

# Martensdale- St. Marys Community School

## Grades 9-12 Social Studies Curriculum

***Standard 1: The student will understand the impact of culture and cultural diversity.***

***Grade Level/Course: 11, 12 Western Civilization***

<b>Benchmark: The student will:</b>	<b>Course/Grade Level Objectives</b>	<b>Instructional Strategies</b>	<b>Assessments</b>	<b>Instructional Timeline</b>
	<b>Identify the role of culture and cultural diffusion on the development and maintenance of societies</b>	<b>Worksheet Silent Reading</b>	<b>Worksheet</b>	
	<b>Apply an understanding of culture as an integrated whole (i.e. language, literature, and the arts.)</b>	<b>Discussion Research</b>	<b>Puzzle Written Analysis</b>	
	<b>Compare and contrast diverse cultures.</b>	<b>Compare and Contrast Text Analysis</b>	<b>Graphic Organizer Venn Diagram</b>	
	<b>Assess the role culture plays in shaping human behavior and beliefs.</b>	<b>Discussion</b>	<b>Oral Responses</b>	
	<b>Explain and apply ideas, theories, and modes of inquiry in the examination of persistent issues and social problems.</b>	<b>Worksheet Text Analysis</b>	<b>Worksheet</b>	

**Standard 2: Students will understand historical perspectives in relation to time, continuity, and change**

**Grade Level/Course: 11, 12 Western Civilization**

<b>Benchmark: The student will:</b>	<b>Grade Level/Course Objectives</b>	<b>Instructional Strategies</b>	<b>Assessments</b>	<b>Instructional Timeline</b>
	<b>Identify historical patterns, periods of time, and the relationships among these elements</b>	<b>Modeling Group Discussion</b>	<b>Timeline</b>	
	<b>Identify cause and effect relationships and other historical thinking skills in order to interpret events and issues.</b>	<b>Text Analysis Research</b>	<b>Written Responses Worksheets</b>	
	<b>Identify and analyze characteristics, causes and consequences of an event, issue, or problem.</b>	<b>Group Discussion Written and Oral Responses</b>	<b>Written and Oral Responses Worksheets</b>	
	<b>Analyze and evaluate the historical backgrounds which have led to the present day civilizations.</b>	<b>Text Analysis Written Responses</b>	<b>Written Responses</b>	
	<b>Investigate and analyze primary and secondary sources.</b>	<b>Read aloud Written Responses Modeling Group Work</b>	<b>Written and Oral Responses Group Work</b>	
	<b>Explain and analyze how historical backgrounds have led to the present development of various systems of government.</b>	<b>Large Group Discussions Text Analysis</b>	<b>Oral Responses</b>	
	<b>Systematically employ processes of critical historical inquiry to reconstruct and reinterpret the past by using multiple historical and contemporary viewpoints.</b>	<b>Modeling Group Discussion</b>	<b>Timeline</b>	

***Standard 3: Students will understand geography through the study of people, places, and environment.***

***Grade Level/Course: 11, 12 Western Civilization***

<b>Benchmark: The student will:</b>	<b>Grade Level/Course Objectives</b>	<b>Instructional Strategies</b>	<b>Assessments</b>	<b>Instructional Timeline</b>
	<b>Identify the effects of geographic factors on historical events.</b>	<b>Written Responses</b>	<b>Chart/Diagram Worksheet</b>	
	<b>Create, interpret, and synthesize information from various representations of the earth, such as maps, globes, and photographs.</b>	<b>Text Analysis Modeling</b>	<b>Maps and Globes Written Responses</b>	
	<b>Calculate distance, scale, area, density, and distinguish spatial patterns.</b>	<b>Modeling Discussion</b>	<b>Maps and Globes Written Responses Small Group Activity</b>	
	<b>Compare/contrast ways in which physical geography, environmental conditions, natural resource availability and human characteristics have led to changes in human society.</b>	<b>Large Group Discussion Text Analysis</b>	<b>Written and Oral Responses Worksheets</b>	

***Standard 4: Students will understand individual human development and identity.***

***Grade Level/Course: 11, 12 Western Civilization***

<b>Benchmark: The student will:</b>	<b>Grade Level/Course Objectives</b>	<b>Instructional Strategies</b>	<b>Assessments</b>	<b>Instructional Timeline</b>
	<b>Identify the role of individuals and groups within a society as promoters of change or the status quo.</b>	<b>Text Analysis Discussion</b>	<b>Oral Responses</b>	
	<b>Evaluate how culture and society influence the development of individuals and their personal identity.</b>	<b>Discussion</b>	<b>Oral Responses</b>	
	<b>Analyze the role of perceptions, attitudes, values, and beliefs in the development of personal identity.</b>	<b>Discussion Written Responses</b>	<b>Written and Oral Responses</b>	
	<b>Examine the interactions of ethnic, national, or cultural influences in specific situations or events.</b>	<b>Discussion Silent Reading</b>	<b>Written Responses</b>	

