks

Grade Level Summary

Human beings create, learn, share, and adapt to culture. The study of culture examines the socially transmitted beliefs, values, institutions, behaviors, traditions and way of life of a group of people; it also encompasses other cultural attributes and products, such as language, literature, music, arts and artifacts, and foods. Students come to understand that human cultures exhibit both similarities and differences, and they learn to see themselves both as individuals and as members of a particular culture that shares similarities with other cultural groups, but is also distinctive. In a multicultural, democratic society and globally connected world, students need to understand the multiple perspectives that derive from different cultural vantage points.

Grade Level Units

Unit 1-Introduction

Unit 2- East Asia: China, Japan, North and South Korea

Unit 3-South Asia

Unit 4- Southeast Asia

Unit 5- Russia and the former Republics

Unit 6- Middle East

Unit 7- Sub Sahara Africa

Unit 8-Latin America

Unit Title

South Asia

Unit Overview

South Asia is an excellent place for studying human-environment interaction. The monsoon winds, with summer rain, have fueled agriculture for centuries. As well it has one of the largest and most diverse populations on Earth, some of the world's highest mountains, and the birthplace of two world religions, Hinduism and Buddhism.

Unit Essential Questions

1. What are the major geographical regions of India and what physical features and natural resources define this region?
2. How have the various regions and climates helped shape the culture of the region?
3. What are the various ethnic, religious, and linguistic groups of South Asia?
4. What are the roots, beliefs, and practices of Hinduism, Buddhism, Sikhism, and Jainism?
5. What ancient civilizations/ empires once inhabited and controlled the region and what are the major contributions of each?
6. How did the European powers, specifically the British, impact the region politically, economically and socially? How were the people of India able to gain independence from the British Empire?
7. How has the issue of Kashmir impacted the relations of India and Pakistan and what are the various conflicts that have occurred over the

Key Understandings

1. India can be divided into five regions. They are the northern mountains, Indo Gangetic Plain, the peninsular plateau, Thar Desert and the coastal plains.
2. India's culture has been shaped by the Himalaya's and other mountain ranges and the monsoon winds.
3. The population is very diverse but the majority fall within two large groups, Indo-Aryan and Dravidian. The major religions of regions, Islam, Hinduism, and Buddhism are the three largest religions of the world after Christianity.
4. The roots of the regions religions come from the ancient Dravidian text the Rig Veda.
5. The Indus Valley Civilization, which spread and flourished in the northwestern part of the Indian subcontinent in present-day Pakistan and northwest India, was the first major civilization in South Asia.
6. The people of India benefited and were harmed

<p>region?</p> <p>8. How have women of India been treated in the past and what is their status today?</p>	<p>by the British Colonial rule. Independence came through the Sepoy Rebellion, the Indian National Congress and the nonviolent work of Mohandas Gandhi. The work of these various movements led ultimately to the Indian Independence Act 1947.</p> <p>7. Since their independence, the two countries have fought four wars, and have been involved in numerous skirmishes. The Kashmir dispute is the main point of all of these conflicts with the exception of the Indo-Pakistan War of 1971, which resulted in the secession of Bangladesh.</p> <p>8. Traditions such as Sati, are still found in remote parts of India. Purdah is still practiced by Indian women in some communities. Child marriage remains common in rural areas, although it is illegal under current Indian law.</p>
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Focus Standards Addressed in the Unit

7.1.A	Analyze data and issues from a special perspective using the appropriate geographic tools
7.1.B	Analyze the location of places and regions
7.2.A	Analyze the physical characteristics of places and regions including the interrelationships among components of Earth's physical systems.
7.2.B	Analyze the significance of physical processes in shaping the character of places and regions.
7.3.A	Analyze the significance of human activity in shaping places and regions by their cultural characteristics.
7.3.B	Analyze the significance of human activity in shaping places and regions by their cultural characteristics
7.3.C	Analyze the significance of human activity in shaping places and regions by their settlement characteristics.
7.3.D	Analyze the significance of human activity in shaping places and regions by their economic characteristics
7.3.E	Analyze the significance of human activity in shaping places and regions by their political characteristics
7.4.A	Analyze the impacts of physical systems on people.
7.4.B	Analyze the impacts of people on physical systems.
8.1.A	Evaluate chronological thinking
8.1.B	Synthesize and evaluate historical sources
8.1.C	Evaluate historical interpretation of events.
8.1.D	Synthesize historical research.
8.4.A	Evaluate the significance of individuals and groups who made major political and cultural contributions to world history since 1450.

Important Standards Addressed in the Unit

8.4.C	Evaluate how continuity and change throughout history have impacted belief systems and religious, commerce and industry, innovations, settlement patterns, social organization, transportation and roles of women since 1450.
8.4.D	Evaluate how conflict and cooperation among social groups and organization impacted world history from 1450 to present in Africa, Americas, Asia, and Europe.

Misconceptions

1. All people of India are vegetarians
2. India is the birthplace of Buddha.
3. Everyone in India speaks Hindi or English.
4. Everyone in India is poor or hungry.

Proper Conceptions

1. Sheep, chicken, and fish are all commonly eaten in India.
 2. The Buddha was actually born in Nepal.
 3. Hindi and English are the two most common languages, but hundreds of millions of people don't speak either language.
 4. There is financial poverty in India, but it's not as bad as you may think.
-

Concepts

- Map locations
- How nature shapes a region
- Historical events
- Historical interpretation
- Political and cultural contributions to world history
- Belief systems, innovations, social organizations.

Competencies

- Locate and identify a specific list of physical characteristics for each country or region and write three examples of how they interrelate with each other.
- Give examples of how the forces of nature have influenced the shaping and character of each country or region.
- Identify a series of historical events for the region and list them in their proper order of occurrence on a timeline.
- List and describe at least two points of view of historical interpretation for each country and region, then cite their own personal evaluation of these interpretations.
- Identify the accomplishments of individuals and groups of each country and region and evaluate their political and cultural contributions to world history by answering a series of matching questions and essays.
- Identify a series of characteristics for each country and region concerning how belief systems and religion, commerce and industry, innovations, settlement patterns, social organization, transportation and roles of women since 1450 have been impacted by continuity and change throughout history.

