

**WORLD CULTURES 10 -- Honors****Grade 10****Units of Study****Page**

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**CFF-Classrooms for the Future****I. LOOKING AT WORLD CULTURES** TIME: 1 week**A. Standard(s)**

1. All students will be able to explain the concept of culture.
2. All students will be able to list the major elements of culture.
3. All students will be able to explain why the family is the most important unit of society.
4. All students will be able to list some of the factors which cause culture to change.

5. All students will be able to explain the concept of cultural trait.
6. All students will be able to explain the concept of cultural diffusion.
7. All students will be able to explain why people have difficulty in understanding another culture.

## **B. Major Concepts and Outcomes**

1. All students will be able to define culture.
2. All students will be able to define cultural diffusion.
3. All students will be able to define cultural trait.
4. All students will be able to understand the role of the family in a culture.
5. All students will be able to understand how cultures spread.
6. All students will be able to accept cultural differences.

## **C. Related PA Learning Outcomes**

## **D. Materials**

1. Text: World Cultures: A Global Mosaic, 2004 Copyright, Prentice Hall.
2. Textbook-related multimedia materials.
3. Wall maps and desk maps.
4. Related video tapes (TV and VCR CFF equipment)
5. Filmstrips and audio tapes.
6. Pictures, paintings, and posters.
7. Computer-generated activities.
8. Internet.
9. Portfolios.
10. Chalkboard.
11. Primary sources.
12. Pencils and paper.

## **E. Content (Knowledge and Skills)**

1. All students should be able to explain that culture is a way of life or life style.
2. All students should be able to explain that culture is made up of different elements such as food, clothes, religion, customs, traditions, morals, art, and government.
3. All students should be able to understand that the family is the most important unit of society in most cultures.
4. All students should be able to explain the movement of customs and ideas or cultural diffusion.
5. All students should be able to explain the affect of ethnocentrism or the way in which people judge other cultures by their own culture.
6. All students should be able to understand the development of racism as a factor of culture.
7. All students should be able to explain the role of cultural traits.

## **F. Activities**

1. Textbook exercises.
2. Textbook-related worksheets.
3. Cooperative learning activities.
4. Review activities.
5. Computer simulations.
6. Research and writing.
7. Skits, debates, and reports.
8. Timelines.
9. Projects.

## **G. Assessments**

1. Daily homework.
2. Daily worksheets.
3. Response to teacher questions.
4. Participation in class discussion.
5. Quizzes.
6. Computer simulation rubrics.
7. Classroom discussion rubrics.

8. Project and activity rubrics.
9. Teacher-generated tests.
10. Textbook-generated tests.

## **H. Methods of Assistance and Enrichment**

## **II. LOOKING AT WORLD GEOGRAPHY**

TIME: 1 week

### **A. Standard(s)**

1. All students will be able to explain that geography is the study of people, their environment, and their resources.
2. All students will be able to explain the five themes of geography.
3. All students will be able to understand the concept of global interdependence.
4. All students will be able to understand the concept of landforms.
5. All students will be able to understand the influence of climate.
6. All students will be able to understand the role of cartographers.
7. All students will be able to understand the concept of both physical geography and human geography.
8. All students will be able to locate the major features of the earth on either a globe or map.
9. All students will be able to use the lines of latitude and longitude to locate places of interest on a globe or world map.

### **B. Major Concepts and Outcomes**

1. All students should be able to explain the concept of geography as a factor that has influenced world cultures and world history.
2. All students should be able to list the five themes of geography.
3. All students should be able to explain the role of climate and its affect on the earth.
4. All students should be able to mark the major landforms on a map or globe.
5. All students should be able to explain the placement of the earth in the solar system.

### **C. Related PA Learning Outcomes**

### **D. Materials**

1. Text: World Cultures: A Global Mosaic, 2004 Copyright, Prentice Hall
2. Textbook-related multimedia materials.
3. Wall maps and desk maps.
4. Related video tapes (TV and VCR CFF equipment).
5. Filmstrips and audio tapes.
6. Pictures, paintings, and posters.
7. Computer-generated activities.
8. Internet.
9. Portfolios.
10. Chalkboard.
11. Primary sources.
12. Pencils and paper.

