

## Norton City Schools Standards-Based Social Studies Course of Study 2005

### 9<sup>th</sup> Grade World Studies from 1750 to the Present

### 2005-06 ESC Suggested Pacing Guide

Ninth grade students continue the chronological study of world history. This study incorporates each of the seven standards. As students study historic eras, they consider the influence of geographic settings, cultural perspectives, economic systems and various forms of government. Students gain a deeper understanding of the role of citizens and continue to develop their research skills.

#### **Unit 1: Enlightenment Ideas**

**23+ Days**

**(End by**

**) Date determined by district calendar.**

The unit will focus on the political, economic and cultural institutions of the Enlightenment as challenges to religious authority, monarchy and absolutism as they apply to the American Revolution, the French Revolution and Latin American wars for independence.

Problem Solving - Patterns & Relationships

#### **Unit 2: Industrialization**

**17+ Days**

**(End by 1<sup>st</sup> Grading Period)**

The unit will focus on the causes and effects of the Industrial Revolution with emphasis on technological changes and their impact on migration of populations, growth of cities, the changing role of labor and union movements, as well as, living and working conditions.

Problem Solving - Patterns & Relationships

#### **Unit 3: Imperialism**

**20+ Days**

**(End by**

**) Date determined by district calendar.**

This unit will focus on the political, economic and social roots of imperialism while analyzing the perspectives of the colonizers and the colonized. It will also explain the global impact of imperialism to Japan, China, and Africa.

Problem Solving - Patterns & Relationships

#### **Unit 4: World War I & Russian Revolution**

**28+ Days**

**(End by**

**) Date determined by district calendar.**

This unit will analyze the causes and effects of World War I and the Russian Revolution. It will also assess the global impact of post-World War I economic, social & political turmoil including disarmament, worldwide depression and colonial rebellion.

Problem Solving - Patterns & Relationships

#### **Unit 5: World War II (20<sup>th</sup> Century Conflict)**

**28+ Days**

**(End 3<sup>rd</sup> Grading Period)**

This unit will analyze the causes of World War II including appeasement, Axis expansion and the role of the Allies. The analysis of the consequences of World War II including atomic weapons, the Holocaust, the United Nations and the establishment of Israel is included.

Problem Solving - Patterns & Relationships

#### **Unit 6: The Cold War (20<sup>th</sup> Century Conflict)**

**45 Days**

**(End of the Year - Includes a Spring break week.)**

This unit will analyze the impact conflicting political and ideologies after World War II that resulted in the Cold War from the Soviet expansion in Eastern Europe through the Chinese Communist Revolution. It will also explain social, economic and political struggles resulting from colonialism and imperialism including: independence movements in India, Indochina and Africa and rise of dictatorships in former colonies. The unit will conclude with explanations of the causes and consequences of the fall of the Soviet Union and the end of the Cold War and the post war ethnic conflicts.

Problem Solving - Patterns & Relationships

It is **imperative** that World Studies **thoroughly cover Unit 6** by the end of the school year. This content will be assessed on the OGT, and 10<sup>th</sup> Grade American History will only be just **starting** the Cold War Era by the March test.

**Norton City Schools Standards-Based Social Studies Course of Study 2005**

**9<sup>th</sup> Grade Benchmarks (ID= Indicator: These number references will clarify the intent of Indicators in each unit.)**

**History**

- A. Explain connections between the ideas of the Enlightenment and changes in the relationships between citizens and their governments. (ID: 1, 2 - **ONLY 9**)
- B. Explain the social, political and economic effects of industrialization. (ID: 3)
- C. Analyze the reasons that countries gained control of territory through imperialism and the impact on people living in the territory that was controlled. (ID: 4, 5, 6)
- D. Connect developments related to World War I with the onset of World War II. (ID: 7, 8, 9, 10, 11)
- E. Analyze connections between World War II, the Cold War and contemporary conflicts. (ID: 11, 12, 13, 14, 15)
- F. Identify major historical patterns in the domestic affairs of the United States during the 20<sup>th</sup> century and explain their significance. (**ONLY 10**)

