

Course: World Civilizations

Unit: Renaissance and Reformation

Essential Questions	Core Content (What do your students need to KNOW?)	Program Of Studies	Assessment (How will you assess what your students ALREADY KNOW, and assess WHAT THEY'VE LEARNED?)	Activities (How will you teach it?)	Resources (What materials will you need)
<p>1.) What is a Renaissance, and how did this changing view of the world impact culture, science, government, etc.?</p> <p>2.) How did the Renaissance and Reformation contribute to the emergence of the modern world?</p> <p>3.) What were the motivations and consequence</p>	<p>SS-HS-2.1.1 Students will explain how belief systems, knowledge, technology and behavior patterns define cultures and help to explain historical perspectives and events in the modern world (1500 A.D. to present) and United States (Reconstruction to present).</p> <p>SS-HS-2.2.1 Students will explain how various human needs are met through interaction in and among social institutions (e.g., family, religion, education, government, economy) in the modern world (1500 A.D. to present) and the United States (Reconstruction to present).</p> <p>SS-HS-2.3.1 Students will explain the reasons why conflict and competition (e.g., violence, difference of opinion, stereotypes, prejudice, discrimination, genocide) may develop as cultures emerge in the modern world (1500 A.D. to present) and the United States (Reconstruction to present).</p> <p>SS-HS-4.1.2 Students will explain how mental maps, the mental image a person has of an area including knowledge of features and spatial relationships, become more complex as experience, study and the media bring new geographic information.</p>	<p>analyze and synthesize a variety of information from print and non-print sources (e.g., books, documents, articles, interviews, Internet, film, media) to research issues, perspectives and solutions to problems</p> <p>demonstrate an understanding of the nature of culture: describe how belief systems, knowledge, technology, and behavior patterns define cultures analyze historical perspectives and events in the modern world (1500 A.D. to present) and United States (Reconstruction to present) in terms of how they have affected and been affected by cultural issues and elements describe and compare how various human needs are met through interactions with and among social institutions (e.g., family, religion, education, government, economy) in the modern world (1500 A.D. to present) and the United States (Reconstruction to present) explain or give examples of how communications between groups can be influenced by cultural differences; explain the</p>	<p>1.) Art Critique</p> <p>2.) Open Response – Impact of printing press on Ren/Ref ideas</p> <p>3.) Objective Test</p>	<p>1.) Map: Italian and Northern Renaissance and Europe’s religions in 1600</p> <p>2.) Renaissance Art Slides</p> <p>3.) Art Critique</p> <p>4.) Primary Source Document (Ex. 95 Thesis)</p>	<p>1.) Art Slides</p> <p>2.) In-Focus</p> <p>3.) Map Handouts</p> <p>4.) Textbook</p> <p>5.) Handouts – p.s. Documents</p>

<p>of challenging Roman Catholic techniques across Europe?</p>	<p>SS-HS-4.2.1 Students will interpret how places and regions serve as meaningful symbols for individuals and societies (e.g., Jerusalem, Vietnam Memorial, Ellis Island, the Appalachian region).</p> <p>SS-HS-5.1.1 Students will use a variety of tools (e.g., primary and secondary sources, data, artifacts) to analyze perceptions and perspectives (e.g., gender, race, region, ethnic group, nationality, age, economic status, religion, politics, geographic factors) of people and historical events in the modern world (1500 A.D. to present) and United States History (Reconstruction to present).</p> <p>SS-HS-5.1.2 Students will analyze how history is a series of connected events shaped by multiple cause and effect relationships, tying past to present.</p> <p>SS-HS-5.3.1 Students will explain how humans began to rediscover the ideas of the Classical Age (e.g., humanism, developments in art and architecture, literature, political theories) and to question their place in the universe during the Renaissance and Reformation.</p>	<p>reasons why conflict and competition (e.g., violence, difference of opinion, stereotypes, prejudice, discrimination, genocide) developed as cultures emerged in the modern world (1500 A.D. to present) and in the United States (Reconstruction to present)</p> <p>describe how compromise and cooperation are characteristics that influence interaction (e.g., peace studies, treaties, conflict resolution) in the modern world (1500 A.D. to present) and the United States (Reconstruction to present)</p> <p>compare examples of cultural elements (e.g., beliefs, customs/traditions, languages, skills, literature, the arts) of diverse groups today to those of the past, using information from a variety of print and non-print sources (e.g., autobiographies, biographies, documentaries, news media, artifacts)</p> <p>interpret how places and regions serve as meaningful symbols for individuals and societies (e.g., Jerusalem, Vietnam Memorial, Ellis Island, the Appalachian region)</p> <p>analyze pros and cons of physical (e.g., climate, mountains, rivers) and human characteristics (e.g., interstate highways, urban centers, workforce) of regions in terms of human activity</p> <p>evaluate reasons for stereotypes (e.g., all cities are dangerous and dirty; rural areas are poor) associated with places or regions</p> <p>explain how cultural differences and perspectives sometimes result</p>			
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		<p>in conflicts in the modern world (1500 A.D. to present) and United States (Reconstruction to present)</p> <p>demonstrate an understanding of the interpretative nature of history using a variety of tools (e.g., primary and secondary sources, Internet, timelines, maps, data): examine multiple cause effect relationships that have shaped history (e.g., showing how a series of events are connected)</p> <p>explain how ideas of the Classical Age (e.g., humanism, developments in art and architecture, literature, political theories, rediscovery of Greco-Roman philosophies) impacted people's perspectives during the Renaissance and Reformation</p>			
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Boone County High School Curriculum Map: Social Studies

Course: World Civilizations

Unit: Age of Exploration

Essential Questions	Core Content (What do your students need to KNOW?)	Program Of Studies	Assessment (How will you assess what your students ALREADY KNOW, and assess WHAT THEY'VE LEARNED?)	Activities (How will you teach it?)	Resources (What materials will you need)
<p>1.) What were the primary motivations for 16th Century European exploration?</p> <p>2.) How did European rivalry lead to exploration in the West and establishment of trading empires?</p> <p>3.) What were the results of exploration on the governments and economies of European nations?</p>	<p>SS-HS-2.1.1 Students will explain how belief systems, knowledge, technology and behavior patterns define cultures and help to explain historical perspectives and events in the modern world (1500 A.D. to present) and United States (Reconstruction to present).</p> <p>SS-HS-3.1.1 Students will give examples of and explain how scarcity of resources necessitates choices at both the personal and societal levels in the modern world (1500 A.D. to present) and the United States (Reconstruction to present) and explain the impact of those choices.</p> <p>SS-HS-3.4.3 Students will explain and give examples of how interdependence of personal, national and international economic activities often results in international issues and concerns (e.g., natural resource dependencies, economic sanctions, environmental and humanitarian issues) in the modern world (1500 A.D. to present) and the United States (Reconstruction to present).</p> <p>SS-HS-4.1.2 Students will explain how mental maps, the mental image a person has of an area including knowledge of features and spatial relationships, become more</p>	<p>analyze and synthesize a variety of information from print and non-print sources (e.g., books, documents, articles, interviews, Internet, film, media) to research issues, perspectives and solutions to problems</p> <p>demonstrate an understanding of the nature of culture: describe how belief systems, knowledge, technology, and behavior patterns define cultures analyze historical perspectives and events in the modern world (1500 A.D. to present) and United States (Reconstruction to present) in terms of how they have affected and been affected by cultural issues and elements describe and compare how various human needs are met through interactions with and among social institutions (e.g., family, religion, education, government, economy) in the modern world (1500 A.D. to present) and the United States (Reconstruction to present) explain or give examples of how communications between groups can be influenced by cultural differences; explain the</p>	<p>1.) Quiz/Test of explorers and important terms</p> <p>2.) Writing to learn activity (primary source analysis, de Las Casas)</p>	<p>1.) Map Activity – World Map and Map of Americas</p> <p>2.) Exploration foldable activity</p>	<p>1.) Map handouts</p> <p>2.) Textbook</p> <p>3.) Colored paper</p> <p>4.) Primary source handouts</p>

