

Teacher: Core US History
Year: 2007-2008
Course: US History

A New Nation		
Content	Skills	Standards
		<p>9-12.US.1.0 ~ Analyze U.S. historical eras to determine connections and cause/effect relationships in reference to chronology.</p> <p>9-12.US.1.1 ~ Students are able to explain the cause-effect relationships and legacy that distinguish significant historical periods from Reconstruction to the present.</p> <p>9-12.US.1.2 ~ Students are able to relate previously learned information of these time periods to the context of succeeding time periods.</p> <p>9-12.US.2.0 ~ Evaluate the influence/impact of various cultures, philosophies, and religions on the development of the U.S.</p> <p>9-12.US.2.1 ~ Students are able to describe the causes and effects of interactions between the U.S. government and Native American cultures.</p> <p>9-12.US.2.2 ~ Students are able to describe the causes and effects of cultural, economic, religious, political, and social reform movements on the development of the U.S.</p> <p>9-12.US.2.3 ~ Students are able to identify the influences of local groups on settlement patterns of South Dakota and the Great Plains Region.</p>
American Beginnings		
Content	Skills	Standards
		<p>9-12.US.1.0 ~ Analyze U.S. historical eras to determine connections and cause/effect relationships in reference to chronology.</p> <p>9-12.US.1.1 ~ Students are able to explain the cause-effect relationships and legacy that distinguish significant historical periods from Reconstruction to the present.</p>

		<p>9-12.US.1.2 ~ Students are able to relate previously learned information of these time periods to the context of succeeding time periods.</p> <p>9-12.US.2.0 ~ Evaluate the influence/impact of various cultures, philosophies, and religions on the development of the U.S.</p> <p>9-12.US.2.1 ~ Students are able to describe the causes and effects of interactions between the U.S. government and Native American cultures.</p> <p>9-12.US.2.2 ~ Students are able to describe the causes and effects of cultural, economic, religious, political, and social reform movements on the development of the U.S.</p> <p>9-12.US.2.3 ~ Students are able to identify the influences of local groups on settlement patterns of South Dakota and the Great Plains Region.</p>
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Balancing A Nation

Content	Skills	Standards
		<p>9-12.US.1.0 ~ Analyze U.S. historical eras to determine connections and cause/effect relationships in reference to chronology.</p> <p>9-12.US.1.1 ~ Students are able to explain the cause-effect relationships and legacy that distinguish significant historical periods from Reconstruction to the present.</p> <p>9-12.US.1.2 ~ Students are able to relate previously learned information of these time periods to the context of succeeding time periods.</p> <p>9-12.US.2.0 ~ Evaluate the influence/impact of various cultures, philosophies, and religions on the development of the U.S.</p> <p>9-12.US.2.1 ~ Students are able to describe the causes and effects of interactions between the U.S. government and Native American cultures.</p> <p>9-12.US.2.2 ~ Students are able to describe the causes and effects of cultural, economic, religious, political, and social reform movements on the development of the U.S.</p>

		9-12.US.2.3 ~ Students are able to identify the influences of local groups on settlement patterns of South Dakota and the Great Plains Region.
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Civil War

Content	Skills	Standards
		<p>9-12.US.1.0 ~ Analyze U.S. historical eras to determine connections and cause/effect relationships in reference to chronology.</p> <p>9-12.US.1.1 ~ Students are able to explain the cause-effect relationships and legacy that distinguish significant historical periods from Reconstruction to the present.</p> <p>9-12.US.1.2 ~ Students are able to relate previously learned information of these time periods to the context of succeeding time periods.</p> <p>9-12.US.2.0 ~ Evaluate the influence/impact of various cultures, philosophies, and religions on the development of the U.S.</p> <p>9-12.US.2.1 ~ Students are able to describe the causes and effects of interactions between the U.S. government and Native American cultures.</p> <p>9-12.US.2.2 ~ Students are able to describe the causes and effects of cultural, economic, religious, political, and social reform movements on the development of the U.S.</p> <p>9-12.US.2.3 ~ Students are able to identify the influences of local groups on settlement patterns of South Dakota and the Great Plains Region.</p>

The Progressive Era

Content	Skills	Standards
	Summarize causes and effects of the Industrial Revolution with emphasis on new inventions and industrial production methods; economic changes to capitalism and free	<p>9-12.US.1.0 ~ Analyze U.S. historical eras to determine connections and cause/effect relationships in reference to chronology.</p> <p>9-12.US.1.1 ~ Students are able to explain the cause-effect relationships and legacy that distinguish significant historical periods from</p>

	enterprise; the impact of immigration on the labor supply and the movement to organize workers; government policies affecting trade, monopolies, taxation, and money supply; impact of industrialization, urbanization, and immigration on American society; and political response to the economic change including the Progressive movement	<p>Reconstruction to the present.</p> <p>9-12.US.1.2 ~ Students are able to relate previously learned information of these time periods to the context of succeeding time periods.</p> <p>9-12.US.2.0 ~ Evaluate the influence/impact of various cultures, philosophies, and religions on the development of the U.S.</p> <p>9-12.US.2.1 ~ Students are able to describe the causes and effects of interactions between the U.S. government and Native American cultures.</p> <p>9-12.US.2.2 ~ Students are able to describe the causes and effects of cultural, economic, religious, political, and social reform movements on the development of the U.S.</p>
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World War I

Content	Skills	Standards
	Analyze and explain the participation of the United States in world affairs and the importance of World War I in terms of political, social, and economic motives for American acquisition of the colonial empire; causes and effects of the Spanish-American War; American colonial policies; causes of World War I; consequences of World War I on the declining role of Great Britain and the expanding role of the United States in world affairs; and the end of the Ottoman Empire and the creation of new states in the Middle East	<p>9-12.US.1.0 ~ Analyze U.S. historical eras to determine connections and cause/effect relationships in reference to chronology.</p> <p>9-12.US.1.1 ~ Students are able to explain the cause-effect relationships and legacy that distinguish significant historical periods from Reconstruction to the present.</p> <p>9-12.US.1.2 ~ Students are able to relate previously learned information of these time periods to the context of succeeding time periods.</p> <p>9-12.US.2.0 ~ Evaluate the influence/impact of various cultures, philosophies, and religions on the development of the U.S.</p> <p>9-12.US.2.1 ~ Students are able to describe the causes and effects of interactions between the U.S. government and Native American cultures.</p> <p>9-12.US.2.2 ~ Students are able to describe the causes and effects of cultural, economic, religious, political, and social reform movements on the development of the U.S.</p> <p>9-12.US.2.3 ~ Students are able to identify the influences of local groups on settlement patterns</p>

		of South Dakota and the Great Plains Region.
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Great Depression

Content	Skills	Standards
	Analyze and explain the Great Depression with emphasis on causes and effects of changes in business cycles; weaknesses in key sectors of the economy in the late 1920s; United States government economic policies in the late 1920s; causes and effects of the stock market crash; impact of the depression on the American people	<p>9-12.US.1.0 ~ Analyze U.S. historical eras to determine connections and cause/effect relationships in reference to chronology.</p> <p>9-12.US.1.1 ~ Students are able to explain the cause-effect relationships and legacy that distinguish significant historical periods from Reconstruction to the present.</p> <p>9-12.US.1.2 ~ Students are able to relate previously learned information of these time periods to the context of succeeding time periods.</p> <p>9-12.US.2.0 ~ Evaluate the influence/impact of various cultures, philosophies, and religions on the development of the U.S.</p> <p>9-12.US.2.1 ~ Students are able to describe the causes and effects of interactions between the U.S. government and Native American cultures.</p> <p>9-12.US.2.2 ~ Students are able to describe the causes and effects of cultural, economic, religious, political, and social reform movements on the development of the U.S.</p> <p>9-12.US.2.3 ~ Students are able to identify the influences of local groups on settlement patterns of South Dakota and the Great Plains Region.</p>

Roaring Twenties

Content	Skills	Standards
		<p>9-12.US.1.0 ~ Analyze U.S. historical eras to determine connections and cause/effect relationships in reference to chronology.</p> <p>9-12.US.1.1 ~ Students are able to explain the cause-effect relationships and legacy that distinguish significant historical periods from Reconstruction to the present.</p>

		<p>9-12.US.1.2 ~ Students are able to relate previously learned information of these time periods to the context of succeeding time periods.</p> <p>9-12.US.2.0 ~ Evaluate the influence/impact of various cultures, philosophies, and religions on the development of the U.S.</p> <p>9-12.US.2.1 ~ Students are able to describe the causes and effects of interactions between the U.S. government and Native American cultures.</p> <p>9-12.US.2.2 ~ Students are able to describe the causes and effects of cultural, economic, religious, political, and social reform movements on the development of the U.S.</p> <p>9-12.US.2.3 ~ Students are able to identify the influences of local groups on settlement patterns of South Dakota and the Great Plains Region.</p>
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The New Deal

Content	Skills	Standards
	The New Deal; Impact of New Deal economic policies and impact of the expanded role of government in the economy since the 1930s	<p>9-12.US.1.0 ~ Analyze U.S. historical eras to determine connections and cause/effect relationships in reference to chronology.</p> <p>9-12.US.1.1 ~ Students are able to explain the cause-effect relationships and legacy that distinguish significant historical periods from Reconstruction to the present.</p> <p>9-12.US.1.2 ~ Students are able to relate previously learned information of these time periods to the context of succeeding time periods.</p> <p>9-12.US.2.0 ~ Evaluate the influence/impact of various cultures, philosophies, and religions on the development of the U.S.</p> <p>9-12.US.2.1 ~ Students are able to describe the causes and effects of interactions between the U.S. government and Native American cultures.</p> <p>9-12.US.2.2 ~ Students are able to describe the causes and effects of cultural, economic, religious, political, and social reform movements on the development of the U.S.</p>

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World War II

Content	Skills	Standards
	Demonstrate an understanding of the origins and effects of World War II with emphasis on the rise of totalitarian regimes and the response of the United States and other European nations prior to the outbreak of war such as isolationism, appeasement, and debates; the impact of mobilization for war home and abroad; major battles, military turning points, and key strategic and foreign policy decisions; the Holocaust and its impact	<p>9-12.US.1.0 ~ Analyze U.S. historical eras to determine connections and cause/effect relationships in reference to chronology.</p> <p>9-12.US.1.1 ~ Students are able to explain the cause-effect relationships and legacy that distinguish significant historical periods from Reconstruction to the present.</p> <p>9-12.US.1.2 ~ Students are able to relate previously learned information of these time periods to the context of succeeding time periods.</p> <p>9-12.US.2.0 ~ Evaluate the influence/impact of various cultures, philosophies, and religions on the development of the U.S.</p> <p>9-12.US.2.1 ~ Students are able to describe the causes and effects of interactions between the U.S. government and Native American cultures.</p> <p>9-12.US.2.2 ~ Students are able to describe the causes and effects of cultural, economic, religious, political, and social reform movements on the development of the U.S.</p> <p>9-12.US.2.3 ~ Students are able to identify the influences of local groups on settlement patterns of South Dakota and the Great Plains Region.</p>

Cold War

Content	Skills	Standards
	Assessing the impact of the Cold War on American society, such as McCarthyism; Analyze the origins of the Cold War;	<p>9-12.US.1.0 ~ Analyze U.S. historical eras to determine connections and cause/effect relationships in reference to chronology.</p> <p>9-12.US.1.1 ~ Students are able to explain the cause-effect relationships and legacy that distinguish significant historical periods from</p>

	Arms/space race;	<p>Reconstruction to the present.</p> <p>9-12.US.1.2 ~ Students are able to relate previously learned information of these time periods to the context of succeeding time periods.</p> <p>9-12.US.2.0 ~ Evaluate the influence/impact of various cultures, philosophies, and religions on the development of the U.S.</p> <p>9-12.US.2.1 ~ Students are able to describe the causes and effects of interactions between the U.S. government and Native American cultures.</p> <p>9-12.US.2.2 ~ Students are able to describe the causes and effects of cultural, economic, religious, political, and social reform movements on the development of the U.S.</p>
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Post War US

