

District Curriculum Document

This is to be created at the district level using teacher teams

Student Achievement Targets/ Priority Standards (PS)	Student Learning Intentions (Student Friendly Language of the Priority Standards)
<p>Reading Standards</p> <ol style="list-style-type: none"> RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. RH.9-10.6 Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts. <p>Writing Standards</p> <ol style="list-style-type: none"> WHST.9-10.1 Write arguments focused on discipline-specific content. <ol style="list-style-type: none"> Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns. Provide a concluding statement or section that follows from or supports the argument presented. WHST.9-10.9 Draw evidence from informational texts to support analysis, reflection, and research. 	<p><u>In this unit you will:</u></p> <ol style="list-style-type: none"> Determine the main idea of primary and secondary sources and summarize how ideas and themes develop over the course of the text and/or source. Compare the point of view of two or more sources on the same topic. <ol style="list-style-type: none"> Write an argument focused on class content. <ol style="list-style-type: none"> Introduce and make connections between claims and counterclaims. Develop and support claims and counterclaims with evidence. Provide a conclusion to support your argument. Draw evidence from informational texts to support analysis, reflection, and research.
Supporting Standards	
<p>Reading Standards</p> <ol style="list-style-type: none"> RH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. 	

2. **RH.9-10.3** Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
3. **RH.9-10.4** Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.
4. **RH.9-10.5** Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
5. **RH.9-10.7** Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
6. **RH.9-10.8** Assess the extent to which the reasoning and evidence in a text support the author's claims.
7. **RH.9-10.9** Compare and contrast treatments of the same topic in several primary and secondary sources.
8. **RH.9-10.10** By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.

Writing Standards

9. **WHST.9-10.1** Write arguments focused on discipline-specific content.
10. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
11. Use precise language and domain-specific vocabulary to manage the complexity of the argument and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
12. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
13. **WHST.9-10.2** Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
14. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
15. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
16. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
17. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
18. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
19. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
20. **WHST.9-10.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
21. **WHST.9-10.5** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
22. **WHST.9-10.6** Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

23. **WHST.9-10.7** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
24. **WHST.9-10.8** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
25. **WHST.9-10.10** Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Resources to Support Reading and Writing

Mini-Qs in Geography:

- The Syrian Civil War: What is Fueling the Violence?
- Famine in Ethiopia: How Did the Government Make It Worse?
- China's One-Child Policy: Was It a Good Idea?
- Is Chocolate Good for Cote d'Ivoire?
- What Is Driving China's Water-Scarcity Crisis?

Discovery Education:

- Modern Issues Analysis

National Geographic Education Resource Library:

- Lessons
- Activities
- Videos
- Maps
- Articles
- Infographics

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Topic Big Ideas/Essential Questions/Guiding Questions	Student Achievement Targets/ Priority Standards (PS)	Student Learning Intentions (Student Friendly Language of the Priority Standards)
<ol style="list-style-type: none"> Geography - Shared elements of culture create and foster social identities in given regions. What are the elements of culture? What are examples of elements of culture from the Eastern World? How do elements of culture create social identities? Government – Governments establish order and stabilize society in a given region. Why do we have different forms of government? What attributes help determine the type of government a country has? How does government shape the identity of their population? Global Perspectives – Ethnocentrism leads to cultural misunderstandings. What is ethnocentrism? How does ethnocentrism impact a person’s perception of other cultures? How has ethnocentrism affected your view of the world? 	<ol style="list-style-type: none"> Compare and contrast cultural patterns in the Eastern Hemisphere, such as language, religion, and ethnicity. (6-9.GEH.2.4.3) Identify the major forms of government in the Eastern Hemisphere and compare them with the United States. (6-9.GEH.4.5.1) Define ethnocentrism and give examples of how this attitude can lead to cultural misunderstandings. (6-9.GEH.5.1.3) 	<p><u>In this unit you will:</u></p> <ol style="list-style-type: none"> Compare and contrast elements of culture to include religion, economics, language, customs and traditions, social organizations throughout the Eastern World. Explain and compare the attributes of Governments in the Eastern World to include democracy, republic, theocracy, totalitarian, dictatorship, communism, oligarchy, constitutional monarchy, absolute monarchy, autocracy. Explain how ethnocentrism leads to cultural misunderstandings and provide examples throughout the Eastern World.
Supporting Standards		
<ol style="list-style-type: none"> Explain and use the components of maps, compare different map projections, and explain the appropriate uses for each. (6-9.GEH.2.1.1) Apply latitude and longitude to locate places on Earth and describe the uses of technology, such as Global Positioning Systems (GPS) and Geographic Information Systems (GIS). (6-9.GEH.2.1.2) Explain how Earth/sun relationships, ocean currents, and winds influence climate differences on Earth. (6-9.GEH.2.2.1) Evaluate ways in which technology influences human capacity to modify the physical environment. (6-9.GEH.2.2.5) 		