<p>(Columbian exchange, trade, and mercantilism)</p> <p>4.) What were the effects of European exploration on native populations?</p>	<p>complex as experience, study and the media bring new geographic information. SS-HS-4.3.1 Students will describe the movement and settlement patterns of people in various places and analyze the causes of that movement and settlement (e.g., push factors such as famines or military conflicts; pull factors such as climate or economic opportunity) and the impacts in the modern world (1500 A.D. to present) and United States (Reconstruction to present). SS-HS-5.1.1 Students will use a variety of tools (e.g., primary and secondary sources, data, artifacts) to analyze perceptions and perspectives (e.g., gender, race, region, ethnic group, nationality, age, economic status, religion, politics, geographic factors) of people and historical events in the modern world (1500 A.D. to present) and United States History (Reconstruction to present). SS-HS-5.1.2 Students will analyze how history is a series of connected events shaped by multiple cause and effect relationships, tying past to present. SS-HS-5.3.2 Students will explain and give examples of how new ideas and technologies led to an Age of Exploration by Europeans that brought great wealth to the absolute monarchies and caused significant political, economic and social changes (disease, religious ideas, technologies, new plants/animals, forms of government) to the other regions of the world.</p>	<p>reasons why conflict and competition (e.g., violence, difference of opinion, stereotypes, prejudice, discrimination, genocide) developed as cultures emerged in the modern world (1500 A.D. to present) and in the United States (Reconstruction to present)</p> <p>describe how compromise and cooperation are characteristics that influence interaction (e.g., peace studies, treaties, conflict resolution) in the modern world (1500 A.D. to present) and the United States (Reconstruction to present)</p> <p>compare examples of cultural elements (e.g., beliefs, customs/traditions, languages, skills, literature, the arts) of diverse groups today to those of the past, using information from a variety of print and non-print sources (e.g., autobiographies, biographies, documentaries, news media, artifacts)</p> <p>demonstrate an understanding of the nature of limited resources and scarcity in the modern world (1500 A.D. to present) and the United States (Reconstruction to present):</p> <p>explain how governments with limited budgets consider revenues, costs and opportunity when planning expenditures</p> <p>compare and contrast economic systems (e.g., traditional, command, market, mixed), and evaluate their effectiveness in achieving broad social goals (e.g., freedom, efficiency, equity, security)</p> <p>describe relationships between</p>			
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		<p>and among markets (e.g., local, national, global) and exchange of goods and services:</p> <p>explain factors that influence the supply and demand of products (e.g., supply—technology, cost of inputs, number of sellers; demand—income, utility, price of similar products, consumers' preferences)</p> <p>describe how different factors (e.g., new knowledge, technological change, investments in capital goods and human capital/resources) have increased productivity in the world</p> <p>interpret patterns and develop rationales for the location and distribution of Earth's human features (e.g., available transportation, location of resources and markets, individual preference, centralization versus dispersion)</p> <p>analyze the causes of movement and settlement (e.g., famines, military conflicts, climate, economic opportunity) and their impacts in different places and at different times in history</p> <p>explain how technology has facilitated the movement of goods, services and populations, increased economic interdependence, and influenced development of centers of economic activity (e.g., cities, interstate highways, airports, rivers, railroads, computers, telecommunications)</p> <p>demonstrate an understanding of the interpretative nature of history using a variety of tools (e.g.,</p>			
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		<p>primary and secondary sources, Internet, timelines, maps, data): examine multiple cause-effect relationships that have shaped history (e.g., showing how a series of events are connected)</p> <p>analyze how new ideas and technologies of the Age of Exploration by Europeans brought great wealth to the absolute monarchies and resulted in political, economic and social changes (e.g., disease, religious ideas, technologies, new plants/animals, forms of government) to the other regions of the world</p>			
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Boone County High School Curriculum Map: Social Studies

Course: World Civilizations

Unit: Absolute Monarchs

Essential Questions	Core Content (What do your students need to KNOW?)	Program Of Studies	Assessment (How will you assess what your students ALREADY KNOW, and assess WHAT THEY'VE LEARNED?)	Activities (How will you teach it?)	Resources (What materials will you need)
<ol style="list-style-type: none"> 1.) What were the economic, political, and social necessary to establish absolute rule? 2.) How did the Hapsburg empire impact the growth of absolute monarchs in Europe? 3.) What was the region of Bourbons like, and how did it contribute to the struggle for power in Europe? 	<p>SS-HS-2.3.1 Students will explain the reasons why conflict and competition (e.g., violence, difference of opinion, stereotypes, prejudice, discrimination, genocide) may develop as cultures emerge in the modern world (1500 A.D. to present) and the United States (Reconstruction to present).</p> <p>SS-HS-4.2.1 Students will interpret how places and regions serve as meaningful symbols for individuals and societies (e.g., Jerusalem, Vietnam Memorial, Ellis Island, the Appalachian region).</p> <p>SS-HS-4.2.2 Students will explain how physical (e.g., climate, mountains, rivers) and human characteristics (e.g., interstate highways, urban centers, workforce) of regions create advantages and disadvantages for human activities in a specific place.</p> <p>SS-HS-4.2.3 Students will explain how people can develop stereotypes about places and regions (e.g., all cities are dangerous and dirty; rural areas are poor).</p> <p>SS-HS-5.1.1 Students will use a variety of tools (e.g., primary and secondary sources, data, artifacts) to analyze perceptions and perspectives (e.g., gender, race, region, ethnic group, nationality, age, economic</p>	<p>analyze and synthesize a variety of information from print and non-print sources (e.g., books, documents, articles, interviews, Internet, film, media) to research issues, perspectives and solutions to problems</p> <p>demonstrate an understanding of the nature of culture: describe how belief systems, knowledge, technology, and behavior patterns define cultures</p> <p>analyze historical perspectives and events in the modern world (1500 A.D. to present) and United States (Reconstruction to present) in terms of how they have affected and been affected by cultural issues and elements</p> <p>describe and compare how various human needs are met through interactions with and among social institutions (e.g., family, religion, education, government, economy) in the modern world (1500 A.D. to present) and the United States (Reconstruction to present)</p> <p>explain or give examples of how communications between groups can be influenced by cultural differences; explain the</p>	<ol style="list-style-type: none"> 1.) Objective Test 2.) Exit/Entrance Slips 3.) Monarch report card 4.) Open Response: Identify/ Describe an absolute monarch 	<ol style="list-style-type: none"> 1.) Compare and Contrast European monarchies 2.) Primogeniture activity 3.) Family Trees of European dynasties 4.) Primary Source Activities: Hapsburgs, Louis XIV, ect. 5.) Graphic organizer: Sun King, European Wars 6.) Map: Westphalia 	<ol style="list-style-type: none"> 1.) Primary source handouts 2.) Map handouts 3.) Textbook

<p>4.) What was the Thirty Years War?</p> <p>5.) How did absolutism and religion relate to European conflict?</p> <p>6.) How was life/monarchy different in the Romanov dynasty than in western European nations?</p> <p>7.) What conflicts led to the changes in the English political system?</p>	<p>status, religion, politics, geographic factors) of people and historical events in the modern world (1500 A.D. to present) and United States History (Reconstruction to present).</p> <p>SS-HS-5.1.2 Students will analyze how history is a series of connected events shaped by multiple cause and effect relationships, tying past to present.</p> <p>SS-HS-5.3.2 Students will explain and give examples of how new ideas and technologies led to an Age of Exploration by Europeans that brought great wealth to the absolute monarchies and caused significant political, economic and social changes (disease, religious ideas, technologies, new plants/animals, forms of government) to the other regions of the world.</p>	<p>reasons why conflict and competition (e.g., violence, difference of opinion, stereotypes, prejudice, discrimination, genocide) developed as cultures emerged in the modern world (1500 A.D. to present) and in the United States (Reconstruction to present)</p> <p>describe how compromise and cooperation are characteristics that influence interaction (e.g., peace studies, treaties, conflict resolution) in the modern world (1500 A.D. to present) and the United States (Reconstruction to present)</p> <p>compare examples of cultural elements (e.g., beliefs, customs/traditions, languages, skills, literature, the arts) of diverse groups today to those of the past, using information from a variety of print and non-print sources (e.g., autobiographies, biographies, documentaries, news media, artifacts)</p> <p>interpret how places and regions serve as meaningful symbols for individuals and societies (e.g., Jerusalem, Vietnam Memorial, Ellis Island, the Appalachian region)</p> <p>analyze pros and cons of physical (e.g., climate, mountains, rivers) and human characteristics (e.g., interstate highways, urban centers, workforce) of regions in terms of human activity</p> <p>evaluate reasons for stereotypes (e.g., all cities are dangerous and dirty; rural areas are poor) associated with places or regions</p> <p>explain how cultural differences</p>			
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		<p>and perspectives sometimes result in conflicts in the modern world (1500 A.D. to present) and United States (Reconstruction to present)</p> <p>demonstrate an understanding of the interpretative nature of history using a variety of tools (e.g., primary and secondary sources, Internet, timelines, maps, data):</p> <ul style="list-style-type: none"> examine multiple cause-effect relationships that have shaped history (e.g., showing how a series of events are connected) 			
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Boone County High School Curriculum Map: Social Studies

