



# **Social Studies Curriculum**

## **Kearney Public Schools Mission Statement**

**Create an environment that fosters mutual respect**

***Inspire the love of learning***

**Expect *Excellence* from all**

## **Kearney Public Schools Social Studies Mission Statement**

The purpose of the Kearney Public Schools social studies curriculum is to inspire students to become informed and engaged citizens by applying historical understanding, global awareness with respect for diversity, economically responsible principles, and an attitude of civic participation.

# Kearney Public Schools

## Social Studies Mission & Course Purpose Statements

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## Social Studies SAC Members

Grade Level	School
<b>Kindergarten</b>	
Kylee Rall	Emerson
Jo Slawski	Buffalo Hills
<b>First Grade</b>	
Becky Puls	Northeast
Val Scott	Central
<b>Second Grade</b>	
Kathleen Dillon	Northeast
Jennifer Rathman	Windy Hills
<b>Third Grade</b>	
Becky O'Connell	Windy Hills
Lois Jameson	Emerson
<b>Fourth Grade</b>	
Lynn Lebsack	Kenwood
Amanda Reinert	Park
<b>Fifth Grade</b>	
Karyn Dahlke	Northeast
Deb Fast	Central
<b>Sixth Grade</b>	
Jon Wegner	Sunrise
Nathan Piper	Horizon
<b>Seventh Grade</b>	
Scott Krause	Sunrise
Jennifer Palser	Horizon
<b>Eighth Grade</b>	
Maggie Carson	Sunrise
Brian Kaslon	Horizon
<b>High School</b>	
Chris Pocock	
Kevin Witte	
Jessica Day	

## **Course Purpose Statements**

### **Kindergarten**

Students in kindergarten will identify and define citizenship, value and trade, geographic knowledge and concepts of time and interdependence. Kindergartners will explain and give examples of the purpose of rules, relative location, how to care for the environment and historical information.

### **First Grade**

Students in first grade will analyze how the family unit can be affected by changes in their community, country, and world. They will evaluate how people are related historically, environmentally, economically, geographically and culturally to their world.

### **Second Grade**

Students will examine responsibilities of citizens in their neighborhood, and identify changes over time. They will analyze how the availability of resources affect producers, consumers, supply, demand, and wages. Students will examine how culture and physical environment affect where places and people are located.

### **Third Grade**

Students will apply skills of civic responsibility, utilize economic skills, demonstrate geography skills, and analyze historic knowledge to understand key concepts of past, current, and potential issues at community and local levels.

### **Fourth Grade**

Students will analyze Nebraska's geography and history, as well as the unique aspects of Nebraska's Unicameral form of Government. Students will develop and apply the skills of civic responsibility. Students will utilize economic reasoning skills to make informed judgments and become effective participants in the economy.

### **Fifth Grade**

Students will analyze the development of North America from the arrival of the first Americans through the establishment of the United States as a new nation by applying the evaluation of geography, economics, civics, and history.

### **Sixth Grade**

Students will locate where and identify why early world civilizations developed and describe how geographic location influenced these civilizations. Students will give examples of cultural characteristics and contributions of each ancient world culture. Students will evaluate the role of gender, socio-economics, religion, and government in these cultures and compare and contrast these elements to our modern world with the purpose of relating past historical phenomena to the present.

### **Seventh Grade**

Students will interpret maps, charts, graphs, and timelines to analyze where and why people, places and environments are organized on the Earth's surface. Students will compare and contrast cultures, identify economic systems, and evaluate population patterns of the world.

### **Eighth Grade**

Students will analyze and evaluate events from the colonial and revolutionary eras through the Progressive Era. Students will examine the different areas of the developing nation and demonstrate an understanding of the how the nation changed over the course of time while evaluating each particular historical event.

## **HS Geography**

Students will evaluate how key land, water, and climate features shape the lives of peoples around the world. Students will also differentiate between and analyze patterns of settlement, historical backgrounds, cultural traditions, and standards of living across all world regions. Students will analyze and apply their understanding of physical and cultural geography to current world issues.

## **HS World History**

Students will construct a world historical chronology of major events from Prehistory to the Modern Era. Students will analyze and apply how cause and effect shaped historical events, as well as evaluate the similarities and differences between separate historical situations through the study of primary and secondary sources.

## **HS American History**

Students will construct an American historical chronology of major events from Progressivism to the Modern Era. Students will analyze and apply how cause and effect shaped historical events, as well as evaluate the similarities and differences between separate historical situations through the study of primary and secondary sources.

## **HS Political Science**

Students will identify and evaluate the basic principles of American democracy. Students will compare and contrast the American political system to other governments on local and international levels. Students will apply their understanding of political concepts and processes by being an informed and engaged citizen.

## **AP World History**

Students will apply a series of thematic strands, including the following:

- Interaction between Humans and the Environment
- Development and Interaction of Cultures
- State-building, Expansion, and Conflict
- Creation, Expansion, Interaction of Economic Systems
- Development and Transformation of Social Structures

to construct a context and chronology of world historical events from Prehistory to the Present. Students will evaluate historical argumentation in primary and secondary sources, the process of change and continuity over time, as well as connect global patterns and processes to local situations and events.

## **AP American History**

Students will apply a set of directed themes for AP U.S. History, including the following:

- American Diversity
- American Identity
- Culture
- Demographic Changes
- Economic Transformations
- Environment
- Globalization
- Politics and Citizenship
- Reform
- Religion
- Slavery and its Legacies in North America
- War and Diplomacy

**AP Human Geography**

Students will examine how geographic patterns and processes have shaped human understanding, use, and alteration of the Earth's surface. Students will incorporate maps, spatial data, and other resources to evaluate geographic perspectives, population patterns, cultural processes, political organization of space, agricultural and rural land use, industrialization and economic development, as well as cities and urban land use. Students will apply the methods and tools geographers use to further their own geographical understanding.

**Sociology****Psychology**

Through the study of behavior and mental processes, students will identify and apply different themes, theories, and perspectives to different sub-topics in the field of psychology.

**Women's and Gender Studies**

Students will debate how and why the dynamics of gender have shaped society, culture and history around the world. Students will evaluate how gender constructs influence relationships and power structures in both public and private spheres. Students will analyze how race, class, and gender are interrelated social aspects that influence the lives of both women and men globally. Students will identify and evaluate the need for continued efforts of transnational feminism, as well as how feminism has impacted the lives of women and men in many societies.

**Understanding History: The Holocaust and Genocide:**

# **Social Studies Standards & Outcomes**

## **Kindergarten**

Students in kindergarten will identify and define citizenship, value and trade, geographic knowledge and concepts of time and interdependence. Kindergartners will explain and give examples of the purpose of rules, relative location, how to care for the environment and historical information.

## **Economics**

**Students will identify U.S. coins and currency and define the relative value of each. They will compare the attributes of each coin.**

(SS 0.2.6)

- Identify U.S. coins and currency
- Define the relative value of each coin and \$1 currency.
- Compare the attributes of each coin.

**Students will tell the differences between wants and needs and examine the reasons behind the choices individuals make.**

(SS 0.2.1)

- Tell the difference between wants and needs
- Examine the reasons behind the choices individuals make

## **Geography**

**Students will give examples of how to care for the environment.**

(SS 0.3.5)

- Differentiate between the concepts of reduce, recycle and reuse
- Formulate a plan of how they can apply this knowledge for use in their daily lives

**Students will identify the elements of weather and recognize the impact of weather on everyday life. They will state what types of weather are typically experienced during each of the four seasons.**

(SS 0.3.3, SS 0.3.5)

- Identify the elements of weather (e.g. rain, snow, sun, clouds, fog)
- Recognize the impact of weather on everyday life (e.g. choosing weather-appropriate clothing and determining whether there will be indoor or outdoor recess)
- Identify the four seasons

**Students will identify locations in the classroom and community, demonstrate personal directions to describe relative location, locate people or places in relationship to each other, explain why things are located where they are.**

(SS 0.3.1, SS 0.3.6)

- Identify locations in the classroom and community (e.g. reading table, carpet area, farms, parks, houses, stores)
- Demonstrate personal directions (e.g. left/right, up/down, front/back, over/under, near/far) to describe relative location
- Locate people or places in relationship to each other
- Explain why things are located where they are (e.g. "Why is the playground outside?")

**Students will name places in the community, label the physical and human characteristics of place, utilize tools such as maps and globes as representations of local and distant places and locate land and water formations on maps and globes.**

(SS 0.3.1, SS 0.3.2, SS 0.3.4)

- Name places in the community (e.g. farms, parks, houses, stores. Read and discuss Uptown.)
- Label physical characteristics of place (e.g. landforms, water bodies and weather)
- Label human characteristics of place (e.g. cities, buildings, farms, roads, highways)
- Utilize tools such as maps and globes as representations of local and distant places
- Locate land and water formations on maps and globes

## **History**

**Students will identify concepts of time and chronology, differentiate stories from the present and past, read dates on a calendar and examine commonly celebrated holidays.**

(SS 0.4.1 SS 0.4.2, SS 0.4.4)

- Identify concepts of time and chronology (e.g. yesterday, today, tomorrow)
- Differentiate stories from the present and past
- Read dates on a calendar
- Examine commonly celebrated holidays

**Students will identify the contributions of historical people and the impact of symbols, including various cultures and ethnic groups. They will comprehend that two people can tell a story about the same event and share different details, thereby discriminating between two unique perspectives.**

(SS 0.4.2, SS 0.4.3)

- Identify the contributions of historical people and the impact of symbols, including various cultures and ethnic groups (e.g. George Washington, American flag, picture and name of current president)
- Comprehend that two people can tell a story about the same event and share different details, thereby discriminating between two unique perspectives (e.g. events that occurred on the playground)

**Students will develop questions about their own personal history, gather, chronologically list and present historical information about their lives and identify and cite appropriate sources used while researching their personal history.**

(SS 0.4.1, SS 0.4.5)

- Develop questions about their own personal history
- Gather, chronologically list and present historical information about their lives (discuss with family members in order to prepare a picture, poster and/or oral narrative)
- Cite appropriate sources used while researching their personal history (e.g. “My grandmother gave me this picture.” “My mom said...”)

## **Civics**

**Students will recognize the purpose of rules and the roles of authority figures, including the means of keeping students safe.**

(SS 0.1.1)

- Explain why rules are needed in family, school and community and how people’s actions affect others (e.g. “Why must we take turns?”)
- Identify the roles of authority figures in family and schools

- Participate in safety drills at the direction of school authorities (e.g. fire drills, tornado drills, evacuation drills, lockdown drills)

**Students will model good citizenship through knowledge and application of expected behavior, identify patriotic symbols, songs and actions, and demonstrate integrity in daily life, showing respect for all individuals.**

(SS 0.1.2)

- Model good citizenship through knowledge and application of expected behavior (e.g. respect, courtesy, honesty, flag etiquette, voting)
- Identify patriotic symbols, songs and actions (e.g. U.S. flag, national anthem and Pledge of Allegiance)
- Demonstrate integrity in daily life, showing respect for all individuals

**Students will define family units and healthy friendships, develop social skills that nurture positive relationships within families as well as with members of the community. They will examine various roles of community workers.**

(SS 0.1.1)

- Define family units
- Assess healthy relationships within families and friendships
- Develop social skills that nurture positive relationships within families as well as with members of the community
- Examine various roles of community workers

## **First Grade**

Students in first grade will analyze how their family unit can be affected by changes in their community, country, and world. They will examine how people are related historically, environmentally, economically, geographically and culturally to others in the world.

### **Economics**

**Students will distinguish wants from needs in a family unit, explain how a family consumes goods and services, contrast saving and spending, as well as propose ways they can personally contribute to the family well-being.**

(SS 1.2.1, SS 1.2.6)

- State how a want is different from a need
- Record how students consume different goods and services
- Compile a list on how community helpers provide different goods and services
- Read a story (e.g., A Chair For My Mother, Uncle Jed's Barbershop) and identify reasons for saving and spending money
- Complete a class survey of personal contributions and use the information to complete a graph (e.g., chores at home/school, recycling, box-top collections)

**Students will identify natural resources and distinguish them from manmade materials.**

(SS 1.2.2, SS 1.3.2)

- Define what a natural resource is
- Identify various natural resources (e.g., forests, soil, minerals, water, air, animals, oil and natural gas)
- Differentiate natural resources from manmade materials

### **Civics**

**Students will describe the importance of leaders, rules and teamwork and also demonstrate how responsibility, respect and safety are necessary for the wellbeing of everyone in a family and school community.**

(SS 1.1.1)

- Describe the responsibilities of leaders and team members
- Demonstrate how classroom jobs should be fulfilled
- Construct a list of classroom rules that will govern the room
- Integrate the 8 Keys of Excellence
- Role-play how rules reduce and resolve conflicts in a family, school or community

**Student will explain characteristics of a good citizen, justify how an action either fits with or goes against these characteristics, and show how historical figures, holidays and patriotic symbols complement good citizenship.**

(SS 1.1.2, SS 1.4.1, SS 1.4.2, SS 1.4.5)

- Identify citizenship skills (e.g., 8 Keys of Excellence, voting, equality)
- Label patriotic symbols (e.g., U.S. Flag, Bald Eagle, Statue of Liberty)
- Locate holidays on a calendar
- Compare and contrast how families celebrate holidays
- Research important historical and current figures (e.g., President, Martin Luther King, Jr., George Washington, Abraham Lincoln) and report how they model good citizenship

## History

**Students will show chronological order in families and describe how families change over time. Students will develop research skills as they discover their unique family history.**

(SS 1.4.1, SS 1.4.5)

- Identify past, present and future
- Utilize a calendar to read dates and state calendar patterns (e.g., weeks, months, years)
- Brainstorm a list of reference materials to help them learn about themselves (e.g., baby books, newspaper clippings, computer searches, letters, birth certificates)
- Choose an event that impacted your family life, generate questions to ask about the event and report how that event changed your family

**Students will evaluate how a person's actions affect others, assess how historical people, events and ideas changed our world and predict how current events will change our future.**

(SS 1.4.1, SS 1.4.2, SS 1.4.4)

- Identify the contributions of historical people including various cultures and ethnic groups (e.g., Martin Luther King, Jr., Standing Bear, Benjamin Franklin)
- Examine how artifacts and stories help us to understand the past
- Give examples of past and current events presented via Weekly Reader
- Relate the 8 Keys of Excellence to how people's actions affect others
- Predict how a current event may affect the future

**Students will contrast how one event can be viewed by multiple perspectives.**

(SS 1.4.3)

- Role-play conflict resolution
- Cite more than one source when conducting research
- Paraphrase another person's account of an event (e.g., partner share, group reporter)

## Geography

**Students will utilize maps to explore how people, places and environments are organized. Students will apply this knowledge of geographic skills to create a simple map connected to their environments.**

(SS 1.3.1, SS 1.3.6)

- Locate places using the four cardinal directions
- Choose appropriate terms to describe location (e.g., above, below, between, beside)
- Analyze why things are located where they are
- Show that changes in an environment can be recorded on a map
- Create a map of home or school

**Students will compare and contrast physical features (e.g., mountains, oceans) from human features (e.g., buildings, farms, roads) and explain how places change over time.**

(SS 1.3.2)

- Sort features as either physical or human
- Distinguish between continents and oceans
- Decide if changes in an environment occur naturally or if humans cause them
- Compare and contrast habitats

**Students will assess the natural processes in their physical world and examine how human**

**interaction impacts their physical environment.**

(SS 1.3.3, SS 1.3.5)

- Identify elements of weather and illustrate how different weather impacts life
- List characteristics of the four seasons
- Recommend ways that our school or families could improve our environment (e.g., reduce, recycle, reuse)
- Give examples of environmental issues in our world. (e.g., pollution, drought, deforestation)
- Match resources to their sources (e.g., food from farms, wood from trees, minerals from ground)

**Students will demonstrate understanding that people belong to different groups and belong in different settings. (SS 1.3.4)**

- Demonstrate how we are individuals living within a global community
- Give examples of cultural differences found within the local community (e.g., food, language, celebrations)
- List places in the community and define their purposes (hospital, store, school)

## **Second Grade**

Students will examine responsibilities of citizens in their neighborhood/community, and identify changes over time. They will analyze how the availability of resources affect producers, consumers, supply, demand, and wages. Students will examine how culture and physical environment affect where places and people are located.

### **Geography**

**Students will examine features of a map to determine where places in the neighborhood/community are located and evaluate the location of the places.**

(SS 2.3.1)

- Compare and contrast a globe and a map
- Compare and contrast oceans/seas, continents/islands, countries/continents, and cities/states
- Identify compass rose, map key, scale, and map title
- Identify location of parks, stores, and businesses in the neighborhood/community.
- Identify town, state, and country on a map
- Describe why local places are located where they are (e.g. park by houses, store on main street)

**Students will analyze the relationship between the earth and the sun to determine how it affects climate, seasons, and humans.**

(SS 2.3.3, 2.3.5)

- Explain that the earth rotates around the sun and causes
  - day and night
  - the length of days
  - seasons
- Identify basic parts of Earth's physical processes (e.g. landforms, climate, weather)
- List the different weather types that are in each season
- Identify how the seasonal weather affects humans

**Students will examine the interaction of humans and the physical environment.**

(SS 2.3.2, 2.3.5, 2.3.4)

- Compare and contrast human features of a neighborhood/community (e.g. housing) with physical features (e.g. gardens, vegetation)
- List different ways land is used by the humans.
  - agricultural, residential, industrial, commercial, educational, recreational
- List Earth's natural resources:
  - minerals, air, land, water, soil
- Describe how the resources available affects humans choices. (e.g. building materials, wildlife management, changes in agricultural practice)

**Students will describe regions changing over time.**

(SS 2.3.2,)

- Identify prairie, forest, farmland, rangeland, local community
- Describe how prairies, forests, farmland, rangeland, and communities change over time.

**Students will use geographic skills to make conclusions.**

(SS 2.3.2, 2.3.6)

- Create a map for the shortest route to school, using technology if available (e.g. GPS, Google Earth, Maps app, etc.)
- Draw a route around the neighborhood or town, having at least 3 destinations, given a specific purpose (e.g. shopping, sports, etc.)

## **American History**

**Students will research the development of their neighborhood/community, examine the effect of changes and decisions over time, and present their findings**

(SS 2.4.1, 2.4.4, 2.4.5)

- List questions about the neighborhood/community history
- Identify how neighborhoods/community change over time (with people, events, ideas)
- Describe how decisions affect events in the neighborhood/community (e.g. decide to build a park, how neighborhood picnics are held yearly)
- Create a timeline of neighborhood/community events
- Cite sources (book, title, and author)
- Present on the history of the neighborhood/community

**Students will analyze the relationship between current events and historical events and holidays.**

(SS 2.4.2, 2.4.3, 2.4.4)

- Describe current events
- Describe historical events
- Describe holidays of various cultures (e.g. Las Posadas, Hanukkah, Rosh Hashanah, Cinco de Mayo, Chinese New Year, Yom Kippur, Kwanzaa, etc.)
- Compare and contrast current events and historical events

## **Economics**

**Students will explain America's currency system and how Americans obtain currency.**

(SS 2.2.3, 2.2.6)

- Identify monetary value and describe pennies, nickels, dimes, quarters, half-dollars, and bills
- Demonstrate how Americans use currency
- Identify that people earn wages/income through work
- List jobs that earn income

**Students will explore the availability and use of resources and analyze the government's role in using the resources to provide goods and services.**

(SS 2.2.1, 2.2.2, 2.2.10 )

- Identify resources that are limited
- Define opportunity cost (a choice must be made to give something up when availability is limited)
- Describe how producers use resources:
  - make goods
  - deliver services
  - earn a profit
  - satisfy economic wants
- Identify goods and services the government provides:
  - fire department, water, roads

- Explain police and schools are services the government provides that do not depend upon the use of natural resources
- Identify taxes as the source of government funded goods and services

## **Civics**

**Students will analyze the rights and responsibilities of citizens in the community.**

(SS 2.1.1, 2.1.2)

- Create rules that incorporate many different viewpoints
- Identify how different people and groups solve conflicts
- Make decisions based on the established rules
- Identify characteristics of a good citizen:
  - identify voting and obeying laws are responsibilities of citizens
  - equality
  - responsibility for the welfare of all
  - respect for diversity
  - respect and acknowledge differences

**Students will explore democratic traditions and the development of people, events, ideas, and symbols over time.**

(SS 2.1.2, 2.4.2,)

- Identify symbols (e.g. U.S. flag, Bald Eagle, Pledge of Allegiance, etc.)
- Describe American holidays (e.g. Veteran's Day, Martin Luther King, Jr. Day, Memorial Day, President's Day, Thanksgiving, etc.)
- Describe the change over time in holidays, symbols, people, or ideas (e.g. graphic organizer)

## Third Grade

Students will apply skills of civic responsibility, utilize economic skills, demonstrate geography skills, and analyze historic knowledge to understand key concepts of past, current, and potential issues at local/community levels and beyond.

### Civics

**Students will demonstrate the structure and function of their local governments.**

(SS 3.1.1 )

- Identify and explain a variety of roles leaders and citizens play in Kearney's government (e.g. mayor, city manager, and city council members and their relationship with Kearney's citizens)
- Compare and contrast the reasons for laws in our community (e.g. safety, fairness, structure, security)
- Analyze the structure and function of Kearney's government (e.g. citizens elect city council, city council appoints mayor, city council hires city manager, Mayor/City Council model)

**Students will analyze the impact of individual and group decisions at a local level.**

(SS 3.1.2 )

- Identify rights and responsibilities of citizens in Kearney (e.g. discuss the difference between the rights and responsibilities students have and how they relate to adult's rights and responsibilities in our community)
- Explain the meaning of patriotic symbols, songs, actions, celebrations (e.g. *Pledge of Allegiance*, patriotic etiquette, and respect of different holidays and celebrations)
- Develop ways to be engaged and have a positive impact in the local communities by recognizing local volunteer organizations (e.g. KVFD, Rotary, local service organizations, etc.)
- Distinguish between the importance of listening to the views of others and sharing personal views in a respectful manner (e.g. Time for Kids, Weekly Reader, Scholastic, National Geographic for Kids)
- Identify Kearney's leaders (e.g. mayor, city manager, and city council) and the impact of their decisions
- Explain goods and services funded through local taxes (e.g. library, infrastructure, garbage collection, recycling, Jr. Achievement, City of Kearney web site)

### Economics

**Students will explain that markets are places where buyers and sellers exchange goods and services.**

(SS 3.2.1, SS 3.1.12, SS 3.2.3)

- Identify historical examples of trading among early settlers including bartering and early types of currency (e.g. Boom Town, early expansion, Kearney History Booklet)
- Identify local goods and services that could be traded globally (e.g. Buckle Distribution, IT, Baldwin Filter, Cabela's, and Eatons)
- Illustrate various markets where buyers and sellers meet (e.g. downtown versus the mall setting, farmers market, garage sales, Kearney Exchange, eBay, snack sales after school, concession stands)
- Explain how bartering has led to our current system of buying and selling globally (Jr. Achievement timeline)
- Diagram the process of supplying goods to market (e.g. rural, Life on the Farm, farm to table, Safari Montage videos, 4-H enrichment)

**Students will categorize natural, human, and capital resources and how they are combined to make goods and deliver services.**

(SS 3.2.2, SS 3.2.10)

- Identify opportunities for education and/or training to increase human resources (e.g. trade schools, college, universities, professional development, continued learning, Jr. Loper volunteers, careers)
- Classify natural, human, and capital resources (e.g. ag/rural, 4-H presentations, Jr. achievement)
- Assess why producers combine resources to make goods and services (e.g. financial advantages to combining, producers share shipping, delivery costs, Buffalo County/Kearney share)

**Students will demonstrate knowledge of currency to solve real-world problems.**

(SS 3.2.6 )

- Compare and contrast the differences between wants and needs (e.g. create a budget, Jr. Achievement, math simulation problems)
- Analyze and solve currency word problems using real-world simulated examples (e.g. Jr. Achievement, math problems)
- Distinguish between other countries' currencies (e.g. Time For Kids, Weekly Reader, Scholastic News, National Geographic, Rotary Dictionary)
- List and describe examples of international trade in our community (e.g. SCORR, Buckle, Eaton, Baldwin, etc.)