5. Define abundance and scarcity and their impact on decision making such as trade and settlement. (6-9.GEH.3.1.1)
6. Describe how different economic systems in the Eastern Hemisphere answer the basic economic questions on what to produce, how to produce, and for whom to produce. (6-9.GEH.3.2.1)
7. Compare the standard of living of various countries of the Eastern Hemisphere today using Gross Domestic Product (GDP) per capita as an indicator. (6-9.GEH.3.2.2)
8. Give examples of the different routes from colonial rule to independence taken by countries in the Eastern Hemisphere. (6-9.GEH.4.5.2)
9. Give examples of how language, literature, and the arts shaped the development and transmission of culture in the Eastern Hemisphere. (6-9.GEH.5.1.2)
10. Define ethnocentrism and give examples of how this attitude can lead to cultural misunderstandings. (6-9.GEH.5.1.3)
11. Give examples of the benefits of global connections, such as developing opportunities for trade, cooperating in seeking solutions to mutual problems, learning for technological advances, acquiring new perspectives, and benefiting from developments in architecture, music, and the arts. (6-9.GEH.5.1.5)

Academic: compare, contrast, analyze, explain, statistics, data

Content: religion, philosophy, economics, language, customs, traditions, social organizations, monotheism, polytheism, developed, developing, GDP (per capita), infant mortality rate, literacy rate, embargo, nuclear families, extended families, maternal, paternal, language, Christianity, Islam, Judaism, Hinduism, Buddhism, Animism, Shinto, Confucianism, Sikhism, democracy, republic, theocracy, totalitarian, dictatorship, anarchy, absolute monarchy, constitutional monarchy, communism, oligarchy, autocracy, tyranny, traditional, market, mixed, command, race, ethnicity, nationality, culture, cultural diffusion, racism, nationalism, ethnocentrism

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<ol style="list-style-type: none"> 1. History - Christianity, Judaism and Islam originated in the Middle East and share common lineage with similarities and differences between the three religions. What is the origin of all three religions? How are the central beliefs similar and how are they different among the three religions? How does the distribution of religion impact current settlement patterns in the Middle East? 2. Geography - The location of natural resources determines population distribution throughout the Middle East. What are the critical natural resources throughout the Middle East? How do natural resources affect the economy? Which natural resource has the most significant impact on population distribution? 3. Global Perspectives - The root causes of current global issues in the Middle East stem from conflicting perspectives of borders and ideological differences. The ability to think critically from a non-biased perspective fosters knowledge and understanding. Why is it important to view issues from multiple points of view? How did the current borders between Israel and Palestine originate? Which inhabits influence and regulate the land and resources throughout the Middle East? 4. Global Perspectives - Social structures such as family, religion and education play an import role in shaping cultural beliefs. How is family life in the Middle East similar to other family structures throughout the world? What role does religion play in governing the Middle 	<ol style="list-style-type: none"> 1. Describe the historical origins, central beliefs, and spread of major religions, including Judaism, Christianity, Islam, ... (6-9.GEH.1.8.5) 2. Identify patterns of population distribution and growth in the Eastern Hemisphere, and explain changes in these patterns, which have occurred over time. (6-9.GEH.2.3.3) 3. Give examples of the causes and consequences of current global issues, such as the expansion of global markets, the urbanization of the developing world, the consumption of natural resources, and the extinction of species, and speculate possible responses by various individuals, groups, and nations. (6-9.GEH.5.1.6) 4. Discuss how social institutions, including the family, religion, and education, influence 	<p><u>In this unit you will:</u></p> <ol style="list-style-type: none"> 1. Compare and contrast the historical origins, central beliefs, and distribution of Judaism, Christianity and Islam throughout the Middle East. 2. Explain how natural resources relate to population distribution in the Middle East. 3. Analyze the causes and consequences of current global issues in the Middle East from multiple perspectives. (i.e. Israeli/Palestinian Conflict, the Syrian Civil War, origins of terrorist organizations throughout the Middle East.) 4. Explain how aspects of culture (eg. religion, economics, language, customs