**People in Societies**

- A. Analyze the influence of different cultural perspectives on the actions of groups. (ID: 1)
- B. Analyze the consequences of oppression, discrimination and conflict between cultures. (ID: 2)
- C. Analyze the ways that contacts between people of different cultures result in exchanges of cultural practices. (ID: 3)

**Geography**

- A. Analyze the cultural, physical, economic and political characteristics that define regions and describe reasons that regions change over time. (ID: 1, 2, 3)
- B. Analyze geographic changes brought about by human activity using appropriate maps and other geographic data. (ID: 4)
- C. Analyze the patterns and processes of movement of people, products and ideas. (ID: 5)

**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. (ID: 1, 2, 3)
- B. Explain how the United States government provides public services, redistributes income, regulates economic activity and promotes economic growth and stability. (ID: 4)

**Government**

- A. Analyze the evolution of the Constitution through post-Reconstruction amendments and Supreme Court Decisions. (**ONLY 10**)
- B. Analyze the differences among various forms of government to determine how power is acquired and used. (ID: 1, 2 - **ONLY 9**)

**Citizenship Rights and Responsibilities**

- A. Analyze ways people achieve governmental change, including political action, social protest and revolution. (ID: 1, 2, 3)
- B. Explain how individual rights are relative, not absolute, and describe the balance between individual rights, the rights of others and the common good. (**ONLY 10**)

**Study Skills and Methods**

- A. Evaluate the reliability and credibility of sources. (ID: 1, 2, 3)
- B. Use data and evidence to support or refute a thesis. (ID: 4)

**Continually check your alignment between the Indicators and the Benchmarks.**

**Norton City Schools Standards-Based Social Studies Course of Study 2005**

9 <sup>th</sup> World History	SCESC Unit 1	Enlightenment Ideas	Classroom Days: 23+	End by October ?
History	Geography	Government	Citizenship Rights & Responsibilities	Study Skills and Methods
<p><u>Enlightenment A</u> 1. Explain how <b>Enlightenment ideas</b> produced enduring effects on <b>political, economic and cultural institutions, including</b> challenges to religious authority, <b>monarchy</b> and <b>absolutism</b>.</p> <p>2. Explain connections among Enlightenment ideas, the American Revolution, the French <b>Revolution</b> and Latin American wars for independence.</p> <p><b>Note:</b> <b>See:</b> Enlightenment page 9<sup>th</sup> – 3 for teaching strategies and additional suggested vocabulary.