

2010

Social Studies

Curriculum Guide

Catholic Diocese of Salt Lake City, Utah

Curricula for High School

Catholic Schools Office
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Salt Lake City, UT 84103



GENERAL FINANCIAL LITERACY

VISION

Our Vision is an educational environment in Utah where a student's K-12 learning experience will provide understanding of economics sufficient to make informed choices as consumers, producers, and citizens.

MISSION

The mission of Economic Education is to create, improve, and support K-12 economic education programs throughout Utah by helping teachers learn economics and providing methods and materials for teaching it effectively.

Standard I: Students will use a rational decision-making process to set and implement financial goals.

Objective 1: Explain how goals, decision-making, and planning affect personal financial choices and behaviors.

Suggested Indicators of Learning

- Discuss personal values that affect financial choices (e.g., home ownership, work ethic, charity, civic virtue).
- Explain the components of a financial plan (e.g., goals, net worth statement, budget, income and expense record, an insurance plan, a saving and investing plan).
- Compare short-term and long-term financial goals.
- List advantages of designing and following a personal financial plan.

Objective 2: Analyze the role of cultural, social, and emotional influences on financial behavior.

Suggested Indicators of Learning

- Explain how limited financial resources affect the choices people make.
- Explain how scarcity relates to needs and wants.
- Analyze the impact of marketing, advertising, and sales strategies/techniques on purchasing decisions (e.g., impulse buying, delayed payment).
- Evaluate the role of emotions when making financial decisions.

Objective 3: Relate financial decisions to personal and societal consequences.

Suggested Indicators of Learning

- Recognize that individuals are responsible for their finances.
- Understand the consequences of excessive debt (e.g., increased consumer costs, inflation, family instability).
- Describe the social and economic consequences of bankruptcy.

Standard II: Students will understand sources of income and the relationship between income and career preparation.

Objective 1: Identify various forms of income and analyze factors that affect income.

Suggested Indicators of Learning

- Identify sources of income (e.g., wages, investments, self-employment).
- Compare common employee benefits (e.g., insurance, leave, retirement).
- Analyze how economic conditions affect income.

Objective 2: Identify and understand required income withholdings.

Suggested Indicators of Learning

- List the reasons for taxation and uses of tax revenues.
- Describe the purposes of Social Security and Medicare.
- Calculate net income from an employee payroll record.
- Demonstrate how to complete personal state and federal income tax forms.

Objective 3: Analyze criteria for selecting a career and the impact of career choices on income and financial stability.

Suggested Indicators of Learning

- Describe the correlation between income and a worker's skills, education, the value of the work to society, condition of the economy, and the supply and demand for workers.
- Develop career plan(s) that include educational requirements, skill development, and income potential.
- Analyze the costs and benefits of developing new skills for the workplace.
- Identify the risks and rewards of entrepreneurship/self-employment.

Standard III: Students will understand principles of money management.

Objective 1: Describe the role of planning and maintaining a balanced budget.

Suggested Indicators of Learning

- Develop, monitor and evaluate a personal budget.
- Discuss opportunity costs and trade-offs on budget implementation.
- Identify and discuss the social and personal consequences of not following a budget.
- Compare and evaluate various tools available for keeping track of budgets (e.g. envelope systems, computer programs, and paper tracking).
- Demonstrate knowledge of financial transactions, checking and savings accounts and associated financial services.
- Demonstrate how to manage a checking account.
- Evaluate the impact of major purchases on budgeting (e.g. automobile, housing).

Objective 2: Understand credit uses and costs.

Suggested Indicators of Learning

- Discuss the history and role of credit.
- List basic types of credit (e.g., credit cards, installment loans, service credit, revolving credit, student loans).
- Describe the risks and responsibilities associated with using credit.
- Identify methods of establishing and maintaining a good credit rating.

- Explain the purpose of co-signers and collateral when applying for a loan.
- Identify warning signs of credit abuse (e.g., late fees, missed payments, collection notices, bounced checks) and ways to correct credit problems.
- Calculate and compare costs associated with the use of credit (e.g., finance charges, interest, late fees, default rates, closing costs).
- Calculate how long it takes to repay debt and the total costs when a borrower makes minimum payments.

Objective 3: Describe the impact of credit on money management.

Suggested Indicators of Learning

- Compare the advantages and disadvantages of different payment methods.
- Compare the services of various types of financial institution (e.g., banks, credit unions, investment brokers, loan agencies) and identify advantages of comparison-shopping before selecting financial services.
- Describe the relationship between a credit rating and the cost of credit and factors that affect credit worthiness.
- Explain the value of credit reports and scores to borrowers and lenders.