Content	Skills	Standards
	<p>Analyze and explain United States foreign policy from World War II through the 1990s, with emphasis on the origins of the Cold War; United States policies of containment in Europe, Latin America, and Asia such as the Berlin Crisis, Korea, and Vietnam; Middle Eastern policies; strategic, economic and military elements such as Camp David Peace Accords and Persian Gulf War; arms/space race and control of nuclear weapons;</p>	<p>9-12.US.1.0 ~ Analyze U.S. historical eras to determine connections and cause/effect relationships in reference to chronology.</p> <p>9-12.US.1.1 ~ Students are able to explain the cause-effect relationships and legacy that distinguish significant historical periods from Reconstruction to the present.</p> <p>9-12.US.1.2 ~ Students are able to relate previously learned information of these time periods to the context of succeeding time periods.</p> <p>9-12.US.2.0 ~ Evaluate the influence/impact of various cultures, philosophies, and religions on the development of the U.S.</p> <p>9-12.US.2.1 ~ Students are able to describe the causes and effects of interactions between the U.S. government and Native American cultures.</p> <p>9-12.US.2.2 ~ Students are able to describe the causes and effects of cultural, economic, religious, political, and social reform movements on the development of the U.S.</p> <p>9-12.US.2.3 ~ Students are able to identify the influences of local groups on settlement patterns</p>

		of South Dakota and the Great Plains Region.
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Civil Rights

Content	Skills	Standards
	Analyze the political, social, and economic changes in the nation over time	<p>9-12.US.1.0 ~ Analyze U.S. historical eras to determine connections and cause/effect relationships in reference to chronology.</p> <p>9-12.US.1.1 ~ Students are able to explain the cause-effect relationships and legacy that distinguish significant historical periods from Reconstruction to the present.</p> <p>9-12.US.1.2 ~ Students are able to relate previously learned information of these time periods to the context of succeeding time periods.</p> <p>9-12.US.2.0 ~ Evaluate the influence/impact of various cultures, philosophies, and religions on the development of the U.S.</p> <p>9-12.US.2.1 ~ Students are able to describe the causes and effects of interactions between the U.S. government and Native American cultures.</p> <p>9-12.US.2.2 ~ Students are able to describe the causes and effects of cultural, economic, religious, political, and social reform movements on the development of the U.S.</p> <p>9-12.US.2.3 ~ Students are able to identify the influences of local groups on settlement patterns of South Dakota and the Great Plains Region.</p>

Vietnam

Content	Skills	Standards
	Analyze and explain the participation of the United States in Vietnam and the importance of Vietnam in terms of political, social, and economic motives for American involvement	<p>9-12.US.1.0 ~ Analyze U.S. historical eras to determine connections and cause/effect relationships in reference to chronology.</p> <p>9-12.US.1.1 ~ Students are able to explain the cause-effect relationships and legacy that distinguish significant historical periods from Reconstruction to the present.</p>

		<p>9-12.US.1.2 ~ Students are able to relate previously learned information of these time periods to the context of succeeding time periods.</p> <p>9-12.US.2.0 ~ Evaluate the influence/impact of various cultures, philosophies, and religions on the development of the U.S.</p> <p>9-12.US.2.1 ~ Students are able to describe the causes and effects of interactions between the U.S. government and Native American cultures.</p> <p>9-12.US.2.2 ~ Students are able to describe the causes and effects of cultural, economic, religious, political, and social reform movements on the development of the U.S.</p>
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Counterculture Movement

Content	Skills	Standards
	Examine the Counterculture movement and the changes to political, social and cultural America	<p>9-12.US.1.0 ~ Analyze U.S. historical eras to determine connections and cause/effect relationships in reference to chronology.</p> <p>9-12.US.1.1 ~ Students are able to explain the cause-effect relationships and legacy that distinguish significant historical periods from Reconstruction to the present.</p> <p>9-12.US.1.2 ~ Students are able to relate previously learned information of these time periods to the context of succeeding time periods.</p> <p>9-12.US.2.0 ~ Evaluate the influence/impact of various cultures, philosophies, and religions on the development of the U.S.</p> <p>9-12.US.2.1 ~ Students are able to describe the causes and effects of interactions between the U.S. government and Native American cultures.</p> <p>9-12.US.2.2 ~ Students are able to describe the causes and effects of cultural, economic, religious, political, and social reform movements on the development of the U.S.</p> <p>9-12.US.2.3 ~ Students are able to identify the influences of local groups on settlement patterns of South Dakota and the Great Plains Region.</p>

The Eighties and Today		
Content	Skills	Standards
	Analyze the political, social, economic and cultural changes present in the United States during the 1980s and the effects of those changes on the United States today	<p>9-12.US.1.0 ~ Analyze U.S. historical eras to determine connections and cause/effect relationships in reference to chronology.</p> <p>9-12.US.1.1 ~ Students are able to explain the cause-effect relationships and legacy that distinguish significant historical periods from Reconstruction to the present.</p> <p>9-12.US.1.2 ~ Students are able to relate previously learned information of these time periods to the context of succeeding time periods.</p> <p>9-12.US.2.0 ~ Evaluate the influence/impact of various cultures, philosophies, and religions on the development of the U.S.</p> <p>9-12.US.2.1 ~ Students are able to describe the causes and effects of interactions between the U.S. government and Native American cultures.</p> <p>9-12.US.2.2 ~ Students are able to describe the causes and effects of cultural, economic, religious, political, and social reform movements on the development of the U.S.</p> <p>9-12.US.2.3 ~ Students are able to identify the influences of local groups on settlement patterns of South Dakota and the Great Plains Region.</p>

Teacher: Core US Gov/Econ
Year: 2008-2009
Course: American Government

Foundations of American Government		
Content	Skills	Standards
Principles of	Describe the purposes	9-12.C.1.0 ~ Analyze forms and purposes of

<p>Government</p>	<p>for which government exists</p> <p>Describe tech major forms of government in the world today</p> <p>Describe the major concepts of American democracy</p>	<p>government in relationship to the needs of citizens and societies including the impact of historical events, ideals, and documents.</p> <p>9-12.C.1.1 ~ Students are able to explain the characteristics of various forms of government.</p> <p>9-12.C.1.4 ~ Students are able to explain the principles of American democracy.</p>
<p>Origins of American government</p>	<p>Describe the origins of the American governmental system</p> <p>Describe the development of the American governmental system through the colonial periods to the coming of independence</p> <p>Describe the critical period of the governmental arrangements set up by the Articles of Confederation</p> <p>Describe the events of processes involved in the creation and adoption of the Constitution of The United States</p>	<p>9-12.C.1.0 ~ Analyze forms and purposes of government in relationship to the needs of citizens and societies including the impact of historical events, ideals, and documents.</p> <p>9-12.C.1.2 ~ Students are able to determine the influence of major historical documents and ideals on the formation of the United States government.</p>
<p>The Constitution</p>	<p>Discuss the meaning of the basic principles of the American constitutional system in both their historical and current settings</p> <p>Describe the processes of constitutional change and development by</p>	<p>9-12.C.1.0 ~ Analyze forms and purposes of government in relationship to the needs of citizens and societies including the impact of historical events, ideals, and documents.</p> <p>9-12.C.1.3 ~ Students are able to identify the principles of the American Constitution.</p>

	<p>formal amendment</p> <p>Describe the process of constitutional change and development by informal amendment</p>	
Federalism	<p>Describe the division of powers between the National Government and the States</p> <p>Describe the constitutional provisions that promote cooperation between and among the states</p>	<p>9-12.C.1.0 ~ Analyze forms and purposes of government in relationship to the needs of citizens and societies including the impact of historical events, ideals, and documents.</p> <p>9-12.C.1.3 ~ Students are able to identify the principles of the American Constitution.</p>

Government by the People: Political Behavior

Content	Skills	Standards
Political Parties	<p>Describe the nature and functions of parties in American politics</p> <p>Describe the reasons for the existence of the American two-party system</p> <p>Describe the evolution of American political parties</p> <p>Describe the nature and role of minor parties in American politics</p> <p>Describe the structure and composition of the two major parties</p>	<p>9-12.C.2.0 ~ Analyze the constitutional rights and responsibilities of United States citizens.</p> <p>9-12.C.2.1 ~ Students are able to describe the means of influencing and/or participating in a republic.</p>
Voters and Voter Behavior	Describe the history of voting rights in the United States	<p>9-12.C.2.0 ~ Analyze the constitutional rights and responsibilities of United States citizens.</p> <p>9-12.C.2.1 ~ Students are able to describe the</p>

	<p>Describe the diversity of voter qualifications among the States</p> <p>Describe the necessity for and effects of civil rights laws on suffrage</p> <p>Describe voter turnout and nonvoting in American elections</p> <p>Describe the factors that affect the way people vote</p>	<p>means of influencing and/or participating in a republic.</p>
The Electoral Process	<p>Describe the methods by which candidates are nominated to run for public office</p> <p>Describe how elections are conducted in the United States</p> <p>Describe the place of money and regulation of its use in the electoral process</p>	<p>9-12.C.2.0 ~ Analyze the constitutional rights and responsibilities of United States citizens.</p> <p>9-12.C.2.1 ~ Students are able to describe the means of influencing and/or participating in a republic.</p>
Mass Media and Public Opinion	<p>Describe public opinion and its role in American politics</p> <p>Describe the means by which opinions are expressed and measured</p> <p>Describe the impact of the mass media on politics</p>	<p>9-12.C.2.0 ~ Analyze the constitutional rights and responsibilities of United States citizens.</p> <p>9-12.C.2.1 ~ Students are able to describe the means of influencing and/or participating in a republic.</p>
Interest Groups	<p>Describe the nature of interest groups and their role in politics</p>	<p>9-12.C.2.0 ~ Analyze the constitutional rights and responsibilities of United States citizens.</p> <p>9-12.C.2.1 ~ Students are able to describe the</p>

	Describe the various types of interest groups Describe the means used by interest groups to influence public opinion and public policy	means of influencing and/or participating in a republic.
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The Legislative Branch

Content	Skills	Standards
Congress	Describe the place, role, and structure of Congress Describe the structure of the House of Representatives Describe the structure of the Senate Describe the general characteristics of members of Congress	9-12.C.1.0 ~ Analyze forms and purposes of government in relationship to the needs of citizens and societies including the impact of historical events, ideals, and documents. 9-12.C.1.3 ~ Students are able to identify the principles of the American Constitution.
Powers of Congress	Describe the scope of the powers of Congress in a governmental system that is both limited and federal in character Describe the many and important expressed powers of Congress Describe the nature and extend of the implied powers of Congress Describe the several non-legislative powers of Congress	9-12.C.1.0 ~ Analyze forms and purposes of government in relationship to the needs of citizens and societies including the impact of historical events, ideals, and documents. 9-12.C.1.3 ~ Students are able to identify the principles of the American Constitution.

