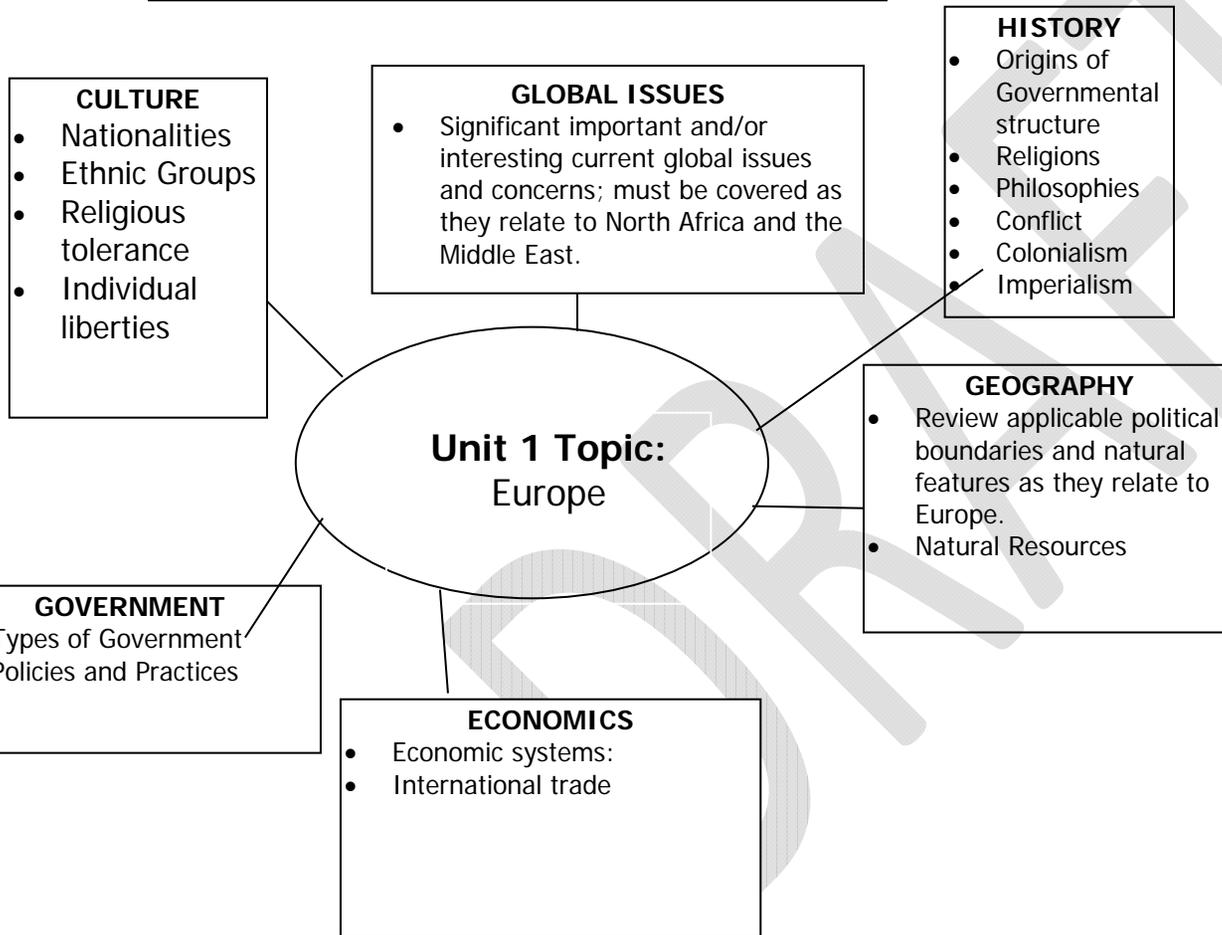


# Unit Planner

Unit 1 Topic: Europe

Conceptual Lens: World History & International Perspectives

Grade: 9th



## Unit 1 Overview

This unit examines the geographical, historical, cultural, political, economic, and current issues in Europe.

This unit will define and study the types of governments and economic systems found in the region today. Emphasis is placed on the factors that cause wealth or poverty of the nations in the region including religious, economic, political, available resources, and population dynamics.

Tensions and conflict in the region are examined in relationship to the previously mentioned factors.

**Weeks 1-4, 1<sup>st</sup> Quarter**

Grade: 9th  
 Subject: Social Studies  
 Unit 1: Europe  
 Lens: *Global Perspectives*

<b>Enduring Understandings</b>	<b>Guiding Questions</b>
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<b>Culture</b>	
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<p><b>1. The world is culturally diverse.</b>                  State Standards GWH / GEH                  2.3.3 Describe major cultural characteristics of regions in the Western Hemisphere.                  2.4.2 Compare and contrast cultural patterns in the Western Hemisphere, such as language, religion, and ethnicity                  1.8.2 Examine the impact of Europeans on indigenous cultures in the Eastern Hemisphere                  2.4.2 Compare and contrast cultural patterns in the Eastern Hemisphere                  5.1.1 Discuss how social institutions, including the family, religion, and education, influence behavior in different societies in the Eastern Hemisphere</p> <hr/> <p><b>2. There are some commonly held values shared by all people.</b>                  State Standards GWH / GEH                  5.1.3 Define ethnocentrism and give examples of how this attitude can lead to cultural misunderstandings.                  5.1.3 Define ethnocentrism and give examples of how this attitude can lead to cultural misunderstandings</p>	<p>a. What are the nations of the region?                  b. What are the major religions in the region?                  c. What ethnic / tribal groups live in the region?                  d. What are these groups' religious and cultural practices?                  e. Do these group's cultures promote tolerance?                  f. How do these groups view individual liberties?</p> <hr/> <p>a. What values are common to all groups in the region?                  b. What values are sources of conflict in the region?                  c. How have culturally different groups in the region experienced conflict and compromise?</p>
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<b>Economics</b>	
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<p><b>1. Natural resources can determine wealth and poverty.</b>                  State Standards GWH / GEH                  2.4.3 Analyze the locations of the major manufacturing and agricultural regions of the Western Hemisphere.                  2.5.1 Analyze the distribution of natural resources in the Western Hemisphere                  2.5.1 Analyze the distribution of natural resources in the Eastern Hemisphere                  3.2.5 Identify specific areas of the Eastern Hemisphere with important natural resource deposits</p> <hr/> <p><b>2. A nation's economic system reflects its wealth and / or poverty.</b>                  State Standards GWH / GEH                  3.2.1 Describe how different economic systems in the Western Hemisphere answer the basic economic questions on what to produce, how to produce, and for whom to</p>	<p>a. What are the valuable and important resources in this region?                  b. What trading relationships are established as a result of these resources?</p> <hr/> <p>a. What are the four basic economic systems in the world today?                  b. Is there a general correlation between a countries economic system and its prosperity?</p>
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produce  
 3.2.1 Describe how different economic systems in the Eastern Hemisphere answer the basic economic questions on what to produce, how to produce, and for whom to produce  
 3.2.6 Investigate how physical geography, productive resources, specialization, and trade have influenced the way people earn income.

### 3. Economic conditions often lead to instability and civil unrest.

State Standards GWH / GEH

3.2.2 Compare the standard of living of various countries of the Western Hemisphere today using Gross Domestic Product (GDP) per capita as an indicator.

3.2.3 Analyze current economic issues in the countries of the Western Hemisphere using a variety of information resources.

3.2.2 Compare the standard of living of various countries of the Eastern Hemisphere today using Gross Domestic Product (GDP) per capita as an indicator.

3.2.3 Analyze current economic issues in the countries of the Eastern Hemisphere using a variety of information resources.

### 4. Financial resources are needed to develop and maintain countries and organizations.

State Standards GWH / GEH

3.2.4 Identify economic connections between a local community and the countries of the Western Hemisphere

2.4.3 Analyze the locations of the major manufacturing and agricultural regions of the Eastern Hemisphere

5.1.5 Give examples of the benefits of global connections, such as developing opportunities for trade, cooperating in seeking solutions to mutual problems, learning for technological advances, acquiring new

a. What are the indicators used to determine a countries level of development?

b. What is the level of development for countries in the region?

c. What countries are experiencing instability or civil unrest due to economic factors?

a. What are the regions major trade relationships?

b. What international trade agreements effect the countries of the region?

c. Do these relationships benefit the country and its people?

d. What influence do other countries gain over the region as a result of these relationships?

e. What global influence do the countries of the region gain as a result of these relationships?

## Geography

## 1. Physical features and man made boundaries divide the world.

State Standards GWH /GEH

2.1.1 Explain and use the components of maps, compare different map projections, and explain the appropriate uses for each

2.3.1 Identify the names and locations of countries and major cities in the Western Hemisphere

2.3.2 Describe major physical characteristics of regions in the Western Hemisphere

2.5.4 Give examples of how land and water forms, climate, and natural vegetation have influenced historical trends and developments in the Western Hemisphere

2.3.1 Identify the names and locations of countries and major cities in the Eastern Hemisphere

2.3.2 Describe major physical characteristics of regions in the Eastern Hemisphere

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## 2. Natural resources can determine the wealth or poverty of a nation.

State Standards GWH / GEH

2.3.3 Compare major cultural characteristics of regions in the Eastern Hemisphere

2.5.1 Analyze the distribution of natural resources in the Western Hemisphere

2.5.3 Give examples of how both natural and technological hazards have impacted the physical environment and human populations in specific areas of the Eastern Hemisphere

a. What boundaries divide the countries in the region?

b. Are they natural or man made?

c. Do the countries contain like cultural / tribal groups or various cultural / tribal groups?

d. Do the boundaries divide people of a common cultural / tribal group?

e. What impact do these boundaries have on the people of the region?

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a. What are the natural resources of the region?

b. Where are they located?

c. Which countries in the world use these resources?

d. How critical to the global economy are these resources?

e. Are these resources a source of conflict?