Objective 4: Describe the rights and responsibilities of buyers and sellers under consumer protection laws.

Suggested Indicators of Learning

- Explain the purposes and features of consumer protection laws, agencies and sources for assistance.
- Describe ways to avoid "Identity Theft" and fraud (e.g., keep Social Security numbers secure, properly dispose of outdated documents).
- Explain the importance of understanding financial contracts (e.g., disclosure information, grace period, payment penalties, method of interest calculation).
- List possible actions a consumer can take in response to excessive debt and collection practices (e.g., sell assets, negotiate a repayment schedule).
- Describe ways to avoid financial scams and schemes designed to defraud consumers (e.g., Ponzi and pyramid schemes, affinity fraud).

Objective 5: Discuss the purposes for insurance and risk management.

Suggested Indicators of Learning

- Identify common types of insurance (e.g., automobile, health, homeowners, renter's, life, long term disability) and their terminology (e.g., term, whole life, deductible, premium, grace period).
- Describe how insurance and other risk-management strategies protect against financial loss.
- Discuss insurance needs at various life stages.
- Identify the importance of estate planning (wills, trusts).
- Discuss the consequences of being under-insured.

Standard IV: Students will understand savings, investing, and retirement planning.

Objective 1: Describe the value and use of savings in financial planning.

Suggested Indicators of Learning

- Identify ways to save (e.g., payroll deduction).
- Analyze reasons to save.
- Explain how government regulations protect savers.

Objective 2: Describe the value of investing and types of investments in the financial planning process.

Suggested Indicators of Learning

- Identify and explain types of investment vehicles (e.g., stocks, bonds, real estate, hard assets).
- Identify strategies for investing (e.g., diversification, dollar cost averaging.)
- Compare long-term and short-term investments.
- Explain how government regulations can protect investors.
- Compare various sources of investment information (e.g., prospectus, annual reports, financial publications, online information) and ways to buy/sell investments (e.g., full service and discount brokers, investment advisors, online brokers).

Objective 3: Compare savings and investment.

Suggested Indicators of Learning

- Compare the risk, return, liquidity, and costs for savings and investments.
- Explain the effects of inflation on savings and investments.
- Describe the concept of the time value of money.
- Analyze the relationship between risk and return.
- Describe appropriate financial products for different financial goals (e.g., savings accounts, stocks).

Objective 4: Analyze the financial preparation for retirement.

Suggested Indicators of Learning

- Relate financial resources needed for specific retirement activities and lifestyles.
- Compare the characteristics of retirement plans (e.g., individual, employer-sponsored, Social Security).
- Evaluate the role of individual responsibility in planning for retirement.
- Analyze the power of compound interest and the importance of starting early in implementing a financial plan for retirement.

GEOGRAPHY FOR LIFE - Levels 9 - 11

Course Description

Geography is described as the study of the “why of the where.” Geography for Life will explore how to use geography as a tool to better understand the world in which we live. Students will learn to evaluate and question the why and where of spatial perceptions that are read, seen, and heard. The six standards identified below are best understood when using the following geographic themes: location, place, movement, region, and human-environmental interaction. Geography for Life is designed as a semester course. The course will include map skills with physical and human geography essentials, beginning with North America, South America, Europe, and their connections to other world regions.

Standard I: Students will understand the world in spatial terms.

Objective 1: Use maps and other geographic tools to acquire information from a spatial perspective.

Suggested Indicators of Learning

- Explain the differences between major types of map projections.
- Examine characteristics of maps and globes such as latitude, longitude, great circle routes, cardinal directions, compass rose, legend, scale, relief, grid system, and time zones.
- Explain selected map concepts, including rotation, revolution, axis, seasons, solstice, equinox, and the earth/sun relationship of weather patterns
- Collect and interpret geographic data using maps, charts, population pyramids, cartograms, remote sensing, and Geographic Information Systems (GIS).

Objective 2: Explore the concept of mental maps to organize information about people, places and environments.

Suggested Indicators of Learning

- Define mental mapping.
- Appraise mental maps, from simple to complex.

Objective 3: Analyze the spatial organization of people, places, and environments on the earth’s surface.

Suggested Indicators of Learning

- Describe the importance and role of location in geographic studies.
- Apply the geographic mode of inquire (What? Where? How? And So What?) to world regions.
- Evaluate the locational importance of human and natural resources using maps, satellite images, and databases.

Standard II: Students will understand the human and physical characteristics of places and regions.