</p>	<p><u>Places and Regions A</u> 3. Explain how political and economic conditions, resources, geographic locations and cultures have contributed to cooperation and conflict.</p>	<p><u>Systems of Government B</u> 1. Explain how various systems of governments acquire, use and justify their power.</p> <p>2. Analyze the purposes, structures and functions of various systems of government <u>including</u>:</p> <p>a. <b>absolute monarchies</b>; b. <b>constitutional monarchies</b>; c. <b>parliamentary democracies</b>; d. <b>presidential democracies</b>; e. <b>dictatorships</b>; f. <b>theocracies</b>.</p>	<p><u>Participation A</u> 1. Analyze and evaluate the <b>influence</b> of various forms of <b>citizen action on public policy including</b>:</p> <p>a. the French Revolution.</p> <p>2. Describe and compare opportunities for citizen participation under different systems of government <u>including</u>:</p> <p>a. absolute monarchies; b. constitutional monarchies; c. parliamentary democracies; d. presidential democracies; e. dictatorships; f. theocracies.</p> <p>3. Analyze how governments and other groups have used <b>propaganda</b> to influence <b>public opinion &amp; behavior</b>. <b>Universal - Enduring Idea</b></p> <p><b>Note:</b> <u>There is an innate desire in humans to know and to be free.</u> Apply this universal to every Indicator. The universal directly links to the daily use of the Problem Solving Process on page 9<sup>th</sup> – 13.</p>	<p><u>Thinking &amp; Organizing A</u> 1. Detect <b>bias</b> and <b>propaganda</b> in <b>primary</b> and <b>secondary sources</b> of information.</p> <p>2. Evaluate the <b>credibility of sources</b> for:</p> <p>a. <b>logical fallacies</b>. b. <b>consistency</b> of arguments; c. unstated <b>assumptions</b>; d. bias.</p> <p>3. Analyze the reliability of sources for:</p> <p>a. accurate use of facts; b. adequate support of statements; c. date of publication.</p>
	<p><b>Economics</b></p> <p><u>Markets A</u> 3. Analyze characteristics of <b>traditional, market, command</b> and <b>mixed economies</b> with regard to:</p> <p>a. <b>private property</b>; b. <b>freedom of enterprise</b>; c. <b>competition</b> and consumer choice; d. the role of government.</p>	<p><b>Note:</b> The <b>bolded letter</b> at the end of each <u>organizer heading</u> aligns with the Benchmark for the given Standard. Continually align the Indicators to the Benchmark goals page 9<sup>th</sup> – 15.</p>		<p><u>Communicating Information</u> 4. Develop &amp; present <b>B</b> a research project <u>including</u>: (<i>one per semester</i>)</p> <p>a. collection of data; b. narrowing and refining the topic; c. construction and support of the <b>thesis</b>.</p>
<p><b>People in Societies</b></p> <p>None</p>				

