

New Hampton Curriculum

New Hampton Community School District

Social Studies Standards and Benchmarks

High School: World History Grades 9 & 10

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

SS.HSWH.1A – K Benchmarks:

The student will be enabled to:

1. Analyze and explain the ways groups, societies, and cultures address human needs and concerns as well as how these cultures interact. (GE) (HOTS) (MCGF)
2. Apply an understanding of culture as an integrated whole that explains the functions and interactions of various elements of culture, such as language, literature, beliefs, values, government, education and behavioral patterns. (GE) (HOTS) (MCGF)
3. Examine the cause and effect nature of cultures, people, and technological changes in history. (TECH) (CS)
4. Compare and contrast societal patterns for preserving and transmitting culture while adapting to environmental and social changes. (LS) (HOTS) (GE)
5. Demonstrate the value of cultural diversity as well as cohesion within and across groups. (MCGF)
6. Describe the impact of cultural diversity through scored discussions. (MCGF)
7. Analyze various ideas, philosophies, technologies, legal concepts, and religions that have not only impacted the world, but also have been adopted by cultures in the modern world. (MCGF) (GE) (TECH)

Assessed by: Scored Discussion Participation, Rubric, Student Performance/Product,

SS.HSWH.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.HSWH.2A – F Benchmarks:

The student will be able to:

1. Demonstrate that historical knowledge and the concept of time are socially influenced constructions that lead historians to be selective in the questions they seek to answer and the evidence they use. (LS) (HOTS)
2. Apply cause and effect to explain, analyze and show connections among patterns of historical change and continuity. (CE) (HOTS) (NCDG)
3. Identify and describe significant historical periods of change, such as the rise of civilizations the rise of nation-states, as well as the social, economic, technological and political revolutions. (GE) (HOTS)
4. Utilize processes of critical historical inquiry to reconstruct and interpret the past. (HOTS)
5. Investigate, interpret, and summarize various historical and contemporary viewpoints within and across cultures. (HOTS)
6. Employ the skills of skepticism and critical judgment when researching, reconstructing, interpreting, and discussing history. (HOTS) (NCDG)

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

SS.HSWH.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.HSWH.3A – S Benchmarks:

The student will be able to:

- Identify the regions of the world to be studied. (GE)
- Analyze the movements of key groups of people throughout history. (GE)
- Explain how geography, climate, and the dispersement of resources effect the development and growth of civilizations. (GE)
- Understand how people have cared for, used and abused the environment in the past. (GE) (HOTS)
- Examine the interdependence of people to one another as well as to the environment. (GE)
- Examine the interdependence of people to one another as well as to the government. (GE) (HOTS)
- Compare and contrast the duties of people in various cultures as they relate to government, society, and family. (GE)
- Apply the Big Six steps to information problem solving in World History. (HOTS)

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

SS.HSWH.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.HSWH.4A – F Benchmarks:

The student will be able to:

- Demonstrate positive social skills and respect towards class members and their opinions/views. (MCGF) (ES)
1. Compare and contrast the duties of people of various cultures as they relate to government, society, and family. (MCGF) (GE)
 2. Show a positive attitude towards group work. (MCGF) (NDDG) (ES)
 3. Respond sensitively and perceptively to a variety of materials that may include viewpoints and/or experiences from diverse cultures. (HOTS) (MCGF)(NCDG)
 4. Persist with text that goes beyond immediate knowledge and linguistic development (Zone of Proximal Development). (HOTS)
 5. Use communication skills productively for self-directed learning activities and per-

sonal enrichment. (CS) (NCDG)

6. Express one's own personal viewpoints in class discussions. (NCDG) (CS)

Assessed by: Classroom Daily Points, Student Performance/Product, Scored Discussion, and Teacher Observation

SS.HSWH.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.HSWH.5A – G Benchmarks:

The student will be able to:

1. Develop timelines to show when key governmental systems, cultural traits. And value systems that are considered key to the development of America were introduced in history. (GE) (NCDG) (ES)
2. Analyze the motivations and forces that led to change in world history. (HOTS)
3. Examine the influence of key individuals, groups and institutions not only on the time period when they first existed, but also on today, if applicable. (CS) (GE)
4. Classify ideas, technology, religions, and beliefs that our country has adopted from other areas of the world. (HOTS)
5. Identify various ideas and philosophies that have impacted the world. (GE)
6. Understand the importance of planning (Planners) and preparing for one's future and role in the world of work, family, and community. (ES) (NCDG)
7. Demonstrate interpersonal skills required for working with and for others. (NCDG)