Vocabulary

Indo-Gangetic Plain, Deccan Plateau, Thar Desert, Monsoon, Subcontinent, Sanskrit, Brahman, Karma, Dharma, Caste System, Social stratification, Population density, Population explosion, Irredentism, Puja, Vedas, Ahimsa, Bodhisattva, Nirvana, Stupa, Aryans, Mauryan Empire, Mogul Empire, East India Company, Sepoy Rebellion, Amritsar Massacre, Satyagraha, Civil Disobedience, Salt March, Partition, Mahatma, Kashmir, Sati, Purdah, Panchayat, Varna,

Assessments

Homework – Occasional homework assignments will be given to reinforce classroom concepts. Homework will be graded for completeness and will be used to formatively assess if additional instruction is needed.

Notebook Checks – Students will maintain a formal notebook to document their work throughout the unit. Periodic checks will assess students' textbook and other assigned readings.

Test/quizzes-Periodic quizzes and tests within the unit

Review Game- periodic review game strategies will be used to highlight important concepts.

Class Discussion- Question and answer format will often be applied to assess students daily on concepts from the unit and correct any misunderstandings.

Suggested Strategies to Support Design of Coherent Instruction

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3b *Questioning/discussion techniques* – Classroom debate of controversial issues and consistently assigning relevance to topics

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3d *Using assessment in instruction* – Interpretation of photos, maps, and other visuals, in-class writing assignments, quizzes

3e *Flexibility and responsiveness* – Acquisition of new information and willingness to guide student led discussion and activities

Differentiation:

- Provide graphic organizers
 - Provide multiple concrete examples
 - Break extended assignments into smaller identifiable parts with checkpoints along the way
 - Pair stronger students with struggling students for peer assistance
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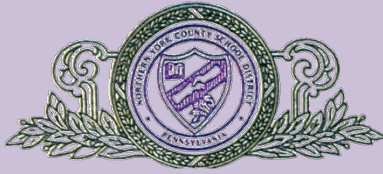
Interdisciplinary Connections:

- Writing skills-English
 - Reading skills-English
 - Research process-using technology
-

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Created By: Fred Deluca and Dave Ramsey



Course: World Cultures

Grade 10 / Unit 4

Subject	Grade	Unit	Suggested Timeline
Academic World Cultures	10	Unit 4 Southeast Asia	2 Weeks

Grade Level Summary

Human beings create, learn, share, and adapt to culture. The study of culture examines the socially transmitted beliefs, values, institutions, behaviors, traditions and way of life of a group of people; it also encompasses other cultural attributes and products, such as language, literature, music, arts and artifacts, and foods. Students come to understand that human cultures exhibit both similarities and differences, and they learn to see themselves both as individuals and as members of a particular culture that shares similarities with other cultural groups, but is also distinctive. In a multicultural, democratic society and globally connected world, students need to understand the multiple perspectives that derive from different cultural vantage points.

Grade Level Units

- Unit 1-Introduction
- Unit 2- East Asia: China, Japan, North and South Korea
- Unit 3-South Asia
- Unit 4- Southeast Asia
- Unit 5- Russia and the former Republics
- Unit 6- Middle East
- Unit 7- Sub Sahara Africa
- Unit 8-Latin America

Unit Title

Southeast Asia

Unit Overview

The Vietnam War was a tragic and difficult time for Southeast Asians. Images of that war have not enabled people to see Southeast Asia as a dynamic area, rich in human and natural resources. The people of Southeast Asia who had looked inward for so long are now looking outward for economic relations with China, Japan, Australia, Western Europe, the United States, and Southwest Asia. Where history and natural environment have put up some barriers to modern development today, human spirit is strong in the region and modern cities such as Singapore, Manila, Kuala Lumpur, and Jakarta announce connections with the rest of the world through their productive factories.

Unit Essential Questions

1. How have the nations of Southeast Asia been shaped by geography, culture, economics, and history?
2. What are the various ethnic, religious, and linguistic groups of Southeast Asia?
3. How does the climate and geography of Southeast Asia impact the nations of the region?
4. What impact has globalization had on Southeast Asia?
5. What problems did the nations of Southeast Asia face upon independence?
6. How did the European powers impact Southeast Asia politically, economically, and socially?

Key Understandings

1. Geographically it is located on the Pacific Ring of Fire. South Asia carried on trade with Southeast Asia. From India Hinduism spread to Southeast Asia and Buddhism spread throughout Asia, while Islam was introduced into South Asia from Persia and Central Asia. The traditional Western viewpoint identified Western Civilization with the Western Christian (Catholic-Protestant) countries and culture.
2. The region has been greatly influenced by the cultures and religions of neighboring region of India and China. The culture of Southeast Asian nations is diverse, ranged from tribal culture to sophisticated civilizations that created architectural wonders such as the Angkor Wat and Borobudur.
3. Southeast Asia can be divided into two regions. The first is the mainland made up of peninsulas. The second island Southeast Asia is comprised of approximately 20,000 islands. The two regions are

	<p>separated by mountains. The island portion was known for the Strait of Mallaca, whoever controlled the strait controlled the richest trading route in Asia. The rice paddies of Southeast Asia depend on the seasonal monsoon, and many areas do not have adequate irrigation systems or hydroelectric power plants.</p> <ol style="list-style-type: none"> 4. The impact of globalization on Southeast Asia is complex. In some ways the impact has been positive: economic integration has reduced the potential for conflict, particularly in Southeast Asia. Nevertheless, globalization may give rise to new security concerns, and aggravate existing tensions. 5. Independence was achieved only after revolution. A few newly independent countries acquired stable governments almost immediately; others were ruled by dictators or military juntas for decades, or endured long civil wars. Some European governments welcomed a new relationship with their former colonies; others contested decolonization militarily. The process of decolonization coincided with the new Cold War between the Soviet Union and the United States. 6. European travelers did not only have economic relations with Southeast Asians but also imposed their political, and in some cases, cultural, domination over Southeast Asian peoples and territories. Hence, European colonialism covered a large chunk of Southeast Asian history.
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Focus Standards Addressed in the Unit	
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7.1.B	Analyze the location of places and regions
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7.2.B	Analyze the significance of physical processes in shaping the character of places and regions.
7.3.C	Analyze the significance of human activity in shaping places and regions by their settlement characteristics.
7.3.D	Analyze the significance of human activity in shaping places and regions by their economic characteristics
7.4.A	Analyze the impacts of physical systems on people.
8.1.A	Evaluate chronological thinking

Important Standards Addressed in the Unit	
8.4.A	Evaluate the significance of individuals and groups who made major political and cultural contributions to world history since 1450.
8.4.B	Evaluate historical documents, material artifacts and historic sites important to world history since 1450.

