

COMPONENT	OBJECTIVES	COMPETENCY
<p>I Geographic Understanding</p>	<ol style="list-style-type: none"> 1. Compare and contrast the Dutch, English, French, and Spanish motives for colonizing North America. (SS.A.1.4.1) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.2.4.7) (SS.A.3.4.1) (SS.A.3.4.4) (SS.A.3.4.6) (SS.A.3.4.7) (SS.A.4.4.1) (SS.A.4.4.2) (SS.B.1.4.1) (SS.B.1.4.4) (SS.B.2.4.1) (SS.B.2.4.2) (SS.B.2.4.3) (SS.B.2.4.4) (SS.B.2.4.5) (SS.B.2.4.6) 2. Describe the acquisition of territory from 1821 through 1860 and locate each acquisition on a map. (SS.A.1.4.1) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.3.4.7) (SS.A.4.4.1) (SS.A.4.4.5) (SS.B.1.4.1) (SS.B.1.4.4) (SS.B.2.4.1) (SS.B.2.4.2) (SS.B.2.4.3) (SS.B.2.4.4) (SS.B.2.4.5) (SS.B.2.4.6) 3. Describe the factors which led to the settlement of the West. (SS.A.1.4.1) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.4.4.1) (SS.A.4.4.5) (SS.B.1.4.1) (SS.B.1.4.4) (SS.B.2.4.1) (SS.B.2.4.2) (SS.B.2.4.3) (SS.B.2.4.4) (SS.B.2.4.5) (SS.B.2.4.6) 4. Describe the sectional differences that contributed to the Civil War and the problems of the Reconstruction Period. (SS.A.1.4.1) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.4.4.6) (SS.B.1.4.1) (SS.B.1.4.4) (SS.B.2.4.1) (SS.B.2.4.2) (SS.B.2.4.3) (SS.B.2.4.5) (SS.B.2.4.6) (SS.D.2.4.3) 5. Review each of the Five Fundamental Themes of geography (absolute and relative location, place, human-environment interaction, movement, and region). (SS.A.1.4.1) (SS.A.1.4.3) (SS.A.1.4.4) (SS.B.1.4.1) (SS.B.1.4.4) (SS.B.2.4.1) (SS.B.2.4.2) (SS.B.2.4.3) (SS.B.2.4.5) (SS.B.2.4.6) 6. Describe the relationships between geography and the strategies/ outcomes of military conflicts. (SS.A.1.4.1) (SS.A.1.4.3) (SS.A.1.4.4) (SS.B.1.4.1) (SS.B.1.4.4) (SS.B.2.4.1) (SS.B.2.4.2) (SS.B.2.4.3) (SS.B.2.4.5) 7. Cite examples of how geography impacted the development of the United States; e.g., settlement, migration, growth patterns. (SS.A.1.4.1) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.5.4.2) (SS.B.1.4.1) (SS.B.1.4.4) (SS.B.2.4.1) (SS.B.2.4.2) (SS.B.2.4.3) (SS.B.2.4.5) (SS.B.2.4.6) 	<p>A. After studying the impact of geography on history, the students will:</p> <ol style="list-style-type: none"> a. Gather data relative to each of the Five Fundamental Themes of geography for a selected historical period. b. Analyze, using the data gathered, the influence of each of the Five Fundamental Themes of geography on an historical period. c. Determine which of the Five Fundamental Themes of geography was most influential on a given historical period. d. Compare/contrast, through class discussion, the impact of geography on selected historical periods. (SS.A.1.4.1)