Assessed by: Planners, Tests/Essays, Student Performance/Project, and Teacher Observation

SS.HSWH.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.HSWH.6A – Benchmarks:

The student will be able to:

1. Recognize and utilize information from a variety of materials found in society. (GE) (LS)
2. Compare and contrast various styles of government throughout human history and understand why each came about. (HOTS)
3. Analyze the motivations and forces, which led to change in world history. (HOTS)
4. Examine the influences of nationalism, militarism, imperialism, communism and democracy. (GE)
5. Explain how nations interact to resolve conflicts as well as what brings conflict in the first place. (GE) (MCGF)
6. Compare and contrast the roles of people and their leaders/rulers in various cultures as they relate to government and authority. (HOTS) (GE)
7. Evaluate the extent to which governments achieve their stated ideals and policies. (HOTS) (GE)

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

SS.HSWH.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.HSWH.7A – O Benchmarks:

The student will be able to:

1. Develop an understanding of key economic and technological forces, which have and do shape our world. (GE)
2. Examine how key inventions and discoveries have changed how people live. (GE)
3. Analyze the importance of trade as a means to not only exchange products, but

also cultural ideas. (GE) (MCGF) (HOTS)

4. Convert economic theories into real life, practical situations so he/she can become a smart consumer and handle money well. (GE)
5. Analyze key economic changes and how they affected societies as well as the individual. (GE) (HOTS)
6. Chart how business reforms changed, and are still changing the course of history. (GE)
7. Compare how values and beliefs influence economic decisions in different societies. (GE) (HOTS)

Assessed by: Application of Reading Strategies, Test/Essays, Scored Discussion, Student Performance/Product, and Teacher Observation

SS.HSWH.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.HSWH.8A -

The student will be able to:

1. 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) (MCGF)
2. Explain how key inventions and discoveries have changed how people live. (GE) (MCGF) (TECH)
3. Describe key scientific, technological, and societal concepts and changes that still influence our nation today. (GE) (TECH) (CS)
4. Analyze how science and technology influence the core values, beliefs, and attitudes of society and vice-versa. (GE) (TECH) (NCDG) (ES)
5. Evaluate various policies that have been proposed as ways of dealing with social changes resulting from new technologies. (HOTS) (TECH) (ES) (GE)
6. Construct search strategies to obtain print and digital information from a variety of electronic resources to enhance World History understanding. (ES)

Assessed by: Application of Reading Strategies, Test/Essays, Scored Discussion, and Teacher Observation

SS.HSWH.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.HSWH.9A – F Benchmarks:

The student will be able to:

1. Understand how cultural beliefs, values, and accepted ways of behavior come about and influence the way people live. (MCGF)
2. Analyze the global nature of change and conflict. (GE)
3. Demonstrate a thematic as well as chronological sense of history and be able to evaluate how past events have and do shape current events. (HOTS) (GE)
4. Explain key influences and periods to past, present, and future. (HOTS) (CS)
5. Conduct critical research and relate topics in world history to current events and across cultures. (GE) (HOTS)
6. Make predictions of the future based on the past. (HOTS) (GE)
7. Analyze and evaluate the effects of changing technologies on the global community. (GE) (HOTS) (LS) (ES)

Assessed by: Student Performance/Project, Quizzes, Tests, Essays, Rubric, Scored Discussion, and Teacher Observation

SS.HSWH.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.HSWH.10A – Benchmarks:

The student will be able to:

1. Use listening skills for learning new information and/or receiving instruction or

direction. (CS) (ES) (NCDG)

2. Use questioning skills to confirm and refine new learning. (HOTS)
3. Organize and deliver effectively a variety of types of oral classroom presentations and be able to express one's views through scored discussions. (HOTS) (CS) (ES)
4. Give relevant and sensitive feedback to others. (HOTS)
5. Demonstrate positive social skills and respect towards other class members. (HOTS)
6. Explain the origins and interpret the continuing influence of key ideals of the democratic republican form of government, such as individual human dignity, individual rights and responsibilities, liberty, justice, equality, and the rule of law. (GE) (ES)

Assessed by: Classroom Daily Points, Rubrics, Peer Evaluations, Self-Evaluations, Teacher Observation

SS.HSWH.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.HSWH.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' feel-

ings 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, Checklists, Student Performance/Product, 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.)

Textbook Supplemental Materials: Teacher Instructional Materials with Textbook