**Standard 5: Students will understand patterns of the interactions among individuals, groups, and institutions.**

**Grade Level/Course: 11, 12 Western Civilization**

<b>Benchmark: The student will:</b>	<b>Grade Level/Course Objectives</b>	<b>Instructional Strategies</b>	<b>Assessments</b>	<b>Instructional Timeline</b>
	<b>Analyze and determine how groups and institutions influence people, events, and culture.</b>	<b>Large Group Discussion Written Responses</b>	<b>Written and Oral Responses</b>	
	<b>Compare and contrast belief systems on a national and global level. (i.e. religion)</b>	<b>Text Analysis</b>	<b>Chart/Diagram Written Responses</b>	
	<b>Analyze how groups and institutions meet individual and societal needs.</b>	<b>Large Group Discussion</b>	<b>Oral Responses</b>	

***Standard 6: Students will understand how people create and change structures of power, authority, and government.***

***Grade Level/Course: 11, 12 Western Civilization***

<b>Benchmark: The student will:</b>	<b>Grade Level/Course Objectives</b>	<b>Instructional Strategies</b>	<b>Assessments</b>	<b>Instructional Timeline</b>
	<b>Identify how and why people create, maintain, or change systems of power, authority, and governance.</b>	<b>Small Group Activity</b>	<b>Written and Oral Responses</b>	
	<b>Explain the purpose of government and analyze how its powers are acquired, used, and justified.</b>	<b>Large Group Discussion Small Group Activity</b>	<b>Written and Oral Responses</b>	
	<b>Compare and contrast different political systems with that of the United States, and investigate how they were achieved and their effectiveness.</b>	<b>Discussion</b>	<b>Oral Responses Chart</b>	
	<b>Compare and contrast the ways nations and organizations respond to conflict.</b>	<b>Large Group Discussion</b>	<b>Oral Responses</b>	
	<b>Evaluate the role of technology in communication, transportation, information processing, weapons development or other areas as it contributes to or helps resolve conflict.</b>	<b>Text Analysis Large Group Discussion</b>	<b>Worksheet Oral Responses Chart</b>	

***Standard 7: The student will understand how people organize for the production, distribution, and consumption of goods and services.***

***Grade Level/Course: 11, 12 Western Civilization***

<b>Benchmark: The student will:</b>	<b>Grade Level/Course Objectives</b>	<b>Instructional Strategies</b>	<b>Assessments</b>	<b>Instructional Timeline</b>
	<b>Compare and contrast the economic systems of the world.</b>	<b>Text Analysis</b>	<b>Oral Responses</b>	
	<b>Evaluate how values, beliefs, and resource availability influence economic decisions in different societies.</b>	<b>Silent Reading Large Group Discussion</b>	<b>Oral Responses</b>	

**Standard 8: Students will understand the connections between science, technology, and society.**

**Grade Level/Course: 11, 12 Western Civilization**

<b>Benchmarks: The student will:</b>	<b>Grade Level/Course Objectives</b>	<b>Instructional Strategies</b>	<b>Assessments</b>	<b>Instructional Timeline</b>
	<b>Identify the role of innovation on the development and interaction of societies.</b>	<b>Discussion Written Responses Silent Reading</b>	<b>Written and Oral Responses Worksheet</b>	
	<b>Determine how science and technology have transformed our world and our understanding of our world (i.e. time, space, human-environmental interaction).</b>	<b>Large Group Discussion</b>	<b>Oral Responses</b>	
	<b>Identify and describe how technology has impacted society and culture.</b>	<b>Lecture and Discussion Written Responses Silent Reading</b>	<b>Written and Oral Responses Worksheet</b>	

**Standard 9: Students will understand global connections and interdependence.**

**Grade Level/Course: 11, 12 Western Civilization**

<b>Benchmark: The student will:</b>	<b>Grade Level/Course Objectives</b>	<b>Instructional Strategies</b>	<b>Assessments</b>	<b>Instructional Timeline</b>
	<b>Explain how elements of culture impact global understanding or cause misunderstanding.</b>	<b>Large Group Discussion</b>	<b>Oral Responses</b>	
	<b>Explain conditions and motivations that contribute to conflict, cooperation and interdependence among groups, societies, and nations.</b>	<b>Large Group Discussion</b>	<b>Oral Responses</b>	
	<b>Analyze and evaluate the causes, consequences, and possible solutions to a variety of global issues.</b>	<b>Silent Reading Written Responses</b>	<b>Written Responses Worksheet</b>	
	<b>Describe and evaluate roles of international and multi-national organizations in the global arena.</b>	<b>Large Group Discussion Note taking</b>	<b>Oral Responses</b>	

***Standard 10: Students will understand the ideals, principles, and practices of citizenship in a democratic republic.***

***Grade Level/Course: 11, 12 Western Civilization***

<b>Benchmark: The student will:</b>	<b>Grade Level/Course Objectives</b>	<b>Instructional Strategies</b>	<b>Assessments</b>	<b>Instructional Timeline</b>
	<b>Explain the origins and interpret the continuing influence of key ideals of the democratic-republican form of government.</b>	<b>Text Analysis Silent Reading Group Discussion</b>	<b>Worksheet Oral Responses</b>	
	<b>Identify, analyze, interpret, and evaluate sources and examples of citizen's rights and responsibilities.</b>	<b>Large Group Discussion</b>	<b>Oral Responses</b>	