## **Geography**

**Students will deduce where and why people, places, and environments are organized in the state.**

(SS 3.3.1)

- Utilize map elements (e.g. Me on the Map, Lap Map, Google maps, compass rose, intermediate directions, map key symbols, legend)
- Demonstrate ability to apply basic map skills (e.g. compass rose, map key, symbols)
- Identify the continents, oceans, and hemispheres (e.g. Lap Map project)
- Analyze why things are located where they are in the community/state (e.g. city planning, zoning)
- Discuss the importance of community planning and the various roles involved in the process (e.g. Jr. Achievement, Kearney, City Manager, Assistant City Manager, Zones, City Planners)

**Students will compare and contrast the characteristics of places, cultures, and regions.**

(SS 3.3.2, SS 3.3.4)

- Identify and differentiate between physical and human features of neighborhoods and communities (e.g. how agriculture changes the environment, how humans change the environment)
- Compare and contrast local places and regions with other places and regions (e.g. rural, urban, suburban)
- Explain and give examples of how places and regions change over time (e.g. Life on the Farm, Kearney history, old maps)
- Compare and contrast patterns of culture and how they impact the community (e.g. UNK students and staff, medical community, business, industry)
- Describe historical changes in farming, meat packing, industry, and technology (e.g. careers, computers and machinery)
- Analyze the diffusion of cultural traits in relationship to the development of America (e.g. melting pot)
- Recognize the challenges and strengths of cultural additions to our community (e.g. education, medical, social work)

**Students will examine the relationship and process between humans and the physical environment.**

(SS 3.3.3, SS 3.3.5)

- Analyze how physical environments influence human activities (e.g. mountains, bodies of water, forests, farm land)
- Explain the importance of Earth's natural resources (e.g. ag/rural)
- Describe how humans develop communities in local settings (e.g. Boom Town, Kearney history)
- Evaluate the effects of the Earth's physical processes in the local community (e.g. 4-H program)
- Create examples of local ecosystems (e.g. Platte River, forests, lakes)

**Students will use geographic skills to make connections to issues and events.**

(SS 3.3.6)

- Identify and evaluate human adaptations to the environment from the local to international levels (e.g. rural trade, tourism, hunting, fishing)
- Demonstrate how geography impacts spatial problem solving (e.g. city planning, Jr. Achievement)
- Plan a simulated community (e.g. Jr. Achievement)

## **History**

**Students will describe and analyze chronological relationships and patterns.**

(SS 3.4.1)

- Identify calendar time in years, decades, centuries, millennia (e.g. historic timelines)
- List and describe community events over time (e.g. Kearney history, Buffalo Tales, Kearney tours)
- Analyze how individuals, events, and ideas have changed communities past and present (e.g. current events, historic decisions)
- Produce a timeline that relates concepts of time and chronology

**Students will describe the development of people, events, ideas, and symbols over time using multiple types of sources.**

(SS 3.4.2, SS 3.4.3)

- Describe the role of historic people, events, ideas, and symbols, including various cultures and ethnic groups
- Demonstrate how Kearney has changed over the course of time using maps and other artifacts
- Identify primary and secondary sources (e.g. media support)
- Compare and contrast how various sources relate their perspective of history (e.g. letters from the editor, fact and opinion)

**Students will analyze past and current events, issues, and problems.**

(SS 3.4.4)

- Examine sources on action in community history through determination of credibility, contextualization, and corroboration (e.g. Kearney Leaders, role in shaping our community, attitude toward working together for the betterment of our community)
- Describe how decisions affect events in the community (e.g. elections, bond issue/sales taxes, City Council decisions, Planning Commission)
- Identify how cause and effect relationships relate to events in Kearney's history (e.g. Fort Kearny, Opera House, Midway Hotel, Platte River, Highway 30, Interstate 80, zoning and planning in Kearney)
- Compare and contrast the relationships among historical events in the students' community and the

students' lives today (e.g. Fort Kearny, agriculture, why their family lives in Kearney, new businesses, UNK, Good Samaritan Hospital, Medical community, Kearney Municipal Airport)

**Students will develop historical research skills.**

(SS 3.4.5)

- Develop questions about Kearney history (e.g. Kearney history booklet, Pioneer Park booklet, Frank House information, downtown, main street, UNK, Fort Kearny, KPS, Dobytown, Buffalo County Historical Society, Women's Club, the Great Platte River Arch)
- Identify, obtain, and cite appropriate sources for research about the local community (e.g. Kearney history booklet, Pioneer Park booklet, Frank House information, downtown, main street, UNK, Fort Kearny, KPS, Dobytown, Buffalo County Historical Society, Women's Club, the Great Platte River Arch)
- Gather and present historical information about their community (e.g. Kearney history booklet, Pioneer Park booklet, Frank House information, downtown, main street, UNK, Fort Kearny, KPS, Dobytown, Buffalo County Historical Society, Women's Club, the Great Platte River Road Archway)

## **Fourth Grade**

Students will analyze Nebraska's geography and history, as well as the unique aspects of Nebraska's Unicameral form of government. Students will develop and apply the skills of civic responsibility. Students will utilize economic reasoning skills to make informed judgments and become effective participants in the economy.

## **GEOGRAPHY**

### **Map Skills/Nebraska's Geography**

**Students will demonstrate map skills to locate physical and human features in Nebraska and the United States. Students will identify and use essential map elements. Students will apply map skills to analyze physical/political maps of the state and differentiate between continents, countries, states, cities, and counties. Students will analyze why things in Nebraska are located where they are, and students will classify regions and places within the state of Nebraska using physical and human features.**

(SS 4.2.12, SS 4.3.1, SS 4.3.2, SS 4.3.3, SS 4.3.4)

- Identify and use essential map elements in labeling the continents/oceans
- Practice reading basic map skills including using the equator and prime meridian to identify the hemisphere, using cardinal directions, interpreting map keys, and using a grid system to find locations
- Use maps and globes to acquire information about people, places, and environments
- Identify and label Nebraska's land regions - Great Plains, Till Plains, High Plains, the Sandhills, and the Badlands
- Identify and label Nebraska's elevation, rivers, aquifer, counties, and communities
- Construct a map showing the elevation in Nebraska and explain the directional flow of rivers.
- Locate and identify various Nebraska communities and counties
- Compare and contrast population characteristics of the state
- Discuss the Ice Age and its effect on Nebraska's geography today
- Explain why Nebraskans depend on land, soil, and water
- Name the major geographic regions of the United States
- Identify the states within the United States regions
- Identify capital cities
- Identify major bodies of water and countries that border the United States
- Identify geographic features that are unique to each United States region

## **HISTORY**

### **Native Americans**

**Students will describe the interaction between Native Americans and their environment on the plains prior to European contact. Students will analyze the resourcefulness regarding the environment of Native Americans.**

(SS 4.3.5, SS 4.4.1, SS 4.4.2, SS 4.4.3, SS 4.4.4)

- Explain that Plains Native Americans did not have horses until explorers brought them to this continent
- Describe an earthlodge and a tipi
- Explain how Native Americans used their resources for daily living
- Compare and contrast the Native Americans that lived in Nebraska

- Use a map to identify where the various tribes lived in Nebraska
- Identify different types of shelters used by Native Americans
- Research the daily life of Native Americans
- Identify the purpose of a buffalo hunt and uses of the buffalo
- Distinguish between the lifestyles of the nomadic and farming Plains Indian tribes
- Explain Nebraska's Native American beliefs about their relationship to Earth
- Describe how daily life changed for Native Americans from one season to another
- Explain the significance and purpose of legends
- Identify that many Native American tribes besides the Plains Indian existed in the United States
- Analyze that where Native Americans lived affected how they lived

### **Lewis and Clark and Sacagawea/Explorers**

**Students will locate the land purchased through the Louisiana Purchase and the future effect it had on our country and state. Students will describe the exploration of the Great Plains and the impact of the westward expansion on tribal nations.**

(SS 4.4.1, SS 4.4.2, SS 4.4.3, SS 4.4.4, SS 4.4.5)

- Explain why explorers came to the West
- Recognize that early explorers came from more than one country
- Summarize the relationship between the early explorers and Native Americans
- Identify the land that is now Nebraska as part of the Louisiana Purchase
- Recognize that Lewis and Clark were sent by President Jefferson to find a water route to the Pacific Ocean
- Explain that Lewis and Clark's success was aided by Sacagawea's help
- Discuss traders and trappers

### **Oregon Trail/Pioneers/Westward Movement**

**Students will identify the Oregon Trail as part of the Westward Movement. Students will compare and contrast the Oregon Trail to transportation today. Students will identify historical events in their community and explain their importance. Students will differentiate between primary and secondary sources. Students will describe and explain multiple perspectives of historical events and the impact of westward expansion on tribal nations.**

(SS 4.3.6, SS 4.4.1, SS 4.4.2, SS 4.4.3)

- Describe the Oregon Trail as a series of roads and trails on which travelers could journey westward
- Locate the Oregon, California, and Mormon trails on a map
- Explain at least one reason why pioneers made the dangerous trip west
- Discuss various ways the settlers crossed the miles (e.g. covered wagons, handcarts, stagecoaches, horses, mules and oxen)
- Analyze why the Platte River Valley was a successful pathway
- Discuss and identify Oregon Trail landmarks in Nebraska that were important to the pioneers
- Identify, analyze, and make generalizations using primary sources (e.g. artifacts, diaries, letters, photographs, art, and newspaper clippings)
- Locate forts, missions, settlements on a map
- Define gold fever
- Discuss the bartering system used by pioneers
- Analyze how the daily lives of Native Americans were impacted by westward expansion

### **Early Settlers in Nebraska**

**Students will compare communities and describe how Nebraska changed physically and**

**demographically over time. Students will describe Nebraska's history from European contact to statehood. Students will identify groups that impacted Nebraska's history; sodbusters, immigrant settlers, cowboys and buffalo soldiers. Students will describe the struggles of Plains Indians as the land became more settled and their efforts to preserve their culture.**

(SS 4.3.2, SS 4.3.4, SS 4.3.5, SS 4.3.6, SS 4.4.2, SS 4.4.3, SS 4.4.4, SS 4.4.5)

- Explain how historic and geographic features affected the expansion and development of Nebraska
- Describe and discuss the Indian wars
- Explain what a reservation is and why the government created them
- Describe the migration of Native Americans to reservations
- Locate forts, missions, settlements, trails, cities, and transportation routes
- Describe the exploration of the Great Plains
- Explain the Homestead Act and its impact on Nebraska
- Discuss the many people, especially immigrants and African Americans who settled in Nebraska
- Describe homes and life on the Nebraska prairies
- Analyze the difficulty Nebraskans faced during the harsh winters and dry summers
- Recognize the time and effort it took to carve out a living on the Nebraska plains
- Compare and contrast Nebraska's frontier schools with schools today
- Identify the significance of Arbor Day
- Discuss the economic impact of immigration and the westward movement
- Attend Trails and Rails Pioneer Day

### **Statehood**

**Students will describe Nebraska's history and how Nebraska became a state. Students will explain the history behind the choosing of Lincoln as our state capital and the history of our capitol building(s). Students will research significant individuals, identify historical events and name symbols in their community and in Nebraska and explain their importance.**

(SS 4.1.2, SS 4.4.1, SS 4.4.2, SS 4.4.3, SS 4.4.4, SS 4.4.5 )

- Discuss Nebraska becoming the 37th state on March 1, 1867
- Identify State Symbols and explain the meaning behind them.
- Trace the movement of Nebraska's capital city.
- Explain the role of political parties in early Nebraska.
- Research and present information about famous individuals and their accomplishments

### **Current Events**

**Students will analyze past and current events, issues, and problems.**

(SS 4.4.4)

- Analyze and discuss current event weekly news magazine, for example, Time for Kids

## **CIVICS**

### **Government**

**Students will identify state leaders and the impact of their decisions that affect public policy. Students will describe the process of making laws, carrying out laws, and determining if laws have been violated. Students will identify the uniqueness of Nebraska Unicameral compared with other state legislatures. Students will identify and describe the responsibilities of the elected mayor, governor, and president on the local, state, and federal level.**

(SS 4.1.1, SS 4.1.2, SS 4.2.10)

- Identify the United States Constitution and the Bill of Rights as the founding documents of our government
- Name the three branches of government
- Name the three levels of government
- Describe the election process
- Explain how our government is representative
- Identify characteristics of a good citizen
- Distinguish Nebraska's unicameral legislature from other state's two house legislatures.
- Outline the procedure for a bill to become a law in Nebraska
- Name at least one responsibility of each branch of state government
- Identify the purposes of local government

## **ECONOMICS**

### **Making a Living in Nebraska**

**Students will describe characteristics of a market economic system and the interactions of consumers and producers. Students will demonstrate an understanding of money and the financial system used in the United States.**

(SS 4.2.1, SS 4.2.2, SS 4.2.3, SS 4.2.6 )

- Define products, goods, services, economics, and free enterprise
- Name the four factors of production
- Recognize the effects of supply and demand
- Analyze how goods and services are valued in terms of money
- Recognize that personal funds are usually limited, budgets are often necessary, and there are multiple ways to store and access personal funds (e.g. Jr. Achievement)
- Recognize the role of transportation in Nebraska's economy
- Identify tourism as a source of income for Nebraska

## **Fifth Grade**

Students will analyze the development of North America from the arrival of the first Americans through the establishment of the United States as a new nation by applying the evaluation of geography, economics, civics, and history.

### **Geography/Map Skills**

**Students will explore where and why people, places and environments are organized in the United States using map and globe skills to acquire information. Students will apply map skills to create a map of the U.S. identifying regions, states, cities, bodies of water, and physical features.**

(SS 5.3.1, SS 5.3.2, SS 5.3.4)

- Apply map skills to identify and locate the 50 states, capitals, major cities and regions of the U.S.
- Locate places on maps using latitude, longitude, equator, prime meridian, and hemispheres
- Compare and contrast physical and political maps
- Identify major physical features and bodies of water in the U.S.
- Identify and locate the continents and oceans surrounding each one
- Compare and Contrast patterns of culture within the different regions of the U.S.
- Apply map skills to construct a U.S. map including regions, states, major cities, bodies of water, and physical features

### **First Americans**

**Students will demonstrate an understanding of the impact of first Americans, ideas, and cultures influenced by the geography and natural resources found in North America. Students will analyze early American societies to complete a project that will evaluate the importance of the impact of early Americans.**

(SS 5.3.1, SS 5.3.3, SS 5.3.4, SS 5.3.5, SS 5.4.1, SS 5.4.2, SS 5.4.3, SS 5.4.4, SS 5.4.5)

- Compare and contrast the migration routes of Ancient Americans
- Identify the different civilizations of Early America
- Compare and contrast how each civilization utilized the natural resources of their land
- Analyze early American civilization way of life, culture, and government
- Place in chronological order the development of early American societies
- Connect American Indian traditions today to the past
- Evaluate the cultural impact of early societies

### **Explorers**

**Students will develop and apply historical knowledge of the age of exploration between 1270 to 1570. Students will research a key explorer and analyze their contribution to this time period.**

(SS 5.1.2, SS 5.2.1, SS 5.2.2, SS 5.3.4, SS 5.3.5, SS 5.3.6, SS 5.4.1, SS 5.4.2, SS 5.4.3, SS 5.4.5)

- Identify the location of the Silk Road and its importance to globalization
- Analyze how trade connected the different cultures between Europe, Asia, and Africa
- Identify how early European explorers contributed to the age of exploration
- Compare and contrast different land and sea trading routes of explorers
- Describe improved technology and the impact it had in exploration
- Evaluate the significance of the Columbian Exchange and the impact it had in trade between the Western and Eastern Hemispheres
- Compare and contrast the different explorers and their voyages to discover the Americas
- Define, locate, and utilize lines of latitude and longitude on a map

- Research a key explorer's influence on the history of exploration

## **European Settlements in North America**

**Students will compare, contrast, and draw conclusions regarding the first European settlements in North America. Students will differentiate the purpose of each European settlement.**

(SS 5.2.1, SS 5.2.12, SS 5.3.1, SS 5.3.4, SS 5.3.5, SS 5.4.1, SS 5.4.2, SS 5.4.3, SS 5.4.4, SS 5.4.5)

- Compare and contrast the successes and failures of the Roanoke and Jamestown settlements
- Explain how the specialization of the cash crop tobacco leads to the success of the Jamestown settlement
- Identify, locate, and label the European settlements in North America
- Using cause and effect, evaluate the relationship of the Pilgrim and Puritan settlements in North America
- Identify key individuals that contributed to European settlements in North America
- Differentiate the purpose of each settlement including New Spain, New England, New France, and New Netherland

## **Thirteen Colonies**

**Students will analyze and evaluate the multiple perspectives the 13 Colonies had in developing a new nation. Students will differentiate the factors which led to the establishment of the individual colonies.**

(SS 5.1.1, SS 5.2.1, SS 5.2.2., SS 5.2.12, SS 5.3.1, SS 5.3.2, SS 5.3.3, SS 5.3.4, SS 5.3.5, SS 5.3.6, SS 5.4.1, SS 5.4.2, SS 5.4.3, SS 5.4.4, SS 5.4.5)

- Label the 13 Colonies and the regions they are located in
- Differentiate the land, natural resources, and climate of New England, Middle, and Southern Colonies
- Compare and contrast the way of life in the different regions of the 13 Colonies
- Evaluate the importance of trade between the colonies, Europe, and other countries
- Identify key people in the 13 Colonies (e.g. Benjamin Franklin and William Penn)
- Examine the relationship between the colonists and the American Indians
- Describe the triangular trade and the effect it had regarding the issue of slavery in the colonies
- Differentiate the purposes of establishing each colony

## **Revolutionary War**

**Students will analyze the causes which led to the Revolutionary War understanding the significance of people, events, ideas, and symbols. Students will evaluate how key people, events, and ideas led to the American victory.**

(SS 5.1.1, SS 5.1.2, SS 5.2.3, SS 5.2.10, SS 5.2.12, SS 5.3.6, SS 5.4.1, SS 5.4.2, SS 5.4.3, SS 5.4.4, SS 5.4.5)

- Summarize the impact the French and Indian War had on the relationship between the colonies and Britain
- Explain the effect taxes had on the colonists' economy comparing colonial taxation to current taxation
- State the main ideas of the Declaration of Independence and explain the significance of this historical document
- Identify key people, events, and ideas before and during the Revolutionary War (e.g. George Washington, Thomas Jefferson, and Thomas Paine)
- Compare and contrast the different points of view people had regarding the Revolutionary War
- Identify major battles in the Revolutionary War (e.g. Battle of Yorktown)
- Examine the different strategies used in the Revolutionary War battles

- Evaluate how key people, events, and ideas impacted the American victory

### **Creating A New Nation**

**Students will examine the foundation, structure, and function of the United States government. Students will assess the three branches of government describing the role of each branch, and how their power is limited through checks and balances.**

(SS 5.1.1, SS 5.1.2, SS 5.2.6, SS 5.4.1, SS 5.4.2, SS 5.4.3, SS 5.4.4, SS 5.4.5)

- Identify the problems facing the nation after the Revolutionary War (e.g. Shay's Rebellion)
- Analyze the strengths and weaknesses of the Articles of Confederation
- Identify the delegates that attended the Constitutional Convention
- Recognize the different points of view debated by the delegates who planned the new nation's government (e.g. Great Compromise)
- Classify the the three branches of government according to their function in the U.S. government
- Examine the system of checks and balances of the U.S. government
- Compare and contrast the powers of the national government to a state government
- Explain how the Constitution can be changed through amendments
- Identify important policies established by President George Washington (e.g. President's Cabinet)
- Assess the three branches of government describing the role of each branch, and how their power is limited through checks and balances

## **Sixth Grade World Cultures**

Students will locate where and identify why early world civilizations developed and describe how geographic location influenced these civilizations. Students will give examples of cultural characteristics and contributions of ancient world cultures. Students will evaluate the role of gender, socio-economics, religion, and government in these cultures and compare and contrast these elements to our modern world with the purpose of relating past historical phenomena to the present.

**Students will identify characteristics of early nomadic hunter—gatherer describe the role geography and climate play on influencing migratory patterns of early humans, differentiate between Paleolithic and Neolithic eras, and use that information to evaluate early, prehistoric human life.**

(SS 8.3.1, SS 8.3.2, SS 8.3.5, SS 8.3.6, SS 8.4.2, SS 8.4.4, SS 8.4.5)

- Use a timeline in order to sequence events in early human history
- Categorize items as either primary or secondary sources
- Evaluate an item's (artifacts, human remains) uses and/or limitations in accurately communicating past phenomena
- Differentiate between Paleolithic and Neolithic eras
- Summarize the influence of geography and climate on human migration
- Predict why hunter—gatherers and/or nomadic living has declined over the millennia

**Students will identify locations of early river valley civilizations, explain how agriculture led to the development of permanent settlements and civilization, list components of human civilization (organized government, economic system, organized religion, social hierarchy, written/complex form of communication), and compare and contrast civilized society to early, prehistoric human life.**

(SS 8.3.1, SS 8.3.5, SS 8.3.6, SS 8.4.1, SS 8.4.5 )

- Locate and label river valley civilizations on a world map
- Explain how the Agricultural Revolution altered early humans and led to the development of settled human civilizations
- List components of human civilization
- Evaluate social classes that developed in early civilized communities

**Students will explain how Mesopotamia qualifies as an early river valley civilization by analyzing basic characteristics of Mesopotamian society, as well as its location, and will align historical examples with components of human civilization.**

(SS 8.1.1, SS 8.3.2, SS 8.4.1, SS 8.4.2, SS 8.4.4, SS 8.4.5)

- Locate and label Mesopotamia and the Fertile Crescent on a world map
- Paraphrase Hammurabi's Code and identify it as an example of early government
- Replicate Sumerian cuneiform
- Define polytheism and explain role and powers of god—kings
- Using historical examples, defend the concept that Mesopotamia was the world's earliest civilization

**Students will examine ancient Egyptian history and give examples of cultural characteristics and contributions of ancient Egypt. Students will summarize the influential role of the Nile River on Egyptian life and culture. Students will recognize the influential role of religion and demonstrate how ancient Egyptian behaviors, rules, social and political powers, and architectural achievements were connected to their religious beliefs.**

(SS 8.3.1, SS 8.4.1, SS 8.4.2, SS 8.4.3, SS 8.4.4, SS 8.4.5,)

- Locate and label ancient Egypt on a world map
- Identify elements and influences of ancient Egyptian culture
- Summarize the role of the Nile River on Egypt's survival and culture
- Demonstrate how components like mummification, pyramid/architectural construction, and the powers of the pharaoh are connected to ancient Egyptian religious beliefs

**Students will explain geography's influence on ancient Greek lifestyle, behaviors, and culture. Students will compare and contrast the city--states of Athens and Sparta. Students will analyze the Persian Wars and the Peloponnesian War in order to evaluate the growth and decline of ancient Greece's influence in the Mediterranean world. Students will assess the role of Alexander the Great's conquests in spreading Greek, *Hellenistic*, culture.**

(SS 8.3.1, SS 8.3.2, SS 8.3.5, SS 8.3.6, SS 8.4.2, SS 8.4.5 )

- Locate and label ancient Greece on a world map
- Explain how geography impacted the Greeks' everyday life
- Define a city--state in ancient Greece
- Compare and contrast the Persian Wars and the Peloponnesian War
- Evaluate the Persian Wars' ability to unite Greece and explain how the Peloponnesian War weakened Greece, leading to its decline
- Summarize and assess Alexander the Great's conquest relative to the spread of Greek culture

**Students will examine ancient Greek history and give examples of ancient Greek cultural characteristics. Students will identify ancient Greek contributions to society. Students will compare and contrast the characteristics of democracy and citizenship in ancient Athens to the modern United States. Students will define mythology and philosophy and give examples of how each influenced Greek culture. Students will assess ancient Greece's impact on the modern world.**

(SS 8.1.1, SS 8.1.2, SS 8.4.1, SS 8.4.2, SS 8.4.4, SS 8.4.5 )

- List examples of ancient Greek cultural characteristics.
- Identify the purposes and characteristics of the ancient Greek Olympics
- Find examples of ancient Greek architecture
- Define mythology and list examples of ancient Greek myths
- Define philosophy and list examples of ancient Greek philosophers and ideas
- Compare and contrast the characteristics of democracy and citizenship in ancient Athens to the modern United States
- Evaluate the influence Greek culture has on the modern world

**Students will compare and contrast the geography of Italy and Greece and identify advantages ancient Rome had geographically. Students will explain and analyze Rome's growth from a village to a world superpower. Students will diagnose the economic, social, and political problems resulting from Roman expansion and propose alternative actions or solutions to these problems. Students will summarize the role Julius Caesar and others had in Rome's transition from republic to empire. Students will compare and contrast Roman Republican government with imperial Rome. Students will determine the reasons for ancient Rome's decline.**

(SS 8.3.1, SS 8.3.4, SS 8.3.6, SS 8.4.1, SS 8.4.2, SS 8.4.3, SS 8.4.4, SS 8.4.5)

- Compare and contrast the geography of Italy and Greece and identify advantages ancient Rome had geographically
- Identify events that prompted Rome to grow into a superpower

- Evaluate problems resulting from Rome's expansion
- Identify characteristics of the Roman Republic
- Summarize how Julius Caesar and other important related historical figures influenced Roman society and politics
- Compare and contrast Roman republican government to imperial Rome
- Determine the reasons for ancient Rome's decline

**Students will examine ancient Roman history and identify examples of Roman cultural characteristics. Students will identify and explain the conditions and qualifications of ancient Roman social classes. Students will compare and contrast traditional Roman religious beliefs to early Christianity. Students will examine ancient characteristics of Roman society and give examples of ancient Roman contributions to the modern world.**

(SS 8.3.4, SS 8.4.1, SS 8.4.2, SS 8.4.4, SS 8.4.5)

- Classify the social classes found in ancient Rome
- Explain the role of gladiators in ancient Roman society
- List examples of Roman engineering and architectural works
- Compare and contrast traditional Roman religious beliefs to early Christianity
- List examples of ancient Roman contributions to the modern world
- Compare and contrast characteristics of ancient Roman society to the modern United States

**Students will examine medieval European history in order to describe characteristics of the Middle Ages, explain the importance of Charlemagne's reign, and summarize both causes and effects of Viking raids. Students will compare and contrast the three major monotheistic faiths and detail the powers and influences of the Catholic Church. Students will analyze the role of knights, castles, and warfare in medieval European society. Students will identify characteristics and rights assigned to both men and women in feudal society and use the Magna Carta to evaluate powers of the nobility and monarchs. Students will examine the effects of trade, nationalism, exploration, and technology in order to explain the decline of medieval society and the emergence of the Renaissance.**

(SS 8.1.1, SS 8.2.4, SS 8.2.11, SS 8.3.1, SS 8.3.2, SS 8.3.5, SS 8.4.1, SS 8.4.2, SS 8.4.3, SS 8.4.4, SS 8.4.5)

- Describe characteristics of medieval Europe
- Define feudalism and identify characteristics and rights assigned to both men and women in feudal society
- Give examples of Charlemagne's efforts to organize or improve medieval society
- Identify causes and effects of Viking raids, trade, and exploration
- Analyze the role of knights, castles, and warfare in medieval European society.
- Use the Magna Carta to determine the rights and restrictions of nobility and monarchy
- Compare and contrast the three major monotheistic religions
- Identify powers and hierarchy of the Catholic Church
- Identify causes and effects of the Crusades
- Examine the effects of trade, nationalism, exploration, and technology in order to explain causes for feudalism's decline and the emergence of the Renaissance

## **Seventh Grade Geography**

Students will interpret maps, charts, graphs, and timelines to analyze where and why people, places and environments are organized on the Earth's surface. Students will compare and contrast cultures, identify economic systems, and evaluate population patterns of the world.