Course: World Civilizations

Unit: Enlightenment and the English/Puritan Revolution

Essential Questions	Core Content (What do your students need to KNOW?)	Program Of Studies	Assessment (How will you assess what your students ALREADY KNOW, and assess WHAT THEY'VE LEARNED?)	Activities (How will you teach it?)	Resources (What materials will you need)
<p>1.) How did Enlightenment scientists and thinkers challenge old ideas and revolutionize science, the arts, government, and religion?</p> <p>2.) What were the main ideas of Enlightenment philosophers and how did they relate to the democratic revolutions of the 18th Century?</p> <p>3.) What events led to the</p>	<p>SS-HS-1.1.1 Students will compare and contrast (purposes, sources of power) various forms of government in the world (e.g., monarchy, democracy, republic, dictatorship) and evaluate how effective they have been in establishing order, providing security and accomplishing common goals.</p> <p>SS-HS-1.1.2 Students will explain and give examples of how democratic governments preserve and protect the rights and liberties of their constituents through different sources (e.g., U.N. Charter, Declaration of Human Rights, U.S. Constitution).</p> <p>SS-HS-2.2.1 Students will explain how various human needs are met through interaction in and among social institutions (e.g., family, religion, education, government, economy) in the modern world (1500 A.D. to present) and the United States (Reconstruction to present).</p> <p>SS-HS-3.2.1 Students will compare and contrast economic systems (traditional, command, market, mixed) based on their abilities to achieve broad social goals such as freedom, efficiency, equity, security and growth in the modern world.</p>	<p>demonstrate an understanding (e.g., illustrate, write, model, present, debate) of the nature of government: examine ways that democratic governments do or do not preserve and protect the rights and liberties of their constituents (e.g., U.N. Charter, Declaration of the Rights of Man, U.N. Declaration of Human Rights, U.S. Constitution) compare purposes and sources of power of various forms of government in the world, and analyze their effectiveness in establishing order, providing security and accomplishing goals examine conflicts within and among different governments and analyze their impacts on historical or current events</p> <p>explain the principles of limited government (e.g., rule of law, federalism, checks and balances, majority rule, protection of minority rights, separation of powers) and how effective these principles are in protecting individual rights and promoting the "common good" analyze how powers of government are distributed and</p>	<p>1.) Enlightenment writing activity – comparison/contrast modern governments</p> <p>2.) Bill of Rights writing activity (additions and omission)</p>	<p>1.) Biographies of Enlightenment thinkers</p> <p>2.) Agree/Disagree activity (Enlightenment ideas)</p> <p>3.) Writing/reflection – Enlightenment influence on development of U.S. Constitution</p> <p>4.) Relate Enlightenment values to current events (Newspaper, Bill of Rights, etc.)</p>	<p>1.) Handouts: Biographies of philosophers</p> <p>2.) Newspaper article and current event items</p> <p>3.) Primary source documents</p> <p>4.) Textbook</p>

<p>American Revolution and what impact did the Enlightenment ideas have on American government?</p>	<p>SS-HS-5.1.1 Students will use a variety of tools (e.g., primary and secondary sources, data, artifacts) to analyze perceptions and perspectives (e.g., gender, race, region, ethnic group, nationality, age, economic status, religion, politics, geographic factors) of people and historical events in the modern world (1500 A.D. to present) and United States History (Reconstruction to present).</p> <p>SS-HS-5.1.2 Students will analyze how history is a series of connected events shaped by multiple cause and effect relationships, tying past to present.</p>	<p>shared among levels and branches, and how this distribution of powers works to protect the "common good" (e.g., Congress legislates on behalf of the people, the President represents the people as a nation, the Supreme Court acts on behalf of the people as a whole when it interprets the Constitution)</p> <p>investigate the rights of individuals (e.g., Freedom of Information Act, free speech, civic responsibilities in solving global issues) to explain how those rights can sometimes be in conflict with the responsibility of the government to protect the "common good" (e.g., homeland security issues, environmental regulations, censorship, search and seizure), the rights of others (e.g., slander, libel), and civic responsibilities (e.g., personal belief/responsibility versus civic responsibility)</p> <p>analyze and synthesize a variety of information from print and non-print sources (e.g., books, documents, articles, interviews, Internet, film, media) to research issues, perspectives and solutions to problems</p> <p>demonstrate an understanding of the nature of culture: describe how belief systems, knowledge, technology, and behavior patterns define cultures analyze historical perspectives and events in the modern world (1500 A.D. to present) and United States (Reconstruction to present) in terms of how they have affected and been affected by cultural</p>			
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		<p>issues and elements</p> <p>describe and compare how various human needs are met through interactions with and among social institutions (e.g., family, religion, education, government, economy) in the modern world (1500 A.D. to present) and the United States (Reconstruction to present)</p> <p>explain or give examples of how communications between groups can be influenced by cultural differences; explain the reasons why conflict and competition (e.g., violence, difference of opinion, stereotypes, prejudice, discrimination, genocide) developed as cultures emerged in the modern world (1500 A.D. to present) and in the United States (Reconstruction to present)</p> <p>describe how compromise and cooperation are characteristics that influence interaction (e.g., peace studies, treaties, conflict resolution) in the modern world (1500 A.D. to present) and the United States (Reconstruction to present)</p> <p>compare examples of cultural elements (e.g., beliefs, customs/traditions, languages, skills, literature, the arts) of diverse groups today to those of the past, using information from a variety of print and non-print sources (e.g., autobiographies, biographies, documentaries, news media, artifacts)</p> <p>compare and contrast economic systems (e.g., traditional, command, market, mixed), and evaluate their effectiveness in</p>			
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		<p>achieving broad social goals (e.g., freedom, efficiency, equity, security)</p> <p>describe relationships between and among markets (e.g., local, national, global) and exchange of goods and services:</p> <p>explain factors that influence the supply and demand of products (e.g., supply—technology, cost of inputs, number of sellers; demand—income, utility, price of similar products, consumers' preferences)</p> <p>describe how different factors (e.g., new knowledge, technological change, investments in capital goods and human capital/resources) have increased productivity in the world</p> <p>demonstrate an understanding of the interpretative nature of history using a variety of tools (e.g., primary and secondary sources, Internet, timelines, maps, data):</p> <p>examine multiple cause effect relationships that have shaped history (e.g., showing how a series of events are connected)</p> <p>explain how ideas of the Classical Age (e.g., humanism, developments in art and architecture, literature, political theories, rediscovery of Greco-Roman philosophies) impacted people's perspectives during the Renaissance and Reformation</p>			
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Boone County High School Curriculum Map: Social Studies