<p>Congress in Action</p>	<p>Describe the organizational structure of both houses of Congress</p> <p>Describe the committee system and the types of committees in both houses of Congress</p> <p>Describe the legislative process in the House of Representatives</p> <p>Describe the handling of bills in the Senate and the final stages in legislative process</p>	<p>9-12.C.1.0 ~ Analyze forms and purposes of government in relationship to the needs of citizens and societies including the impact of historical events, ideals, and documents.</p> <p>9-12.C.1.3 ~ Students are able to identify the principles of the American Constitution.</p>
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The Executive Branch

Content	Skills	Standards
<p>The Presidency</p>	<p>Describe the interrelated roles of the presidency</p> <p>Describe the process of presidential succession</p> <p>Describe the qualifications, tenure, and compensation of the presidency</p> <p>Describe the roles of primaries, caucuses and conventions as parts of the nominating process</p> <p>Describe how national conventions operate</p> <p>Describe the presidential campaigns and the role of the electoral college</p>	<p>9-12.C.1.0 ~ Analyze forms and purposes of government in relationship to the needs of citizens and societies including the impact of historical events, ideals, and documents.</p> <p>9-12.C.1.3 ~ Students are able to identify the principles of the American Constitution.</p> <p>9-12.C.2.0 ~ Analyze the constitutional rights and responsibilities of United States citizens.</p> <p>9-12.C.2.1 ~ Students are able to describe the means of influencing and/or participating in a republic.</p>
<p>The Presidency in Action</p>	<p>Describe the historic and ongoing debate over the scope of presidential power</p>	<p>9-12.C.1.0 ~ Analyze forms and purposes of government in relationship to the needs of citizens and societies including the impact of historical events, ideals, and documents.</p>

	<p>Describe the nature and extent of the executive power of the President</p> <p>Describe the President's diplomatic and military powers</p> <p>Describe the President's legislative and judicial powers</p> <p>Describe the functions of the executive agencies and the role of the cabinet</p>	<p>9-12.C.1.3 ~ Students are able to identify the principles of the American Constitution.</p> <p>9-12.C.1.6 ~ Students are able to describe the elements of how U.S. foreign policy is created.</p>
Government at Work: The Bureaucracy	<p>Describe the need for growth of the federal bureaucracy</p> <p>Describe the organization and functions of the executive departments and the independent agencies</p>	<p>9-12.C.1.0 ~ Analyze forms and purposes of government in relationship to the needs of citizens and societies including the impact of historical events, ideals, and documents.</p> <p>9-12.C.1.3 ~ Students are able to identify the principles of the American Constitution.</p>

Public Policy		
Content	Skills	Standards
Project Citizen	<p>Conduct research on a public policy problem</p> <p>Identify alternative solutions to the problem and weigh their advantages and disadvantages</p> <p>Propose a solution to the problem that requires government action and does not violate provisions of the state and federal constitutions</p> <p>Propose an action plan to influence the</p>	<p>9-12.C.1.0 ~ Analyze forms and purposes of government in relationship to the needs of citizens and societies including the impact of historical events, ideals, and documents.</p> <p>9-12.C.1.4 ~ Students are able to explain the principles of American democracy.</p> <p>9-12.C.1.5 ~ Students are able to describe the state, local, and tribal governments with emphasis on their structures, functions, and powers.</p> <p>9-12.C.2.0 ~ Analyze the constitutional rights and responsibilities of United States citizens.</p> <p>9-12.C.2.1 ~ Students are able to describe the means of influencing and/or participating in a republic.</p>

	appropriate governmental agencies to consider or adopt in addressing the public policy problem	
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The Judicial Branch

Content	Skills	Standards
Federal court system	<p>Describe the basic role of the judiciary in the governmental process</p> <p>Describe the structure and function of the constitutional courts in the federal court system</p> <p>Describe the role of the Supreme Court as the nation's highest court, and the significance of judicial review</p> <p>Describe the role of jurisdiction of the special courts in the federal court system</p>	<p>9-12.C.1.0 ~ Analyze forms and purposes of government in relationship to the needs of citizens and societies including the impact of historical events, ideals, and documents.</p> <p>9-12.C.1.3 ~ Students are able to identify the principles of the American Constitution.</p>

Civil Liberties - First Amendment freedoms	<p>Describe the relationship between liberty and government</p> <p>Describe the importance of religious freedom in the United States</p> <p>Describe the scope of and limits on free speech and free press</p> <p>Describe the relationship between individual liberties and national security</p> <p>Describe the limits on the freedoms of assembly and petition</p>	<p>9-12.C.1.0 ~ Analyze forms and purposes of government in relationship to the needs of citizens and societies including the impact of historical events, ideals, and documents.</p> <p>9-12.C.1.3 ~ Students are able to identify the principles of the American Constitution.</p> <p>9-12.C.2.0 ~ Analyze the constitutional rights and responsibilities of United States citizens.</p> <p>9-12.C.2.2 ~ Students are able to interpret the meaning of basic constitutional rights guaranteed to citizens.</p>
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Civil Liberties - protecting individual freedoms	<p>Describe the concept of due process by law</p> <p>Describe the rights to freedom and security of the person</p> <p>Describe the rights of the accused to a fair trial</p> <p>Describe the constitutional limits on punishments for crime</p>	<p>9-12.C.1.0 ~ Analyze forms and purposes of government in relationship to the needs of citizens and societies including the impact of historical events, ideals, and documents.</p> <p>9-12.C.1.3 ~ Students are able to identify the principles of the American Constitution.</p> <p>9-12.C.2.0 ~ Analyze the constitutional rights and responsibilities of United States citizens.</p> <p>9-12.C.2.2 ~ Students are able to interpret the meaning of basic constitutional rights guaranteed to citizens.</p>
Civil Rights - equal justice under law	<p>Describe the multicultural character of the United States</p> <p>Describe the constitutional guarantees of equality before the law</p> <p>Describe the civil rights laws passed by Congress over 30 years</p> <p>Describe how American citizenship is acquired</p>	<p>9-12.C.1.0 ~ Analyze forms and purposes of government in relationship to the needs of citizens and societies including the impact of historical events, ideals, and documents.</p> <p>9-12.C.1.3 ~ Students are able to identify the principles of the American Constitution.</p> <p>9-12.C.1.4 ~ Students are able to explain the principles of American democracy.</p> <p>9-12.C.2.0 ~ Analyze the constitutional rights and responsibilities of United States citizens.</p> <p>9-12.C.2.2 ~ Students are able to interpret the meaning of basic constitutional rights guaranteed to citizens.</p> <p>9-12.C.2.3 ~ Students are able to describe the process of naturalization.</p>

Fundamental Economic Concepts		
Content	Skills	Standards
Economics	<p>Explain the nature of scarcity and show its relationship to economics</p> <p>Describe the factors of production</p>	<p>9-12.E.1.0 ~ Analyze the economic impact of the availability and utilization of various resources on societies.</p> <p>9-12.E.1.1 ~ Students are able to compare the characteristics of the world's traditional, command, market, and mixed economies. [U.S. History, World History, Geography, Civics</p>

	<p>Examine the three basic economic questions each society must decide</p> <p>Define economics and identify the four key elements within its scope</p> <p>Understand that trade-offs are costs in the form of opportunities given up when one course of action is chosen instead of another</p> <p>Evaluate the opportunity cost that an economy faces when resources are allocated to the production of one good instead of another</p> <p>Understand the difference between needs and wants, and goods and services</p> <p>Explain the relationship among value, utility, and wealth</p> <p>Describe the importance of productivity</p> <p>Understand the importance of economics to the American free enterprise system</p>	(Government)]
Economic systems and decision making	<p>Describe the characteristics of the traditional economy</p> <p>Explain the strengths and weaknesses of the command economy</p> <p>Examine the strengths and weaknesses of a</p>	<p>9-12.E.1.0 ~ Analyze the economic impact of the availability and utilization of various resources on societies.</p> <p>9-12.E.1.1 ~ Students are able to compare the characteristics of the world's traditional, command, market, and mixed economies. [U.S. History, World History, Geography, Civics (Government)]</p>

	<p>market economy</p> <p>Describe the basic economic and social goals used to evaluate economic performance</p> <p>Examine the trade-offs among economic and social goals</p> <p>Explore the characteristics of a free enterprise system</p> <p>Describe the role and importance of the entrepreneur</p> <p>Examine the role of the consumer as a "sovereign" of the economy</p> <p>Describe the role that government plays in the free enterprise economy</p>	
<p>Fundamental economic concepts</p>	<p>Describe the characteristics of the sole proprietorship</p> <p>Understand the strengths and weaknesses of the partnership</p> <p>Describe the structure and features of the corporation</p> <p>Describe two ways that business in the US can expand and grow</p> <p>Explain the nature of the multinational corporation and the way it differs from the conglomerate</p> <p>Describe the purpose of various non profit</p>	<p>9-12.E.1.0 ~ Analyze the economic impact of the availability and utilization of various resources on societies.</p> <p>9-12.E.1.1 ~ Students are able to compare the characteristics of the world's traditional, command, market, and mixed economies. [U.S. History, World History, Geography, Civics (Government)]</p>

	<p>organizations</p> <p>Explain the direct and indirect role of government in our economy</p>	
Your financial plan	<p>Examine the value of having a process of planning how to use money</p> <p>Create personal financial SMART goals</p> <p>Analyze how money is received and used</p> <p>Use the decision-making process to create a financial plan</p> <p>Identify guidelines to implement a personal financial plan</p> <p>Monitor and modify a personal financial plan</p>	<p>9-12.E.1.0 ~ Analyze the economic impact of the availability and utilization of various resources on societies.</p> <p>9-12.E.1.2 ~ Students are able to explain how scarcity and surplus affect the basic questions of what, how, how much, and for whom to produce. [Geography, Civics (Government)]</p> <p>9-12.E.1.3 ~ Students are able to explain the role of money and the structure of the banking system of the U.S. [U.S. History, Civics (Government)]</p> <p>9-12.E.1.4 ~ Students are able to explain the impact of labor and governmental policies on the economy of the United States. [U.S. History, Civics (Government)]</p>
Budgeting	<p>Examine reasons to keep track of spending habits</p> <p>Summarize the advantages of having a spending plan</p> <p>Identify various sources of income</p> <p>Identify various types of expenses</p> <p>Explain the purpose of P.Y.E.</p>	<p>9-12.E.1.0 ~ Analyze the economic impact of the availability and utilization of various resources on societies.</p> <p>9-12.E.1.2 ~ Students are able to explain how scarcity and surplus affect the basic questions of what, how, how much, and for whom to produce. [Geography, Civics (Government)]</p> <p>9-12.E.1.3 ~ Students are able to explain the role of money and the structure of the banking system of the U.S. [U.S. History, Civics (Government)]</p> <p>9-12.E.1.4 ~ Students are able to explain the impact of labor and governmental policies on the economy of the United States. [U.S. History, Civics (Government)]</p> <p>9-12.E.1.5 ~ Students are able to use graphs to illustrate changes in economic trends. [U.S. History, Civics (Government)]</p>

	<p>Explain how to build a budget</p> <p>Examine forms of record keeping involved with budgeting and cash management</p> <p>Summarize how a budget will change throughout your live cycle</p>	
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Microeconomics

Content	Skills	Standards
Demand	<p>Explain the meaning and concept of demand.</p> <p>Explain the purpose of a demand schedule.</p> <p>Illustrate the concept of demand in the form of a graph.</p> <p>Explain the causes of a change in quantity demanded.</p> <p>Describe the factors that could cause a change in the level of demand.</p> <p>Understand the relationship between the demand curve and diminishing marginal utility.</p> <p>Analyze the elasticity of demand for a product.</p> <p>Explain the three determinants of demand elasticity.</p>	<p>9-12.E.1.0 ~ Analyze the economic impact of the availability and utilization of various resources on societies.</p> <p>9-12.E.1.5 ~ Students are able to use graphs to illustrate changes in economic trends. [U.S. History, Civics (Government)]</p>
Supply	<p>Understand the meaning and concept of supply.</p>	<p>9-12.E.1.0 ~ Analyze the economic impact of the availability and utilization of various resources on societies.</p>