Objective 1: Interpret place by its human and physical characteristics.

Suggested Indicators of Learning

- Examine human characteristics, including language, religion, population, political and economic systems, and quality of life.
- Investigate physical characteristics such as landforms, climates, water cycle, vegetation, and animal life.
- Recognize that places change over time.

Objective 2: Assess how people create regions to interpret the earth's surface.

Suggested Indicators of Learning

- Recognize how peoples create regions to understand a large, complex, and changing world.
- Characterize the similarities and differences within and between regions.

Objective 3: Evaluate how culture and experience influence the way people live in places and regions.

Suggested Indicators of Learning

- List and define components of culture; e.g., race, gender roles, education, religion.
- Explain the effects of cultural diffusion from country to country

Standard III: Students will understand how physical processes shape the earth's surface.

Objective 1: Examine the physical processes that shape the earth's surface.

Suggested Indicators of Learning

- Examine the role of plate tectonics in shaping the earth's surface.
- Assess the external forces of weathering and erosion.
- Explain the factors that combine to shape climatic and vegetation patterns on earth.

Objective 2: Assess the characteristics and locations of ecosystems.

Suggested Indicators of Learning

- Identify the characteristics of ecosystems.
- Use geographic tools to identify the location and distribution of global ecosystems.
- Compare regions of the earth with similar physical features, such as semiarid regions in Utah with other semiarid regions of the world.

Standard IV: Students will understand how human activities shape the earth's surface.

Objective 1: Analyze the characteristics, distribution, and migration of human populations on the earth's surface.

Suggested Indicators of Learning

- Describe how physical environments provide geographic advantage or disadvantage.
- Examine the importance of water to settlement patterns.

- Explain why people who modify their physical environment in one place cause change in other places.
- Investigate how people adapt to their environment.

Objective 2: Analyze economic interdependence among regions and countries.

Suggested Indicators of Learning

- Examine economic networks, from local to global.
- Assess how nations and cultures are linked through transportation, communication, language, currency, goods, and services.

Objective 3: Investigate various forms of governance and how they affect peoples and landscapes.

Suggested Indicators of Learning

- Compare and contrast political systems within world regions.
- Determine the role of government in contemporary and historical world issues.

Standard V: Students will understand the interaction of physical and human systems.

Objective 1: Explore how humans change the environment and how the environment changes humans.

Suggested Indicators of Learning

- Evaluate the role of technology in modifying the physical environment
- Explain how historical events affect physical and human systems.
- Discuss regional issues; e.g., desertification, deforestation, pollution
- Predict the potential effect of human modification on the physical environment.

Objective 2: Assess the importance of natural and human resources.

Suggested Indicators of Learning

- Describe the roles of natural and human resources in daily life.
- Identify worldwide distribution and use of human and natural resources
- Compare and contrast the use of renewable and nonrenewable resources.
- Evaluate the role of energy resources as they are consumed, conserved, and recycled.

Standard VI: Students will use geographic knowledge to connect to today's world.

Objective 1: Apply geographic concepts to interpret the past.

Suggested Indicators of Learning

- Apply an understanding of cultures as an integrated whole including traditions, behavior patterns, and technologies
- Explain why and how individuals, groups, and institutions respond to continuity and change.
- Relate economic development to the distribution of resources.
- Recognize that both human choices and natural events have consequences.

Objective 2: Apply geographic concepts to interpret the present and plan for the future.

Suggested Indicators of Learning

- Examine how the unequal distribution of resources affects economic development.
- Investigate career opportunities available through the application of geography skills and concepts.
- Participate in community activities respecting the environment and personal property.

U.S. GOVERNMENT AND CITIZENSHIP

Course Description

The goal of this course is to foster informed, responsible participation in public life. Knowing how to be a good citizen is essential to the preservation and improvement of United States democracy. Upon completion of this course the student will understand the major ideas, protections, privileges, structures, and economic systems that affect the life of a citizen in the United States political system. This course is recommended for seniors due to their proximity to voting and draft age.

“I know of no safe depository of the ultimate powers of the society but the people themselves; and if we think them not enlightened enough to exercise their control with a wholesome discretion, the remedy is not to take it from them, but in inform their discretion.

Thomas Jefferson (1820)

Core Standards of the Course

Standard 1 Students will understand the significance and impact of the Constitution on everyday life.

Objective 1 Investigate the ideas and events that significantly influenced the creation of the United States Constitution.