Course: World Civilizations

Unit: French & American Revolutions & the Congress of Vienna

Essential Questions	Core Content (What do your students need to KNOW?)	Program Of Studies	Assessment (How will you assess what your students ALREADY KNOW, and assess WHAT THEY'VE LEARNED?)	Activities (How will you teach it?)	Resources (What materials will you need)
<ol style="list-style-type: none"> 1.) What political, economic, and social factors led to the French Revolution? 2.) What political reforms occurred in France as a result of the French Revolution? 3.) What was the Reign of Terror? 4.) How did Napoleon rise to power in France? 5.) How/Why did Napoleon's empire 	<p>SS-HS-1.1.1 Students will compare and contrast (purposes, sources of power) various forms of government in the world (e.g., monarchy, democracy, republic, dictatorship) and evaluate how effective they have been in establishing order, providing security and accomplishing common goals.</p> <p>SS-HS-1.1.2 Students will explain and give examples of how democratic governments preserve and protect the rights and liberties of their constituents through different sources (e.g., U.N. Charter, Declaration of the Rights of Man, U.N. Declaration of Human Rights, U.S. Constitution).</p> <p>SS-HS-4.1.2 Students will explain how mental maps, the mental image a person has of an area including knowledge of features and spatial relationships, become more complex as experience, study and the media bring new geographic information.</p> <p>SS-HS-5.1.1 Students will use a variety of tools (e.g., primary and secondary sources, data, artifacts) to analyze perceptions and perspectives (e.g., gender, race, region, ethnic group, nationality, age, economic status, religion, politics, geographic factors) of people and historical events in the modern world (1500 A.D. to present)</p>	<p>demonstrate an understanding (e.g., illustrate, write, model, present, debate) of the nature of government: examine ways that democratic governments do or do not preserve and protect the rights and liberties of their constituents (e.g., U.N. Charter, Declaration of the Rights of Man, U.N. Declaration of Human Rights, U.S. Constitution) compare purposes and sources of power of various forms of government in the world, and analyze their effectiveness in establishing order, providing security and accomplishing goals examine conflicts within and among different governments and analyze their impacts on historical or current events</p> <p>explain the principles of limited government (e.g., rule of law, federalism, checks and balances, majority rule, protection of minority rights, separation of powers) and how effective these principles are in protecting individual rights and promoting the "common good" analyze how powers of government are distributed and</p>	<ol style="list-style-type: none"> 1.) Objective Test/Quizzes 2.) Open Response: Trace the phases/changes in French government from the Old Regime to the directory 3.) Word sort (Categorization) 4.) Film Guide: Scarlet Pimpernel 	<ol style="list-style-type: none"> 1.) Evaluate the structure of the Old Regime with graphic organizer 2.) Evaluate political cartoons (unjust social order) 3.) Video – The Guillotine 4.) Map Activities: Europe at the height of Napoleon's power and Europe at the Congress of Vienna 	<ol style="list-style-type: none"> 1.) Handouts: Graphic organizers, primary sources, political cartoons, movie guide, map 2.) Textbook 3.) Video – Guillotine

<p>collapse and what is its relationship to the rise of nationalism?</p> <p>6.) What impact did the Congress of Vienna have on European politics?</p> <p>7.) What were the main goals of the Congress of Vienna?</p>	<p>and United States History (Reconstruction to present). SS-HS-5.1.2 Students will analyze how history is a series of connected events shaped by multiple cause and effect relationships, tying past to present. SS-HS-5.3.3 Students will analyze how an Age of Revolution brought about changes in science, thought, government and industry (e.g., Newtonian physics, free trade principles, rise of democratic principles, development of the modern state) that shaped the modern world, and evaluate the long range impact of these changes on the modern world.</p>	<p>shared among levels and branches, and how this distribution of powers works to protect the "common good" (e.g., Congress legislates on behalf of the people, the President represents the people as a nation, the Supreme Court acts on behalf of the people as a whole when it interprets the Constitution)</p> <p>investigate the rights of individuals (e.g., Freedom of Information Act, free speech, civic responsibilities in solving global issues) to explain how those rights can sometimes be in conflict with the responsibility of the government to protect the "common good" (e.g., homeland security issues, environmental regulations, censorship, search and seizure), the rights of others (e.g., slander, libel), and civic responsibilities (e.g., personal belief/responsibility versus civic responsibility)</p> <p>analyze and synthesize a variety of information from print and non-print sources (e.g., books, documents, articles, interviews, Internet, film, media) to research issues, perspectives and solutions to problems</p> <p>demonstrate an understanding of the nature of culture: describe how belief systems, knowledge, technology, and behavior patterns define cultures analyze historical perspectives and events in the modern world (1500 A.D. to present) and United States (Reconstruction to present) in terms of how they have affected and been affected by cultural</p>			
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		<p>issues and elements</p> <p>describe and compare how various human needs are met through interactions with and among social institutions (e.g., family, religion, education, government, economy) in the modern world (1500 A.D. to present) and the United States (Reconstruction to present)</p> <p>explain or give examples of how communications between groups can be influenced by cultural differences; explain the reasons why conflict and competition (e.g., violence, difference of opinion, stereotypes, prejudice, discrimination, genocide) developed as cultures emerged in the modern world (1500 A.D. to present) and in the United States (Reconstruction to present)</p> <p>describe how compromise and cooperation are characteristics that influence interaction (e.g., peace studies, treaties, conflict resolution) in the modern world (1500 A.D. to present) and the United States (Reconstruction to present)</p> <p>compare examples of cultural elements (e.g., beliefs, customs/traditions, languages, skills, literature, the arts) of diverse groups today to those of the past, using information from a variety of print and non-print sources (e.g., autobiographies, biographies, documentaries, news media, artifacts)</p> <p>demonstrate an understanding of the interpretative nature of history using a variety of tools (e.g., primary and secondary sources,</p>			
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		<p>Internet, timelines, maps, data): examine multiple cause effect relationships that have shaped history (e.g., showing how a series of events are connected)</p> <p>investigate how political, social and cultural revolutions (e.g., French, Industrial, Bolshevik, Chinese) brought about changes in science, thought, government, or industry and had long-range impacts on the modern world</p>			
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Boone County High School Curriculum Map: Social Studies

Course: World Civilizations

Unit: Industrial Revolution & its Political, Social, & Economic Responses

Essential Questions	Core Content (What do your students need to KNOW?)	Program Of Studies	Assessment (How will you assess what your students ALREADY KNOW, and assess WHAT THEY'VE LEARNED?)	Activities (How will you teach it?)	Resources (What materials will you need)
<ol style="list-style-type: none"> 1.) Why did the Industrial Revolution begin in Great Britain? 2.) What were the key inventions/improvements of the Industrial Revolution? 3.) How did Industrialization spread through Europe and beyond? 4.) What economic, social, and political consequences and reforms arose for the 	<p>SS-HS-2.1.1 Students will explain how belief systems, knowledge, technology and behavior patterns define cultures and help to explain historical perspectives and events in the modern world (1500 A.D. to present) and United States (Reconstruction to present).</p> <p>SS-HS-2.2.1 Students will explain how various human needs are met through interaction in and among social institutions (e.g., family, religion, education, government, economy) in the modern world (1500 A.D. to present) and the United States (Reconstruction to present).</p> <p>SS-HS-3.1.1 Students will give examples of and explain how scarcity of resources necessitates choices at both the personal and societal levels in the modern world (1500 A.D. to present) and the United States (Reconstruction to present) and explain the impact of those choices.</p> <p>SS-HS-3.2.1 Students will compare and contrast economic systems (traditional, command, market, mixed) based on their abilities to achieve broad social goals such as freedom, efficiency, equity, security and growth in the modern world.</p> <p>SS-HS-3.2.2 Students will describe economic</p>	<p>analyze and synthesize a variety of information from print and non-print sources (e.g., books, documents, articles, interviews, Internet, film, media) to research issues, perspectives and solutions to problems</p> <p>demonstrate an understanding of the nature of culture: describe how belief systems, knowledge, technology, and behavior patterns define cultures and events in the modern world (1500 A.D. to present) and United States (Reconstruction to present) in terms of how they have affected and been affected by cultural issues and elements describe and compare how various human needs are met through interactions with and among social institutions (e.g., family, religion, education, government, economy) in the modern world (1500 A.D. to present) and the United States (Reconstruction to present) explain or give examples of how communications between groups can be influenced by cultural differences; explain the</p>	<ol style="list-style-type: none"> 1.) Industrial Revolution writing activity – Impact of industry on society today 2.) Primary source reflections 3.) Perfect nation project (More and Marx) 	<ol style="list-style-type: none"> 1.) Industrial Revolution Vocabulary Crossword 2.) Industrial Revolution Foldable activity 3.) Primary sources – textile industry, transportation 	<ol style="list-style-type: none"> 1.) Handouts 2.) Colored paper 3.) Textbook