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<p>II Historical Awareness</p>	<p>8. Utilize a variety of maps to interpret historical information. (SS.A.1.4.1) (SS.A.1.4.3) (SS.A.1.4.4) (SS.B.1.4.1) (SS.B.1.4.2) (SS.B.1.4.4) (SS.B.2.4.1)</p> <p>1. Review the period of European exploration. (SS.A.1.4.1) (SS.A.3.4.7) (SS.A.4.4.2) (SS.B.1.4.1) (SS.B.1.4.4) (SS.B.2.4.1) (SS.B.2.4.2) (SS.B.2.4.3) (SS.B.2.4.4) (SS.B.2.4.6)</p> <p>2. Describe the reasons for American success in the Revolutionary War. (SS.A.1.4.1) (SS.A.4.4.3) (SS.B.2.4.1) (SS.B.2.4.3)</p> <p>3. Describe the political conditions following the American Revolution which led to the Constitutional Convention. (SS.A.1.4.1) (SS.A.4.4.4) (SS.C.1.4.1) (SS.C.1.4.2) (SS.C.1.4.3) (SS.C.2.4.5)</p> <p>4. Describe a variety of perspectives on westward expansion. (SS.A.1.4.1) (SS.A.4.4.1) (SS.A.4.4.5) (SS.B.1.4.1) (SS.B.1.4.4) (SS.B.2.4.1) (SS.B.2.4.2) (SS.B.2.4.3) (SS.B.2.4.6) (SS.D.2.4.3)</p> <p>5. Analyze the demographic changes that resulted from immigration, urbanization, and industrialization. (SS.A.1.4.1) (SS.A.1.4.3) (SS.A.3.4.8) (SS.A.5.4.1) (SS.A.5.4.2) (SS.B.1.4.1) (SS.B.1.4.4) (SS.B.2.4.1) (SS.B.2.4.2) (SS.B.2.4.3) (SS.B.2.4.4) (SS.B.2.4.6) (SS.C.1.4.3) (SS.D.2.4.3)</p> <p>6. Discuss the causes and effects of the Great Depression. (SS.A.1.4.1) (SS.A.1.4.3) (SS.A.3.4.9) (SS.A.5.4.4) (SS.D.2.4.3)</p> <p>7. Compare and contrast the causes of World War I and World War II. (SS.A.1.4.1) (SS.A.1.4.3) (SS.A.3.4.9) (SS.A.5.4.5) (SS.B.2.4.1) (SS.B.2.4.2) (SS.B.2.4.3) (SS.D.2.4.3)</p> <p>8. Identify the factors which led to the United States decision to use the atomic bomb on Japan. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.3) (SS.A.3.4.9) (SS.A.5.4.3) (SS.A.5.4.5) (SS.B.1.4.1) (SS.B.2.4.1) (SS.B.2.4.2) (SS.B.2.4.3) (SS.B.2.4.4)</p>	<p>A. After studying selected time periods in American history, the students will:</p> <p>a. Research the events, people, and ideas associated with a given period in history.</p> <p>b. Discuss the causes and the effects of major events that occurred during selected time periods.</p> <p>c. Create a newspaper that reflects events, people, and ideas of a selected time period.</p> <p>d. Prepare letters to the editor offering different perspectives on the articles contained in the newspaper; e.g., minority viewpoints, views of women. (SS.A.1.4.1) (SS.A.1.4.3)</p>

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	<p>9. Describe the involvement of the United States in major world crises since World War II. (SS.A.1.4.1) (SS.A.1.4.3) (SS.A.5.4.5) (SS.A.5.4.6) (SS.B.1.4.1) (SS.B.2.4.1) (SS.B.2.4.2) (SS.B.2.4.3) (SS.D.2.4.3)</p> <p>10. Analyze the roles of the United Nations, the United States, and China in the Korean War and discuss the results of the war. (SS.A.1.4.1) (SS.A.1.4.3) (SS.A.3.4.10) (SS.A.5.4.5) (SS.A.5.4.6) (SS.B.1.4.1) (SS.B.2.4.1) (SS.B.2.4.3) (SS.B.2.4.4) (SS.D.2.4.3)</p> <p>11. Recognize that contemporary American society depends on the contributions of past societies. (SS.A.1.4.1) (SS.A.1.4.3) (SS.A.2.4.3) (SS.A.2.4.4) (SS.A.2.4.5) (SS.A.2.4.8) (SS.A.2.4.10) (SS.A.3.4.1) (SS.A.3.4.2) (SS.A.3.4.4) (SS.A.3.4.5) (SS.A.3.4.6) (SS.A.5.4.6) (SS.B.2.4.2)</p> <p>12. Compare major individuals, events, and characteristics of periods in American history. (SS.A.1.4.1) (SS.A.1.4.3) (SS.A.5.4.6) (SS.B.2.4.4) (SS.D.2.4.3)</p> <p>13. Understand the interaction of science, society, and technology in American historical development. (SS.A.1.4.1) (SS.A.1.4.3) (SS.A.5.4.6) (SS.B.1.4.4) (SS.B.2.4.1) (SS.B.2.4.2) (SS.B.2.4.4) (SS.B.2.4.5) (SS.D.2.4.3)</p> <p>14. Identify the causes and effects of various changes in American historical development. (SS.A.1.4.1) (SS.A.1.4.3) (SS.A.5.4.6)</p> <p>15. Discuss states rights and federalism as they relate to particular periods in United States history. (SS.A.1.4.1) (SS.A.1.4.3) (SS.A.5.4.6) (SS.A.5.4.8) (SS.C.1.4.1) (SS.C.1.4.2) (SS.C.2.4.5)</p>	