## History

### 1. Societies have developed a variety of philosophical and religious beliefs.

State Standards GWH

5.1.1 Discuss how social institutions influence behavior in different societies in the Western Hemisphere.

5.1.2 Give examples of how language, literature, and the arts shaped the development and transmission of culture in the Western Hemisphere

1.8.5 Describe the historical origins, central beliefs, and spread of major religions, including Judaism, Christianity, Islam, Hinduism, Buddhism, and Confucianism

- a. What major religions and philosophies developed in the region?
- b. What are their core values, beliefs and practices?

### 2. Governments change and evolve over time.

State Standards GWH

1.8.3 Compare various approaches to European colonization in the Western Hemisphere.

1.8.4 Recognize historical perspective by identifying the context in which events occurred.

- a. Historically what types of governments could be found in the region?
- b. How have those governments changed over time?
- c. What factors caused that change?

### 3. Governments use economic and military power to influence and / or control other nations.

State Standards GWH / GEH

5.1.4 Discuss present conflicts between cultural groups and nation-states in the Western Hemisphere.

5.1.4 Discuss present conflicts between cultural groups and nation-states in the Eastern Hemisphere

- a. Historically what regional and external powers have sought influence in the region?
- b. For what purpose?
- c. What tools did they use to exert that influence?
- d. What regional and external powers are currently trying to influence other countries?
- e. How are they trying to influence them?
- f. What tools (diplomacy, economic, military) are they using?

## Government

<p><b>1. Governments change / evolve over time.</b> State Standards GWH 4.5.1 Identify the major forms of government in the Western Hemisphere and compare them with the United States.</p>	<p>a. What types of governments are found in the world today? b. What types of governments are found in the region today?</p>
<p><b>2. Religions and philosophies often influence government's policies and decisions.</b> State Standards GWH 5.1.1 Discuss how social institutions influence behavior in different societies in the Western Hemisphere</p>	<p>a. Are governments in the region influenced by religious beliefs or philosophies? b. How are they influenced? c. What impact does that influence have on the government's policies and practices? d. What are the consequences of that influence?</p>
<p><b>3. Government policies and practices affect a nation's wealth and / or poverty.</b> State Standards GWH 2.5.5 Identify contrasting perspectives of environmental issues that affect the Western Hemisphere 2.5.6 Explain how human-induced changes in the physical environment in one place cause changes in another place 2.5.2 Analyze and give examples of the consequences of human impact on the physical environment and evaluate ways in which technology influences human capacity to modify the physical environment</p>	<p>a. Identify the countries in the region as developed or developing. b. How do government policy and practice dealing with industry, business, education, trade, environment and resources effect a nation's wealth? c. How do those policies and practices impact the population of the nation? d. Do those policies and practices lead to cooperation or conflict between the government and the people? e. What international agreements are the countries of the region a party to? f. What is the impact of these agreements on the country and its people?</p>
<p><b>Global Issues</b></p>	
<p><b>1. Regional events can have a global impact.</b> State Standards GWH / GEH 3.2.4 Identify economic connections between a local community and the countries of the Western Hemisphere 5.1.6 Give examples of the causes and consequences of current global issues,</p>	<p>a. What current events are happening in the region? b. What factors you have studied above (culture, religion, history, economics, and government) are influencing these events? c. What are the regional implications of these events? d. What are the global implications of these events?</p>

Grade: 9th  
 Subject: Social Studies  
 Unit 1: Europe  
 Lens: *Global Perspectives*

**AC** = Assessment Code:      **Q** – Quizzes      **P** - Prompts  
    **O** – Observations      **WS** – Work Samples  
    **D** – Dialogues      **SA** – Student Self-Assessment  
    **T** - Tests

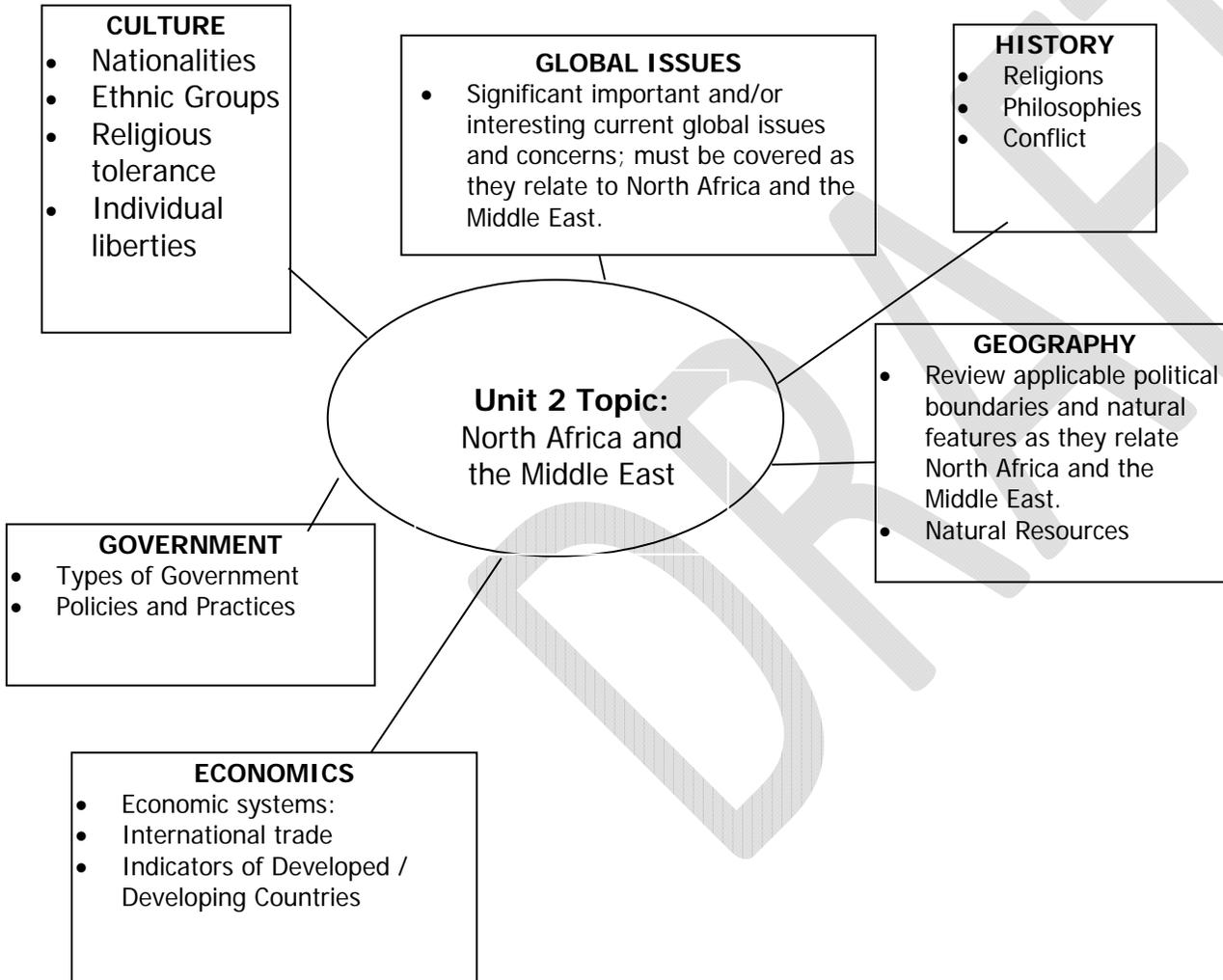
### Critical Content and Skills

Students will Know...	AC	Students will be able to do...	AC
<ol style="list-style-type: none"> <li>1. Economic, social, and demographic indicators determine a nation's wealth and/or poverty.</li> <li>2. Developing and developed nations.</li> <li>3. Current events and issues are affecting the world.</li> <li>4. Different kinds of governments of the world.</li> <li>5. The affect of governments on the political and economic quality of life.</li> <li>6. Economic systems.</li> <li>7. Natural resources can determine power and wealth.</li> <li>8. Trade is essential for a healthy economy.</li> <li>9. Major international agreements.</li> <li>10. World's major religions.</li> <li>11. Differences of beliefs among the major religions.</li> <li>12. Location of major world religions and philosophies.</li> <li>13. Impact of governmental policies and practices on religions and philosophical beliefs.</li> <li>14. Cultural similarities and diversities in the world</li> </ol>		<ol style="list-style-type: none"> <li>1. List indicators that distinguish a developed from a developing country.</li> <li>2. Name the developed and developing countries.</li> <li>3. Define and compare the different government types.</li> <li>4. Analyze the affect of governments on the political and economic quality of life.</li> <li>5. Read and understand current events.</li> <li>6. Define and compare economic systems.</li> <li>7. Analyze the effects of trade on a country's economy.</li> <li>8. Define major international agreements.</li> <li>9. Define and identify major characteristics of the world religions and philosophies.</li> <li>10. Identify and describe the interaction between philosophical and religious beliefs with governmental policy.</li> <li>11. Compare and contrast major cultural similarities and diversities in the world.</li> </ol> <div style="background-color: #e0e0e0; padding: 10px; margin-top: 10px;"> <p style="text-align: center;"><b>Common Core State Standards for Literacy in History/Social Studies 9-10</b></p> <p>Note: All Common Core Objectives will be included in the skills section of each unit. Teachers must include these objectives in their instructional units.</p> <p style="text-align: center;"><b>Please see pages 40-42 of this document for a complete list of the CCSS for Literacy in History/Social Studies.</b></p> </div>	

Unit 2 Topic: North Africa and the Middle East

Conceptual Lens: World History & International Perspectives

Grade: 9th



## Unit 2 Overview

This unit examines the geographical, historical, cultural, political, economic and current issues in North Africa and the Middle East.

This unit will define and study the types of governments and economic systems found in the region today. Emphasis is placed on the factors that cause wealth or poverty of the nations in the region including religious, economic, political, available resources, and population dynamics.

Tensions and conflict in the region are examined in relationship to the previously mentioned factors.