8.4.C	Evaluate how continuity and change throughout history have impacted belief systems and religious, commerce and industry, innovations, settlement patterns, social organization, transportation and roles of women since 1450.
8.4.D	Evaluate how conflict and cooperation among social groups and organization impacted world history from 1450 to present in Africa, Americas, Asia, and Europe.

Misconceptions		Proper Conceptions
<ol style="list-style-type: none"> Most Muslims live in the Middle East. Most Southeast Asians live in rural areas 		<ol style="list-style-type: none"> Over 1 billion Muslims live in Asia predominantly in Southeast Asia Today Southeast Asia is experiencing urbanization at one of the highest rates in the world.
Concepts	Competencies	Vocabulary
<ul style="list-style-type: none"> Map locations How nature shapes a region Historical events Historical interpretation Political and cultural contributions to world history Belief systems, innovations, social organizations. 	<ul style="list-style-type: none"> Locate and identify a specific list of physical characteristics for each country or region and write three examples of how they interrelate with each other. Give examples of how the forces of nature have influenced the shaping and character of each country or region. Identify a series of historical events for the region and list them in their proper order of occurrence on a timeline. List and describe at least two points of view of historical interpretation for each country and region, then cite their own personal evaluation of these interpretations. Identify the accomplishments of individuals and groups of each country and region and evaluate their political and cultural contributions to world history by answering a series of matching questions and essays. Identify a series of characteristics for each country and region concerning how belief systems and religion, commerce and industry, innovations, settlement patterns, social organization, transportation and roles of women since 1450 have been impacted by continuity and change throughout history. 	Tsunami, Buffer zone, Irredenta, State boundaries, Overseas Chinese, Archipelago, Domino theory, Transmigration, Viet Minh, Tet Offensive, Ho Chi Minh Trail, Green Revolution,

Assessments

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3d *Using assessment in instruction* – Interpretation of photos, maps, and other visuals, in-class writing assignments, quizzes

3e *Flexibility and responsiveness* – Acquisition of new information and willingness to guide student led discussion and activities

Differentiation:

- Provide graphic organizers
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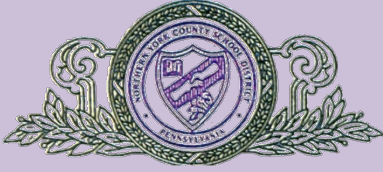
Interdisciplinary Connections:

- Writing skills-English
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 - Research process-using technology
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Created By: Fred DeLuca and Dave Ramsey



Academic World Cultures

Grade 10 / Unit 5

Subject	Grade	Unit	Suggested Timeline
Academic World Cultures	10	Russia and the former Republics	5 weeks

Grade Level Summary

Russia is unified by its people. Though the region is home to dozen of ethnic groups, more than two-thirds of the people are ethnic Russians. They share a common language and a common history, including a long tradition of strong central government. For most of the 1900's Russia was part of the Soviet Union, led by Communist dictators and having a government controlled economy. In the early 1990's, the Soviet Union dissolved, and the Russians adopted democracy and a market economy. The transition to this new way of life has not been smooth, however.

Grade Level Units

Unit 1-Introduction

Unit 2- East Asia: China, Japan, North and South Korea

Unit 3-South Asia

Unit 4- Southeast Asia

Unit 5- Russia and the former Republics

Unit 6- Middle East

Unit 7- Sub Sahara Africa

Unit 8-Latin America

Unit Title

Russia and the former Republics

Unit Overview

Russia is the largest country in the world in land area and one of the most diverse geographic regions. Russia covers 11 time zones, reaching from Europe to the Asian Pacific. It spans the globe from the Arctic Circle to the warm Mediterranean Climate of the Black Sea and is rich in natural resources and culture. For most of the last century, Russia was part of the Soviet Union. Ruled by a Communist government, the Soviet Union challenged the United States and other democracies for global influence. Then the Soviet Union collapsed, and Russia emerged as an independent republic. Now Russia is struggling to build a stable government and economy. Because Russia is a key player in world affairs, its success or failure will affect your world in the years to come.

Unit Essential Questions

1. What geographic features are found in the Russia?
2. How has geography and climate impacted Russian Society?
3. How and why did the Russian state come to embrace a tsarist government?
4. What impact did the tsars have on the development of Russian society?
5. By the late 1800s, what events led to the overthrow of the tsar?
6. How did the Bolsheviks gain power of Russia and what were their goals,
7. What goals did Stalin have for communist Russia and what problems did he encounter?
8. How did communism change Soviet society?
9. What issues divided the Soviet Union and the West during the cold war?

Key Understandings

1. There are vast river systems, and the Ural Mountains, which is one of the world's oldest ranges.
2. Russia's geographic features have made it a harsh land facing constant invasions. As a result, Russians have historically been torn between wanting foreign ideas, and a suspicion of foreigners by the threat of invasions.
3. Kievan Rus' disintegrated as a state because of the Mongol invasion of Rus'. After the 13th century, Moscow became a cultural center. The land was ruled by a nobility called Boyars from the 10th through the 17th centuries, and then was ruled by an emperor called the "Tsar". Tsar Ivan III laid the groundwork for the empire that later emerged.
4. Economically it was rural with low productivity on large estates worked by serfs, until they were freed in 1861. The economy slowly

<p>10. What reforms to the Soviet system did Mikhail Gorbachev make and were those reforms successful? What challenges do Russia and the other former Soviet republics face today?</p>	<p>industrialized with the help of foreign investments in railways and factories.</p> <p>5. The Tsars were unable to deal with the pressures of popular dissatisfaction. The Tsar tried to divert attention away from internal problems by launching imperialist wars. The wars were disastrous, and led the country into revolution.</p> <p>6. The Bolsheviks established themselves as opposing involvement in WWI. The Bolshevik workers united and fought against the military. Now that the Bolsheviks had the support of the workers, they were able to win the important elections. Their main goal was to create a socialist state.</p> <p>7. After Lenin's death in January of 1924, Stalin's infamous Five-Year Plans were instilled upon the Soviet Union. Rapid industrialization was accompanied with mass collectivization of agriculture and rapid urbanization.</p> <p>8. Communism completely changed Soviet Society from a stratified, aristocratic Imperial country. The new society was more mobile and less stratified, although there were distinct social groups.</p> <p>9. Tensions between the United States and the Soviet Union became especially strained over the issue of Germany. Disagreements between the Soviet Union and the Western Allies soon arose over their respective occupation policies and the matter of reparations. The crisis also provided the catalyst for the Western countries in 1949 to form the North Atlantic Treaty Organization (NATO), a collective security system designed to use conventional armies and nuclear weapons to offset Soviet forces. Later the Soviet Union and Red China funded and supported opposed political parties, militias, and states, While the United States funded groups in opposition to these.</p> <p>10. His efforts to democratize his country's political system and decentralize its economy led to the downfall of communism and the breakup of the Soviet Union in 1991.</p>
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Focus Standards Addressed in the Unit

7.1.A	Analyze data and issues from a special perspective using the appropriate geographic tools
7.1.B	Analyze the location of places and regions
7.2.A	Analyze the physical characteristics of places and regions including the interrelationships among components of Earths physical systems.
7.2.B	Analyze the significance of physical processes in shaping the character of places and regions.