#### **E. Content (Knowledge and Skills)**

1. All students should be able to list and explain the five themes of geography which are location, place, interaction, movement, and region.
2. All students should be able to mark the major land forms of mountains, hills, plains, and plateaus on a world map.
3. All students should be able to mark the four oceans which are the Atlantic, Pacific, Indian, and Arctic on a world map.
4. All students should be able to mark some of the major climate areas on a world map.
5. All students should be able to explain the features of both physical geography (which is the physical features of the earth such as mountains, deserts, oceans, lakes, and rivers) and the human geography (which describes people and how they live in different places).
6. All students should be able to explain the affect of global interdependence on the earth in current times.
7. All students should be able to use the tools of a geographer such as globes, maps, latitude, and longitude.

#### **F. Activities**

1. Textbook exercises.

2. Textbook-related worksheets.
3. Cooperative learning activities.
4. Review activities.
5. Computer simulations.
6. Research and writing.
7. Skits, debates, and reports.
8. Timelines.
9. Projects.

### **G. Assessments**

1. Daily homework.
2. Daily worksheets.
3. Response to teacher questions.
4. Participation in class discussion.
5. Quizzes.
6. Computer simulation rubrics.
7. Classroom discussion rubrics.
8. Project and activity rubrics.
9. Teacher-generated tests.
10. Textbook-generated tests.

### **H. Methods of Assistance and Enrichment**

## **III. CULTURAL REGION OF AFRICA**

TIME: 4 weeks

### **A. Standard(s)**

1. All students should understand the geographic features of the continent of Africa.
2. All students should understand the cultural contributions of the people of Africa.
3. All students should understand the affect of non-African people on the culture and people of

## Africa.

4. All students should understand the affect of colonialism and imperialism on Africa.
5. All students should understand the historical past of Africa and its people.
6. All students should understand the movement for independence for the people of Africa and their countries.
7. All students should understand the problems that the people of Africa face in the 21<sup>st</sup> Century.
8. All students should understand the cultural differences between the different peoples and countries of Africa.
9. All students should understand the affect of the culture of the peoples and countries of Africa on the rest of the world.

**B. Major Concepts and Outcomes**

1. All students will be able to explain the major geographic features of the continent of Africa.
2. All students will be able to list some of the cultural contributions of the people of Africa.
3. All students will be able to list some of the positive and negative affects of colonialism and imperialism on Africa.
4. All students will be able to list some of the problems faced by the countries and the people of Africa in the 21<sup>st</sup> Century.

**C. Related PA Learning Outcomes****D. Materials**

1. Text: World Cultures: A Global Mosaic, 2004 Copyright, Prentice Hall
2. Textbook-related multimedia materials.
3. Wall maps and desk maps.
4. Related video tapes (TV and VCR CFF equipment).
5. Filmstrips and audio tapes.
6. Pictures, paintings, and posters.
7. Computer-generated activities.
8. Internet.
9. Portfolios.
10. Chalkboard.

11. Primary sources.
12. Pencils and paper.

### **E. Content (Knowledge and Skills)**

1. All students will be able to mark a map with the major geographic features of the continent of Africa such as deserts, mountains, lakes, rivers, oceans, and plateaus.
2. All students will be able to list the major cultural contributions of the people of Africa in art, music, literature, language, customs, and traditions.
3. All students will be able to list the major colonial powers in Africa with their colonies such as Great Britain, France, Spain, Germany, Belgium, and Holland.
4. All students will be able to describe the cultural diversity between the native Africans and the European Africans.
5. All students will be able to describe the movement for independence in the various African countries.
6. All students will be able to describe some of the problems such as over-population and disease faced by many of the peoples and countries of Africa.
7. All students will be able to describe the role of racism in the African slave trade conducted by the Europeans between Africa and America.
8. All students will be able to describe the efforts to end Apartheid in South Africa.

### **F. Activities**

1. Textbook exercises.
2. Textbook-related worksheets.
3. Cooperative learning activities.
4. Review activities.
5. Computer simulations.
6. Research and writing.
7. Skits, debates, and reports.
8. Timelines.
9. Projects.