**Weeks 4-6, 1<sup>st</sup> Quarter**

Grade: 9th

Subject: Social Studies

Unit 2: North Africa and the Middle East

*Lens: Global Perspectives*

Enduring Understandings	Guiding Questions
<p><b>1. The world is culturally diverse.</b></p> <p>State Standards GEH            1.8.1 Describe the civilizations of the Eastern Hemisphere prior to European contact,            1.8.2 Examine the impact of Europeans on indigenous cultures in the Eastern Hemisphere            2.3.3 Compare major cultural characteristics of regions in the Eastern Hemisphere            2.4.2 Compare and contrast cultural patterns in the Eastern Hemisphere            5.1.1 Discuss how social institutions, including the family, religion, and education, influence behavior in different societies in the Eastern Hemisphere            5.1.2 Give examples of how language, literature, and the arts shaped the development and transmission of culture in the Eastern Hemisphere</p> <hr/> <p><b>2. There are some commonly held values shared by all people.</b></p> <p>State Standards GEH            5.1.3 Define ethnocentrism and give examples of how this attitude can lead to cultural misunderstandings.            5.1.4 Discuss present conflicts between cultural groups and nation-states in the Eastern Hemisphere</p>	<p><b>Culture</b></p> <p>a. What are the nations of the region?            b. What are the major religions in the region?            c. What ethnic / tribal groups live in the region?            d. What are these groups' religious and cultural practices?            e. Do these group's cultures promote tolerance?            f. How do these groups view individual liberties?</p> <hr/> <p>a. What values are common to all groups in the region?            b. What values are sources of conflict in the region?            c. How have culturally different groups in the region experienced conflict and compromise?</p>

## Economics

### 1. Natural resources can determine wealth and poverty.

State Standards GEH

- 2.5.1 Analyze the distribution of natural resources in the Eastern Hemisphere
- 3.2.4 Identify economic connections between a local community and the countries of the Eastern Hemisphere
- 3.2.5 Identify specific areas of the Eastern Hemisphere with important natural resource deposits

### 2. A nation's economic system reflects its wealth and / or poverty.

State Standards GEH

- 3.2.1 Describe how different economic systems in the Eastern Hemisphere answer the basic economic questions on what to produce, how to produce, and for whom to produce
- 3.2.6 Investigate how physical geography, productive resources, specialization, and trade have influenced the way people earn income.

### 3. Economic conditions often lead to instability and civil unrest.

State Standards GEH

- 3.2.2 Compare the standard of living of various countries of the Eastern Hemisphere today using Gross Domestic Product (GDP) per capita as an indicator.
- 3.2.3 Analyze current economic issues in the countries of the Eastern Hemisphere using a variety of information resources.

### 4. Financial resources are needed to develop and maintain countries and organizations.

State Standards GEH

- 2.4.3 Analyze the locations of the major manufacturing and agricultural regions of the Eastern Hemisphere
- 5.1.5 Give examples of the benefits of global connections

- a. What are the valuable and important resources in this region?
- b. What trading relationships are established as a result of these resources?

- 
- a. What are the four basic economic systems in the world today?
  - b. Is there a general correlation between a countries economic system and its prosperity?

- 
- a. What are the indicators used to determine a countries level of development?
  - b. What is the level of development for countries in the region?
  - c. What countries are experiencing instability or civil unrest due to economic factors?

- 
- a. What are the regions major trade relationships?
  - b. What international trade agreements effect the countries of the region?
  - c. Do these relationships benefit the country and its people?
  - d. What influence do other countries gain over the region as a result of these relationships?
  - e. What global influence do the countries of the region gain as a result of these relationships?

## Geography

### 1. Physical features and man made boundaries divide the world.

State Standards GEH

- 2.1.1 Explain and use the components of maps, compare different map projections, and explain the appropriate uses for each
- 2.3.1 Identify the names and locations of countries and major cities in the Eastern Hemisphere
- 2.3.2 Describe major physical characteristics of regions in the Eastern Hemisphere

### 2. Natural resources can determine the wealth or poverty of a nation.

State Standards GWH / GEH

- 2.3.3 Compare major cultural characteristics of regions in the Eastern Hemisphere
- 2.5.1 Analyze the distribution of natural resources in the Western Hemisphere
- 2.5.3 Give examples of how both natural and technological hazards have impacted the physical environment and human populations in specific areas of the Eastern Hemisphere

- a. What boundaries divide the countries in the region?
- b. Are they natural or man made?
- c. Do the countries contain like cultural / tribal groups or various cultural / tribal groups?
- d. Do the boundaries divide people of a common cultural / tribal group?
- e. What impact do these boundaries have on the people of the region?

- a. What are the natural resources of the region?
- b. Where are they located?
- c. Which countries in the world use these resources?
- d. How critical to the global economy are these resources?
- e. Are these resources a source of conflict?

## History

1. Societies have developed a variety of philosophical and religious beliefs.

State Standards GEH

1.8.5 Describe the historical origins, central beliefs, and spread of major religions, including Judaism, Christianity, Islam, Hinduism, Buddhism, and Confucianism

- a. What major religions and philosophies developed in the region?
- b. What are their core values, beliefs and practices?

2. Governments change and evolve over time.

State Standards GEH

1.8.1 Describe the civilizations of the Eastern Hemisphere prior to European contact  
 1.8.2 Examine the impact of Europeans on indigenous cultures in the Eastern Hemisphere  
 1.8.3 Identify various colonial powers in the Eastern Hemisphere  
 1.8.4 Recognize historical perspective by identifying the context in which events occurred

- a. Historically what types of governments could be found in the region?
- b. How have those governments changed over time?
- c. What factors caused that change?

3. Governments use economic and military power to influence and / or control other nations.

State Standards GEH

5.1.4 Discuss present conflicts between cultural groups and nation-states in the Eastern Hemisphere

- a. Historically what regional and external powers have sought influence in the region?
- b. For what purpose?
- c. What tools did they use to exert that influence?
- d. What regional and external powers are currently trying to influence other countries?
- e. How are they trying to influence them?
- f. What tools (diplomacy, economic, military) are they using?

## Government

### 1. Governments change / evolve over time.

State Standards GEH

4.5.1 Identify the major forms of government in the Eastern Hemisphere and compare them with the United States.

4.5.2 Give examples of the different routes to independence from colonial rule taken by countries

- a. What types of governments are found in the world today?
- b. What types of governments are found in the region today?

### 2. Religions and philosophies often influence government's policies and decisions.

State Standards GEH

5.1.1 Discuss how social institutions, including the family, religion, and education, influence behavior in different societies in the Eastern Hemisphere.

- a. Are governments in the region influenced by religious beliefs or philosophies?
- b. How are they influenced?
- c. What impact does that influence have on the government's policies and practices?
- d. What are the consequences of that influence?

### 3. Government policies and practices affect a nation's wealth and / or poverty.

State Standards GEH

2.5.2 Analyze and give examples of the consequences of human impact on the physical environment and evaluate ways in which technology influences human capacity to modify the physical environment

2.5.4 Give examples of how land and water forms, climate, and natural vegetation have influenced historical trends and developments in the Eastern Hemisphere

- a. Identify the countries in the region as developed or developing.
- b. How do government policy and practice dealing with industry, business, education, trade, environment and resources effect a nation's wealth?
- c. How do those policies and practices impact the population of the nation?
- d. Do those policies and practices lead to cooperation or conflict between the government and the people?
- e. What international agreements are the countries of the region a party to?
- f. What is the impact of these agreements on the country and its people?

## Global Issues

### 1. Regional events can have a global impact.

State Standards GEH

1.8.6 Examine multiple points of view by analyzing a current event relating to

- a. What current events are happening in the region?
- b. What factors you have studied above (culture, religion, history, economics, and government) are influencing these events?
- c. What are the regional implications of these events?

Africa or Asia.

2.5.5 Identify contrasting perspectives of environmental issues that affect the Eastern Hemisphere.

2.5.6 Explain how human-induced changes in the physical environment in one place cause changes in another place

3.2.4 Identify economic connections between a local community and the countries of the Western Hemisphere

5.1.5 Give examples of the benefits of global connections

5.1.6 Give examples of the causes and consequences of current global issues

d. What are the global implications of these events?

DRAFT

Grade: 9th  
 Subject: Social Studies  
 Unit 2: North African and the Middle East  
 Lens: *Global Perspectives*