**Norton City Schools Standards-Based Social Studies Course of Study 2005**

**9<sup>th</sup> World History**

**SCESC Unit 2**

**Industrialization**

**Classroom Days: 17+**

**End 1<sup>st</sup> Grading Period**

<b>History</b>	<b>People in Societies</b>	<b>Economics</b>	<b>Citizenship Rights &amp; Responsibilities</b>
<p><u>Industrialization</u> <b>B</b></p> <p>3. Explain the causes and effects of the <b>Industrial Revolution</b> with emphasis on:</p> <p>a. how scientific and technological changes promoted <b>industrialization</b> in the <b>textile</b> industry in England;</p> <p>b. the impact of the growth of population, <b>rural-to-urban migrations</b>, growth of industrial cities and <b>emigration</b> out of Europe;</p> <p>c. the changing role of <b>labor</b> and the rise of the <b>union movement</b>;</p> <p>d. changes in living and <b>working conditions</b> for the early industrial <b>working class</b>, especially women and children;</p> <p>e. the growth of industrialization around the world.</p>	<p><u>Interaction</u> <b>B</b></p> <p>2. Analyze the results of political, economic, and social <b>oppression</b> and the <b>violation of human rights</b>.</p> <p><u>Diffusion</u> <b>C</b></p> <p>3. Explain how advances in <b>communication</b> and <b>transportation</b> have impacted:</p> <p>a. <b>globalization</b>;</p> <p>b. <b>cooperation</b> and <b>conflict</b>;</p> <p>c. the environment;</p> <p>d. <b>collective security</b>;</p> <p>e. <b>popular culture</b>;</p> <p>f. political systems;</p> <p>g. religion.</p>	<p><u>Markets</u> <b>A</b></p> <p>1. Describe costs and benefits of trade with regard to:</p> <p>a. <b>standard of living</b>;</p> <p>b. <b>productive capacity</b>;</p> <p>c. usage of productive resources;</p> <p>d. <b>infrastructure</b>.</p> <p>2. Explain how changing methods of production and a country's productive resources affect how it answers the fundamental economic questions of:</p> <p>a. what to produce;</p> <p>b. how to produce and</p> <p>c. for whom to produce.</p> <p><u>Government and the Economy</u> <b>B</b></p> <p>4. Analyze the economic costs and benefits of <b>protectionism, tariffs, quotas</b> and <b>blockades</b> on <b>international trade</b>.</p>	<p><u>Participation</u> <b>A</b></p> <p>1. Analyze and evaluate the <b>influence</b> of various forms of <b>citizen action</b> on <b>public policy</b> <u>including</u>:</p> <p>b. the <b>international movement</b> to <b>abolish</b> the slave trade and <b>slavery</b>.</p>
	<p align="center"><b>Geography</b></p> <p><u>Places and Regions</u> <b>A</b></p> <p>1. Interpret data to make comparisons between and among countries and regions <u>including</u>:</p> <p>a. birth rates;</p> <p>b. death rates;</p> <p>c. <b>infant mortality</b> rates;</p> <p>d. education level.</p> <p><u>Human Environmental Interaction</u> <b>B</b></p> <p>4. Explain the causes and consequences of <b>urbanization</b> including economic development, population growth and environmental change.</p> <p><u>Movement</u> <b>C</b></p> <p>5. Analyze the social, political, economic and environmental factors that have contributed to <b>human migration</b> now and in the past.</p>	<p align="center"><b>Government</b></p> <p><u>Systems of Government</u> <b>B</b></p> <p>2. Analyze the purposes, structures and functions of various systems of government <u>including</u>:</p> <p>b. <b>constitutional monarchies</b>;</p> <p>c. <b>parliamentary democracies</b>;</p> <p>d. <b>presidential democracies</b>.</p> <p><b>See:</b> Industrialization page 9<sup>th</sup> – 4 for teaching strategies and additional suggested vocabulary. Refer to the Benchmark page 9<sup>th</sup> – 15.</p>	<p align="center"><b>Study Skills and Methods</b></p> <p><u>Thinking and Organizing</u> <b>A</b></p> <p>1. Detect <b>bias</b> and <b>propaganda</b> in <b>primary</b> and <b>secondary sources</b> of information.</p> <p>2. Evaluate the <b>credibility of sources</b> for:</p> <p>a. <b>logical fallacies</b>;</p> <p>b. <b>consistency</b> of arguments;</p> <p>c. unstated <b>assumptions</b>;</p> <p>d. bias.</p> <p>3. Analyze the reliability of sources for:</p> <p>a. accurate use of facts;</p> <p>b. adequate support of statements;</p> <p>c. date of publication.</p> <p><u>Communicating Information</u> <b>B</b></p> <p>4. Develop and present a research project <u>including</u>: (<i>one per semester</i>)</p> <p>a. collection of data;</p> <p>b. narrowing and refining the topic;</p> <p>c. construction and support of the <b>thesis</b>.</p> <p>Apply the Problem Solving Process</p>