COMPONENT	OBJECTIVES	COMPETENCY
	<ol style="list-style-type: none"> 1. Identify major issues and legislation related to consumerism and the environment from 1970s through the 1990s. (SS.A.1.4.3) (SS.A.5.4.8) (SS.C.1.4.4) (SS.C.2.4.2) (SS.D.2.4.3) 2. Discuss the impact of technology on contemporary society in the United States. (SS.B.1.4.4) (SS.A.1.4.3) (SS.A.5.4.8) (SS.B.2.4.1) (SS.B.2.4.5) (SS.B.2.4.6) (SS.D.2.4.3) 3. Analyze the legal, social, and economic consequences of drug abuse. (SS.A.1.4.3) (SS.A.5.4.8) (SS.B.2.4.1) (SS.D.2.4.3) 4. Predict, based on the nation's past experiences, future social, economic, and political trends. (SS.A.1.4.3) (SS.A.5.4.8) (SS.D.2.4.3) 5. Apply the steps of inquiry; i.e., stating the problem, gathering data, developing a hypothesis, analyzing and evaluating, reaching a conclusion. (SS.A.1.4.3) <ol style="list-style-type: none"> 1. Evaluate the political conditions following the American Revolution which led to the Constitutional Convention. (SS.A.1.4.1) (SS.A.1.4.4) (SS.A.4.4.4) (SS.C.1.4.1) (SS.C.1.4.2) (SS.C.1.4.3) (SS.C.2.4.3) 2. Outline the compromises which led to the drafting and ratification of the United States Constitution. (SS.A.1.4.1) (SS.A.1.4.4) (SS.A.4.4.4) (SS.C.1.4.1) (SS.C.1.4.2) (SS.C.1.4.1) (SS.C.1.4.3) (SS.C.2.4.3) 3. Describe the democratic principles that are found within each of the seven articles of the United States Constitution. (SS.A.1.4.1) (SS.A.1.4.4) (SS.A.4.4.4) (SS.C.1.4.1) (SS.C.1.4.2) (SS.C.1.4.3) (SS.C.2.4.3) (SS.C.2.4.5) 	<p>B. After studying and completing a research assignment on a current issue related to American life, the students will:</p> <ol style="list-style-type: none"> a. State the issue. b. Develop a hypothesis. c. Select and organize relevant data. d. Analyze and evaluate the data. e. Make a conclusion that is supported by the data. <p>C. After studying the influence of political traditions/culture on American life, past and present, and reviewing the basic concepts and principles of the Constitution, the students will:</p> <ol style="list-style-type: none"> a. Describe the ideas, events, and people that shaped American political tradition/culture. b. Cite examples that illustrate the influence and importance of political tradition/culture in American life; e.g., political campaigns, national symbols, national songs, and slogans. c. Research and report on a controversial issue involving political tradition/culture; e.g., poll tax, women's right to vote, lobbyists.

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<p>III Civic Responsibility</p>	<ol style="list-style-type: none"> 4. Discuss the concept of Jacksonian Democracy and the political changes which occurred during the Jacksonian period. (SS.A.1.4.1) (SS.A.1.4.4) (SS.C.1.4.4) 5. Describe the events which led to Nixon’s resignation and their impact on the attitudes of the American people toward politics and government. (SS.A.1.4.1) (SS.A.1.4.4) (SS.A.5.4.8) (SS.C.1.4.4) 6. Recognize that personal experience and frame of reference influence the interpretation of historical events. (SS.A.1.4.1) (SS.A.1.4.3) 7. Assess the impact of strong presidents on the political culture of the United States. (SS.A.1.4.1) (SS.A.5.4.8) (SS.C.1.4.3) 8. Analyze how the democratic principles found in the Constitution have been applied during different periods of history. (SS.A.1.4.1) (SS.A.5.4.8) (SS.C.1.4.3) (SS.C.2.4.2) <ol style="list-style-type: none"> 1. Explain how sectionalism, and the issues associated with it, led to the Civil War. (SS.A.1.4.1) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.4.4.6) (SS.B.2.4.1) (SS.B.2.4.2) (SS.B.2.4.3) (SS.C.2.4.1) 2. Identify the social, political, and economic changes in the United States that resulted from the Civil War and Reconstruction. (SS.A.1.4.1) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.4.4.6) (SS.B.2.4.1) (SS.B.2.4.2) (SS.C.2.4.1) 3. Describe the reasons the United States entered World War I and World War II. (SS.A.1.4.1) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.3.4.9) (SS.A.5.4.3) (SS.A.5.4.5) (SS.B.2.4.1) (SS.B.2.4.2) (SS.B.2.4.3) (SS.C.2.4.1) 	<ol style="list-style-type: none"> d. Create political cartoons, political satire, and/or political speeches that illustrate the influence of political traditions/culture on American life. (SS.A.1.4.1) <ol style="list-style-type: none"> A. After studying conflicts in the United States history, the students will: <ol style="list-style-type: none"> a. Research and report on the causes and effects of selected conflicts. b. Analyze the effectiveness of actions taken to resolve selected conflicts. c. Design an action plan to resolve a specific conflict; e.g., school, community, nation, world. (SS.A.1.4.1)(SS.C.2.4.1)