<p>Industrial Revolution?</p>	<p>institutions such as corporations, labor unions, banks, stock markets, cooperatives and partnerships. SS-HS-3.4.3 Students will explain and give examples of how interdependence of personal, national and international economic activities often results in international issues and concerns (e.g., natural resource dependencies, economic sanctions, environmental and humanitarian issues) in the modern world (1500 A.D. to present) and the United States (Reconstruction to present). SS-HS-4.2.3 Students will explain how people can develop stereotypes about places and regions (e.g., all cities are dangerous and dirty; rural areas are poor). SS-HS-4.3.1 Students will describe the movement and settlement patterns of people in various places and analyze the causes of that movement and settlement (e.g., push factors such as famines or military conflicts; pull factors such as climate or economic opportunity) and the impacts in the modern world (1500 A.D. to present) and United States (Reconstruction to present). SS-HS-4.4.1 Students will explain how humans develop strategies (e.g., transportation, communication, technology) to overcome limits of their physical environment. SS-HS-4.4.3 Students will explain how group and individual perspectives impact the use of natural resources (e.g., mineral extraction, land reclamation). SS-HS-5.1.1 Students will use a variety of tools (e.g., primary and secondary sources, data, artifacts) to analyze perceptions and perspectives (e.g., gender, race, region,</p>	<p>reasons why conflict and competition (e.g., violence, difference of opinion, stereotypes, prejudice, discrimination, genocide) developed as cultures emerged in the modern world (1500 A.D. to present) and in the United States (Reconstruction to present) describe how compromise and cooperation are characteristics that influence interaction (e.g., peace studies, treaties, conflict resolution) in the modern world (1500 A.D. to present) and the United States (Reconstruction to present) compare examples of cultural elements (e.g., beliefs, customs/traditions, languages, skills, literature, the arts) of diverse groups today to those of the past, using information from a variety of print and non-print sources (e.g., autobiographies, biographies, documentaries, news media, artifacts)</p> <p>demonstrate an understanding of the nature of limited resources and scarcity in the modern world (1500 A.D. to present) and the United States (Reconstruction to present): explain how governments with limited budgets consider revenues, costs and opportunity when planning expenditures</p> <p>compare and contrast economic systems (e.g., traditional, command, market, mixed), and evaluate their effectiveness in achieving broad social goals (e.g., freedom, efficiency, equity, security) describe relationships</p>			
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	<p>ethnic group, nationality, age, economic status, religion, politics, geographic factors) of people and historical events in the modern world (1500 A.D. to present) and United States History (Reconstruction to present). SS-HS-5.1.2 Students will analyze how history is a series of connected events shaped by multiple cause and effect relationships, tying past to present.</p>	<p>between and among markets (e.g., local, national, global) and exchange of goods and services: explain factors that influence the supply and demand of products (e.g., supply—technology, cost of inputs, number of sellers; demand—income, utility, price of similar products, consumers' preferences) describe how different factors (e.g., new knowledge, technological change, investments in capital goods and human capital/resources) have increased productivity in the world</p> <p>analyze how economies of nations around the world (e.g., China, India, Japan) affect and are affected by American economic policies</p> <p>interpret patterns and develop rationales for the location and distribution of Earth's human features (e.g., available transportation, location of resources and markets, individual preference, centralization versus dispersion)</p> <p>analyze the causes of movement and settlement (e.g., famines, military conflicts, climate, economic opportunity) and their impacts in different places and at different times in history explain how technology has facilitated the movement of goods, services and populations, increased economic interdependence, and influenced development of centers of economic activity (e.g., cities, interstate highways, airports,</p>			
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		<p>rivers, railroads, computers, telecommunications)</p> <p>demonstrate an understanding of the interpretative nature of history using a variety of tools (e.g., primary and secondary sources, Internet, timelines, maps, data): examine multiple cause-effect relationships that have shaped history (e.g., showing how a series of events are connected)</p>			
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Boone County High School Curriculum Map: Social Studies

Course: World Civilizations

Unit: Rise of Nationalism/German & Italian Unification

Essential Questions	Core Content (What do your students need to KNOW?)	Program Of Studies	Assessment (How will you assess what your students ALREADY KNOW, and assess WHAT THEY'VE LEARNED?)	Activities (How will you teach it?)	Resources (What materials will you need)
<p>1.) How did nationalism encourage the unification of a modern Italian and German Nation State?</p> <p>2.) How did Napoleon influence European nationalism?</p> <p>3.) How are the Machiavellian attitudes evident in the rise of the modern Italian and German nation-states?</p>	<p>SS-HS-1.1.1 Students will compare and contrast (purposes, sources of power) various forms of government in the world (e.g., monarchy, democracy, republic, dictatorship) and evaluate how effective they have been in establishing order, providing security and accomplishing common goals.</p> <p>SS-HS-4.2.4 Students will explain how people from different cultures with different perspectives view regions (e.g., Middle East, Balkans) in different ways, sometimes resulting in conflict in the modern world (1500 A.D. to present) and United States (Reconstruction to present).</p> <p>SS-HS-4.3.1 Students will describe the movement and settlement patterns of people in various places and analyze the causes of that movement and settlement (e.g., push factors such as famines or military conflicts; pull factors such as climate or economic opportunity) and the impacts in the modern world (1500 A.D. to present) and United States (Reconstruction to present).</p> <p>SS-HS-5.1.1 Students will use a variety of tools (e.g., primary and secondary sources, data, artifacts) to analyze perceptions and</p>	<p>demonstrate an understanding (e.g., illustrate, write, model, present, debate) of the nature of government: examine ways that democratic governments do or do not preserve and protect the rights and liberties of their constituents (e.g., U.N. Charter, Declaration of the Rights of Man, U.N. Declaration of Human Rights, U.S. Constitution) compare purposes and sources of power of various forms of government in the world, and analyze their effectiveness in establishing order, providing security and accomplishing goals examine conflicts within and among different governments and analyze their impacts on historical or current events</p> <p>analyze and synthesize a variety of information from print and non-print sources (e.g., books, documents, articles, interviews, Internet, film, media) to research issues, perspectives and solutions to problems</p> <p>demonstrate an understanding of the nature of culture: describe how belief systems,</p>	<p>1.) Analysis of primary sources (i.e., Machiavelli/Garibaldi/Bismarck)</p> <p>2.) Objective Test</p> <p>3.) Quizzes</p> <p>4.) Film Guide</p>	<p>1.) Maps: Unification of Germany, Unification of Italy</p> <p>2.) Film: Germany – Blood and Iron</p> <p>3.) Compare/Contrast rise of nationalism in Germany and Italy</p>	<p>1.) Map handouts, film guide</p> <p>2.) Textbook</p> <p>3.) Video – Blood/Iron</p>

	<p>perspectives (e.g., gender, race, region, ethnic group, nationality, age, economic status, religion, politics, geographic factors) of people and historical events in the modern world (1500 A.D. to present) and United States History (Reconstruction to present).</p> <p>SS-HS-5.1.2 Students will analyze how history is a series of connected events shaped by multiple cause and effect relationships, tying past to present.</p> <p>SS-HS-5.3.4 Students will analyze how nationalism, militarism and imperialism led to world conflicts and the rise of totalitarian governments (e.g., European imperialism in Africa, World War I, the Bolshevik Revolution, Nazism, World War II).</p>	<p>knowledge, technology, and behavior patterns define cultures</p> <p>analyze historical perspectives and events in the modern world (1500 A.D. to present) and United States (Reconstruction to present) in terms of how they have affected and been affected by cultural issues and elements</p> <p>describe and compare how various human needs are met through interactions with and among social institutions (e.g., family, religion, education, government, economy) in the modern world (1500 A.D. to present) and the United States (Reconstruction to present)</p> <p>explain or give examples of how communications between groups can be influenced by cultural differences; explain the reasons why conflict and competition (e.g., violence, difference of opinion, stereotypes, prejudice, discrimination, genocide) developed as cultures emerged in the modern world (1500 A.D. to present) and in the United States (Reconstruction to present)</p> <p>describe how compromise and cooperation are characteristics that influence interaction (e.g., peace studies, treaties, conflict resolution) in the modern world (1500 A.D. to present) and the United States (Reconstruction to present)</p> <p>compare examples of cultural elements (e.g., beliefs, customs/traditions, languages, skills, literature, the arts) of diverse groups today to those of the past, using information from a variety of print and non-print</p>			
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		<p>sources (e.g., autobiographies, biographies, documentaries, news media, artifacts)</p> <p>interpret how places and regions serve as meaningful symbols for individuals and societies (e.g., Jerusalem, Vietnam Memorial, Ellis Island, the Appalachian region)</p> <p>analyze pros and cons of physical (e.g., climate, mountains, rivers) and human characteristics (e.g., interstate highways, urban centers, workforce) of regions in terms of human activity</p> <p>evaluate reasons for stereotypes (e.g., all cities are dangerous and dirty; rural areas are poor) associated with places or regions</p> <p>explain how cultural differences and perspectives sometimes result in conflicts in the modern world (1500 A.D. to present) and United States (Reconstruction to present)</p> <p>analyze the causes of movement and settlement (e.g., famines, military conflicts, climate, economic opportunity) and their impacts in different places and at different times in history</p> <p>explain how technology has facilitated the movement of goods, services and populations, increased economic interdependence, and influenced development of centers of economic activity (e.g., cities, interstate highways, airports, rivers, railroads, computers, telecommunications)</p> <p>demonstrate an understanding of the interpretative nature of history using a variety of tools (e.g.,</p>			
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		<p>primary and secondary sources, Internet, timelines, maps, data): examine multiple cause-effect relationships that have shaped history (e.g., showing how a series of events are connected)</p> <p>investigate how political, social and cultural revolutions (e.g., French, Industrial, Bolshevik, Chinese) brought about changes in science, thought, government, or industry and had long-range impacts on the modern world</p>			
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Boone County High School Curriculum Map: Social Studies