**Critical Content and Skills**

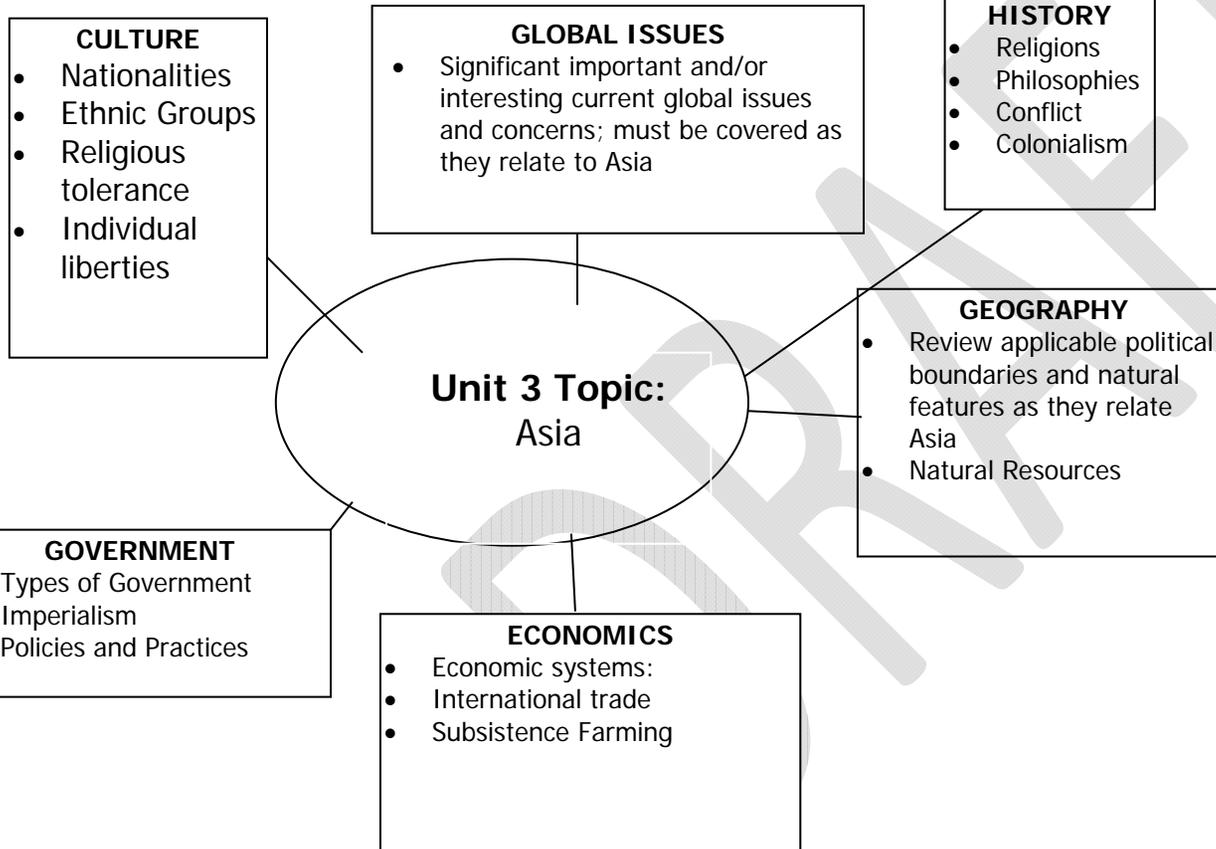
**AC** = Assessment Code:      **Q** – Quizzes      **P** - Prompts  
    **O** – Observations      **WS** – Work Samples  
    **D** – Dialogues      **SA** – Student Self-Assessment  
    **T** - Tests

Students will Know...	AC	Students will be able to do...	AC
<ol style="list-style-type: none"> <li>1. Economic, social, and demographic indicators determine a nation's wealth and/or poverty.</li> <li>2. Developing and developed nations.</li> <li>3. Current events and issues are affecting the world.</li> <li>4. Different kinds of governments of the world.</li> <li>5. The affect of governments on the political and economic quality of life.</li> <li>6. Economic systems.</li> <li>7. Natural resources can determine power and wealth.</li> <li>8. Trade is essential for a healthy economy.</li> <li>9. Major international agreements.</li> <li>10. World's major religions.</li> <li>11. Differences of beliefs among the major religions.</li> <li>12. Location of major world religions and philosophies.</li> <li>13. Impact of governmental policies and practices on religions and philosophical beliefs.</li> <li>14. Cultural similarities and diversities in the world</li> </ol>		<ol style="list-style-type: none"> <li>1. List indicators that distinguish a developed from a developing country.</li> <li>2. Name the developed and developing countries.</li> <li>3. Define and compare the different government types.</li> <li>4. Analyze the affect of governments on the political and economic quality of life.</li> <li>5. Read and understand current events.</li> <li>6. Define and compare economic systems.</li> <li>7. Analyze the effects of trade on a country's economy.</li> <li>8. Define major international agreements.</li> <li>9. Define and identify major characteristics of the world religions and philosophies.</li> <li>10. Identify and describe the interaction between philosophical and religious beliefs with governmental policy.</li> <li>11. Compare and contrast major cultural similarities and diversities in the world.</li> </ol> <hr/> <p style="text-align: center;"><b>Common Core State Standards for Literacy in History/Social Studies 9-10</b></p> <p>Note: All Common Core Objectives will be included in the skills section of each unit. Teachers must include these objectives in their instructional units.</p> <p style="text-align: center;"><b>Please see pages 40-42 of this document for a complete list of the CCSS for Literacy in History/Social Studies.</b></p>	

Unit 3 Topic: Asia

Conceptual Lens: World History & International Perspectives

Grade: 9th



## Unit 3 Overview

This unit examines the geographical, historical, cultural, political, economic and current issues in Asia.

This unit will define and study the types of governments and economic systems found in the region today. Emphasis is placed on the factors that cause wealth or poverty of the nations in the region including religious, economic, political, available resources, and population dynamics.

Tensions and conflict in the region are examined in relationship to the previously mentioned factors.

**Weeks 7-9, 1<sup>st</sup> Quarter**

<p>Grade: 9th                  Subject: Social Studies                  Unit 3: Asia                  Lens: <i>Global Perspectives</i></p>	
Enduring Understandings	Guiding Questions
<b>Culture</b>	
<p><b>1. The world is culturally diverse.</b></p> <p>State Standards GEH                  1.8.1 Describe the civilizations of the Eastern Hemisphere prior to European contact,                  1.8.2 Examine the impact of Europeans on indigenous cultures in the Eastern Hemisphere                  2.3.3 Compare major cultural characteristics of regions in the Eastern Hemisphere                  2.4.2 Compare and contrast cultural patterns in the Eastern Hemisphere                  5.1.1 Discuss how social institutions, including the family, religion, and education, influence behavior in different societies in the Eastern Hemisphere                  5.1.2 Give examples of how language, literature, and the arts shaped the development and transmission of culture in the Eastern Hemisphere</p> <hr/> <p><b>2. There are some commonly held values shared by all people.</b></p> <p>State Standards GEH                  5.1.3 Define ethnocentrism and give examples of how this attitude can lead to cultural misunderstandings.                  5.1.4 Discuss present conflicts between cultural groups and nation-states in the Eastern Hemisphere</p>	<p>a. What are the nations of the region?                  b. What are the major religions in the region?                  c. What ethnic / tribal groups live in the region?                  d. What are these groups' religious and cultural practices?                  e. Do these group's cultures promote tolerance?                  f. How do these groups view individual liberties?</p> <hr/> <p>a. What values are common to all groups in the region?                  b. What values are sources of conflict in the region?                  c. How have culturally different groups in the region experienced conflict and compromise?</p>
<b>Economics</b>	

## 1. Natural resources can determine wealth and poverty.

State Standards GEH

2.5.1 Analyze the distribution of natural resources in the Eastern Hemisphere

3.2.4 Identify economic connections between a local community and the countries of the Eastern Hemisphere

3.2.5 Identify specific areas of the Eastern Hemisphere with important natural resource deposits

## 2. A nation's economic system reflects its wealth and / or poverty.

State Standards GEH

3.2.1 Describe how different economic systems in the Eastern Hemisphere answer the basic economic questions on what to produce, how to produce, and for whom to produce

3.2.6 Investigate how physical geography, productive resources, specialization, and trade have influenced the way people earn income.

## 3. Economic conditions often lead to instability and civil unrest.

State Standards GEH

3.2.2 Compare the standard of living of various countries of the Eastern Hemisphere today using Gross Domestic Product (GDP) per capita as an indicator.

3.2.3 Analyze current economic issues in the countries of the Eastern Hemisphere using a variety of information resources.

## 4. Financial resources are needed to develop and maintain countries and organizations.

State Standards GEH

2.4.3 Analyze the locations of the major manufacturing and agricultural regions of the Eastern Hemisphere

5.1.5 Give examples of the benefits of global connections

- What are the valuable and important resources in this region?
- What trading relationships are established as a result of these resources?

- 
- What are the four basic economic systems in the world today?
  - Is there a general correlation between a country's economic system and its prosperity?

- 
- What are the indicators used to determine a country's level of development?
  - What is the level of development for countries in the region?
  - What countries are experiencing instability or civil unrest due to economic factors?

- 
- What are the region's major trade relationships?
  - What international trade agreements affect the countries of the region?
  - Do these relationships benefit the country and its people?
  - What influence do other countries gain over the region as a result of these relationships?
  - What global influence do the countries of the region gain as a result of these relationships?

## Geography

### 1. Physical features and man made boundaries divide the world.

State Standards GEH

2.1.1 Explain and use the components of maps, compare different map projections, and explain the appropriate uses for each

2.3.1 Identify the names and locations of countries and major cities in the Eastern Hemisphere

2.3.2 Describe major physical characteristics of regions in the Eastern Hemisphere

### 2. Natural resources can determine the wealth or poverty of a nation.

State Standards GWH / GEH

2.3.3 Compare major cultural characteristics of regions in the Eastern Hemisphere

2.5.1 Analyze the distribution of natural resources in the Western Hemisphere

2.5.3 Give examples of how both natural and technological hazards have impacted the physical environment and human populations in specific areas of the Eastern Hemisphere

- a. What boundaries divide the countries in the region?
- b. Are they natural or man made?
- c. Do the countries contain like cultural / tribal groups or various cultural / tribal groups?
- d. Do the boundaries divide people of a common cultural / tribal group?
- e. What impact do these boundaries have on the people of the region?

- 
- a. What are the natural resources of the region?
  - b. Where are they located?
  - c. Which countries in the world use these resources?
  - d. How critical to the global economy are these resources?
  - e. Are these resources a source of conflict?

## History

### 1. Societies have developed a variety of philosophical and religious beliefs.

State Standards GEH

1.8.5 Describe the historical origins, central beliefs, and spread of major religions, including Judaism, Christianity, Islam, Hinduism, Buddhism, and Confucianism

- a. What major religions and philosophies developed in the region?
- b. What are their core values, beliefs and practices?

### 2. Governments change and evolve over time.

State Standards GEH

1.8.1 Describe the civilizations of the Eastern Hemisphere prior to European contact

1.8.2 Examine the impact of Europeans on indigenous cultures in the Eastern Hemisphere

1.8.3 Identify various colonial powers in the Eastern Hemisphere

1.8.4 Recognize historical perspective by identifying the context in which events occurred

- a. Historically what types of governments could be found in the region?
- b. How have those governments changed over time?
- c. What factors caused that change?