<p>East? How does religion and economics impact the culture of education in the Middle East? How has the Middle East contributed to art and architecture?</p>	<p>behavior in different societies in the Eastern Hemisphere. (6-9.GEH.5.1.1)</p>	<p>and traditions, art and architecture, family, and education) impact the lives of people in the Middle East.</p>
<p>Supporting Standards</p>		
<ol style="list-style-type: none"> 1. Use mental maps to answer geographic questions. (6-9.GEH.2.1.3) 2. Identify major biomes and explain ways in which the natural environment and climate of places in the Eastern Hemisphere are related. (6-9.GEH.2.2.3) 3. Identify the names and locations of countries and major cities in the Eastern Hemisphere. (6-9.GEH.2.3.1) 4. Describe major physical characteristics of regions in the Eastern Hemisphere. (6-9.GEH.2.3.2) 5. Use maps, charts, and graphs to compare rural and urban populations in selected countries in the Eastern Hemisphere. (6-9.GEH.2.4.1) 6. Compare and contrast cultural patterns in the Eastern Hemisphere, such as language, religion, and ethnicity. (6-9.GEH.2.4.3) 7. Analyze the distribution of natural resources in the Eastern Hemisphere. (6-9.GEH.2.5.1) 8. Define abundance and scarcity and their impact on decision making such as trade and settlement. (6-9.GEH.3.1.1) 9. Analyze current economic issues in the countries of the Eastern Hemisphere using a variety of information resources. (6-9.GEH.3.2.3) 10. Define ethnocentrism and give examples of how this attitude can lead to cultural misunderstandings. (6-9.GEH.5.1.3) 11. Discuss present conflicts between cultural groups and nation-states in the Eastern Hemisphere. (6-9.GEH.5.1.4) 		
<p>Academic: paraphrase, summarize, compare and contrast, define contextually, analyze, higher order thinking questions, analyze, explain, critical thinking, bias, perspective, point of view, historical origins, central beliefs, population distribution, natural resource, causes and consequences, social structures</p> <p>Content: Middle East, Islam, Judaism, Christianity, Sunni, Shiite/Shia, Ayatollah, Israel, Palestine, Palestinian Liberation Organization (PLO), Hamas, Organization of Petroleum Exporting Countries (OPEC), natural resources, Arabic, population distribution, United Nations (UN), Six Day War, Jerusalem, Wailing Wall (Western Wall), Balfour Declarations, Sykes-Picot agreement, ISIS, Hezbollah, Taliban, Sharia Law, Kurds, temple, monotheism, rabbi, Star of David, mosque, priest, Imam, Mecca, Alms, Jerusalem, Bible, Torah, Menorah, 5 pillars of Faith, Synagogue, Koran, Hajj, nationalism, League of Nations, Mesopotamia, Fertile Crescent, Zionism, Kaaba, Sinai Peninsula, West Bank, Gaza Strip, Golan Heights, Al Qaeda, Hadith, Arab Spring, refugees, hijab</p> <p>People: Muhammad, Abraham, Jesus, Moses, current leaders within the region</p>		

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<ol style="list-style-type: none"> 1. Geography - The impact of colonization on Africa is evident through the analyzation of data and historical documents. What made Africa desirable for colonization? What are the long-term effects of colonization in Africa? How does the per capita GDP of African countries compare to other countries throughout the world? 2. Geography –Humans have had a significant impact on the physical geography of Africa. How have the diamond mines impacted the geography of Africa? What is the current rate of desertification in Africa? How has the forced migration of people altered the natural environment of Africa? 3. Geography – Africa is culturally diverse, and this diversity has had an impact on Africa’s progress. How have ethnic groups contributed to the development of Africa? What effect have different religions had on the stability of Africa? How does the diversity of language impact unification? 4. Global Perspectives - Current global issues have led to ongoing global responses in Africa. How does the international community respond to genocide? What are the consequences of apartheid? What has led to the refugee crises in Africa? How has the perception of a diamond changed due to mining in Africa? How has the global community responded to Africa’s health issues? 	<ol style="list-style-type: none"> 1. Analyze visual and mathematical data presented in charts, tables, graphs, maps, and other graphic organizers to assist in interpreting a historical event. (6-9.GEH.2.1.4) 2. Analyze and give examples of the consequences of human impact on the physical environment. (6-9.GEH.2.2.4) 3. Compare and contrast cultural patterns in the Eastern Hemisphere, such as language, religion, and ethnicity. (6-9.GEH.2.4.3) 4. Give examples of the causes and consequences of current global issues, such as the expansion of global markets, the urbanization of the developing world, the consumption of natural resources, and the extinction of species, and speculate possible responses by various individuals, groups, and nations. (6-9.GEH.5.1.6) 	<p><u>In this unit you will:</u></p> <ol style="list-style-type: none"> 1. Interpret data from maps, charts, tables, and graphs to analyze the impact of colonization on the current state of Africa. 2. Analyze and give examples of how humans have changed the physical environment of Africa. (i.e. Diamond mines, desertification, refugee camps, forced migration, etc.) 3. Analyze the impact the multiple languages, religions, and ethnicities have on the current state of Africa. 4. Evaluate the causes and consequences of current global issues in Africa and the international response. (i.e. genocide, refugee crises, apartheid, conflict diamonds, Ebola, malaria, etc.)