7.3.A	Analyze the significance of human activity in shaping places and regions by their cultural characteristics.
7.3.B	Analyze the significance of human activity in shaping places and regions by their cultural characteristics
7.3.C	Analyze the significance of human activity in shaping places and regions by their settlement characteristics.
7.3.D	Analyze the significance of human activity in shaping places and regions by their economic characteristics
7.3.E	Analyze the significance of human activity in shaping places and regions by their political characteristics
7.4.A	Analyze the impacts of physical systems on people.
7.4.B	Analyze the impacts of people on physical systems.
8.1.A	Evaluate chronological thinking
8.1.B	Synthesize and evaluate historical sources
8.1.C	Evaluate historical interpretation of events.
8.1.D	Synthesize historical research.
8.4.A	Evaluate the significance of individuals and groups who made major political and cultural contributions to world history since 1450.

Important Standards Addressed in the Unit

8.4.C	Evaluate how continuity and change throughout history have impacted belief systems and religious, commerce and industry, innovations, settlement patterns, social organization, transportation and roles of women since 1450.
8.4.D	Evaluate how conflict and cooperation among social groups and organization impacted world history from 1450 to present in Africa, Americas, Asia, and Europe.

Misconceptions

1. Students think Russia is still a communist state.
2. Students feel all Russians hate Americans
3. Students think everyone in Russia is Russian.

Proper Conceptions

1. The largest and ruling party is not communist
2. The majority of Russians have a favorable view of Americans
3. There are over 185 different ethnic groups in Russia

Concepts

- Map locations
- How nature shapes a region
- Historical events
- Historical interpretation
- Political and cultural contributions to world history
- Belief systems, innovations, social organizations.

Competencies

- Locate and identify a specific list of physical characteristics for each country or region and write three examples of how they interrelate with each other.
- Give examples of how the forces of nature have influenced the shaping and character of each country or region.
- Identify a series of historical events for the region and list them in their proper order of occurrence on a timeline.
- List and describe at least two points of view of historical interpretation for each country and region, then cite their own personal evaluation of these interpretations.
- Identify the accomplishments of individuals and groups of each country and region and evaluate

Vocabulary

Tundra, Taiga, Permafrost, Russification, Federation, Command Economy, Oligarchy, Collectivize, Tsar, Autocrat, Cyrillic, Serfdom, Steppe, Five Year Plan, Bolshevik, Soviet, Cold War, dissident, Collectivization, bureaucracy, Perestroika, Glasnost, Chechnya, Vladimir Putin, Boris Yeltsin, Ethnic separatism,

	<p>their political and cultural contributions to world history by answering a series of matching questions and essays.</p> <ul style="list-style-type: none"> • Identify a series of characteristics for each country and region concerning how belief systems and religion, commerce and industry, innovations, settlement patterns, social organization, transportation and roles of women since 1450 have been impacted by continuity and change throughout history. 	
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Assessments

Homework – Occasional homework assignments will be given to reinforce classroom concepts. Homework will be graded for completeness and will be used to formatively assess if additional instruction is needed.

Notebook Checks – Students will maintain a formal notebook to document their work throughout the unit. Periodic checks will assess students’ textbook and other assigned readings.

Test/quizzes-Periodic quizzes and tests within the unit

Review Game- periodic review game strategies will be used to highlight important concepts.

Class Discussion- Question and answer format will often be applied to assess students daily on concepts from the unit and correct any misunderstandings.

Suggested Strategies to Support Design of Coherent Instruction

Charlotte Danielson’s Framework for Teaching: Domain 3 Instruction

3a *Communicating with students* – Direct instruction coordinating lectures, power points , group activities, and technology

3b *Questioning/discussion techniques* – Classroom debate of controversial issues and consistently assigning relevance to topics

3c *Engaging students in learning* – Varied activities, movement, student involvement (role plays, “what if” scenarios, etc.)

3d *Using assessment in instruction* – Interpretation of photos, maps, and other visuals, in-class writing assignments, quizzes

3e *Flexibility and responsiveness* – Acquisition of new information and willingness to guide student led discussion and activities

Differentiation:

- Provide graphic organizers
- Provide multiple concrete examples
- Break extended assignments into smaller identifiable parts with checkpoints along the way
- Pair stronger students with struggling students for peer assistance

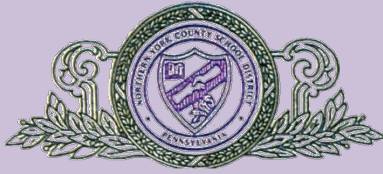
Interdisciplinary Connections:

- Writing skills-English
- Reading skills-English
- Research process-using technology

Additional Resources:

1. <http://harrisburgpatriotnews.pa.newsmemory.com/nie.php>
2. glencoe.com/ose (Student pass code D42005E9EB)
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5. History channel DVD “Mankind The Story of us All”
6. <http://www.history.com/images/media/pdf/MankindClassroomGuide.pdf>

Created By: Fred DeLuca and Dave Ramsey



Academic World Cultures

Grade 10 / Unit 6

Subject	Grade	Unit	Suggested Timeline
Academic World Cultures	10	Middle East	3 weeks

Grade Level Summary

Human beings create, learn, share, and adapt to culture. The study of culture examines the socially transmitted beliefs, values, institutions, behaviors, traditions and way of life of a group of people; it also encompasses other cultural attributes and products, such as language, literature, music, arts and artifacts, and foods. Students come to understand that human cultures exhibit both similarities and differences, and they learn to see themselves both as individuals and as members of a particular culture that shares similarities with other cultural groups, but is also distinctive. In a multicultural, democratic society and globally connected world, students need to understand the multiple perspectives that derive from different cultural vantage points.