### 3. Governments use economic and military power to influence and / or control other nations.

State Standards GEH

5.1.4 Discuss present conflicts between cultural groups and nation-states in the Eastern Hemisphere

- a. Historically what regional and external powers have sought influence in the region?
- b. For what purpose?
- c. What tools did they use to exert that influence?
- d. What regional and external powers are currently trying to influence other countries?
- e. How are they trying to influence them?
- f. What tools (diplomacy, economic, military) are they using?

## Government

### 1. Governments change / evolve over time.

State Standards GEH

4.5.1 Identify the major forms of government in the Eastern Hemisphere and compare them with the United States.

4.5.2 Give examples of the different routes to independence from colonial rule taken by countries

### 2. Religions and philosophies often influence government's policies and decisions.

State Standards GEH

5.1.1 Discuss how social institutions, including the family, religion, and education, influence behavior in different societies in the Eastern Hemisphere.

### 3. Government policies and practices affect a nation's wealth and / or poverty.

State Standards GEH

2.5.2 Analyze and give examples of the consequences of human impact on the physical environment and evaluate ways in which technology influences human capacity to modify the physical environment

2.5.4 Give examples of how land and water forms, climate, and natural vegetation have influenced historical trends and developments in the Eastern Hemisphere

- a. What types of governments are found in the world today?
- b. What types of governments are found in the region today?

- 
- a. Are governments in the region influenced by religious beliefs or philosophies?
  - b. How are they influenced?
  - c. What impact does that influence have on the government's policies and practices?
  - d. What are the consequences of that influence?

- 
- a. Identify the countries in the region as developed or developing.
  - b. How do government policy and practice dealing with industry, business, education, trade, environment and resources effect a nation's wealth?
  - c. How do those policies and practices impact the population of the nation?
  - d. Do those policies and practices lead to cooperation or conflict between the government and the people?
  - e. What international agreements are the countries of the region a party to?
  - f. What is the impact of these agreements on the country and its people?

**Global Issues****1. Regional events can have a global impact.**

State Standards GEH

1.8.6 Examine multiple points of view by analyzing a current event relating to Africa or Asia.

2.5.5 Identify contrasting perspectives of environmental issues that affect the Eastern Hemisphere.

2.5.6 Explain how human-induced changes in the physical environment in one place cause changes in another place

3.2.4 Identify economic connections between a local community and the countries of the Western Hemisphere

5.1.5 Give examples of the benefits of global connections

5.1.6 Give examples of the causes and consequences of current global issues

- a. What current events are happening in the region?
- b. What factors you have studied above (culture, religion, history, economics, and government) are influencing these events?
- c. What are the regional implications of these events?
- d. What are the global implications of these events?

DRAFT

Grade: 9th  
 Subject: Social Studies  
 Unit 3: Asia  
 Lens: *Global Perspectives*

**Critical Content and Skills**

**AC** = Assessment Code:      **Q** – Quizzes      **P** - Prompts  
    **O** – Observations      **WS** – Work Samples  
    **D** – Dialogues      **SA** – Student Self-Assessment  
    **T** - Tests

Students will Know...	AC	Students will be able to do...	AC
<ol style="list-style-type: none"> <li>1. Economic, social, and demographic indicators determine a nation's wealth and/or poverty.</li> <li>2. Developing and developed nations.</li> <li>3. Current events and issues are affecting the world.</li> <li>4. Different kinds of governments of the world.</li> <li>5. The affect of governments on the political and economic quality of life.</li> <li>6. Economic systems.</li> <li>7. Natural resources can determine power and wealth.</li> <li>8. Trade is essential for a healthy economy.</li> <li>9. Major international agreements.</li> <li>10. World's major religions.</li> <li>11. Differences of beliefs among the major religions.</li> <li>12. Location of major world religions and philosophies.</li> <li>13. Impact of governmental policies and practices on religions and philosophical beliefs.</li> <li>14. Cultural similarities and diversities in the world</li> </ol>		<ol style="list-style-type: none"> <li>1. List indicators that distinguish a developed from a developing country.</li> <li>2. Name the developed and developing countries.</li> <li>3. Define and compare the different government types.</li> <li>4. Analyze the affect of governments on the political and economic quality of life.</li> <li>5. Read and understand current events.</li> <li>6. Define and compare economic systems.</li> <li>7. Analyze the effects of trade on a country's economy.</li> <li>8. Define major international agreements.</li> <li>9. Define and identify major characteristics of the world religions and philosophies.</li> <li>10. Identify and describe the interaction between philosophical and religious beliefs with governmental policy.</li> <li>11. Compare and contrast major cultural similarities and diversities in the world.</li> </ol> <hr/> <p style="text-align: center;"><b>Common Core State Standards for Literacy in History/Social Studies 9-10</b></p> <p>Note: All Common Core Objectives will be included in the skills section of each unit. Teachers must include these objectives in their instructional units.</p> <p style="text-align: center;"><b>Please see pages 40-42 of this document for a complete list of the CCSS for Literacy in History/Social Studies.</b></p>	

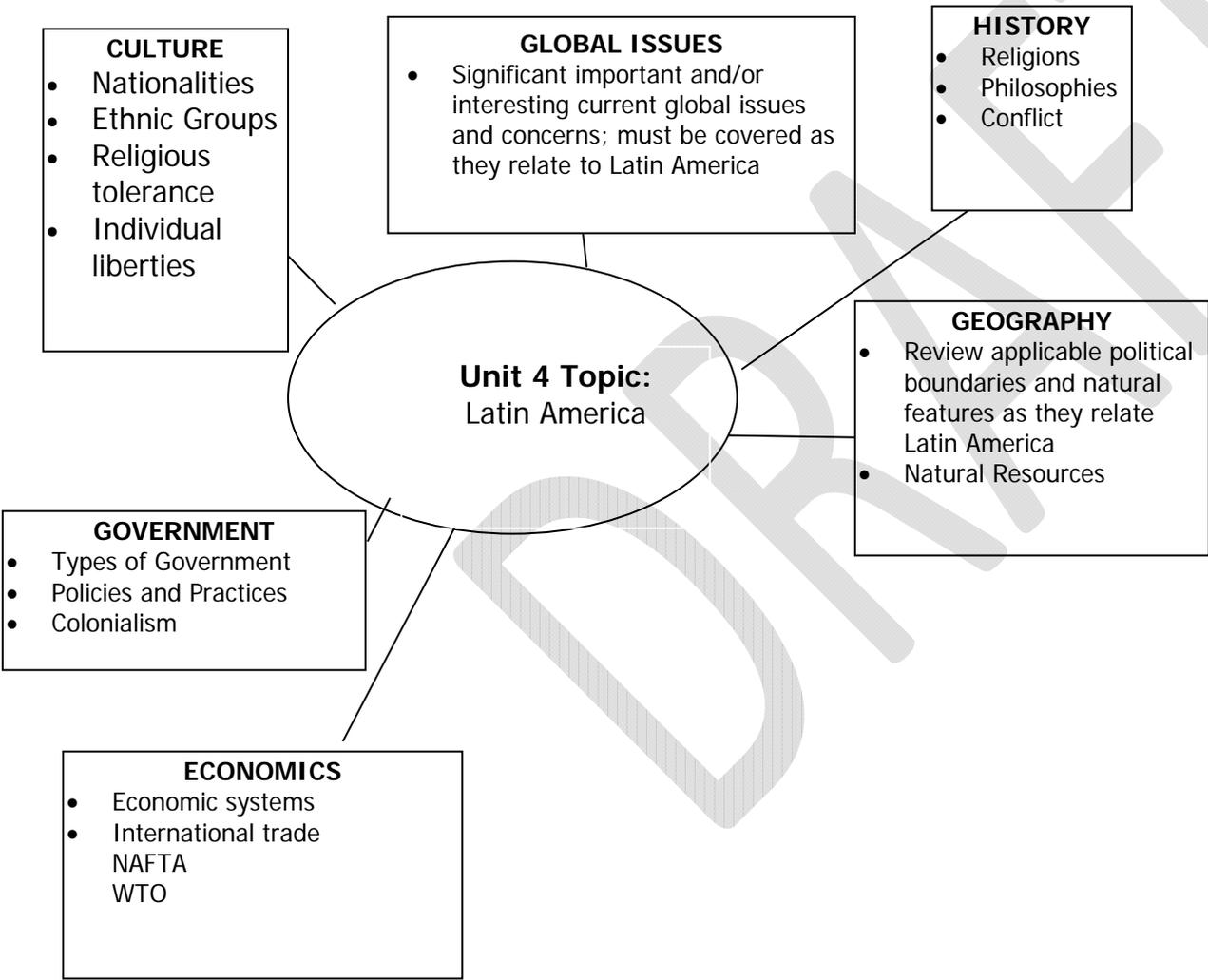
Critical Content/Concept Web

# Unit Planner

Unit 4 Topic: Latin America

Conceptual Lens: World History & Global Perspectives

Grade: 9th



## Unit 4 Overview

This unit examines the geographical, historical, cultural, political, economic and current issues in Latin America.

This unit will define and study the types of governments and economic systems found in the region today. Emphasis is placed on the factors that cause wealth or poverty of the nations in the region including religious, economic, political, available resources, and population dynamics.

Tensions and conflict in the region are examined in relationship to the previously mentioned factors.