COMPONENT	OBJECTIVES	COMPETENCY
	<p>4. Summarize the events and attitudes which led to United States involvement in Korea and Vietnam and explain the reasons for its eventual withdrawal. (SS.A.1.4.1) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.3.4.10) (SS.A.5.4.6) (SS.B.2.4.1) (SS.B.2.4.2) (SS.B.2.4.3) (SS.C.2.4.1)</p> <p>5. Assess the impact of political assassinations and civil unrest in the 1960s on the American public. (SS.A.1.4.1) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.5.4.6) (SS.A.5.4.8) (SS.B.2.4.1) (SS.B.2.4.2) (SS.C.1.4.4) (SS.C.2.4.1)</p> <p>6. Examine historical events from the perspective of diverse cultural and ethnic groups. (SS.A.1.4.1) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.5.4.6) (SS.A.5.4.8) (SS.B.2.4.1) (SS.B.2.4.2) (SS.C.1.4.4) (SS.C.2.4.1) (SS.C.2.4.2) (SS.C.2.4.3)</p> <p>7. Describe the impact of public opinion on United States involvement in various global conflicts. (SS.A.1.4.1) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.2.4.6) (SS.A.3.4.10) (SS.A.5.4.6) (SS.A.5.4.8) (SS.B.2.4.1) (SS.B.2.4.2) (SS.C.1.4.4) (SS.C.2.4.1) (SS.C.2.4.2)</p> <p>8. Assess the impact of the media's coverage of historical events on public opinion. (SS.A.1.4.1) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.5.4.6) (SS.A.5.4.8) (SS.B.2.4.1) (SS.B.2.4.2) (SS.C.1.4.4) (SS.C.2.4.1) (SS.C.2.4.2)</p> <p>1. Explain the relationship between the Populist Movement and the problems of farmers in the late 19th century. (SS.A.1.4.1) (SS.A.1.4.3) (SS.A.1.4.4) (SS.B.2.4.1) (SS.B.2.4.4) (SS.B.2.4.6) (SS.C.1.4.4) (SS.C.2.4.1) (SS.C.2.4.5) (SS.D.2.4.3) (SS.D.2.4.4)</p> <p>2. Compare and contrast the Populist and Progressive reform movements. (SS.A.1.4.1) (SS.A.1.4.3) (SS.A.1.4.4) (SS.B.2.4.1) (SS.B.2.4.4) (SS.B.2.4.6) (SS.C.1.4.4) (SS.C.2.4.1) (SS.C.2.4.5) (SS.D.2.4.3) (SS.D.2.4.4)</p>	<p>B. After studying reform efforts and reform movements in American history, the students will:</p> <p>a. Review the work of writers associated with selected reform movements.</p> <p>b. Describe how reform efforts/movements have affected the lives of Americans; e.g., food/drug laws, improved sanitation, child labor laws.</p>

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	<p>3. Describe aspects of American political structures that exemplify the Progressive tradition. (SS.A.1.4.1) (SS.A.1.4.3) (SS.A.1.4.4) (SS.B.2.4.1) (SS.B.2.4.4) (SS.B.2.4.6) (SS.C.1.4.1) (SS.C.1.4.4) (SS.C.2.4.1) (SS.C.2.4.5) (SS.D.2.4.3) (SS.D.2.4.4)</p> <p>4. Contrast the political attitudes and actions of the 1920s with those of the Progressive Era. (SS.A.1.4.1) (SS.A.1.4.3) (SS.A.1.4.4) (SS.B.2.4.1) (SS.C.1.4.4) (SS.C.2.4.1) (SS.C.2.4.5) (SS.D.2.4.3) (SS.D.2.4.4)</p> <p>5. Explain reform movements that arose in response to urbanization and industrialization. (SS.A.1.4.1) (SS.B.1.4.4) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.3.4.8) (SS.A.5.4.1) (SS.B.2.4.1) (SS.B.2.4.4) (SS.B.2.4.6) (SS.C.1.4.1) (SS.C.2.4.1) (SS.C.2.4.2) (SS.C.2.4.5) (SS.D.2.4.3)</p> <p>6. Describe the goals, methods, and achievements of various reform movements since the 1950s; e.g., Civil Rights Movement, Black Power Movement, Women's Movement, Peace Movement. (SS.A.1.4.1) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.5.4.7) (SS.B.2.4.1) (SS.C.1.4.1) (SS.C.1.4.4) (SS.C.2.4.1) (SS.C.2.4.2) (SS.C.2.4.3) (SS.C.2.4.5) (SS.D.2.4.3)</p> <p>7. Explain how American citizens can participate in political and economic processes and decision-making. (SS.A.1.4.1) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.5.4.7) (SS.A.5.4.8) (SS.B.2.4.1) (SS.C.1.4.1) (SS.C.1.4.4) (SS.C.2.4.1) (SS.C.2.4.2) (SS.C.2.4.3) (SS.C.2.4.5) (SS.D.2.4.3)</p> <p>8. Describe how social, political, economic, and technical changes affect the institutions of family, education, government, economy, and religion. (SS.A.1.4.1) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.5.4.7) (SS.A.5.4.8) (SS.B.1.4.4) (SS.B.2.4.1) (SS.B.2.4.4) (SS.B.2.4.6) (SS.C.2.4.1) (SS.C.2.4.2) (SS.C.2.4.3) (SS.C.2.4.5) (SS.D.2.4.3)</p>	<p>c. Assess, from a past reformer's point of view, a current issue or problem that may be in need of reform; e.g., health care, homelessness.</p> <p>d. Evaluate the effectiveness of a reform effort and/or movement.</p> <p>e. Propose a local governmental reform that would benefit the local community. (SS.A.1.4.1)(SS.C.2.4.1)</p>