**Students will analyze where and why people, places, and environments are organized on the Earth's surface. The students will demonstrate how to use maps to compare and contrast geographic information.**

(SS 8.3.1)

- Identify and label continents and oceans
- Identify different types of maps and how and when they would be used
- Identify and properly use parts of a map
- Utilize latitude and longitude to find specific locations on a map
- Utilize mental mapping skills to demonstrate personal awareness of the world
- Create maps to practice and use mapping skills

**Students will identify and compare and contrast different landforms and waterways found on Earth. Students will investigate the impact these landforms have on where and how people live on Earth.**

(SS )

- Identify and classify a variety of landforms and waterways found on Earth
- Investigate impacts landforms have on how and where people live
- Research and present findings on selected landforms (e.g. create a project)

**Students will survey different climates found on Earth. Students will investigate how natural processes interact to create and change the natural environment.**

(SS 8.3.3)

- Classify climates using temperature, precipitation, location, and vegetation
- Construct a map locating the low latitude, mid latitude, and high latitude climates
- Describe the factors that influence climates on Earth
- Evaluate the climate zones (e.g. class presentation)

**Students will distinguish the characteristics of a culture and apply those traits to compare and contrast specific cultural groups around the world. Relate findings to the culture of the United States.**

(SS 8.3.4)

- Define characteristics/traits of a culture
- Apply each trait to a specific culture to develop a deeper understanding and respect for diversity
- Compare and contrast these cultures with the United States to demonstrate global awareness

**Students will evaluate population patterns around the world. Students will assess how population patterns affect where and how people live on earth.**

(SS 8.3.4, SS 8.3.5, and SS 8.3.6)

- Discover population of the world
- Analyze the physical or human geographic factors that explain the distribution of population, especially urbanization
- Find population densities for various places on earth

- Compare and contrast birth rates, death rates, and life expectancy of various places on earth
- Discover problems caused by population distribution and analyze how people have adapted to different physical environments
- Investigate how lives/places in Nebraska compare and contrast to lives/places around the world

**Students will describe the relationship between producers/consumers and supply/demand. Students will identify the economic systems in our global economy. Students will illustrate how international trade benefits individuals, organizations, and nations. Students will also identify how international trade affects our domestic economy.**

(SS 8.2.1, SS 8.2.2, SS 8.2.5, SS 8.2.12, SS 8.2.13)

- Compare and contrast producers and consumers
- Describe supply and demand in a market economy
- Categorize the different economic systems (traditional, command, market and mixed)
- Distinguish between imports and exports and that currency must be converted when trading internationally.
- Define natural resources and how possession of these resources impact world trade and the ability to generate capital

**Students will examine the region of Canada. Students will analyze demographics, culture characteristics, and contemporary issues. Students will create and use maps to analyze the physical and political aspects for this region.**

(SS 8.3.2)

- Create a physical and political map, labeling major landforms, waterways, and major cities
- Analyze the historical significance of the Inuit, early Europeans and other Native American groups how those groups have influenced today's population of Canada
- Compare and contrast the different climate zones found in this region
- Describe the economic zones of Canada and defend what resources help or hinder the Canadian economy
- Analyze demographics, cultural characteristics, and contemporary issues for this region

**Students will examine the region of Latin America. Students will analyze demographics, culture characteristics, and contemporary issues. Students will create and use maps to analyze the physical and political aspects for this region.**

(SS 8.3.2)

- Create a physical and political map, labeling major landforms, waterways, and major cities
- Analyze the historical significance of the Aztecs, Mayans, and Incas, as well as early Europeans and how these groups have influenced today's population and affected how people live in these areas today.
- Compare and contrast the climate zones of this region
- Analyze demographics, cultural characteristics, and contemporary issues for this region

**Students will examine the region of Europe. Students will analyze demographics, culture characteristics, and contemporary issues. Students will create and use maps to analyze the physical and political aspects for this region.**

(SS 8.3.2)

- Create a physical and political map, labeling major landforms, waterways, and major cities
- Compare and contrast the climate zones of this region

- Analyze demographics, cultural characteristics, and contemporary issues for this region

**Students will examine the region of Asia. Students will analyze demographics, culture characteristics, and contemporary issues. Students will create and use maps to analyze the physical and political aspects for this region.**

(SS 8.3.2)

- Create a physical and political map, labeling major landforms, waterways, and major cities
- Compare and contrast the climate zones of this region
- Analyze demographics, cultural characteristics, and contemporary issues for this region

**Students will examine the region of Africa. Students will analyze demographics, culture characteristics, and contemporary issues. Students will create and use maps to analyze the physical and political aspects for this region.**

(SS 8.3.2)

- Create a physical and political map, labeling major landforms, waterways, and major cities
- Compare and contrast the climate zones of this region
- Analyze demographics, cultural characteristics, and contemporary issues for this region

## **Eighth Grade American History**

Students will analyze and evaluate events from the colonial and revolutionary eras through the Progressive Era. Students will examine the different areas of the developing nation and demonstrate an understanding of the how the nation has changed over the course of time while evaluating each particular historical event.

**Students will analyze the relationship between Great Britain and the colonies while weighing the importance of the restrictive laws and taxes placed on the colonists. By evaluating each individual event, the students will conclude which event(s) caused the most tensions between the colonies and Great Britain causing them to separate.**

(SS 8.1.1, SS 8.2.12, SS 8.4.1, SS 8.4.2, SS 8.4.2, SS 8.4.3, SS 8.4.5)

- Label the 13 colonies and important physical features in North America on a map and identify the New England, Mid-Atlantic and Southern colonies
- Summarize major reasons Europeans migrated and settled in the colonies
- Summarize the importance of the economic relationship between Great Britain and the colonies (e.g. triangular trade and the production of timber and colonial cotton used in England's industry)
- Analyze the importance of the French and Indian War and Great Britain to secure and maintain its empire while increasing its control over the colonies by issuing the Proclamation of 1763
- Outline restrictive laws and taxes Great Britain placed on the colonies and explain the purpose of each and how that led to revolution
- Evaluate the straining relationship between Great Britain and the colonies and predict which event(s) caused the colonies and Great Britain to separate
- Examine Boston Massacre, Boston Tea Party, and Lexington and Concord by using primary and secondary sources and explain how they led the colonists to declare their independence
- Analyze actions and decisions made by influential leaders in the colonies and illustrate the points that solidified the argument for colonists to claim their independence from England, including the founding fathers, the forming of The First and Second Continental Congress, the Declaration of Independence, Thomas Paine and his pamphlet, *Common Sense*, Paul Revere, and John Hancock

**Students will examine factors that helped decide the outcome of the American Revolution by comparing and contrasting the Continental and British armies and their economic resources, analyzing key battles, strategies and alliances with foreign countries.**

(SS 8.4.1, SS 8.4.2, SS 8.4.3, SS 8.4.4, SS 8.4.5)

- Compare and contrast the strengths and weaknesses of the Continental and British armies
- Identify important people who affected the outcome of the American Revolution (e.g. George Washington, Thomas Paine, Henry Knox, King George III, General Howe, African Americans, General Burgoyne, Marquis de'Lafayette, Frederich von Steuben, General Clinton, Daniel Morgan, Nathaniel Greene and General Cornwallis)
- Analyze and evaluate how significant battles and tactics affected the outcome of the war, (e.g. Bunker Hill, Siege of Boston, New York, Trenton, Saratoga, Monmouth, Yorktown, Gentlemen's and guerilla warfare)
- List the main provisions of the Treaty of Paris 1783
- Assess the major components of the American Revolution and distinguish those factors that were instrumental in ensuring America's independence

**Students will evaluate American government from the Articles of Confederation to the ratification of the U.S. Constitution and the Bill of Rights. Students will examine the steps taken to create a new**

**government. Students will explain and diagram the organization and powers of the federal government and the Bill of Rights.**

(SS 8.1.1, SS 8.1.2, SS 8.4.2, SS 8.4.3, SS 8.4.5)

- Categorize the strengths and weaknesses of the Articles of Confederation and explain why they failed
- List the requirements of the Northwest Ordinance of 1787
- Explain the causes of Shay's Rebellion and how the event led to Congress calling the Constitutional Convention
- Outline the key points of the Constitutional Convention, including New Jersey and Virginia Plan, Three-Fifths Compromise, Great Compromise, Executive, and the Electoral College
- Identify the various opinions of key people, including James Madison, Daniel Shays, George Washington, John Adams, Thomas Jefferson, Benjamin Franklin, John Locke, James Wilson, William Paterson, Roger Sherman, Edmund Randolph, Gouverneur Morris and John Jay
- Explain the purpose of the Preamble
- Identify the Articles in the Constitution (eg. Article I-VII) and list the powers of the three branches of government
- Identify key parts of the Bill of Rights and apply them to current events
- Identify key parts of the Constitution and explain the importance of the individual parts

**Students will analyze early American foreign and domestic policies, the development of political parties and presidential dilemmas and conclude how each influenced the developing nation.**

(SS 8.1.1, SS 8.2.10, SS 8.4.2, SS 8.4.3, SS 8.4.5)

- Analyze presidential dilemmas that influenced the developing American nation and its foreign and domestic policies, including French Revolution, Barbary Pirates, British in the Northwest Territory, XYZ Affair, French attacking American ships, Impressment, War of 1812, Monroe Doctrine, Spoils System, Nullification Crisis, bank charters, Indian Removal Act, and the Trail of Tears
- Compare and contrast the first political parties in the United States and describe how they were formed
- Relate how foreign and domestic policy decisions from Washington to Jackson set the tone for future policy making decisions

**Students will analyze America's westward expansion and determine how new territories were acquired. Demonstrate how America grew through treaties, settlement and conflict.**

(SS 8.3.1, SS 8.3.2, SS 8.4.2, SS 8.4.3, SS 8.4.4, SS 8.4.5)

- Create a timeline, illustrating when each territory was acquired
- Label territories on a map
- Identify the country each territory was acquired from
- Describe how each territory was acquired
- Distinguish when each territory was acquired, where the territory was located, who the territory was acquired from, and how it was acquired

**Students will analyze the institution of slavery and illustrate the life of African Americans in the 19th century.**

(SS 8.2.3, SS 8.4.2, SS 8.4.3, SS 8.4.5)

- Examine the life of a slave by using primary and secondary sources
- Summarize the life of a slave (e.g. working conditions, living conditions, control, resistance, families and communities, leisure time activities, slave churches, and African American culture)

- Illustrate the institution of slavery

**Students will analyze the clash between Native Americans and settlers that resulted from the settlement of the frontier. Show how settlement in the west affected Native Americans and their ways of life.**

(SS 8.2.1, SS 8.3.1, SS 8.3.2, SS 8.3.4, SS 8.4.2, SS 8.4.3, SS 8.4.4, SS 8.4.5)

- Identify groups that settled the west during the 1800's, including farmers, ranchers, railroad builders, and miners
- Explain reasons why these groups settled the west (e.g. agriculture (Homestead Act), connecting the nation (Pacific Railway Act), gold and greed)
- Describe the adversity settlers faced in the west (e.g. climate, geography, and conflict and how they affected Native Americans)
- Dissect the positive and negative factors of the settlement in the west and deduce the impact on the culture and lives of Native Americans

**Students will analyze specific events and the deteriorating relationship between the North and the South while weighing the importance of sectional differences which led to the secession of the South.**

(SS 8.1.1, SS 8.1.2, SS 8.3.1, SS 8.4.1, SS 8.4.2, SS 8.4.3, SS 8.4.4, SS 8.4.5)

- Compare and contrast the geography, economy, society and transportation of the North and the South
- Assess the compromises and key events made to preserve the Union
- Analyze historical events that led to Civil War, including Missouri Compromise, Compromise of 1850, Kansas Nebraska Act, Lincoln Douglas Debates, Dred Scott, violence in Congress, the Pottawatomie Creek Massacre, and Harpers Ferry
- Analyze actions and decisions made by Americans that led to the Civil War (e.g. James Tallmadge, Henry Clay, John Quincy Adams, Nat Turner, James Polk, David Wilmot, Daniel Webster, Harriet Beecher Stowe, Henry Ward Beecher, Franklin Pierce, Stephen Douglas, John Brown, Preston Brooks and Charles Sumner, Dred Scott, Chief Justice Roger Taney, and Abraham Lincoln)
- Assess significant events leading up to the Civil War and verify the reason(s) why the South seceded

**Students will examine factors that helped decide the outcome of the Civil War by comparing and contrasting the Union and Confederate armies and their economic resources, analyzing key battles, strategies, and alliances with foreign countries.**

(SS 8.4.1, SS 8.4.2, SS 8.4.3, SS 8.4.4, SS 8.4.5)

- Compare and contrast the strengths and weaknesses of the Union and Confederate armies
- Identify important people and groups who affected the outcome of the Civil War, (e.g. Abraham Lincoln, Jefferson Davis, Thomas J. Jackson, Rose Greenhow, Dorothea Dix, Clara Barton, Ulysses S. Grant, George McClellan, David Farragut, William T. Sherman, George Meade, George Pickett, P.G.T. Beauregard, Joseph Johnston, Copperheads, 54<sup>th</sup> Massachusetts)
- Analyze and evaluate how significant battles and tactics affected the outcome of the war, (e.g. First Bull Run, Shiloh, Antietam, Fredericksburg, Gettysburg, Sherman's March, and Vicksburg)
- Identify specific forms of political propaganda that affected the outcome of the war (e.g. Emancipation Proclamation, Gettysburg Address)
- Analyze and evaluate the impact of technology and battlefield tactics and how it relates the high amount of casualties

- List the main provisions of the surrender at Appomattox
- Assess the major components of the Civil War and distinguish those factors that were most influential to the outcome of the war

**Students will analyze the African Americans struggle to achieve full rights as citizens of the United States during the period of reconstruction.**

(SS 8.2.10, SS 8.4.1, SS 8.4.2, SS 8.4.3, SS 8.4.4, SS 8.4.5)

- List and explain the phases of reconstruction, such as the 13th Amendment, 14th Amendment, 15th Amendment, withdrawal of federal troops from the South and the Jim Crow Laws
- Identify important people and groups that affected reconstruction in a positive or negative way (e.g. President Lincoln, President Johnson, President Grant, President Hayes, Frederick Douglass, the KKK, Freedmen's Bureau, carpetbaggers, immigrants, sharecroppers and African Americans)
- Outline key events during the period of Reconstruction, such as state and federal legislative actions
- Assess African Americans progress in obtaining full rights as citizens of the United States during the period of Reconstruction

## High School World History

Students will construct a world historical chronology of major events from Prehistory to the Modern Era. Students will analyze and apply how cause and effect shaped historical events, as well as evaluate the similarities and differences between separate historical situations through the study of primary and secondary sources.

**Students will construct a world historical chronology of major events from Prehistory to the Modern Era. Students will analyze primary and secondary sources to evaluate perspectives and approaches in world history. Students will determine the point of view of sources, compare perspectives and historical situations, and identify cause and effect, as well as change and continuity over time.**

(SS 12.4.1, 12.4.2, 12.4.3, 12.4.4, 12.4.5)

- Construct a world historical chronology of major events from Prehistory to the Modern Era
- Analyze primary and secondary sources to evaluate perspectives and approaches in world history
- Identify and explain the point of view of sources
- Compare perspectives and historical situations
- Identify and explain cause and effect
- Identify and explain change and continuity over time

### Early Humans and Paleolithic

**Students will analyze how early humans adapted to the natural environments of various world regions. Students will trace the paths and motivations for early human migration. Students will critique the impact of early technological innovations that shaped hunter-gatherer life during the Paleolithic Era.**

(SS 12.4.1, 12.4.2, 12.4.3, 12.4.4, 12.4.5)

- Analyze how early humans adapted to the natural environments of various world regions
- Trace the paths and motivations for early human migration
- Critique the impact of early technological innovations that shaped hunter-gatherer life during the Paleolithic Era

### Neolithic and Agricultural Revolution

**Students will analyze the human innovations and natural conditions that assisted the transition from hunter-gatherer lifestyle to systematic agriculture. Students will compare advantages and disadvantages of the hunter-gatherer lifestyle to the new agricultural way of life. Students will develop an argument for why a stable food source was essential to the development of early cities and societies.**

(SS 12.4.1, 12.4.2, 12.4.3, 12.4.4, 12.4.5)

- Analyze the human innovations and natural conditions that assisted the transition from hunter-gatherer life to systematic agriculture
- Compare advantages and disadvantages of the hunter-gatherer lifestyle to the new agricultural way of life
- Develop an argument for why a stable food source was essential to the development of early cities and societies
- Identify the major economic, political, and social changes brought about by systematic agriculture
- Identify and evaluate the basic characteristics of civilization

### Mesopotamia

**Students will identify and assess human/environment interaction, cultural development, state-building, economic development and interaction, and social structures of ancient Mesopotamia.**

(SS 12.4.1, 12.4.2, 12.4.3, 12.4.4, 12.4.5)

- Analyze the impact of geography on Mesopotamia and the influence on the development of early societies in the region
- Identify Mesopotamian civilizations such as the Sumerians and Akkadians
- Identify and explain the impact of important Mesopotamian leaders such as Sargon and Hammurabi
- Explain Hammurabi's Code and its influence on Mesopotamian society, and compare it to other legal systems throughout history
- Describe Sumerian city-states and Sumerian forms of communication, such as cuneiform
- Describe the role of religion in the lives of ancient Mesopotamians
- Compare pastoralists and traders, such as the Hebrews and Phoenicians, with empire builders, such as the Assyrians and Persians
- Analyze the importance of the Phonetic alphabet and its long-term impact on written language
- Examine the difference between emerging faiths, such as Judaism and Zoroastrianism, and earlier polytheistic faiths
- Identify what was necessary to build and maintain large empires in the ancient world
- Identify and assess human/environment interaction, cultural development, state-building, economic development and interaction, and social structures of ancient Mesopotamia

**Egypt**

**Students will identify and assess human/environment interaction, cultural development, state-building, economic development and interaction, and social structures of ancient Egypt.**

(SS 12.4.1, 12.4.2, 12.4.3, 12.4.4, 12.4.5)

- Analyze the impact of geography on the development of Egyptian civilization
- Examine the role of religion in ancient Egypt
- Compare the Old, Middle, and New Kingdoms of Egypt
- Identify ancient Egyptian achievements and cultural contributions
- Identify and assess human/environment interaction, cultural development, state-building, economic development and interaction, and social structures of ancient Egypt

**Indus Valley**

**Students will identify and assess human/environment interaction, cultural development, state-building, economic development and interaction, and social structures of the ancient Indus River Valley and India.**

(SS 12.4.1, 12.4.2, 12.4.3, 12.4.4, 12.4.5)

- Identify the chief features of Harappan civilization, including highly developed urban design, and compare to Egyptian and Mesopotamian civilizations
- Evaluate the effects that Aryans had on Indian civilization
- Explain the roles the caste system and family played in Indian society
- Identify the origins, major tenets, and the impact of Hinduism on ancient India
- Identify the origins, major tenets, and the impact of Buddhism on ancient India
- Analyze some of the literary, architectural, artistic, and scientific achievements of ancient India
- Identify and assess human/environment interaction, cultural development, state-building, economic development and interaction, and social structures of the ancient Indus River Valley and India

## **China**

**Students will identify and assess human/environment interaction, cultural development, state-building, economic development and interaction, and social structures of ancient China, including the Shang and Zhou Dynasties.**

(SS 12.4.1, 12.4.2, 12.4.3, 12.4.4, 12.4.5)

- Analyze the impact of geography on the development of Chinese civilization
- Characterize the rise and fall pattern of Chinese dynasties
- Discuss the concepts of kingship, and political and governmental institutions that characterized the Shang and the Zhou Dynasties
- Identify the three schools of thought (Confucianism, Daoism, Legalism) and the relation to the nature of humans and the universe
- Explain the key aspects of social and economic life in early China, including the influence of filial piety and the role of women
- Identify and assess human/environment interaction, cultural development, state-building, economic development and interaction, and social structures of ancient China, including the Shang and Zhou Dynasties

## **Ancient Peoples of the Americas**

**Students will identify and assess human/environment interaction, cultural development, state-building, economic development and interaction, and social structures of the ancient peoples of the Americas.**

(SS 12.4.1, 12.4.2, 12.4.3, 12.4.4, 12.4.5)

- Identify the first Americans, as well as when and how they arrived
- Identify the main characteristics of the stateless societies in the Americas, and discuss how they differed from the civilizations that arose in Central America and the Andes
- Analyze how the variety of climate and geographic features contributed to the different cultures of the Americas
- Identify and assess human/environment interaction, cultural development, state-building, economic development and interaction, and social structures of the ancient peoples of the Americas

## **Classical Greece**

**Students will identify and assess human/environment interaction, cultural development, state-building, economic development and interaction, and social structures of ancient Greece through the Classical Era.**

(SS 12.4.1, 12.4.2, 12.4.3, 12.4.4, 12.4.5)

- Explain the impact of geography on ancient Greek civilization
- Compare and contrast the Minoan and Mycenaean Greeks
- Define the word “polis” and explain its implications
- Compare and contrast the ancient city-states of Sparta and Athens
- Examine the impact of Homer’s literature on ancient Greek society
- Analyze the effects of the Persian Wars and the Great Peloponnesian War on Greek civilization
- Assess how history was reported by the ancient Greeks and identify prominent historians
- Describe the development of drama by the Greeks
- Explore the “classical” ideal with regards to art and architecture
- Define “philosophy” and describe the major classical Greek philosophers
- Ascertain the impact Greek religion had on daily life and how it was structured
- Describe the daily life in classical Athens and define patriarchal societies

- Explain how Alexander the Great was able to amass his empire and what his legacy was
- Examine how political, economic, and social institutions of the Hellenistic world differed from those of Classical Greece
- Identify and discuss the cultural contributions of the Hellenistic period with regards to literature, art, science, philosophy, and religion
- Compare the ways in which the schools of philosophy and major religions of the Hellenistic period differed from those of the classical period, and what these differences suggested about society
- Identify and assess human/environment interaction, cultural development, state-building, economic development and interaction, and social structures of ancient Greece through the Classical Era

### **Classical Rome**

**Students will identify and assess human/environment interaction, cultural development, state-building, economic development and interaction, and social structures of Republican and Imperial Rome.**

(SS 12.4.1, 12.4.2, 12.4.3, 12.4.4, 12.4.5)

- Explain the impact of geography on ancient Rome
- Identify the peoples and events that led to the founding of the Roman Republic
- Examine the policies and institutions that helped to explain Roman success in conquering and then ruling their republic
- Analyze the social divisions within the Roman Republic, their roles, and how they interacted
- Evaluate why the Punic Wars were pivotal in the establishment of Rome as the Mediterranean power
- Evaluate Augustus as an agent of physical and social transformation in early Imperial Rome
- Identify the “Good Emperors” and why were they “good”
- Identify the chief features of the Roman Empire at its height during the *Pax Romana* in the second century C.E.
- Describe Rome’s contribution to literature and the arts
- Analyze how the Roman family was structured and the role of the *paterfamilias*
- Evaluate what brought the Roman Empire to near collapse in the third century
- Hypothesize possible reasons for the destruction of the western Roman Empire
- Identify characteristics of Christianity that enabled it to grow and find acceptance within the empire
- Compare and contrast the Roman Empire and the Han Chinese Empire
- Analyze the degree to which the western Roman Empire truly fell and whether its ideals were preserved in the east by Byzantium
- Identify and assess human/environment interaction, cultural development, state-building, economic development and interaction, and social structures of Republican and Imperial Rome

### **Classical India**

**Students will identify and assess human/environment interaction, cultural development, state-building, economic development and interaction, and social structures of Mauryan and Gupta India.**

(SS 12.4.1, 12.4.2, 12.4.3, 12.4.4, 12.4.5)

- Explore why India was unable to maintain a unified empire in the first millennium B.C.E. and how the Mauryan Empire was temporarily able to overcome the tendencies toward disunity
- Analyze some of the literary, architectural, artistic, and scientific achievements of ancient India
- Identify new schools of Buddhist thought, including Theravada and Mahayana Buddhism, as well as trace the decline of Buddhism within India and spread of the religion outside the region
- Identify and assess human/environment interaction, cultural development, state-building, economic

development and interaction, and social structures of Mauryan and Gupta India

### **Classical China**

**Students will identify and assess human/environment interaction, cultural development, state-building, economic development and interaction, and social structures of the Qin and Han Dynasties in China.**

(SS 12.4.1, 12.4.2, 12.4.3, 12.4.4, 12.4.5)

- Identify and explain the concepts of kingship, and political and governmental institutions that characterized the Qin and Han Dynasties
- Explore the key aspects of social and economic life in early China
- Examine the role nomadic people played in early Chinese history
- Identify the impact of the establishment of trade routes on ancient China and their trading partners.
- Analyze the role of women in ancient Chinese society
- Assess the contributions ancient China made in the areas of metalwork, sculpture, language, literature, and music
- Discuss the purposes for beginning construction of the Great Wall during the Qin Dynasty
- Compare and contrast the characteristics of the Qin and the Han Dynasties
- Identify and assess human/environment interaction, cultural development, state-building, economic development and interaction, and social structures of the Qin and Han Dynasties in China

