

COMPONENT	OBJECTIVES	COMPETENCY
<p>I Geographic Understanding</p>	<ol style="list-style-type: none"> 1. Develop an understanding of each of the Five Fundamental Themes of Geography (absolute and relative location, place, human-environment interaction, movement, and region). (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) 1. Give examples of the types of governments, societies, economies, and religions that developed among the river valley civilizations. (SS.A.1.4.2) (SS.A.1.4.4) (SS.A.2.4.1) (SS.A.2.4.2) (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) 2. Discuss the role of geography in the development of the classical Indian and Chinese civilizations. (SS.A.1.4.4) (SS.A.2.4.1) (SS.A.2.4.3) (SS.A.2.4.4) (SS.A.2.4.8) (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) 3. Trace the origin and development of classical Greek civilization, placing emphasis on the role of geography in its development. (SS.A.1.4.4) (SS.A.2.4.1) (SS.A.2.4.3) (SS.A.2.4.4) (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) 4. Map the expansion of Rome and suggest reasons for its successful expansion. (SS.A.1.4.4) (SS.A.2.4.1) (SS.A.2.4.3) (SS.A.2.4.5) (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) 	<ol style="list-style-type: none"> A. After studying the Five Fundamental Themes of Geography; i.e., location, place, human/environment interaction, movement, and regions, the students will: <ol style="list-style-type: none"> a. Explain, orally or in writing, how the Five Fundamental Themes can be used. b. Cite examples that illustrate how the themes can be used to interpret historical events, past and present. c. Interpret a specific historical or current event using one or more of the fundamental themes by creating an illustration or through a simulation. B. After studying the role of geography in the development of civilizations, the students will: <ol style="list-style-type: none"> a. Cite examples that illustrate how geographic factors influenced civilizations; e.g., climate, topography, ecology, and water. b. Describe the influence of geographic factors on the political, social, and cultural traditions of a civilization(s). c. Create a poster, song, poem, video program or cartoon depicting the influence of geography on a civilization. d. Assess, through class discussion or individual written assignment, the influence of geography on modern civilization(s). (SS.A.1.4.4) (SS.A.2.4.1) (SS.B.1.4.1)

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	<p>5. Map the spread of Islam from 632-750 A.D. (SS.A.1.4.4) (SS.A.2.4.1) (SS.A.2.4.3) (SS.A.2.4.6) (SS.A.2.4.8) (SS.A.2.4.9) (SS.A.3.4.4) (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.2.4.4) (SS.B.2.4.5)</p> <p>6. Examine the role of geography in the development of African civilizations. (SS.A.1.4.4) (SS.A.2.4.1) (SS.A.2.4.6) (SS.A.2.4.8) (SS.A.3.4.4) (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)</p> <p>7. Discuss the reason for Russia’s historic desire to obtain warm water ports. (SS.A.2.4.1) (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)</p> <p>8. Explain the significance of geography in the development of civilizations and nation states. (SS.A.2.4.1) (SS.A.2.4.10) (SS.B.2.4.1) (SS.B.2.4.2) (SS.B.2.4.3) (SS.B.2.4.5)</p> <p>9. Interpret historical information using a map legend. (SS.A.2.4.1) (SS.A.3.4.4) (SS.B.1.4.1)</p> <p>10. Use appropriate vocabulary, geographical, reference/study, critical thinking, and decision making skills. (SS.A.2.4.1)</p>	