COMPONENT	OBJECTIVES	COMPETENCY
<p>IV Economic Understanding</p>	<ol style="list-style-type: none"> 1. Compare the federal government's role in the economy before the Great Depression to its role during and after the Great Depression. (SS.A.1.4.1) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.3.4.9) (SS.A.5.4.4) (SS.A.5.4.8) (SS.C.1.4.1) (SS.C. 2.4.1) (SS.D.1.4.1) (SS.D.2.4.3) (SS.D.2.4.4) 2. Discuss the major causes of economic recession/depression and cite examples of each throughout United States history. (SS.A.1.4.1) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.3.4.9) (SS.A.5.4.4) (SS.C. 2.4.1) (SS.D.1.4.1) (SS.D.2.4.3) (SS.D.2.4.4) 3. Evaluate the impact of the Great Depression/New Deal on contemporary America. (SS.A.1.4.1) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.3.4.9) (SS.A.5.4.4) (SS.B.2.4.6) (SS.C.1.4.1) (SS.C. 2.4.1) (SS.D.1.4.1) (SS.D.2.4.3) (SS.D.2.4.4) 4. Compare and contrast current economic conditions with those of the past. (SS.A.1.4.1) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.5.4.4) (SS.C. 2.4.1) (SS.D.1.4.1) (SS.D.2.4.3) (SS.D.2.4.4) 5. Interpret line graphs, circle graphs, or tables that provide economic information. (SS.A.1.4.1) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.5.4.4) (SS.C.2.4.1) (SS.D.1.4.1) (SS.D.2.4.3) (SS.D.2.4.4) <ol style="list-style-type: none"> 1. Explain the relationship among industrialization, urbanization, immigration, and the labor movement during the late 19th century. (SS.A.1.4.1) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.3.4.8) (SS.A.5.4.1) (SS.A.5.4.4) (SS.B.1.4.4) (SS.B.2.4.1) (SS.B.2.4.2) (SS.B.2.4.4) (SS.B.2.4.6.) (SS.D.1.4.4) (SS.D.2.4.3) 2. Describe the effects of mass production and technology on labor management relations in the 1920s. (SS.A.1.4.1) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.3.4.8) (SS.A.3.4.9) (SS.A.5.4.1) (SS.A.5.4.4) (SS.B.1.4.4) (SS.B.2.4.1) (SS.B.2.4.2) (SS.B.2.4.4) (SS.B.2.4.6) (SS.D.1.4.1) (SS.D.2.4.3) 	<ol style="list-style-type: none"> A. After studying government's involvement in the American economy, the students will: <ol style="list-style-type: none"> a. Describe and cite historical examples of the government's involvement in the economy. b. Interpret data that illustrate government involvement in the economy; e.g., graphs, charts, statistical reports. c. Compare/contrast the government's involvement in the economy during different periods of American history; e.g., tariffs, monetary policy, stock market regulation. d. Propose a governmental plan of action for dealing with a current economic problem. (SS.A.1.4.1) (SS.C.2.4.1) B. After studying the history of technological development and the effect of technology on American life, the students will: <ol style="list-style-type: none"> a. Describe and cite examples of technology's impact on American life. b. Research the historical background of major technological improvements that have become part of American life; e.g., textile production from England, audio/visual technology from Japan.