Course: World Civilizations

Unit: World War I/Russian Revolution

Essential Questions	Core Content (What do your students need to KNOW?)	Program Of Studies	Assessment (How will you assess what your students ALREADY KNOW, and assess WHAT THEY'VE LEARNED?)	Activities (How will you teach it?)	Resources (What materials will you need)
<ol style="list-style-type: none"> 1.) What are the four causes of WWI? 2.) What are the causes and consequence of trench warfare? 3.) What was the central conflict amongst the Big Four in negotiating the Peace Treaty ending WWI? 4.) How did the Versailles Treaty punish Germany? 5.) How does Versailles Treaty relate 	<p>SS-HS-2.3.2 Students will explain and give examples of how compromise and cooperation are characteristics that influence interaction (e.g., peace studies, treaties, conflict resolution) in the modern world (1500 A.D. to present) and the United States (Reconstruction to present).</p> <p>SS-HS-3.2.1 Students will compare and contrast economic systems (traditional, command, market, mixed) based on their abilities to achieve broad social goals such as freedom, efficiency, equity, security and growth in the modern world.</p> <p>SS-HS-4.1.2 Students will explain how mental maps, the mental image a person has of an area including knowledge of features and spatial relationships, become more complex as experience, study and the media bring new geographic information.</p> <p>SS-HS-4.2.2 Students will explain how physical (e.g., climate, mountains, rivers) and human characteristics (e.g., interstate highways, urban centers, workforce) of regions create advantages and disadvantages for human activities in a specific place.</p> <p>SS-HS-4.2.4 Students will explain how people from different cultures with different perspectives view regions (e.g., Middle</p>	<p>analyze and synthesize a variety of information from print and non-print sources (e.g., books, documents, articles, interviews, Internet, film, media) to research issues, perspectives and solutions to problems</p> <p>demonstrate an understanding of the nature of culture: describe how belief systems, knowledge, technology, and behavior patterns define cultures analyze historical perspectives and events in the modern world (1500 A.D. to present) and United States (Reconstruction to present) in terms of how they have affected and been affected by cultural issues and elements describe and compare how various human needs are met through interactions with and among social institutions (e.g., family, religion, education, government, economy) in the modern world (1500 A.D. to present) and the United States (Reconstruction to present) explain or give examples of how communications between groups can be influenced by cultural differences; explain the</p>	<ol style="list-style-type: none"> 1.) Objective Test 2.) Open Response 3.) Maps 4.) Quizzes 5.) Political cartoon analysis 	<ol style="list-style-type: none"> 1.) Maps: Europe before and after WWI 2.) WWI foldable 3.) Evaluation of trench warfare and new technology 4.) WWI poetry/literature 5.) Primary sources (visual) 	<ol style="list-style-type: none"> 1.) Handouts: Map/poetry 2.) Colored paper 3.) WWI images 4.) Textbook

<p>to WWII?</p> <p>6.) How did the Big Four respond to Wilson's idealism made evident in the 14 Points?</p> <p>7.) How did Russia's experience in WWI relate to the Bolshevik Revolution?</p>	<p>East, Balkans) in different ways, sometimes resulting in conflict in the modern world (1500 A.D. to present) and United States (Reconstruction to present).</p> <p>SS-HS-4.4.1 Students will explain how humans develop strategies (e.g., transportation, communication, technology) to overcome limits of their physical environment.</p> <p>SS-HS-4.4.3 Students will explain how group and individual perspectives impact the use of natural resources (e.g., mineral extraction, land reclamation).</p> <p>SS-HS-5.1.1 Students will use a variety of tools (e.g., primary and secondary sources, data, artifacts) to analyze perceptions and perspectives (e.g., gender, race, region, ethnic group, nationality, age, economic status, religion, politics, geographic factors) of people and historical events in the modern world (1500 A.D. to present) and United States History (Reconstruction to present).</p> <p>SS-HS-5.1.2 Students will analyze how history is a series of connected events shaped by multiple cause and effect relationships, tying past to present.</p> <p>SS-HS-5.3.4 Students will analyze how nationalism, militarism and imperialism led to world conflicts and the rise of totalitarian governments (e.g., European imperialism in Africa, World War I, the Bolshevik Revolution, Nazism, World War II).</p>	<p>reasons why conflict and competition (e.g., violence, difference of opinion, stereotypes, prejudice, discrimination, genocide) developed as cultures emerged in the modern world (1500 A.D. to present) and in the United States (Reconstruction to present)</p> <p>describe how compromise and cooperation are characteristics that influence interaction (e.g., peace studies, treaties, conflict resolution) in the modern world (1500 A.D. to present) and the United States (Reconstruction to present)</p> <p>compare examples of cultural elements (e.g., beliefs, customs/traditions, languages, skills, literature, the arts) of diverse groups today to those of the past, using information from a variety of print and non-print sources (e.g., autobiographies, biographies, documentaries, news media, artifacts)</p> <p>interpret how places and regions serve as meaningful symbols for individuals and societies (e.g., Jerusalem, Vietnam Memorial, Ellis Island, the Appalachian region)</p> <p>analyze pros and cons of physical (e.g., climate, mountains, rivers) and human characteristics (e.g., interstate highways, urban centers, workforce) of regions in terms of human activity</p> <p>evaluate reasons for stereotypes (e.g., all cities are dangerous and dirty; rural areas are poor) associated with places or regions</p> <p>explain how cultural differences and perspectives sometimes result</p>			
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		<p>in conflicts in the modern world (1500 A.D. to present) and United States (Reconstruction to present)</p> <p>demonstrate an understanding of the interpretative nature of history using a variety of tools (e.g., primary and secondary sources, Internet, timelines, maps, data): examine multiple cause effect relationships that have shaped history (e.g., showing how a series of events are connected)</p> <p>analyze how the United States participates with the global community to maintain and restore world peace (e.g., League of Nations, United Nations, Cold War politics, Persian Gulf War), and evaluate the impact of these efforts</p> <p>examine how nationalism, militarism, expansionism and imperialism led to conflicts (e.g., World War I, Japanese aggression in China and the Pacific, European imperialism in Africa, World War II) and the rise of totalitarian governments (e.g., Communism in Russia, Fascism in Italy, Nazism in Germany)</p>			
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Boone County High School Curriculum Map: Social Studies

Course: World Civilizations

Unit: Totalitarianism

Essential Questions	Core Content (What do your students need to KNOW?)	Program Of Studies	Assessment (How will you assess what your students ALREADY KNOW, and assess WHAT THEY'VE LEARNED?)	Activities (How will you teach it?)	Resources (What materials will you need)
<ol style="list-style-type: none"> 1.) What is totalitarianism? 2.) Between WWI and WWII, what were the types of totalitarianism and in which seven nations did they emerge? 3.) How did economics and political chaos relate to the rise of totalitarian states? 4.) How did totalitarianism states limit civil rights? 	<p>SS-HS-1.1.1 Students will compare and contrast (purposes, sources of power) various forms of government in the world (e.g., monarchy, democracy, republic, dictatorship) and evaluate how effective they have been in establishing order, providing security and accomplishing common goals.</p> <p>SS-HS-2.3.1 Students will explain the reasons why conflict and competition (e.g., violence, prejudice, discrimination, genocide) may develop as cultures emerge in the modern world (1500 A.D. to present) and the United States (Reconstruction to present).</p> <p>SS-HS-3.1.2 Students will explain how governments have limited budgets, so they must compare revenues to costs and consider opportunity cost when planning public projects.</p> <p>SS-HS-3.2.1 Students will compare and contrast economic systems (traditional, command, market, mixed) based on their abilities to achieve broad social goals such as freedom, efficiency, equity, security and growth in the modern world.</p> <p>SS-HS-3.2.2 Students will describe economic</p>	<p>demonstrate an understanding (e.g., illustrate, write, model, present, debate) of the nature of government: examine ways that democratic governments do or do not preserve and protect the rights and liberties of their constituents (e.g., U.N. Charter, Declaration of the Rights of Man, U.N. Declaration of Human Rights, U.S. Constitution) compare purposes and sources of power of various forms of government in the world, and analyze their effectiveness in establishing order, providing security and accomplishing goals examine conflicts within and among different governments and analyze their impacts on historical or current events</p> <p>analyze and synthesize a variety of information from print and non-print sources (e.g., books, documents, articles, interviews, Internet, film, media) to research issues, perspectives and solutions to problems</p> <p>demonstrate an understanding of the nature of culture: describe how belief systems,</p>	<ol style="list-style-type: none"> 1.) Objective Test 2.) Quiz 3.) Open Response 	<ol style="list-style-type: none"> 1.) Compare/Contrast Mussolini and Hitler's rise of power 2.) Discussion of Nuremberg Laws 3.) Primary source documents (Mein Kampf, Night of the Broken Glass, Third Reich) 	<ol style="list-style-type: none"> 1.) Primary source handout 2.) Textbook