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<p>II Historical Awareness</p>	<ol style="list-style-type: none"> 1. Identify the major reasons for world exploration and discuss its results. (SS.A.1.4.2) (SS.A.3.4.3) (SS.A.4.4.1) (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) (SS.B.2.4.5) 2. Develop an understanding of each of the Five Fundamental Themes of Geography (absolute and relative location, place, human-environment interaction, movement, and region). (SS.A.1.4.2) (SS.A.3.4.3) (SS.A.4.4.1) (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) (SS.B.2.4.5) <ol style="list-style-type: none"> 1. Describe the events which led to the independence of Portugal's and Spain's Latin American colonies. (SS.A.1.4.4) (SS.A.3.4.3) (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) 2. Analyze the relationship between industrialism and imperialism during the late 19th century. (SS.A.1.4.2) (SS.A.1.4.4) (SS.A.3.4.3) (SS.A.3.4.7) (SS.A.3.4.8) (SS.A.5.4.1) (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) 3. Locate, on a world map, colonial possessions obtained by the industrialized nations before 1914. (SS.A.1.4.4) (SS.A.3.4.3) (SS.A.3.4.7) (SS.A.3.4.8) (SS.A.3.4.9) (SS.A.5.4.1) (SS.A.5.4.3) (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) 	<ol style="list-style-type: none"> C. After studying significant explorations and explorers, past and present, the students will: <ol style="list-style-type: none"> a. Map selected explorations. b. Explain, orally or in writing, the geographic factors that inhibited and/or advanced selected explorations. c. Compare explorations of the past to explorations of the present. d. Chart or diagram the socio-economic and political reasons for exploration(s). e. Create a first-hand account of an explorer, such as a diary or ship's log, that describes the problems and the triumphs of an exploration. (SS.A.1.4.2) (SS.B.1.4.1) A. After studying imperialism and its impact on the world, the students will: <ol style="list-style-type: none"> a. Explain and cite examples of the causes and effects of imperialism. b. Compare/contrast imperialism in one time period to imperialism in another time period. c. Interpret political cartoons, read literature, and/or examine art reflecting imperialism. d. Research specific examples of imperialism; e.g., the British in India, the French in Indochina, the Japanese in Asia. e. Assess, through discussion or written assignment, the impact of imperialism on the modern world. (SS.A.1.4.4) (SS.A.3.4.3)

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	<p>4. Describe the influence of British rule in India; foreign influence on China; foreign influence on Japan; imperialism in Southeast Asia and the Pacific islands; European imperialism in Africa; imperialism in Latin America; foreign influences on Asian and African countries; and foreign involvement in the Middle East after World War II. (SS.A.1.4.4) (SS.A.3.4.2) (SS.A.3.4.3) (SS.A.3.4.7) (SS.A.3.4.8) (SS.A.3.4.9) (SS.A.3.4.10) (SS.A.5.4.1) (SS.A.5.4.3) (SS.B.1.4.4) (SS.B.2.4.1) (SS.B.2.4.2) (SS.B.2.4.3)</p> <p>5. Understand current and historic events from the perspective of diverse cultural and national groups. (SS.A.1.4.1) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.2.4.1) (SS.A.3.4.3) (SS.A.3.4.7) (SS.A.3.4.8) (SS.A.3.4.9) (SS.A.3.4.10) (SS.B.1.4.4) (SS.B.2.4.1) (SS.B.2.4.3) (SS.B.2.4.4) (SS.B.2.4.5)</p> <p>1. Describe and give examples of social, political and economic development from the Paleolithic Age through the Bronze Age. (SS.A.1.4.4) (SS.A.2.4.1) (SS.A.2.4.2) (SS.B.2.4.1)</p> <p>2. Distinguish between prehistory and recorded history, and state approximate dates of ancient, medieval, and modern periods. (SS.A.1.4.4) (SS.A.2.4.1) (SS.A.2.4.2) (SS.A.2.4.7) (SS.B.2.4.1)</p> <p>3. Identify/Describe people and events of time periods in history. (SS.A.1.4.4) (SS.A.2.4.1) (SS.A.2.4.7) (SS.A.2.4.9) (SS.A.2.4.10) (SS.A.2.4.11) (SS.A.3.4.3) (SS.A.3.4.5) (SS.A.3.4.9) (SS.A.4.4.1) (SS.A.4.4.2) (SS.A.5.4.2) (SS.B.2.4.1)</p> <p>4. Compare major individuals, events, and characteristics of historical periods; e.g., Renaissance, Reformation, Enlightenment. (SS.A.1.4.4) (SS.A.2.4.1) (SS.A.2.4.7) (SS.A.3.4.1) (SS.A.3.4.3) (SS.B.2.4.1)</p> <p>5. Discuss and analyze factors which discouraged unification among the Greek city-states. (SS.A.1.4.4) (SS.A.2.4.1) (SS.A.2.4.3) (SS.A.2.4.4) (SS.A.2.4.11) (SS.B.2.4.1) (SS.B.2.4.3)</p>	<p>B. After studying selected time periods of world history, the students will:</p> <p>a. Describe the causes and the effects of significant events that occurred during a selected time period.</p> <p>b. Cite example that illustrate the influence of people and ideas during a selected time period; e.g., Michelangelo and the Renaissance, Martin Luther and the Reformation, Marx and the Industrial period.</p> <p>c. Differentiate the significant ideas of one time period from those of another time period; e.g., philosophical, political, economic, social. (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.2.4.1)</p>