Suggested Indicators of Learning

- Identify and summarize the philosophies that contributed to the Constitution; e.g., Machiavelli, Locke, Jefferson, Madison, Hamilton.
- Identify and investigate the events that led to the creation of the Constitution.
- Analyze how the idea of compromise affected the Constitution.

Objective 2 Assess the essential ideas of United States constitutional government.

Suggested Indicators of Learning

- Examine the purpose and role of government.
- Investigate the major ideas of the Declaration of Independence, the Constitution, and other writings; e.g., Magna Carta, English Bill of Rights, Mayflower Compact, Declaration of Independence, Articles of Confederation, Iroquois Confederation.
- Compare the Articles of Confederation to the United States Constitution.

Objective 3 Determine the importance of popular sovereignty and limited government in a democratic society.

Suggested Indicators of Learning

- Explain how the separation of powers is maintained through checks and balances.
- Describe how the federal system of government creates a division of power.
- Determine how judicial review makes the Constitution a living document.
- Examine how the rule of law affects everyday life.
- Investigate the necessity for civic virtue.

Objective 4 Investigate the organization and functions of the United States government.

Suggested Indicators of Learning

- Explain how legislative, executive, and judicial powers are distributed and shared among the three branches of national government.
- Describe how the United States Congress makes laws.
- Examine the ways in which the executive branch carries out laws.
- Investigate how laws are interpreted by courts through an adversarial process; i.e., plaintiff, defendant.

Standard 2 Students will understand the protections and privileges of individuals and groups in the United States.

Objective 1 Assess the freedoms and rights guaranteed in the United States Constitution.

Suggested Indicators of Learning

- Determine the rights and liberties outlined in the Bill of Rights.
- Examine how the Bill of Rights promotes civil rights and protects diversity.
- Assess the significance of the First and Fourteenth Amendments.

Objective 2 Analyze how civil rights and liberties have been changed through court decisions.

Suggested Indicators of Learning

- Examine how the Bill of Rights promotes a just legal system.
- Summarize the differing interpretations of the strict versus loose constructionists.
- Identify landmark cases and their impact on civil rights and individual liberties; e.g., Dred Scott, Plessey, Brown, Miranda, Gideon, Bakke.

Standard 3 Students will understand the distribution of power in the national, state and local government in the United States federal system.

Objective 1 Determine the relationship between the national government and the states.

Suggested Indicators of Learning

- Identify and explain the concept of federalism,
- Examine the debate between federal supremacy and states' rights.
- Assess the unique relationship between the sovereign American Indian nations and the United States government.

Objective 2 Analyze the role of local government in the United States federal system.

Suggested Indicators of Learning

- Describe the powers given to local governments.
- Investigate the structure and function of local government.
- Assess how federal monies influence local policy and decision making.
- Explore current issues affecting local governments; e.g., spending, state v. local control, land use.
- Examine how public education is a function of state and local government.

Standard 4 Students will understand the responsibilities of citizens in the United States.

Objective 1 Investigate the responsibilities and obligations of a citizen.

Suggested Indicators of Learning

- Assess the need to obey laws.
- Examine the election and voting process.
- Examine the United States tax system.
- Recognize the need for selective service in maintaining a military.
- Investigate the major political parties and their ideas.

Objective 2 Investigate ways in which responsible citizen take part in civic life.

Suggested Indicators of Learning

- Evaluate the need for civic dialogue in maintaining a democratic society; e.g., public meetings, mass meetings.
- Participate in activities that promote the public good; e.g., the voting process, jury duty, community service.

Objective 3 Assess methods for respectfully dealing with differences.

Suggested Indicators of Learning

- Analyze and evaluate conditions, actions, and motivations that contribute to conflict and cooperation.
- Develop an understanding of the role of civility in dealing with individual and group differences.

Standard 5 Students will understand basic economic principles and how they influence everyday life.

Objective 1 Explore major economic systems.

Suggested Indicators of Learning

- Explain how the scarcity and abundance of productive resources contribute to economic systems.
- Develop an understanding of capitalism, communism, socialism, and mixed economic systems.
- Examine the problems of newly developing economies in today's world.

Objective 2 Determine how supply and demand affect the availability of goods and services.

Suggested Indicators of Learning

- Analyze the role that prices, incentives, and profits play in determining what is produced and distributed in a competitive market system.
- Determine how scarcity and choice influence governmental economic decision making.
- Examine how the private and public sectors contribute to an economic system.
- Analyze the role of specialization and exchange in the economic process.

Standard 6 Students will understand the relationship between the United States and the international system.

Objective 1 Examine major government structures and functions outside the United States.