### **Rise of Islam**

**Students will identify and assess human/environment interaction, cultural development, state-building, economic development and interaction, and social structures of early Islamic Civilizations, including the Umayyad and Abbasid Caliphates.**

(SS 12.4.1, 12.4.2, 12.4.3, 12.4.4, 12.4.5)

- Explain the origins of Islam and Muhammad's role in Islam's development
- Identify the main tenets of Islam
- Compare Islam with Judaism and Christianity
- Explore why Arabs underwent such a rapid expansion in the seventh and eighth centuries, and why they were so successful at amassing an empire
- Identify the basic political structures of the Arab empire under the Umayyads and the Abbasids
- Explain how the Seljuk Turks, the Crusades, and the Mongols affected Islamic civilization
- Describe how these past events might explain current Middle Eastern unrest
- Identify the main features of Islamic and Byzantine society and culture
- Discuss the role women played in Islamic society and whether conditions for women improved or declined
- Explore why Islamic conditions were so essential to the development of philosophy, science, literature, and other cultural achievements and why these achievements are sometimes overlooked in the Western world
- Explain how Islamic civilizations preserved the intellectual achievements of earlier ages
- Examine how, why, and in what ways Byzantine and Islamic civilizations came into conflict
- Identify and assess human/environment interaction, cultural development, state-building, economic development and interaction, and social structures of early Islamic Civilizations, including the Umayyad and Abbasid Caliphates

### **Early African States**

**Students will identify and assess human/environment interaction, cultural development,**

**state-building, economic development and interaction, and social structures of early African states, including Kush, Axum, Mali, Ghana, Songhai, East Africa, Bantu, and stateless societies.**

(SS 12.4.1, 12.4.2, 12.4.3, 12.4.4, 12.4.5 )

- Evaluate how geography divides Africa and creates such diverse topographical regions
- Identify the main developments in African history before the coming of Islam, and the contacts early African societies had with others outside of Africa
- Identify the effects of the arrival of Islam and the Arabs on African religion, society, political structures, trade, and culture
- Identify the main characteristics of the West African states of Ghana and Mali
- Identify the roles lineage groups, women, and slavery played in African society
- Identify the characteristics and purposes of sculpture, carving, music, architecture, literature, and other forms of creative expression in African society
- Identify and assess human/environment interaction, cultural development, state-building, economic development and interaction, and social structures of early African states, including Kush, Axum, Mali, Ghana, Songhai, East Africa, Bantu, and stateless societies

### **Asian World, 400-1500**

**Students will analyze the process of reunification in China as a result of the establishment of the Sui Dynasty. Students will evaluate level of interaction between the Tang and Song Dynasties and the outside world. Students will assess the strengths and weaknesses of Mongol strategies and outcomes with regard to building a world empire. Students will identify and assess human/environment interaction, cultural development, state-building, economic development and interaction, and social structures of early Japan, Korea, and Southeast Asia.**

(SS 12.4.1, 12.4.2, 12.4.3, 12.4.4, 12.4.5 )

- Analyze the process of reunification in China as a result of the establishment of the Sui Dynasty
- Evaluate level of interaction between the Tang and Song Dynasties and the outside world
- Explain how Confucianism affects the structure of government and daily life
- Explain the importance of the Silk Road and ocean trading during the Tang and Song Dynasties
- Assess the strengths and weaknesses of Mongol strategies and outcomes with regard to building a world empire.
- Examine how outsiders, such as Marco Polo, viewed Mongol rule
- Identify the major achievements in Chinese literature, art, and technological innovations during the Sui, Tang, Song, and Yuan Dynasties
- Evaluate the level of influence China and India had on Japan, Korea, and Southeast Asia
- Identify centralizing and decentralizing forces that were at work in Japan prior to 1500
- Evaluate the extent to which Japan was able to incorporate imported ideas while maintaining indigenous culture
- Identify and assess human/environment interaction, cultural development, state-building, economic development and interaction, and social structures of early Japan, Korea, and Southeast Asia

### **Post Classical and Medieval Europe**

**Students will identify the challenges Europe faced after the fall of the Western Roman Empire and evaluate the level of success that Feudalism and the role of the Catholic Church had on stabilizing the region. Students will compare the challenges faced by Western Europe to the rise of the Eastern Roman Empire in Byzantium. Students will evaluate the developments that led to medieval Europe's recovery, the rise of cities and universities, increased interaction with the larger world, and crises of**

## **the fourteenth century (The Black Death, Hundred Year's War, and Church Controversies).**

(SS 12.4.1, 12.4.2, 12.4.3, 12.4.4, 12.4.5 )

- Create a link between Roman antiquity and the Early Middle Ages
- Identify the challenges Europe faced after the fall of the Western Roman Empire and evaluate the level of success that Feudalism and the role of the Catholic Church had on stabilizing the region
- Examine the hierarchies and relationships among the various social groups within medieval society
- Examine the position held by the Catholic Church in medieval Europe
- Describe the impact of the rise of universities and development of Scholastic thought
- Identify and examine the features of Romanesque and Gothic architecture
- Analyze the main reasons for the Crusades and what they accomplished
- Critique the Crusades and the important leaders associated with specific crusades
- Compare the challenges faced by Western Europe to the rise of the Eastern Roman Empire in Byzantium.
- Evaluate the developments that led to medieval Europe's recovery, the rise of cities and universities, increased interaction with the larger world
- Identify the problems Europe faced during the fourteenth century, including the Black Death, Hundred Year's War, and Church Controversies, and the impact they had on European economic and social life

## **Americas Prior to European Arrival**

**Students will identify the level of development found in the Americas prior to European arrival.**

**Students will evaluate the level of political centralization, cultural development, and social hierarchies found in Andean South America, the central valley of Mexico, and the Yucatan Peninsula (Inca, Aztec, Maya), as well as regions in which stateless societies were found.**

(SS 12.4.1, 12.4.2, 12.4.3, 12.4.4, 12.4.5 )

- Identify the level of development found in the Americas prior to European arrival
- Evaluate the level of political centralization, cultural development, and social hierarchies found in Andean South America (Inca)
- Evaluate the level of political centralization, cultural development, and social hierarchies found in the central valley of Mexico (Aztecs)
- Evaluate the level of political centralization, cultural development, and social hierarchies found in the Yucatan Peninsula (Maya)
- Evaluate the level of political centralization, cultural development, and social hierarchies found in regions in which stateless societies were found

## **Age of Exploration**

**Students will identify and assess the impact of geopolitical developments and innovations that brought about the Age of Exploration. Students will evaluate the contributions of a variety of world explorers and assess the impact of their discoveries. Students will differentiate the various approaches of state-sponsored exploration, including locations of focus and motives for exploration. Students will critique the relationship of explorers and colonial powers to the peoples of the discovered territories.**

(SS 12.4.1, 12.4.2, 12.4.3, 12.4.4, 12.4.5 )

- Identify and assess the impact of geopolitical developments and innovations that brought about the Age of Exploration
- Evaluate the contributions of a variety of world explorers and assess the impact of their discoveries

- Differentiate the various approaches of state-sponsored exploration and colonization, including the locations of focus and motives (e.g. Spain, Portugal, Great Britain, the Netherlands, etc.)
- Explain how religion influenced the conquerors and the conquered
- Critique the relationship of explorers and colonial powers to the peoples of the discovered territories
- Identify the main features of the African slave trade, and the effects it had on society and economy in the Atlantic world
- Evaluate the impact of the “Columbian Exchange” on world economic development

### **Renaissance and Reformation**

**Students will identify and evaluate the artistic, literary, and philosophical achievements brought about by the Renaissance in Europe. Students will identify the positives and negatives of growing urban life in Renaissance Europe. Students will analyze the conflicts that individuals had with the Catholic Church and steps that were taken against the church, which gave rise to the Protestant Reformation and the spread of Protestant faiths.**

(SS 12.4.1, 12.4.2, 12.4.3, 12.4.4, 12.4.5 )

- Describe the ways in which the Renaissance was a “rebirth” of or “recovery” from the past
- Identify and evaluate the artistic, literary, and philosophical achievements brought about by the Italian and Northern Renaissance in Europe
- Identify the positives and negatives of growing urban life in Renaissance Europe
- Define humanism and how this represented a fundamental shift in people’s worldviews
- Explain why the advent of vernacular literature and mechanical printing was so essential for the advancements of the era
- Explain how and why the moral prestige of the papacy declined after the thirteenth century
- Evaluate Erasmus and Luther’s role in the Protestant Reformation
- Analyze the conflicts that individuals had with the Catholic Church and steps that were taken against the church, which gave rise to the Protestant Reformation and the spread of Protestant faiths
- Describe religious change in Switzerland, England, France, and within the Catholic Church during the Protestant Reformation

### **Ottomans, Safavids, and Mughals**

**Students will identify and assess the factors that allowed for the Ottomans, Safavids, and Mughals to build and expand their empires. Students will analyze the methods the Ottomans used to rule their conquered regions, as well as the contributions they made to Western Asia, Northern Africa, and European societies. Students will compare and contrast the strengths and weaknesses of the Ottoman, Safavid, and Mughal Empires. Students will analyze the influence of the Mughals on Indian culture and economy.**

(SS 12.4.1, 12.4.2, 12.4.3, 12.4.4, 12.4.5 )

- Discuss why the Ottoman, Safavid, and Mughal Empires are sometimes called “gunpowder empires,” and the accuracy of that characterization
- Explain how the Ottoman, Safavid, and Mughal Empires, how they came into existence, and why they ultimately declined
- Identify the main characteristics of the Ottoman, Safavid and Mughal Empires, and the ways they were similar
- Examine the contact Ottoman, Safavid, and Mughal Empires had with Europeans, and how they were affected by this contact
- Assess the role of women in the Ottoman, Safavid, and Mughal Empires
- Explain how the Mughals united India under a single government with a common culture

- Identify and assess the factors that allowed for the Ottomans, Safavids, and Mughals to build and expand their empires
- Analyze the methods the Ottomans used to rule their conquered regions, as well as the contributions they made to Western Asia, Northern Africa and European societies
- Compare and contrast the strengths and weaknesses of the Ottoman, Safavid, and Mughal Empires
- Analyze the influence of the Mughals on Indian culture and economy

### **Ming/Qing China and Tokugawan Japan**

**Students will evaluate the achievements of both the Ming and Qing dynastic eras in China. Students will contrast the political structures of local rule under the Ming and outsider Manchu rule during the Qing Dynasty. Students will assess the level of centralization achieved under the Tokugawa Shogunate in Japan. Students will compare Chinese and Japanese attitudes and behaviors toward European contact.**

(SS 12.4.1, 12.4.2, 12.4.3, 12.4.4, 12.4.5 )

- Explain how the economy and society of China changed during the Ming and Qing eras, and to what degree these changes seemed to be leading toward an industrial revolution on the Western model
- Identify how China responded to the coming of Europeans and the impact Europeans had on these East Asian civilizations in the sixteenth through eighteenth centuries
- Describe the daily life and cultural developments of Ming and Qing China, including the role of women
- Explain why the Manchus were so successful at establishing a foreign dynasty in China, and identify the main characteristics of their rule
- Explain how Japan responded to the coming of Europeans and the impact Europeans had on Japan in the sixteenth through eighteenth centuries
- Describe the economic and societal changes in Japan during the Tokugawa era, and how Japanese culture reflected those changes
- Assess the level of centralization achieved under the Tokugawa Shogunate in Japan
- Compare Chinese and Japanese attitudes and behaviors toward European contact
- Analyze how Korea patterned its own society off of the Chinese model

### **Crisis and Absolutism in Europe**

**Students will identify and assess the scope of various crises that troubled Europe from 1560-1650, including economic struggles, religious wars, and the witchcraft craze. Students will compare styles of absolutist leadership that were employed by European monarchs in hopes of bringing stability to their regions.**

(SS 12.4.1, 12.4.2, 12.4.3, 12.4.4, 12.4.5 )

- Identify and assess the scope of various crises that troubled Europe from 1560-1650, including economic struggles, religious wars, and the witchcraft craze
- Compare styles of absolutist leadership that were employed by European monarchs in hopes of bringing stability to their regions

### **Scientific Revolution, Enlightenment, and Revolution**

**Students will analyze how the scientific method provided the foundation for scientific discoveries and a fundamentally new way of understanding the universe. Students will develop connections between this scientific thought process for understanding the natural world and the efforts of Enlightenment thinkers to apply these same principles to the social sciences. Students will evaluate the impact these new thought processes had on shaping religious and secular worldviews.**

**Students will evaluate the ways in which these new worldviews inspired revolution and the extent to which revolutions held true to the principles of the Enlightenment.**

(SS 12.4.1, 12.4.2, 12.4.3, 12.4.4, 12.4.5, 12.2.4)

- Analyze how the scientific method provided the foundation for scientific discoveries and a fundamentally new way of understanding the universe
- Develop connections between this scientific thought process for understanding the natural world and the efforts of Enlightenment thinkers to apply these same principles to the social sciences
- Evaluate the impact these new thought processes had on shaping religious and secular worldviews
- Evaluate the ways in which these new worldviews inspired revolution and the extent to which revolutions held true to the principles of the Enlightenment

### **Industrialization and Nationalism**

**Students will explain the shift from agricultural economies in Europe to economies based on manufacturing. Students will analyze the social impact that the Industrial Revolution had on Europeans, and the influence of industrialization on the movement of people from rural areas to cities. Students will assess the relationship between European industrialization and the rise of socialism. Students will evaluate the role that nationalism plays in both newly industrialized and nonindustrial societies.**

(SS 12.4.1, 12.4.2, 12.4.3, 12.4.4, 12.4.5, 12.2.1, 12.2.2)

- Identify the basic features of the new industrial system created by the Industrial Revolution and the effects the new system had on urban life, social classes, family life, and standards of living
- Examine the major ideas associated with conservatism, liberalism, and nationalism, and the role each ideology played in Europe and Latin America between 1800 and 1870
- Explain the causes of the revolutions of 1848 and why the revolutions failed
- Examine the actions Cavour and Bismark took to bring about unification in Italy and Germany, respectively, and the role war played in their efforts
- Describe the growth and development of the United States and Canada during the nineteenth century
- Identify the main characteristics of Romanticism and Realism and important contributions to those ideals
- Determine how the discoveries of the nineteenth century marked a new age of science, and who was responsible for these new developments
- Explain the shift from agricultural economies in Europe to economies based on manufacturing
- Analyze the social impact that the Industrial Revolution had on Europeans, and the influence of industrialization on the movement of people from rural areas to cities
- Assess the relationship between European industrialization and the rise of socialism
- Evaluate the role that nationalism plays in both newly industrialized and nonindustrial societies

### **Imperialism**

**Students will analyze the relationship between the industrial revolution and nineteenth century imperialism. Students will identify and compare the different approaches of European imperial powers. Students will assess the impact of imperialism on mother countries and their colonies.**

(SS 12.4.1, 12.4.2, 12.4.3, 12.4.4, 12.4.5 )

- Identify the causes of the new imperialism of the nineteenth century, and how it differed from European expansion in earlier periods
- Examine the types of administrative systems various colonial powers established for their colonies, and how these systems reflected the general philosophy of colonialism

- Explore the economic policies followed by the colonial powers and who benefited from these policies
- Examine the consequences of the new imperialism for the colonies and for colonial powers
- Evaluate how the subject peoples responded to colonialism and the role nationalism played in their response
- Analyze the relationship between the industrial revolution and nineteenth century imperialism
- Identify and compare the different approaches of European imperial powers
- Assess the impact of imperialism on mother countries and their colonies

### **Era of Global War**

**Students will analyze the role of nationalism in the rise of global conflict and mobilization. Students will explain and evaluate the causes and effects of World War I. Students will describe the growth and influence of Fascist and Communist dictatorships in Europe and the Soviet Union, as well as the rising sentiments of nationalism in Asia, Latin America, and Africa. Students will explain and evaluate the causes and effects of World War II.**

(SS 12.4.1, 12.4.2, 12.4.3, 12.4.4, 12.4.5, 12.2.3)

- Analyze the state of the world and rising global tension in 1900
- Identify the long-range and immediate causes of World War I, and why the course of the war turned out to be so different from what the belligerents had expected
- Examine how World War I affected the involved countries' governmental and political institutions, economic affairs, and social life
- Analyze the role of various countries involved in World War I, strategies for fighting and winning, and the turning points in the conflict
- Describe the conditions faced by soldiers in World War I and identify what was different about this war
- Identify the causes and effects of the Russian Revolution of 1917
- Identify the objectives of the chief participants of the Paris Peace Conference of 1919 and how closely the final settlement mirrored the objectives
- Identify the ways the terms of World War I failed to address major issues that would create crises during the interwar years
- Compare the influence of nationalism in Middle Eastern and Asian nations post-World War I
- Discuss the problems China faced between 1919 and 1939, and the solutions the Nationalists and the Communists proposed to solve those problems
- Identify the forms modernization took in Japan during the interwar years
- Examine the problems the nations of Latin America faced in the interwar years and how they responded to these problems
- Define Fascism and explain how Mussolini worked to develop his Fascist state in Italy
- Identify the societal circumstances that made it possible for the dictators of Italy, Germany, and Russia to gain authority and acceptance from their peoples
- Identify the characteristics of totalitarian states and to what degree these characteristics were present in Fascist Italy, Nazi Germany, Stalinist Russia, and Japan
- Identify the underlying causes of World War II and the specific steps taken by Nazi Germany and Japan that led to war
- Explain how the entry of the United States into World War II marked a major turning point in the conflict
- Debate whether the use of the atomic bomb was necessary to defeat the Japanese and what repercussions this had for the future
- Examine how the German Holocaust was carried out and how human beings could carry out such a

policy

- Describe the conditions of Europe after World War II
- Identify the leaders present at the postwar conferences and their visions
- Examine how the Allies' visions of the postwar world differed and how those differences contributed to the emergence of the Cold War
- Analyze the role of nationalism in the rise of global conflict and mobilization

### **Cold War**

**Students will analyze the relationship between the United States and the Soviet Union at the end of World War II. Students will examine the development of the Cold War and the challenges faced in containing the spread of communism. Students will explain the causes and effects of the Korean War and the Vietnam War, and debate the effectiveness of these wars in preventing the spread of communist control. Students will evaluate the factors historians argue brought about the end of the Cold War.**

(SS 12.4.1, 12.4.2, 12.4.3, 12.4.4, 12.4.5 )

- Explain why the United States and the Soviet Union were suspicious of each other after World War II and what events between 1945 and 1949 heightened the tensions between the two nations
- Explain the Truman Doctrine and the impact it had on the postwar world
- Identify how and why Mao Zedong and the Communists came to power in China
- Evaluate how and why the Cold War changed from a European confrontation to a conflict of global significance
- Ascertain to what degree a balance of power maintained peaceful coexistence between the Soviet Union and the United States
- Explain the causes and effects of the Korean War and Vietnam War and debate the effectiveness of these wars in preventing the spread of communist control
- Evaluate the factors historians argue brought about the end of the Cold War

### **Decolonization**

**Students will compare the process of decolonization and nationalist movements throughout the world after WWII. Students will evaluate the successes and challenges of individual independence movements. Students will assess the long-term impact of the colonial legacy in these new nations.**

(SS 12.4.1, 12.4.2, 12.4.3, 12.4.4, 12.4.5 )

- Compare the process of decolonization and nationalist movements throughout the world after WWII
- Evaluate the successes and challenges of individual independence movements
- Assess the long-term impact of the colonial legacy in these new nations

### **Post-Cold War World**

**Students will identify and assess the challenges and opportunities world regions face after the end of the Cold War. Students will evaluate the role of the United States as a superpower and the rise of emerging powers. Students will evaluate the impact of non-state actors.**

(SS 12.4.1, 12.4.2, 12.4.3, 12.4.4, 12.4.5 )

- Identify and assess the challenges and opportunities world regions face after the end of the Cold War
- Evaluate the role of the United States as a superpower after the end of the Cold War
- Evaluate the rise of emerging powers (e.g. China, India, Brazil, and Russia)
- Evaluate the impact of non-state actors (e.g. NGOs, extremist groups, and social network-inspired movements)



## **High School Women's and Gender Studies**

Students will debate how and why the dynamics of gender have shaped society, culture and history around the world. Students will evaluate how gender constructs influence relationships and power structures in both public and private spheres. Students will analyze how race, class, and gender are interrelated social aspects that influence the lives of both women and men globally. Students will identify and evaluate the need for continued efforts of transnational feminism, as well as how feminism has impacted the lives of women and men in many societies.

**Students will construct an historical chronology of major events in women's history around the world, with particular focus on the historically identified three waves of feminism. Students will analyze and apply how cause and effect shaped historical events that are of distinct importance to women's lives, as well as evaluate the similarities and differences between separate historical situations through the study of primary and secondary sources. Students will compare and contrast historical situations for women around the world to contemporary issues that women are facing today in the modern feminist movement.**

- Define feminism and identify the various types of feminism that have been present throughout history
- Analyze and evaluate different types of feminism, such as radical, liberal, socialist, Marxist, multicultural, difference, and ecofeminism
- Explain the concept behind the term "three waves of feminism" and describe why it is somewhat of a misleading metaphor
- Construct an historical chronology of major events in women's history around the world, with particular focus on the historically identified three waves of feminism
- Analyze and apply how cause and effect shaped historical events that are of distinct importance to women's lives during the three waves of feminism
- Evaluate the similarities and differences between separate historical situations through the study of primary and secondary sources
- Compare and contrast historical situations for women around the world to contemporary issues that women are facing today in the modern feminist movement

**Students will identify the difference between sex and gender. Students will analyze how society influences our understanding of typical and atypical gender behavior based upon one's sex, as well as compare and contrast how different societies view gender roles and behavior. Students will identify and evaluate the impact of societies' expectations for gender in shaping an individual's identity.**

- Define biological sex and gender and explain the difference between the terms
- Define gender construct, gender expression, gender identity, androgyny, gender roles, femininity, and masculinity, and gender ranking
- Explain the concept "the social construction of gender" and provide examples of how society influences expected behavior based upon sex and gender
- Analyze how society provides rewards or consequences for conforming to or rejecting expectations for gender behavior assigned to one's sex
- Compare and contrast different societies' views of gender roles and behavior
- Identify and evaluate the impact of societies' expectations for gender in shaping an individual's identity

**Students will identify and assess how factors such as race, class, and gender are influential in the**

**establishment of one's personal identity. Students will evaluate how personal identity becomes more complex due to other factors that society values such as age, appearance, size, and intellectual and physical ability. Students will analyze the interlocking system of race, class, and gender. Students will evaluate how race, class, and gender can be used to create systems of privilege and inequality, and describe how those systems are made more complex because of hierarchical systems that rank characteristics such as age, appearance, size, as well as intellectual and physical ability. Student will critique the idea of the "mythical norm" as the standard for an ideal person, and analyze the impact that social ranking can have on an individual's sense of self-worth and ability to participate in society. Students will analyze how social ranking can be supported by social institutions and lead to issues like misogyny and oppression.**

- Explain and analyze the relationship between race, class, and gender as a means of establishing personal identity
- Describe other factors that might be involved in establishing personal identity, such as age, appearance, size, and intellectual and physical ability
- Define and assess social ranking and apply ranking terms such as sexism, racism, classism, ageism, sizeism, lookism, and ableism
- Define and assess misogyny, oppression, privilege, power, and the concept of "systems of privilege and inequality" and evaluate one's own privileges and inequalities within society
- Analyze the interlocking system of race, class, and gender
- Evaluate how race, class, and gender can be used to create systems of privilege and inequality, and describe how those systems are made more complex because of hierarchical systems that rank characteristics such as age, appearance, size, as well as intellectual and physical ability
- Critique the idea of the "mythical norm" as the standard for an ideal person, and analyze the impact that social ranking can have on an individual's sense of self-worth and ability to participate in society
- Analyze how social ranking can be supported by social institutions and lead to issues like misogyny and oppression

Students will analyze how gender influences women's and men's lives in both the public and private spheres.

## **High School Understanding History: The Holocaust and Genocide**

The purpose of this course is to understand the impact and consequences that racism, stereotyping, and prejudice can inflict on a society. Students will define and understand what the Holocaust and genocide are and analyze both past and present genocides in the world. Students will think critically about events surrounding the Holocaust, and more recently Rwanda, Darfur, Bosnia, and Cambodia in an effort to analyze reasons why Genocide still happens today.

