

Grade Nine – World Regions/Culture

The standards for ninth grade students provide opportunities to expand knowledge of world cultures and world regions. The standards include major emphasis on the themes of Culture, Space and Place, Individuals, Groups and Institutions, and Power, Authority and Governance. Students learn to recognize characteristics of a community or culture and explain reasons for cultural diversity. The ability to compare and contrast regional geographic features throughout the world is an important student outcome. Activities include using texts, maps, charts, other resources, research, and technological skills to aid in historical analysis.

Skills:

- Interpret world maps
- Interpret data and create and design graphic displays (charts, graphs, diagrams, graphic organizers) using technology
- Infer information from captions, cartoons, political posters, photographs, etc.
- Test the validity of information using primary sources (biographies, journals, interviews, letters)
- Correlate and cross reference social studies materials (index, appendix, glossary)
- Observe, analyze interpret and draw conclusions using the Internet and databases
- Create multimedia presentations using text, color, and importing graphics, sound, special effects and/or animation

S1 Citizenship:

Social studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic, so that the learner can:

- a. Model the qualities of being a global citizen.
- b. Exhibit tolerance for people from other cultures.
- c. Participate in service programs.

SS2 Culture:

Social studies programs should include experiences that provide for the study of culture and cultural diversity, so that the learner can:

- a. Compare and contrast cultures.
- b. Analyze and describe how language, literature, the arts, and artifacts demonstrate beliefs and values and contribute to the transmission of culture.
- c. Analyze changes in traditional cultures.
- d. Explain reasons for cultural diversity and the need for tolerance.

SS3 Time, Continuity, and Change:

Social studies programs should include experience that provide for the study of the ways human beings view themselves in and over time, so that the learner can:

- a. Identify the influence of developed nations on developing nations.
- b. Analyze the roles of art, music, literature, and folklore in historical development.
- c. Describe the historical development of culture in a specific region.
- d. Analyze attitudes, values, and behaviors of people in different historical contexts.

SS4 Space and Place:

Social studies programs should include experiences that provide for the study of space and place, so that the learner can:

- a. Apply geographical tools (e.g., maps, charts, tables, graphs) to analyze and solve problems.
- b. Explain how topography, climate, vegetation, population, distribution, and resources impact a region or country.
- c. Differentiate ways that humans shape and adapt the environment to meet their needs.

SS5 Individual Development and Identity:

Social studies programs should include experiences that provide for the study of individual development and identity, so that the learner can:

- a. Explore how gender, race, culture, nationality, family, economic, and religious status influence an individual's self concept.
- b. Explain how knowledge and experiences broaden an individual's perception.
- c. Describe how individuals can contribute to the well-being of others.

SS6 Individuals, Groups, and Institutions:

Social studies programs should provide for the study of the interaction among individuals, groups, and institutions, so that the learner can:

- a. Identify groups based on language, religion, family, and nationality.
- b. Discuss ways in which technological, political, economic, or environmental changes affect a social system.
- c. Explain how groups and institutions influence and perpetuate people's values, beliefs, attitudes, events, and culture.
- d. Compare differences in gender roles for various cultures.
- e. Identify resources for participation in community/related projects.

SS7 Production, Distribution and Consumption:

Social studies programs should include experiences that provide for the study of how people organize for the production, distribution, and consumption of goods and services, so that the learner can:

- a. Compare how countries' resources are allocated and utilized.
- b. Analyze how the unequal distribution of wealth creates conflict.
- c. Describe the significance of international economic organizations.

SS8 Power, Authority, and Governance:

Social studies programs should include experiences that provide for the study of how people create and change structures of power, authority, and governance, so that the learner can:

- a. Compare and contrast basic political and economic systems.
- b. Explain the development and role of international political organizations and multinational organizations.
- c. Discuss how universal human rights are viewed by different political systems.

SS9 Science, Technology, and Society:

Social studies programs should include experiences that provide for the study of the relationships among science, technology, and society, so that the learner can:

- a. Explain how science and technology have transformed the physical world and have influenced economic and political institutions.
- b. Evaluate the effects of technology on cultural values and the physical environment.
- c. Explain societal changes in values, beliefs, and attitudes that have resulted from new scientific knowledge.
- d. Identify laws and policies which affect science and technology.

SS10 Global Connections:

Social studies programs should include experiences that provide for the study of global connections and interdependence, so that the learner can:

- a. Identify behaviors which foster global cooperation and create conflict.
- b. Explain how technology and economics affect global cooperation.
- c. Analyze how language, art, music, literature, belief systems, and other cultural elements can either connect people or cause misunderstandings.
- d. Describe the historical development of a global consciousness and concept of a world citizen.
- e. Develop an awareness of current events.