Grade Level Units

Unit 1-Introduction

Unit 2- East Asia: China, Japan, North and South Korea

Unit 3-South Asia

Unit 4- Southeast Asia

Unit 5- Russia and the former Republics

Unit 6- Middle East

Unit 7- Sub Sahara Africa

Unit 8-Latin America

Unit Title

Middle East

Unit Overview

The countries of this unit are predominately desert or dry steppe areas, and water is important to life. Water for municipal use, irrigation, recreation, and for generating power. Maintaining an adequate supply of water is complicated by the fact that these countries have some of the highest population growth rates in the world. The desperate need for water is going to increase in the future. Other issues of this region include the Arab-Israeli conflict, how important oil and gas deposits and their production are to Middle Eastern countries and the industrialized world,

Unit Essential Questions

1. What are the political and physical features of the Middle East?
2. How have the various climates and terrain helped shape the lives of those who live in the Middle East?
3. How have the major religions of the region evolved both interdependently and dependently from one another?
4. How do the beliefs and practices of each faith compare and contrast to one another?
5. What impact have the major European powers had on the people and nations of the Middle East?
6. How have past events shaped the modern Arab-Israeli conflict?
7. What is Islamic Fundamentalism and how has it shaped some of the modern conflicts within the Middle East and the world?

Key Understandings

1. The desert of the Arabian Peninsula is so inhospitable that it has been given the name "The Empty Quarter." Other deserts exist throughout the region. In areas such as the Tigris-Euphrates river system, the Jordan River, and along the Mediterranean coast, agriculture is abundant. Mountain ranges exist throughout the region. Between the mountains, high plateaus are common.
2. People have struggled to live in deserts and the surrounding semi-arid lands for millennia. Nomads have moved their flocks and herds to wherever grazing is available and oases have provided opportunities for a more settled way of life.
3. Judaism regards itself as the religion of the descendants of Abraham. Christianity began as a sect of Judaism. The Islamic faith considers all

<p>8. How have the scarcity and availability of specific resources greatly impacted the Middle East?</p> <p>9. What role has the United States played in the Middle East?</p>	<p>Prophets from Adam through the final messenger (Muhammad) to carry the same Islamic monotheistic principles.</p> <p>4. It is important to realize that there are many different traditions within Islam, Judaism and Christianity. Thus, one can precisely compare and contrast traditions on a individual basis</p> <p>5. Prior to the discovery of oil, the region had been a hotbed for religious conflict and wars over other rich resources and land. Today influence and involvement in the Middle East has been of paramount importance for the former and current imperial and super powers, including France, Britain, USA and the former Soviet Union.</p> <p>6. The Arab–Israeli conflict is a modern phenomenon, which became a major international issue with the birth of Israel in 1948. The Arab–Israeli conflict has resulted in at least five major wars and a number of minor conflicts.</p> <p>7. The modern Islamic fundamentalist movements have their origins in the late 19th century. Islamic fundamentalism's push for an Islamic State has come into conflict with conceptions of the secular, democratic states.</p> <p>8. The world's most water stressed region is the Middle East.</p> <p>9. American policy during the Cold War tried to prevent Soviet Union influence by supporting anti-communist regimes and backing Israel against Soviet-sponsored Arab countries. Their objective became ensuring Western access to Gulf oil. Since the 9/11 attacks of 2001, U.S. policy has included an emphasis on counter-terrorism.</p>
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Focus Standards Addressed in the Unit

7.1.A	Analyze data and issues from a special perspective using the appropriate geographic tools
7.1.B	Analyze the location of places and regions
7.2.A	Analyze the physical characteristics of places and regions including the interrelationships among components of Earth's physical systems.
7.2.B	Analyze the significance of physical processes in shaping the character of places and regions.
7.3.C	Analyze the significance of human activity in shaping places and regions by their settlement characteristics.
7.3.D	Analyze the significance of human activity in shaping places and regions by their economic characteristics
7.4.A	Analyze the impacts of physical systems on people.
8.1.A	Evaluate chronological thinking

Important Standards Addressed in the Unit

8.4.A	Evaluate the significance of individuals and groups who made major political and cultural contributions to world history since 1450.
8.4.B	Evaluate historical documents, material artifacts and historic sites important to world history since 1450.
8.4.C	Evaluate how continuity and change throughout history have impacted belief systems and religious, commerce and industry, innovations, settlement patterns, social organization, transportation and roles of women since 1450.
8.4.D	Evaluate how conflict and cooperation among social groups and organization impacted world history from 1450 to present in Africa, Americas, Asia, and Europe.

Misconceptions

1. All Muslims are terrorists
2. Jihad means holy war against unbelievers

Proper Conceptions

1. All over the world people practice Islam peacefully in the true form and use it as a way of life. As well many verses in the Koran go against the idea of terrorism.
2. Jihad actually means inner struggle and is often used to describe the striving in the way of god.

Concepts

- Map locations
- How nature shapes a region
- Historical events
- Historical interpretation
- Political and cultural contributions to world history
- Belief systems, innovations, social organizations.

Competencies

- Locate and identify a specific list of physical characteristics for each country or region and write three examples of how they interrelate with each other.
- Give examples of how the forces of nature have influenced the shaping and character of each country or region.
- Identify a series of historical events for the region and list them in their proper order of occurrence on a timeline.
- List and describe at least two points of view of historical interpretation for each country and region, then cite their own personal evaluation of these interpretations.
- Identify the accomplishments of individuals and groups of each country and region and evaluate their political and cultural contributions to world history by answering a series of matching questions and essays.
- Identify a series of characteristics for each country and region concerning how belief systems and religion, commerce and industry, innovations, settlement patterns, social organization, transportation and roles of women since 1450 have been impacted by continuity and change throughout history.

Vocabulary

Fertile Crescent, Religious revivalism, Culture region, OPEC, Stateless nation, Maghreb, Arabian Peninsula, Mesopotamia, Anatolian Plateau, Judaism, Christianity, Islam, Torah, Hebrew, Synagogue, Diaspora, Koran, Mosque, Caliph, Arabic, Zionism, Anti-Semitism, Balfour Declaration, Mandate, Fundamentalism, Theocracy, Ayatollah, Covenant, Hebrew, Messiah, Hejira, Jihad,

Assessments

Homework – Occasional homework assignments will be given to reinforce classroom concepts. Homework will be graded for completeness and will be used to formatively assess if additional instruction is needed.

