

## 9<sup>TH</sup> GRADE SOCIAL SCIENCE SEMESTER TWO COURSE OUTLINE

**I. PROJECT NAME:** ***THAT'S INFOTAINMENT***  
**9<sup>th</sup> Grade Semester Two**

**II. PROJECT DESCRIPTION:**

Students will research a select global wellness issue with the goal of increasing their community's awareness of the issue through a marketing campaign and a culminating variety show entitled "*That's Infotainment!*" This show is completely written, directed, produced and performed by students. They compete for 'jobs' in the show by writing resumes and going to a mock 'job interviews.' Each student engages in extensive research and writes a multi-genre paper about a very specific aspect of his or her chosen global wellness issue. As students investigate their issue, they share their findings through presentations in order to become knowledgeable as a class about their findings. The project is designed to help students inform, compare and contrast, persuade, and educate through the entertainment medium. All topic and job teams are challenged to work collaboratively to refine effective communication skills, time management, organization and problem solving skills necessary in the real job market. The culminating show in June will highlight various aspects of human rights, environmental technology, global pandemics and ecology.

**III. COURSE OF STUDY DATA:**

**A. COURSE TITLE:** **Integrated Social Science I**

**B. COURSE DESCRIPTION:**

The I-Poly Social Science focus is to educate our students to embrace the responsibilities of global citizenship. While the first semester was focused on the individual and the influences that shape his or life and choices, the second semester instead examines the social sciences from a broader perspective. The course endeavors to create a panoramic picture of contemporary human experiences, with a focus on the challenges that are faced as we enter a new century. The discussion begins with an inquiry into the definition of culture and the idea of ethnocentrism. Then the content moves to an investigation of the physical, political, and cultural geography of Latin America, Africa, the Middle East, and finally Asia. The cultures, customs, religions and challenges these regions of the world are struggling with are highlighted. Along the way, environmental issues, human rights, and other social concerns are examined and discussed.

**C. DEPARTMENT:** **Social Science**

**D. LENGTH OF COURSE:** **One Semester**

**E. AVAILABLE TO STUDENTS:** **9<sup>th</sup> Grade**

**F. PREREQUISITES:** **Concurrent enrollment in Integrated Language Arts I; Integrated Science I; Integrated Mathematics I**

**G. COURSE CREDIT:** **5 credits**

**H. REQUIRED OR ELECTIVE:** **Required**

**IV. STUDENT OUTCOMES:**

Successful students will:

1. Articulate a definition of culture and ethnocentrism.
2. Identify and name major landforms and other geographical features such as bay, gulf, sea, peninsula, atoll, isthmus, river, plateau, highlands, delta, hills, mountains, valleys, canyons, etc.
3. Understand the connection between geography and its impact on the development of various early civilizations, including access to native plants and animals, waterways and geographic barriers.
4. Memorize the major physical and political geographic features of four world regions: Latin America, Africa, the Middle East and Asia.
5. Identify the social, environmental and economic factors that contribute to the deforestation of the earth's rainforests.
6. Explain how the concept of 'human rights' evolved in the 20<sup>th</sup> century.
7. Define 'human rights' as it is agreed upon by the international community.
8. Explore current and recent human rights issues with case studies involving genocide and apartheid in Africa.
9. Consider the negative economic and social impacts of pandemic diseases such as malaria and AIDS on sub-Saharan Africa.
10. Explore the purpose of what and why humans believe and worship.
11. Identify early precursors to modern religions, including ancestor worship, animism, polytheism, and Zoroastrianism.
12. Explain the development and connection between the world's three great monotheistic faiths: Judaism, Christianity and Islam, including figures these religions have in common, such as Abraham and Moses.
13. Examine the roots of the current political struggle in the Middle East, including the establishment of Israel in Palestine and the concept of pan-Arab nationalism.
14. Identify the political motivations and controversy surrounding the current conflicts in Iraq and Afghanistan, including the rationale for the invasion in the context of the Global War on Terror.
15. Research and identify distribution of eastern religions including Buddhism and Hinduism.
16. Compare and contrast the story and teachings of Jesus Christ with Siddhartha Gautama – The Buddha.
17. Explore and contemplate the major tenets of Buddhism, including the concepts of Dukkha, the Four Noble Truths, and the Noble Eightfold path.
18. Examine eastern philosophies, including Confucianism and Taoism.
19. Explain the main concepts of Taoism, including wu wei, and p'u.
20. Articulate the difference between a religion and a philosophy, especially in the context of eastern religions.
21. Understand the role of a changing China on the global scene, including human rights and environmental concerns.
22. Explore the influence of religions on contemporary times and cultures.

**V. COURSE CONTENT:****A. World Regional Geography:**

- Definition of culture and ethnocentrism.
- Definition of major landforms and other geographical features such as bay, gulf, sea, peninsula, atoll, isthmus, river, plateau, highlands, delta, hills, mountains, valleys, canyons, etc.
- Major physical and political geographic features of four world regions: Latin America, Africa, the Middle East and Asia.
- Relationship between development of early civilizations and geographical factors.
- Social, environmental and economic factors that contribute to the deforestation of the earth's rainforests.
- Current and recent human rights issues in sub-Saharan Africa.
- Impact of pandemics in Africa.
- History of political conflict in Middle East.
- Current political, cultural and economic issues in Middle East.
- Current political, cultural and economic issues in China.

**B. Comparative World Religions:**

- Prehistorical development of religion: ancestor worship, animism, and polytheism.
- Distribution of world religions.
- Development of monotheism, especially in Abrahamic religions.
- Judaism as both a religion, culture and nation of people.
- Development of Christianity and its various denominations.
- Muhammad and spread of Islam.
- Development and spread of eastern religions: Hinduism, Buddhism, Confucianism, and Taoism.
- The major tenets of Buddhism: Dukkha, the Four Noble Truths, and the Noble Eightfold path.
- The main concepts of Taoism: wu wei, and p'u.
- Current issues in comparative religions.

**VI. ASSESSMENT:**

A variety of assessment strategies will be utilized to evaluate a student's mastery of concepts in the social sciences. Knowledge acquisition will be monitored through individual and group oral presentations, individual written and oral responses to class discussions and readings, peer and self-assessment activities, essays, and objective tests.

**VII. COURSE RESOURCES:**

Chill, Abigail, Teaching About the Middle East: A Teacher's Resource Guide, Culver City, California: Social Studies School Service, 2003

Francis, G., et al., Examining Human Rights in a Global Context, Stanford, California: SPICE, 2001

Teacher's Curriculum Institute, History Alive! Contemporary World Cultures, Palo Alto, California: Teacher's Curriculum Institute, 2000

Thompson, M., Buddhism, Whitecap Books, 2004

National Geographic. "Guns, Germs & Steel", Lion Television, 2005.  
A&E Television Network, "A History of God", New Video, 2001