	<p>Explain the difference between the supply schedule and the supply curve.</p> <p>Explain what is meant by a change in quantity supplied.</p> <p>Specify the reasons for a change in supply.</p> <p>Explain the theory of production.</p> <p>Understand the importance of marginal product and its application to economics.</p> <p>Describe the three stages of production and how they relate to the concept of diminishing returns.</p> <p>Identify the relationship between productivity and cost.</p> <p>Define four key measures of cost.</p> <p>Identify two key measures of revenue.</p>	<p>9-12.E.1.5 ~ Students are able to use graphs to illustrate changes in economic trends. [U.S. History, Civics (Government)]</p>
<p>Personal Savings and Investing</p>	<p>Differentiate between saving and investing.</p> <p>Assess the time value of money.</p> <p>Compare the relationship between risks and returns related to savings and investments.</p> <p>Compare investment options.</p> <p>Recommend ways to</p>	<p>9-12.E.1.0 ~ Analyze the economic impact of the availability and utilization of various resources on societies.</p> <p>9-12.E.1.1 ~ Students are able to compare the characteristics of the world's traditional, command, market, and mixed economies. [U.S. History, World History, Geography, Civics (Government)]</p> <p>9-12.E.1.3 ~ Students are able to explain the role of money and the structure of the banking system of the U.S. [U.S. History, Civics (Government)]</p> <p>9-12.E.1.4 ~ Students are able to explain the impact of labor and governmental policies on the</p>

	integrate savings and investing strategies into financial planning.	economy of the United States. [U.S. History, Civics (Government)] 9-12.E.1.5 ~ Students are able to use graphs to illustrate changes in economic trends. [U.S. History, Civics (Government)]
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Handling Credit and Managing Debt	<p>Explain what credit is.</p> <p>Compare the advantages and disadvantages of using credit.</p> <p>Outline the process of applying for credit.</p> <p>Determine what to do in the event of inaccurate reporting.</p> <p>Explain what credit history is and why it is important.</p> <p>Explain how to manage credit responsibly.</p> <p>Explore the consequences of excessive debt and how to correct it.</p>	<p>9-12.E.1.0 ~ Analyze the economic impact of the availability and utilization of various resources on societies.</p> <p>9-12.E.1.2 ~ Students are able to explain how scarcity and surplus affect the basic questions of what, how, how much, and for whom to produce. [Geography, Civics (Government)]</p> <p>9-12.E.1.3 ~ Students are able to explain the role of money and the structure of the banking system of the U.S. [U.S. History, Civics (Government)]</p> <p>9-12.E.1.4 ~ Students are able to explain the impact of labor and governmental policies on the economy of the United States. [U.S. History, Civics (Government)]</p>
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Macroeconomics

Content	Skills	Standards
Role of government	<p>Discuss the major antitrust legislation in the United States</p> <p>Understand the need for limited government regulation</p> <p>Explain the value of public disclosure</p> <p>Discuss the modifications to our free</p>	<p>9-12.E.1.0 ~ Analyze the economic impact of the availability and utilization of various resources on societies.</p> <p>9-12.E.1.1 ~ Students are able to compare the characteristics of the world's traditional, command, market, and mixed economies. [U.S. History, World History, Geography, Civics (Government)]</p> <p>9-12.E.1.2 ~ Students are able to explain how scarcity and surplus affect the basic questions of what, how, how much, and for whom to produce.</p>

	<p>enterprise economy</p>	<p>[Geography, Civics (Government)]</p> <p>9-12.E.1.4 ~ Students are able to explain the impact of labor and governmental policies on the economy of the United States. [U.S. History, Civics (Government)]</p>
<p>Employment trends and issues</p>	<p>Explain why union membership is declining</p> <p>Describe reasons for the discrepancy in pay between men and women</p> <p>Understand the minimum wage as it is measured in current and constant dollars</p>	<p>9-12.E.1.0 ~ Analyze the economic impact of the availability and utilization of various resources on societies.</p> <p>9-12.E.1.4 ~ Students are able to explain the impact of labor and governmental policies on the economy of the United States. [U.S. History, Civics (Government)]</p>
<p>Sources of government revenue</p>	<p>Explain the economic impact of taxes</p> <p>List three criteria for effective taxes</p> <p>Understand the two primary principles of taxation</p> <p>Understand how taxes are classified</p> <p>Explain the progressive nature of the individual income tax</p> <p>Explain the nature of FICA taxes</p> <p>Describe the importance of the corporate tax structure</p> <p>Identify other major sources of federal revenue</p> <p>Explain how state governments collect taxes and other</p>	<p>9-12.E.1.0 ~ Analyze the economic impact of the availability and utilization of various resources on societies.</p> <p>9-12.E.1.1 ~ Students are able to compare the characteristics of the world's traditional, command, market, and mixed economies. [U.S. History, World History, Geography, Civics (Government)]</p> <p>9-12.E.1.3 ~ Students are able to explain the role of money and the structure of the banking system of the U.S. [U.S. History, Civics (Government)]</p> <p>9-12.E.1.4 ~ Students are able to explain the impact of labor and governmental policies on the economy of the United States. [U.S. History, Civics (Government)]</p>

	<p>revenues</p> <p>Differentiate between state and local revenue systems</p> <p>Interpret paycheck deductions</p> <p>Explain what is meant by the incidence tax</p> <p>Debate the advantages and disadvantages of the value added tax</p> <p>Describe the major tax reforms since 1980</p>	
<p>Government spending</p>	<p>Explain why and how government expenditures have grown since the 1940's</p> <p>Describe two kinds of government expenditures</p> <p>Describe how government spending impacts the economy</p> <p>Explain how the federal budget is established</p> <p>Describe the major components of the federal budget</p> <p>Explain how state and local governments approve spending</p> <p>Identify the major categories of state government expenditures</p> <p>Identify the major categories of local government</p>	<p>9-12.E.1.0 ~ Analyze the economic impact of the availability and utilization of various resources on societies.</p> <p>9-12.E.1.3 ~ Students are able to explain the role of money and the structure of the banking system of the U.S. [U.S. History, Civics (Government)]</p> <p>9-12.E.1.4 ~ Students are able to explain the impact of labor and governmental policies on the economy of the United States. [U.S. History, Civics (Government)]</p>

	<p>expenditures</p> <p>Explain how the federal deficit is related to the federal debt</p> <p>Relate the impact of the federal debt on the economy</p> <p>Describe recent attempts to control the federal deficit</p>	
<p>Money and banking</p>	<p>Explain the three functions of money</p> <p>Describe four major types of money used in early societies</p> <p>Trace the origins of the US dollar</p> <p>Describe four characteristics of money</p> <p>Explain the history of privately issued bank notes</p> <p>List five major types of currencies introduced after the Civil War</p> <p>State two advantages and two disadvantages of a gold standard</p> <p>Understand why the US has an inconvertible money standard</p> <p>Explain the development of the National Banking System</p> <p>Relate the effects of the Depression-era bank failures on deposit</p>	<p>9-12.E.1.0 ~ Analyze the economic impact of the availability and utilization of various resources on societies.</p> <p>9-12.E.1.3 ~ Students are able to explain the role of money and the structure of the banking system of the U.S. [U.S. History, Civics (Government)]</p>

	<p>insurance creation</p> <p>Identify three forms of depository institutions</p> <p>Explain the forces leading to deregulation of financial institutions in the 1980's</p> <p>Relate the history of the savings and loan crisis</p>	
International trade	<p>Explain the importance on international trade in today's economy</p> <p>Describe the meaning of absolute advantage</p> <p>Cite the main argument for protection</p> <p>Relate the history of the free trade movement</p> <p>Explain how foreign currency is used in trade</p> <p>Describe the problem of a trade deficit and the main solution to the problem</p> <p>Relate the importance of comparative advantage to international trade policies</p> <p>Explain how international trade can be restricted to protect special interests</p>	<p>9-12.E.1.0 ~ Analyze the economic impact of the availability and utilization of various resources on societies.</p> <p>9-12.E.1.6 ~ Students are able to explain basic elements of trade and its impact on the U.S. economy. [Civics (Government)]</p>
Comparative economic systems	<p>Explain the advantages and disadvantages of capitalism</p> <p>Describe the differences between socialism, capitalism, and</p>	<p>9-12.E.1.0 ~ Analyze the economic impact of the availability and utilization of various resources on societies.</p> <p>9-12.E.1.1 ~ Students are able to compare the characteristics of the world's traditional, command, market, and mixed economies. [U.S.</p>

	<p>communism</p> <p>Compare the features of communism to other types of economic systems</p> <p>Explain the rise of the Soviet economy under Lenin and Stalin</p> <p>Describe the complexities of a centrally planned economy</p> <p>Understand the forces that brought about the collapse of communism as an economic system</p> <p>List four problems encountered when an economy makes the transition to capitalism</p> <p>Recognize major countries and regions that are making the transition to capitalism</p> <p>Understand why the theories of Karl Marx no longer apply to today</p> <p>Explain the factors that encourage economic growth in Japan</p> <p>Rank the "Asian Tigers" according to per capita GNP</p> <p>Describe Sweden's retreat from socialism</p>	<p>History, World History, Geography, Civics (Government)]</p> <p>9-12.E.1.6 ~ Students are able to explain basic elements of trade and its impact on the U.S. economy. [Civics (Government)]</p>
<p>Financial services</p>	<p>Examine the various types of financial service providers</p> <p>Explain how a savings</p>	<p>9-12.E.1.0 ~ Analyze the economic impact of the availability and utilization of various resources on societies.</p> <p>9-12.E.1.2 ~ Students are able to explain how</p>

	<p>account works</p> <p>Practice using a checking account and debit card</p> <p>Explain how a credit card is used to make purchases</p> <p>Explore the features of automated financial services</p> <p>Respond to situations involving identity theft and deceptive practices</p>	<p>scarcity and surplus affect the basic questions of what, how, how much, and for whom to produce. [Geography, Civics (Government)]</p> <p>9-12.E.1.3 ~ Students are able to explain the role of money and the structure of the banking system of the U.S. [U.S. History, Civics (Government)]</p>
<p>Personal insurance plans</p>	<p>Identify ways to manage risk</p> <p>Describe how insurance is used to protect against financial loss</p> <p>Explain the features and processes related to automobile insurance</p> <p>Examine how insurance needs vary from person to person because of lifestyle and life situation</p> <p>Assess how insurance fits into your financial planning</p>	<p>9-12.E.1.0 ~ Analyze the economic impact of the availability and utilization of various resources on societies.</p> <p>9-12.E.1.2 ~ Students are able to explain how scarcity and surplus affect the basic questions of what, how, how much, and for whom to produce. [Geography, Civics (Government)]</p> <p>9-12.E.1.3 ~ Students are able to explain the role of money and the structure of the banking system of the U.S. [U.S. History, Civics (Government)]</p> <p>9-12.E.1.4 ~ Students are able to explain the impact of labor and governmental policies on the economy of the United States. [U.S. History, Civics (Government)]</p>
<p>Career choice and lifestyle</p>	<p>Examine the relationship between career choice and earning potential</p> <p>Explore how education and training affect career choices and earning potential</p> <p>Consider the value and costs of career preparation</p>	<p>9-12.E.1.0 ~ Analyze the economic impact of the availability and utilization of various resources on societies.</p> <p>9-12.E.1.1 ~ Students are able to compare the characteristics of the world's traditional, command, market, and mixed economies. [U.S. History, World History, Geography, Civics (Government)]</p> <p>9-12.E.1.2 ~ Students are able to explain how scarcity and surplus affect the basic questions of what, how, how much, and for whom to produce.</p>

	<p>Examine how employment benefits enhance earning potential</p> <p>Identify factors that affect earning potential and financial planning</p> <p>Compare the advantages and disadvantages of working for yourself versus working for others</p>	<p>[Geography, Civics (Government)]</p> <p>9-12.E.1.3 ~ Students are able to explain the role of money and the structure of the banking system of the U.S. [U.S. History, Civics (Government)]</p> <p>9-12.E.1.4 ~ Students are able to explain the impact of labor and governmental policies on the economy of the United States. [U.S. History, Civics (Government)]</p> <p>9-12.E.1.5 ~ Students are able to use graphs to illustrate changes in economic trends. [U.S. History, Civics (Government)]</p> <p>9-12.E.1.6 ~ Students are able to explain basic elements of trade and its impact on the U.S. economy. [Civics (Government)]</p>
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Teacher: Core World History
Year: 2008-2009
Course: World History