Suggested Indicators of Learning

- Explain the purpose of government and analyze how government powers are acquired, used, and justified.

- Compare different political systems with that of the United States; e.g., dictatorship, democracy, theocracy, monarchy, totalitarianism.
- Analyze and evaluate conditions, actions, and motivations that contribute to conflict and cooperation within and among nations.

Objective 2 Evaluate how United States foreign policy affects the world.

Suggested Indicators of Learning

- Explain the powers that the Constitution gives to the President and Congress in foreign affairs, and how these powers have been used.
- Describe the process by which United States foreign policy is made; e.g., federal agencies, domestic interest groups, the public, the media.
- Analyze the various ways that United States foreign policy is carried out; e.g., diplomatic, economic, military, humanitarian.
- Explain how United States domestic politics affect United States foreign policy.

Objective 3 Explore how the United States influences other nations, and how other nations influence the United States.

Suggested Indicators of Learning

- Describe the impact of the United States' concepts of democracy and individual rights on the world.
- Explain how developments in other nations affect United States society and life.
- Describe the role of the United States in international organizations.

UNITED STATES HISTORY II

Course Description

Understanding United States history is essential for the continuation of our democratic society. This course will help students make connections between their world and the rich heritage of United States history. The course is designed as a survey of American history with an emphasis on post-Reconstruction American (1876 – Present), but should include a one-quarter review of the earlier period. The course may be taught using a thematic or chronological approach.

Standard I: Students will expand their knowledge of pre-Reconstruction America.

Objective 1: Examine the American colonial experience.

Suggested Indicators of Learning

- Identify reasons for the establishment of colonies in America
- Examine the rise of American culture in New England, Middle, and Southern colonies.

Objective 2: Investigate the development of the United States government, its institutions, and its politics.

Suggested Indicators of Learning

- Identify the philosophies which influenced the development of the Constitution, separation of powers, balance of power, and the elastic clause.
- Analyze the Constitution's creation and impact on the new United States.
- Trace the development of American government and politics from the Federalist period through Jacksonian democracy.

Objective 3: Analyze the growth and division of the United States from 1820 through 1877

Suggested Indicators of Learning

- Trace the United States' expansion and growth from the Atlantic to the Pacific.
- Recognize the sectional differences that developed during the antebellum period.
- Evaluate the causes, course, and consequences of the Civil War

Standard II: Students will understand how the growth of industry changed the United States.

Objective 1: Assess how transportation, communication, and marketing improvements and innovations transformed the American economy in the late 19th and early 20th centuries.

Suggested Indicators of Learning

- Identify major American inventions and how they affected the United States; e.g., telephone, electricity, car, motion pictures.
- Explain the expansion of transportation and communication in the United States following the Civil War.
- Determine the impact of industrialization on the American economy and society.
- Examine how the market revolution affected retail distribution of goods in the cities and in rural areas.

Objective 2: Evaluate the prominent business leaders and the business organizations that influenced the growth of industrialization in the United States.

Suggested Indicators of Learning

- Examine the roles of American industrialists: e.g., Rockefeller, Morgan, Carnegie, Vanderbilt, Ford.
- Evaluate the growth and influences of monopolies and trusts on capitalism.

Objective 3: Assess how the growth of industry affected the movement of people into and within the United States.

Suggested Indicators of Learning

- Determine the demographic changes in population from the 1890's to the present.
- Investigate the influences that affected various immigrant groups entering the United States.
- Examine the working conditions of immigrant workers; e.g., factory, mine, agriculture, transportation.

- **Objective 4:** Investigate the challenges presented to urban inhabitants.

Suggested Indicators of Learning

- Identify how American cities spawned American architecture.
- Examine living conditions in tenements.
- Compare the attitudes of Social Darwinism with those of Social Gospel believers.

Standard III: Students will recognize how social reform occurred at the turn of the century.

Objective 1: Investigate reform movements and their prominent leaders.

Suggested Indicators of Learning

- Examine the problems faced by American farmers created by the new market economy and the rise of the Populist Party.
- Analyze the growth and influence of political machines; i.e., muckrakers, Progressives.
- Investigate the emerging civil rights movements for women and Afro-Americans.

Objective 2: Assess the growth and development of labor unions and their key leaders.

Suggested Indicators of Learning

- Trace the development of national labor unions.
- Determine the impact of collective bargaining.
- Analyze the development of socialism in the United States.

Standard IV: Students will understand how war affected the early 20th century.

Objective 1: Investigate how the United States became involved in imperialism and the Spanish-American War.

