

High School: World Cultures - WC1

New Hampton Community School District

Social Studies Standards and Benchmarks

Elective recommended for Grades 9 and 10

SS.HSWC1.1: Culture: The student will examine the impact of culture and cultural diversity. (MCGF)

SS.HSWC1.1A – K Benchmarks:

The student will be enabled to:

1. Identify and discuss the role of immigration in the development of the United States cultures. (MCGF)
2. Explain the contributions of the Native Americans, Africans, and Chinese. (MCGF)
3. Understand the values that define culture. (MCGF)
4. Understand the influences of other cultures on the United States (arts, entertainment, fashion, sports, etc.) (MCGF)
5. Describe the term “globalization of culture”. (MCGF)
6. Describe the influence of geography on Canada’s history and culture. (GE)
7. Describe Canada’s commitment to a multicultural society. (MCGF)
8. Understand and describe Mexican culture and customs. (MCGF)
9. Explain the significance of Mexican holidays. (MCGF)
10. Identify various cultural elements in the student’s environment. (MCGF)(GE)
11. Understand the impact of culture and cultural diversity in the community of New Hampton. (MCGF)

Assessed by: Student Performance/Product, Quizzes, Tests, and Teacher Observation

SS.HSWC1.2: Time, Continuity, and Change: The students will develop a historical perspective of the ways human beings view themselves in and over time. (GE) (NCDG)

SS.HSWC1.2A – F Benchmarks:

The student will be able to:

1. Examine the values and beliefs that have influenced the history, economics, government, and culture of the United States. (GE)
2. Trace Canada's immigration history and policies regarding citizenship. (GE)
3. Understand the ancient civilizations of Latin America. (GE)
4. Understand the role of the Spanish in the development of Latin America. (GE)
5. Understand how historical events influenced the development of Mexico's government, economy, and culture. (GE)
6. Apply geography to interpret the present and plan for the future. (LS)

Assessed by: Student Performance/Product, Quizzes, Tests, and Teacher Observation

SS.HSWC1.3: People, Places and Environment : The students will make informed decisions by understanding the organization of human populations, the physical earth, its resources and how they interrelate. (HOTS)(GE)

SS.HSWC1.3A – S Benchmarks:

The student will be able to:

- Identify, describe, and understand the five themes of geography (location, place, movement, regions, human environment/interactions) (GE)
- Understand the method for determining location interpreting different kinds of map, geographic grid, and projections. (GE)
- Identify the relationship between geography and the way people meet their needs. (GE)
- Describe how geographers use charts and graphs to display and compare information. (GE)
- Describe, locate and compare the landmass, population, and political features of the United States and Canada. (GE) (HOTS)
- Explain physical processes that shape the land. (GE)

- Define and describe weather, climate, and vegetation. (GE)
- Identify vegetation zones in North America. (GE)
- Understand the range and variety of Canada's landforms. (GE)
- Identify the groups that make up Canada's population and their origins. (GE)
- Understand the factors that influence where Canadians live. (GE)
- Describe and locate physical features, political features and populations of Latin America. (GE)
- Examine and compare data on Latin American countries. (GE)
- Describe climate variations in Latin American countries. (GE)
- Create a chart in which they compare and contrast Mexico, Central America, the Caribbean, and South America in terms of location, climate, landforms, and waterways. (GE)
- Understand deforestation in South America and describe major causes and effects. (GE)
- Apply the Big Six steps to information problem solving in Geography. (HOTS)
- Learn to respect and care for others. (GE) (ES)

Assessed by: Student Performance/Product, Quizzes, Tests, and Teacher Observation

SS.HSWC1.4: Individual Development and Identity : The students will utilize knowledge of individual development and identity to gain insight into personal behavior. (CE) (ES) (NCDG)

SS.HSWC1.4A – F Benchmarks:

The student will be able to:

- Identify, describe, and express appreciation for the influences of various historical and contemporary cultures on an individual's daily life. (CS) (LS)
1. Describe the ways family, religion, gender, ethnicity, nationality, socioeconomic status, and other group and cultural influences contribute to the development of a sense of self. (MCGF)
 2. Examine the interactions of ethnic, national, or cultural influences in specific situations or events. (MCGF)
 3. Work independently and cooperatively within groups and institutions to accom-

plish goals. (HOTS) (ES)

4. Use illustrations, statistics, comparisons, and analogies to critique the effectiveness of presentations. (ES)

Assessed by: Student Performance/Product, Quizzes, Tests, and Teacher Observation