S E P T E M B E R	The Rise of Civilizations		
	Content	Skills	Standards
	Human beginnings	<p>Explain how recent archaeological finds have contributed to our understanding of human origins.</p> <p>Describe some of the achievements of the earliest humans.</p> <p>Specify the kinds of economic, political, and social changes that resulted from the rise of cities.</p> <p>Understand why Egypt was called the "gift of the Nile."</p>	<p>9-12.W.1.0 ~ Analyze historical eras of world history to determine connections and cause/effect relationships in reference to chronology.</p> <p>9-12.W.2.0 ~ Evaluate the interactions of world cultures, civilizations, philosophies, and religions.</p> <p>9-12.W.2.1 ~ Students are able to define the key distinguishing features of significant cultural, economic, and political philosophies in relation to the other.</p>
	Early civilizations		
	Kingdoms and empires in the Middle East		
Black Hills early development			

	<p>Summarize how Sumer's achievements enriched the early culture of the Middle East.</p> <p>Relate how people of the Indus River valley civilization built cities.</p> <p>Examine the major contributions of early Chinese civilization.</p> <p>Explain how trading peoples influenced the development of the Middle East.</p> <p>Describe the role that slavery, exile, and return play in the history of the Israelites.</p> <p>Explain how a series of powerful empires extended their rule throughout the Middle East.</p> <p>Describe how human activity began and continues in the Black Hills.</p>	
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N O V E M B E R	Greece and Rome		
	Content	Skills	Standards
	<p>The rise of ancient Greece</p> <p>The height of Greek civilization</p>	<p>Describe where and how the early civilizations of Greece developed.</p> <p>Explain how economic prosperity brought significant political and social changes to the Greek city-states.</p> <p>Differentiate between the values represented by Sparta and those</p>	<p>9-12.W.1.0 ~ Analyze historical eras of world history to determine connections and cause/effect relationships in reference to chronology.</p> <p>9-12.W.2.0 ~ Evaluate the interactions of world cultures, civilizations, philosophies, and religions.</p> <p>9-12.W.2.1 ~ Students are able to define the key distinguishing features of significant cultural, economic, and political philosophies in relation to the other.</p>

		<p>represented by Athens.</p> <p>Discuss how the Persian and Peloponnesian Wars affected democracy in Greek city-states.</p> <p>Describe how the Greeks expressed their love of beauty and meaning.</p> <p>Identify the achievements of the ancient Greeks in philosophy, history and science.</p> <p>Outline Alexander's goals and evaluate his success in achieving them.</p> <p>Describe the structure of the Roman Republic and the ways it changed.</p> <p>Outline the economic and social problems that ended the Roman Republic.</p> <p>Characterize life under the Pax Romana.</p> <p>Summarize the teachings of Jesus of Nazareth and the influence of early Christians on the later Roman Empire.</p> <p>List the reasons for the decline of the western Roman Empire.</p>	
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D E C E M	Development of Non-Western Civilization		
	Content	Skills	Standards
	Development of African	Investigate what kinds of societies emerged in	9-12.W.1.0 ~ Analyze historical eras of world history to determine connections and cause/effect

B E R	civilizations	early Africa.	relationships in reference to chronology.
	India's great civilization China's flourishing civilization	<p>Describe how trade was carried out in West Africa.</p> <p>Discuss how areas in East, Central, and South Africa developed as a result of inland and overseas trade.</p> <p>Describe how the cultures of the Aryans and the peoples they conquered developed into the culture of Hindu India.</p> <p>Analyze why Buddhism appealed to many people in India, Southeast Asia, and East Asia.</p> <p>List the cultural achievements of the Mauryan and Gupta Empires.</p> <p>Summarize the major advances the Chinese made under the Zhou, the Qin, and the Han dynasties.</p> <p>Describe the philosophic ideals that helped to shape China's government.</p> <p>Explain how early Chinese society was organized and summarize the scientific and technological breakthroughs.</p>	<p>9-12.W.2.0 ~ Evaluate the interactions of world cultures, civilizations, philosophies, and religions.</p> <p>9-12.W.2.1 ~ Students are able to define the key distinguishing features of significant cultural, economic, and political philosophies in relation to the other.</p>

J A N U	Regional Civilizations		
	Content	Skills	Standards

A R Y	Byzantines and Slavs	Explain what made the Byzantine Empire so rich and powerful.	9-12.W.1.0 ~ Analyze historical eras of world history to determine connections and cause/effect relationships in reference to chronology.
	Islamic civilization		
	The rise of medieval Europe	Investigate the role of Christianity in Byzantine and neighboring societies.	9-12.W.2.0 ~ Evaluate the interactions of world cultures, civilizations, philosophies, and religions.
	Medieval Europe at its height		
	East and South Asia	Describe how the Eastern Slavs developed separate cultures from those of western Europe.	9-12.W.2.1 ~ Students are able to define the key distinguishing features of significant cultural, economic, and political philosophies in relation to the other.
	The Americas		
		Identify the basic beliefs and practices of Islam	
		Explain how the Islamic state expanded and how it affected a variety of cultures.	
		Name the achievements of Islamic civilization and explain how they were spread to other parts of the world.	
		Explain what made Frankish rulers, such as Charlemagne, exceptional rulers for their time.	
	Describe how loyalties were maintained in a divided and often violent Europe.		
	Summarize the role of the Catholic Church in shaping the development of medieval Europe.		
	Name the achievements of medieval European monarchs.		
	Summarize how the Crusades began and what their results were.		
	Explain how the growth		

	<p>of towns affected the society of medieval Europe.</p> <p>Describe how European monarchs increased their powers during the Middle Ages.</p> <p>List the reasons the Church was under pressure to reform.</p> <p>Describe how the Mongols acquired the world's largest land empire.</p> <p>Summarize the achievements of the Tang, Song, and Yuan dynasties.</p> <p>Explain how Southeast Asians were influenced by the cultures of China and India.</p> <p>Explain how the Koreans and Japanese accepted Chinese culture.</p> <p>Describe how early Native Americans made use of their environment.</p> <p>Explain how trade encouraged the growth of city-states and kingdoms in the areas of present-day Mexico and Central America.</p> <p>List the factors that led to the rise and decline of the Aztec and Inca Empires.</p>	
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F E B	Emergence of the Modern World	
	Content	Skills

Standards

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<p>Renaissance and reformation</p>	<p>Identify factors that inspired the Renaissance.</p>	<p>9-12.W.1.0 ~ Analyze historical eras of world history to determine connections and cause/effect relationships in reference to chronology.</p>
<p>Expanding horizons</p>	<p>Explain how the Renaissance reached northern Europe.</p>	<p>9-12.W.1.1 ~ Students are able to explain the cause-effect relationships and legacy that distinguish significant historical periods from the Renaissance to the present.</p>
<p>Empires of Asia</p>	<p>Discuss how Luther's religious reforms led to Protestantism, a new branch of Christianity.</p>	<p>9-12.W.2.0 ~ Evaluate the interactions of world cultures, civilizations, philosophies, and religions.</p>
<p>Royal power and conflict</p>	<p>Identify the different forms of Protestantism that emerged in Europe as the Reformation spread.</p>	<p>9-12.W.2.1 ~ Students are able to define the key distinguishing features of significant cultural, economic, and political philosophies in relation to the other.</p>
	<p>Describe how the Catholic Church tried to halt the spread of Protestantism.</p>	
	<p>Explain why Europeans risked dangerous ocean voyages to discover sea routes to other parts of the world.</p>	
	<p>Describe how Europeans exploited the lands and peoples they found in Africa, Asia, and the Americas.</p>	
	<p>Analyze how increased trade and colonial expansion set the stage for a global economy.</p>	
	<p>Describe how Muslim rulers controlled and governed much of the Middle East, North Africa, and India between the 1500s and 1800s.</p>	
	<p>Analyze why China flourished and then declined during the Ming and Qing dynasties.</p>	
	<p>Explain why Japan was</p>	

	<p>more adaptable to changes than China before the 1800s.</p> <p>Explain how the Thai kingdom was able to keep its independence while other parts of Southeast Asia gradually came under European control.</p> <p>Explain why Philip II and other Spanish monarchs had difficulty ruling the Spanish Empire.</p> <p>Recognize how Tudor monarchs influenced English and European affairs.</p> <p>Describe the kind of monarchy that developed in France under the Bourbon monarchs.</p> <p>Explain how the Thirty Years' War differed from prior European wars.</p> <p>Understand how the power of Russian czars differed from that of other European monarchs.</p>	
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M A R C H	Age of Revolution		
	Content	Skills	Standards
	Scientific revolution	Discuss how scientific thought changed during the 1600s.	9-12.W.1.0 ~ Analyze historical eras of world history to determine connections and cause/effect relationships in reference to chronology.
	English and American revolutions	Analyze the effects that changes in scientific thought had on thinking in other fields.	9-12.W.1.1 ~ Students are able to explain the cause-effect relationships and legacy that distinguish significant historical periods from the Renaissance to the present.
	French revolution	Identify the factors that helped Enlightenment	9-12.W.2.0 ~ Evaluate the interactions of world cultures, civilizations, philosophies, and religions.

	<p>ideas spread throughout Europe.</p> <p>Identify factors that led to civil war in England.</p> <p>Describe how England established a constitutional monarchy.</p> <p>Identify factors that led to disagreement and eventual conflict between the British and the American colonies.</p> <p>Describe the kind of government Americans established after the American Revolution.</p> <p>Explain how France's class structure contributed to the French Revolution.</p> <p>List the political reforms the National Assembly adopted for France.</p> <p>Explain why the French Revolution led to war between France and its neighbors.</p> <p>Relate how Napoleon built and then lost an empire.</p> <p>Evaluate the success of the plans of the reactionaries to thwart the spread of liberalism in Europe.</p>	<p>9-12.W.2.1 ~ Students are able to define the key distinguishing features of significant cultural, economic, and political philosophies in relation to the other.</p>
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A P R I L	Unit 6 - Industry and Nationalism		
	Content	Skills	Standards
	Age of Industry Cultural revolution	Describe what daily life was like before the rise of modern industry.	9-12.W.1.0 ~ Analyze historical eras of world history to determine connections and cause/effect relationships in reference to chronology.

<p>Democracy and reform</p> <p>Reaction and nationalism</p> <p>The Age of Imperialism</p>	<p>Explain why the Industrial Revolution began in Great Britain.</p> <p>Analyze how new technology advanced the growth of industry.</p> <p>Describe how the Industrial Revolution affected people's lives.</p> <p>Explain why Karl Marx advocated doing away with the capitalist system.</p> <p>List advances made in science between 1750 and 1914 that have improved life today.</p> <p>Analyze why the population grew dramatically in Europe and North America during the 1800s.</p> <p>Describe how writers and artists in Europe and North America reflected changes in society between 1750 and 1914.</p> <p>Describe how political change came to Great Britain during the 1800s.</p> <p>Relate how new societies emerged in Canada, Australia, and New Zealand.</p> <p>Identify the changes in government that France underwent during the 1800s.</p> <p>Explain how the United States changed during the 1800s.</p> <p>Relate how the countries of Latin American won</p>	<p>9-12.W.1.1 ~ Students are able to explain the cause-effect relationships and legacy that distinguish significant historical periods from the Renaissance to the present.</p> <p>9-12.W.2.0 ~ Evaluate the interactions of world cultures, civilizations, philosophies, and religions.</p> <p>9-12.W.2.1 ~ Students are able to define the key distinguishing features of significant cultural, economic, and political philosophies in relation to the other.</p>
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	<p>independence.</p> <p>Explain how nationalism led to a united Italy in the 1860s.</p> <p>Identify the methods Bismarck used to unite the German states.</p> <p>Analyze how Bismarck's policies affected the German Empire.</p> <p>Explain why revolutionary movements developed in Russia.</p> <p>Describe how the growth of nationalistic feelings affected the empire of Austria-Hungary.</p> <p>Identify the political, economic and social causes of imperialism.</p> <p>List the effect imperialism had on the continent of Africa.</p> <p>Describe how the countries of Asia responded to imperialism.</p> <p>Explain how Latin Americans responded to the growth of American influence in their region.</p>	
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M A Y	World in Conflict		
	Content	Skills	Standards
	World War I Between Two Fires Nationalism in Asia, Africa, and Latin	Identify the underlying causes of World War I. Describe the series of events that provided the spark that ignited World	9-12.W.1.0 ~ Analyze historical eras of world history to determine connections and cause/effect relationships in reference to chronology. 9-12.W.1.1 ~ Students are able to explain the cause-effect relationships and legacy that distinguish significant historical periods from the