Supporting Standards
<ol style="list-style-type: none"> 1. Describe major aspects of the civilizations of the Eastern Hemisphere prior to European contact. (6-9.GEH.1.8.1) 2. Examine the impact of Europeans on indigenous cultures in the Eastern Hemisphere. (6-9.GEH.1.8.2) 3. Compare various approaches to European colonization in the Eastern Hemisphere. (6-9.GEH.1.8.3) 4. Explain how and why events may be interpreted differently according to the points of view of participants and observers. (6-9.GEH.1.8.4) 5. Locate, map, and describe the climate regions of the Eastern Hemisphere and their impact on human activity and living conditions. (6-9.GEH.2.2.2) 6. Explain how physical processes have shaped Earth's surface. Classify these processes according to those that have built up Earth's surface (mountain-building and alluvial deposition) and those that wear away at Earth's surface (erosion). (6-9.GEH.2.2.6) 7. Identify the names and locations of countries and major cities in the Eastern Hemisphere. (6-9.GEH.2.3.1) 8. Describe major physical characteristics of regions in the Eastern Hemisphere. (6-9.GEH.2.3.2) 9. Describe major cultural characteristics of regions in the Eastern Hemisphere. (6-9.GEH.2.4.2) 10. Give examples of how both natural and technological hazards have impacted the physical environment and human populations in specific areas of the Eastern Hemisphere. (6-9.GEH.2.5.2) 11. Identify economic connections between a local community and the countries of the Eastern Hemisphere. (6-9.GEH.3.2.4) 12. Identify specific areas of the Eastern Hemisphere with important natural resource deposits. (6-9.GEH.3.2.5) 13. Give examples of the different routes from colonial rule to independence taken by countries in the Eastern Hemisphere. (6-9.GEH.4.5.2) 14. Give examples of how language, literature, and the arts shaped the development and transmission of culture in the Eastern Hemisphere. (6-9.GEH.5.1.2) 15. Define ethnocentrism and give examples of how this attitude can lead to cultural misunderstandings. (6-9.GEH.5.1.3) 16. Discuss present conflicts between cultural groups and nation-states in the Eastern Hemisphere. (6-9.GEH.5.1.4) 17. Give examples of the benefits of global connections, such as developing opportunities for trade, cooperating in seeking solutions to mutual problems, learning for technological advances, acquiring new perspectives, and benefiting from developments in architecture, music, and the arts. (6-9.GEH.5.1.5)
Academic and Unit Vocabulary (people, ideas and vocabulary)
<p>Academic: analyze, interpret, data, maps, charts, table, diversity, stability, scarcity</p> <p>Content: Conflict diamonds, Somalia, Rwanda, Lost Boys of Sudan, Janjaweed, slavery, colonization, homogenous, Berlin Conference, United Nations (UN), genocide, HIV/AIDS, Afrikaners, ethnic groups, Hutu, Tutsi, Animism, desertification, tribalism, imperialism, Apartheid, warlords, refugees, Darfur, savannah, malaria, ethnocentrism, natural resources, wildlife preserves, child soldiers, Boko Haram, drought, refugee, global issues, international response, poaching, forced migration, famine, Ebola, World Health Organization, Doctors without Borders, United Nations (UN)</p> <p>People: Nelson Mandela</p>

