**Curriculum Design**

**9th Grade Social Studies Unit on South Asia**

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**Statement of Purpose**

In our 21st Century educational system that focuses on everything high-tech it is understandable that history and its study seem as far away as the dates of significance found in the textbooks. In the classrooms of today, students struggle to find the relevancy with issues of ancient history and with people, that even in an ever-shrinking world, are too far removed from their immediate life. However, with the affairs of the world that currently fill our headlines and require millions of dollars out of our national budget, we are now more than ever required to help our students understand their place in the world and the interdependence of all the world’s citizens. This then becomes the major concern to be addressed, the ability to help students’ understanding of issues around the world and their role as a citizen of the world. As Dr. Bob Kizlik says, “social studies should be part of the curriculum for the purpose of helping students understand human interactions that occurred in the past, are occurring now, and that are likely to occur in the

future.” (ADPRIMA)

This section of Global Studies will then address the following standards in an attempt to influence and/or create an understanding for students of South Asia and its major issues and how those issues relate to them and their world. The standards are to be accomplished within the 9-10 program and are as listed below:

HISTORY:

a. Explain the social, political and economic effects of industrialization.

b. Analyze the reasons that countries gained control of territory through imperialism and the impact on people living in the territory that was controlled.

PEOPLE AND SOCIETIES:

a. Analyze the influence of different cultural perspectives on the actions of groups.

b. Analyze the consequences of oppression, discrimination and conflict between cultures.

c. Analyze the ways that contacts between people of different cultures result in exchanges of cultural practices.

GEOGRAPHY:

A. Analyze the cultural, physical, economic and political characteristics that define regions and describe reasons that regions change over time.

B. Analyze geographic changes brought about by human activity using appropriate maps and other geographic data.

C. Analyze the patterns and processes of movement of people, products and ideas.

ECONOMICS:

A. Compare how different economic systems answer the fundamental economic questions of what goods and services to produce, how to produce them, and who will consume them.

CITIZENS RIGHTS AND RESPONSIBILITIES:

A. Analyze ways people achieve governmental change, including political action, social protest and revolution.

B. Explain how individual rights are relative, not absolute, and describe the balance between individual rights, the rights of others, and the common good.

These standards are taken from the Ohio Department of Education website for benchmarks in social studies education in the 9-10 program.

The overarching goal of this course then becomes, as the National Council on Social Studies relates, is “meeting the challenge” of creating students that can think and are flexible in their understanding of the uses of a civically responsible education. In other words, they will understand what is going on around them and, what is more, they will understand what they can do about it. This particular section of this course will specifically provide students an opportunity to be faced with the history, geography, economics, and current issues facing the people of South Asia (India, Pakistan, Afghanistan, Bangladesh, Sri Lanka, Bhutan, and Nepal). Through the use of the text, video, online resources, and other media, students will be made aware of major components of each area above in South Asia. Once aware, students will have a better understanding of major issues in South Asia in regards to the creation of the event(s) and how those events impact that area and our world today. Students will see that issues such as terrorism, population explosion, etc not only impact that part of the world, but theirs as well.

At the conclusion of this section of the course the student will be able to competently discuss how the issues of South Asia impact the lives of people there and relate those issues to life in the United States. On top of that, students will be able to understand the interdependence on South Asia and the United States in dealing with those issues. Evaluation and assessment will be made throughout the unit in the form of chapter quizzes, short answer assignments, presentations, group work and a unit exam.

**References**

Krizlik, Dr. B. (2010, January 4). *A purpose for social studies.* Retrieved February 21, 2010,

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*Benchmarks and indicators by standard.* Retrieved from Ohio Department of

Education website: <http://www.ode.org>.

National Council on Social Studies. (2010, February 21). *Expectations of Excellence:*

*Curriculum standards for social studies-executive summary.* Retrieved from

NCSS website: <http://www.socialstudies.org/standards/execsummary>.