### **G. Assessments**

1. Daily homework.
2. Daily worksheets.
3. Response to teacher questions.
4. Participation in class discussion.
5. Quizzes.
6. Computer simulation rubrics.
7. Classroom discussion rubrics.
8. Project and activity rubrics.
9. Teacher-generated tests.
10. Textbook-generated tests.

#### **H. Methods of Assistance and Enrichment**

### **IV. CULTURAL REGION OF SOUTH ASIA:**

TIME: 4 weeks

#### **INDIA, PAKISTAN, AND BANGLADESH**

##### **A. Standard(s)**

1. All students should understand the geographic features of South Asia with emphasis on the countries of India, Pakistan, and Bangladesh.
2. All students should understand the cultural contributions of the people of South Asia with emphasis on the countries of India, Pakistan, and Bangladesh.
3. All students should understand the similarities, differences, and influences of the three major religions of Islam, Hinduism, and Buddhism.
4. All students should understand the affect of non-Asian people on the culture and people of South Asia.
5. All students should understand the affect of colonialism and imperialism on South Asia.
6. All students should understand the historical past of the people and countries of South Asia.
7. All students should understand the movement for independence for the people of South Asia and their countries.
8. All students should understand the problems that the people of South Asia face in the 21<sup>st</sup> Century.

9. All students should understand the affect of the culture of South Asia on the world.

## **B. Major Concepts and Outcomes**

1. All students will be able to explain the major geographic features of South Asia.
2. All students will be able to list some of the cultural contributions of the people of South Asia.
3. All students will be able to list some of the positive and negative aspects of colonialism and imperialism on South Asia.
4. All students will be able to describe the three major religions of Islam, Hinduism, and Buddhism.
5. All students will be able to list some of the problems faced by South Asia today.

## **C. Related PA Learning Outcomes**

## **D. Materials**

1. Text: World Cultures: A Global Mosaic, 2004 Copyright, Prentice Hall
2. Textbook-related multimedia materials.
3. Wall maps and desk maps.
4. Related video tapes (TV and VCR CFF equipment).
5. Filmstrips and audio tapes.
6. Pictures, paintings, and posters.
7. Computer-generated activities.
8. Internet.
9. Portfolios.
10. Chalkboard.
11. Primary sources.
12. Pencils and paper.

## **E. Content (Knowledge and Skills)**

1. All students will be able to mark a map with the major geographic features of South Asia such as oceans, rivers, plateaus, deserts, and mountains.
2. All students will be able to list the major cultural contributions of the people of South Asia in art, music, literature, language, customs, and traditions.

3. All students will be able to describe the role of Great Britain as a colonial power in the countries of South Asia.
4. All students will be able to describe the three major religions of Islam, Hinduism, and Buddhism.
5. All students will be able to describe the role of Mohandas Gandhi in the independence movement in India.
6. All students will be able to describe the affect of the Caste system on the development of society and social classes in India.
7. All students will be able to describe the negative impact of India being the country with the second largest population on the earth.
8. All students will be able to describe some of the major problems of disease, employment, poverty, population, and education faced by the people of South Asia.

## **F. Activities**

1. Textbook exercises.
2. Textbook-related worksheets.
3. Cooperative learning activities.
4. Review activities.
5. Computer simulations.
6. Research and writing.
7. Skits, debates, and reports.
8. Timelines.
9. Projects.

## **G. Assessments**

1. Daily homework.
2. Daily worksheets.
3. Response to teacher questions.
4. Participation in class discussion.
5. Quizzes.
6. Computer simulation rubrics.
7. Classroom discussion rubrics.

8. Project and activity rubrics.
9. Teacher-generated tests.
10. Textbook-generated tests.

## H. Methods of Assistance and Enrichment

## V. CULTURAL REGION OF SOUTHEAST ASIA: TIME: 4 weeks

### AUSTRALIA AND OCEANIA

#### A. Standard(s)

1. All students should understand the geographic features of Australia, New Zealand, and the countries of Southeast Asia.
2. All students should understand the cultural contributions of the people of Southeast Asia.
3. All students should understand the affect of non-Asian people on the culture and people of Southeast Asia.
4. All students should understand the affect of colonialism and imperialism on Southeast Asia.
5. All students should understand the historical past of the people and countries of Southeast Asia.
6. All students should understand the significance of World War II on the people and the countries of Southeast Asia.
7. All students should understand the movement for independence for the people of Southeast Asia from the various colonial powers.
8. All students should understand the cultural differences between the different peoples and countries of Southeast Asia.
9. All students should understand the problems that the people of Southeast Asia face in the 21<sup>st</sup> Century.