Notebook Checks – Students will maintain a formal notebook to document their work throughout the unit. Periodic checks will assess students' textbook and other assigned readings.

Test/quizzes-Periodic quizzes and tests within the unit

Review Game- periodic review game strategies will be used to highlight important concepts.

Class Discussion- Question and answer format will often be applied to assess students daily on concepts from the unit and correct any misunderstandings.

Suggested Strategies to Support Design of Coherent Instruction

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3a *Communicating with students* – Direct instruction coordinating lectures, power points , group activities, and technology

3b *Questioning/discussion techniques* – Classroom debate of controversial issues and consistently assigning relevance to topics

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3d *Using assessment in instruction* – Interpretation of photos, maps, and other visuals, in-class writing assignments, quizzes

3e *Flexibility and responsiveness* – Acquisition of new information and willingness to guide student led discussion and activities

Differentiation:

- Provide graphic organizers
 - Provide multiple concrete examples
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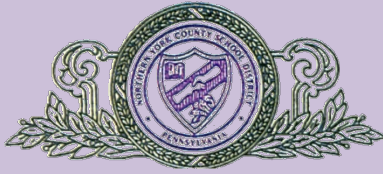
Interdisciplinary Connections:

- Writing skills-English
 - Reading skills-English
 - Research process-using technology
-

Additional Resources:

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 5. History channel DVD “ Mankind The Story of us All”
 6. <http://www.history.com/images/media/pdf/MankindClassroomGuide.pdf>
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Created By: Fred DeLuca and Dave Ramsey



Course: World Cultures

Grade 10 / Unit 7

Subject	Grade	Unit	Suggested Timeline
Academic World Cultures	10	Sub Saharan Africa	3 weeks

Grade Level Summary

Human beings create, learn, share, and adapt to culture. The study of culture examines the socially transmitted beliefs, values, institutions, behaviors, traditions and way of life of a group of people; it also encompasses other cultural attributes and products, such as language, literature, music, arts and artifacts, and foods. Students come to understand that human cultures exhibit both similarities and differences, and they learn to see themselves both as individuals and as members of a particular culture that shares similarities with other cultural groups, but is also distinctive. In a multicultural, democratic society and globally connected world, students need to understand the multiple perspectives that derive from different cultural vantage points.

Grade Level Units

Unit 1-Introduction

Unit 2- East Asia: China, Japan, North and South Korea

Unit 3-South Asia

Unit 4- Southeast Asia

Unit 5- Russia and the former Republics

Unit 6- Middle East

Unit 7- Sub Sahara Africa

Unit 8-Latin America

Unit Title

Sub Saharan Africa

Unit Overview

Africa south of the Sahara occupies three quarters of the continent. The area has a generally low elevation compared to other regions. Plateaus and low mountains tend to be found in the east and south. Some of these highlands end abruptly and plunge to low coastal plains that are very narrow. More extensive lowlands lie to the north and west. Two deep cuts in the land run north to south in the eastern part of the region. The Great Rift Valley and the Western Rift Valley show the effect of two of Earth's tectonic plates pulling apart. The people of Sub-Saharan Africa suffer with a lack of proper medicine and medical equipment, and suffer from diseases like AIDS and malaria. As well poverty, violence between ethnic groups and a low level of public sanitation have contributed to the low life expectancy for most countries of the region. Positively Africa's urban life is changing, with fast food restaurants, coffee shops, traffic jams, making Africa diverse and beautiful.

Unit Essential Questions

1. How has geography, as well as other factors helped to create famine in parts of Africa and what solutions are available to fight famine?
2. How did early African civilizations utilize available resources in order to develop and what accomplishments were made by these civilizations?
3. What were the motives for European colonization and how did technology assist Europeans in dividing Africa?
4. How did European rule contribute both positive and negative results for African nations?
5. How did African nations win independence and what challenges did the new nations

Key Understandings

1. Drought is a period of aridness, which causes widespread harm to crops or prevents their successful growth. Insufficient rainfall and unfavorable weather conditions are natural causes of drought. The overuse of farmland and deforestation--cutting of trees for household and other purposes--aggravate drought. Famine is often associated with drought.
2. Ancient African empires arose in the Sahel, the savanna region just south of the Sahara. They grew strong by controlling trade.
3. The "Scramble for Africa" was the invasion, occupation, colonization, and annexation of African territory by European powers. The Berlin Conference of 1884, which regulated European

<p>face?</p> <ol style="list-style-type: none"> How do cultural traditions such as language, family, and role of women, dress, and arts play a role in African life? What was the purpose of apartheid in South Africa and how did it affect the lives of South Africans? How have ethnic and religious divide resulted in war and what impact has war had on African development? What are the challenges facing African nations today and what solutions have been or could be successful at meeting those challenges? 	<p>colonization and trade in Africa, is often cited as the beginning. The last 59 years of the 19th century saw the transition from "informal imperialism" by military influence and economic dominance, to the direct rule of colonies.</p> <ol style="list-style-type: none"> Debate about the perceived positive and negative aspects of colonialism has taken place for centuries, amongst both colonizer and colonized, and continues to the present day. Different types of colonialism must first be distinguished, as they were spread in time and thus did not represent the same historic phenomenon. In some countries political pressure worked well for independence in others violent wars for independence were fought. There would be widespread accounts of violence due to tension among the various ethnic groups. Often times there were power struggles and power would go back and forth between civilian and military rulers. Many civil wars broke out due to power struggles. Africa has a rich tradition of arts and crafts. African arts and crafts find expression in a variety of woodcarvings, and leather art works. African culture has always placed emphasis on personal appearance and jewelry. In most of traditional art and craft of Africa, certain themes significant to African culture recur, including a couple, a woman with a child, a male with a weapon or animal. Apartheid was a political and social system in South Africa while it was under white minority rule this was in use in the 20th century, from 1948 to 1994. In the system, the people of South Africa were divided by their race were forced to live apart from each other. The system of apartheid in South Africa was banned in 1994. Africa is a diverse continent – diverse in ethnic, religious and socio-cultural terms. No less than 28 Sub-Saharan African states have been at war since 1980, and Africa has seen devastating effects from these conflicts. Most African nations suffer from military dictatorships, corruption, civil unrest and war, underdevelopment and deep poverty. The majority of the countries classified by the UN as least developed are in Africa. Numerous development strategies have failed to yield the expected results. Although Africa has immense potential.
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Focus Standards Addressed in the Unit

7.1.A	Analyze data and issues from a special perspective using the appropriate geographic tools
7.1.B	Analyze the location of places and regions
7.2.A	Analyze the physical characteristics of places and regions including the interrelationships among components of Earth's physical systems.