COMPONENT	OBJECTIVES	COMPETENCY
	<p>6. Identify factors which led to the decline of the Roman Republic and the rise of the Roman Empire. (SS.A.1.4.4) (SS.A.2.4.1) (SS.A.2.4.3) (SS.A.2.4.5) (SS.B.2.4.1) (SS.B.2.4.3)</p> <p>1. Discuss the causes and the effects of the Crusades. (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.2.4.7) (SS.A.2.4.9) (SS.A.3.4.1) (SS.A.3.4.2) (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)</p> <p>2. Discuss the events which led to the fall of the Byzantine Empire and the rise of the Ottoman Empire. (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.2.4.6) (SS.A.2.4.7) (SS.A.2.4.9) (SS.A.3.4.1) (SS.A.3.4.2) (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)</p> <p>3. Trace the major developments in Russia from the 8th century to the 13th century. (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.2.4.7) (SS.A.3.4.1) (SS.A.3.4.2) (SS.B.2.4.1) (SS.B.2.4.2) (SS.B.2.4.4)</p> <p>4. Trace the major developments in African civilizations (including European imperialism). (SS.A.1.4.1) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.2.4.8) (SS.A.3.4.3) (SS.A.4.4.2) (SS.A.5.4.1) (SS.B.2.4.1) (SS.B.2.4.2) (SS.B.2.4.3) (SS.B.2.4.4)</p> <p>5. Explain the rise and fall of Mogul rule in India. (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.2.4.8) (SS.A.2.4.9) (SS.A.3.4.3) (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)</p> <p>6. Trace the developments of and dynastic cycles in Chinese civilization. (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.2.4.8) (SS.A.3.4.3) (SS.B.2.4.1) (SS.B.2.4.3) (SS.B.2.4.4)</p> <p>7. Explain how the Roman Catholic Church responded to the Reformation. (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.3.4.1) (SS.A.3.4.2) (SS.B.1.4.4) (SS.B.2.4.1) (SS.B.2.4.2) (SS.B.2.4.4)</p>	<p>C. After studying conflicts in world history, past and present, the student will:</p> <p>a. Cite examples of continuous conflicts; e.g., Arab-Israeli conflict, Palestinian problem, religious conflicts in India, Northern Ireland’s internal conflicts and conflicts with Great Britain.</p> <p>b. Research the causes and the effects of a selected conflict.</p> <p>c. Compare/contrast the methods that have been used to resolve conflicts.</p> <p>d. Evaluate the long-term effects of an attempt to resolve an historical conflict; e.g., Treaty of Versailles. (SS.A.1.4.3) (SS.A1.4.4)</p>

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	<p>8. Explain the role of conflict between Catholicism and Protestantism in the history of Europe in the 16th and 17th centuries. (SS.A.1.4.2) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.3.4.1) (SS.A.3.4.2) (SS.A.4.4.2) (SS.B.1.4.4) (SS.B.2.4.1) (SS.B.2.4.2) (SS.B.2.4.4)</p> <p>9. Discuss the results of 17th and 18th century wars which involved Austria, Poland, Prussia, Russia, England, and France. (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.3.4.2) (SS.A.3.4.3) (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)</p> <p>10. Distinguish between revolution and civil war. (S.A.1.4.2) (SS.A.1.4.3) (SS.A.3.4.3) (SS.A.3.4.7) (SS.A.4.4.2) (SS.B.1.4.4) (SS.B.2.4.1) (SS.B.2.4.2) (SS.B.2.4.4)</p> <p>11. Suggest reasons for the French Revolution, Napoleon's rise to power and the Napoleonic Wars. (SS.A.1.4.3) (SS.A.3.4.3) (SS.A.3.4.7) (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)</p> <p>12. Cite reasons for economic and political instability in Austria-Hungary, Italy, Ireland, Portugal, the Ottoman Empire and Spain during the late 19th century. (SS.A.1.4.3) (SS.A.3.4.3) (SS.A.3.4.7) (SS.A.3.4.8) (SS.A.5.4.3) (SS.B.1.4.4) (SS.B.2.4.1) (SS.B.2.4.2) (SS.B.2.4.4)</p> <p>13. Identify the major causes and list the results of World War I and World War II. (SS.A.1.4.3) (SS.A.3.4.8) (SS.A.3.4.9) (SS.A.3.4.10) (SS.A.5.4.3) (SS.A.5.4.5) (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)</p> <p>14. Analyze the global impact of World War I and World War II. (SS.A.1.4.3) (SS.A.3.4.8) (SS.A.3.4.9) (SS.A.3.4.10) (SS.A.5.4.3) (SS.A.5.4.5) (SS.A.5.4.6) (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)</p> <p>15. Discuss the conditions in Russia that led to the March 1917 revolution. (SS.A.1.4.3) (SS.A.3.4.9) (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)</p>	