#### B. Major Concepts and Outcomes

1. All students will be able to explain the major geographic features of Southeast Asia.
2. All students will be able to list some of the cultural contributions of the people of Southeast Asia.
3. All students will be able to list some of the positive and negative aspects of colonialism and imperialism on Southeast Asia.
4. All students will be able to list some of the problems faced by the countries and the people of

Southeast Asia.

### **C. Related PA Learning Outcomes**

### **D. Materials**

1. Text: World Cultures: A Global Mosaic, 2004 Copyright, Prentice Hall
2. Textbook-related multimedia materials.
3. Wall maps and desk maps.
4. Related video tapes (TV and VCR CFF equipment).
5. Filmstrips and audio tapes.
6. Pictures, paintings, and posters.
7. Computer-generated activities.
8. Internet.
9. Portfolios.
10. Chalkboard.
11. Primary sources.
12. Pencils and paper.

### **E. Content (Knowledge and Skills)**

1. All students will be able to mark a map with the major geographic features of Southeast Asia such as oceans, rivers, plateaus, deserts, and mountains.
2. All students will be able to list the major cultural contributions of the people of Southeast Asia in art, music, literature, language, customs, and traditions.
3. All students will be able to list the major colonial powers in Southeast Asia with their colonies such as Great Britain, France, Portugal, and Holland.
4. All students will be able to describe the impact of World War II and the Vietnam War on Southeast Asia.
5. All students will be able to describe the movement for independence in the various countries of Southeast Asia.
6. All students will be able to describe some of the major problems of disease, employment, poverty, population, and education faced by the people of Southeast Asia.
7. All students should be able to describe the similarities and the differences of the major religions of Islam, Hinduism, and Buddhism in Southeast Asia.

8. All students should be able to describe the cultural diversity between the native Asians such as the Aboriginal people and the Europeans who settled in Southeast Asia.

## **F. Activities**

1. Textbook exercises.
2. Textbook-related worksheets.
3. Cooperative learning activities.
4. Review activities.
5. Computer simulations.
6. Research and writing.
7. Skits, debates, and reports.
8. Timelines.
9. Projects.

## **G. Assessments**

1. Daily homework.
2. Daily worksheets.
3. Response to teacher questions.
4. Participation in class discussion.
5. Quizzes.
6. Computer simulation rubrics.
7. Classroom discussion rubrics.
8. Project and activity rubrics.
9. Teacher-generated tests.
10. Textbook-generated tests.

## **H. Methods of Assistance and Enrichment**

**CHINA, KOREA, AND JAPAN**

**VI. CULTURAL REGION OF EAST ASIA:**

TIME: 4 weeks

**A. Standard(s)**

1. All students should understand the geographic features of East Asia which includes the countries of China, Korea, and Japan.
2. All students should understand the cultural contributions of the people of China, Korea, and Japan.
3. All students should understand the affect of colonialism and imperialism on China, Korea, and Japan.
4. All students should understand the affect of Buddhism on the people, cultures, and countries of China, Korea, and Japan.
5. All students should understand the affect of Confucius and other philosophers on China.
6. All students should understand the affect of the Japanese efforts to conquer and control China and Korea in World War II.
7. All students should understand the affect of the Korean War on East Asia and the world.
8. All students should understand the affect of Communism on China and East Asia.
9. All students should understand the affect of the growth of Japan as an economic power.
10. All students should understand the economic and political affect of East Asia on the world of today.

**B. Major Concepts and Outcomes**

1. All students will be able to explain the major geographic features of China, Korea, and Japan.
2. All students will be able to list some of the cultural contributions of the people of China, Korea, and Japan.
3. All students will be able to describe the impact of World War II and Korean Wars on the countries of East Asia.
4. All students will be able to describe the economic and political power of China, Korea, and Japan on the rest of the world.