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8.4.D	Evaluate how conflict and cooperation among social groups and organization impacted world history from 1450 to present in Africa, Americas, Asia, and Europe.

Misconceptions

1. Africans are poor incapable, and helping themselves.
2. Africa's rulers are corrupt war-mongering dictators

Proper Conceptions

1. They are predominantly poor but have the same capabilities as every human being. Given a person's raw capabilities, one can produce viable options to pull one out of seemingly unlivable situations.
2. In 1975, six out of every seven countries in sub-Saharan Africa was a dictatorship. Now, there are only two autocratic countries on the continent, Swaziland and Eritrea. In 1975, there were only two democracies, Mauritius, and Botswana. Now there are approximately 20 democracies and a few countries that could be described as democratic-leaning.

Concepts

- Map locations
- How nature shapes a region
- Historical events
- Historical interpretation
- Political and cultural contributions to world history
- Belief systems, innovations, social organizations.

Competencies

- Locate and identify a specific list of physical characteristics for each country or region and write three examples of how they interrelate with each other.
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- List and describe at least two points of view of historical interpretation for each country and region, then cite their own personal evaluation of these interpretations.
- Identify the accomplishments of individuals and groups of each country and region and evaluate

Vocabulary

Rift Valley, Continental Drift, Endemic, Epidemic, Pandemic, Colonialism, Multilingualism, Landlocked State, Escarpment, Cataract, Hydroelectric power, Sahel, Rainforest, Tropics, Leaching, Desertification, Savanna, Mansa Musa, Imperialism, Nationalism, Subsistence farming, Westernization, Patriarchal, Matriarchal,

	<p>their political and cultural contributions to world history by answering a series of matching questions and essays.</p> <ul style="list-style-type: none"> Identify a series of characteristics for each country and region concerning how belief systems and religion, commerce and industry, innovations, settlement patterns, social organization, transportation and roles of women since 1450 have been impacted by continuity and change throughout history. 	AIDS, Apartheid, Nelson Mandela, Ethnic cleansing/ Genocide,
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Assessments

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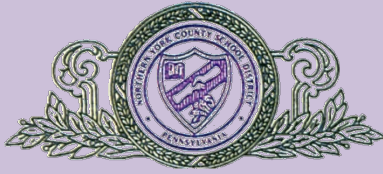
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Created By: Fred DeLuca and Dave Ramsey



Course: World Cultures

Grade 10 / Unit 8

Subject	Grade	Unit	Suggested Timeline
Academic World Cultures	10	Latin America	3 weeks

Grade Level Summary

Latin America's colonial history is apparent in the human characteristics of places and regions. Most notable are the languages-Spanish throughout most of Latin America, Portuguese in Brazil, and smaller pockets of English and French in places like Belize and Haiti. The dominance of the Roman Catholic faith is a further link to the region's colonial past. Native American populations were decimated by European diseases and wars throughout most of Latin America. Colonial rule encouraged monoculture, the growth or production of one or very few products or resources for export to the former colonial power. This system still shapes the economy and basic infrastructure of many Latin American countries. As a result, the main crop or principle export is vulnerable to volatile prices on the world markets or climatic catastrophes. The region is struggling to throw off the unwanted shackles of a colonial past.

Grade Level Units

- Unit 1-Introduction
- Unit 2- East Asia: China, Japan, North and South Korea
- Unit 3-South Asia
- Unit 4- Southeast Asia
- Unit 5- Russia and the former Republics
- Unit 6- Middle East
- Unit 7- Sub Sahara Africa
- Unit 8-Latin America

Unit Title

Latin America

Unit Overview

Latin America has been affected by geography, colonialism, Cold War relations, global economic dependency, and changes in political systems.

Unit Essential Questions

1. What are the geographic regions of Latin America and what landforms and climate are associated with each?
2. How has geography impacted movement, resources, and development in Latin America?
3. How did foreign explorers influence the region?
4. How did colonization and slavery affect the region?
5. What are the economic and political changes of Latin America in the 20th century?
6. What were the impacts of the Cold War on Latin America?
7. How did U.S. – Latin American relations change during and after the Cold War?
8. What regional issues have linked South America to the global world?
9. Why has democracy taken root in South America since the 1980's?

Key Understandings

1. Latin America consists of land south of Texas, including Central America, South America and the Caribbean Islands otherwise known as West Indies, Greater Antilles and Lesser Antilles. Latin America has mostly a tropic or subtropical climate and includes some of the highest peaks, longest mountain ranges, and greatest biodiversity of any region of the world. This is in addition to having the driest desert and largest rainforest.
2. Much economic activity has developed along coastal areas. Dense rain forest vegetation, high mountains and plateaus span large areas making it difficult to navigate interior portions of the land. Mountains separate communities so that different cultures develop.
3. Foreigners brought languages, religion, customs and styles of art and architecture to the region.
4. The people colonizing the region brought food, languages, and their own customs. Enslaved

people also brought their own customs. Native American, European, and African cultures have influenced the region. All of these customs have blended to create a new culture.

5. The United States had emerged as the predominant power in the New World after World War I. American investors pushed ahead of European rivals. There was direct involvement in Cuba and Puerto Rico; in other lands the Americans frequently intervened over 30 times before 1933- to protect economic, political, strategic, and ideological interests. The interventions usually were followed by support for conservative, often dictatorial and corrupt, government's friendly to the United States. The actions produced a growing nationalist and anti - American reaction. The United States changed course in 1933 when President Franklin Roosevelt introduced the Good Neighbor Policy; direct interventions stopped.
 6. After World War II cold war thinking led to new strategies, including participation in regional organizations and the support of democratic, anticommunist administrations. Direct or indirect interventions occurred against governments considered unfriendly. The belief that economic development would eliminate radical political solutions led to programs such as the 1961 Alliance for Progress. Cuba survived Cold War politics because of the support of its Soviet ally. The approach had limited success.
 7. During the 1970s and 1980s the United States was willing to deal with military dictatorships. Under President Jimmy Carter an effort was made to influence governments to observe civil liberties and an agreement gave eventual control of the Panama Canal to Panama. Policy became more interventionist under conservative presidents Ronald Reagan and George Bush.
 8. Latin America is physically close to the United States. Between 2010 and 2011, 43 states passed 164 laws restricting undocumented immigrants ability to participate in civil society. After forty years of a Washington-led "war on drugs" in Latin America, drug-related violence in the region remains high and many Latin America governments compete with powerful drug cartels for control of territory and resources. Latin America has recovered from the 2008 economic crises faster than expected, thanks to high commodity prices, and increased regional trade with China.
 9. There has been a marked trend for democratization in Latin American countries since the beginning of the 1980s. This trend of democratization involving changes of political
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	power from military to civilian rule is causing democracy to take root as a political system gradually in Latin America.
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Focus Standards Addressed in the Unit

