

Course Title – World Cultures

Implement start year – 2014-2015

Revision Committee Members, email, extension – Michelle Kaighn [mkaighn@lrhsd.org x8553], Erich Wiltsee [ewiltsee@lrhsd.org x8921], Eric O’Neill [eoneill@lrhsd.org x8005], Shannon Bretz [sbretz@lrhsd.org x8293]

Unit #1, topic - Cultures Tool Box

Students will be able to independently use their learning to acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

Stage 1 – Desired Results

Established Goals

2009 NJCCC Standard(s), Strand(s)/CPI #
(<http://www.nj.gov/education/cccs/2009/final.htm>)

Common Core Curriculum Standards for Math and English
(<http://www.corestandards.org/>)

6.2.8.D.3.e

Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.

6.2.12.A.6.b

Analyze the relationships and tensions between national sovereignty and global interest in matters such as territory, economic development, use of natural resources, and human rights.

6.2.12.B.6.a

Determine the global impact of increased population growth, migration, and changes in urban-rural populations on natural resources and land use.

6.2.12.C.3.c

Compare the characteristics of capitalism, communism, and socialism to determine why each system emerged in different world regions.

6.2.12.C.5.b

Compare and contrast free market capitalism, Western European democratic socialism, and Soviet communism.

6.2.8.B.4.b

21st Century Themes

(www.21stcenturyskills.org)

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
- Environmental Literacy

21st Century Skills

Learning and Innovation Skills:

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration

Information, Media and Technology Skills:

- Information Literacy
- Media Literacy
- ICT (Information, Communications and Technology) Literacy

Life and Career Skills:

- Flexibility and Adaptability
- Initiative and Self-Direction
- Social and Cross-Cultural Skills
- Productivity and Accountability

Assess how maritime and overland trade routes (i.e., the African caravan and Silk Road) impacted urbanization, transportation, communication, and the development of international trade centers.

CCSS.ELA-Literacy.RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

- CCSS.ELA-Literacy.RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- CCSS.ELA-Literacy.RH.11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
- CCSS.ELA-Literacy.RH.11-12.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
- CCSS.ELA-Literacy.RH.11-12.5 Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
- CCSS.ELA-Literacy.RH.11-12.6 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
- CCSS.ELA-Literacy.RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
- CCSS.ELA-Literacy.RH.11-12.8 Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
- CCSS.ELA-Literacy.RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
- CCSS.ELA-Literacy.RH.11-12.10 By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.

Leadership and Responsibility

<p><u>Enduring Understandings:</u> <i>Students will understand that . . .</i></p> <p><i>EU 1</i> Religious development reflects a culture’s perceived needs and norms and impacts its relationship with outside groups.</p> <p><i>EU 2</i> Differences among governmental systems have contributed to alliances and conflicts around the world.</p> <p><i>EU 3</i> Social classes are established by the economic, political, and cultural distinctions among people.</p> <p><i>EU 4</i> The economic opportunities and resources available in a culture help shape the people’s standard of living.</p> <p><i>EU 5</i> Political, economic, geographic, and social differences shape culture and life in the world.</p>	<p><u>Essential Questions:</u></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • Why have different religions developed? • What is the value of a religion to society? <p><i>EU 2</i></p> <ul style="list-style-type: none"> • Why have different governmental systems developed? • What is the purpose of government? <p><i>EU 3</i></p> <ul style="list-style-type: none"> • What factors affect a society’s social organization? <p><i>EU 4</i></p> <ul style="list-style-type: none"> • Why are societies’ standards of living so different around the world? • How should a standard of living be measured? <p><i>EU 5</i></p> <ul style="list-style-type: none"> • How do the interactions between societies and their environment affect their cultural development? • What factors account for cultural differences regionally?
<p><u>Knowledge:</u> <i>Students will know . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • The basic beliefs and origins of the major world religions • The processes by which religions have spread and interacted <p><i>EU2</i></p> <ul style="list-style-type: none"> • The major geopolitical systems <p><i>EU3</i></p> <ul style="list-style-type: none"> • Differences between developed and developing nations • Various global social structures <p><i>EU 4</i></p> <ul style="list-style-type: none"> • Global economic systems 	<p><u>Skills:</u> <i>Students will be able to . . .</i></p> <ul style="list-style-type: none"> • Read and analyze primary source documents to determine different points of view (EU 1, EU 2, EU 3, EU 4, EU 5) • Compare and contrast the beliefs of the major world religions (EU1) • Map the movement of religions from their points of origin throughout the world (EU 1) • Assess the success of the various world government systems (EU 2) • Justify the application of secular and religious law (EU 1, EU 2) • Evaluate the development of various global social class systems (EU 3) • Infer how a standard of living is created based on a set of

- The characteristics that define a standard of living
- How the availability resources versus the access to resources influences a region's standard of living

- available resources (EU 4)
- Critique economic systems (EU 4)
- Recognize the value of culture (EU 5)

EU 5

- The elements of culture

Stage 2 – Assessment Evidence

Recommended Performance Tasks: *Each unit must have at least 1 Performance Task. Each EU must be addressed in a performance task. Consider the GRASPS form.*

Other Recommended Evidence: *Tests, Quizzes, Prompts, Self-assessment, Observations, Dialogues, etc.*

- Essays
- Quizzes
- Tests
- Presentations
- Research Projects

Stage 3 – Learning Plan

Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: *Consider the WHERETO elements. Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer.*

- Create a journal entry from the point of view of citizens experiencing differing standards of living within a society. (M)
- View and discuss teacher notes, including PowerPoints, on various global social structures. (A)
- Create comparison charts/diagrams of the major world religions. (A)
- Develop a map showing how religions spread throughout the world from their points of origin. (M)
- Develop a modern interpretation of a religious myth in the form of a comic strip. (M)
- Create a recruitment poster for a modern religion directed at a teenager in South Jersey. (M)
- Evaluate the social norms applied to society through the use of multiple primary sources regarding religion. (M)
- Identify significant contributors to the development of economic systems, political systems, and religions. (A)
- Define key terms for geopolitical and economic systems. (A)
- Map basic geographic regions and their physical features. (A)
- Create a Venn Diagram comparing standards of living in three teacher-selected regions of the world. (M)
- Write pen pal letters between an American teenager and a North Korean describing their indigenous cultures. (M)
- Develop a plan to open a restaurant in a teacher-selected city taking into account economic, dietary, and cultural needs. (T)
- Analyze the impact of climate change through a study of multimedia and clips of “Planet Earth” and “The Human Planet”. (M)
- Write an OpEd article assessing the construction plan for a Catholic Church in Riyadh, Saudi Arabia. (T)
- Complete a jigsaw activity explaining the 8 topics of concern in the UN Millennium Project. (A)
- Perform poetry readings and interpretations from different regional cultures. (M)