SS.HSWC1.5: Individuals, Groups, and Institutions : The students will understand how institutions are formed, maintained, or changed and how they influence individuals, cultures, and societies. (GE) (ES) (NCDG) (MCGF)

SS.HSWC1.5A – G Benchmarks:

The student will be able to:

1. Apply concepts such as role, status, and social class in describing the connections and interactions of individuals, groups, and institutions in society. (MCGF)
2. Analyze group and institutional influences on people, events, and elements of culture in both historical and contemporary settings. (HOTS)
3. Describe the various forms institutions take, and explain how they develop and change over time. (CS) (GE)
4. Evaluate the role of institutions in furthering both continuity and change. (HOTS)
5. Know the advantages and disadvantages of working for self and working for others. (ES)
6. Understand how effective teams operate within organizational and diverse settings. (ES)
7. Demonstrate interpersonal skills required for working with and for others. (NCDG)

Assessed by: Student Performance/Product, Quizzes, Tests, and Teacher Observation

SS.HSWC1.6: Power, Authority, and Governance : The students will understand the historic development of structures of power, authority, and governance and their evolving functions in contemporary society. (GE) (ES)

SS.HSWC1.6A – Benchmarks:

The student will be able to:

1. Understand the structure of the United States government. (GE)
 2. Understand the structure of Canada’s government. (GE)
 3. Identify alternatives in given decision-making situations. (NCDG)
 4. Describe the government of Mexico. (GE)
 5. Identify the changes brought about by the Mexican Revolution. (GE)
 6. Compare and contrast the governments in the United States and Mexico. (GE)
-
1. Analyze and evaluate conditions, actions, and motivations that contribute to conflict and cooperation within and among nations. (HOTS, GE)

Assessed by: Planners, Student Performance/Product, Quizzes, Tests, and Teacher Observation

SS.HSWC1.7: Production, Distribution, and Consumption: The students will learn about production, distribution, exchange, and consumption so that they can make informed economic decisions. (ES) (GE)

SS.HSWC1.7A – O Benchmarks:

The student will be able to:

1. Learn about the physical geography of a country, and how it influences the economic development of the regions within those countries. (GE)
2. Understand the relationship between geography and economy in Canada and the United States. (GE)
3. Explain how the natural wealth of the United States and Canada positions them as leaders in the global economy. (GE)
4. Identify and describe the power sources of the United States and Canada. (GE)
5. Understand the cooperative channels between the United States and Canada. (GE)
6. Differentiate between goods and services. (GE)
7. Identify and describe the four factors of production (natural resources, labor re-

- sources, capital resources and entrepreneurs). (GE)
8. Understand the importance of transportation to Canada's economy. (GE)
 9. Understand the effect of industry on Canada's economy. (GE)
 10. Identify Mexico's natural resources. (GE)
 11. Understand and describe the role of tourism in Mexico. (GE)

Assessed by: Student Performance/Product, Quizzes, Tests, and Teacher Observation

SS.HSWC1.8: Science, Technology, and Society: The students will understand the relationship between science, technology, and society when addressing human issues, problems, and opportunities. (TECH) (GE)

SS.HSWC1.8A -

The student will be able to:

1. Describe and understand the technology used to learn about Earth's features. (GE)
2. Describe the contributions of North America to transportation, communication, recreation, and technology. (GE)
3. Identify and describe both current and historical examples of the interaction and interdependence of science, technology, and society in a variety of cultural settings. (GE)
4. Analyze how science and technology influence the core values, beliefs, and attitudes of society and how core values, beliefs, and attitudes of society shape scientific and technological change. (HOTS)
5. Recognize and interpret varied perspectives about human societies and the physical world using scientific knowledge, ethical standards, and technologies from diverse world cultures. (GE, HOTS)
6. Know examples of advanced and emerging technologies and how they could impact society. (ES)
7. Construct search strategies to obtain print and digital information from a variety of electronic resources. (ES) (TECH)

Assessed by: Student Performance/Product, Quizzes, Tests, and Teacher Observation

SS.HSWC1.9: Global Connections: The students will be able to construct connections between their lives and the realities of global interdependence. (GE) (CE) (ES) (NCDG)

SS.HSWC1.9A – F Benchmarks:

The student will be able to:

1. Explain how language, art music, belief systems, and other cultural elements can facilitate global understanding or cause misunderstandings. (GE,CS)
2. Explain how geographic factors present global challenges. (GE)
3. Examine conditions and motivations that contribute to conflict, cooperation, and interdependence among groups, societies and nations. (MCGF)
4. Analyze the causes, consequences and possible solutions to persistent, contemporary, and emerging global issues. (HOTS, GE)
5. Analyze or formulate policy statements demonstrating an understanding of concerns, standards, issues, and conflicts related to universal issues. (GE, HOTS)
6. Describe and evaluate the role of international and multinational organizations in the global arena. (CS, GE, CE)

Assessed by: Student Performance/Product, Quizzes, Tests, and Teacher Observation

SS.HSWC1.10: Civic Ideals and Practices: The students will apply the ideals, principles and practices of citizenship in a democratic republic through the development of civic attitudes and values. (ES) (NCDG)

SS.HSWC1.10A – Benchmarks:

The student will be able to:

1. Understand the rights and responsibilities of citizenship. (GE)
2. Understand the legal activities through which citizens influence decisions on public policy. (GE)

3. Understand the rights of citizenship granted by the Bill of Rights.
4. Explain the origins and interpret the continuing influence of key ideals of the democratic republican form of government such as individual human dignity, liberty, justice, equality, and rule of law. (HOTS)
5. Identify, analyze, interpret, and evaluate sources and examples of citizens' rights and responsibilities. (HOTS)
- 6.

Assessed by: Student Performance/Product, Quizzes, Tests, and Teacher Observation

SS.HSWC1.11: Habits of the Mind: The student will develop and apply the skills of critical thinking, creative thinking, and self-regulation to enhance social studies learning. (HOTS) (ES) (HOTS, CE)

SS.HSWC1.11A- D Benchmarks:

The student will be enabled to:

1. Engage in creative thinking to solve problems, including engaging intensely in tasks even when answers or solutions are not immediately apparent, pushing the limits of his/her knowledge and abilities, generating, trusting, and maintaining his/her own standards of evaluation, and generating new ways of viewing a situation outside the boundaries of standard conventions. (HOTS, ES)
 2. Utilize self-regulation techniques in their daily lives, including being aware of his/her own thinking, planning, being aware of necessary resources, being sensitive to feedback, and evaluating the effectiveness of his/her actions. (HOTS, NCDG)
- Utilize critical thinking in daily tasks, including being accurate and seeking accuracy, being clear and seeking clarity, being open-minded, restraining impulsivity, taking a position when the situation warrants it, and being sensitive to others' feelings and level of knowledge. (HOTS)
1. Apply problem-solving and decision-making strategies to complex real-world situations. (ES)
- Demonstrate how to apply academic and occupational skills to achieve personal

goals. (NCDG)

1. Use planners to assist in self-regulation and planning. (HOTS)
2. Use the seven reading comprehension/thinking strategies to facilitate understanding in the social studies setting. (HOTS)

Assessed by: Planners, Student Performance/Product, Quizzes, Tests, and Teacher Observation

Benchmark Identification:

CS - Communication Skills Benchmark

LS - Learning Skills Benchmark

CE - Career Education Benchmark

HOTS - Higher Order Thinking Skills Benchmark

GE - Global Education Benchmark

TECH - Technology Benchmark

ES - Employability Skills Benchmark

NCDG - National Career Development Guidelines Benchmark

Materials and Resources

(List all materials and resources. Be specific.)

Textbooks: World Cultures and Geography: Western Hemisphere and Europe

McDougal Littell, 2005

Textbook Supplemental Materials: Teacher Instructional Materials with Textbook

World Cultures I Outline

I. Welcome to the World

- **The World At Your Fingertips**
- **Many Regions, Many Cultures**

II. The Geographer's World

- **The Five Themes of Geography**
- **The Geographer's Tool**

III. Physical Geography of the United States and Canada

- **From Coast to Coast**
- **A Rich Diversity in Climate and Resources**

IV. The United States Today

- **We The People**
- **A Constitutional Democracy**
- **The United States Economy**
- **United States Culture: Crossing Borders**

V. Canada Today

- **O Canada! Immigrant Roots**
- **A Constitutional Monarchy**
- **Canada's Economy**
- **A Multicultural Society**

VI. Latin America: Its Land and History

- **Latin America: Physical Geography**
- **Ancient Latin America**

VII. Mexico Today

- **The Roots of Modern Mexico**
- **Government in Mexico: Revolution and Reform**
- **Mexico's Changing Economy**
- **Mexico's Changing Culture**