COMPONENT	OBJECTIVES	COMPETENCY
<p>V Cultural Awareness</p>	<p>3. Compare and contrast 19th century agrarian society to the industrialized society of the 20th century. (SS.A.1.4.1) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.3.4.8) (SS.A.3.4.9) (SS.A.5.4.1) (SS.A.5.4.4) (SS.B.1.4.4) (SS.B.2.4.1) (SS.B.2.4.2) (SS.B.2.4.4) (SS.B.2.4.6) (SS.D.1.4.1) (SS.D.2.4.3)</p> <p>4. Describe the interaction of science, society, and technology in American historical development. (SS.A.1.4.1) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.3.4.8) (SS.A.3.4.9) (SS.A.5.4.1) (SS.A.5.4.4) (SS.B.1.4.4) (SS.B.2.4.1) (SS.B.2.4.2) (SS.B.2.4.4) (SS.B.2.4.5) (SS.B.2.4.6) (SS.D.1.4.1) (SS.D.2.4.3)</p> <p>5. Explain the impact of the Industrial/Urban period on contemporary America. (SS.A.1.4.1) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.3.4.9) (SS.A.5.4.1) (SS.A.5.4.4) (SS.B.1.4.4) (SS.B.2.4.1) (SS.B.2.4.2) (SS.B.2.4.4) (SS.B.2.4.6) (SS.D.1.4.1) (SS.D.2.4.3)</p> <p>6. Analyze the role of big business, labor unions, individual entrepreneurs, and government in the growth and development of capitalism in the United States. (SS.A.1.4.1) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.3.4.9) (SS.A.5.4.1) (SS.A.5.4.4) (SS.B.1.4.4) (SS.B.2.4.1) (SS.B.2.4.2) (SS.B.2.4.4) (SS.B.2.4.6) (SS.C.1.4.4) (SS.D.1.4.1) (SS.D.2.4.3) (SS.D.2.4.4)</p> <p>1. Analyze how the contributions of various ethnic groups have promoted the uniqueness and diversity of society in the United States. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.5.4.2) (SS.B.1.4.4) (SS.B.2.4.2)</p> <p>2. Describe aspects of United States culture which represent the blending of various immigrant cultures; e.g., music, language, food, art, literature. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.5.4.2) (SS.B.1.4.4) (SS.B.2.4.1) (SS.B.2.4.2)</p>	<p>c. Describe, after selecting a specific technological development, the social, political, and economic impact of technology on American history ;e.g., automobile, television, nuclear power, computer.</p> <p>d. Determine, through debate, the technological development that has had the greatest impact on United States history (SS.A.1.4.1)</p> <p>A. After studying selected works of writers, artists, musicians, photographers, architects and/or sculptors in the United States, the students will:</p> <p>a. Describe the lives and times of selected writers, artists, musicians, photographers, architects, and/or sculptors.</p> <p>b. Cite specific works which reflect the lives and times of minority/ethnic groups; e.g., photographs by Robert Park, fiction by Sandra Cisneros.</p>

COMPONENT	OBJECTIVES	COMPETENCY
	<p>3. Explain how cultural experiences and frame of reference influence the interpretation of historical events. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.5.4.2) (SS.B.1.4.4) (SS.B.2.4.2)</p> <p>4. Distinguish fact from opinion. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.5.4.2) (SS.B.2.4.2)</p> <p>5. Describe the scientific, technological, artistic, and literary contributions made by members of various ethnic and minority groups. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.5.4.2) (SS.B.1.4.4) (SS.B.2.4.2)</p> <p>6. Analyze differing points of view within ethnic and minority groups. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.2.4.6) (SS.A.5.4.2) (SS.B.2.4.2) (SS.C.1.4.4) (SS.C.2.4.2) (SS.C.2.4.3)</p> <p>1. Describe the characteristics of selected immigrant groups and the conditions they face upon arrival in the United States. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.3) (SS.A.5.4.2) (SS.A.5.4.8) (SS.B.2.4.1) (SS.B.2.4.2) (SS.B.2.4.4) (SS.B.2.4.6) (SS.C.2.4.4)</p> <p>2. Compare and contrast the experiences of immigrants 100 years ago with immigrants who have arrived in the United States during the past 25 years. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.3) (SS.A.5.4.2) (SS.A.5.4.8) (SS.B.2.4.1) (SS.B.2.4.2) (SS.B.2.4.4) (SS.B.2.4.6) (SS.C.2.4.4)</p> <p>3. Describe contributions made to United States society by a variety of ethnic/racial groups. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.3) (SS.A.2.4.10) (SS.A.5.4.2) (SS.A.5.4.8) (SS.B.2.4.1) (SS.B.2.4.2) (SS.B.2.4.4) (SS.B.2.4.6) (SS.C.2.4.4)</p> <p>4. Compare the assimilation experiences of various ethnic groups in the United States, past and present. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.3) (SS.A.5.4.2) (SS.A.5.4.8) (SS.B.2.4.1) (SS.B.2.4.2) (SS.B.2.4.4) (SS.B.2.4.6) (SS.C.2.4.4)</p>	<p>c. Analyze, through small or large group activities, the depiction of minority/ethnic groups in selected works.</p> <p>d. Create a display, write a poem, or compose a song that reflects the history and culture of an historical period. (SS.A.1.4.1)</p> <p>B. After studying immigration in United States history and learning about the experiences of immigrants, the students will:</p> <p>a. Describe the role immigration has played in United States history, including contributions made by immigrants.</p> <p>b. Research and compare the experiences of selected immigrants/immigrant groups in the United States.</p> <p>c. Construct a time line that delineates the various periods of immigration from 1608 to the present.</p> <p>d. Create art work, music, dance, drama, poetry, or written stories that illustrate the experiences of immigrants and/or immigrant groups in the United States.</p> <p>e. Assess the impact of immigrants on the national, state, and/or local community. (SS.A.1.4.1)(SS.A.1.4.4)</p>