<p>America</p> <p>World War II</p>	<p>War I.</p> <p>Specify where and how World War I was fought.</p> <p>Summarize the events that led to the Russian Revolution.</p> <p>Explain why the Treaty of Versailles was ultimately unsuccessful.</p> <p>Describe the trends that dominated the arts and popular culture from 1919-1939.</p> <p>Explain why democratic government survived in the United States, Great Britain and France during the post-World War I era.</p> <p>Identify the factors that led to the rise of Fascist dictatorships in Italy and Germany after World War I.</p> <p>Examine how Joseph Stalin's rule transformed the Soviet Union.</p> <p>Identify how the forces of nationalism affected events in the Middle East and Africa after World War I.</p> <p>State the methods Gandhi used in India's struggle for independence from British rule.</p> <p>Explain the factors that divided and the factors that united nationalist forces in China.</p> <p>Describe how militarism shaped the development of Japan after World</p>	<p>Renaissance to the present.</p> <p>9-12.W.2.0 ~ Evaluate the interactions of world cultures, civilizations, philosophies, and religions.</p> <p>9-12.W.2.1 ~ Students are able to define the key distinguishing features of significant cultural, economic, and political philosophies in relation to the other.</p>
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<p>War I.</p> <p>Analyze why nationalism in Latin America brought conflict with the United States.</p> <p>Explain in what sense World War II was a product of World War I.</p> <p>Describe how Hitler took over most of Europe and how Great Britain and the United States responded to German expansion.</p> <p>Describe how the Soviet Union and the United States entered World War II.</p> <p>Explain how the tide of war turned in favor of the Allies during 1942 and 1943.</p> <p>Understand how new technology affected the conduct and outcome of World War II.</p>	
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Teacher: Core World Geography

Year: 2008-2009

Course: World Geography

Five Themes of Geography		
Content	Skills	Standards
Geographers use location, place, human environment/interaction, and movement to look at the world. Absolute and relative	List and define each of the themes of geography: Location, Place, Human/Environment Interaction, Movement	1.0 ~ Analyze information from geographic representation, tools, and technology to define location, place, and region. 1.3 ~ Recognizes/identifies areas within the region/state.

<p>location</p> <p>Geography and other subjects</p> <p>Maps, globes, map projections</p>	<p>and Region.</p> <p>Define, compare, and contrast absolute versus relative location</p> <p>List and locate five regions that surround the Southern Black Hills</p>	<p>1.4 ~ Recognizes/identifies geographical areas in the community through pictures, objects and simple maps.</p> <p>1.5 ~ Recognizes/identifies geographical areas in the nation through pictures, objects, simple maps, and globes.</p> <p>1.6 ~ Recognizes/identifies geographical areas in the world through pictures, objects, simple maps, and globes.</p> <p>1.7 ~ Recognizes resources available to access geographical information.</p> <p>1.8 ~ Uses resources available and accesses geographical information.</p> <p>2.0 ~ Analyze the relationships among the natural environments, the movement of peoples, and the development of societies.</p> <p>3.0 ~ Analyze the impact of Earth's natural processes, patterns, and cycles on various regions of the United States and the world.</p> <p>3.1 ~ Describes various earth / sun relationships (e.g. day and night, time zones, seasons, and climates).</p> <p>3.2 ~ Describes how climate influences people's lives.</p>
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Looking at the Earth

Content	Skills	Standards
<p>Video -- "Latitude and Longitude"</p> <p>The solar system</p> <p>Water, land and air</p> <p>Earths structure</p> <p>Forces on and below the earth</p> <p>Land, water and natural</p>	<p>Correctly label a globe with the following lines and their appropriate degrees of latitude/longitude: Equator, Prime Meridian, Tropic of Cancer, Tropic of Capricorn, Arctic Circle, Antarctic Circle, North and South Poles</p> <p>Identify some of earth's extremes: highest point, lowest point. deepest</p>	

<p>resources</p>	<p>part of ocean.</p> <p>Draw a picture illustrating the four layers that make up the inside of the earth.</p> <p>Explain each of the internal forces that change the earth: earthquakes, volcanoes, folds, faults. Define and locate the Ring of Fire.</p> <p>Compare and contrast physical versus chemical weathering and give examples of each. List and be able to illustrate the three forces that cause erosion.</p> <p>Illustrate the movement of a glacier and the effect on the environment.</p> <p>Define continental drift theory and give three pieces of evidence that support that theory.</p> <p>Identify the four major landforms and locate examples of each in the atlas. Also define and identify the following: archipelago, isthmus, continental shelf</p> <p>Illustrate the water cycle.</p> <p>Given a set of coordinates, students will locate that point in the atlas using latitude and longitude.</p> <p>Define and identify natural resources. Differentiate between renewable and non-renewable resources and give two examples</p>	
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	<p>of each.</p> <p>Explain how supply and demand determines the value of resources and provide specific examples of how this changes over time.</p> <p>Define the terms import, export and interdependence.</p>	
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Five Themes of Geography

Content	Skills	Standards
<p>Environment</p> <p>Regions</p> <p>General purpose maps, special purpose maps, and map projections</p> <p>Graphs, charts and diagrams</p>	<p>List and define each of the themes of geography: Location, Place, Human/Environment Interaction, Movement and Region.</p> <p>Define, compare, and contrast absolute versus relative location</p>	<p>1.0 ~ Analyze information from geographic representation, tools, and technology to define location, place, and region.</p> <p>1.1 ~ Recognizes/identifies areas within the school area.</p> <p>1.2 ~ Recognizes/identifies areas within the community.</p> <p>1.4 ~ Recognizes/identifies geographical areas in the community through pictures, objects and simple maps.</p> <p>1.7 ~ Recognizes resources available to access geographical information.</p> <p>1.8 ~ Uses resources available and accesses geographical information.</p> <p>3.0 ~ Analyze the impact of Earth's natural processes, patterns, and cycles on various regions of the United States and the world.</p> <p>3.2 ~ Describes how climate influences people's lives.</p>

Looking at the Earth

Content	Skills	Standards
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<p>Grid system</p> <p>Earth, inside and out</p> <p>Earths features</p> <p>Water features</p> <p>Earths resources</p> <p>Solar system</p>	<p>Correctly label a globe with the following lines and their appropriate degrees of latitude/longitude: Equator, Prime Meridian, Tropic of Cancer, Tropic of Capricorn, Arctic Circle, Antarctica Circle, North and South Poles</p>	<p>1.5 ~ Recognizes/identifies geographical areas in the nation through pictures, objects, simple maps, and globes.</p> <p>1.6 ~ Recognizes/identifies geographical areas in the world through pictures, objects, simple maps, and globes.</p> <p>2.0 ~ Analyze the relationships among the natural environments, the movement of peoples, and the development of societies.</p>
	<p>Identify some of earth's extremes: highest point, lowest point, deepest part of ocean.</p> <p>Draw a picture illustrating the four layers that make up the inside of the earth.</p> <p>Explain each of the internal forces that change the earth: earthquakes, volcanoes, folds, faults. Define and locate the Ring of Fire.</p> <p>Compare and contrast physical versus chemical weathering and give examples of each. List and be able to illustrate the three forces that cause erosion.</p> <p>Illustrate the movement of a glacier and the effect on the environment.</p> <p>Define continental drift theory and give three pieces of evidence that support that theory.</p> <p>Identify the four major landforms and locate examples of each in the atlas. Also define and identify the following: archipelago, isthmus, continental shelf</p>	<p>3.0 ~ Analyze the impact of Earth's natural processes, patterns, and cycles on various regions of the United States and the world.</p> <p>3.1 ~ Describes various earth / sun relationships (e.g. day and night, time zones, seasons, and climates).</p> <p>3.2 ~ Describes how climate influences people's lives.</p>

	<p>Illustrate the water cycle.</p> <p>Given a set of coordinates, students will locate that point in the atlas using latitude and longitude.</p> <p>Define and identify natural resources. Differentiate between renewable and non-renewable resources and give two examples of each.</p> <p>Explain how supply and demand determines the value of resources and provide specific examples of how this changes over time.</p> <p>Define the terms import, export and interdependence.</p>	
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Climates of the Earth		
Content	Skills	Standards
<p>Earth sun relationship</p> <p>Factors affecting climate</p> <p>World climate patterns</p>	<p>Differentiate between climate and weather and be able to give examples of each.</p> <p>Illustrate the changing seasons using the direct rays of the sun and demonstrating where they hit in the beginning of each of the four seasons in the northern hemisphere.</p> <p>List and describe the five factors that determine climate: latitude, wind currents, ocean currents, elevation, and landforms. Provide specific examples of</p>	<p>3.0 ~ Analyze the impact of Earth's natural processes, patterns, and cycles on various regions of the United States and the world.</p> <p>3.1 ~ Describes various earth / sun relationships (e.g. day and night, time zones, seasons, and climates).</p> <p>3.2 ~ Describes how climate influences people's lives.</p>

each (e.g. the Gulf Stream ocean current makes the climate of Western Europe more mild than other places at similar latitudes.)

Label on a globe the following bands of latitude: the low latitudes, the middle latitudes, the high latitudes and be able to describe each.

Explain how elevation affects climate and provide a specific example.

List the four forms of precipitation.

Draw and label a mountain displaying leeward, windward and rain shadow and be able to provide a specific example in the United States (the Pacific Ranges).

Given a list, provide qualities of each of the 12 climate zones of the world. Qualities may include: temperature range, annual rainfall, natural vegetation, where it's located in the world and the United States.

Define the following terms: continentality, chaparral, taiga, timberline, deciduous, coniferous

Given the average monthly rainfall and temperature of a city, formulate a climograph, determine what kind of climate it represents.

	and determine where in the US this climate is found.	
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Environment, Peoples, and CULTures

Content	Skills	Standards
<p>Making a living.</p> <p>Population growth and distribution.</p> <p>Environmental challenges</p> <p>Cultural Origins. Cultural changes. Governments, social groups, economic systems, language and religion.</p>	<p>Understand that humans and the natural environment have an effect on each other.</p> <p>Recognize that throughout history people have exchanges ideas and goods.</p> <p>Understand that geographers divide the world into culture regions.</p>	<p>1.3 ~ Recognizes/identifies areas within the region/state.</p> <p>1.4 ~ Recognizes/identifies geographical areas in the community through pictures, objects and simple maps.</p> <p>1.5 ~ Recognizes/identifies geographical areas in the nation through pictures, objects, simple maps, and globes.</p> <p>1.6 ~ Recognizes/identifies geographical areas in the world through pictures, objects, simple maps, and globes.</p> <p>1.7 ~ Recognizes resources available to access geographical information.</p> <p>1.8 ~ Uses resources available and accesses geographical information.</p> <p>2.0 ~ Analyze the relationships among the natural environments, the movement of peoples, and the development of societies.</p> <p>2.2 ~ Identifies ways people use these physical features for recreation and livelihood (e.g. community, state, country, and world).</p> <p>2.3 ~ Identifies instances of human migration.</p> <p>2.4 ~ Identifies why humans migrate.</p> <p>2.5 ~ Identifies the effects of human migration.</p> <p>3.0 ~ Analyze the impact of Earth's natural processes, patterns, and cycles on various regions of the United States and the world.</p> <p>3.2 ~ Describes how climate influences people's lives.</p>

The United States and Canada		
Content	Skills	Standards
Landforms Climate and vegetation Population patterns History and government Culture and lifestyles Living in the US and Canada today. People and the environment	Describe the physical characteristics of the US and Canada. Explain how the locations and landforms of the US and Canada influence climate and vegetation. Identify the human characteristics of the US and Canada. Describe the historical development of the US and Canada. Compare the lifestyles of the US and Canada. Compare the economics of the US and Canada. Investigate the challenges of conserving resources in the US and Canada. Label all States, Provinces, and Capitols in the US and Canada. Label major landforms on a land cover map.	1.3 ~ Recognizes/identifies areas within the region/state. 1.4 ~ Recognizes/identifies geographical areas in the community through pictures, objects and simple maps. 1.5 ~ Recognizes/identifies geographical areas in the nation through pictures, objects, simple maps, and globes. 1.8 ~ Uses resources available and accesses geographical information. 2.0 ~ Analyze the relationships among the natural environments, the movement of peoples, and the development of societies. 2.1 ~ Identifies physical features of the community, state, country, and world. 2.2 ~ Identifies ways people use these physical features for recreation and livelihood (e.g. community, state, country, and world). 2.3 ~ Identifies instances of human migration. 2.4 ~ Identifies why humans migrate. 2.5 ~ Identifies the effects of human migration. 3.0 ~ Analyze the impact of Earth's natural processes, patterns, and cycles on various regions of the United States and the world. 3.2 ~ Describes how climate influences people's lives.
Latin America		
Content	Skills	Standards
Landforms and countries of Latin America.	Describe the dominant landforms of Latin America.	1.6 ~ Recognizes/identifies geographical areas in the world through pictures, objects, simple maps, and globes.