Suggested Indicators of Learning

- Determine the economic, social, and military affects of United States imperialism.
 - Examine the cause, course and consequences of the Spanish-American War.
- Assess how America's imperialism altered relationships with the Far East and Latin America.

Objective 2: Examine how World War I affected the military and the home front of the United States.

Suggested Indicators of Learning

- Identify major causes of World War I and the United States' involvement and influence in the war; i.e., Wilson's fourteen points, the Versailles Treaty.
- Determine the reasons the United States Senate refused to join the League of Nations.
- Examine the impact World War I had on the United States; e.g., government policy, industrial might, civil liberties.

Standard V: Students will understand how Americans reacted to rapid social change during the 1920's.

Objective 1: Analyze how the United States coped with rapid economic and technological advances.

Suggested Indicators of Learning

- Investigate how mass media affected American society.
- Assess how new inventions and consumerism influenced daily life.
- Explain how the automobile affected the business and landscape of America.

Objective 2: Examine the experiences of black Americans and women in the early 20th century.

Suggested Indicators of Learning

- Account for the sudden growth of black consciousness.
- Describe the changes in women's attitudes and roles in society.

Standard VI: Students will understand how the Great Depression and the New Deal affected the United States.

Objective 1: Investigate the impact of the Great Depression on the United States.

Suggested Indicators of Learning

- Analyze the major causes of the Great Depression.
- Examine the social effects of the Great Depression.

Objective 2: Analyze the long-term effects of the New Deal on the United States.

Suggested Indicators of Learning

- Explore the purposes and effectiveness of the New Deal; e.g., presidency, economics, politics.
- Investigate the shift of power from state to federal government.

Standard VII: Students will understand the causes, course and consequences of the United States' role in World War II.

Objective 1: Determine how America shifted from isolationism to intervention.

Suggested Indicators of Learning

- Analyze the factors that led to militarism and fascist aggression in the world.
- Determine how the attack on Pearl Harbor forced the United States out of isolationism.
- Examine how the alliance systems led the United States into World War II.
- Investigate the major campaigns of the United States in the European and Pacific theaters; e.g., Midway, D-Day, Battle of the Bulge, island hopping, and the bombing of Japan.

Objective 2: Examine the impact World War II had on the American home front.

Suggested Indicators of Learning

- Identify the impact of World War II on minority groups in America.
- Examine the role women played in the wartime workforce.
- Trace American mobilization for war.

Objective 3: Evaluate how the rules and weapons of war changed during World War II.

Suggested Indicators of Learning

- Assess how the war expanded beyond military targets to civilian centers.
- Evaluate how technology changed the weapons used in World War II and introduced the atomic age.

Objective 4: Investigate the Post-War Baby Boom's influence on America.

Suggested Indicators of Learning

- Assess the influence of the G.I. Bill on the American lifestyle.
- Trace the development of consumerism and the economy on the Baby Boom generation.
- Trace the development of television and its impact on American culture.
- Investigate the cultural and social impact of the Baby Boom generation on the American people.

Standard VIII: Students will understand the United States' domestic and international position in the Cold War era.

Objective 1: Investigate how the postwar goals and action of the United States and the Soviet Union was manifested throughout the world.

Suggested Indicators of Learning

- Analyze the organization and operation of the United Nations.
- Evaluate the effectiveness of American post-war foreign policy in Europe and the Soviet Union's reaction.
- Examine the world's reaction to nuclear weapons.

Objective 2: Analyze the Cold War ideology of the United States' involvement in Asia.

Suggested Indicators of Learning

- Explain America's reaction to the fall of China to Communism under Mao Zedong.
- Trace American and United Nations involvement in the Korean Police Action.
- Examine the various factors that drew the United States into conflict with North Vietnam and Ho Chi Minh.
- Investigate how the Vietnam War changed the nature of warfare.

Objective 3: Summarize the political, social, and economic reactions to the Cold War in the United States.

Suggested Indicators of Learning

- Examine the successes and failures of the various political administrations; i.e., Kennedy, Lyndon B. Johnson, Nixon.
- Analyze the Great Society programs aimed at ending poverty.
- Examine the impact of McCarthyism and Watergate on citizens' attitude toward government.
- Trace the development of space exploration.

Sounds of an Era Audio CD, "The Checkers Speech" Richard Nixon.

Objective 4: Investigate the end of the Cold War and examine America's role in the changing world.

- Compare differing American reactions to overseas military involvement.
- Trace the events that resulted in the breakup of the USSR.
- Examine the superpower status of the United States in the world.