**Weeks 1-4, 2<sup>nd</sup> Quarter**

Grade: 9th  
 Subject: Social Studies  
 Unit 4: Latin America  
 Lens: *Global Perspectives*

Enduring Understandings	Guiding Questions
<b>Culture</b>	
<p>1. The world is culturally diverse.</p> <p>State Standards GWH            2.3.3 Describe major cultural characteristics of regions in the Western Hemisphere.            2.4.2 Compare and contrast cultural patterns in the Western Hemisphere, such as language, religion, and ethnicity</p>	<p>a. What are the nations of the region?            b. What are the major religions in the region?            c. What ethnic / tribal groups live in the region?            d. What are these groups' religious and cultural practices?            e. Do these group's cultures promote tolerance?            f. How do these groups view individual liberties?</p>
<p>2. There are some commonly held values shared by all people.</p> <p>State Standards GWH            5.1.3 Define ethnocentrism and give examples of how this attitude can lead to cultural misunderstandings.</p>	<p>a. What values are common to all groups in the region?            b. What values are sources of conflict in the region?            c. How have culturally different groups in the region experienced conflict and compromise?</p>

## Economics

### 1. Natural resources can determine wealth and poverty.

State Standards GWH

2.4.3 Analyze the locations of the major manufacturing and agricultural regions of the Western Hemisphere.

2.5.1 Analyze the distribution of natural resources in the Western Hemisphere

### 2. A nation's economic system reflects its wealth and / or poverty.

State Standards GWH

3.2.1 Describe how different economic systems in the Western Hemisphere answer the basic economic questions on what to produce, how to produce, and for whom to produce

### 3. Economic conditions often lead to instability and civil unrest.

State Standards GWH

3.2.2 Compare the standard of living of various countries of the Western Hemisphere today using Gross Domestic Product (GDP) per capita as an indicator.

3.2.3 Analyze current economic issues in the countries of the Western Hemisphere using a variety of information resources.

### 4. Financial resources are needed to develop and maintain countries and organizations.

State Standards GWH

3.2.4 Identify economic connections between a local community and the countries of the Western Hemisphere

- a. What are the valuable and important resources in this region?
- b. What trading relationships are established as a result of these resources?

- a. What are the four basic economic systems in the world today?
- b. Is there a general correlation between a countries economic system and its prosperity?

- a. What are the indicators used to determine a countries level of development?
- b. What is the level of development for countries in the region?
- c. What countries are experiencing instability or civil unrest due to economic factors?

- a. What are the regions major trade relationships?
- b. What international trade agreements effect the countries of the region?
- c. Do these relationships benefit the country and its people?
- d. What influence do other countries gain over the region as a result of these relationships?
- e. What global influence do the countries of the region gain as a result of these relationships?

## Geography

### 1. Physical features and man made boundaries divide the world.

State Standards GWH

- 2.1.1 Explain and use the components of maps, compare different map projections, and explain the appropriate uses for each
- 2.3.1 Identify the names and locations of countries and major cities in the Western Hemisphere
- 2.3.2 Describe major physical characteristics of regions in the Western Hemisphere
- 2.5.4 Give examples of how land and water forms, climate, and natural vegetation have influenced historical trends and developments in the Western Hemisphere

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### 2. Natural resources can determine the wealth or poverty of a nation.

State Standards GWH

- 2.5.1 Analyze the distribution of natural resources in the Western Hemisphere

- a. What boundaries divide the countries in the region?
- b. Are they natural or man made?
- c. Do the countries contain like cultural / tribal groups or various cultural / tribal groups?
- d. Do the boundaries divide people of a common cultural / tribal group?
- e. What impact do these boundaries have on the people of the region?

- 
- a. What are the natural resources of the region?
  - b. Where are they located?
  - c. Which countries in the world use these resources?
  - d. How critical to the global economy are these resources?
  - e. Are these resources a source of conflict?

## History

1. Societies have developed a variety of philosophical and religious beliefs.

State Standards GWH

5.1.1 Discuss how social institutions influence behavior in different societies in the Western Hemisphere.

5.1.2 Give examples of how language, literature, and the arts shaped the development and transmission of culture in the Western Hemisphere

2. Governments change and evolve over time.

State Standards GWH

1.8.3 Compare various approaches to European colonization in the Western Hemisphere.

1.8.4 Recognize historical perspective by identifying the context in which events occurred.

3. Governments use economic and military power to influence and / or control other nations.

State Standards GWH

5.1.4 Discuss present conflicts between cultural groups and nation-states in the Western Hemisphere.

a. What major religions and philosophies developed in the region?  
b. What are their core values, beliefs and practices?

a. Historically what types of governments could be found in the region?  
b. How have those governments changed over time?  
c. What factors caused that change?

a. Historically what regional and external powers have sought influence in the region?  
b. For what purpose?  
c. What tools did they use to exert that influence?  
d. What regional and external powers are currently trying to influence other countries?  
e. How are they trying to influence them?  
f. What tools (diplomacy, economic, military) are they using?

## Government

### 1. Governments change / evolve over time.

State Standards GWH

4.5.1 Identify the major forms of government in the Western Hemisphere and compare them with the United States.

### 2. Religions and philosophies often influence government's policies and decisions.

State Standards GWH

5.1.1 Discuss how social institutions influence behavior in different societies in the Western Hemisphere

### 3. Government policies and practices affect a nation's wealth and / or poverty.

State Standards GWH

2.5.5 Identify contrasting perspectives of environmental issues that affect the Western Hemisphere

2.5.6 Explain how human-induced changes in the physical environment in one place cause changes in another place

2.5.2 Analyze and give examples of the consequences of human impact on the physical environment and evaluate ways in which technology influences human capacity to modify the physical environment

- a. What types of governments are found in the world today?
- b. What types of governments are found in the region today?

- a. Are governments in the region influenced by religious beliefs or philosophies?
- b. How are they influenced?
- c. What impact does that influence have on the government's policies and practices?
- d. What are the consequences of that influence?

- a. Identify the countries in the region as developed or developing.
- b. How do government policy and practice dealing with industry, business, education, trade, environment and resources effect a nation's wealth?
- c. How do those policies and practices impact the population of the nation?
- d. Do those policies and practices lead to cooperation or conflict between the government and the people?
- e. What international agreements are the countries of the region a party to?
- f. What is the impact of these agreements on the country and its people?

## Global Issues

### 1. Regional events can have a global impact.

State Standards GWH

3.2.4 Identify economic connections between a local community and the countries of the Western Hemisphere

- a. What current events are happening in the region?
- b. What factors you have studied above (culture, religion, history, economics, and government) are influencing these events?
- c. What are the regional implications of these events?
- d. What are the global implications of these events?

Grade: 9th  
 Subject: Social Studies  
 Unit 4: Latin America  
 Lens: *Global Perspectives*

**Critical Content and Skills**

**AC** = Assessment Code:      **Q** – Quizzes                      **P** - Prompts  
    **O** – Observations              **WS** – Work Samples  
    **D** – Dialogues                      **SA** – Student Self-Assessment  
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Students will Know...	AC	Students will be able to do...	AC
<ol style="list-style-type: none"> <li>1. Economic, social, and demographic indicators determine a nation's wealth and/or poverty.</li> <li>2. Developing and developed nations.</li> <li>3. Current events and issues are affecting the world.</li> <li>4. Different kinds of governments of the world.</li> <li>5. The affect of governments on the political and economic quality of life.</li> <li>6. Economic systems.</li> <li>7. Natural resources can determine power and wealth.</li> <li>8. Trade is essential for a healthy economy.</li> <li>9. Major international agreements.</li> <li>10. World's major religions.</li> <li>11. Differences of beliefs among the major religions.</li> <li>12. Location of major world religions and philosophies.</li> <li>13. Impact of governmental policies and practices on religions and philosophical beliefs.</li> <li>14. Cultural similarities and diversities in the world.</li> </ol>		<ol style="list-style-type: none"> <li>1. List indicators that distinguish a developed from a developing country.</li> <li>2. Name the developed and developing countries.</li> <li>3. Define and compare the different government types.</li> <li>4. Analyze the affect of governments on the political and economic quality of life.</li> <li>5. Read and understand current events.</li> <li>6. Define and compare economic systems.</li> <li>7. Analyze the effects of trade on a country's economy.</li> <li>8. Define major international agreements.</li> <li>9. Define and identify major characteristics of the world religions and philosophies.</li> <li>10. Identify and describe the interaction between philosophical and religious beliefs with governmental policy.</li> <li>11. Compare and contrast major cultural similarities and diversities in the world.</li> </ol> <div style="background-color: #e0e0e0; padding: 10px; margin-top: 20px;"> <p align="center"><b>Common Core State Standards for Literacy in History/Social Studies 9-10</b></p> <p>Note: All Common Core Objectives will be included in the skills section of each unit. Teachers must include these objectives in their instructional units.</p> <p><b>Please see pages 40-42 of this document for a complete list of the CCSS for Literacy in History/Social Studies.</b></p> </div>	