COMPONENT	OBJECTIVES	COMPETENCY
	<p>5. Analyze events from the perspectives of various ethnic and minority groups. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.3) (SS.A.2.4.6) (SS.A.5.4.2) (SS.A.5.4.8) (SS.B.2.4.1) (SS.B.2.4.2) (SS.B.2.4.4) (SS.B.2.4.6) (SS.C.1.4.4) (SS.C.2.4.2) (SS.C.2.4.3) (SS.C.2.4.4)</p> <p>1. Describe the rights and freedoms guaranteed by the Constitution, including the Bill of Rights and subsequent amendments. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.4) (SS.A.4.4.4) (SS.B.2.4.2) (SS.C.1.4.1) (SS.C.1.4.2.) (SS.C.2.4.1) (SS.C.2.4.2) (SS.C.2.4.3) (SS.C.2.4.5)</p> <p>2. Describe the effect of westward expansion on the culture of Native Americans. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.4) (SS.A.4.4.1) (SS.B.2.4.2) (SS.C.2.4.1) (SS.C.2.4.5)</p> <p>3. Examine the economic, political, and social status of African Americans during and immediately following Reconstruction. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.4) (SS.B.2.4.2) (SS.C.2.4.1) (SS.C.2.4.5)</p> <p>4. Discuss man's inhumanity to man as exemplified in the Holocaust and explain the impact of the Holocaust on the world today. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.4) (SS.B.2.4.2) (SS.C.2.4.1) (SS.C.2.4.5)</p> <p>5. Trace the origins and development of the Civil Rights Movement; describing its goals, methods and achievements. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.4) (SS.A.5.4.1) (SS.B.2.4.2) (SS.C.1.4.1) (SS.C.1.4.4) (SS.C.2.4.1) (SS.C.2.4.2) (SS.C.2.4.3) (SS.C.2.4.5)</p> <p>6. Discuss government programs designed to guarantee equal opportunities for all citizens. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.4) (SS.A.5.4.7) (SS.B.2.4.2) (SS.C.1.4.1) (SS.C.1.4.4) (SS.C.2.4.1) (SS.C.2.4.2) (SS.C.2.4.3) (SS.C.2.4.5)</p>	<p>C. After studying how prejudice and intolerance have influenced people and events in United States history, the students will:</p> <p>a. Cite examples that illustrate how prejudice and intolerance have influenced United States history.</p> <p>b. Role play, dramatize, or simulate a specific example(s) of prejudice and intolerance.</p> <p>c. Analyze, through discussion or written work, the reactions of people and/or governments to situations involving prejudice and intolerance.</p> <p>d. Propose ways to combat prejudice and intolerance within the school/community. (SS.A.1.4.1)(SS.C.2.4.1)</p>

COMPONENT	OBJECTIVES	COMPETENCY
<p>VI Global Perspective</p>	<p>7. Explain the relationship between immigration and the rise of intolerance toward various ethnic/racial groups. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.4) (SS.A.5.4.2) (SS.A.5.4.7) (SS.B.2.4.2) (SS.C.2.4.1) (SS.C.2.4.5)</p> <p>8. Assess the social, political, and economic status of various ethnic and minority groups. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.4) (SS.A.5.4.2) (SS.A.5.4.7) (SS.B.2.4.2) (SS.C.2.4.1) (SS.C.2.4.4) (SS.C.2.4.5)</p> <p>9. Analyze events from the perspectives of various ethnic and minority groups. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.4) (SS.A.2.4.6) (SS.A.5.4.2) (SS.A.5.4.7) (SS.B.2.4.2) (SS.C.1.4.4) (SS.C.2.4.1) (SS.C.2.4.2) (SS.C.2.4.3) (SS.C.2.4.5)</p> <p>1. Describe national and international causes and effects of military conflicts between 1860 and present; e.g., Civil War, Spanish American War, World War I, Korean Conflict, Vietnam War, Persian Gulf War. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.3.4.7) (SS.A.3.4.9) (SS.A.3.4.10) (SS.A.4.4.6) (SS.A.5.4.3) (SS.B.2.4.1) (SS.B.2.4.2) (SS.B.2.4.3) (SS.B.2.4.4) (SS.C.2.4.1)</p> <p>2. Summarize the reasons for United States involvement in the Caribbean and Latin America and its impact on selected nations and people. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.3.4.9) (SS.B.2.4.1) (SS.B.2.4.2) (SS.B.2.4.3) (SS.B.2.4.4) (SS.C.2.4.1) (SS.D.2.4.6)</p> <p>3. Assess the social, economic, and political ramifications of United States expansionism between 1867 and 1914. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.3.4.9) (SS.A.5.4.3) (SS.B.2.4.1) (SS.B.2.4.2) (SS.B.2.4.3) (SS.B.2.4.4) (SS.C.2.4.1) (SS.D.2.4.6)</p>	<p>A. After studying United States foreign policy, past and present, the students will:</p> <p>a. Explain the rationale for and the effects of selected foreign policy decisions.</p> <p>b. Compare/contrast foreign policy decisions made during different time periods.</p> <p>c. Assess, through individual, small group, or entire class discussion/or written assignment, the effectiveness of United States foreign policy during a specific time period.</p> <p>d. Debate a current foreign policy issue and/or decision from different perspectives.</p> <p>e. Propose, through individual, small group, or entire class discussion, a solution to a current foreign policy problem. (SS.A.1.4.1) (SS.C.2.4.1)</p>