COMPONENT	OBJECTIVES	COMPETENCY
<p>III Civic Responsibility</p>	<p>16. Analyze the major events and policies of the Cold War. (SS.A.1.4.3) (SS.A.3.4.10) (SS.A.5.4.5) (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)</p> <p>17. Examine the continuing conflicts in the Middle East. (SS.A.1.4.3) (SS.A.5.4.5) (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)</p> <p>18. Identify causes and effects of various changes in historical development. (SS.A.1.4.3) (SS.A.4.4.1) (SS.A.5.4.5) (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)</p> <p>1. Explain the concept of absolutism and how French rulers gained absolute power from the 16th-19th century. (SS.A.1.4.2) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.3.4.1) (SS.A.3.4.2) (SS.A.3.4.3) (SS.A.3.4.5) (SS.A.3.4.6) (SS.B.1.4.4) (SS.B.2.4.1) (SS.C.1.4.1)</p> <p>2. Summarize how the English people gained civil liberties during the 17th and 18th centuries. (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.3.4.1) (SS.A.3.4.2) (SS.A.3.4.3) (SS.A.3.4.5) (SS.A.3.4.6) (SS.B.2.4.1) (SS.C.1.4.1)</p> <p>3. Analyze the “Declaration of the Rights of Man” and the reaction it generated on the part of the French citizens. (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.3.4.1) (SS.A.3.4.2) (SS.A.3.4.3) (SS.A.3.4.5) (SS.A.3.4.6) (SS.B.2.4.1) (SS.C.1.4.1)</p> <p>4. List reasons for citizen unrest in Central and South America, past and present. (SS.A.1.4.4) (SS.A.3.4.3) (SS.A.3.4.5) (SS.A.3.4.6) (S.B.1.4.4) (SS.B.2.4.1)</p> <p>5. Describe the democratic traditions that evolved in Great Britain. (SS.A.1.4.2) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.3.4.3) (SS.A.3.4.5) (SS.B.2.4.1) (SS.C.1.4.1)</p> <p>6. Describe the basic ideas of Karl Marx. (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.3.4.5) (SS.A.3.4.8) (SS.A.5.4.1) (SS.B.2.4.1)</p>	<p>A. After studying the role of citizens in various civilizations/societies throughout history, the students will:</p> <p>a. Compare the roles of citizens in different types of government that have existed throughout history; e.g., monarchy, theocracy, direct democracy, republic, dictatorship.</p> <p>b. Prepare a list of “unalienable rights” that citizens of all nations should possess.</p> <p>c. Propose ways to actively involve more citizens in government today. (SS.A.1.4.4) (SS.C.1.4.2)</p>

COMPONENT	OBJECTIVES	COMPETENCY
<p>IV Economic Understanding</p>	<p>7. Discuss the changes brought to Russia by Lenin and Stalin. (SS.A.1.4.3) (SS.A1.4.4) (SS.A.3.4.5) (SS.A.3.4.8) (SS.A.3.4.9) (SS.B.2.4.1)</p> <p>8. Describe the conditions in post-World War I Europe that led to the rise of dictatorships. (SS.A.1.4.2) (SS.A.1.4.3) (SS.A1.4.4) (SS.A.3.4.5) (SS.A.3.4.8) (SS.A.3.4.9) (SS.B.1.4.4) (SS.B.2.4.1)</p> <p>9. Compare the system of communism in the former Soviet Union to that of China and other countries. (SS.A.1.4.3) (SS.A1.4.4) (SS.A.3.4.5) (SS.A.3.4.8) (SS.A.3.4.10) (SS.B.1.4.4) (SS.B.2.4.1) (SS.C.1.4.1)</p> <p>10. Explain the responsibilities of citizens in a democracy. (SS.A.1.4.2) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.3.4.5) (SS.A.3.4.10) (SS.A.5.4.6) (SS.B.1.4.4) (SS.B.2.4.1) (SS.C.1.4.1)</p> <p>1. Trace the origins and the development of the Industrial Revolution. (SS.A.1.4.2) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.3.4.8) (SS.B.1.4.4) (SS.B.2.4.1) (SS.B.2.4.2) (SS.B.2.4.5)</p> <p>2. Analyze the impact of the Industrial Revolution on the western world. (SS.A.1.4.2) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.3.4.8) (SS.A.5.4.1) (SS.B.1.4.4) (SS.B.2.4.1) (SS.B.2.4.2) (SS.B.2.4.5)</p> <p>3. Analyze the relationship between industrialism and imperialism during the late 19th century. (SS.A.1.4.2) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.3.4.8) (SS.A.5.4.1) (SS.A.5.4.3) (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)</p> <p>4. Describe how philosophers responded to the problems created by industrialization and “laissez-faire” economics. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.3.4.8) (SS.A.5.4.1) (SS.B.1.4.4) (SS.B.2.4.1) (SS.B.2.4.2) (SS.B.2.4.5)</p>	<p>A. After studying industrialization, the students will:</p> <p>a. Analyze the factors which led to the Industrial Revolution.</p> <p>b. Cite examples that illustrate the changes that industrialization brought to selected countries; e.g., urbanization, over crowding, environmental concerns, new inventions, political instability.</p> <p>c. Participate in a mock debate between economic philosophers associated with the Industrial Age. (SS.A1.4.2) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.3.4.8) (SS.B.2.4.4)</p>

COMPONENT	OBJECTIVES	COMPETENCY
	<p>5. Analyze foreign influence in Japan in the 19th century and the Japanese response to this influence. (SS.A.1.4.2) (SS.A.1.4.3) (SS.A.1.4.4) (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)</p> <p>6. Analyze political, economic, and social developments which took place in African and Asian countries after World War II. (SS.A.1.4.2) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.3.4.10) (SS.A.5.4.6) (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)</p> <p>7. Explain how the scientific revolution led to the use of mechanical power and improved industrial production, transportation, and communication after 1900. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.3.4.8) (SS.A.3.4.9) (SS.A.3.4.10) (SS.A.5.4.2) (SS.A.5.4.3) (SS.A.5.4.6) (SS.B.1.4.4) (SS.B.2.4.1) (SS.B.2.4.2) (SS.B.2.4.5)</p> <p>8. Understand the interaction of science, society, and technology in historical development. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.3.4.8) (SS.A.3.4.9) (SS.A.3.4.10) (SS.A.5.4.3) (SS.A.5.4.6) (SS.B.1.4.4) (SS.B.2.4.1) (SS.B.2.4.2) (SS.B.2.4.5)</p> <p>1. Illustrate the global impact of major social, political, economic, cultural, and technological changes that have occurred since World War I. (SS.A.1.4.1) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.3.4.9) (SS.A.3.4.10) (SS.A.5.4.1) (SS.A.5.4.3) (SS.A.5.4.5) (SS.B.1.4.4) (SS.B.2.4.1) (SS.B.2.4.4) (SS.B.2.4.5) (SS.D.1.4.1) (SS.D.1.4.2) (SS.D.2.4.1) (SS.D.2.4.2) (SSD.2.4.3) (SS.D.2.4.4) (SS.D.2.4.5) (SS.D.2.4.6)</p> <p>2. Interpret economic data. (SS.A.1.4.1) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.3.4.10) (SS.A.5.4.1) (SS.A.5.4.5) (SS.B.1.4.4) (SS.B.2.4.1) (SS.B.2.4.4) (SS.B.2.4.5) (SS.D.1.4.1) (SS.D.1.4.2) (SS.D.2.4.1) (SS.D.2.4.2) (SSD.2.4.3) (SS.D.2.4.4) (SS.D.2.4.5) (SS.D.2.4.6)</p>	<p>B. After studying economic issues and problems affecting countries today, the students will:</p> <p>a. Cite examples of current economic issues and problems; e.g., trade barriers and tariffs, import and export imbalances, trade organization influence, “dumping” specific goods in specific markets, drug trade.</p> <p>b. Interpret data from charts and graphs related to an economic issue or problem.</p> <p>c. Research the impact of a specific economic issue or problem on selected countries or regions.</p>

COMPONENT	OBJECTIVES	COMPETENCY
<p>V Cultural Awareness</p>	<p>3. Research and analyze the interdependent nature of current economic issues and problems. (SS.A.1.4.1) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.3.4.10) (SS.A.5.4.1) (SS.A.5.4.5) (SS.B.1.4.4) (SS.B.2.4.1) (SS.B.2.4.4) (SS.B.2.4.5) (SS.D.1.4.1) (SS.D.1.4.2) (SS.D.2.4.1) (SS.D.2.4.2) (SSD.2.4.3) (SS.D.2.4.4) (SS.D.2.4.5) (SS.D.2.4.6)</p> <p>1. Explain the concept of culture and identify the components of a culture. (SS.A.1.4.2) (SS.A.2.4.7) (SS.A.2.4.8) (SS.A.2.4.9) (SS.A.2.4.10) (SS.A.2.4.11) (SS.A.3.4.1) (SS.A.3.4.2) (SS.A.3.4.3) (SS.A.3.4.8) (SS.A.3.4.10) (SS.A.4.4.1) (SS.A.5.4.1) (SS.B.1.4.4) (SS.B.2.4.1) (SS.B.2.4.2)</p> <p>2. Give examples of cultural diffusion throughout history. (SS.A.1.4.2) (SS.A.2.4.7) (SS.A.2.4.8) (SS.A.2.4.9) (SS.A.2.4.10) (SS.A.2.4.11) (SS.A.3.4.1) (SS.A.3.4.2) (SS.A.3.4.3) (SS.A.3.4.8) (SS.A.3.4.10) (SS.A.4.4.1) (SS.A.5.4.1) (SS.B.1.4.4) (SS.B.2.4.2)</p> <p>3. Explain how cultural diffusion impacts civilizations, past and present. (SS.A.1.4.2) (SS.A.2.4.7) (SS.A.2.4.8) (SS.A.2.4.9) (SS.A.2.4.10) (SS.A.2.4.11) (SS.A.3.4.1) (SS.A.3.4.2) (SS.A.3.4.3) (SS.A.3.4.8) (SS.A.3.4.10) (SS.A.4.4.1) (SS.A.5.4.1) (SS.B.1.4.4) (SS.B.2.4.1) (SS.B.2.4.2)</p> <p>1. List and discuss the steps taken by the Third Reich to destroy the European Jews and other selected groups. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.4) (SS.A.3.4.9) (SS.A.3.4.10) (SS.A.5.4.3) (SS.A.5.4.5) (SS.B.1.4.4) (SS.B.2.4.1) (SS.B.2.4.3)</p> <p>2. Promote tolerance and understanding among students. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.4) (SS.A.3.4.9) (SS.A.3.4.10) (SS.A.4.4.1) (SS.A.5.4.2) (SS.A.5.4.3) (SS.A.5.4.5) (SS.B.1.4.4) (SS.B.2.4.1) (SS.B.2.4.3)</p> <p>3. Assess moral, ethical, and legal obligations that all human beings have toward each other. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.4) (SS.A.3.4.9) (SS.A.3.4.10) (SS.A.4.4.1) (SS.A.5.4.2) (SS.A.5.4.3) (SS.A.5.4.5) (SS.B.1.4.4) (SS.B.2.4.1) (SS.B.2.4.3)</p>	<p>d. Debate a specific economic issue or problem. e. Develop a plan to address and/or resolve an economic issue or problem. (SS.A.1.4.1) (SS.A.1.4.3)</p> <p>A. After studying cultural diffusion and how it has impacted civilizations/societies, past and present, the students will:</p> <p>a. Cite examples that illustrate cultural diffusion; e.g., the western alphabet, the use of Arabic numbers. b. Create an illustration such as a poster, drawing, cartoon, song, or story with cultural diffusion as its theme. c. Prepare a report on the short- and long-term effects of cultural diffusion on a selected civilization/society. (SS.A.1.4.2)</p> <p>B. After studying how prejudice and intolerance have influenced people and events in world history, the students will:</p> <p>a. Discuss the causes and the effects of prejudice and intolerance. b. Research and prepare a report on a specific example of prejudice and intolerance; e.g., extermination of the Armenians by the Ottoman Empire, extermination of the Jews by the Nazis, enslavement of the Africans, and the fighting between ethnic groups in Yugoslavia (1990's).</p>

COMPONENT	OBJECTIVES	COMPETENCY
	<p>4. Investigate and analyze the roles of nations and individuals in supporting human rights. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.4) (SS.A.3.4.9) (SS.A.3.4.10) (SS.A.4.4.1) (SS.A.5.4.2) (SS.A.5.4.3) (SS.A.5.4.5) (SS.B.1.4.4) (SS.B.2.4.1) (SS.B.2.4.3)</p> <p>5. Develop social and political participation skills. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.4) (SS.A.3.4.9) (SS.A.3.4.10) (SS.A.5.4.2) (SS.A.5.4.3) (SS.A.5.4.5) (SS.B.1.4.4) (SS.B.2.4.1) (SS.B.2.4.3)</p> <p>1. List the major cultural achievements of early civilizations. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.4) (SS.A.2.4.1) (SS.A.2.4.2) (SS.A.2.4.7) (SS.A.2.4.10) (SS.A.2.4.11) (SS.A.4.4.1) (SS.B.1.4.4) (SS.B.2.4.1) (SS.B.2.4.2) (SS.B.2.4.5)</p> <p>2. Identify the major contributions of classical Greece and their effects on the development of Western civilization. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.4) (SS.A.2.4.3) (SS.A.2.4.4) (SS.A.2.4.7) (SS.B.1.4.4) (SS.B.2.4.1) (SS.B.2.4.2) (SS.B.2.4.5)</p> <p>3. Compare and contrast aspects of Roman society to contemporary societies. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.4) (SS.A.2.4.3) (SS.A.2.4.5) (SS.A.2.4.6) (SS.A.2.4.7) (SS.B.1.4.4) (SS.B.2.4.1) (SS.B.2.4.2) (SS.B.2.4.5)</p> <p>4. Identify contributions of the Byzantine Empire to other societies. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.4) (SS.A.2.4.1) (SS.A.2.4.6) (SS.A.2.4.7) (SS.B.1.4.4) (SS.B.2.4.1) (SS.B.2.4.2) (SS.B.2.4.5)</p> <p>5. List the achievements of the Renaissance. (SS.A.1.4.2) (SS.A.1.4.4) (SS.A.2.4.1) (SS.A.3.4.1) (SS.A.3.4.2) (SS.B.1.4.4) (SS.B.2.4.1) (SS.B.2.4.2) (SS.B.2.4.5)</p> <p>6. Identify achievements during the 19th century. (SS.A.1.4.2) (SS.A.1.4.4) (SS.A.2.4.1) (SS.A.3.4.2) (SS.A.3.4.3) (SS.A.3.4.6) (SS.A.3.4.8) (SS.B.1.4.4) (SS.B.2.4.1) (SS.B.2.4.2) (SS.B.2.4.5)</p>	<p>c. Analyze, through role play, dramatization, imaginary interviews and/or essays, the reactions of people and nations to prejudice and intolerance, past and present.</p> <p>d. Create a poster or other visual display that reflects the student's personal feelings about prejudice and discrimination. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.4) (SS.A.2.4.8) (SS.A.3.4.10)</p> <p>C. After studying the achievements of world civilizations, the students will:</p> <p>a. Cite examples of achievements that were revolutionary in nature; e.g., the democracy of the Greeks, the monotheism of the Hebrews, the bronze art work of western African civilizations, the artistic accomplishments of various Chinese dynasties.</p> <p>b. Write a diary entry for a person living during a selected time period that highlights the achievements of the time and their impact on civilization.</p> <p>c. Make predictions, through writing stories, songs, or poems, about how future civilizations will assess the achievements of current society. (SS.A.1.4.2) (SS.A.1.4.4) (SS.A.2.4.1)</p>

COMPONENT	OBJECTIVES	COMPETENCY
<p>VI Global Perspective</p>	<p>7. Understand how contemporary civilizations utilize contributions of past civilizations. (SS.A.1.4.2) (SS.A.1.4.4) (SS.A.2.4.1) (SS.A.2.4.9) (SS.A.2.4.11) (SS.A.3.4.2) (SS.A.5.4.2) (SS.B.1.4.4) (SS.B.2.4.1) (SS.B.2.4.2) (SS.B.2.4.5)</p> <p>1. Analyze the influence of selected cultures on world civilizations. (SS.A.1.4.1) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.2.4.3) (SS.A.2.4.4) (SS.A.2.4.5) (SS.A.2.4.7) (SS.A.2.4.8) (SS.A.2.4.9) (SS.A.2.4.10) (SS.A.2.4.11) (SS.A.3.4.1) (SS.A.3.4.2) (SS.A.3.4.3) (SS.A.3.4.5) (SS.A.3.4.6) (SS.A.4.4.1) (SS.A.4.4.2) (SS.A.5.4.2) (SS.A.5.4.3) (SSB.1.4.4) (SS.B.2.4.1) (SS.B.2.4.2)</p> <p>2. Determine how the movements of people and their resulting interaction affect the economic, social, and geopolitical institutions of society. (SS.A.1.4.1) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.2.4.3) (SS.A.2.4.4) (SS.A.2.4.5) (SS.A.2.4.7) (SS.A.2.4.8) (SS.A.2.4.9) (SS.A.2.4.10) (SS.A.2.4.11) (SS.A.3.4.1) (SS.A.3.4.2) (SS.A.3.4.3) (SS.A.3.4.5) (SS.A.3.4.6) (SS.A.3.4.9) (SS.A.4.4.1) (SS.A.4.4.2) (SS.A.5.4.2) (SS.A.5.4.3) (SSB.1.4.4) (SS.B.2.4.1) (SS.B.2.4.2)</p> <p>3. Identify the common themes expressed in the mythology, legends, and values of various groups of people. (SS.A.1.4.1) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.2.4.3) (SS.A.2.4.4) (SS.A.2.4.5) (SS.A.2.4.7) (SS.A.2.4.8) (SS.A.2.4.9) (SS.A.2.4.10) (SS.A.2.4.11) (SS.A.3.4.1) (SS.A.3.4.3) (SS.A.3.4.5) (SS.A.3.4.6) (SS.A.3.4.8) (SS.A.3.4.9) (SS.A.4.4.1) (SS.A.4.4.2) (SS.A.5.4.2) (SS.A.5.4.3) (SSB.1.4.4) (SS.B.2.4.1) (SS.B.2.4.2)</p> <p>4. Recognize that literature and art reflect the inner life of a people. (SS.A.1.4.1) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.2.4.3) (SS.A.2.4.4) (SS.A.2.4.5) (SS.A.2.4.7) (SS.A.2.4.8) (SS.A.2.4.9) (SS.A.2.4.10) (SS.A.2.4.11) (SS.A.3.4.1) (SS.A.3.4.3) (SS.A.3.4.5) (SS.A.3.4.6) (SS.A.3.4.8) (SS.A.3.4.9) (SS.A.4.4.1) (SS.A.4.4.2) (SS.A.5.4.2) (SS.A.5.4.3) (SSB.1.4.4) (SS.B.2.4.1) (SS.B.2.4.2)</p> <p>5. Describe the major global issues facing the world today and suggest possible solutions; e.g., substance abuse, health issues/AIDS, environment, hunger, human rights. (SS.A.1.4.1) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.2.4.3) (SS.A.3.4.5) (SS.A.3.4.8) (SS.B.1.4.4) (SS.B.2.4.1) (SS.B.2.4.2)</p>	<p>A. After studying examples of world literature and art from different civilizations and time periods, the students will:</p> <p>a. Discuss how literature and art provide insight into the lives of people from different civilizations and time periods.</p> <p>b. Select a civilization or a time period and identify the values and social characteristics that are reflected in its literature and art.</p> <p>c. “Recreate” a literary piece from a past civilization/time period in a contemporary format; e.g., the story of Siddhartha in the form of a rap song, the Beowulf saga written as a television show, various creation myths written as soap operas.</p> <p>d. Write a script for a one act play that provides insight into the lives of people in contemporary society. (SS.A.1.4.1) (SS.A.1.4.3)</p>