<p>Climate and vegetation</p> <p>Population patterns</p> <p>History and government</p> <p>Culture and lifestyles.</p> <p>Living in Latin America.</p> <p>People and their environment</p>	<p>Explain why the climate and vegetation of Latin America are diverse.</p> <p>Understand that the people of Latin America represent diverse ethnic groups.</p> <p>Recognize that Latin American countries were once European colonies.</p>	<p>1.7 ~ Recognizes resources available to access geographical information.</p> <p>1.8 ~ Uses resources available and accesses geographical information.</p> <p>2.0 ~ Analyze the relationships among the natural environments, the movement of peoples, and the development of societies.</p> <p>2.1 ~ Identifies physical features of the community, state, country, and world.</p>
	<p>Explain how Roman Catholicism has influenced Latin American Culture.</p> <p>Understand that most nations of Latin America are increasing their efforts to modernize and industrialize.</p> <p>Specify ways that the development of resources in the Amazon River Basin has seriously affected the environment of the area.</p>	<p>2.2 ~ Identifies ways people use these physical features for recreation and livelihood (e.g. community, state, country, and world).</p> <p>2.3 ~ Identifies instances of human migration.</p> <p>2.4 ~ Identifies why humans migrate.</p> <p>2.5 ~ Identifies the effects of human migration.</p> <p>3.2 ~ Describes how climate influences people's lives.</p> <p>9-12.G.2.0 ~ Analyze the relationships among the natural environment, the movement of peoples, and the development of societies.</p> <p>9-12.G.2.1 ~ Students are able to identify and explain the impact of the natural environment on human settlement patterns.</p> <p>9-12.G.2.2 ~ Students are able to explain how humans interact with their environment.</p> <p>9-12.G.2.3 ~ Students are able to explain how human migration impacts local and global politics, environment, economies, societies, and regions.</p> <p>9-12.G.2.4 ~ Students are able to identify the main characteristics of cultural geography.</p> <p>9-12.US.2.2 ~ Students are able to describe the causes and effects of cultural, economic, religious, political, and social reform movements on the development of the U.S.</p> <p>9-12.W.2.0 ~ Evaluate the interactions of world cultures, civilizations, philosophies, and religions.</p>

		9-12.W.2.1 ~ Students are able to define the key distinguishing features of significant cultural, economic, and political philosophies in relation to the other.
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Europe

Content	Skills	Standards
Landscape of Europe	Recognize and define landforms in Europe.	1.4 ~ Recognizes/identifies geographical areas in the community through pictures, objects and simple maps.
Climate and vegetation	Describe the features that characterize Europe's coastline.	1.6 ~ Recognizes/identifies geographical areas in the world through pictures, objects, simple maps, and globes.
Population patterns of Europe	Locate the mountains and plains areas of Europe. Identify resources found in Europe.	1.7 ~ Recognizes resources available to access geographical information.
History and government of Europe	Discuss how latitude and longitude and water bodies affect Europe's climate regions.	1.8 ~ Uses resources available and accesses geographical information.
Cultures and lifestyles	Recognize why Europe's natural vegetation has changed over the centuries.	2.0 ~ Analyze the relationships among the natural environments, the movement of peoples, and the development of societies.
	Compare the differences and similarities among Europeans.	2.1 ~ Identifies physical features of the community, state, country, and world.
	Relate how Europe's physical geography influences population distribution. Explain why population patterns in Europe have changed.	2.2 ~ Identifies ways people use these physical features for recreation and livelihood (e.g. community, state, country, and world).
	Relate how early civilizations developed in Europe. Explain why European cultures had worldwide influence. List events that led to the creation of a new Europe	2.3 ~ Identifies instances of human migration.
	Compare European languages, religions, and art forms. Discuss	2.4 ~ Identifies why humans migrate.
		2.5 ~ Identifies the effects of human migration.
		3.0 ~ Analyze the impact of Earth's natural processes, patterns, and cycles on various regions of the United States and the world.
		3.1 ~ Describes various earth / sun relationships (e.g. day and night, time zones, seasons, and climates).
		3.2 ~ Describes how climate influences people's lives.

	<p>the quality of life in European countries. Explain how European lifestyles reflect cultural traditions.</p> <p>Point out the effects of changing economies in eastern and western Europe. Discuss the major economic activities in Europe. Explain how communication and transportation system link most parts of Europe.</p> <p>Analyze the causes and effects of environmental pollution in Europe. Explain why cleanup and reduction of pollution requires cooperation among European governments. Identify steps Europeans are taking to protect the environment.</p>	<p>9-12.E.1.1 ~ Students are able to compare the characteristics of the world's traditional, command, market, and mixed economies. [U.S. History, World History, Geography, Civics (Government)]</p> <p>9-12.E.1.2 ~ Students are able to explain how scarcity and surplus affect the basic questions of what, how, how much, and for whom to produce. [Geography, Civics (Government)]</p> <p>9-12.G.1.0 ~ Analyze information from geographic representation, tools, and technology to define location, place, and region.</p> <p>9-12.G.1.1 ~ Students are able to use resources, data services, and geographic tools that generate and interpret information.</p> <p>9-12.G.1.2 ~ Students are able to interpret geographic representations when given information about places and events.</p> <p>9-12.G.2.0 ~ Analyze the relationships among the natural environment, the movement of peoples, and the development of societies.</p> <p>9-12.G.2.1 ~ Students are able to identify and explain the impact of the natural environment on human settlement patterns.</p> <p>9-12.G.2.2 ~ Students are able to explain how humans interact with their environment.</p> <p>9-12.G.2.3 ~ Students are able to explain how human migration impacts local and global politics, environment, economies, societies, and regions.</p> <p>9-12.G.2.4 ~ Students are able to identify the main characteristics of cultural geography.</p> <p>9-12.US.2.0 ~ Evaluate the influence/impact of various cultures, philosophies, and religions on the development of the U.S.</p> <p>9-12.W.2.0 ~ Evaluate the interactions of world cultures, civilizations, philosophies, and religions.</p> <p>9-12.W.2.1 ~ Students are able to define the key distinguishing features of significant cultural, economic, and political philosophies in relation to the other.</p>
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Russia and the Eurasian Republics		
Content	Skills	Standards
Landforms	Describe and locate the major landforms in this area.	1.0 ~ Analyze information from geographic representation, tools, and technology to define location, place, and region.
Climate and vegetation		
Population patterns	Discuss the major climates found in this area	1.6 ~ Recognizes/identifies geographical areas in the world through pictures, objects, simple maps, and globes.
History and government		
Cultures and lifestyles	Compare the kinds of natural vegetation in different climate regions of Russia and the Eurasian republics.	1.7 ~ Recognizes resources available to access geographical information.
Today's living		
People and their environment	<p>Identify the diverse peoples who live in Russia and the Eurasian republics</p> <p>Explain where most people of Russia and the Eurasian republics live and why.</p> <p>Locate the peoples who populated and created early Russia.</p> <p>Discuss the rule of the czars.</p> <p>Examine the rise and fall of the Soviet Union.</p> <p>Describe the new independence of Russia and the Eurasian republics.</p> <p>Name the religions practiced in Russia and the Eurasian republics.</p> <p>Cite changes in education in Russia and the Eurasian republics.</p> <p>Appreciate the arts of</p>	1.8 ~ Uses resources available and accesses geographical information.
		2.0 ~ Analyze the relationships among the natural environments, the movement of peoples, and the development of societies.
		2.2 ~ Identifies ways people use these physical features for recreation and livelihood (e.g. community, state, country, and world).
		2.3 ~ Identifies instances of human migration.
		2.4 ~ Identifies why humans migrate.
		2.5 ~ Identifies the effects of human migration.
		3.0 ~ Analyze the impact of Earth's natural processes, patterns, and cycles on various regions of the United States and the world.
		3.2 ~ Describes how climate influences people's lives.
		9-12.G.1.1 ~ Students are able to use resources, data services, and geographic tools that generate and interpret information.
		9-12.G.1.2 ~ Students are able to interpret geographic representations when given information about places and events.
	9-12.G.2.0 ~ Analyze the relationships among the natural environment, the movement of peoples,	

	<p>Russia and the Eurasian republics.</p> <p>Characterize life and leisure in Russia and the Eurasian republics.</p> <p>Describe the economies of Russia and the Eurasian republics before and after independence.</p> <p>Compare agriculture and industry in Russia and the Eurasian republics before and after independence.</p> <p>Examine the communication and transportation systems of Russia and the Eurasian republics.</p> <p>Discuss the nuclear disaster and concerns in Russia and the Eurasian republics.</p> <p>Analyze effects of industrial and pesticide pollution in Russia and the Eurasian republics.</p>	<p>and the development of societies.</p> <p>9-12.G.2.1 ~ Students are able to identify and explain the impact of the natural environment on human settlement patterns.</p> <p>9-12.G.2.2 ~ Students are able to explain how humans interact with their environment.</p> <p>9-12.G.2.3 ~ Students are able to explain how human migration impacts local and global politics, environment, economies, societies, and regions.</p> <p>9-12.G.2.4 ~ Students are able to identify the main characteristics of cultural geography.</p> <p>9-12.W.2.0 ~ Evaluate the interactions of world cultures, civilizations, philosophies, and religions.</p> <p>9-12.W.2.1 ~ Students are able to define the key distinguishing features of significant cultural, economic, and political philosophies in relation to the other.</p>
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Africa South of the Sahara		
Content	Skills	Standards
The Land	Describe the major landforms in Africa south of the Sahara.	1.0 ~ Analyze information from geographic representation, tools, and technology to define location, place, and region.
Climate and vegetation		
Population patterns	Explain how the land affects the water systems of Africa south of the Sahara.	1.5 ~ Recognizes/identifies geographical areas in the nation through pictures, objects, simple maps, and globes.
History and government		
Cultures and lifestyles		
Living in Africa South of the Sahara	List the most important natural resources of Africa south of the Sahara.	1.6 ~ Recognizes/identifies geographical areas in the world through pictures, objects, simple maps, and globes.
People and their		1.7 ~ Recognizes resources available to access