COMPONENT	OBJECTIVES	COMPETENCY
	<ol style="list-style-type: none"> 4. Identify reasons why the United States declared war on Germany in 1917. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.3.4.9) (SS.B.2.4.1) (SS.B.2.4.2) (SS.B.2.4.3) (SS.C.2.4.1) 5. List the major objectives of the United States at the Versailles Conference and relate the United States Senate's rejection of the Treaty of Versailles to the political attitudes of the time. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.3.4.9) (SS.A.5.4.3) (SS.B.2.4.1) (SS.B.2.4.2) (SS.B.2.4.3) (SS.C.2.4.1) 6. Discuss the factors and incidents which led to United States involvement in World War II. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.3.4.9) (SS.A.5.4.5) (SS.B.2.4.1) (SS.B.2.4.2) (SS.B.2.4.3) (SS.C.2.4.1) 7. Analyze the impact of the United States policy of "containment" of communism during the 1950s and 1960s on the nation and the world. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.3.4.10) (SS.A.5.4.5) (SS.A.5.4.6) (SS.B.2.4.1) (SS.B.2.4.2) (SS.B.2.4.3) (SS.C.2.4.1) 8. Analyze the relations between the United States and other nations since World War II. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.2.4.6) (SS.A.3.4.10) (SS.A.5.4.5) (SS.A.5.4.6) (SS.B.2.4.1) (SS.B.2.4.2) (SS.B.2.4.3) (SS.C.2.4.1) (SS.D.2.4.6) 9. Discuss selected foreign policy issues and actions that have shaped American thought. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.5.4.5) (SS.A.5.4.6) (SS.B.2.4.1) (SS.B.2.4.2) (SS.B.2.4.3) (SS.C.2.4.1) (SS.D.2.4.6) 	

COMPONENT	OBJECTIVES	COMPETENCY
	<ol style="list-style-type: none"> 1. Identify major global issues and the pertinent national/international legislation designed to address them. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.4) (SS.A.3.4.10) (SS.A.5.4.6) (SS.B.2.4.2) (SS.B.2.4.4) (SS.B.2.4.6) (SS.C.1.4.4) (SS.D.2.4.3) (SS.D.2.4.6) 2. Describe the efforts made by national/international organizations to solve global problems; e.g., Greenpeace, Sierra Club, World Health Organization, United Nations, Amnesty International. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.4) (SS.A.3.4.10) (SS.B.2.4.2) (SS.B.2.4.4) (SS.B.2.4.6) (SS.C.1.4.4) (SS.D.2.4.3) (SS.D.2.4.6) 3. Recognize the interdependent nature of global problems. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.4) (SS.A.2.4.6) (SS.A.3.4.10) (SS.B.2.4.2) (SS.B.2.4.4) (SS.B.2.4.6) (SS.C.1.4.4) (SS.D.2.4.3) (SS.D.2.4.6) 4. Describe the changing role of the United Nations in seeking resolutions to global problems. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.4) (SS.A.2.4.6) (SS.A.3.4.10) (SS.B.2.4.2) (SS.B.2.4.4) (SS.B.2.4.6) (SS.C.1.4.4) (SS.D.2.4.3) (SS.D.2.4.6) 	<p>B. After studying global problems; e.g., environment, health concerns/AIDS, population explosion, migrations, human rights violations, the students will:</p> <ol style="list-style-type: none"> a. Describe global problems that impact the United States and other countries. b. Cite examples of attempts to solve global problems that cross national boundaries; e.g., conferences, international agreements. c. Create a visual or written representation that focuses on a global problem and identifies ways that people can solve the problem. d. Research and present reports on global issues that will be of greater concern in the future. (SS.A.1.4.1)

COMPONENT	OBJECTIVES	COMPETENCY
	<ol style="list-style-type: none"> 1. Compare the rights guaranteed by the Constitution of the United States to the rights outlined in the Constitutions of other countries. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.5.4.8) (SS.C.1.4.1) (SS.C.2.4.1) (SS.C.2.4.2) (SS.C.2.4.3) 2. Analyze the effect of the human rights movement on the economic, political, and social structure of the United States. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.5.4.8) (SS.C.1.4.1) (SS.C.2.4.1) (SS.C.2.4.2) (SS.C.2.4.3) 	<p>C. After reviewing the concept of human rights (civil, political, cultural and economic), the students will:</p> <ol style="list-style-type: none"> a. Compare and contrast the rights that exist in the United States with the rights that do or do not exist in other selected nations. b. Research and prepare a United States report card on the status of human rights at three different critical points in United States history; i.e., late 18th century, late 19th century, late 20th century. c. Create a “Declaration of Human Rights” that describes the rights that should be guaranteed to all human beings. (SS.A.1.4.1)