7.1.A	Analyze data and issues from a special perspective using the appropriate geographic tools
7.1.B	Analyze the location of places and regions
7.2.A	Analyze the physical characteristics of places and regions including the interrelationships among components of Earth's physical systems.
7.2.B	Analyze the significance of physical processes in shaping the character of places and regions.
7.3.A	Analyze the significance of human activity in shaping places and regions by their cultural characteristics.
7.3.B	Analyze the significance of human activity in shaping places and regions by their cultural characteristics
7.3.C	Analyze the significance of human activity in shaping places and regions by their settlement characteristics.
7.3.D	Analyze the significance of human activity in shaping places and regions by their economic characteristics
7.3.E	Analyze the significance of human activity in shaping places and regions by their political characteristics
7.4.A	Analyze the impacts of physical systems on people.
7.4.B	Analyze the impacts of people on physical systems.
8.1.A	Evaluate chronological thinking
8.1.B	Synthesize and evaluate historical sources
8.1.C	Evaluate historical interpretation of events.
8.1.D	Synthesize historical research.
8.4.A	Evaluate the significance of individuals and groups who made major political and cultural contributions to world history since 1450.

Important Standards Addressed in the Unit

8.4.C	Evaluate how continuity and change throughout history have impacted belief systems and religious, commerce and industry, innovations, settlement patterns, social organization, transportation and roles of women since 1450.
8.4.D	Evaluate how conflict and cooperation among social groups and organization impacted world history from 1450 to present in Africa, Americas, Asia, and Europe.

Misconceptions

1. All Hispanics Speak Spanish.
2. Hispanics are a race.
3. "Latino" is the same as Hispanic.
4. "America" means the United States.
5. All Hispanics are Poor.

Proper Conceptions

1. "Hispanic" refers to individuals who trace their origins to Spanish speaking countries, and originally Spain. It is possible for a "Hispanic" person to speak only English. This cultural group is more diverse as it includes people from all Spanish-

	<p>speaking countries.</p> <ol style="list-style-type: none"> Hispanics come in all colors, shapes, and sizes. “Latino” typically means someone with cultural ties to Latin America and does not refer to language. By definition, “Latino” includes people from countries that were once under Roman rule. The common use of Latino includes people from Latin America, including non-Spanish speaking countries like Brazil and Haiti. America is “the lands of the Western hemisphere, comprising the continents of North America and South America with their associated islands and regions.” It’s a common error for people to say “America” when they mean “United States.” Just like in any other culture, there are poor, rich, and middle class Hispanics.
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Concepts <ul style="list-style-type: none"> Map locations How nature shapes a region Historical events Historical interpretation Political and cultural contributions to world history Belief systems, innovations, social organizations. 	Competencies <ul style="list-style-type: none"> Locate and identify a specific list of physical characteristics for each country or region and write three examples of how they interrelate with each other. Give examples of how the forces of nature have influenced the shaping and character of each country or region. Identify a series of historical events for the region and list them in their proper order of occurrence on a timeline. List and describe at least two points of view of historical interpretation for each country and region, then cite their own personal evaluation of these interpretations. Identify the accomplishments of individuals and groups of each country and region and evaluate their political and cultural contributions to world history by answering a series of matching questions and essays. Identify a series of characteristics for each country and region concerning how belief systems and religion, commerce and industry, innovations, settlement patterns, social organization, transportation and roles of women since 1450 have been impacted by continuity and change throughout history. 	Vocabulary Rain forest, Mestizos, Maize, Hacienda, Acculturation, Plantation, Tropical deforestation, Mulatto, El Nino, Commercial agriculture, Subsistence agriculture, Free Trade Area of the Americas (FTAA), NAFTA, Rural to Urban Migration, Megacity, “Latin American City” Barrio, Insurgent state, Failed state, Forward capital, Andes Mountains,
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Assessments

Homework – Occasional homework assignments will be given to reinforce classroom concepts. Homework will be graded for completeness and will be used to formatively assess if additional instruction is needed.

Notebook Checks – Students will maintain a formal notebook to document their work throughout the unit. Periodic checks will assess students’ textbook and other assigned readings.

Test/quizzes-Periodic quizzes and tests within the unit

Review Game- periodic review game strategies will be used to highlight important concepts.

Class Discussion- Question and answer format will often be applied to assess students daily on concepts from the unit and correct any misunderstandings.

Suggested Strategies to Support Design of Coherent Instruction

Charlotte Danielson's Framework for Teaching: Domain 3 Instruction

3a *Communicating with students* – Direct instruction coordinating lectures, power points , group activities, and technology

3b *Questioning/discussion techniques* – Classroom debate of controversial issues and consistently assigning relevance to topics

3c *Engaging students in learning* – Varied activities, movement, student involvement (role plays, “what if” scenarios, etc.)

3d *Using assessment in instruction* – Interpretation of photos, maps, and other visuals, in-class writing assignments, quizzes

3e *Flexibility and responsiveness* – Acquisition of new information and willingness to guide student led discussion and activities

Differentiation:

- Provide graphic organizers
 - Provide multiple concrete examples
 - Break extended assignments into smaller identifiable parts with checkpoints along the way
 - Pair stronger students with struggling students for peer assistance
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Interdisciplinary Connections:

- Writing skills-English
 - Reading skills-English
 - Research process-using technology
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Additional Resources:

1. <http://harrisburgpatriotnews.pa.newsmemory.com/nie.php>
 2. glencoe.com/ose (Student pass code D42005E9EB)
 3. <http://glencoe.com/>
 4. <http://www.discoveryeducation.com>
 5. History channel DVD “ Mankind The Story of us All”
 6. <http://www.history.com/images/media/pdf/MankindClassroomGuide.pdf>
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