**Norton City Schools Standards-Based Social Studies Course of Study 2005**

**9<sup>th</sup> World History**

**SCESC Unit 3**

**Imperialism**

**Classroom Days: 20+**

**End Nov. ?**

<b>History</b>	<b>People in Societies</b>	<b>Economics</b>	<b>Citizenship Rights and Responsibilities</b>
<p><u>Imperialism C</u> 4. Describe the political, economic and <b>social</b> roots of <b>imperialism</b>.</p> <p>5. Analyze the <b>perspectives</b> of the colonizers and the <b>colonized</b> concerning: a. <b>indigenous language</b>; b. <b>natural resources</b>; c. labor; d. political systems; e. religion.</p> <p>6. Explain the global impact of imperialism <u>including</u>: a. <b>modernization</b> of Japan; b. political and social <b>reform</b> in China; c. <b>exploitation</b> of African resources.</p> <p><b>See:</b> Imperialism page 9<sup>th</sup> – 4 for teaching strategies and additional suggested vocabulary. Refer to the Benchmark page 9<sup>th</sup> – 15 for clarifications.</p>	<p><u>Cultures A</u> 1. Analyze examples of how people in different cultures view events from different <b>perspectives</b></p> <p><u>Interaction B</u> 2. Analyze the results of political, economic, and social <b>oppression</b> and the <b>violation of human rights</b> <u>including</u>: a. <b>exploitation of indigenous</b> peoples b. acts of <b>genocide</b>, <u>including</u> those that have occurred in Armenia.</p> <p><u>Diffusion C</u> 3. Explain how advances in <b>communication</b> and <b>transportation</b> have impacted: b. <b>cooperation</b> and <b>conflict</b> c. the environment; g. religion.</p>	<p><u>Markets A</u> 1. Describe costs and benefits of trade with regard to: c. usage of productive resources.</p> <p>2. Explain how changing methods of production and a country's productive resources affect how it answers the fundamental economic questions of: a. what to produce; b. how to produce; c. for whom to produce.</p> <p>3. Analyze characteristics of <b>traditional, market, command</b> and <b>mixed economies</b> with regard to: d. the role of government.</p> <p><u>Government and the Economy B</u> 4. Analyze the economic costs and benefits of <b>protectionism, tariffs, quotas</b> and <b>blockades</b> on <b>international trade</b>.</p>	<p>None</p>
	<p align="center"><b>Geography</b></p> <p><u>Places and Regions A</u> 2. Explain how differing points of view play a role in conflicts over territory and resources.</p> <p>3. Explain how political and economic conditions, resources, geographic locations and cultures have contributed to cooperation and conflict.</p> <p><u>Human Environmental Interaction B</u> 4. Explain the causes and consequences of <b>urbanization</b> including economic development, population growth and environmental change.</p> <p><u>Movement C</u> 5. Analyze the social, political, economic and environmental factors that have contributed to <b>human migration</b> now and in the past.</p>	<p align="center"><b>Government</b></p> <p><u>Systems of Government B</u> 1. Explain how various systems of governments acquire, use and justify their power.</p>	<p align="center"><b>Study Skills and Methods</b></p> <p><u>Thinking and Organizing A</u> 1. Detect <b>bias &amp; propaganda</b> in <b>primary</b> and <b>secondary sources</b> of information.</p> <p>2. Evaluate the <b>credibility of sources</b> for: a. <b>logical fallacies</b> b. <b>consistency</b> of arguments c. unstated <b>assumptions</b>; d. bias.</p> <p>3. Analyze the reliability of sources for: a. accurate use of facts; b. adequate support of statements; c. date of publication.</p> <p><u>Communicating Information B</u> 4. Develop and present a research project <u>including</u>: (<i>one per semester</i>) a. collection of data; b. narrowing and refining the topic; c. construction and support of the <b>thesis</b>.</p> <p>Apply the Problem Solving Process page 9<sup>th</sup> – 13.</p>

**Norton City Schools Standards-Based Social Studies Course of Study 2005**

**9<sup>th</sup> World History    SCESC Unit 4    20<sup>th</sup> Century: Nationalism & World War I    Classroom Days: 28+    End by ?**

