

New Hampton Curriculum

New Hampton Community School District

Social Studies Standards and Benchmarks

High School: World Cultures – WCII

Elective recommended for Grades 9 and 10

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

SS.HSWCII .1A – G Benchmarks:

The student will be enabled to:

1. Identify and describe the ethnic influences combined to form Caribbean cultures. (GE)
 2. Understand the language and religious belief systems in Central American cultures. (GE)
 3. Compare living in Cuba (education, health care, entertainment to living in the United States. (HOTS) (GE)
 4. Compare life in the rural areas of Iowa and life in the urban areas of Guatemala. (GE)
 5. Describe daily life and the arts in South America and Latin America. (GE)
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1. Summarize the Medieval Systems and the medieval ways of life. (GE)
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1. Describe the impact Ancient Greece had on the culture of sports in the United States. (GE)
 2. Understand the culture of the United Kingdom, Sweden, France, Germany, and Poland. (GE)

SS.HSWCII.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.HSWCII.2A – W Benchmarks:

The student will be able to:

1. Examine how historical events have affected the political, economic, and cultural development of Central America and the Caribbean Islands. (GE)
2. Understand the impact of colonization on Central America and the Caribbean. (GE)
3. Understand how the countries of this region gained their independence. (GE)
4. Describe the relationship of the United States and Cuba and learn how it developed. (GE)
5. Conduct research and synthesize what has been learned about the Castro regime. (GE)
6. Understand the impact of the Spanish-American War. (GE)
7. Understand the history and geography of South America and Latin America and the effects of both on present-day governments, economies, and cultures. (GE)
8. Understand the role of the Renaissance in the development of Western Europe. (GE)
9. Summarize the impact of the Protestant Reformation on church practices. (GE)
10. Understand the impact of European exploration. (GE)
11. Apply geography to interpret the present and plan for the future. (LS)
12. Understand the causes/impact of the French Revolution, (GE)
13. Identify the factors that strengthened the Russian Empire, (GE)
14. Understand the political and social changes that brought Europe from the Renaissance to the beginning of the modern era. (GE)
15. Understand the movements that led to conflicts among European nations. (GE)
16. Understand the impact of World War I on the political make-up of Europe. (GE)
17. Identify factors leading to World War II. (GE)
18. Understand the role of the Iron Curtain in serving as a barrier between Eastern and Western Europe. (GE)
19. Describe Eastern Europe under the Communist regime. (GE)

20. Describe the impact of the collapse of the Soviet Union.(GE)
21. Understand the role of the European Union in gaining economic and political aid. (GE)
22. Understand the government of the United Kingdom, Sweden, France, Germany, and Poland. (GE)

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

SS.HSWCII.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.HSWCII.3A – M Benchmarks:

The student will be able to:

- Describe the climate and identify landforms in the Caribbean Islands.
- Understand how climate, landforms, and location affect the tourist industry. (GE)
- Summarize what has contributed to Guatemala’s increased stability. (GE)
- Identify the reasons movement of people is an important issue in South American today. (GE)
- Explain the impact of rural to urban population shift in South America. (GE)
- Describe the population in South America today. (GE)
- Describe how the natural resources of Latin America have contributed to the economy. (GE)
- Identify Peru’s major landforms. (GE)
- Describe how the geographical changes of Europe contributed to the development of different cultures. (GE)
- Analyze how Europe’s temperate climate benefits its agricultural and tourist industries. (GE)
- Analyze how the geography affects the economy of a region. (GE) (HOTS)
- Apply the Big Six steps to information problem solving in Geography. (HOTS)

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

SS.HSWCII.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.HSWCII.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 accomplish 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.HSWCII.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.HSWCII.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.HSWCII.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.HSWCII.6A – M Benchmarks:

The student will be able to:

1. Compare and contrast dictatorship and democracy. (GE)
2. Analyze and evaluate conditions, actions, and motivations that contribute to conflict and cooperation within and among nations. (HOTS, GE)
3. Understand the changes occurring in Central American governments. (GE)
4. Describe the government of Guatemala and show how it differs from the government of the United States. (GE)
5. Describe the government in South America today. (GE)
6. Interpret a timeline on key independence days in South America. (GE) (HOTS)
7. Describe how governments in South America changed in the 1990's. (GE)
8. Describe how governments in South America changed in the 1990's. (GE)
9. Describe how the Peruvian government has changed since independence in 1821. (GE)
10. Identify the reasons Greek culture spread across Europe. (GE)
11. Understand that democracy was first practiced in sixth-century Greece. (GE)
12. Analyze the expansion of the Roman Empire. (GE)
13. Understand why the Middle Ages were described as a time of change. (GE)

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

SS.HSWCII.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.HSWCII.7A – K 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. Identify and describe the economic challenges faced by Caribbean nations. (GE)
3. Describe the economic factors involved in the economies of Central and South America. (GE)
4. Understand and describe the factors that impact Cuban economy. (GE)
5. Describe how society's needs and functions affect the supply of goods and services. (NCDG)
6. Analyze the economy of Brazil and Peru. (GE)
7. Identify the regional importance of Brazil. (GE)
8. Understand the effect of Europe's natural resources and what it produces today. (GE)
9. Describe the impact of the Industrial Revolution. (GE).
10. Understand the origin of capitalism (GE)
11. Understand the economy of the United Kingdom, Sweden, France, Germany, and Poland. (GE)

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

SS.HSWCII.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.HSWCII.8A – H Benchmarks:

The student will be able to:

1. Describe and understand the technology used to learn about the Earth's features. (GE)
2. Understand how technology has changed the way maps are made and used. (TECH)
3. Describe the contributions of North America to transportation, communication, recreation, and technology. (GE)
4. 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)
5. 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)
6. 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)
7. Know examples of advanced and emerging technologies and how they could impact society. (ES)
8. Construct search strategies to obtain print and digital information from a variety of electronic resources. (ES)

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

SS.HSWCII.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.HSWCII.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.HSWCII.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.HSWCII.10A – F 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)

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

SS.HSWCII.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.HSWCII.11A- I 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 II Outline

VIII. Central America and the Caribbean Islands

- 1. Establishing Independence**
- 2. Building Economies and Cultures**
- 3. Cuba Today**
- 4. Guatemala Today**

IX. South America

Establishing Independence

- Building Economies and Cultures**
- Brazil Today**
- Peru Today**

X. Western Europe: Its Land and Early History

- A Land of Varied Riches**
- Ancient Greece**
- Ancient Rome**
- Time of Change: The Middle Ages**

XI. The Growth of New Ideas

- Renaissance Connections**
- Traders, Explorers, and Colonists**
- The Age of Revolution**
- The Russian Empire**

XII. Europe: War and Change

- European Empires**

- **Europe at War**
- **The Soviet Union**

XIII. Modern Europe

- **Eastern Europe Under Communism**
- **Eastern Europe and Russia**
- **The European Union**

XIV. Europe Today

- **The United Kingdom**
- **Sweden**
- **France**
- **Germany**
- **Poland**