	<p>institutions such as corporations, labor unions, banks, stock markets, cooperatives and partnerships.</p> <p>SS-HS-4.2.1 Students will interpret how places and regions serve as meaningful symbols for individuals and societies (e.g., Jerusalem, Vietnam Memorial, Ellis Island, the Appalachian region).</p> <p>SS-HS-4.2.3 Students will explain how people can develop stereotypes about places and regions (e.g., all cities are dangerous and dirty; rural areas are poor).</p> <p>SS-HS-4.2.4 Students will explain how people from different cultures with different perspectives view regions (e.g., Middle East, Balkans) in different ways, sometimes resulting in conflict in the modern world (1500 A.D. to present) and United States (Reconstruction to present).</p> <p>SS-HS-5.1.1 Students will use a variety of tools (e.g., primary and secondary sources, data, artifacts) to analyze perceptions and perspectives (e.g., gender, race, region, ethnic group, nationality, age, economic status, religion, politics, geographic factors) of people and historical events in the modern world (1500 A.D. to present) and United States History (Reconstruction to present).</p> <p>SS-HS-5.1.2 Students will analyze how history is a series of connected events shaped by multiple cause and effect relationships, tying past to present.</p>	<p>knowledge, technology, and behavior patterns define cultures</p> <p>analyze historical perspectives and events in the modern world (1500 A.D. to present) and United States (Reconstruction to present) in terms of how they have affected and been affected by cultural issues and elements</p> <p>describe and compare how various human needs are met through interactions with and among social institutions (e.g., family, religion, education, government, economy) in the modern world (1500 A.D. to present) and the United States (Reconstruction to present)</p> <p>explain or give examples of how communications between groups can be influenced by cultural differences; explain the reasons why conflict and competition (e.g., violence, difference of opinion, stereotypes, prejudice, discrimination, genocide) developed as cultures emerged in the modern world (1500 A.D. to present) and in the United States (Reconstruction to present)</p> <p>describe how compromise and cooperation are characteristics that influence interaction (e.g., peace studies, treaties, conflict resolution) in the modern world (1500 A.D. to present) and the United States (Reconstruction to present)</p> <p>compare examples of cultural elements (e.g., beliefs, customs/traditions, languages, skills, literature, the arts) of diverse groups today to those of the past, using information from a variety of print and non-print</p>			
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		<p>sources (e.g., autobiographies, biographies, documentaries, news media, artifacts)</p> <p>compare and contrast economic systems (e.g., traditional, command, market, mixed), and evaluate their effectiveness in achieving broad social goals (e.g., freedom, efficiency, equity, security)</p> <p>describe relationships between and among markets (e.g., local, national, global) and exchange of goods and services:</p> <p>explain factors that influence the supply and demand of products (e.g., supply—technology, cost of inputs, number of sellers; demand—income, utility, price of similar products, consumers' preferences)</p> <p>describe how different factors (e.g., new knowledge, technological change, investments in capital goods and human capital/resources) have increased productivity in the world</p> <p>interpret how places and regions serve as meaningful symbols for individuals and societies (e.g., Jerusalem, Vietnam Memorial, Ellis Island, the Appalachian region)</p> <p>analyze pros and cons of physical (e.g., climate, mountains, rivers) and human characteristics (e.g., interstate highways, urban centers, workforce) of regions in terms of human activity</p> <p>evaluate reasons for stereotypes (e.g., all cities are dangerous and dirty; rural areas are poor) associated with places or regions</p> <p>explain how cultural differences</p>			
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		<p>and perspectives sometimes result in conflicts in the modern world (1500 A.D. to present) and United States (Reconstruction to present)</p> <p>demonstrate an understanding of the interpretative nature of history using a variety of tools (e.g., primary and secondary sources, Internet, timelines, maps, data): examine multiple cause effect relationships that have shaped history (e.g., showing how a series of events are connected)</p> <p>examine how nationalism, militarism, expansionism and imperialism led to conflicts (e.g., World War I, Japanese aggression in China and the Pacific, European imperialism in Africa, World War II) and the rise of totalitarian governments (e.g., Communism in Russia, Fascism in Italy, Nazism in Germany)</p> <p>analyze the impact of the rise of both the United States and the Soviet Union to superpower status following World War II, development of the Cold War, and the formation of new nations in Africa, Asia, Eastern Europe, and the Middle East</p>			
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Boone County High School Curriculum Map: Social Studies

Course: World Civilizations

Unit: World War II

Essential Questions	Core Content (What do your students need to KNOW?)	Program Of Studies	Assessment (How will you assess what your students ALREADY KNOW, and assess WHAT THEY'VE LEARNED?)	Activities (How will you teach it?)	Resources (What materials will you need)
<ol style="list-style-type: none"> 1.) What were the four causes of WWII? 2.) What was allied strategy for eliminating Axis victory within the three major theatres of WWII (Pacific, Europe, and North America)? 3.) What was the Holocaust? 4.) How did the world address "crimes against humanity" 	<p>SS-HS-2.3.2 Students will explain and give examples of how compromise and cooperation are characteristics that influence interaction (e.g., peace studies, treaties, conflict resolution) in the modern world (1500 A.D. to present) and the United States (Reconstruction to present).</p> <p>SS-HS-4.2.4 Students will explain how people from different cultures with different perspectives view regions (e.g., Middle East, Balkans) in different ways, sometimes resulting in conflict in the modern world (1500 A.D. to present) and United States (Reconstruction to present).</p> <p>SS-HS-4.3.1 Students will describe the movement and settlement patterns of people in various places and analyze the causes of that movement and settlement (e.g., push factors such as famines or military conflicts; pull factors such as climate or economic opportunity) and the impacts in the modern world (1500 A.D. to present) and United States (Reconstruction to present).</p> <p>SS-HS-4.4.1 Students will explain how humans develop strategies (e.g., transportation, communication, technology) to overcome limits of their physical environment.</p>	<p>analyze and synthesize a variety of information from print and non-print sources (e.g., books, documents, articles, interviews, Internet, film, media) to research issues, perspectives and solutions to problems</p> <p>demonstrate an understanding of the nature of culture: describe how belief systems, knowledge, technology, and behavior patterns define cultures analyze historical perspectives and events in the modern world (1500 A.D. to present) and United States (Reconstruction to present) in terms of how they have affected and been affected by cultural issues and elements describe and compare how various human needs are met through interactions with and among social institutions (e.g., family, religion, education, government, economy) in the modern world (1500 A.D. to present) and the United States (Reconstruction to present) explain or give examples of how communications between groups can be influenced by cultural differences; explain the</p>	<ol style="list-style-type: none"> 1.) Objective Test 2.) Map 3.) Quiz 4.) Film Guide 	<ol style="list-style-type: none"> 1.) Vocabulary 2.) Connection to WWI 3.) Political cartoons: Appeasement, Cold War 4.) Map activities: Europe before and after the war 5.) Primary source documents 	<ol style="list-style-type: none"> 1.) Handouts: p.s., cartoons 2.) Maps 3.) Textbook