<p>environment</p>	<p>Relate the geographic factors that affect climate in Africa.</p> <p>Identify the kinds of climate and vegetation that are found in Africa south of the Sahara.</p> <p>Explain why parts of Africa south of the Sahara are densely populated.</p> <p>Name obstacles to economic growth in the region,</p> <p>Identify the diverse peoples of Africa south of the Sahara.</p> <p>Explain why the region's cities are growing so rapidly.</p> <p>Describe the main achievements of the ancient civilizations of Africa south of the Sahara.</p> <p>Explain how European colonization disrupted African patterns of life.</p> <p>Discuss challenges countries of the region faced after independence.</p> <p>List languages spoken by people in Africa south of the Sahara.</p> <p>Identify the major religions in Africa south of the Sahara.</p> <p>Describe art forms developed by peoples of the region.</p> <p>Examine similarities and differences in the</p>	<p>geographical information.</p> <p>1.8 ~ Uses resources available and accesses geographical information.</p> <p>2.0 ~ Analyze the relationships among the natural environments, the movement of peoples, and the development of societies.</p> <p>2.1 ~ Identifies physical features of the community, state, country, and world.</p> <p>2.2 ~ Identifies ways people use these physical features for recreation and livelihood (e.g. community, state, country, and world).</p> <p>2.3 ~ Identifies instances of human migration.</p> <p>2.4 ~ Identifies why humans migrate.</p> <p>2.5 ~ Identifies the effects of human migration.</p> <p>3.0 ~ Analyze the impact of Earth's natural processes, patterns, and cycles on various regions of the United States and the world.</p> <p>3.2 ~ Describes how climate influences people's lives.</p>
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	<p>lifestyles of people in the region.</p> <p>Describe the most common farming methods in Africa south of the Sahara.</p> <p>Explain how mineral resources benefit the peoples of the region.</p> <p>Identify the reasons industrial development has been slow in Africa south of the Sahara.</p> <p>Describe how transportation and communications are changing in the region.</p> <p>Examine why food shortages have occurred in parts of Africa south of the Sahara.</p> <p>List steps that the African countries south of the Sahara are taking to protect their environment.</p> <p>Discuss the outlook for the region's future development.</p>	
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North Africa and Southwest Asia

Content	Skills	Standards
Land	Locate the seas and coastal areas of North Africa and SW Asia	1.0 ~ Analyze information from geographic representation, tools, and technology to define location, place, and region.
Climate and vegetation		
Population patterns	Discuss the mountains and plateaus in North Africa and SW Asia.	1.5 ~ Recognizes/identifies geographical areas in the nation through pictures, objects, simple maps, and globes.
History and government		
Culture and lifestyles	Identify the kinds of natural resources found in North Africa and SW	1.8 ~ Uses resources available and accesses geographical information.
Living in North Africa		

<p>and SW Asia today.</p> <p>People and their environment</p>	<p>Identify three types of climate found in North Africa and SW Asia.</p> <p>Explain how mountain ranges influence rainfall in coastal regions of North Africa and SW Asia.</p> <p>Describe the type of vegetation found here.</p> <p>Discuss the different ethnic groups</p> <p>Locate the areas in the region where most people live.</p> <p>Explain the recent trend toward urbanization</p> <p>Describe the natural environment of 2 of the world's earliest civilizations</p> <p>Compare 3 of the worlds major religions.</p> <p>Describe the geographic factors that have contributed to the region's standard of living.</p> <p>Summarize the effects of geography on economic activity in the region.</p> <p>Discuss how people interact with their environment</p>	<p>2.0 ~ Analyze the relationships among the natural environments, the movement of peoples, and the development of societies.</p> <p>2.1 ~ Identifies physical features of the community, state, country, and world.</p> <p>2.2 ~ Identifies ways people use these physical features for recreation and livelihood (e.g. community, state, country, and world).</p> <p>2.3 ~ Identifies instances of human migration.</p> <p>2.4 ~ Identifies why humans migrate.</p> <p>2.5 ~ Identifies the effects of human migration.</p> <p>3.0 ~ Analyze the impact of Earth's natural processes, patterns, and cycles on various regions of the United States and the world.</p> <p>3.2 ~ Describes how climate influences people's lives.</p>
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<p>East Asia</p>		
<p>Content</p>	<p>Skills</p>	<p>Standards</p>
<p>Introduction to East Asia</p>	<p>Explain general features of East Asia's</p>	<p>1.0 ~ Analyze information from geographic representation, tools, and technology to define location, place, and region.</p>

Map of East Asia	geography	
Modern Chinese history	Locate countries, cities, and physical features of East Asia	1.5 ~ Recognizes/identifies geographical areas in the nation through pictures, objects, simple maps, and globes.
Regions of China		1.8 ~ Uses resources available and accesses geographical information.
Chinese culture and religion	Analyze different elements of China's modern history	2.0 ~ Analyze the relationships among the natural environments, the movement of peoples, and the development of societies.
China's neighbors	Identify regions of China by key characteristics	
Japan's physical geography	Describe key features of Chinese culture and religion	2.1 ~ Identifies physical features of the community, state, country, and world.
Japanese modern history		2.2 ~ Identifies ways people use these physical features for recreation and livelihood (e.g. community, state, country, and world).
North and South Korea	Compare and contrast China with its neighbors	2.3 ~ Identifies instances of human migration.
	Explain how Japan's physical geography; i.e. monsoons, earthquakes, volcanoes; affects it	2.4 ~ Identifies why humans migrate.
	Relate Japan's rise to power before WWII, and its subsequent economic rise in the modern world	2.5 ~ Identifies the effects of human migration.
	Compare and contrast North and South Korea	3.0 ~ Analyze the impact of Earth's natural processes, patterns, and cycles on various regions of the United States and the world.
		3.2 ~ Describes how climate influences people's lives.

South Asia

Content	Skills	Standards
Physical Geography of South Asia (the land, climate and vegetation)	Identify the physical features and natural resources of South Asia	1.0 ~ Analyze information from geographic representation, tools, and technology to define location, place, and region.
Cultural Geography of South Asia (population patterns, history and government, and cultures and lifestyles)	Discuss the effects of South Asia's climates on life in the region	1.6 ~ Recognizes/identifies geographical areas in the world through pictures, objects, simple maps, and globes.
	Describe South Asia's population profile, density, and distribution	1.8 ~ Uses resources available and accesses geographical information.
	Identify key developments in the history of the region and	2.0 ~ Analyze the relationships among the natural environments, the movement of peoples, and the development of societies.

	<p>its countries' governments</p> <p>Discuss the role of religion, education, health care, and the arts in South Asia</p>	<p>2.1 ~ Identifies physical features of the community, state, country, and world.</p> <p>2.2 ~ Identifies ways people use these physical features for recreation and livelihood (e.g. community, state, country, and world).</p> <p>2.3 ~ Identifies instances of human migration.</p> <p>2.4 ~ Identifies why humans migrate.</p> <p>2.5 ~ Identifies the effects of human migration.</p> <p>3.0 ~ Analyze the impact of Earth's natural processes, patterns, and cycles on various regions of the United States and the world.</p> <p>3.2 ~ Describes how climate influences people's lives.</p>
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Australia, Oceania, and Antarctica

Content	Skills	Standards
Physical geography	Describe how mountains, plateaus, and lowlands differ in Australia and New Zealand.	1.0 ~ Analyze information from geographic representation, tools, and technology to define location, place, and region.
Water systems		1.4 ~ Recognizes/identifies geographical areas in the community through pictures, objects and simple maps.
Natural resources	Explain how volcanoes and continental shelves formed the islands of Oceania.	1.6 ~ Recognizes/identifies geographical areas in the world through pictures, objects, simple maps, and globes.
Climate		1.8 ~ Uses resources available and accesses geographical information.
Vegetation	Discuss why the physical geography of Antarctica attracts scientists.	2.0 ~ Analyze the relationships among the natural environments, the movement of peoples, and the development of societies.
Human characteristics		2.2 ~ Identifies ways people use these physical features for recreation and livelihood (e.g. community, state, country, and world).
Culture	Examine how variations in rainfall affect Australia's climate and vegetation.	2.3 ~ Identifies instances of human migration.
Economy		
Transportation	Consider how elevation affects climate patterns in New Zealand.	
Communication	Identify what vegetation	
Environment		

	<p>survives in the cold, dry Antarctic climate.</p> <p>Identify the peoples who settled Australia and Oceania.</p> <p>Discuss how the region's geography affects population density, distribution, and growth.</p> <p>Explain what factors account for settlement in urban and rural areas.</p> <p>Describe the lifestyles of the region's indigenous peoples before colonization.</p> <p>Summarize how colonial rule affected social, economic, and political structures.</p> <p>Examine how today's governments reflect the region's history.</p> <p>Discuss the role that religion plays in the region's culture.</p> <p>Describe how the peoples of Australia and Oceania expressed their heritage through the arts.</p> <p>Analyze how everyday life in the region reflects cultural diversity.</p> <p>Describe how people in Australia, New Zealand, and Oceania make their livings.</p> <p>Discuss the role that trade plays in the economies of South Pacific countries.</p>	<p>2.5 ~ Identifies the effects of human migration.</p> <p>3.0 ~ Analyze the impact of Earth's natural processes, patterns, and cycles on various regions of the United States and the world.</p> <p>3.2 ~ Describes how climate influences people's lives.</p>
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	<p>Identify the means of transportation and communications that are used in the region.</p> <p>Specify why Australia, Oceania, and Antarctica face many environmental challenges.</p> <p>Explain the effects that nuclear testing had on the region.</p> <p>Discuss why global warming and the thinning of the ozone layer are special challenges in the region.</p>	
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Southeast Asia

Content	Skills	Standards
<p>The Land</p> <p>Climate and vegetation</p> <p>Population patterns</p> <p>History and government</p> <p>Cultures and lifestyles</p> <p>Living in Southeast Asia</p> <p>People and their environment</p>	<p>Describe how tectonic plates and activity from volcanoes and earthquakes formed Southeast Asia.</p> <p>Explain why the region's waterways are important to its peoples.</p> <p>Summarize how rich natural resources affect Southeast Asia's economy.</p> <p>Identify the weather pattern that influences Southeast Asia's climate.</p> <p>List the region's main climate types.</p> <p>State the main type of natural vegetation found in Southeast Asia.</p> <p>Identify the various</p>	<p>1.0 ~ Analyze information from geographic representation, tools, and technology to define location, place, and region.</p> <p>1.4 ~ Recognizes/identifies geographical areas in the community through pictures, objects and simple maps.</p> <p>1.5 ~ Recognizes/identifies geographical areas in the nation through pictures, objects, simple maps, and globes.</p> <p>1.6 ~ Recognizes/identifies geographical areas in the world through pictures, objects, simple maps, and globes.</p> <p>1.8 ~ Uses resources available and accesses geographical information.</p> <p>2.0 ~ Analyze the relationships among the natural environments, the movement of peoples, and the development of societies.</p> <p>2.1 ~ Identifies physical features of the community, state, country, and world.</p> <p>2.2 ~ Identifies ways people use these physical</p>

	<p>ethnic roots of Southeast Asia's peoples.</p> <p>Explain why the majority of Southeast Asians live in river valley lowlands or on coastal plains.</p> <p>Specify how population movements and settlement patterns have affected the region.</p> <p>Describe how location influenced the development of empires in Southeast Asia.</p> <p>Name cultural influences that have affected the region's people.</p> <p>Chart events that led to the independence of Southeast Asian countries.</p> <p>Consider what makes Southeast Asia such an ethnically diverse region.</p> <p>Describe how outside influences affected the region's arts.</p> <p>Examine how people's lifestyles reflect the region's diversity.</p> <p>Explain why rice farming is the most important agricultural activity in Southeast Asia.</p> <p>Examine why the countries of the region are industrializing at different rates.</p> <p>Discuss how the economies of Southeast Asia are becoming more</p>	<p>features for recreation and livelihood (e.g. community, state, country, and world).</p> <p>2.3 ~ Identifies instances of human migration.</p> <p>2.5 ~ Identifies the effects of human migration.</p> <p>3.0 ~ Analyze the impact of Earth's natural processes, patterns, and cycles on various regions of the United States and the world.</p> <p>3.2 ~ Describes how climate influences people's lives.</p>
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interdependent.

Identify the dangers posed by volcanoes, floods, and typhoons in Southeast Asia.

Describe how economic progress has increased environmental pollution in the region.

Discuss the efforts underway to protect the environment in Southeast Asia.