COMPONENT	OBJECTIVES	COMPETENCY
	<p>6. Recognize the expanding nature of human interactions across cultures and civilizations, leading to today's interdependent world. (SS.A.1.4.1) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.3.4.5) (SS.A.3.4.8) (SS.B.1.4.4) (SS.B.2.4.1) (SS.B.2.4.2)</p> <p>1. Describe the types of religions that developed among the four major river valley civilizations. (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.2.4.1) (SS.A.2.4.2) (SS.A.2.4.8) (SS.A.3.4.4) (SS.B.2.4.1) (SS.B.2.4.2) (SS.B.2.4.3)</p> <p>2. Identify the two major religions which developed in classical India. (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.2.4.1) (SS.A.2.4.2) (SS.A.2.4.8) (SS.A.2.4.9) (SS.A.3.4.4) (SS.B.2.4.1) (SS.B.2.4.2) (SS.B.2.4.3)</p> <p>3. Identify significant individuals and the effect each had on Chinese religion. (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.2.4.1) (SS.A.2.4.2) (SS.A.2.4.8) (SS.A.3.4.4) (SS.B.2.4.1) (SS.B.2.4.2) (SS.B.2.4.3)</p> <p>4. Discuss the basic tenets of Judaism. (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.2.4.2) (SS.A.2.4.3) (SS.A.3.4.4) (SS.B.2.4.1) (SS.B.2.4.2) (SS.B.2.4.3)</p> <p>5. Discuss the development of Christianity. (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.2.4.3) (SS.A.2.4.5) (SS.A.3.4.4) (SS.B.2.4.1) (SS.B.2.4.2) (SS.B.2.4.3)</p> <p>6. Discuss the role of the Roman Catholic Church in the Middle Ages and its impact on the world civilizations. (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.2.4.3) (SS.A.2.4.5) (SS.A.2.4.7) (SS.A.3.4.4) (SS.A.4.4.1) (SS.B.1.4.4) (SS.B.2.4.1) (SS.B.2.4.2) (SS.B.2.4.3)</p> <p>7. Discuss the basic tenets of Islam and the reasons for its expansion. (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.2.4.3) (SS.A.2.4.6) (SS.A.2.4.9) (SS.A.3.4.4) (SS.B.1.4.4) (SS.B.2.4.1) (SS.B.2.4.2) (SS.B.2.4.3)</p>	<p>B. After studying world religions, the students will:</p> <p>a. Develop a chart that compares and contrasts major world religions; e.g., founders, beliefs, practices, organization, history.</p> <p>b. Cite examples of a controversies that have related to the beliefs and/or practices of selected world religions.</p> <p>c. Research and report on the past and/or present impact of a specific religion on an area or areas of the world.</p>

COMPONENT	OBJECTIVES	COMPETENCY
	<p>8. Describe the events that led to the Protestant Reformation, and identify the leading figures in the movement. (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.3.4.1) (SS.A.3.4.2) (SS.A.3.4.4) (SS.A.4.4.2) (SS.B.1.4.4) (SS.B.2.4.1) (SS.B.2.4.2) (SS.B.2.4.3)</p> <p>9. Compare major world cultures based on religious and moral beliefs. (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.2.4.7) (SS.A.3.4.1) (SS.A.3.4.2) (SS.A.3.4.3) (SS.A.3.4.4) (SS.A.4.4.1) (SS.A.4.4.2) (SS.B.2.4.1) (SS.B.2.4.2) (SS.B.2.4.3)</p> <p>10. Compare and contrast the contributions and influences of religious leaders; e.g., Buddha, Confucius, Moses, Jesus, Mohammed. (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.2.4.6) (SS.A.2.4.8) (SS.A.2.4.9) (SS.A.3.4.3) (SS.A.3.4.4) (SS.B.2.4.1) (SS.B.2.4.2) (SS.B.2.4.3)</p> <p>11. Compare and contrast schisms that occurred in major world religions and assess their impact on political and economic development in various societies. (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.2.4.6) (SS.A.2.4.7) (SS.A.2.4.8) (SS.A.2.4.9) (SS.A.3.4.1) (SS.A.3.4.2) (SS.A.3.4.3) (SS.A.3.4.4) (SS.A.3.4.9) (SS.A.4.4.2) (SS.B.1.4.4) (SS.B.2.4.1) (SS.B.2.4.2) (SS.B.2.4.3)</p> <p>12. Discuss the need for tolerance and understanding among various religious groups throughout the world. (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.3.4.4) (SS.A.3.4.9) (SS.A.4.4.2) (SS.B.1.4.4) (SS.B.2.4.1) (SS.B.2.4.2) (SS.B.2.4.3)</p>	