**Students will critically analyze the Holocaust and Genocide. Students will evaluate the ramifications of stereotyping, prejudice, and discrimination. Students will analyze identity, conformity, peer pressure, bureaucracy, and racism and apply these concepts to the Holocaust. Students will construct a foundation on what the Holocaust is and key concepts and themes that will continue throughout the course.**

- Define Holocaust
- Identify the Holocaust as a significant event in history that continues to have universal implications
- Define Genocide
- Identify reasons for studying the Holocaust
- Define the role and responsibility of the individual to uphold the principles of democracy
- Define prejudice, stereotyping, and discrimination
- Identify and analyze the role of bystanders, collaborators, perpetrators, and rescuers
- Discuss the impact of prejudice on the individual and society
- Examine how discrimination based on violence can escalate into acts of violence
- Give examples of stereotypes that exist today and why they exist
- Define identity and cite how one forms an identity and reasons why identity can change
- Define peer pressure and cite examples of when peer pressure has contributed to people changing their values to conform with the “in” group.
- Define bureaucracy and the connection this plays with the Holocaust
- Examine how prejudicial attitudes and discriminatory practices can escalate to violence
- Define racism and identify times throughout history in which racism has played a role in genocide and mass murder

**Students will analyze Judaism and examine different holy days and traditions. Students will assess different rites and passages in the Jewish faith and discriminate between items that adorn a Jewish home or are worn during prayer. Students will analyze why Jews have been persecuted throughout history and connect what is called the longest hatred to the racial anti-Semitic ideology will begin in Nazi Germany. Students will examine stereotypes and the risks that come with it when oversimplifications of people or things happen**

- Identify significant aspects of the Jewish faith
- Identify the Jewish holy book and different branches of the Jewish faith
- Examine significant historical dates for Judaism
- Identify who is Jewish
- Identify and analyze Jewish worship and list items worn during worship (e.g. *kephah*, *yarmalka*, *tallit*, *tephillin*)
- Identify and analyze what keeping Kosher means
- Differentiate between Jewish Holy Days and Jewish Festivals and Commemorations
- Define antisemitism and explore its origins
- Identify the similarities and differences between pre-Nazi antisemitism and Nazi racial ideology.

- Identify historical and contemporary examples of antisemitism, propaganda, and stereotyping

**Students will analyze Jewish life in Germany prior to the Holocaust. Students will dissect key events from 1918-1933 that led to the breakdown of democracy in Germany. Students will investigate primary source material in order to understand how legislation, terror, and propaganda isolated German Jewry from German society. Students will evaluate the time period from 1933-1939 and analyze the role that individuals, countries, and leaders played in escalating violence and hate.**

- Analyze the Weimar Republic and the Nazis rise to power
- Analyze laws, policies and teachings following the Nazi takeover
- Summarize reasons why Nazi ideology and government policies were appealing to humans following the Weimar Republic
- Examine the role that media and propaganda played in spreading Nazi Ideology (e.g. *The Eternal Jew, the Poisonous Mushroom, and Der Sturmer*)
- Identify what the Hitler Youth was and the techniques Hitler used to indoctrinate young German boys
- Examine the Night of the Long Knives
- Identify and analyze the Nuremberg Laws of 1935
- Identify the changes that took place in Germany after the Nazis came to power
- Explain reasons why countries met at the Evian Conference and debate the decision that was made at this conference
- Identify the Voyage of St. Louis and explain why they were turned away from Cuba and the United States
- Examine the Olympics of 1936 and the events that took place at the games: Jesse Owens
- Evaluate the events that led to Kristallnacht
- Analyze the world's response, including the United States, to Kristallnacht
- Summarize the escalation of hate that took place under Hitler (e.g. stereotypes, laws, Eugenics, isolation, ghettos, concentration camps, death camps)
- Summarize the eugenics and euthanasia programs
- Differentiate between the roles of bystanders, perpetrators, victims, and rescuers

**Students will investigate reasons why ghettos were established throughout Nazi Europe. Students will assess this as the next step in the pyramid of hate and the ultimate objective of ridding Europe of the Jewish people. Students will evaluate the policies that were implemented against the Jews to humiliate and limit their dignity within the ghetto walls. Student will predict that the the ghettos were a death trap brought on by starvation, disease and ultimately deportation.**

- Identify and list examples of different ghettos (e.g. Warsaw, Lodz, and Theresienstadt)
- Identify the process of moving Jews into the ghetto
- Identify the goals and aims of the Nazis in establishing the ghetto
- Locate specific ghettos in Eastern and Central Europe
- Examine what life was like for Jews forced to live in ghettos, specifically Warsaw, Lodz and Theresienstadt
- Identify hunger, disease, and despair and how this played a role in surviving or not
- Describe how ghettos were governed and identify the role the Judenrat played
- Identify Emmanuel Ringelblum and the significance of the documentation and records that were preserved
- Summarize the cultural life that still took place in the ghettos (e.g. theatrical programs, poetry readings, education, religion)
- Explain the Warsaw Ghetto uprising and the analyze the significance of this resistance effort

- Locate and identify the Lodz Ghetto
- Summarize the philosophy behind those living in this ghetto- salvation through work
- Identify Mordechai Chaim Rumkowski and the role he played in the Lodz Ghetto
- Locate and Identify Theresienstadt
- Summarize the elaborate hoax that the Nazis played on Danish people and how propaganda played a role in this endeavor
- Describe ways in which people chronicled their life in the ghetto and the significance of this action
- Define liquidation
- Summarize and give examples of Nazi decision to liquidate the ghettos

**Students will analyze the role of the Einsatzgruppen and examine the evolutionary process the Nazis followed to transition to mass murder. Students will examine the Wannsee Conference and assess how the Final Solution was carried out. Students will analyze the reasons why “other” undesirable were targeted.**

- Define Einsatzgruppen
- Summarize the role that the Einsatzgruppen played in the Nazis plan to systematically annihilate the Jews
- Identify the Wannsee Conference and analyze the significance of what was determined here
- Identify Herman Goering and Reinhard Heydrich and the role they played in decisions made at the Wannsee Conference
- Define and identify killing centers (e.g. Chelmno, Treblinka, Belzec, Sobibor, Majdanek, Auschwitz/Birkenau)
- Explain the process of “selection” upon arrival at killing centers
- Generalize what life was like for people who existed in the extermination camps
- Examine the origins, establishment, conditions and operations of the concentration and death camps (e.g. gas chambers, experiments, Zyklon B, processing of bodies)
- Identify reasons why specific groups were targeted and victimized by the Nazi Party (e.g. homosexuals, Jehovah’s Witnesses, Soviet prisoners of war, gypsies, handicapped)
- Summarize the response to the Holocaust by the U.S. and Allies (e.g. decision to not bomb Auschwitz)

**Students will analyze Jewish resistance efforts during the Holocaust. Students will assess the dangers and risks that came along with resistance and the means, scope and intensity of resistance efforts. Students will differentiate between spiritual and armed resistance. Students will contrast Jewish resistance to that of rescuers and non-Jewish resistance.**

- Define resistance
- Identify methods used by the Nazis to discourage and reduce resistance and rebellion in occupied territories
- Summarize various obstacles to resistance (e.g. armed power of Germans, secrecy and deception of deportations)
- Identify and analyze different forms of spiritual resistance (e.g. praying, fasting, education, cleanliness, journals, diaries)
- Identify and analyze different forms of armed resistance (e.g. revolts, smuggling of weapons, Warsaw Ghetto Uprising, escaping, partisan actions, Bielski’s)
- Summarize the cost of resistance if caught (e.g. death)

- Identify and analyze acts of German Resistance (e.g. White Rose)
- Identify the Righteous Among Nations and list examples (e.g. Raoul Wallenberg, Joop Westerville)
- Analyze the motivation of non-Jewish rescuers in an effort to help the Jews survive (Miep Gies and Anne Frank)
- Identify the risks involved when non-Jews helped Jews hide or escape and the moral choices that were made
- Examine various forms of assistance that were given to Jews by non-Jews during the Holocaust
- Examine the obstacles and dangers that hidden children had to overcome in order to have a chance to survive
- Examine the price of apathy and indifference in the face of injustice

**Students will examine the role of liberators following the defeat of the Nazis at the end of World War II. Students will analyze the political, legal, social, and emotional status of survivors. Students will critically examine the complex issue of relative guilt within the context of the Nazi occupation of Europe. Students will analyze the crimes trials following World War II and consider the responsibility of the free world to provide a safe haven for refugees attempting to escape Europe.**

- Identify death marches
- Define liberation
- Identify those that aided in the liberation of Jews and other “undesirables” from Nazi control
- Identify what Nazi officials did to try and hide the atrocities that took place in camps
- Examine the emotional ramifications of liberation for both the Jews and the Allied soldiers who liberated them
- Identify what a displaced persons camp was and what life was like for people living in these camps
- Examine the serious difficulties that survivors faced after liberation, including reuniting broken families, providing care to children, and reclaiming homes and communities
- Assess the lingering antisemitism that persisted after liberation (e.g. Pogrom in Kielce)
- Define the Immigration Law of 1948
- Identify and assess the events surrounding the creation of the state of Israel
- Examine the role of those who collaborated with the Nazis during World War II
- Analyze the Nuremberg Trials and other war crimes trials that took place after the war
- Assess the role and responsibility of the individual perpetrator within the Nazi system by learning about Rudolf Hoess and Adolf Eichmann
- Assess the relationship between the Holocaust and the establishment of the State of Israel
- Analyze the culpability of the free world in what ultimately happened to the Jews in Europe
- Evaluate individual and collective responsibility for the Holocaust
- Examine the impact of the Holocaust upon post-Holocaust survivors, their children, and grandchildren.
- Assess the role of the individual to ensure a safe and free society

**Students will identify and analyze more recent Genocides that have taken place since the Holocaust. Students will examine the nature of Genocide, including the causes and manifestations, and assess efforts at prevention of future Genocides.**

- Define Genocide
- Explain the political difficulties in labeling Genocide
- Identify root causes of Genocides other than the Holocaust (e.g. Rwanda, Bosnia, Cambodia, Darfur)
- Analyze ways in which the world can join together to prevent further Genocides from happening



## **High School Psychology**

Through the study of behavior and mental processes, students will identify and apply different themes, theories, and perspectives to different sub-topics in the field of psychology.

**Students will analyze the process that scientists use to answer questions about people's behavior and mental processes. Students will differentiate between the descriptive and experimental research methods.**

- Define the term psychology and identify the evolution of psychology from a philosophy to a social science
- Define the four goals of psychology
- Compare and contrast basic and applied research
- Define critical thinking and examine the three characteristics of critical thinking: independent thinking, suspension of judgment and willingness to abandon prior judgments
- Identify the different types of descriptive research methods including naturalistic observation, laboratory observation, case studies, surveys, questionnaires and interviews
- Identify pros and cons of descriptive research methods
- Identify the experimental research method and provide examples of ways that the experimental method is used
- Define hypothesis, independent and dependent variables, experimental and control groups, selection bias and placebo effect
- Differentiate between the different methods of research
- Identify the pros and cons of each method and explain which research method might be the best way to approach a study

**Students will examine the founders of psychology and their contributions to the current trends in the field. Students will categorize the different perspectives and current trends in the field of psychology.**

- Identify John Watson and B.F. Skinner and define the term behaviorism
- Explain the theory of Psychoanalysis and identify Sigmund Freud and his contributions
- Identify Carl Rogers and explain his theory of Humanistic psychology
- Define Cognitive psychology and distinguish the differences between Gestalt psychology and the information processing theory
- Define and identify the main ideas that make up the evolutionary theory of psychology
- Define the biological or physiological theory of psychology
- Define the sociocultural perspective of psychology
- Examine the founders of psychology and their contributions to the current trends in the field

**Students will describe how messages are transmitted throughout the nervous system and then classify the different types of neurotransmitters and examine their functions. Students will diagnose the importance of the different neurotransmitters throughout our sub-topics of study.**

- Define the term neuron and explain the differences between afferent, efferent and interneurons
- Be able to label the parts of a neuron and define each of the terms including the cell body, dendrites and the axon.
- Identify the neural impulse and define the term permeability
- Distinguish between resting and action potential and the importance of the myelin sheath
- Identify acetylcholine, dopamine, norepinephrine, epinephrine, serotonin, glutamate, GABA, and

endorphins.

- Evaluate the importance of the dopamine and the impact it can have on learning and attention
- Evaluate the importance of dopamine in regards to drug addiction and our “reward” or “pleasure” pathways to the brain.
- Evaluate the importance of serotonin and the role it plays in regulating our mood, sleep and appetite
- Evaluate the importance of endorphins and the role that it plays in relieving pain and stress
- Describe how messages are transmitted throughout the nervous system and then classify the different types of neurotransmitters and examine their functions
- Diagnose the importance of the different neurotransmitters throughout our sub-topics of study

**Students will organize the structure and functions of the central nervous system.**

- Distinguish between the spinal cord and brain as the substructures of the Central Nervous system.
- Identify the significance of the spinal cord and the functions associated with this structure
- Identify the brainstem and medulla and list the functions associated with these structures
- Identify the cerebellum and list the functions associated with this structure
- Identify the thalamus and list the functions associated with this structure
- Identify the hypothalamus and list the functions associated with this structure
- Identify the limbic system as well as the sub-structures associated with the limbic system (including the hippocampus and epithalamus) and list the functions associated with these structures

**Students will organize the substructures and functions of the cerebrum.**

- Distinguish the differences between the right and left hemisphere and identify that the corpus callosum plays a significant role of connecting the two hemispheres
- Identify the cerebral cortex, including the three different association areas associated with the cerebral cortex. They include sensory input areas, motor areas, and association areas, which are housed in the different lobes
- Identify the frontal lobe and the substructures of this area- including the motor cortex and Broca’s area, and list the functions associated with this area
- Identify the parietal lobe, including its substructures, and list the functions associated with this area
- Identify the occipital lobe and its substructure and list the functions associated with this area
- Identify the temporal lobe and the structures of this area, including Wernicke’s area, and list the functions associated with this area
- Students will list the functions that are associated with the different hemispheres of the brain and will examine how the brain has the ability to change and adapt to different circumstances- including a hemispherectomy
- Organize the components of the cerebrum and evaluate the significance of this organ

**Students will organize the structure of the peripheral nervous system and describe the connection that it makes to the central nervous system.**

- Differentiate between the different subdivisions of the peripheral nervous system, including the somatic and autonomic nervous system
- Differentiate between the sympathetic and parasympathetic nervous system
- Organize the structure of the peripheral nervous system and describe the connection that it makes to the central nervous system

**Students will examine and identify the endocrine system and describe the significant functions that each glands plays in various parts of the body and the hormones that it releases.**

- Define the endocrine system
- Define hormones and describe the role that hormones play in the human body
- Identify the pituitary gland and explain the significant role of “master gland” that it plays in our body
- Identify the function of the thyroid gland and the hormone it releases
- Identify the function of the adrenal glands and the hormones it releases
- Identify the function of the gonads and the hormones it releases

**Students will distinguish between our body’s sense organs that are equipped with sensory receptors. Students will evaluate the capabilities, as well as, potential deficiencies associated with each sense.**

- Define absolute and difference thresholds and their association with sensation
- Define Just Noticeable difference as well as Weber’s law
- Identify the role that sensory receptors play in detecting and responding to different stimuli
- Define transduction and sensory adaptation
- Identify the structure of the eye and the functions that these structures perform
- Define terms: frequency, amplitude, and decibel
- Identify the different parts of the ear and their functions
- Identify the major reasons for hearing loss
- Discuss cochlear implants and research different cases of implants working
- Define olfaction
- What are the primary taste sensations that we as humans have and discuss how we detect these different tastes.
- Define pheromones
- Discuss how the skin can provide sensory information
- Define what the function of pain is and how pain can be impacted by different types of factors including endorphins, culture, and psychological factors
- Define vestibular sense and give examples
- Define kinesthetic sense and give examples
- Demonstrate their knowledge of sensation by distinguishing between our body’s sense organs that are equipped with sensory receptors
- Evaluate the capabilities, as well as, potential deficiencies associated with each sense

**Students will examine the concept of perception by identifying principles of perceptual organization.**

- Define the different principles that make-up perceptual organization
- Identify binocular and monocular depth cues
- Define real and apparent motion and compare and contrast the differences between the two

**Students will analyze consciousness related to circadian rhythms and sleep and diagnose how different variables can influence our circadian rhythms and sleep cycles. Students will examine the benefits of meditation and give specific examples to support this claim.**

- Define consciousness and altered states of consciousness
- Define circadian rhythms and explain the importance of sleep/wake cycles
- Discuss how jet lag and shift work can impact your circadian rhythms
- Identify differences between NREM and REM and explain the four different sleep cycles
- Explain the functions of REM sleep
- Identify and explain the different sleep disorders and give examples of each (e.g. sleep terrors,

nightmares, sleep apnea, narcolepsy, and insomnia)

- Explain how meditation can induce an altered state of consciousness
- List the benefits of meditation
- Analyze consciousness related to circadian rhythms and sleep and diagnose how different variables can influence our circadian rhythms and sleep cycles
- Examine the benefits of meditation and give specific examples to support this claim

**Students will analyze consciousness related to psychoactive drugs and examine how drugs affect the brain and neurotransmitter system. Students will outline risk factors and pro-active factors for substance abuse. Students will compare and contrast the differences between physical and psychological drug dependence. Students will classify the effects of stimulants, depressants, and hallucinogens and give examples of different drugs that fall into these categories.**

- Define psychoactive drugs
- Explain how drugs affect the brain
- List and explain reasons for substance abuse such as neurobiological factors, heredity and social factors
- List and explain proactive factors to reduce substance abuse such as religion, parental support, and coping skills.
- Compare and contrast physical and psychological dependence
- Define terms such as dependence, withdrawal, and tolerance
- Define stimulants and list examples such as caffeine, nicotine and amphetamines and give examples of the effects of these drugs
- Define depressants and list examples such as alcohol, barbiturates, and narcotics and give examples of the effects of these drugs
- Define hallucinogens such as marijuana, LSD and designer drugs and give examples of the effects of these drugs
- Analyze consciousness related to psychoactive drugs and examine how drugs affect the brain and neurotransmitter system.
- Outline risk factors and pro-active factors for substance abuse
- Compare and contrast the differences between physical and psychological drug dependence
- Classify the effects of stimulants, depressants, and hallucinogens and give examples of different drugs that fall into these categories.

**Students will classify differences between original and more modern views of classical conditioning in regards to learning. Students will then compare and contrast classical conditioning to operant conditioning.**

- Define Learning
- Define classical conditioning and stimulus and give examples of what different stimuli are
- Identify Ivan Pavlov and analyze his theories on how we learn
- Analyze the process of classical conditioning and identify key components of this theory (e.g.) conditioned reflex, unconditioned stimulus, unconditioned response, conditioned stimulus and conditioned response)
- Define terms related to changing conditioned responses (e.g. as extinction, spontaneous recovery, generalization and discrimination)
- Identify John Watson and his contribution to emotional conditioning
- Compare and contrast original classical conditioning to the more modern views
- Give examples of classical conditioning that we experience in everyday life

- List the four factors that influence classical conditioning
- Define Operant Conditioning and list key figures that influenced this theory
- Define trial and error learning as well as the law of effect
- Analyze the process of operant conditioning and identify key terms (e.g. reinforce, shaping, successive approximations, extinction, generalization and discrimination)
- Explain how positive and negative reinforcements support operant conditioning
- Define primary and secondary reinforcers
- Identify and explain the different schedules of reinforcement
- List the three factors that influence operant conditioning
- Compare and contrast operant and classical conditioning
- Define punishment and give positive and negatives for using punishment
- List different alternatives to punishment

**Students will analyze characteristic of memory and diagnose what the nature of memory entails. Students will evaluate different factors that influence the retrieval of memory. Students will dissect the biology of remembering and organize how different parts of the brain influence our memory. Students will explain how persons can improve their memory.**

- Define encoding, storage, consolidation and retrieval and how this relates to memory
- Identify the Atkinson-Shiffrin Model and the different components associated with this model including sensory memory, short-term memory and long-term memory
- Evaluate the three methods used to measure memory- recall, recognition and relearning
- Analyze the nature of remembering and identify different components (e.g. schemas, distortion, eyewitness testimony, repressed memories, flashbulb memory, eidetic memory, and culture and memory)
- Identify and define the factors that influence the retrieval of memory (e.g. serial position effect, environmental context and state-dependent)
- Define the roles that the hippocampus and the hippocampal region play in memory
- Explain how hormones can affect memory
- Analyze forgetfulness and list the causes for forgetting (e.g. encoding failure, decay, interference)
- Evaluate different factors that influence the retrieval of memory

**Students will analyze the three most frequently debated issues involving childhood development and will assess the methods used to examine this process. Students will assess and evaluate prenatal development. Students will assess how different teratogens can impact the fetus and therefore impact development. Students will analyze the importance of Piaget and his theory of childhood development.**

- Define developmental psychology
- Identify the three most debated issues involving childhood development- which include nature vs., nurture, development in stages, and whether or not certain characteristics remain stable or do they change throughout a lifetime
- Differentiate between longitudinal and cross sectional study
- Define prenatal development and identify the three different stages that occur during this development
- Identify negative influences on fetal development and explain the impact that they can have on a fetus
- Define the terms neonate, reflexes and maturation and compare motor behaviors of an infant to that of an older child.

- Examine the capabilities of a newborn in regards to vision, depth perception, and hearing
- Define and give examples of temperament
- Examine the importance of attachment and diagnose what can happen if attachment fails to happen between the caregiver and baby
- Define separation and stranger anxiety
- Describe the father-child relationship and compare this to the mother-child relationship
- Identify Piaget and explain how terms like organization, scheme, accommodation, assimilation and equilibrium contribute to his theory of cognitive development
- Identify the sensorimotor stage and define key terminology associated with this stage (e.g. object permanence)
- Identify the preoperational stage and define key terminology associated with this stage (e.g. centration and egocentrism)
- Identify the concrete operational stage and define key terminology associated with this stage (e.g. reversibility and conservation)
- Identify the formal operations stage and define key terminology associated with this stage (e.g. naïve idealism, adolescent egocentrism, personal fable and imaginary audience)
- Analyze the three most frequently debated issues involving childhood development and assess the methods used to examine this process

**Students will compare and contrast Piaget's theory of cognitive development to other approaches including Vygotsky. Students will organize the sequence of language development that occurs during development. Students will construct their own ideas about their parents, peers, media and culture on their development after analyzing and examining parenting styles, peers and their relationship to the development process, the media, and how culture can play a role on development.**

- Identify Lev Vygotsky and explain how he believes that language plays a key party in cognitive development
- Identify and explain how private speech, according to Vygotsky, plays a key role in cognitive development
- Define zone of proximal development and scaffolding
- Analyze the information processing theory
- Identify the sequence of language development: cooing, babbling, overextension, underextension, telegraphic speech, and overregularization
- Analyze how the learning theory and nativist position explain how children acquire language
- Analyze the role parents play in the child's socialization process
- Identify and give examples of the four different types of parenting: authoritarian, authoritative, permissive, and neglectful.
- List examples of the role peers play a role in the socialization of a child
- Identify and explain Bronfenbrenner's context of development
- Define microsystem, macrosystem and exosystem

**Students will identify Sigmund Freud and analyze the Psychoanalytic Theory. Students will examine the three levels of consciousness and differentiate between the id, ego and superego. Students will identify the different defense mechanisms and examine real-life examples where people have used these defense mechanisms. Students will identify the psychosexual stages of development and dissect why Freud believed that these stages were important in personality development. Contrast Freud's theories to that of neo-Freudians.**

- Define the term psychoanalysis and identify Sigmund Freud's contributions to the field of psychology
- Discuss the three levels of awareness in consciousness, according to Freud, such as conscious, preconscious and unconscious
- Define the roles that the Id, Ego and Superego play in personality according to Freud
- Identify the purpose of defense mechanisms according to Freud
- Define, identify and give examples of the different defense mechanisms (e.g. repression, regression, projection, reaction formation, displacement, sublimation, rationalization and denial)
- Identify and explain the different psychosexual stages of development and summarize why Freud believes them important to personality development
- Compare and contrast the views of Sigmund Freud to that of the Neo-Freudians such as Jung, Adler and Horney.
- Examine the three levels of consciousness and differentiate between the id, ego and superego
- Diagram the different defense mechanisms and examine real-life examples where people have used these defense mechanisms
- Diagram the psychosexual stages of development and dissect why Freud believed that these stages were important in personality development
- Contrast Freud's theories to that of neo-Freudians

**Students will analyze the meaning of abnormal in regards to behavior. Students will compare and contrast the different types of psychological disorders and examine the cause, effect, and treatment options for the different types of disorders.**

- Define psychological disorders
- Identify criteria to determine whether or not something is considered to be abnormal or not
- Identify the different types of causes for psychological disorders biological, biopsychosocial, psychodynamic, learning and cognitive perspectives
- Identify and analyze the different types of anxiety disorders
- Identify and analyze obsessive compulsive disorder
- Identify and the different types of anxiety disorders
- Identify and analyze the different types of mood disorders
- Identify and analyze the schizophrenia
- Analyze the meaning of abnormal in regards to behavior

**Students will analyze the idea of social perception. Students will investigate factors that contribute to attraction and identify how psychologists explain the reasons for romantic attraction. Students will organize the complexities of conformity, obedience, and compliance by citing different examples from current or historical situations in the news media over the last 75 years. Students will assess the dangers of group influence and how it can impact individual behavior. Students will chart and analyze attitudes, prosocial behavior, aggression, prejudice and discrimination.**

- Define Social Psychology
- Identify what primacy effect is in regards to impression formation
- Define and explain the differences between situational attribution and dispositional attribution.
- Define actor-observer effect and self-serving bias
- Analyze the factors that influence attraction (e.g. proximity, mere exposure effect, physical attraction, romantic attraction, and mating)
- Define conformity and social norms
- Define and explain obedience
- Define compliance and explain the three techniques used to gain compliance: foot-in-the-door

technique, door-in-the-face technique, and low-ball technique

- Identify and evaluate the power of group influence (e.g. social facilitation, social loafing, group polarization, and social roles)
- Identify the three key components to attitude-: cognitive, emotional, and behavioral
- Define Cognitive Dissonance
- Define and identify key elements of persuasion
- Define and list examples of aggression
- List examples that influence aggression (e.g. scapegoating, personal space, and crowding)
- Define and list examples of prejudice and discrimination
- Analyze social perception
- Investigate factors that contribute to attraction and identify how psychologists explain the reasons for romantic attraction
- Organize the complexities of conformity, obedience, and compliance by citing different examples from current or historical situations in the news media over the last 75 years

## **Geography**

Students will evaluate how key land, water, and climate features shape the lives of peoples around the world. Students will differentiate between and analyze patterns of settlement, historical backgrounds, cultural traditions, and standards of living across all world regions. Students will analyze and apply their understanding of physical and cultural geography to current world issues.