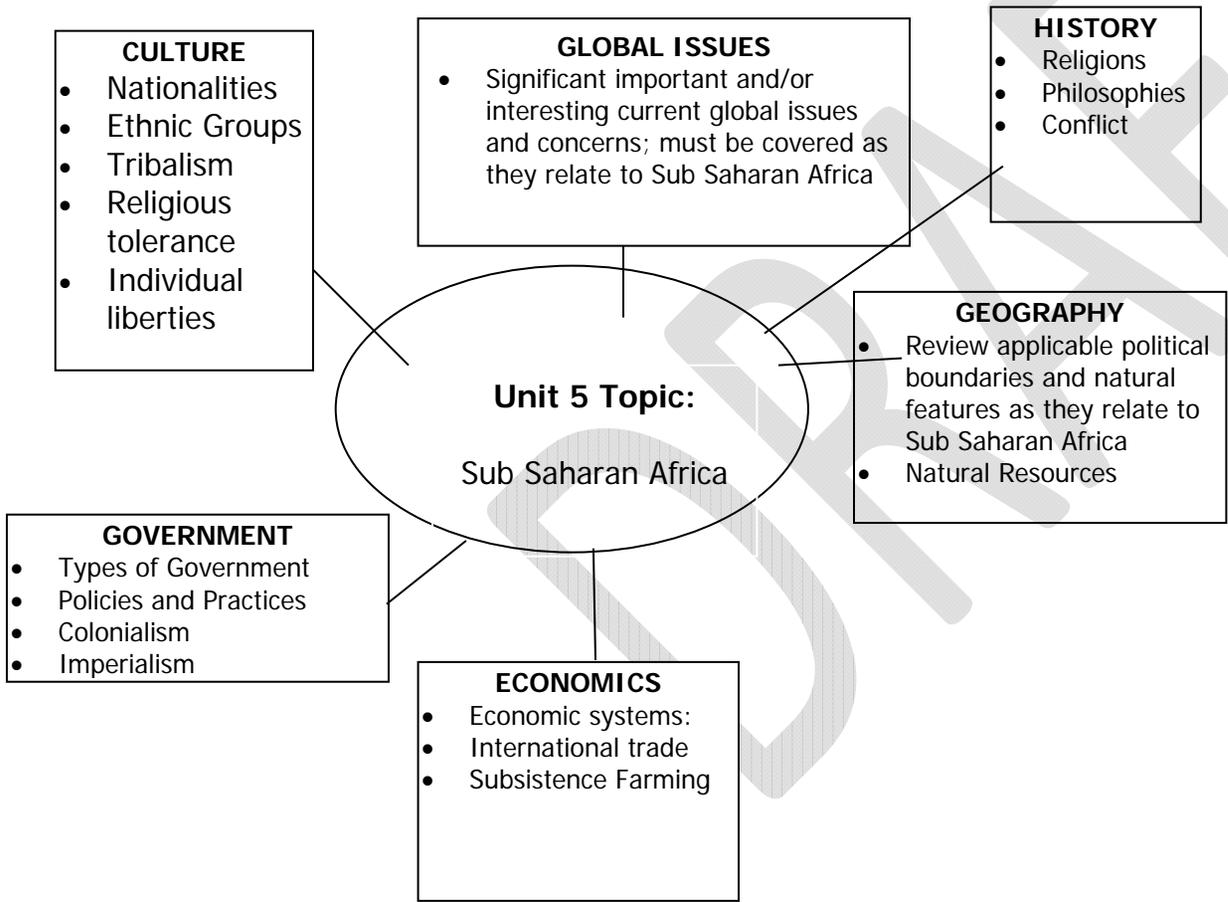
# Unit Planner

Critical Content/Concept Web

Unit 5 Topic: Sub Saharan Africa

Conceptual Lens: World History & Global Perspectives

Grade: 9th



## Unit 5 Overview

This unit examines the geographical, historical, cultural, political, economic and current issues in Sub Saharan Africa.

This unit will define and study the types of governments and economic systems found in the region today. Emphasis is placed on the factors that cause wealth or poverty of the nations in the region including religious, economic, political, available resources, and population dynamics.

Tensions and conflict in the region are examined in relationship to the previously mentioned factors.

**Weeks 5-9, 2<sup>nd</sup> Quarter**

Grade: 9th  
 Subject: Social Studies  
 Unit 5: Sub Saharan Africa  
 Lens: *Global Perspectives*

### Enduring Understandings

### Guiding Questions

### Culture

#### 1. The world is culturally diverse.

State Standards GEH

- 1.8.1 Describe the civilizations of the Eastern Hemisphere prior to European contact,
- 1.8.2 Examine the impact of Europeans on indigenous cultures in the Eastern Hemisphere
- 2.3.3 Compare major cultural characteristics of regions in the Eastern Hemisphere
- 2.4.2 Compare and contrast cultural patterns in the Eastern Hemisphere
- 5.1.1 Discuss how social institutions, including the family, religion, and education, influence behavior in different societies in the Eastern Hemisphere
- 5.1.2 Give examples of how language, literature, and the arts shaped the development and transmission of culture in the Eastern Hemisphere

- a. What are the nations of the region?
- b. What are the major religions in the region?
- c. What ethnic / tribal groups live in the region?
- d. What are these groups' religious and cultural practices?
- e. Do these group's cultures promote tolerance?
- f. How do these groups view individual liberties?

#### 2. There are some commonly held values shared by all people.

State Standards GEH

- 5.1.3 Define ethnocentrism and give examples of how this attitude can lead to cultural misunderstandings.
- 5.1.4 Discuss present conflicts between cultural groups and nation-states in the Eastern Hemisphere

- a. What values are common to all groups in the region?
- b. What values are sources of conflict in the region?
- c. How have culturally different groups in the region experienced conflict and compromise?

## Economics

### 1. Natural resources can determine wealth and poverty.

State Standards GEH

2.5.1 Analyze the distribution of natural resources in the Eastern Hemisphere

3.2.4 Identify economic connections between a local community and the countries of the Eastern Hemisphere

3.2.5 Identify specific areas of the Eastern Hemisphere with important natural resource deposits

- What are the valuable and important resources in this region?
- What trading relationships are established as a result of these resources?

### 2. A nation's economic system reflects its wealth and / or poverty.

State Standards GEH

3.2.1 Describe how different economic systems in the Eastern Hemisphere answer the basic economic questions on what to produce, how to produce, and for whom to produce

3.2.6 Investigate how physical geography, productive resources, specialization, and trade have influenced the way people earn income.

- What are the four basic economic systems in the world today?
- Is there a general correlation between a countries economic system and its prosperity?

### 3. Economic conditions often lead to instability and civil unrest.

State Standards GEH

3.2.2 Compare the standard of living of various countries of the Eastern Hemisphere today using Gross Domestic Product (GDP) per capita as an indicator.

3.2.3 Analyze current economic issues in the countries of the Eastern Hemisphere using a variety of information resources.

- What are the indicators used to determine a countries level of development?
- What is the level of development for countries in the region?
- What countries are experiencing instability or civil unrest due to economic factors?

### 4. Financial resources are needed to develop and maintain countries and organizations.

State Standards GEH

2.4.3 Analyze the locations of the major manufacturing and agricultural regions of the Eastern Hemisphere

5.1.5 Give examples of the benefits of global connections

- What are the regions major trade relationships?
- What international trade agreements effect the countries of the region?
- Do these relationships benefit the country and its people?
- What influence do other countries gain over the region as a result of these relationships?
- What global influence do the countries of the region gain as a result of these relationships?

## Geography

### 1. Physical features and man made boundaries divide the world.

State Standards GEH

2.1.1 Explain and use the components of maps, compare different map projections, and explain the appropriate uses for each

2.3.1 Identify the names and locations of countries and major cities in the Eastern Hemisphere

2.3.2 Describe major physical characteristics of regions in the Eastern Hemisphere

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### 2. Natural resources can determine the wealth or poverty of a nation.

State Standards GWH / GEH

2.3.3 Compare major cultural characteristics of regions in the Eastern Hemisphere

2.5.1 Analyze the distribution of natural resources in the Western Hemisphere

2.5.3 Give examples of how both natural and technological hazards have impacted the physical environment and human populations in specific areas of the Eastern Hemisphere

- a. What boundaries divide the countries in the region?
  - b. Are they natural or man made?
  - c. Do the countries contain like cultural / tribal groups or various cultural / tribal groups?
  - d. Do the boundaries divide people of a common cultural / tribal group?
  - e. What impact do these boundaries have on the people of the region?
- 

- a. What are the natural resources of the region?
- b. Where are they located?
- c. Which countries in the world use these resources?
- d. How critical to the global economy are these resources?
- e. Are these resources a source of conflict?

## History

### 1. Societies have developed a variety of philosophical and religious beliefs.

State Standards GEH

1.8.5 Describe the historical origins, central beliefs, and spread of major religions, including Judaism, Christianity, Islam, Hinduism, Buddhism, and Confucianism

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### 2. Governments change and evolve over time.

State Standards GEH

1.8.1 Describe the civilizations of the Eastern Hemisphere prior to European contact

1.8.2 Examine the impact of Europeans on indigenous cultures in the Eastern Hemisphere

1.8.3 Identify various colonial powers in the Eastern Hemisphere

1.8.4 Recognize historical perspective by identifying the context in which events occurred

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### 3. Governments use economic and military power to influence and / or control other nations.

- a. What major religions and philosophies developed in the region?
  - b. What are their core values, beliefs and practices?
- 

- a. Historically what types of governments could be found in the region?
  - b. How have those governments changed over time?
  - c. What factors caused that change?
- 

- a. Historically what regional and external powers have sought influence in the region?
- b. For what purpose?

<p>State Standards GEH 5.1.4 Discuss present conflicts between cultural groups and nation-states in the Eastern Hemisphere</p>	<p>c. What tools did they use to exert that influence? d. What regional and external powers are currently trying to influence other countries? e. How are they trying to influence them? f. What tools (diplomacy, economic, military) are they using?</p>
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### Government

<p>1. Governments change / evolve over time.</p> <p>State Standards GEH 4.5.1 Identify the major forms of government in the Eastern Hemisphere and compare them with the United States. 4.5.2 Give examples of the different routes to independence from colonial rule taken by countries</p>	<p>a. What types of governments are found in the world today? b. What types of governments are found in the region today?</p>
<p>2. Religions and philosophies often influence government's policies and decisions.</p> <p>State Standards GEH 5.1.1 Discuss how social institutions, including the family, religion, and education, influence behavior in different societies in the Eastern Hemisphere.</p>	<p>a. Are governments in the region influenced by religious beliefs or philosophies? b. How are they influenced? c. What impact does that influence have on the government's policies and practices? d. What are the consequences of that influence?</p>
<p>3. Government policies and practices affect a nation's wealth and / or poverty.</p> <p>State Standards GEH 2.5.2 Analyze and give examples of the consequences of human impact on the physical environment and evaluate ways in which technology influences human capacity to modify the physical environment 2.5.4 Give examples of how land and water forms, climate, and natural vegetation have influenced historical trends and developments in the Eastern Hemisphere</p>	<p>a. Identify the countries in the region as developed or developing. b. How do government policy and practice dealing with industry, business, education, trade, environment and resources effect a nation's wealth? c. How do those policies and practices impact the population of the nation? d. Do those policies and practices lead to cooperation or conflict between the government and the people? e. What international agreements are the countries of the region a party to? f. What is the impact of these agreements on the country and its people?</p>

### Global Issues

#### 1. Regional events can have a global impact.

State Standards GEH

1.8.6 Examine multiple points of view by analyzing a current event relating to Africa or Asia.

2.5.5 Identify contrasting perspectives of environmental issues that affect the Eastern Hemisphere.

2.5.6 Explain how human-induced changes in the physical environment in one place cause changes in another place

3.2.4 Identify economic connections between a local community and the countries of the Western Hemisphere

5.1.5 Give examples of the benefits of global connections

5.1.6 Give examples of the causes and consequences of current global issues

- a. What current events are happening in the region?
- b. What factors you have studied above (culture, religion, history, economics, and government) are influencing these events?
- c. What are the regional implications of these events?
- d. What are the global implications of these events?

