

GLOBAL PERSPECTIVES I

LENGTH OF TIME: one semester, 90 minutes daily

GRADE LEVEL: 9

COURSE STANDARDS:

Students will:

1. Apply an understanding of culture as an integrated whole that explains the functions and interactions of language, literature, the arts, traditions, beliefs and values, and behavior patterns. (NCSS Ic; PA Std 7.3.9.B)
2. Explain how language, art, music, belief systems, and other cultural elements can facilitate global understanding or cause misunderstanding (NCSS IXa; PA Std 7.1.9.B)
3. Explain conditions and motivations that contribute to conflict, cooperation, and interdependence among groups, societies, and nations (NCSS IXb; PA Std 7.4.9.B)
4. Identify and describe significant historical periods and patterns of change within and across cultures (NCSS IIc; PA Std 8.4.12.C and D)
5. Investigate, interpret, and analyze multiple historical and contemporary viewpoints within and across cultures related to important events, recurring dilemmas, and persistent issues, while employing empathy, skepticism, and critical judgment. (NCSS IIe; PA Std 8.1.9.B)
6. Create, interpret, use, and synthesize information from various representations of the earth, such as maps, globes, and photographs (NCSS IIIb; PA Std 7.1.9.A)
7. Describe and compare how people create places that reflect culture, human needs, government policy, and current values and ideals (NCSS IIIg; PA Std 7.1.9.B)
8. Examine the interactions of ethnic, national, or cultural influences in specific situations or events (NCSS IVe; PA Std 7.3.9.B)
9. Compare and evaluate the impact of stereotyping, conformity, acts of altruism, and other behaviors on individuals and groups (NCSS IVg; PA Std 8.1.9.C)
10. Evaluate the role of institutions in furthering both continuity and change (NCSS Vf; PA Std 5.1.9.A)
11. Analyze and evaluate conditions, actions, and motivations that contribute to conflict and cooperation within and among nations (NCSS VI f; PA Std 5.4.9.E)
12. Analyze the similarities and differences in economic systems. (NCSS a, b; PA Std 6.1.9A)

NATIONAL COUNCIL FOR THE SOCIAL STUDIES STANDARDS

- I. Culture and Cultural Diversity
- II. Time, Continuity, and Change
- III. People, Places, and Environments
- IV. Individual Development and Identity
- V. Individuals, Groups, and Institutions
- VI. Power, Authority, and Governance

- VII. Production, Distribution, and Consumption
- VIII. Science, Technology, and Society
- IX. Global Connections
- X. Civic Ideals and Practices

RELATED PA ACADEMIC STANDARDS FOR CIVICS AND GOVERNMENT

- 5.1 Principles and Documents of Government
 - A. Purpose of Government
- 5.4 How International Relationships Function
 - E. Purposes and Functions of International Organizations

RELATED PA ACADEMIC STANDARDS FOR ECONOMICS

- 6.1 Economic Systems
 - A. Similarities and Differences in Economic Systems

RELATED PA ACADEMIC STANDARDS FOR GEOGRAPHY

- 7.1 Basic Geographic Literacy
 - A. Geographic Tools
 - B. Location of Places and Regions
- 7.3 The Human Characteristics of Places and Regions
 - B. Culture
- 7.4 The Interactions Between People and Places
 - B. Impact of People on Physical Systems

RELATED PA ACADEMIC STANDARDS FOR HISTORY

- 8.1 Historical Analysis and Skills Development
 - B. Historical Comprehension
 - C. Historical Interpretation
- 8.4 World History
 - C. Influences of Continuity and Change
 - D. Conflict and Cooperation Among Groups

PERFORMANCE ASSESSMENTS:

Students will demonstrate achievement of the standards by:

1. Designing, completing, and interpreting maps, charts, and graphs which demonstrate the relationship between environment and its effect on the development of a culture. (Course Standard 1,2,6)
2. Writing an essay that traces the logical historical and cultural development of two or more areas or countries studied. (Course Standard 1,2,7,8,10,11)
3. Preparing a rationale and role play portraying the impact of a major movement from the time period of 1500-1900. (Course Standard 4,10,11)
4. Constructing a timeline, chart or other graphic of a major historical event in the time period studied. (Course Standard 4,6,8,10)
5. Writing a dialogue between ordinary people which analyzes the events of the time and presents the perspective of each group. (Course Standard 3,7,8,9)

6. Presenting results of individual and team research projects on a major topic (Course Standard 2,4,5)
7. Analyzing in written form an extended work of fiction about a specific region or event. (Course Standard 1,4)

DESCRIPTION OF COURSE:

Global Perspectives I is a survey course designed to give students a grasp of the major historical events, philosophical, and social movements and cultural developments of people of the world during the period of time 1500-1900. Students will read for information and comprehension, develop listening and speaking skills, participate in cooperative learning groups, simulations, role-plays, and class discussions. They will write in a variety of forms for various purposes and develop research skills which include utilizing available technology.