Meeting this objective:

- *After watching portions of The Century America's Time Vol. 4, (The History Channel and ABC News), students will discuss the America's role in the changing world.*

Standard IX: The students will understand the emergence and development of the human rights and culture in the modern era.

Objective 1: Analyze how the civil rights movement affected United States society.

- Identify the causes and consequences of civil rights legislation and court decisions.
- Investigate the fight for political, economic, and social equality of women.
- Analyze how the black civil rights movement utilized both social and political actions to achieve its goals.
- Investigate the gains in civil rights made by the American Indian nations, Mexican Americans, and other ethnic groups in the last half of the twentieth century.

Meeting this objective:

- *CD-ROM I Have a Dream, Martin Luther King Jr.*

Objective 2: Analyze the impact of the counter culture since the 1960's.

- Trace the development of the counter culture from the anti-Vietnam movement.
- Assess the development of mass media as the voice of the counter culture.

- Examine the impact of drugs on the counter culture and the United States.

Meeting this objective:

- *Students will complete graphic organizers for the chapter.*

Standard X: The students will understand the economic and political changes of contemporary America.

Objective 1: Analyze the economy of the contemporary United States.

- Examine the effects of economics on modern society.
- Trace the development of computers and the Internet and their impact on American Business and globalization.

Objective 2: Determine how politics was changed by the end of the Cold War.

- Examine the “Reagan Revolution,” its goals, success, and failures.
- Determine the impact of environmentalism on the United States.
- Analyze the impact of international terrorism on the United States.

Meeting this objective:

- *Students will complete graphic organizers for the chapter.*

WORLD CIVILIZATIONS

Course Description

The study of World Civilizations emphasizes the increasing interrelationships over time of the world’s peoples. These interrelationships have developed in two major arenas. First, the relationships have developed among major regions of the world: East Asia, South Asia, Southwest Asia (Middle East), Africa, Europe, North America and Latin America. Second, they have developed within all aspects of human activity: political, economic social, philosophical and religious, scientific and technological, and artistic. This course is designed as a survey course but **recommended** for a year’s study.

Standard I: Students will gain an understanding of early civilizations and their contributions to the foundations of human culture.

Objective 1: Speculate about the factors that led to civilized society.

Suggested Indicators of Learning

- Investigate hunters and gatherers.
- Explore man’s domestication of plants and animals.
- Examine the role of irrigation in early agriculture.

Objective 2: Assess the impact of geography on the locations of early civilizations.

Suggested Indicators of Learning

- Examine why early civilizations developed in river environments.
- Evaluate the diffusion of civilizations.

Objective 3: Examine the major characteristics of the early civilizations of Mesopotamia, Egypt, the Indus Valley, and the Yellow River.

Suggested Indicators of Learning

- Analyze the social, political, and economic structure of ancient civilizations.
- Investigate the technological advancements and writing systems that developed in early river valley cultures.
- Identify the factors that led to the rise of cities.

Standard II: Students will comprehend the contributions of classical civilizations.

Objective 1: Investigate the purpose and influence of religions and philosophies on classical civilizations of Greece, Rome, China, and India.

Suggested Indicators of Learning

- Examine the essential elements of the belief systems of Greek mythology, Judaism, Christianity, Confucianism, Buddhism, Hinduism, and Islam.
- Examine the diffusion of Buddhism, Judaism, Christianity and Islam.
- Compare and contrast the major philosophies of the Greeks and Chinese.

Objective 2: Analyze the development of classical political systems.

Suggested Indicators of Learning

- Contrast the evolution of Athenian democracy and Spartan rule.
- Examine the consequences of Persian and Macedonian expansion.
- Contrast Zhou feudalism, the Greek city-state, and the caste system of India.
- Compare the development of the Roman and Han empires.

Objective 3: Investigate the importance of the expansion of trade.

Suggested Indicators of Learning

- Identify routes of early colonization; e.g., Phoenician, Greek, Hellenistic, Korean / Japanese.
- Examine the technological improvements in transportation over time.
- Assess the importance of the Mediterranean and East Asian trade routes.

Objective 4: Evaluate the significance of classical sculpture, architecture, and performing arts.

Suggested Indicators of Learning

- Examine the importance and influence of Greco-Roman art and architecture.
- Assess the development of Indian and Chinese architecture and art.
- Investigate the importance and influence of the performing arts on classical civilizations.

Objective 5: Analyze the social organization of classical cultures.

Suggested Indicators of Learning

- Describe the role of slavery in Greece and Rome.
- Compare the role of the family in Imperial Rome and Confucian China.
- Explain the caste system of India.