<b>History</b>	<b>Geography</b>	<b>Government</b>	<b>Study Skills and Methods</b>
<p><u>20<sup>th</sup> Century Conflict</u> <b>D</b></p> <p>7. Analyze the causes and effects of World War I with emphasis on:</p> <ol style="list-style-type: none"> <li><b>militarism</b>, imperialism, <b>nationalism</b> and <b>alliances</b>;</li> <li>the global scope, outcomes and human costs of the war;</li> <li>the role of new <b>technologies &amp; practices</b> including the use of poison gas, <b>trench warfare</b>, machine guns, airplanes, submarines and tanks;</li> <li>the Treaty of Versailles and the League of Nations.</li> </ol> <p>8. Analyze the causes and consequences of the Russian Revolution <u>including</u>:</p> <ol style="list-style-type: none"> <li>lack of economic, political and social reforms under the <b>tsars</b>;</li> <li>the impact of World War I;</li> <li>the emergence of Lenin, Stalin and the <b>Bolsheviks</b>;</li> <li>the rise of <b>communism</b> in Russia.</li> </ol> <p>9. Assess the global impact of post-World War I economic, social &amp; political turmoil <u>including</u>:</p> <ol style="list-style-type: none"> <li><b>disarmament</b>;</li> <li>worldwide <b>depression</b>;</li> <li>colonial rebellion;</li> <li>rise of <b>militarist</b> and <b>totalitarian</b> states in Europe and Asia.</li> </ol>	<p><u>Places and Regions</u> <b>A</b></p> <p>2. Explain how differing points of view play a role in conflicts over territory and resources.</p> <p>3. Explain how political and economic conditions, resources, geographic locations and cultures have contributed to cooperation and conflict.</p>	<p><u>Systems of Government</u> <b>B</b></p> <p>1. Explain how various systems of governments acquire, use and justify their power.</p> <p>2. Analyze the purposes, structures and functions of various systems of government <u>including</u>:</p> <ol style="list-style-type: none"> <li><b>absolute monarchies</b>.</li> </ol>	<p><u>Thinking and Organizing</u> <b>A</b></p> <p>1. Detect <b>bias</b> and <b>propaganda</b> in <b>primary</b> and <b>secondary sources</b> of information.</p> <p>2. Evaluate the <b>credibility of sources</b> for:</p> <ol style="list-style-type: none"> <li><b>logical fallacies</b>;</li> <li><b>consistency</b> of arguments;</li> <li>unstated <b>assumptions</b>;</li> <li>bias.</li> </ol> <p>3. Analyze the reliability of sources for:</p> <ol style="list-style-type: none"> <li>accurate use of facts;</li> <li>adequate support of statements;</li> <li>date of publication.</li> </ol>
<p align="center"><b>People in Societies</b></p> <p>None</p>	<p align="center"><b>Economics</b></p> <p><u>Markets</u> <b>A</b></p> <p>2. Explain how changing methods of production and a country's productive resources affect how it answers the fundamental economic questions of:</p> <ol style="list-style-type: none"> <li>what to produce;</li> <li>how to produce;</li> <li>for whom to produce.</li> </ol> <p><u>Government and the Economy</u> <b>B</b></p> <p>4. Analyze the economic costs and benefits of <b>protectionism, tariffs, quotas</b> and <b>blockades</b> on <b>international trade</b>.</p> <p><b>See:</b> Nationalism and World War I page 9<sup>th</sup> – 5 for teaching strategies &amp; additional suggested vocabulary. Refer to the Benchmark page 9<sup>th</sup> – 13 for clarifications.</p>	<p align="center"><b>Citizenship Rights and Responsibilities</b></p> <p><u>Participation</u> <b>A</b></p> <p>1. Analyze and evaluate the <b>influence</b> of various forms of <b>citizen action</b> on <b>public policy</b> <u>including</u>:</p> <ol style="list-style-type: none"> <li>the Russian Revolution.</li> </ol> <p>2. Describe and compare opportunities for citizen participation under different systems of government <u>including</u>:</p> <ol style="list-style-type: none"> <li>dictatorships.</li> </ol> <p>3. Analyze how governments and other groups have used <b>propaganda</b> to influence <b>public opinion</b> and behavior.</p> <p align="center"><b>Universal - Enduring Idea</b></p> <p>There is an innate desire in humans to know and to be free. Apply this universal to every Indicator.</p>	<p><u>Communicating Information</u></p> <p>4. Develop &amp; present <b>B</b> a research project <u>including</u>: (<i>one per semester</i>)</p> <ol style="list-style-type: none"> <li>collection of data;</li> <li>narrowing and refining the topic;</li> <li>construction and support of the <b>thesis</b>.</li> </ol> <p>Apply the Problem Solving Process page 9<sup>th</sup> – 13.</p>

**Norton City Schools Standards-Based Social Studies Course of Study 2005**

**9<sup>th</sup> World History      SCESC Unit 5      20<sup>th</sup> Century: World War II      Classroom Days: 28+      End by 3<sup>rd</sup> Grading Period**