**C. Related PA Learning Outcomes****D. Materials**

1. Text: World Cultures: A Global Mosaic, 2004 Copyright, Prentice Hall
2. Textbook-related multimedia materials.
3. Wall maps and desk maps.

4. Related video tapes (TV and VCR CFF equipment).
5. Filmstrips and audio tapes.
6. Pictures, paintings, and posters.
7. Computer-generated activities.
8. Internet.
9. Portfolios.
10. Chalkboard.
11. Primary sources.
12. Pencils and paper.

### **E. Content (Knowledge and Skills)**

1. All students should be able to mark a map with the major geographic features of East Asia such as deserts, mountains, lakes, rivers, oceans, and plateaus.
2. All students should be able to list the major cultural contributions of the people of China, Korea, and Japan in art, music, literature, language, customs, and traditions.
3. All students should be able to describe the role of the imperialist powers such as Great Britain, France, United States, Russia, and Germany in East Asia.
4. All students should be able to describe the role of Buddhism on the lives of the people of East Asia.
5. All students should be able to describe Confucism, Daoism, and other philosophies on the lives of the people of East Asia.
6. All students should be able to describe the power conflict between Japan and Asia in World War II and the power conflict between the Communist and non-Communist countries.
7. All students should be able to describe the role of Sun Yat-sen, Chiang Kai-shek, and Mao Tse-tung (Ze Dong) in the Chinese Revolution to overthrow the rule of the dynasties.
8. All students should be able to describe the economic, political, and population impact of East Asia on Asia and the rest of the world.

### **F. Activities**

1. Textbook exercises.
2. Textbook-related worksheets.
3. Cooperative learning activities.

4. Review activities.
5. Computer simulations.
6. Research and writing.
7. Skits, debates, and reports.
8. Timelines.
9. Projects.

### **G. Assessments**

1. Daily homework.
2. Daily worksheets.
3. Response to teacher questions.
4. Participation in class discussion.
5. Quizzes.
6. Computer simulation rubrics.
7. Classroom discussion rubrics.
8. Project and activity rubrics.
9. Teacher-generated tests.
10. Textbook-generated tests.

### **H. Methods of Assistance and Enrichment**

## **VII. CULTURAL REGION OF LATIN AMERICA**

TIME: 4 weeks

### **A. Standard(s)**

1. All students should understand the geographic features of Central and South America.
2. All students should understand the cultural contributions of the people of Central and South America.
3. All students should understand the affect of the Europeans and Africans on the culture and people of Latin America.
4. All students should understand the affect of colonialism and imperialism on Latin America.

5. All students should understand the role of native Americans in the development of Latin America.
6. All students should understand the influence of the Catholic Church in the development of Latin America.
7. All students should understand the development of democracies and dictatorships in the governments of the Latin American countries.
8. All students should understand the relationship between the United States and the various countries of Latin America.

## **B. Major Concepts and Outcomes**

1. All students will be able to explain the major geographic features of the various countries of Latin America.
2. All students will be able to list some of the cultural contributions of the people of the various countries of Latin America.
3. All students will be able to describe the relationship between the United States and the various Latin American countries.
4. All students will be able to explain the economic and political impact of Latin America.

## **C. Related PA Learning Outcomes**

## **D. Materials**

1. Text: World Cultures: A Global Mosaic, 2004 Copyright, Prentice Hall
2. Textbook-related multimedia materials.
3. Wall maps and desk maps.
4. Related video tapes (TV and VCR CFF equipment).
5. Filmstrips and audio tapes.
6. Pictures, paintings, and posters.
7. Computer-generated activities.
8. Internet.
9. Portfolios.
10. Chalkboard.
11. Primary sources.
12. Pencils and paper.

## **E. Content (Knowledge and Skills)**

1. All students should be able to mark a map with the major geographic features of the various countries of Latin America.
2. All students should be able to list the major cultural contributions of the people of the various countries of Latin America in such areas as art, music, literature, customs, and traditions.
3. All students should be able to describe the role of the colonial powers such as Spain and Portugal in the development of the various countries of Latin America.
4. All students should be able to describe the role and the influence of the Catholic Church on the people and the development of Latin America.
5. All students should be able to describe the treatment of the native Americans in the various countries of Latin America by the colonial powers such as Spain and Portugal.
6. All students should be able to describe the relationship between the United States and the various countries of Latin America.
7. All students should be able to describe the development of both the democracies and the dictatorships of the various countries of Latin America.