DRAFT

Grade: 9th  
 Subject: Social Studies  
 Unit 5: Sub Saharan Africa  
 Lens: Systems

<b>Critical Content and Skills</b>			
<b>AC = Assessment Code:</b>			
<b>Q – Quizzes                      P - Prompts</b> <b>O – Observations              WS – Work Samples</b> <b>D – Dialogues                    SA – Student Self-Assessment</b> <b>T - Tests</b>			
Students will Know...	AC	Students will be able to do...	AC
<ol style="list-style-type: none"> <li>1. Economic, social, and demographic indicators determine a nation's wealth and/or poverty.</li> <li>2. Developing and developed nations.</li> <li>3. Current events and issues are affecting the world.</li> <li>4. Different kinds of governments of the world.</li> <li>5. The affect of governments on the political and economic quality of life.</li> <li>6. Economic systems.</li> <li>7. Natural resources can determine power and wealth.</li> <li>8. Trade is essential for a healthy economy.</li> <li>9. Major international agreements.</li> <li>10. World's major religions.</li> <li>11. Differences of beliefs among the major religions.</li> <li>12. Location of major world religions and philosophies.</li> <li>13. Impact of governmental policies and practices on religions and philosophical beliefs.</li> <li>14. Cultural similarities and diversities in the world</li> </ol>		<ol style="list-style-type: none"> <li>1. List indicators that distinguish a developed from a developing country.</li> <li>2. Name the developed and developing countries.</li> <li>3. Define and compare the different government types.</li> <li>4. Analyze the affect of governments on the political and economic quality of life.</li> <li>5. Read and understand current events.</li> <li>6. Define and compare economic systems.</li> <li>7. Analyze the effects of trade on a country's economy.</li> <li>8. Define major international agreements.</li> <li>9. Define and identify major characteristics of the world religions and philosophies.</li> <li>10. Identify and describe the interaction between philosophical and religious beliefs with governmental policy.</li> <li>11. Compare and contrast major cultural similarities and diversities in the world.</li> </ol> <hr/> <p style="text-align: center;"><b>Common Core State Standards for Literacy in History/Social Studies 9-10</b></p> <p>Note: All Common Core Objectives will be included in the skills section of each unit. Teachers must include these objectives in their instructional units.</p> <p style="text-align: center;"><b>Please see pages 40-42 of this document for a complete list of the CCSS for Literacy in History/Social Studies.</b></p>	

## World History and Global Perspectives Key Ideas/ Vocabulary

<p><u>Economic Terms:</u></p> <ul style="list-style-type: none"> <li>• Command</li> <li>• Mixed</li> <li>• Market</li> <li>• Traditional</li> <li>• Developed/developing indicators</li> <li>• Embargo</li> </ul>	<p><u>Political and Economic Organizations:</u></p> <ul style="list-style-type: none"> <li>• United Nations (UN)</li> <li>• North American Free Trade Agreement (NAFTA)</li> <li>• Palestine Liberation Organization (PLO)</li> <li>• World Trade Organization (WTO)</li> <li>• Organization of Petroleum Exporting Countries (OPEC)</li> <li>• European Union (EU)</li> </ul>	<p><u>Culture:</u></p> <ul style="list-style-type: none"> <li>• Women's roles in Asian and Middle Eastern societies.</li> </ul> <p>African culture influences the spread of AIDS</p>																																																												
<p><u>Types of Government:</u></p> <ul style="list-style-type: none"> <li>• Democracy</li> <li>• Republic</li> <li>• Oligarchy</li> <li>• Totalitarianism</li> <li>• Dictatorship</li> <li>• Anarchy</li> <li>• Absolute Monarchy</li> <li>• Constitutional Monarchy</li> <li>• Theocracy</li> <li>• Communism</li> </ul>	<p><u>Government Facts:</u></p> <ul style="list-style-type: none"> <li>• Economic hardship and religious/ethnic diversity lead to political instability.</li> <li>• Minority groups like the Palestinians and the Kurds struggle to obtain land and self-rule.</li> <li>• Governments restrict individual freedoms. – Apartheid</li> </ul>	<p><u>Physical Geography:</u></p> <table style="width: 100%; border: none;"> <tr> <td>Rwanda</td> <td>Jerusalem</td> <td>Cape Horn</td> </tr> <tr> <td>Iraq</td> <td>Mecca</td> <td>Panama Canal</td> </tr> <tr> <td>India</td> <td>Baghdad</td> <td>Andes Mountains</td> </tr> <tr> <td>Mexico</td> <td>Brasilia</td> <td>Himalayan Mountains</td> </tr> <tr> <td>Germany</td> <td>Tokyo</td> <td>Pyrenees Mountains</td> </tr> <tr> <td>Israel</td> <td>Madrid</td> <td>Tigris/Euphrates River</td> </tr> <tr> <td>Ukraine</td> <td>Nairobi</td> <td>Nile River</td> </tr> <tr> <td>China</td> <td>Caracas</td> <td>Amazon River</td> </tr> <tr> <td>Japan</td> <td>Johannesburg</td> <td>Suez Canal</td> </tr> <tr> <td>Saudi Arabia</td> <td>Berlin</td> <td>Ganges River</td> </tr> <tr> <td>Afghanistan</td> <td>Calcutta</td> <td>Thames River</td> </tr> <tr> <td>England</td> <td>Tehran</td> <td>Yangtze River</td> </tr> <tr> <td>Cuba</td> <td>Tel-Aviv</td> <td>Rhine River</td> </tr> <tr> <td>Egypt</td> <td>London</td> <td>Congo River</td> </tr> <tr> <td>South Africa</td> <td>Cairo</td> <td>The Alps</td> </tr> <tr> <td>Pakistan</td> <td>Beijing</td> <td>Mt. Kilimanjaro</td> </tr> <tr> <td>Jakarta</td> <td></td> <td>Sahara Desert</td> </tr> <tr> <td>Persian Gulf</td> <td></td> <td></td> </tr> <tr> <td>Sinai Peninsula</td> <td></td> <td></td> </tr> <tr> <td>Mt. Everest</td> <td></td> <td></td> </tr> </table>	Rwanda	Jerusalem	Cape Horn	Iraq	Mecca	Panama Canal	India	Baghdad	Andes Mountains	Mexico	Brasilia	Himalayan Mountains	Germany	Tokyo	Pyrenees Mountains	Israel	Madrid	Tigris/Euphrates River	Ukraine	Nairobi	Nile River	China	Caracas	Amazon River	Japan	Johannesburg	Suez Canal	Saudi Arabia	Berlin	Ganges River	Afghanistan	Calcutta	Thames River	England	Tehran	Yangtze River	Cuba	Tel-Aviv	Rhine River	Egypt	London	Congo River	South Africa	Cairo	The Alps	Pakistan	Beijing	Mt. Kilimanjaro	Jakarta		Sahara Desert	Persian Gulf			Sinai Peninsula			Mt. Everest		
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<p><u>Religions/Philosophies:</u></p> <ul style="list-style-type: none"> <li>• Christianity</li> <li>• Islam</li> <li>• Hinduism</li> <li>• Buddhism</li> <li>• Judaism</li> <li>• Animism</li> <li>• Confucianism</li> <li>• Monotheism</li> <li>• Polytheism</li> <li>• Caste System</li> </ul>	<p><u>Geography Concepts:</u></p> <ul style="list-style-type: none"> <li>• Water determines population centers around the world (irrigation and transportation).</li> <li>• Geography impacts people's lives, such as industry, types of jobs, where people choose to live, climate, and natural resources. <ul style="list-style-type: none"> <li>○ Examples include monsoons in Asia, deserts in the Middle East, diverse cultures in Africa</li> </ul> </li> <li>• The availability of natural resources can be used to improve a country's economic status. <ul style="list-style-type: none"> <li>○ Examples would include mineral resources in Africa and oil in the Middle East.</li> </ul> </li> </ul>	

## Reading Standards for Literacy in History/Social Studies Grades 9-10

### Key Ideas and Details

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**RH.9-10.1.** Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

**RH.9-10.2.** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

**RH.9-10.3.** Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

### Craft and Structure

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**RH.9-10.4.** 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.

**RH.9-10.5.** Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

**RH.9-10.6.** Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

### Integration of Knowledge and Ideas

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**RH.9-10.7.** Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

**RH.9-10.8.** Assess the extent to which the reasoning and evidence in a text support the author's claims.

**RH.9-10.9.** Compare and contrast treatments of the same topic in several primary and secondary sources.

### Range of Reading and Level of Text Complexity

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**RH.9-10.10.** By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.



## Writing Standards for Literacy in History/Social Studies Grades 9-10

### Text Types and Purposes

**WHST.9-10.1.** Write arguments focused on *discipline-specific content*.

- Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
- Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
- Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- Provide a concluding statement or section that follows from or supports the argument presented.

**WHST.9-10.2.** Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
- Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

**WHST.9-10.3.** (See note; not applicable as a separate requirement)



## Production and Distribution of Writing

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**WHST.9-10.4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**WHST.9-10.5.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

**WHST.9-10.6.** Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

## Research to Build and Present Knowledge

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**WHST.9-10.7.** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

**WHST.9-10.8.** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

**WHST.9-10.9.** Draw evidence from informational texts to support analysis, reflection, and research.

## Range of Writing

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**WHST.9-10.10.** Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## Note

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Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.