History	Geography	Government	Study Skills and Methods
<p><u>20<sup>th</sup> Century Conflict</u> <b>D</b> 10. Analyze the causes of W. W. II <u>including</u>:</p> <p>a. <b>appeasement</b>; b. <b>Axis</b> expansion; c. the role of the <b>Allies</b>.</p>	<p><u>Places and Regions</u> <b>A</b> 3. Explain how political and economic conditions, resources, geographic locations and cultures have contributed to cooperation and conflict.</p>	<p><u>Systems of Government</u> <b>B</b> 1. Explain how various systems of governments acquire, use and justify their power.</p> <p>2. Analyze the purposes, structures and functions of various systems of government <u>including</u>:</p> <p>c. <b>parliamentary democracies</b>; d. <b>presidential democracies</b>; e. <b>dictatorships</b>.</p>	<p><u>Thinking and Organizing</u> <b>A</b> 1. Detect <b>bias</b> and <b>propaganda</b> in <b>primary</b> and <b>secondary sources</b> of information.</p> <p>2. Evaluate the <b>credibility of sources</b> for: a. <b>logical fallacies</b>; b. <b>consistency</b> of arguments; c. unstated <b>assumptions</b>; d. bias.</p> <p>3. Analyze the reliability of sources for: a. accurate use of facts; b. adequate support of statements; c. date of publication.</p>
<p><u>20<sup>th</sup> Century Conflict</u> <b>E</b> 11. Analyze the consequences of World War II <u>including</u>:</p> <p>a. <b>atomic weapons</b>; b. <b>civilian</b> and <b>military</b> losses; c. the <b>Holocaust</b> and its impact; d. <b>refugees</b> and <b>poverty</b>; e. the United Nations; f. the establishment of the state of Israel.</p>	<p><b>Economics</b></p>	<p><u>Markets</u> <b>A</b> 2. Explain how changing methods of production and a country's productive resources affect how it answers the fundamental economic questions of: a. what to produce; b. how to produce and c. for whom to produce.</p>	<p><u>Communicating Information</u> <b>B</b> 4. Develop and present a research project <u>including</u>: (<i>one per semester</i>) a. collection of data; b. narrowing and refining the topic; c. construction and support of the <b>thesis</b>.</p>
<p><b>People in Societies</b></p>	<p><u>Government and the Economy</u> <b>B</b> 4. Analyze the economic costs and benefits of <b>protectionism</b>, <b>tariffs</b>, <b>quotas</b> and <b>blockades</b> on <b>international trade</b>.</p>	<p><b>Citizenship Rights and Responsibilities</b></p>	<p><u>Participation</u> <b>A</b> 1. Analyze and evaluate the <b>influence</b> of various forms of <b>citizen action</b> on <b>public policy</b>.</p>
<p><u>Interaction</u> <b>B</b> 2. Analyze the results of political, economic, and social <b>oppression</b> and the <b>violation of human rights</b> <u>including</u>:</p> <p>b. the Holocaust and other acts of <b>genocide</b>, <u>including</u> those that have occurred in Armenia, Rwanda.</p>	<p><b>See:</b> 20<sup>th</sup> Century: World War II page 9<sup>th</sup> – 6 for teaching strategies &amp; additional suggested vocabulary. Refer to the Benchmark page 9<sup>th</sup> – 15 for clarifications.</p>	<p><b>Universal - Enduring Idea</b></p>	<p><u>There is an innate desire in humans to know and to be free.</u> Apply this universal to every Indicator. The universal directly links to the daily use of the Problem Solving Model on page 9<sup>th</sup> – 13.</p>
			<p>Apply the Problem Solving Process page 9<sup>th</sup> – 13.</p>