TITLES OF UNITS:

1. Development of Cultures and the Impact of Global Environment 1-2 weeks
 - a) Five themes of Geography
2. Transition to Modern Times 1400-1750 3 weeks
 - a) Renaissance and Reformation
 - b) Development of Nations (Age of Absolutism)
 - i) Power Struggles of the European Kings
 - ii) Age of Exploration and Discovery
 - iii) Colonization
 - iv) Mercantilism
 - v) Atlantic Slave Trade
3. Rising Tide of Revolution 1750-1850 5-6 weeks
 - a) Political
 - i) Enlightenment
 - ii) Nationalism and Democracy
 - iii) Age of Reason
 - b) Scientific Revolution
 - c) Religion/Philosophies
 - i) Christianity
 - ii) Islam
 - iii) Judaism
 - iv) Hinduism
 - v) Buddhism
 - vi) Daoism
 - vii) Shintoism
 - viii) Confucianism
 - d) Cultural Changes
 - i) Europe
 - ii) South Asia
 - iii) East Asia - China, Japan, and Southeast Asia
 - iv) Africa

- v) Latin America
- e) Age of Revolts, Revolutions, and Uprisings
 - i) European Revolutions
 - a) Glorious Revolution
 - b) French Revolution
 - ii) American Revolutions
 - iii) Events leading to Russian Revolution
- 4. Agrarian/Industrial Revolutions 1650-1900 3-4 weeks
 - a) Preconditions for Industrialization
 - b) New Technologies and Inventions
 - c) Cottage System/Factory System
 - d) Urbanization
 - e) Changes in Lifestyle and Culture
 - f) Effect of Developments on Physical environment
 - g) Formation of Worldwide Markets

SAMPLE INSTRUCTIONAL STRATEGIES:

1. Research assignments - both conventional and technology-assisted learning
2. Use of visual and audio learning tools
3. Written and oral presentations, both individually and/or with partners
4. Lecture and discussion
5. Study guides based on text material and supplemental readings
6. Independent reading and writing emphasizing analysis and synthesis of materials
7. Problem-solving exercises
8. Cooperative learning groups
9. Graphic organizers and jigsaw exercises for basic information

MATERIALS:

1. World History: Patterns of Interaction, Roger B. Beck, McDougal Littell, 1999.
2. The Age of Discovery, Mary Hazel Martell, Facts On File, 1993.
3. Conflict and Change, Facts On File, 1993.
4. Supplemental readings
5. Current media
6. Supplemental on-line sources

METHODS OF ASSISTANCE AND ENRICHMENT:

1. Use of appropriate level reading materials
2. Pairing/teaming students
3. Small group work
4. Adjusting level of expectations and delivery appropriately
5. Retesting and alternate methods of assessment
6. Variety of assignments and activities

PORTFOLIO DEVELOPMENT:

1. Research papers (variety of topics)

2. Research projects (variety of topics)
3. Essays (variety of topics)
4. Role-plays of simulations of historical event(s) (variety of topics)

METHODS OF EVALUATION:

1. Tests/quizzes
2. Written reports
3. Oral presentations
4. Projects (individual and team)
5. Class participation
6. Classwork
7. Homework
8. Notebooks
9. Rubrics and standards for projects, homework, problem-solving, group work, and oral presentations

INTEGRATED ACTIVITIES:

1. Concepts
 - demonstrate map, chart and graph use
 - compare cultural ideals
2. Communication
 - exhibit listening skills
 - exhibit reading skills
 - exhibit writing skills
 - respond orally (discuss/debate)
3. Thinking/Problem Solving
 - compare/contrast
 - analyze
 - evaluate
 - make predictions
4. Application of Knowledge
 - use map skills and global knowledge
 - demonstrate connections
5. Interpersonal Skills
 - demonstrate skills or communication, oral and written
 - work cooperatively (in small or large groups)
 - develop leadership skills/qualities
 - demonstrate ability to listen