**Students will demonstrate their ability to interpret various types of maps and map features.**

**Students will devise and construct their own mental maps to demonstrate spatial awareness.**

(SS 12.3.1)

- Identify the different map projections and explain the effects of distortion
- Identify various types of maps and explain how they might be used
- Create and compare political, physical, and thematic maps of countries and regions
- Apply concepts of scale, orientation, latitude and longitude, as well as the use of symbols to various maps
- Apply spatial thinking to develop mental maps, investigate issues, and justify decisions
- Demonstrate ability to interpret various types of maps and map features
- Devise and construct maps to demonstrate spatial awareness

**Students will analyze how different forces shape the earth, create various land and water features, as well as impact climate and weather. Students will explain the relationship between these forces, land and water features, and climate.**

(SS 12.3.2, 12.3.3, 12.3.4, 12.3.5)

- Identify regional climatic patterns and weather phenomena, relating them to events in the contemporary world
- Identify and explain how local land and water features impact climate and weather patterns
- Identify and explain global atmospheric and ocean systems
- Explain plate tectonics/continental drift and predict changes over time to the earth's land and oceans
- Explain how humans influence and are influenced by the environment
- Analyze how different forces shape the earth, create various land and water features, as well as impact climate and weather

**Students will compare various types of governments and economic systems. Students will identify real world examples of these systems and evaluate these systems.**

(SS 12.1.1, SS 12.2.1, SS12.2.10, 12.2.5)

- Define terms related to government systems: unitary, federal, autocracy, oligarchy, democracy, dictatorship, constitutional monarchy, socialism
- Define terms related to economic systems: traditional, market economy (capitalism), mixed economy, command economy, communism
- Differentiate between more developed and less developed countries with regards to governance, economics, and standard of living
- Compare various types of governments and economic systems

**Students will analyze human/environment interaction, demographics, cultural patterns, regional dynamics, and contemporary issues in the United States and Canada. Students will compare how these patterns are similar and different in regions across the United States and Canada.**

(SS 12.3.2, 12.3.4, 12.3.5, 12.3.6, 12.2.12, 12.2.13)

- Identify U.S. states and Canadian provinces and territories

- Identify key land and water features of the U.S. and Canada
- Identify key natural resources of the U.S. and Canada
- Identify key climate characteristics in the U.S. and Canada
- Investigate population patterns, regionalization, and economic development in the U.S. and Canada
- Compare differences and similarities between government systems and the services they offer in the U.S. and Canada
- Explain how the religious practices and languages of the region reflect the immigrant history of the U.S. and Canada
- Evaluate how the economies of the U.S. and Canada are dependent on each other and interdependent with those in other parts of the world
- Analyze human/environment interaction, demographics, cultural patterns, regional dynamics, and contemporary issues in the U.S. and Canada

**Students will analyze human/environment interaction, demographics, cultural patterns, regional dynamics, and contemporary issues in Latin America. Students will compare how these patterns are similar and different in regions across Latin America, as well as to the United States.**

(SS 12.3.2, 12.3.4, 12.3.5,12.3.6, 12.2.12, 12.2.13)

- Identify Latin American countries and major cities
- Identify key land and water features of Latin America (e.g. Andes Mountains, Amazon River, Amazon Rainforest, Patagonia, llanos, Pampas, Isthmus of Panama)
- Identify key natural resources of Latin America
- Identify key climate characteristics in Latin America
- Investigate population patterns, regionalization, and economic development in Latin America
- List the contributions Latin America's indigenous empires (e.g. Maya, Aztec, Inca) have made to the region's cultural development
- Examine the impact of European colonial involvement on Latin America's political and social structures
- Explain how the religious practices and languages of the region reflect the history of Latin America
- Evaluate how the economies and development levels of Latin American countries have shaped interdependence with the U.S. and Canada, as well as impacted the movement of people within the Americas
- Analyze human/environment interaction, demographics, cultural patterns, regional dynamics, and contemporary issues in Latin America
- Explain how patterns of human/environment interaction, demographics, cultural aspects, regional dynamics, and contemporary issues are similar and different in regions across Latin America, as well as to the U.S.

**Students will analyze human/environment interaction, demographics, cultural patterns, regional dynamics, and contemporary issues in Europe. Students will compare how these patterns are similar and different in regions across Europe, as well as to the United States.**

(SS 12.3.2, 12.3.4, 12.3.5,12.3.6, 12.2.12, 12.2.13)

- Identify European countries and major cities
- Identify key land and water features of Europe
- Identify key natural resources of Europe
- Identify key climate characteristics in Europe, including the Gulf Stream Current in northwestern Europe
- Investigate population patterns, age and immigration demographics, regionalization, and economic

development in European countries

- Explain how religion has influenced the cultural development of Europe
- Compare European health and social programs to similar systems in the United States
- Explain the strengths and weaknesses of transnational organizations, including the European Union and NATO
- Evaluate the transition of Eastern European countries from a command economy towards a free market system
- Identify the steps that are being taken to protect Europe's environment
- Analyze human/environment interaction, demographics, cultural patterns, regional dynamics, and contemporary issues in Europe
- Explain how patterns of human/environment interaction, demographics, cultural aspects, regional dynamics, and contemporary issues are similar and different in regions across Europe, as well as to the U.S.

**Students will analyze human/environment interaction, demographics, cultural patterns, regional dynamics, and contemporary issues in Russia. Students will compare how these patterns are similar and different in regions across Russia, as well as to the United States.**

(SS 12.3.2, 12.3.4, 12.3.5,12.3.6, 12.2.12, 12.2.13)

- Identify major cities in Russia
- Identify key land and water features of Russia (e.g. Ural Mountains, Volga River, North European and West Siberian Plains, and Siberia)
- Identify key natural resources of Russia
- Identify key climate characteristics of Russia
- Describe the effect of climate on the culture and lifestyle of Russians
- Identify the causes of the breakup of the Soviet Union
- List the present and future challenges that Russia faces
- Describe the role of religion in Russian society
- Explain how Russia has moved to a market economy and describe their role in the global community
- Analyze human/environment interaction, demographics, cultural patterns, regional dynamics, and contemporary issues in Russia
- Explain how patterns of human/environment interaction, demographics, cultural aspects, regional dynamics, and contemporary issues are similar and different in regions across Russia, as well as to the U.S.

**Students will analyze human/environment interaction, demographics, cultural patterns, regional dynamics, and contemporary issues in North Africa, Southwest Asia, and Central Asia. Students will compare how these patterns are similar and different in regions across North Africa, Southwest Asia, and Central Asia, as well as to the United States.**

(SS 12.3.2, 12.3.4, 12.3.5,12.3.6, 12.2.12, 12.2.13)

- Identify countries and major cities in North Africa, Southwest Asia, and Central Asia
- Identify key land and water features of North Africa, Southwest Asia, and Central Asia (e.g. Nile, Sahara, Arabian Peninsula, and Persian Gulf)
- Identify key natural resources of North Africa, Southwest Asia, and Central Asia, specifically oil and natural gas
- Identify key climate characteristics in North Africa, Southwest Asia, and Central Asia
- Compare and contrast the three major world religions (Judaism, Christianity, and Islam) that originated in the region

- Explain how religion, language, and ethnicity have unified and divided the people of North Africa, Southwest Asia, and Central Asia, including the Israeli and Palestinian conflict
- Evaluate the impact of extremist ideology on the threat of global terrorism
- Analyze human/environment interaction, demographics, cultural patterns, regional dynamics, and contemporary issues in North Africa, Southwest Asia, and Central Asia
- Explain how patterns of human/environment interaction, demographics, cultural aspects, regional dynamics, and contemporary issues are similar and different in regions across North Africa, Southwest Asia, and Central Asia, as well as to the U.S.

**Students will analyze human/environment interaction, demographics, cultural patterns, regional dynamics, and contemporary issues in Sub-Saharan Africa. Students will compare how these patterns are similar and different in regions across Sub-Saharan Africa, as well as to the United States.**

(SS 12.3.2, 12.3.4, 12.3.5,12.3.6, 12.2.12, 12.2.13)

- Identify countries and major cities in Sub-Saharan Africa
- Identify key land and water features of Sub-Saharan Africa (e.g. Sahara Desert, Sahel, Rainforest, savannas, and southern deserts)
- Identify key natural resources of Sub-Saharan Africa (e.g. diamonds, gold, and rare earth metals)
- Identify key climate characteristics in Sub-Saharan Africa
- List opportunities and obstacles to economic growth in the region
- Identify reasons for Africa's transition from most rural continent to the fastest urbanizing continent in the world
- Assess the impact of Africa's colonial past on present issues today
- Explain how religion, language, and ethnicity have unified and divided the people of Sub-Saharan Africa
- Identify challenges and successes to economic and social development in Sub-Saharan Africa
- Identify challenges and successes to addressing health care in Sub-Saharan Africa
- Analyze human/environment interaction, demographics, cultural patterns, regional dynamics, and contemporary issues in Sub-Saharan Africa
- Explain how patterns of human/environment interaction, demographics, cultural aspects, regional dynamics, and contemporary issues are similar and different in regions across Sub-Saharan Africa, as well as to the U.S.

**Students will analyze human/environment interaction, demographics, cultural patterns, regional dynamics, and contemporary issues in South Asia. Students will compare how these patterns are similar and different in regions across South Asia, as well as to the United States.**

(SS 12.3.2, 12.3.4, 12.3.5,12.3.6, 12.2.12, 12.2.13 )

- Identify countries and major cities in South Asia
- Identify key land and water features of South Asia (e.g. Himalayas, Mt. Everest, Hindu Kush, Karakoram Range, Western and Eastern Ghats, Great Indian Desert, Ganges Plain, Deccan Plateau, Ganges River, and the Indus River)
- Identify key natural resources of South Asia
- Identify key climate characteristics in South Asia, including monsoons
- Investigate population patterns, disparities in health and wealth, regionalization, and economic development in South Asia
- Explain the origins, beliefs, and customs of Hinduism and Buddhism, and describe the qualities that differentiate these faiths from the three major monotheistic religions (Judaism, Islam, and

Christianity)

- Explain how religion, language, and ethnicity have unified and divided the people of South Asia, including the Caste System and the relationship between India and Pakistan
- Identify challenges and successes to economic and social development in South Asia
- Analyze human/environment interaction, demographics, cultural patterns, regional dynamics, and contemporary issues in South Asia
- Explain how patterns of human/environment interaction, demographics, cultural aspects, regional dynamics, and contemporary issues are similar and different in regions across South Asia, as well as to the U.S.

**Students will analyze human/environment interaction, demographics, cultural patterns, regional dynamics, and contemporary issues in East Asia. Students will compare how these patterns are similar and different in regions across East Asia, as well as to the United States.**

(SS 12.3.2, 12.3.4, 12.3.5,12.3.6, 12.2.12, 12.2.13 )

- Identify countries and major cities in East Asia
- Identify key land and water features of East Asia (e.g. Himalayas, archipelagos, Ring of Fire, Gobi desert, Yellow, Xi and Yangtze Rivers)
- Identify key natural resources of East Asia
- Identify key climate characteristics in East Asia
- Investigate population patterns, regionalization, and economic development in East Asia
- Identify the challenges of population demographics that East Asians are facing today
- Investigate the religions and philosophies that East Asians follow (e.g. Confucianism, Buddhism, and Shintoism)
- Compare education systems in East Asia to those systems in North America
- Compare and contrast the living standards of East Asians
- Explain the role that various East Asian economies play in the world economy
- Evaluate prospects for conflict and cooperation within the Korean peninsula
- Analyze human/environment interaction, demographics, cultural patterns, regional dynamics, and contemporary issues in East Asia
- Explain how patterns of human/environment interaction, demographics, cultural aspects, regional dynamics, and contemporary issues are similar and different in regions across East Asia, as well as to the U.S.

**Students will analyze human/environment interaction, demographics, cultural patterns, regional dynamics, and contemporary issues in Southeast Asia. Students will compare how these patterns are similar and different in regions across Southeast Asia, as well as to the United States.**

(SS 12.3.2, 12.3.4, 12.3.5,12.3.6, 12.2.12, 12.2.13 )

- Identify countries and major cities in Southeast Asia
- Identify key land and water features of Southeast Asia, including the peninsulas, archipelagos, and Ring of Fire
- Identify dangers posed by volcanoes, floods, tsunamis, and typhoons in Southeast Asia
- Identify key natural resources of Southeast Asia
- Identify key climate characteristics in Southeast Asia
- Investigate population patterns, regionalization, and economic development in Southeast Asia
- Examine the strategic and global economic influence of Singapore and the emerging nations of Southeast Asia
- Analyze human/environment interaction, demographics, cultural patterns, regional dynamics, and

contemporary issues in Southeast Asia

- Explain how patterns of human/environment interaction, demographics, cultural aspects, regional dynamics, and contemporary issues are similar and different in regions across Southeast Asia, as well as to the U.S.

**Students will analyze human/environment interaction, demographics, cultural patterns, regional dynamics, and contemporary issues in Australia, Oceania, and Antarctica. Students will compare how these patterns are similar and different in regions across Australia, Oceania, and Antarctica, as well as to the United States.**

(SS 12.3.2, 12.3.4, 12.3.5,12.3.6, 12.2.12, 12.2.13 )

- Identify countries and major cities in Australia, Oceania, and Antarctica
- Identify key land and water features of Australia, Oceania, and Antarctica
- Identify key natural resources of Australia, Oceania, and Antarctica
- Identify key climate characteristics in Australia, Oceania, and Antarctica
- Summarize how colonial rule affected social, economic, and political structures
- Analyze human/environment interaction, demographics, cultural patterns, regional dynamics, and contemporary issues in Australia, Oceania, and Antarctica
- Explain how patterns of human/environment interaction, demographics, cultural aspects, regional dynamics, and contemporary issues are similar and different in regions across Australia, Oceania, and Antarctica, as well as to the U.S.

## **American History**

Students will construct an American historical chronology of major events from Progressivism to the Modern Era. Students will analyze and apply how cause and effect shaped historical events, as well as evaluate the similarities and differences between separate historical situations through the study of primary and secondary sources.

**Students will analyze the circumstances that contributed to the wave of immigration to the United States and the factors that made the growth of cities possible. Students will examine the political response to economics problems from 1877-1896.**

(SS 12.4.1, 12.4.2, 12.4.3, 12.4.4, 12.4.5)

- Identify the European ethnic groups that immigrated to America in the late 1800s
- Describe Ellis Island and Angel Island
- Summarize the resurgence of nativism and its negative impact on new immigrants to America
- Explain the technological developments that made the growth of cities possible
- Evaluate the role that political machines played in urban politics in the late 1800s
- Explain Social Darwinism and give examples of its impact on society and business
- List efforts by early progressives to help the urban poor
- Explain why the Republicans and Democrats were so evenly matched during this period and cite the economic problems of the period
- Describe who joined the Populist Party and the party's goals

**Students will analyze why the United States desired new world markets for trade. Students will examine the effects of social reform during the Progressive Era.**

(SS 12.4.1, 12.4.2, 12.4.3, 12.4.4, 12.4.5)

- Analyze how a desire for more trade and foreign markets led to political change between 1877 and 1898
- Describe reasons why the United States annexed Hawaii
- Describe the circumstances that led to war between the United States and Spain in 1898, including the Cuban revolution and the sinking of the Maine
- Explain yellow journalism and the impact of Joseph Pulitzer and William Randolph Hearst
- Describe the results of the Spanish-American War and how the war made the U.S. a world power
- Identify Theodore Roosevelt and describe his rise to national prominence and the presidency
- Critique Theodore Roosevelt's foreign policy as president
- Summarize the Progressive movement and give examples of significant progressives
- Identify important muckrakers and assess their effectiveness
- Evaluate the impact of initiative, referendum, and recall, and of the Seventeenth Amendment
- Examine the suffrage movement and outline the steps which led to the Nineteenth Amendment
- Discuss Theodore Roosevelt's interest in environmental conservation
- Describe Woodrow Wilson's economic and social reforms
- Evaluate the legacy of the Progressive movement

**Students will categorize the causes of World War I and explain why the United States entered the war. Analyze how the United States raised an army, mobilized support, and controlled the economy during World War I. Students will critique the Treaty of Versailles and analyze the effects of World War I.**

(SS 12.4.1, 12.4.2, 12.4.3, 12.4.4, 12.4.5)

- Explain the causes and results of American intervention in Mexico and the Caribbean

- Examine the MAIN (militarism, alliances, imperialism, nationalism) causes of The Great War
- Describe the crisis in the Balkans and identify Franz Ferdinand
- Relate the declining role of Great Britain and the expanding role of the U.S. in world affairs
- Summarize the reasons why the U.S. entered World War I
- Give examples of how the U.S. raised an army for World War I
- Explain how the economy was controlled to support the war
- Identify the fighting techniques used in World War I
- Summarize the impact of Russia leaving World War I
- Describe the Treaty of Versailles and critique the American response to the treaty
- Identify the economic issues that surfaced as American soldiers returned from the war
- Examine the causes of and reaction to the Red Scare

**Students will describe the clash between traditional and modern values during the 1920's, including the changing status of women. Students will identify cultural innovations that affected the economic growth of the 1920's and the impact that it had on American society.**

(SS 12.4.1, 12.4.2, 12.4.3, 12.4.4, 12.4.5)

- Explain the rise in racism and nativism in the 1920s
- Debate the Sacco and Vanzetti case
- Identify reasons for the resurgence of the Ku Klux Klan
- Explain why the federal government enacted new immigration laws in the 1920s
- Describe the New Morality and the changing roles of women in the 1920s
- Examine prohibition and debate the positives and negatives of the Eighteenth Amendment
- List examples of popular cultural icons in the 1920s and their impact on society
- Describe how the assembly line improved automobile production during the 1920s
- Identify the impact of Henry Ford and the Model T

**Students will assess the importance of the Great Migration including the Harlem Renaissance and political activism. Students will appraise the impact of the Great Migration on U.S. settlement patterns.**

(SS 12.4.1, 12.4.2, 12.4.3, 12.4.4, 12.4.5)

- Examine the Great Migration and its impact on northern U.S. cities
- Describe the Harlem Renaissance and the rediscovery of African American cultural roots
- Identify the NAACP and its beginnings in 1909
- Identify the impact of Marcus Garvey and his call for "Negro Nationalism"

**Students will identify the causes of the Great Depression and evaluate both the domestic and global impact of the stock market crash of 1929. Students will assess the hardships that the Great Depression had on the lives of Americans.**

(SS 12.2.2, 12.2.3, 12.2.4, 12.2.11, 12.4.1, 12.4.2, 12.4.3, 12.4.4, 12.4.5)

- Describe the characteristics of the 1920s stock market
- Explain buying stocks on margin and a margin call
- Examine the stock market crash in 1929
- Identify the causes of the Great Depression, including the uneven distribution of wealth and mistakes by banks and the Federal Reserve
- Describe how the Great Depression affected American families
- Define Hooverilles
- Explain the role that banks had in the deepening of the Great Depression

- Examine the effects of the Dust Bowl on the Midwest and Great Plains
- Evaluate President Herbert Hoover's response to the Great Depression
- Define the Bonus Army

**Students will examine the rise of Franklin Delano Roosevelt and analyze the New Deal programs and the impact they had on the Great Depression. Students will debate the pros and cons of the New Deal and how it changed the role of the federal government.**

(SS 12.4.1, 12.4.2, 12.4.3, 12.4.4, 12.4.5)

- Depict Franklin Roosevelt's early political career
- Examine the presidential election of 1932
- Describe the nation's banking system in relation to the gold standard in 1932
- Describe how FDR attempted to help the banking crisis immediately after his inauguration
- List examples of relief programs, recovery programs, and reform programs under the New Deal
- Examine why New Dealers believed that sometimes the government needs to regulate industry and labor
- Identify critics of the New Deal, including Huey Long and Father Coughlin
- Define deficit spending
- Describe the political challenges FDR faced in the mid-1930s
- Explain why the Social Security Act is still regarded as an important piece of legislation
- Analyze how the New Deal affected Americans' sense of security and their attitude toward the role of government

**Students will recognize and explain the origins and effects of World War II. Students will justify the reasons why the United States entered World War II.**

(SS 12.4.1, 12.4.2, 12.4.3, 12.4.4, 12.4.5)

- Describe how post-World War I conditions contributed to the rise of anti-democratic governments in Europe
- Identify and examine Benito Mussolini, Adolf Hitler, and Vladimir Lenin
- Compare and contrast Fascism, Naziism, and Communism
- Examine the militaristic actions of Japan in the 1930s
- Explain why many Americans supported a policy of isolationism in the 1930s
- Describe the Munich Pact and appeasement
- Explain why Hitler was able to take over Austria and Czechoslovakia
- Describe Hitler's conquest of France and the importance of the miracle at Dunkirk
- Identify the impact of Neville Chamberlain and Winston Churchill
- Describe the Battle of Britain
- Explain the debate between isolationism and interventionism
- Identify the Lend-Lease Act and explore ways in which this policy crept the U.S. towards war
- Examine the Atlantic Charter
- Explore the Japanese attack at Pearl Harbor

**Students will examine the impact of mobilization for war, at home and abroad. Students will evaluate American life on the homefront during World War II, with emphasis on the roles of women and minorities.**

(SS 12.4.1, 12.4.2, 12.4.3, 12.4.4, 12.4.5)

- Explain how the U.S. mobilized its economy for World War II
- Describe the issues involved in raising an American army

- Assess the effectiveness of transitioning automobile factories into factories for modern warfare
- Outline the role that African Americans played in World War II, including the Tuskegee Airmen
- Identify the impact of “Rosie the Riveter” and the role of women in factories
- Identify the importance of A. Philip Randolph
- Describe how the wartime economy created opportunities for women and minorities
- Identify *Korematsu v. the United States* and examine the internment of Japanese-Americans during World War II
- Examine how Americans coped with shortages and rapidly rising prices

**Students will assess the major battles, military turning points, and key strategic decisions during World War II.**

(SS 12.4.1, 12.4.2, 12.4.3, 12.4.4, 12.4.5)

- Analyze how the Allies were able to fight a war on two fronts and turn the war against the Axis in the Pacific, Russia, and North Atlantic
- Identify the importance of Douglas MacArthur and the significance of the fall of the Philippines to the Japanese
- Identify the importance of Jimmy Doolittle
- Examine reasons why the Battle of Midway was a turning point in the Pacific theatre
- Identify the importance of George Patton and explore the war in North Africa
- Explain why Stalingrad is considered a major turning point of World War II
- Explore the planning of Operation Overlord and assess the significance of D-Day
- Explain the American strategy for pushing the Japanese back in the Pacific theatre
- Describe the return of MacArthur to the Philippines
- Explore the use of kamikaze attacks by the Japanese
- Explain the tactics used to invade Germany and to defeat Japan
- Examine the last major German offensive, the Battle of the Bulge
- Describe the battles of Iwo Jima and Okinawa
- Explain why Iwo Jima and Okinawa were major factors in the decision to drop the atomic bombs on the Japanese
- Identify the impact of the Manhattan Project
- Dissect the factors that pushed the U.S. to use the atomic bomb
- Outline the reasons the Allies created the United Nations and held war crimes trials

**Students will assess the prejudices against the Jews and examine the methods that Hitler and the Nazi Party used to carry out the Final Solution.**

(SS 12.4.1, 12.4.2, 12.4.3, 12.4.4, 12.4.5)

- Define the Holocaust
- Describe the Nazi prejudices against Jews and early persecution of German Jews
- Describe the Nuremberg Laws
- Define and analyze Kristallnacht
- Explain the methods Hitler used to try to exterminate Europe’s Jewish population
- Identify the Final Solution and Auschwitz

**Students will diagnose the origins of the Cold War and the shifting dynamics between the United States and the Soviet Union. Students will assess the impact of the Truman Doctrine and its lasting effect on U.S. foreign policy.**

(SS 12.4.1, 12.4.2, 12.4.3, 12.4.4, 12.4.5)

- Explain the growing tensions between the U.S. and Soviet Union at the end of World War II
- Examine the events at Yalta and Potsdam
- Describe the American view of the Soviet Union and the policy of containment
- Describe the Marshall Plan and its effect on economic recovery after WW II
- Explain the causes of the Korean War
- Describe the new Red Scare
- Identify the impact of McCarthyism on the U.S. during the 1950s
- Identify NATO and the Warsaw Pact

**Students will examine postwar America, including the effects of the economic boom and the changing dynamics of the American family. Students will compare and contrast mainstream American families with those who were left out of the economic boom.**

(SS 12.4.1, 12.4.2, 12.4.3, 12.4.4, 12.4.5)

- Explain the Truman administration's efforts on the domestic front
- Identify the results of the election of 1948
- Explain the reasons for and the effects of the nation's economic boom
- Describe changes to the American family that took place during the 1950s
- Explain the baby boom phenomenon in the 1950s
- Explore the rise of television and its impact on the culture of the 1950s
- Identify those groups that found themselves left out of the American economic boom following WW II
- Explain the factors that contributed to the poverty among various groups

**Students will identify New Frontier and Great Society programs. Students will assess the long term impact of those programs on contemporary American life. Students will compare and contrast the policies of Kennedy and Johnson with current social/safety net programs.**

(SS 12.4.1, 12.4.2, 12.4.3, 12.4.4, 12.4.5)

- Summarize Kennedy's economic policies
- Explain why congress often did not support Kennedy's proposals
- Explore Kennedy's New Frontier
- Explain how the Cold War influenced foreign aid and the space program
- Describe the reasons why the Berlin Wall was erected in 1961
- Explore the Cuban missile crisis
- Explain what inspired Johnson's Great Society programs
- Identify several specific health and employment programs of the Johnson administration

**Students will evaluate the changing roles of the federal government in regards to enforcing civil rights legislation. Students will compile a list of prominent figures and groups of the civil rights movement and their contributions to the cause. Students will evaluate the the techniques used during the civil rights movement to gain things such as voting rights and then critique the effectiveness of the movement.**

(SS 12.4.1, 12.4.2, 12.4.3, 12.4.4, 12.4.5)

- Explore the beliefs and tactics Martin Luther King, Jr. used in the civil rights movement
- Explain the origin of the Southern Christian Leadership Conference
- Explore the results of *Brown v. Topeka Board of Education*
- Describe the crisis in Little Rock in September 1957
- Evaluate the Civil Rights Act of 1964
- Summarize the efforts to establish voting rights for African Americans

- Describe the events in Birmingham
- Describe the division between Martin Luther King, Jr. and the black power movement

**Students will formulate reasons why, based on origins of the cold war and policy measures put in place, that the United States got involved in Vietnam. Students will analyze reasons why Americans lost trust in the government during the Vietnam War and assess examples that support this claim. Students will compare and contrast the role of the President and Congress before and after the Vietnam War.**

(SS 12.4.1, 12.4.2, 12.4.3, 12.4.4, 12.4.5)

- Identify the importance of Ho Chi Minh
- Describe the nationalist motives of Minh
- Explain the origins of American involvement in Vietnam during the 1950s
- Describe how President Johnson deepened American involvement in Vietnam
- Describe the overthrow of Diem and its impact on U.S. involvement in Vietnam
- Describe the Gulf of Tonkin Resolution
- Explain how the Vietcong and the North Vietnamese were able to frustrate the American military.
- Analyze why support for the war began to weaken
- Describe the motives of those in the antiwar movement
- Summarize the major lessons the United States learned from the Vietnam War experience

**Students will examine the domestic and foreign policy issues in contemporary American society.**

(SS 12.4.1, 12.4.2, 12.4.3, 12.4.4, 12.4.5)

- Identify major achievements of the women's movement
- Explain the origins of the environmental movement
- Explain the Watergate scandal and discuss its effects
- Explain how discontent with government led to a conservative shift in Americans' political convictions
- Explain President Reagan's economic recovery plan
- Discuss Reagan's policies toward the Soviet Union
- Identify the events that brought an end to the Cold War
- Evaluate how the computer has revolutionized science, medicine, and communications
- Describe the successes and failures of Bill Clinton's two terms as president
- Describe the unusual circumstances surrounding the outcome of the 2000 presidential election
- Describe the development of Middle East terrorism

## **Political Science**

Students will identify and evaluate the basic principles of American democracy. Students will compare and contrast the American political system to other governments on local and international levels. Students will apply their understanding of political concepts and processes by being an informed and engaged citizen.