<p>committed during WWII?</p> <p>5.) How did the revolution of the war in Europe lead to Cold War tensions between the U.S. and Soviet Union?</p>	<p>SS-HS-4.4.3) Students will explain how group and individual perspectives impact the use of natural resources (e.g., mineral extraction, land reclamation).</p> <p>SS-HS-5.1.1 Students will use a variety of tools (e.g., primary and secondary sources, data, artifacts) to analyze perceptions and perspectives (e.g., gender, race, region, ethnic group, nationality, age, economic status, religion, politics, geographic factors) of people and historical events in the modern world (1500 A.D. to present) and United States History (Reconstruction to present).</p> <p>SS-HS-5.1.2 Students will analyze how history is a series of connected events shaped by multiple cause and effect relationships, tying past to present.</p> <p>SS-HS-5.3.4 Students will analyze how nationalism, militarism and imperialism led to world conflicts and the rise of totalitarian governments (e.g., European imperialism in Africa, World War I, the Bolshevik Revolution, Nazism, World War II).</p> <p>SS-HS-5.3.5 Students will explain the rise of both the United States and the Soviet Union to superpower status following World War II, the subsequent development of the Cold War, and the formation of new nations in Africa, Asia, Eastern Europe and the Middle East, and evaluate the impact of these events on the global community.</p>	<p>reasons why conflict and competition (e.g., violence, difference of opinion, stereotypes, prejudice, discrimination, genocide) developed as cultures emerged in the modern world (1500 A.D. to present) and in the United States (Reconstruction to present)</p> <p>describe how compromise and cooperation are characteristics that influence interaction (e.g., peace studies, treaties, conflict resolution) in the modern world (1500 A.D. to present) and the United States (Reconstruction to present)</p> <p>compare examples of cultural elements (e.g., beliefs, customs/traditions, languages, skills, literature, the arts) of diverse groups today to those of the past, using information from a variety of print and non-print sources (e.g., autobiographies, biographies, documentaries, news media, artifacts)</p> <p>analyze how economies of nations around the world (e.g., China, India, Japan) affect and are affected by American economic policies</p> <p>interpret how places and regions serve as meaningful symbols for individuals and societies (e.g., Jerusalem, Vietnam Memorial, Ellis Island, the Appalachian region)</p> <p>analyze pros and cons of physical (e.g., climate, mountains, rivers) and human characteristics (e.g., interstate highways, urban centers, workforce) of regions in terms of human activity</p>			
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		<p>evaluate reasons for stereotypes (e.g., all cities are dangerous and dirty; rural areas are poor) associated with places or regions</p> <p>explain how cultural differences and perspectives sometimes result in conflicts in the modern world (1500 A.D. to present) and United States (Reconstruction to present)</p> <p>analyze the causes of movement and settlement (e.g., famines, military conflicts, climate, economic opportunity) and their impacts in different places and at different times in history</p> <p>explain how technology has facilitated the movement of goods, services and populations, increased economic interdependence, and influenced development of centers of economic activity (e.g., cities, interstate highways, airports, rivers, railroads, computers, telecommunications)</p> <p>demonstrate an understanding of the interpretative nature of history using a variety of tools (e.g., primary and secondary sources, Internet, timelines, maps, data):</p> <p>examine multiple cause-effect relationships that have shaped history (e.g., showing how a series of events are connected)</p> <p>analyze how the United States participates with the global community to maintain and restore world peace (e.g., League of Nations, United Nations, Cold War politics, Persian Gulf War), and evaluate the impact of these efforts</p>			
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		<p>examine how nationalism, militarism, expansionism and imperialism led to conflicts (e.g., World War I, Japanese aggression in China and the Pacific, European imperialism in Africa, World War II) and the rise of totalitarian governments (e.g., Communism in Russia, Fascism in Italy, Nazism in Germany)</p> <p>analyze the impact of the rise of both the United States and the Soviet Union to superpower status following World War II, development of the Cold War, and the formation of new nations in Africa, Asia, Eastern Europe, and the Middle East</p>			
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Boone County High School Curriculum Map: Social Studies

Course: World Civilizations

Unit: Post World War II: Cold War Issues

Essential Questions	Core Content (What do your students need to KNOW?)	Program Of Studies	Assessment (How will you assess what your students ALREADY KNOW, and assess WHAT THEY'VE LEARNED?)	Activities (How will you teach it?)	Resources (What materials will you need)
<ol style="list-style-type: none"> 1.) Who were the emerging superpowers of WWII and what were their differences (i.e., political, economic, cultural) 2.) How are increasing Cold War tensions made evident post-WWII conferences? 3.) What was NATO and the Warsaw Pact and how did they affect other nations? 	<p>SS-HS-4.2.2 Students will explain how physical (e.g., climate, mountains, rivers) and human characteristics (e.g., interstate highways, urban centers, workforce) of regions create advantages and disadvantages for human activities in a specific place.</p> <p>SS-HS-5.1.1 Students will use a variety of tools (e.g., primary and secondary sources, data, artifacts) to analyze perceptions and perspectives (e.g., gender, race, region, ethnic group, nationality, age, economic status, religion, politics, geographic factors) of people and historical events in the modern world (1500 A.D. to present) and United States History (Reconstruction to present).</p> <p>SS-HS-5.1.2 Students will analyze how history is a series of connected events shaped by multiple cause and effect relationships, tying past to present.</p> <p>SS-HS-5.3.5 Students will explain the rise of both the United States and the Soviet Union to superpower status following World War II, the subsequent development of the Cold War, and the formation of new nations in Africa, Asia, Eastern Europe and the Middle East, and evaluate the impact of these events on the global community.</p>	<p>analyze and synthesize a variety of information from print and non-print sources (e.g., books, documents, articles, interviews, Internet, film, media) to research issues, perspectives and solutions to problems</p> <p>demonstrate an understanding of the nature of culture: describe how belief systems, knowledge, technology, and behavior patterns define cultures analyze historical perspectives and events in the modern world (1500 A.D. to present) and United States (Reconstruction to present) in terms of how they have affected and been affected by cultural issues and elements describe and compare how various human needs are met through interactions with and among social institutions (e.g., family, religion, education, government, economy) in the modern world (1500 A.D. to present) and the United States (Reconstruction to present) explain or give examples of how communications between groups can be influenced by cultural differences; explain the</p>	<ol style="list-style-type: none"> 1.) Objective Test 2.) Open Response 3.) Quizzes 4.) Crossword 	<ol style="list-style-type: none"> 1.) Map (Korea, Vietnam, NATO, WARSAW, PACT, SEATO) 2.) Films 3.) Vocabulary 4.) Primary sources 5.) Quote analysis 	<ol style="list-style-type: none"> 1.) Handouts: Maps, p.s. 2.) Textbook

<p>4.) What was the UN and what was their role in addressing international conflict during the Cold War?</p> <p>5.) What impact did US policy of containment have on the world (Truman Doctrine, Marshal Plan, Korea, and Vietnam)?</p>		<p>reasons why conflict and competition (e.g., violence, difference of opinion, stereotypes, prejudice, discrimination, genocide) developed as cultures emerged in the modern world (1500 A.D. to present) and in the United States (Reconstruction to present)</p> <p>describe how compromise and cooperation are characteristics that influence interaction (e.g., peace studies, treaties, conflict resolution) in the modern world (1500 A.D. to present) and the United States (Reconstruction to present)</p> <p>compare examples of cultural elements (e.g., beliefs, customs/traditions, languages, skills, literature, the arts) of diverse groups today to those of the past, using information from a variety of print and non-print sources (e.g., autobiographies, biographies, documentaries, news media, artifacts)</p> <p>interpret how places and regions serve as meaningful symbols for individuals and societies (e.g., Jerusalem, Vietnam Memorial, Ellis Island, the Appalachian region)</p> <p>analyze pros and cons of physical (e.g., climate, mountains, rivers) and human characteristics (e.g., interstate highways, urban centers, workforce) of regions in terms of human activity</p> <p>evaluate reasons for stereotypes (e.g., all cities are dangerous and dirty; rural areas are poor) associated with places or regions</p> <p>explain how cultural differences and perspectives sometimes result</p>			
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		<p>in conflicts in the modern world (1500 A.D. to present) and United States (Reconstruction to present)</p> <p>demonstrate an understanding of the interpretative nature of history using a variety of tools (e.g., primary and secondary sources, Internet, timelines, maps, data): examine multiple cause-effect relationships that have shaped history (e.g., showing how a series of events are connected)</p> <p>analyze how the United States participates with the global community to maintain and restore world peace (e.g., League of Nations, United Nations, Cold War politics, Persian Gulf War), and evaluate the impact of these efforts</p> <p>analyze the impact of the rise of both the United States and the Soviet Union to superpower status following World War II, development of the Cold War, and the formation of new nations in Africa, Asia, Eastern Europe, and the Middle East</p> <p>examine how countries around the world have addressed the challenges of rapid social, political and economic changes during the second half of the 20th century (e.g., population growth, diminishing natural resources, environmental concerns, human rights issues, technological and scientific advances, shifting political alliances, globalization of the economy)</p>			
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