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<p>1. History: Similarities and differences among the different religions and philosophies throughout Asia have influenced their cultures. <i>How are these religions/philosophies similar and different? How does the caste-system impact the social order in Hinduism?</i></p> <p>2. Global Perspectives: Social institutions have an impact on societies throughout Asia. <i>How does education influence culture in Asia? How did the one-child policy impact China? How do the governments throughout Asia influence the access to and flow of information?</i></p> <p>3. Global Perspectives: Global issues continually shape and form the economic, social, political and cultural landscape of Asia. <i>How does outsourcing jobs to Asia impact consumerism in the United States? How does overpopulation impact local economies and natural resources? How does technology in Asia have an impact on the changing world? Why is international trade essential for economic growth? How do conflicts impact stability throughout Asia? (i.e. genocides, N. and S. Korea, Vietnam, etc.)</i></p>	<p>1. Describe the historical origins, central beliefs, and spread of major religions, including ..., Hinduism, Buddhism, and Confucianism. (6-9.GEH.1.8.5)</p> <p>2. Discuss how social institutions, including the family, religion, and education, influence behavior in different societies in the Eastern Hemisphere. (6-9.GEH.5.1.1)</p> <p>3. Give examples of the causes and consequences of current global issues, such as the expansion of global markets, the urbanization of the developing world, the consumption of natural resources, and the extinction of species, and speculate possible responses by various individuals, groups, and nations. (6-9.GEH.5.1.6)</p>	<p><u>In this unit you will:</u></p> <p>1. Compare and contrast the historical origins, central beliefs, and the spread of Sikhism, Hinduism, Buddhism, Confucianism, and Shintoism throughout Asia.</p> <p>2. Draw inferences between family, religion, government and education and their influence on social order throughout Asia.</p> <p>3. Investigate and evaluate causes and consequences of current global issues throughout Asia and consider possible responses by various individuals, groups and/or nations.</p>
Supporting Standards		
<p>1. Explain how and why events may be interpreted differently according to the points of view of participants and observers. (6-9.GEH.1.8.4)</p> <p>2. Evaluate ways in which technology influences human capacity to modify the physical environment. (6-9.GEH.2.2.5)</p>		

3. Identify the names and locations of countries and major cities in the Eastern Hemisphere. (6-9.GEH.2.3.1)
4. Describe major cultural characteristics of regions in the Eastern Hemisphere. (6-9.GEH.2.4.2)
5. Compare and contrast cultural patterns in the Eastern Hemisphere, such as language, religion, and ethnicity. (6-9.GEH.2.4.3)
6. Analyze the locations of the major manufacturing and agricultural regions of the Eastern Hemisphere. (6-9.GEH.2.4.4)
7. Identify contrasting perspectives of environmental issues that affect the Eastern Hemisphere. (6-9.GEH.2.5.4)
8. Explain how human-induced changes in the physical environment in one place can cause changes in another place, such as acid rain, air pollution, water pollution, and deforestation. (6-9.GEH.2.5.5)
9. Analyze current economic issues in the countries of the Eastern Hemisphere using a variety of information resources. (6-9.GEH.3.2.3)
10. Investigate how physical geography, productive resources, specialization, and trade have influenced the way people earn income. (6-9.GEH.3.2.6)
11. Discuss present conflicts between cultural groups and nation-states in the Eastern Hemisphere. (6-9.GEH.5.1.4)
12. Give examples of the benefits of global connections, such as developing opportunities for trade, cooperating in seeking solutions to mutual problems, learning for technological advances, acquiring new perspectives, and benefiting from developments in architecture, music, and the arts. (6-9.GEH.5.1.5)

Academic and Unit Vocabulary (people, ideas and vocabulary)

Academic: Compare, contrast, historical origins, central beliefs, influence, impact, stability

Content: Sikhism, Hinduism, Buddhism, Confucianism, Shintoism, caste system, religion, philosophy, Vedas, nirvana, reincarnation, Karma, Dharma, Four Noble Truths, Eight-Fold Path, social order, Gaokao, Great Leap Forward, Cultural Revolution, enlightenment, passive resistance, civil disobedience, Dandi Salt March, collectivism, communism, Tiananmen Square, Domino Effect, Pol Pot, Khmer Rouge, One-child policy, the great firewall, outsourcing, consumerism, overpopulation, international trade, economic growth, protests, Current Issues (eg. Hong Kong, South China Sea, Rohingya, Tibet, Uighyer, North Korea, nuclear proliferation, climate change, climate refugees, negative population growth)