- Compare the treatment of women in China, Athens, Sparta, India, and Rome.

Standard III: Students will investigate the diffusion and interaction of cultures from the Classical Period through the Age of Discovery

Objective 1: Appraise the major characteristics of interregional contact that linked the people of Africa, Asia and Europe.

Suggested Indicators of Learning

- Describe the impact the Silk Road had on trade across Europe and Asia.
- Discuss the importance of cross-Saharan migrations.
- Examine the consequences of the Crusades.
- Analyze the impact of Mongol invasion on Europe and Asia.
- Examine the influence of Chinese culture of Southeast Asia, Korea, and Japan.

Objective 2: Assess the influence of advancing technologies on the development of societies.

Suggested Indicators of Learning

- Identify the significant technological developments in Tang China.
- Investigate key technologies that diffused to Europe from Asia; e.g., gunpowder, printing.
- Explain the consequences of the cannon and the longbow on European warfare and society.
- Analyze the impact of movable type printing on Europe.

Objective 3: Compare and contrast the founding and organization of Spanish and Portuguese colonial empires to northern European trading empires.

Suggested Indicators of Learning

- Assess the expansion of Portugal and Spain on Africa, India, and Southwest Asia.
- Examine the political and military conflict between the Spanish, Portuguese, and the peoples of the New World.
- Assess the impact of the exchange of ideas and goods on the New and Old Worlds.
- Investigate French, Dutch, and English merchants' impact on European overseas expansion.

Objective 4: Investigate the rise and development of the modern European political system.

Suggested Indicators of Learning

- Describe the political and economic importance of the growth of towns in northern Europe.
- Explain the political and economic consequences of the rise of national monarchies.
- Examine the influence of mercantilism and commercial capitalism on France, England, and the Netherlands.

Standard IV: Students will understand the influence of revolution and social change in the transition from early modern to contemporary societies.

Objective 1: Assess the importance of intellectual and cultural change on early modern society.

Suggested Indicators of Learning

- Compare the “rebirth” of European culture during the Renaissance with the flowering Chinese culture of the Ming dynasty; i.e., literature, art, architecture, the humanities.
- Examine the key events and ideas of the Protestant Reformation, the Counter Reformation, and Neo-Confucianism.
- Analyze the significant ideas and philosophies of the scientific revolution and the Enlightenment.
- Examine the roles and conditions of men, women, and children in European monarchies.

Objective 2: Investigate the role of revolution in the establishment of governmental systems.

Suggested Indicators of Learning

- Explain the political, economic, and social philosophies that lead to revolution.
- Compare and contrast major world revolutions; e.g., American, French, Russian, Chinese.

Objective 3: Analyze the economic transformation of production and distribution of goods in Europe.

Suggested Indicators of Learning

- Compare and contrast capitalism and socialism.
- Explain the significance of the agricultural revolution.
- Investigate the impact of the first and second Industrial Revolutions.

Objective 4: Evaluate the impact of Western imperialism in Africa, Asia, and the Pacific.

Suggested Indicators of Learning

- Examine the impact of Western imperialism on Africa.
- Compare the reactions of China, India, and Japan to foreign domination.

Standard V: Students will understand the interaction of peoples in the global integration of the 20th century.

Objective 1: Analyze the political and economic global issues in the first half of the 20th century.

Suggested Indicators of Learning

- Investigate the impact of totalitarianism on Europe; i.e., Stalinism, Italian fascism, German National Socialism,
- Examine the connections among WWI, the Great Depression, and WWII.
- Assess the consequences of global war on the world.

Objective 2: Investigate the impact of the Cold War on integration.

Suggested Indicators of Learning

- Explain the key elements of the Cold War.
- Examine the independence movements in the African and Asian colonial world.
- Determine the causes and effects of the collapse of the Soviet sphere.

Objective 3: Investigate the creation of international organizations and global integration.

Suggested Indicators of Learning

- Assess the impact of economic and political organizations on global relations; e.g., World Trade Organization, United Nations, Olympics.
- Examine the impact of advancements in worldwide communication / transportation; e.g., satellite communications, information technology / Internet, mass transportation.
- Analyze the impact of military alliances; e.g., North Atlantic Treaty Organization, Warsaw Pact, United Nations Geneva Convention.

Objective 4: Evaluate the impact of terrorism on the world's political, economic, and social systems.

Suggested Indicators of Learning

- Assess the base of terrorist networks and activities.
- Examine the impact of terrorism on the lives of people.
- Analyze the responses of political and economic institutions to terrorism.