**Students will examine the foundations and purpose of government, analyze the basic concepts of democracy and classify various government systems. Students will compare and contrast the U.S. Government system to governments and ideologies around the world.**

(SS 12.1.1, 12.1.2)

- Define government and identify examples of public policy
- Identify the state and the four components that make up the state: population, territory, sovereignty, and government
- List examples of major political ideas (e.g. force theory and divine right theory)
- Explain the purpose of government and its roots in the constitution of the U.S.
- Identify various government systems (e.g. autocracies, oligarchies, unitary governments, etc.) and then compare them to the U.S.
- Explain the equality of all citizens in a democracy
- Examine the worth of the individual in a democracy
- Debate majority rule and minority rights
- Identify individual freedoms
- Explain the necessity of compromise
- Examine the foundations and purpose of government, analyze the basic concepts of democracy and classify various government systems
- Compare and contrast the U.S. Government system to governments and ideologies around the world

**Students will assess the significance of historical documents that served as the framework for the United States Constitution. Students will identify key figures that impacted the framework for the United States Government.**

(SS 12.1.1, 12.1.2)

- Evaluate the basic concepts of government including ordered, limited, and representative government
- Identify sources from which the framers of the Constitution drew their inspiration
- Examine key historical figures that impacted the U.S. government (e.g. Locke, Hobbes, Montesquieu, Rousseau, and Jefferson)
- Identify the framers of the Constitution
- Compare and Contrast the New Jersey and Virginia Plans
- Assess the significance of historical documents that served as the framework for the U.S. Constitution
- Identify key figures that impacted the framework for the U.S. Government

**Students will be able to construct the framework and identify key elements of the Constitution. Students will evaluate the six basic principles of the Constitution and assess how each of these principles affects the government of the United States. Students will dissect the amendment process and be able to outline key amendments to the U.S. Constitution.**

(SS 12.1.1, 12.1.2)

- Outline the significant elements of the Constitution

- List and explain the six basic principles of the U.S. Constitution: popular sovereignty, limited government, separation of powers, checks and balances, judicial review and federalism
- Analyze the Bill of Rights
- Describe the amendment process
- Identify key amendments and how they impact citizens and the U.S. Government
- Construct the framework and identify key elements of the Constitution
- Evaluate the six basic principles of the Constitution and assess how each of these principles affects the government of the U.S.
- Dissect the amendment process and outline key amendments to the U.S. Constitution

**Students will analyze the concept of federalism and differentiate between the different levels of power in the national and state governments. Students will evaluate the constitutional principles of separation of powers, limited government and federalism in regards to this division of power.**

(SS 12.1.1, 12.1.2, 12.2.10 12.2.11, 12.2.12, 12.2.13)

- Define federalism and division of powers and explain why the Framers chose this system of government
- Identify the delegated powers of the national government
- Define expressed powers (e.g. power to lay and collect taxes, coin money and grant patents)
- Define and list implied powers (e.g. building the interstate highway system, regulating labor management relations and building hydroelectric dams)
- Define and list inherent powers (e.g. regulating immigration and granting diplomatic recognition to other states)
- Define and list reserved powers (e.g. permitting some forms of gambling, licensing for doctors, lawyers, teachers, etc., and establishing public schools)
- Define and list denied powers (e.g. states printing and coining money or declaring war)
- Define and list examples of exclusive powers
- Define and list examples of concurrent powers (e.g. collecting taxes, defining crimes, and establishing courts)
- Analyze the concept of federalism and differentiate between the different levels of power in the national and state governments
- Evaluate the constitutional principles of separation of powers, limited government and federalism in regard to this division of power

**Students will describe and explain the election process at the various levels of government. Students will explain the nominating process and financing of an election. Students will analyze factors that influence voting behavior. Students will diagram and dissect the political spectrum.**

(SS 12.1.1, 12.1.2)

- Define political parties and describe the functions of a political party
- Describe the role of political parties in the nominating process
- Identify the two major political parties in the U.S. and examine the historical reasons why the two parties exist
- Define the political spectrum and explain where moderates, liberals, and conservatives fit
- Identify the roles that third parties play in the political party election process
- Analyze why minor parties play an important role in the election process and reasons why a third party candidate has never won the presidency
- Summarize the history of voting rights and the different extensions of suffrage
- Identify the voting requirements in the U.S.

- Identify and analyze reasons why people do not vote
- Identify the sociological and psychological reasons that influence voter behavior
- Analyze how the administration of elections in the United States and the impact it has on democracy
- Define the role of precincts and polling places
- Identify different ways in which voters can cast a ballot
- Explain campaign finance and the spending that takes place during elections
- Compare and contrast the differences between hard and soft money
- Identify the media influences on voters (e.g. media coverage, campaign advertising, public opinion polls, and the use of propaganda techniques on voters)
- Describe voter turnout and exit polls
- Compare and contrast the roles of interest groups and their impact on public policy and political parties
- Describe and explain the election process at the various levels of government, including who can vote, how to vote, how the electorate in the U.S. has changed throughout history
- Analyze factors that influence voting behavior, including socioeconomic status, family, education, and mass media, and how this has impacted national and local elections
- Diagram and dissect the political spectrum

**Students will analyze why the Constitution calls for a bicameral Congress. Students will compare and contrast the differences in the House of Representatives and Senate and explain the responsibilities that our Congress has an obligation and duty to fulfill.**

(SS 12.1.1, 12.1.2)

- Identify the article of the Constitution that allows for the Legislative Branch
- Explain the historical, practical and theoretical reasons for establishing a bicameral Congress
- Identify terms, sessions and special sessions of Congress
- Explain how the House is apportioned and reapportioned in Congress
- Identify and explain the term gerrymandering and the impact this can have on district maps
- List the formal and informal qualifications for a member of the House of Representatives
- Compare the size of the House of Representatives to the Senate
- Explain reasons why the Senate is smaller than the House of Representatives
- Identify the term lengths for Senators
- List the formal and informal qualifications for Senators
- Identify the duties performed by Representatives and Senators

**Students will analyze congressional powers and be able to differentiate and explain why they fall into the categories of expressed, implied, and inherent powers.**

(SS 12.1.1, 12.1.2, 12.2.10)

- Identify and explain the three types of congressional powers and give examples of each
- Explain the reasons granting Congress the power to tax
- Explain the necessary and proper clause
- Explain the non-legislative powers and give examples of each (e.g. power to impeach and acquit, approving treaties, nominating candidates and investigatory powers)
- Analyze congressional powers and be able to differentiate and explain why they fall into the categories of expressed, implied, and inherent powers
- Compile a list of examples to categorize which congressional power falls where

**Students will dissect how Congress is organized and categorize the duties of party officers, compare roles of presiding officers and explain the role of various committees in Congress. Students will assess how a bill becomes a law.**

(SS12.1.1, 12.1.2)

- Explain when Congress convenes
- Identify the presiding officers in Congress and explain their duties
- Describe the functions of standing committees in Congress
- List the steps involved in how a bill becomes a law
- Analyze how a bill becomes a law in the legislative branch of our government
- Explain the function of the conference committee
- Define terms: bill, quorum, filibuster, and cloture
- Examine the options the President has once both houses have passed a bill
- Dissect how Congress is organized and categorize the duties of party officers, compare roles of presiding officers, and explain the role of various committees in Congress

**Students will analyze the presidency, including their job description and presidential succession. Students will assess the presidential nominating process and the electoral college system.**

(SS12.1.1, 12.1.2)

- Identify the different roles of the President: chief of state, chief executive, chief administrator, commander-in-chief, chief legislator, chief of party, and chief citizen
- Identify the formal and informal qualifications to be President of the U.S.
- List the term lengths, pay, and benefits that accompany this position
- Explain presidential succession
- Describe the roles and qualifications to be Vice President of the U.S.
- Explain the phrase, “balancing the ticket” in regards to the Vice President
- Describe the roles of conventions in regards to the presidential nominating process
- Evaluate the importance of presidential primaries
- Explain the Electoral College and its functions including the advantages and disadvantages of the system
- Identify the number of electoral votes needed to win the Presidency
- Identify how electoral votes are distributed to states

**Students will analyze the presidency in action. Students will categorize the executive, diplomatic, military, legislative, and judicial powers that are under the authority of the president.**

(SS12.1.1, 12.1.2)

- Identify the article of the Constitution that allows for the Executive Branch of government
- List the reasons and the source for the growth of Presidential power
- Define the President’s executive order, appointment power, and removal power
- Explain how treaties are made and approved under the Executive Branch
- Define treaty and executive agreements and explain the differences between the two
- Define commander-in-chief and the powers associated with the President
- Define the War Powers Resolution and explain historical reasons for this document and the significant role it plays today
- List the legislative powers that the President has and why this is an important part of checks and balances
- Give examples of the legislative powers (e.g. recommending legislation and vetoing legislation)

- List the President's major judicial powers and give examples (e.g. reprieves, pardons, and amnesty)

**Students will examine the bureaucracy and departmental breakdown in the executive branch. Students will dissect the roles and responsibilities of the different departments in action and state the need for government departmentalization.**

(SS12.1.1, 12.1.2)

- Define the term bureaucracy and identify the major elements of the federal bureaucracy
- Explain the process of naming different members of the bureaucracy
- Describe the Executive Office of the President and list the duties performed
- Define the term Cabinet and how members are chosen
- Explain the duties and functions of the 15 executive departments
- Define independent agencies and explain why Congress created these agencies
- Examine the bureaucracy and departmental breakdown in the Executive Branch

**Students will assess reasons why Congress has the power to tax, will identify the most significant federal taxes collected by the government today, and where the money is then delegated. Students will examine how the President and Congress work together to create the federal budget.**

(SS12.1.1, 12.1.2, 12.2.10, 12.2.11)

- Assess reasons why Congress has the power to tax, will identify the most significant federal taxes collected by the government today, and where the money is then delegated to
- Examine how the President and Congress work together to create the federal budget

**Students will dissect how the Judicial Branch is organized and categorize the various levels of the court system.**

(SS12.1.1, 12.1.2)

- Identify the article of the Constitution that allows for the Judicial Branch of government
- Identify the structure of the National Court system including the Supreme Court, Appeals Courts, District Courts, and various types of "special" courts
- Explain the different types of jurisdictions including exclusive, concurrent, original, and appellate
- Describe the process for appointing judges, pay and term lengths of judges, and court offices
- Explain the differences between criminal and civil cases
- Define Judicial Review and explain the significance of *Marbury vs. Madison*
- Define the significance of a Writ of Certiorari
- Distinguish between the different opinions the Supreme Court can lay forth including majority, concurring, and dissenting
- Identify precedent and its importance to the Supreme Court

**Students will examine civil liberties and first amendment freedoms granted to the citizens of the United States. Students will dissect freedom of religion, speech, press, assembly, and petition and then analyze landmark supreme court cases that have impacted first amendment rights.**

(SS12.1.1, 12.1.2)

- Examine the importance of personal freedoms that were laid out in the Bill of Rights
- Understand that rights are relative and not absolute
- Explain the differences between civil liberties and civil rights
- Identify and explain the due process clause and its relation to the 14th Amendment
- Explain the Establishment Clause and the Free Exercise Clause and review key Supreme Court cases that have tested these clauses

- Define and identify key elements of the Lemon Test
- Explain the importance of the two basic guarantees of freedom of expression
- Define the terms libel and slander
- Describe symbolic speech and give examples (e.g. picketing, flag burning, and wearing armbands)
- Review key Supreme Court Cases that have ruled on freedom of expression including *Tinker vs. Des Moines*
- Describe the Constitution's guarantees of freedom of assembly and petition
- Review key Supreme Court cases that have upheld or struck down the right to assemble

**Students will examine civil liberties and protecting individual rights. Students will assess due process of law, freedom and security of the person, and rights of the accused.**

(SS12.1.1, 12.1.2)

- Explain the meaning of due process and examine the 5th and 14th amendments
- Define police power and explain its correlation with civil rights
- Define search warrant
- Explain the right to privacy using Supreme Court cases (e.g. *Roe vs. Wade*)
- Define the 2nd Amendment right to bear arms
- Define probable cause and list examples of police power (e.g. arrest cases, automobiles, etc.)
- Identify the exclusionary rule and use the Supreme Court case of *Mapp vs. Ohio* to explain this rule
- Define the writ of habeas corpus, bill of attainder, and ex post facto law
- Define grand jury, indictment, and double jeopardy
- Outline items that protect the rights of the accused (e.g. double jeopardy, guarantee of a speedy and public trial, trial by jury, self-incrimination, and right to an adequate defense) and review applicable Supreme Court cases
- Describe the idea of cruel and unusual punishment and review applicable Supreme Court cases
- Define capital punishment

**Students will analyze the structure and function of the United States national government and its relation to state governments.**

(SS12.1.1, 12.1.2)

- Analyze the structure and function of the United States national government and its relation to state governments

**Students will analyze the role they play in federal, state and local politics and demonstrate their civic responsibility through community service and voting.**

(SS12.1.1, 12.1.2)

- Participate in debates and discussions regarding candidates, appointed federal and local officials, Supreme Court decisions, local court rulings, and legislation that is passed
- Examine the impact of voting on the national, state, and local levels
- Participate in 20 hours of community service and reflect on the process

# High School AP World History

Students will apply a series of thematic strands, including the following:

- Interaction between Humans and the Environment
- Development and Interaction of Cultures
- State-building, Expansion, and Conflict
- Creation, Expansion, Interaction of Economic Systems
- Development and Transformation of Social Structures

to construct a context and chronology of world historical events from Prehistory to the Present. Students will evaluate historical argumentation in primary and secondary sources, the process of change and continuity over time, as well as connect global patterns and processes to local situations and events.

## AP Themes

1. Interaction between humans and the environment
  - Demography and disease
  - Migration
  - Patterns of settlement
  - Technology
2. Development and interaction of cultures
  - Religions
  - Belief systems, philosophies, and ideologies
  - Science and technology
  - The arts and architecture
3. State-building, expansion, and conflict
  - Political structures and forms of governance
  - Empires
  - Nations and nationalism
  - Revolts and revolutions
  - Regional, transregional, and global structures and organizations
4. Creation, expansion, and interaction of economic systems
  - Agricultural and pastoral production
  - Trade and commerce
  - Labor systems
  - Industrialization
  - Capitalism and socialism
5. Development and transformation of social structures
  - Gender roles and relations
  - Family and kinship
  - Racial and ethnic constructions
  - Social and economic classes

## Habits of Mind

- Constructing and evaluating arguments: using evidence to make plausible arguments
- Using documents and other primary data: developing the skills necessary to analyze point of view and context, and to understand and interpret information
- Assessing continuity and change over time and over different world regions
- Understanding diversity of interpretations through analysis of context, point of view, and frame of

reference

- Seeing global patterns and processes over time and space while connecting local developments to global ones
- Comparing within and among societies, including comparing societies' reactions to global processes
- Considering human commonalities and differences
- Exploring claims of universal standards in relation to culturally diverse ideas
- Exploring the persistent relevance of world history to contemporary developments

### Historical Thinking Skills

1. **Crafting Historical Arguments from Historical Evidence**
  - a. Historical Argumentation
  - b. Appropriate Use of Relevant Historical Evidence
2. **Chronological Reasoning**
  - a. Historical Causation
  - b. Patterns of Continuity and Change Over Time
  - c. Periodization
3. **Comparison and Contextualization**
  - a. Comparison
  - b. Contextualization
4. **Historical Interpretation and Synthesis**
  - a. Interpretation
  - b. Synthesis

### Historical Periodization

1. Technological and Environmental Transformations: **c. 8000 B.C.E. to c. 600 B.C.E.**
2. Organization and Reorganization of Human Societies: **c. 600 B.C.E. to c. 600 C.E.**
3. Regional and Transregional Interactions: **c. 600 C.E. to c. 1450**
4. Global Interactions: **c. 1450 to c. 1750**
5. Industrialization and Global Integration: **c. 1750 to c. 1900**
6. Accelerating Global Change and Realignment: **c. 1900 to Present**

## **AP World History Course Concept Outline**

### **1. Technological and Environmental Transformations: c. 8000 B.C.E. to c. 600 B.C.E.**

#### **Key Concept 1.1 Big Geography and the Peopling of the Earth**

The term *Big Geography* draws attention to the global nature of world history. Throughout the Paleolithic period, humans migrated from Africa to Eurasia, Australia, and the Americas. Early humans were mobile and creative in adapting to different geographical settings from savanna to desert to Ice Age tundra. By making an analogy with modern hunter- forager societies, anthropologists infer that these bands were relatively egalitarian. Humans also developed varied and sophisticated technologies.

**I. Archeological evidence indicates that during the Paleolithic era, hunting-foraging bands of humans gradually migrated from their origin in East Africa to Eurasia, Australia, and the Americas, adapting their technology and cultures to new climate regions.**

A. Humans used fire in new ways: to aid hunting and foraging, to protect against predators, and to adapt to

cold environments.

B. Humans developed a wider range of tools specially adapted to different environments from tropics to tundra.

C. Economic structures focused on small kinship groups of hunting- foraging bands that could make what they needed to survive. However, not all groups were self-sufficient; they exchanged people, ideas, and goods.

### **Key Concept 1.2 The Neolithic Revolution and Early Agricultural Societies**

In response to warming climates at the end of the last Ice Age, from about 10,000 years ago, some groups adapted to the environment in new ways, while others remained hunter-foragers. Settled agriculture appeared in several different parts of the world. The switch to agriculture created a more reliable, but not necessarily more diversified, food supply. Agriculturalists also had a massive impact on the environment through intensive cultivation of selected plants to the exclusion of others, through the construction of irrigation systems, and through the use of domesticated animals for food and for labor. Populations increased; family groups gave way to village life and, later, to urban life with all its complexity. Patriarchy and forced labor systems developed, giving elite men concentrated power over most of the other people in their societies. Pastoralism emerged in parts of Africa and Eurasia. Pastoral peoples domesticated animals and led their herds around grazing ranges. Like agriculturalists, pastoralists tended to be more socially stratified than hunter-foragers. Because pastoralists were mobile, they rarely accumulated large amounts of material possessions, which would have been a hindrance when they changed grazing areas. The pastoralists' mobility allowed them to become an important conduit for technological change as they interacted with settled populations.

#### **I. Beginning about 10,000 years ago, the Neolithic Revolution led to the development of new and more complex economic and social systems.**

A. Possibly as a response to climatic change, permanent agricultural villages emerged first in the lands of the eastern Mediterranean. Agriculture emerged at different times in Mesopotamia, the Nile River Valley and Sub-Saharan Africa, the Indus River Valley, the Yellow River or Huang He Valley, Papua New Guinea, Mesoamerica, and the Andes.

B. Pastoralism developed at various sites in the grasslands of Afro- Eurasia.

C. Different crops or animals were domesticated in the various core regions, depending on available local flora and fauna.

D. Agricultural communities had to work cooperatively to clear land and create the water control systems needed for crop production.

E. These agricultural practices drastically impacted environmental diversity. Pastoralists also affected the environment by grazing large numbers of animals on fragile grasslands, leading to erosion when overgrazed.

#### **II. Agriculture and pastoralism began to transform human societies.**

A. Pastoralism and agriculture led to more reliable and abundant food supplies, which increased the population.

B. Surpluses of food and other goods led to specialization of labor, including new classes of artisans and warriors, and the development of elites.

C. Technological innovations led to *improvements in agricultural production, trade, and transportation.*

- Required examples of *improvements in agricultural production, trade, and transportation*: Pottery, Plows, Woven textiles, Metallurgy, Wheels and wheeled vehicles

D. In both pastoralist and agrarian societies, elite groups accumulated wealth, creating more hierarchical social structures and promoting patriarchal forms of social organization.

### **Key Concept 1.3 The Development and Interactions of Early Agricultural, Pastoral, and Urban Societies**

From about 5,000 years ago, urban societies developed, laying the foundations for the first civilizations. The term *civilization* is normally used to designate large societies with cities and powerful states. While there were many differences between civilizations, they also shared important features. They all produced agricultural surpluses that permitted significant specialization of labor. All civilizations contained cities and generated complex institutions, such as political bureaucracies, armies, and religious hierarchies. They also featured clearly stratified social hierarchies and organized long-distance trading relationships. Economic exchanges intensified within and between civilizations, as well as with nomadic pastoralists.

As populations grew, competition for surplus resources, especially food, led to greater social stratification, specialization of labor, increased trade, more complex systems of government and religion, and the development of record keeping. As civilizations expanded, they had to balance their need for more resources with environmental constraints such as the danger of undermining soil fertility. Finally, the accumulation of wealth in settled communities spurred warfare between communities and/or with pastoralists; this violence drove the development of new technologies of war and urban defense.

#### **I. Core and foundational civilizations developed in a variety of geographical and environmental settings where agriculture flourished.**

Students should be able to identify the location of all of the following required examples of *core and foundational civilizations*:

- Mesopotamia in the Tigris and Euphrates River Valleys
- Egypt in the Nile River Valley
- Mohenjo-Daro and Harappa in the Indus River Valley
- Shang in the Yellow River or Huang He Valley
- Olmecs in Mesoamerica
- Chavín in Andean South America

#### **II. The first states emerged within core civilizations.**

A. States were powerful new systems of rule that mobilized surplus labor and resources over large areas. Early states were often led by a ruler whose source of power was believed to be divine or had divine support and/or who was supported by the military.

B. As states grew and competed for land and resources, the more favorably situated — including the Hittites, who had access to iron — had greater access to resources, produced more surplus food, and experienced growing populations. These states were able to undertake territorial expansion and conquer surrounding states.

C. Early regions of state expansion or empire building were Mesopotamia, Babylonia, and the Nile Valley.

D. Pastoralists were often the developers and disseminators of *new weapons* and *modes of transportation* that transformed warfare in agrarian civilizations.

- Learn one illustrative example of *new weapons*, either from the list below or another example:  
Compound bows, Iron weapons

- Learn one illustrative example of *new modes of transportation*, either from the list below or another example: Chariots, Horseback riding

### **III. Culture played a significant role in unifying states through laws, language, literature, religion, myths, and monumental art.**

A. Early civilizations developed *monumental architecture and urban planning*.

- Learn one illustrative example of *monumental architecture and urban planning*, either from the list below or another example: Ziggurats, Pyramids, Temples, Defensive walls, Streets and roads, Sewage and water systems

B. Elites, both political and religious, promoted *arts and artisanship*.

- Learn one illustrative example of *arts and artisanship*, either from the list below or another example: Sculpture, Painting

C. *Systems of record keeping* arose independently in all early civilizations and subsequently were diffused.

- Learn one illustrative example of *systems of record keeping*, either from the list below or another example: Cuneiform, Hieroglyphs, Pictographs, Alphabets, Quipu

D. States developed legal codes, including the Code of Hammurabi, that reflected existing hierarchies and facilitated the rule of governments over people.