People: Gandhi, Siddhartha Gautama, Confucius, Dalai Lama

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<p>1. Geography: Borders and settlement patterns are established by a government’s ability to control and access resources. <i>How does Russia’s desire for warm water ports drive expansionism? Why does the majority of Russia’s population live in the West? How did the fall of the Berlin Wall and the Soviet Union impact Eastern Europe?</i></p> <p>2. Government: Forms of government and their policies impact the lives of citizens. <i>What is the difference between communism and socialism? How does a totalitarian state differ from a communist state? How does the government in the United States differ from most Eastern European countries?</i></p> <p>3. Global Perspectives: Religious and ethnic differences can impact the stability of a region. <i>What role does religion and ethnicity play in the stability of countries in Eastern Europe and Russia? What were the results of the Breakup of Yugoslavia?</i></p> <p>4. Global Perspectives: Changing political landscapes and economies impact the stability of a region. <i>What role do international organization play in Eastern Europe and Russia? (UN, NATO, EU) What is the current relationship between Ukraine and Russia? What is the relationship between Crimea and Russia? What role does the economy play in Russia’s expansion policies?</i></p>	<p>1. Identify patterns of population distribution and growth in the Eastern Hemisphere, and explain changes in these patterns, which have occurred over time. (6-9.GEH.2.3.3)</p> <p>2. Identify the major forms of government in the Eastern Hemisphere and compare them with the United States. (6-9.GEH.4.5.1)</p> <p>3. Discuss present conflicts between cultural groups and nation-states in the Eastern Hemisphere. (6-9.GEH.5.1.4)</p> <p>4. Give examples of the causes and consequences of current global issues, such as the expansion of global markets, the urbanization of the developing world, the consumption of natural resources, ... and speculate possible responses by various individuals, groups, and nations. (6-9.GEH.5.1.6)</p>	<p><u>In this unit you will:</u></p> <p>1. Explain why borders and population distribution in Eastern Europe and Russia have changed and continue to evolve.</p> <p>2. Compare and contrast the differences between the government of the United States and the Communist, Socialist, and Totalitarian governments in Eastern Europe and Russia.</p> <p>3. Explain how conflicts between cultural groups and countries impact the citizens of Eastern Europe and Russia.</p> <p>4. Analyze the causes and consequences of current global issues throughout Eastern Europe and Russia and explain how governments and economies impact citizens.</p>

Supporting Standards

1. Explain how and why events may be interpreted differently according to the points of view of participants and observers. (6-9.GEH.1.8.4)
2. Use mental maps to answer geographic questions. (6-9.GEH.2.1.3)
3. Identify the names and locations of countries and major cities in the Eastern Hemisphere. (6-9.GEH.2.3.1)
4. Describe major physical characteristics of regions in the Eastern Hemisphere. (6-9.GEH.2.3.2)
5. Compare and contrast cultural patterns in the Eastern Hemisphere, such as language, religion, and ethnicity. (6-9.GEH.2.4.3)
6. Give examples of how land forms, water, climate, and natural vegetation have influenced historical trends and developments in the Eastern Hemisphere. (6-9.GEH.2.5.3)
7. Discuss how social institutions, including the family, religion, and education, influence behavior in different societies in the Eastern Hemisphere. (6-9.GEH.5.1.1)
8. Define ethnocentrism and give examples of how this attitude can lead to cultural misunderstandings. (6-9.GEH.5.1.3)
9. Give examples of the benefits of global connections, such as developing opportunities for trade, cooperating in seeking solutions to mutual problems, learning for technological advances, acquiring new perspectives, and benefiting from developments in architecture, music, and the arts. (6-9.GEH.5.1.5)

Academic: explain, evolve, compare, contrast, stability, analyze, unstable

Content: Population distribution, Eastern Europe, Russia, warm water port, expansionism, Berlin Wall, Communist, Socialist, Totalitarian, Soviet Union/Union of Soviet Socialist Republics (USSR), Communist Bloc, Cold War, cultural groups, ethnicity, nation state, Breakup of Yugoslavia, ethnic cleansing, Kosovo, Chechnya, political landscape, economies, Warsaw Pact, North Atlantic Treaty Organization (NATO), United Nations (UN), European Union (EU), Ukraine, Crimea, Dayton Accords, current issues (eg. oil drilling in the Arctic, Kosovo, prison system in the 'stans, deforestation, environmental impact, refugee crisis, death rates, conflict with Georgia)

People: Karl Marx, Vladimir Lenin, Joseph Stalin, Mikhail Gorbachev, Vladimir Putin, Slobodan Milosevic