## **F. Activities**

1. Textbook exercises.
2. Textbook-related worksheets.
3. Cooperative learning activities.
4. Review activities.
5. Computer simulations.
6. Research and writing.
7. Skits, debates, and reports.
8. Timelines.
9. Projects.

## **G. Assessments**

1. Daily homework.
2. Daily worksheets.
3. Response to teacher questions.

4. Participation in class discussion.
5. Quizzes.
6. Computer simulation rubrics.
7. Classroom discussion rubrics.
8. Project and activity rubrics.
9. Teacher-generated tests.
10. Textbook-generated tests.

## H. Methods of Assistance and Enrichment

### VIII. CULTURAL REGION OF MIDDLE EAST

TIME: 4 weeks

#### A. Standard(s)

1. All students should understand the geographic features of the Middle East which includes Egypt, Israel, Turkey, Iran, Iraq, Lebanon, Syria, Jordan, and Saudi Arabia.
2. All students should understand the cultural contributions of the Jewish people and the Arab people.
3. All students should understand the role of the Middle East as the Holy Land where the major religions of Judaism, Christianity, and Islam were founded and developed.
4. All students should understand the influence of Judaism, Christianity, and Islam on the world.
5. All students should understand the conflicts between the Arabs and Jews in the Middle East.
6. All students should understand the economic importance of the natural resource of oil in the Middle East.
7. All students should understand the various empires and governments that have existed in the Middle East.

#### B. Major Concepts and Outcomes

1. All students will be able to explain the major geographic features of the Middle East and its various countries.
2. All students will be able to list some of the cultural contributions of the people of the Middle East.
3. All students will be able to describe the impact of Judaism, Christianity, and Islam on the world.

4. All students will be able to describe the impact of Middle East oil on the world.

### **C. Related PA Learning Outcomes**

#### **D. Materials**

1. Text: World Cultures: A Global Mosaic, 2004 Copyright, Prentice Hall.
2. Textbook-related multimedia materials.
3. Wall maps and desk maps.
4. Related video tapes (TV and VCR CFF equipment).
5. Filmstrips and audio tapes.
6. Pictures, paintings, and posters.
7. Computer-generated activities.
8. Internet.
9. Portfolios.
10. Chalkboard.
11. Primary sources.
12. Pencils and paper.

#### **E. Content (Knowledge and Skills)**

1. All students should be able to mark a map with the major geographic features of the Middle East such as deserts, mountains, rivers, plateaus, seas, and natural resources.
2. All students should be able to list the major cultural contributions of the Jewish and Arab peoples.
3. All students should be able to describe the influence and the impact of Judaism, Christianity, and Islam on the Middle East and the world.
4. All students should be able to describe the importance of the Middle East as the Holy Land for the three major religions of Judaism, Christianity, and Islam.
5. All students should be able to describe the major empires of the Middle East such as the Greek, Roman, and Ottoman Empires.
6. All students should be able to describe the major conflicts that have taken place in the Middle East.
7. All students should be able to describe the economic importance of the natural resource of oil

on the Middle East and the world.

## **F. Activities**

1. Textbook exercises.
2. Textbook-related worksheets.
3. Cooperative learning activities.
4. Review activities.
5. Computer simulations.
6. Research and writing.
7. Skits, debates, and reports.
8. Timelines.
9. Projects.

## **G. Assessments**

1. Daily homework.
2. Daily worksheets.
3. Response to teacher questions.
4. Participation in class discussion.
5. Quizzes.
6. Computer simulation rubrics.
7. Classroom discussion rubrics.
8. Project and activity rubrics.
9. Teacher-generated tests.
10. Textbook-generated tests.