History	Geography	Government	Study Skills and Methods
<p><u>20<sup>th</sup> Century Conflict</u> <b>E</b></p> <p>12. Analyze the impact of conflicting political and <b>ideologies</b> after World War II that resulted in the <b>Cold War</b> <u>including</u>:</p> <p>a. <b>Soviet</b> expansion in Eastern Europe;  b. the division of Germany;  c. the emergence of NATO and the Warsaw Pact;  d. the Chinese Communist Revolution.</p> <p>13. Explain social, economic and political struggles resulting from <b>colonialism</b> and imperialism <u>including</u>:</p> <p>a. independence movements in India, Indochina and Africa;  b. rise of <b>dictatorships</b> in former colonies.</p> <p>14. Explain the causes and consequences of the fall of the Soviet Union and the end of the Cold War <u>including</u>:</p> <p>a. the arms build-up;  b. <b>ethnic unrest</b> in the Soviet Union;  c. independence movements in former Soviet <b>satellites</b>;  d. global decline of communism.</p> <p>15. Examine regional and <b>ethnic conflict</b> in the post-Cold War era <u>including</u>:</p> <p>a. <b>persistent conflict</b> in the Middle East;  b. <b>ethnic strife</b> in Europe, Africa and Asia.</p>	<p><u>Places and Regions</u> <b>A</b></p> <p>1. Interpret data to make comparisons between and among countries and regions <u>including</u>:</p> <p>e. <b>per capita / Gross Domestic Product (GDP)</b></p> <p>3. Explain how political and economic conditions, resources, geographic locations and cultures have contributed to cooperation and conflict.</p>	<p><u>Systems of Government</u> <b>B</b></p> <p>1. Explain how various systems of governments acquire, use and justify their power.</p> <p>2. Analyze the purposes, structures and functions of various systems of government <u>including</u>:</p> <p>c. <b>parliamentary democracies</b>;  d. <b>presidential democracies</b>;  e. <b>dictatorships</b>.</p>	<p><u>Thinking &amp; Organizing</u> <b>A</b></p> <p>1. Detect <b>bias</b> and <b>propaganda</b> in <b>primary</b> and <b>secondary sources</b> of information.</p> <p>2. Evaluate the <b>credibility of sources</b> for:</p> <p>a. <b>logical fallacies</b>;  b. <b>consistency</b> of arguments;  c. unstated <b>assumptions</b>;  d. bias.</p> <p>3. Analyze the reliability of sources for:</p> <p>a. accurate use of facts;  b. adequate support of statements;  c. date of publication.</p>
<p style="text-align: center;"><b>People in Societies</b></p> <p><u>Culture</u> <b>A</b></p> <p>1. Analyze examples of how people in different cultures view events from different <b>perspectives</b> <u>including</u>:</p> <p>b. <b>partition</b> of India and Pakistan;  c. <b>reunification</b> of Germany;  d. end of <b>apartheid</b> in South Africa.</p> <p><u>Interaction</u> <b>B</b></p> <p>2. Analyze the results of political, economic, and social <b>oppression</b> and the <b>violation of human rights</b> <u>including</u>:</p> <p>b. acts of <b>genocide</b>, <u>including</u> those that have occurred in Armenia, Rwanda, Bosnia and Iraq.</p>	<p style="text-align: center;"><b>Economics</b></p> <p><u>Markets</u> <b>A</b></p> <p>3. Analyze characteristics of <b>traditional, market, command</b> and <b>mixed economies</b> with regard to:</p> <p>a. <b>private property</b>;  b. <b>freedom of enterprise</b>;  c. <b>competition</b> and consumer choice;  d. the role of government.</p> <p><b>See:</b> 20<sup>th</sup> Century: The Cold War page 9<sup>th</sup> – 7 for teaching strategies and additional suggested vocabulary. Refer to the Benchmark page 9<sup>th</sup> – 15 for clarifications.</p>	<p style="text-align: center;"><b>Citizenship Rights and Responsibilities</b></p> <p><u>Participations</u> <b>A</b></p> <p>1. Analyze and evaluate the <b>influence</b> of various forms of <b>citizen action on public policy</b> <u>including</u></p> <p>d. the independence movement in India;  e. the fall of communism in Europe;  f. the end of apartheid.</p> <p style="text-align: center;"><b>Universal - Enduring Idea</b></p> <p><u>There is an innate desire in humans to know and to be free.</u>  Apply this universal to every Indicator.</p>	<p><u>Communicating Info.</u> <b>B</b></p> <p>4. Develop and present a research project <u>including</u>:</p> <p>(one per semester)</p> <p>a. collection of data;  b. narrowing and refining the topic;  c. construction and support of the <b>thesis</b>.</p>