## **H. Methods of Assistance and Enrichment**

## **IX. THE COMMONWEALTH OF INDEPENDENT STATES**

**CULTURAL REGION OF RUSSIA AND**  
TIME: 4 weeks

**A. Standard(s)**

1. All students should understand the geographic features of Russia and the Commonwealth of Independent States in Eastern Europe and Asia.
2. All students should understand the cultural contributions of the people of Russia and the people of the Commonwealth of Independent States.
3. All students should understand the role of absolute monarchy and the Romanov family on Russia.
4. All students should understand the role of Russia as an imperialist country on Europe and Asia.
5. All students should understand the role of Russia in the First World War and the Second World War.
6. All students should understand the role of Lenin, Trotsky, and Stalin and the development of Communism in Russia and its affect on Eastern Europe and the world.
7. All students should understand the conflict between Russia and the United States known as the Cold War and the collapse of Communism in Russia and Eastern Europe.

**B. Major Concepts and Outcomes**

1. All students should be able to explain the major geographic features of Russia and the Commonwealth of Independent States.
2. All students should be able to list some of the cultural contributions of the people of Russia and Commonwealth of Independent States.
3. All students should be able to describe the role of the Romanov Family as monarchs and Russia as an imperialist country.
4. All students should be able to describe the role of Communism and Russia in the Cold War.

**C. Related PA Learning Outcomes****D. Materials**

1. Text: World Cultures: A Global Mosaic, 2004 Copyright, Prentice Hall
2. Textbook-related multimedia materials.
3. Wall maps and desk maps.
4. Related video tapes (TV and VCR CFF equipment).
5. Filmstrips and audio tapes.
6. Pictures, paintings, and posters.

7. Computer-generated activities.
8. Internet.
9. Portfolios.
10. Chalkboard.
11. Primary sources.
12. Pencils and paper.

## **E. Content (Knowledge and Skills)**

1. All students should be able to mark a map with the major geographic features of Russia and the Commonwealth of Independent States.
2. All students should be able to list the major cultural contributions of the people of Russia and the Commonwealth of Independent States.
3. All students should be able to describe the role of Russia as an imperialist country.
4. All students should be able to describe the role of absolute rule of the Romanov family in Russia.
5. All students should be able to describe the role of Lenin, Trotsky, and Stalin in the Bolshevik Revolution in Russia and the development of Communism.
6. All students should be able to describe the role of Russia in the First World War and the Second World War.
7. All students should be able to describe the disputes between Russia and the United States in the Cold War.
8. All students should be able to describe the collapse of Communism in Russia.

## **F. Activities**

1. Textbook exercises.
2. Textbook-related worksheets.
3. Cooperative learning activities.
4. Review activities.
5. Computer simulations.
6. Research and writing.
7. Skits, debates, and reports.
8. Timelines.

9. Projects.

## **G. Assessments**

1. Daily homework.
2. Daily worksheets.
3. Response to teacher questions.
4. Participation in class discussion.
5. Quizzes.
6. Computer simulation rubrics.
7. Classroom discussion rubrics.
8. Project and activity rubrics.
9. Teacher-generated tests.
10. Textbook-generated tests.

## **H. Methods of Assistance and Enrichment**

### ***World Cultures Host Family Travel Unit Graduation Project***

#### **I. Project description:**

This Intermediate High School Social Studies Project is an activity to be completed by every 10th grade student. All Sophomores will successfully complete a written and oral presentation.

Through a clearly defined process, students will select a country from one of the eight cultural regions of the world studied and prepare a written and oral presentation on a travel unit to that country. A host family will be the general central focus.

#### **II. Project Targets:**

The student will be able to:

- A. Follow the process of acquiring a passport and/or visa.
- B. Make reservations for travel from the United States to a foreign country.
- C. Make reservations for travel within the country.
- D. Create a fictional family relative and/or common to that selected country.
- E. Make the conversion in currency.
- F. Understand the time difference.
- G. Develop an itinerary.(daily, weekly, monthly)
- H. Develop knowledge about the needs for different clothing for travel to this foreign country.
- I. Develop knowledge about different types of food available.
- J. Understand the process of buying and exchange rates.

#### **III. What will be turned in:**

- A. Passport
- B. Travel Brochure
- C. Travel Plans
- D. Itinerary
- E. Journal
- F. Presentation