E. *New religious beliefs* developed in this period continued to have strong influences in later periods.

- Required examples of *new religious beliefs*: The Vedic religion, Hebrew monotheism, Zoroastrianism

F. Trade expanded throughout this period *from local to regional and transregional*, with civilizations exchanging goods, cultural ideas, and technology.

- Required examples of *trade expansion from local to regional and transregional*: Between Egypt and Nubia, Between Mesopotamia and the Indus Valley

G. Social and gender hierarchies intensified as states expanded and cities multiplied.

H. *Literature* was also a reflection of culture.

- Learn one illustrative example of *literature*, either from the list below or another example: The “Epic of Gilgamesh”, *Rig Veda*, *Book of the Dead*

## **2. Organization and Reorganization of Human Societies: c. 600 B.C.E. to c. 600 C.E.**

### **Key Concept 2.1 The Development and Codification of Religious and Cultural Traditions**

As states and empires increased in size and contacts between regions multiplied, religious and cultural systems were transformed. Religions and belief systems provided a bond among the people and an ethical code to live by. These shared beliefs also influenced and reinforced political, economic, and occupational stratification. Religious and political authority often merged as rulers (some of whom were considered divine) used religion, along with military and legal structures, to justify their rule and ensure its continuation. Religions and belief systems could also generate conflict, partly because beliefs and practices varied greatly within and among societies.

**I. Codifications and further developments of existing religious traditions provided a bond among the people and an ethical code to live by.**

A. The association of monotheism with Judaism was further developed with the codification of the Hebrew Scriptures, which also reflected the influence of Mesopotamian cultural and legal traditions. The Assyrian, Babylonian, and Roman empires conquered various Jewish states at different points in time. These conquests contributed to the growth of Jewish diasporic communities around the Mediterranean and Middle East.

B. The core beliefs outlined in the Sanskrit scriptures formed the basis of the Vedic religions — later known as Hinduism — which contributed to the development of the social and political roles of a caste system and in the importance of multiple manifestations of Brahma to promote teachings about reincarnation.

## **II. New belief systems and cultural traditions emerged and spread, often asserting universal truths.**

A. The core beliefs about desire, suffering, and the search for enlightenment preached by the historic Buddha and recorded by his followers into sutras and other scriptures were, in part, a reaction to the Vedic beliefs and rituals dominant in South Asia. Buddhism changed over time as it spread throughout Asia — first through the support of the Mauryan Emperor Ashoka, and then through the efforts of missionaries and merchants, and the establishment of educational institutions to promote its core teachings.

B. Confucianism's core beliefs and writings originated in the writings and lessons of Confucius and were elaborated by key disciples who sought to promote social harmony by outlining proper rituals and social relationships for all people in China, including the rulers.

C. In the major Daoist writings, the core belief of balance between humans and nature assumed that the Chinese political system would be altered indirectly. *Daoism also influenced the development of Chinese culture.*

- Learn one illustrative example of the *influence of Daoism on the development of Chinese culture*, either from the list below or another example: Medical theories and practices, Poetry, Metallurgy, Architecture

D. Christianity, based on core beliefs about the teachings and divinity of Jesus of Nazareth as recorded by his disciples, drew on Judaism, and initially rejected Roman and Hellenistic influences. Despite initial Roman imperial hostility, Christianity spread through the efforts of missionaries and merchants through many parts of Afro-Eurasia, and eventually gained Roman imperial support by the time of Emperor Constantine.

E. The core ideas in Greco-Roman philosophy and science emphasized logic, empirical observation, and the nature of political power and hierarchy.

## **III. Belief systems affected gender roles. Buddhism and Christianity encouraged monastic life and Confucianism emphasized filial piety.**

## **IV. Other religious and cultural traditions continued parallel to the codified, written belief systems in core civilizations.**

A. Shamanism and animism continued to shape the lives of people within and outside of core civilizations because of their daily reliance on the natural world.

B. *Ancestor veneration persisted in many regions.*

- Learn one illustrative example of *regions where ancestor veneration persisted*, either from the list below or another example: Africa, Mediterranean Region, East Asia, Andean areas

**V. Artistic expressions, including literature and drama, architecture, and sculpture, show distinctive cultural developments.**

A. *Literature and drama* acquired distinctive forms that influenced artistic developments in neighboring regions and in later time periods.

- Learn one illustrative example of *literature and drama*, either from the list below or another example: Greek plays, Indian epics

B. *Distinctive architectural styles* developed in many regions in this period.

- Learn one illustrative example of *regions where distinctive architectural styles developed*, either from the list below or another example: India, Greece, Roman Empire, Mesoamerica

C. The convergence of Greco-Roman culture and Buddhist beliefs affected the development of unique sculptural developments.

**Key Concept 2.2 The Development of States and Empires**

As the early states and empires grew in number, size, and population, they frequently competed for resources and came into conflict with one another. In quest of land, wealth, and security, some empires expanded dramatically. In doing so, they built powerful military machines and administrative institutions that were capable of organizing human activities over long distances, and they created new groups of military and political elites to manage their affairs. As these empires expanded their boundaries, they also faced the need to develop policies and procedures to govern their relationships with ethnically and culturally diverse populations: sometimes to integrate them within an imperial society and sometimes to exclude them. In some cases, these empires became victims of their own successes. By expanding their boundaries too far, they created political, cultural, and administrative difficulties that they could not manage. They also experienced environmental, social, and economic problems when they overexploited their lands and subjects and permitted excessive wealth to be concentrated in the hands of privileged classes.

**I. The number and size of key states and empires grew dramatically by imposing political unity on areas where previously there had been competing states.**

- Required examples of *key states and empires* (Student should know the location and names):
  - Southwest Asia: *Persian Empires*
  - Learn one illustrative example of *Persian Empires*, either from the list below or another example: Achaemenid, Parthian, Sassanid
  - East Asia: Qin and Han Empire
  - South Asia: Maurya and Gupta Empires
  - Mediterranean region: Phoenicia and its colonies, Greek city-states and colonies, and Hellenistic and Roman Empires
  - Mesoamerica: Teotihuacan, Maya city-states
  - Andean South America: Moche

**II. Empires and states developed new techniques of imperial administration based, in part, on the success of earlier political forms.**

A. In order to organize their subjects, the rulers created *administrative institutions in many regions*.

- Required examples of *administrative institutions*: Centralized governments, Elaborate legal systems and bureaucracies
- Learn one illustrative example of *regions where rulers created administrative institutions*, either from the list below or another example: China, Persia, Rome, South Asia

B. Imperial governments projected military power over larger areas *using a variety of techniques*.

- Required examples of *such techniques*: Diplomacy, Developing supply lines, Building fortifications, defensive walls, and roads, Drawing new groups of military officers and soldiers from the local populations or conquered peoples

C. Much of the success of the empires rested on their promotion of trade and economic integration by building and maintaining roads and issuing currencies.

### **III. Unique social and economic dimensions developed in imperial societies in Afro-Eurasia and the Americas.**

A. *Cities* served as centers of trade, public performance of religious rituals, and political administration for states and empires.

- Learn one illustrative example of *cities*, either from the list below or another example: Persepolis, Chang'an, Pataliputra, Athens, Carthage, Rome, Alexandria, Constantinople, Teotihuacan

B. The social structures of empires displayed hierarchies that included cultivators, laborers, slaves, artisans, merchants, elites, or caste groups.

C. Imperial societies relied on a *range of methods* to maintain the production of food and provide rewards for the loyalty of the elites.

- Learn one illustrative example of *such methods*, either from the list below or another example: Corvée, Slavery, Rents and tributes, Peasant communities, Family and household production

D. Patriarchy continued to shape gender and family relations in all imperial societies of this period.

### **IV. The Roman, Han, Persian, Mauryan, and Gupta empires created political, cultural, and administrative difficulties that they could not manage, which eventually led to their decline, collapse, and transformation into successor empires or states.**

A. Through excessive mobilization of resources, imperial governments caused *environmental damage* and generated social tensions and economic difficulties by concentrating too much wealth in the hands of elites.

- Learn one illustrative example of *environmental damage*, either from the list below or another example: Deforestation, Desertification, Soil erosion, Silted rivers

B. *External problems* resulted from security issues *along their frontiers*, including the threat of invasions.

- Learn one illustrative example of *external problems along frontiers*, either from the list below or another example:
  - Between Han China and the Xiongnu
  - Between the Gupta and the White Huns
  - Between the Romans and their northern and eastern neighbors.

### **Key Concept 2.3 Emergence of Transregional Networks of Communication and Exchange**

With the organization of large-scale empires, the volume of long-distance trade increased dramatically. Much of this trade resulted from the demand for raw materials and luxury goods. Land and water routes linked many regions of the Eastern Hemisphere. The exchange of people, technology, religious and cultural beliefs, food crops, domesticated animals, and disease pathogens developed alongside the trade in goods across far-flung networks of communication and exchange. In the Americas and Oceania localized networks developed.

#### **I. Land and water routes became the basis for transregional trade, communication, and exchange networks in the Eastern Hemisphere.**

A. Many factors, including the climate and location of the routes, the typical trade goods, and the ethnicity of people involved, shaped the distinctive features of a *variety of trade routes*.

- Required examples of *trade routes*: Eurasian Silk Roads, Trans-Saharan caravan routes, Indian Ocean sea lanes, Mediterranean sea lanes

#### **II. New technologies facilitated long-distance communication and exchange.**

A. *New technologies* permitted the use of *domesticated pack animals* to transport goods across longer routes.

- Learn one illustrative example of *new technologies*, either from the list below or another example: Yokes, Saddles, Stirrups
- Learn one illustrative example of *domesticated pack animals*, either from the list below or another example: Horses, Oxen, Llamas, Camels

B. *Innovations in maritime technologies*, as well as advanced knowledge of the monsoon winds, stimulated exchanges along maritime routes from East Africa to East Asia.

- Learn one illustrative example of *innovations in maritime technologies*, either from the list below or another example: Lateen sail, Dhow ships

#### **III. Alongside the trade in goods, the exchange of people, technology, religious and cultural beliefs, food crops, domesticated animals, and disease pathogens developed across far-flung networks of communication and exchange.**

A. The spread of crops, including rice and cotton from South Asia to the Middle East, encouraged *changes in farming and irrigation techniques*.

- Learn one illustrative example of *changes in farming and irrigation techniques*, either the one below or another example: The *qanat* system

B. The *spread of disease pathogens* diminished urban populations and contributed to the decline of some *empires*.

- Learn one illustrative example of *the effects of the spread of disease on empires*, either from the list below or another example:
  - The effects of disease on the Roman Empire
  - The effects of disease on Chinese empires

C. *Religious and cultural traditions* were transformed as they spread.

- Required examples of *transformed religious and cultural traditions*:
  - Christianity
  - Hinduism
  - Buddhism

### **3. Regional and Transregional Interactions: c. 600 C.E. to c. 1450**

#### **Key Concept 3.1 Expansion and Intensification of Communication and Exchange Networks**

Although Afro-Eurasia and the Americas remained separate from one another, this era witnessed a deepening and widening of old and new networks of human interaction within and across regions. The results were unprecedented concentrations of wealth and the intensification of cross-cultural exchanges. Innovations in transportation, state policies, and mercantile practices contributed to the expansion and development of commercial networks, which in turn served as conduits for cultural, technological, and biological diffusion within and between various societies. Pastoral or nomadic groups played a key role in creating and sustaining these networks. Expanding networks fostered greater interregional borrowing, while at the same time sustaining regional diversity. The prophet Muhammad promoted Islam, a new major monotheistic religion at the start of this period. It spread quickly through practices of trade, warfare, and diffusion characteristic of this period.

#### **I. Improved transportation technologies and commercial practices led to an increased volume of trade, and expanded the geographical range of existing and newly active trade networks.**

A. *Existing trade* routes flourished and promoted the growth of powerful *new trading cities*.

- Required examples of *existing trade routes*: Silk Roads, Mediterranean Sea, Trans-Saharan, Indian Ocean basins
- Learn one illustrative example of *new trading cities*, either from the list below or another example: Novgorod, Timbuktu, Swahili city-states, Hangzhou, Calicut, Baghdad, Melaka, Venice, Tenochtitlan, Cahokia

B. New trade routes centering on Mesoamerica and the Andes developed.

C. The growth of interregional trade in *luxury goods* was encouraged by significant innovations in previously existing transportation and commercial technologies, including more sophisticated *caravan organization*; use of the compass, astrolabe, and larger ship designs in sea travel; and *new forms of credit and monetization*.

- Learn one illustrative example of *luxury goods*, either from the list below or another example: Silk and cotton textiles, Porcelain, Spices, Precious metals and gems, Slaves, Exotic animals
- Learn one illustrative example of *caravan organization*, either from the list below or another example: Caravanserai, Camel saddles
- Learn one illustrative example of *new forms of credit and monetization*, either from the list below or another example: Bills of exchange, Credit, Checks

D. Commercial growth was also facilitated by *state practices*, *trading organizations*, and state-sponsored commercial infrastructures like the Grand Canal in China.

- Learn one illustrative example of *state practices*, either from the list below or another example: Minting of coins, Use of paper money
- Learn one illustrative example of *trading organizations*, either the one below or another example:

## Hanseatic League

E. The expansion of *empires* facilitated Trans-Eurasian trade and communication as new peoples were drawn into their conquerors' economies and trade networks.

- Required examples of *empires*: China, Byzantine Empire, Caliphates, Mongols, Banking houses

## II. The movement of peoples caused environmental and linguistic effects.

A. The expansion and intensification of long-distance trade routes often depended on *environmental knowledge and technological adaptations to it*.

- Learn one illustrative example of *environmental knowledge and technological adaptations*, either from the list below or another example:
  - The way Scandinavian Vikings used their longships to travel in coastal and open waters as well as in rivers and estuaries
  - The way the Arabs and Berbers adapted camels to travel across and around the Sahara
  - The way Central Asian pastoral groups used horses to travel in the steppes

B. Some *migrations* had a *significant environmental impact*.

- Required examples of *migration and their environmental impact*:
  - The migration of Bantu-speaking peoples who facilitated transmission of iron technologies and agricultural techniques in Sub-Saharan Africa
  - The maritime migrations of the Polynesian peoples who cultivated transplanted foods and domesticated animals as they moved to new islands

C. Some migrations and commercial contacts led to the *diffusion of languages* throughout a new region or the emergence of new languages.

- Learn one illustrative example of the *diffusion of languages*, either from the list below or another example:
  - The spread of Bantu languages including Swahili
  - The spread of Turkic and Arabic languages

## III. Cross-cultural exchanges were fostered by the intensification of existing, or the creation of new, networks of trade and communication.

A. Islam, based on the revelations of the prophet Muhammad, developed in the Arabian Peninsula. The beliefs and practices of Islam reflected interactions among Jews, Christians, and Zoroastrians with the local Arabian peoples. Muslim rule expanded to many parts of Afro-Eurasia due to military expansion, and Islam subsequently expanded through the activities of merchants and missionaries.

B. In key places along important trade routes, merchants set up *diasporic communities* where they introduced their own cultural traditions into the indigenous culture.

- Learn one illustrative example of *diasporic communities*, either from the list below or another example: Muslim merchant communities in the Indian Ocean region, Chinese merchant communities in Southeast Asia, Sogdian merchant communities throughout Central Asia, Jewish communities in the Mediterranean, Indian Ocean basin, or along the Silk Roads

C. The writings of certain *interregional travelers* illustrate both the extent and the limitations of intercultural knowledge and understanding.

- Learn one illustrative example of *interregional travelers*, either from the list below or another example: Ibn Battuta, Marco Polo, Xuanzang

D. Increased cross-cultural interactions resulted in the *diffusion of literary, artistic, and cultural traditions*.

- Learn one illustrative example of the *diffusion of literary, artistic and cultural traditions*, either from the list below or another example: The influence of Neoconfucianism and Buddhism in East Asia, Hinduism and Buddhism in Southeast Asia, Islam in Sub-Saharan Africa and Southeast Asia, Toltec/Mexica and Inca traditions in Mesoamerica and Andean America

E. Increased cross-cultural interactions also resulted in the diffusion of *scientific and technological traditions*.

- Learn one illustrative example of the *diffusion of scientific and technological traditions*, either from the list below or another example: The influence of Greek and Indian mathematics on Muslim scholars, The return of Greek science and philosophy to Western Europe via Muslim al-Andalus in Iberia, The spread of printing and gunpowder technologies from East Asia into the Islamic empires and Western Europe

**IV. There was continued diffusion of crops and pathogens throughout the Eastern Hemisphere along the trade routes.**

A. *New foods and agricultural techniques* were adopted in populated areas.

- Learn one illustrative example of *new foods and agricultural techniques*, either from the list below or another example: Bananas in Africa, New rice varieties in East Asia, The spread of cotton, sugar, and citrus throughout Dar al-Islam and the Mediterranean basin

B. The spread of epidemic diseases, including the Black Death, followed the well-established paths of trade and military conquest.

### **Key Concept 3.2 Continuity and Innovation of State Forms and Their Interactions**

State formation in this era demonstrated remarkable continuity, innovation and diversity in various regions. In Afro-Eurasia, some states attempted, with differing degrees of success, to preserve or revive imperial structures, while smaller, less centralized states continued to develop. The expansion of Islam introduced a new concept — the Caliphate — to Afro-Eurasian statecraft. Pastoral peoples in Eurasia built powerful and distinctive empires that integrated people and institutions from both the pastoral and agrarian worlds. In the Americas, powerful states developed in both Mesoamerica and the Andean region.

**I. Empires collapsed and were reconstituted; in some regions new state forms emerged.**

A. Following the collapse of empires, most reconstituted governments, including the Byzantine Empire and the Chinese dynasties — Sui, Tang, and Song — combined *traditional sources of power and legitimacy with innovations* better suited to the current circumstances.

- Learn one illustrative example of *traditional sources of power and legitimacy*, either from the list below or another example: Patriarchy, Religion, Land-owning elites
- Learn one illustrative example of *innovations*, either from the list below or another example: New methods of taxation, Tributary systems, Adaptation of religious institutions.

B. In some places, new forms of governance emerged; including those developed in various *Islamic states*, the Mongol Khanates, *city-states*, and decentralized government (feudalism) in Europe and Japan.

- Learn one illustrative example of *Islamic states*, either from the list below or another example: Abbasids, Muslim Iberia, Delhi Sultanates
- Learn one illustrative example of *city-states*, either from the list below or another example: In the Italian peninsula, East Africa, Southeast Asia, The Americas

C. Some states *synthesized local and borrowed traditions*.

- Learn one illustrative example of such *synthesis by states*, either from the list below or another example: Persian traditions that influenced Islamic states, Chinese traditions that influenced states in Japan

D. In the Americas, as in Afro-Eurasia, state systems expanded in scope and reach: Networks of city-states flourished in the Maya region and, at the end of this period, imperial systems were created by the Mexica (“Aztecs”) and Inca.

## **II. Interregional contacts and conflicts between states and empires encouraged significant *technological and cultural transfers*.**

- Required examples of *technological and cultural transfers*: Between Tang China and the Abbasids, Across the Mongol empires, During the Crusades

### **Key Concept 3.3 Increased Economic Productive Capacity and Its Consequences**

Changes in trade networks resulted from and stimulated increasing productive capacity, with important implications for social and gender structures and environmental processes. Productivity rose in both agriculture and industry. Rising productivity supported population growth and urbanization but also strained environmental resources and at times caused dramatic demographic swings. Shifts in production and the increased volume of trade also stimulated new labor practices, including adaptation of existing patterns of free and coerced labor. Social and gender structures evolved in response to these changes.

#### **I. Innovations stimulated agricultural and industrial production in many regions.**

A. Agricultural production increased significantly due to *technological innovations*.

- Learn one illustrative example of *technological innovations*, either from the list below or another example: Champa rice varieties, Chinampa field systems, *Waru waru* agricultural techniques in the Andean areas, Improved terracing techniques, Horse collar

B. In response to increasing demand in Afro-Eurasia for foreign luxury goods, crops were transported from their indigenous homelands to equivalent climates in other regions.

C. Chinese, Persian, and Indian artisans and merchants expanded their production of textiles and porcelains for export; industrial production of iron and steel expanded in China.

#### **II. The fate of cities varied greatly, with periods of significant decline, and with periods of increased urbanization buoyed by rising productivity and expanding trade networks.**

A. *Multiple factors* contributed to the declines of urban areas in this period.

- Required examples of *these factors*: Invasions, Disease, Decline of agricultural productivity, Little Ice Age

B. *Multiple factors* contributed to urban revival.

- Required examples of *these factors*: The end of invasions, Availability of safe and reliable transport, Rise of commerce and the warmer temperatures between 800 and 1300, Increased agricultural productivity and subsequent rising population, Greater availability of labor also contributed to urban growth

C. While cities in general continued to play the roles they had played in the past as governmental, religious, and commercial centers, many older cities declined at the same time that numerous new cities emerged to take on these established roles.

**III. Despite significant continuities in social structures and in methods of production, there were also some important changes in labor management and in the effect of religious conversion on gender relations and family life.**

A. As in the previous period, there were many forms of *labor organization*.

- Required examples of forms of *labor organization*: Free peasant agriculture, Nomadic pastoralism, Craft production and guild organization, Various forms of coerced and unfree labor, Government-imposed labor taxes, Military obligations

B. As in the previous period, social structures were shaped largely by class and caste hierarchies. Patriarchy persisted; however, in some areas, women exercised more power and influence, most notably among the Mongols and in West Africa, Japan, and Southeast Asia.

C. New forms of coerced labor appeared, including serfdom in Europe and Japan and the elaboration of the *mit'a* in the Inca Empire. *Free peasants resisted attempts to raise dues and taxes by staging revolts*. The demand for slaves for both military and domestic purposes increased, particularly in central Eurasia, parts of Africa, and the eastern Mediterranean.

- Learn one illustrative example of *regions where free peasants revolted*, either from the list below or another example: China, Byzantine Empire

D. The diffusion of Buddhism, Christianity, Islam, and Neoconfucianism often led to significant changes in gender relations and family structure.

#### **4. Global Interactions: c. 1450 to c. 1750**

##### **Key Concept 4.1 Globalizing Networks of Communication and Exchange**

The interconnection of the Eastern and Western hemispheres made possible by transoceanic voyaging marked a key transformation of this period. Technological innovations helped to make transoceanic connections possible. Changing patterns of long-distance trade included the global circulation of some commodities and the formation of new regional markets and financial centers. Increased transregional and global trade networks facilitated the spread of religion and other elements of culture as well as the migration of large numbers of people. Germs carried to the Americas ravaged the indigenous peoples, while the global exchange of crops and animals altered agriculture, diets, and populations around the planet.

**I. In the context of the new global circulation of goods, there was an intensification of all existing regional trade networks that brought prosperity and economic disruption to the merchants and governments in the trading regions of the Indian Ocean, Mediterranean, Sahara, and overland**

## Eurasia.

**II. European technological developments in cartography and navigation built on previous knowledge developed in the classical, Islamic, and Asian worlds, and included the production of *new tools, innovations in ship designs*, and an improved understanding of global wind and currents patterns — all of which made transoceanic travel and trade possible.**

- Learn one illustrative example of *new tools*, either from the list below or another example: Astrolabe, Revised maps
- Learn one illustrative example of *innovations in ship designs*, either the one below or another example: Caravels

**III. Remarkable new transoceanic maritime reconnaissance occurred in this period.**

A. Official Chinese maritime activity expanded into the Indian Ocean region with the naval voyages led by Ming Admiral Zheng He, which enhanced Chinese prestige.

B. Portuguese development of a school for navigation led to increased travel to and trade with West Africa, and resulted in the construction of a global trading-post empire.

C. Spanish sponsorship of the first Columbian and subsequent voyages across the Atlantic and Pacific dramatically increased European interest in transoceanic travel and trade.

D. Northern Atlantic crossings for fishing and settlements continued and spurred European searches for multiple routes to Asia.

E. In Oceania and Polynesia, established exchange and communication networks were not dramatically affected because of infrequent European reconnaissance in the Pacific Ocean.

**IV. The new global circulation of goods was facilitated by royal chartered European monopoly companies that took silver from Spanish colonies in the Americas to purchase Asian goods for the Atlantic markets, but regional markets continued to flourish in Afro-Eurasia by using established commercial practices and new transoceanic shipping services developed by European merchants.**

A. European merchants' role in Asian trade was characterized mostly by transporting goods from one Asian country to another market in Asia or the Indian Ocean region.

B. Commercialization and the creation of a global economy were intimately connected to new global circulation of silver from the Americas.

C. Influenced by mercantilism, joint-stock companies were new methods used by European rulers to control their domestic and colonial economies and by European merchants to compete against one another in global trade.

D. The Atlantic system involved the movement of goods, wealth, and free and unfree laborers, and the mixing of African, American, and European cultures and peoples.

**V. The new connections between the Eastern and Western hemispheres resulted in the Columbian**

## Exchange.

A. European colonization of the Americas led to the spread of diseases — including smallpox, measles, and influenza — that were endemic in the Eastern Hemisphere among Amerindian populations and the unintentional transfer of vermin, including mosquitoes and rats.

B. *American foods* became staple crops in various parts of Europe, Asia, and Africa. *Cash crops* were grown primarily on plantations with coerced labor and were exported mostly to Europe and the Middle East in this period.

- Learn one illustrative example of *American foods*, either from the list below or another example: Potatoes, Maize, Manioc
- Learn one illustrative example of *cash crops*, either from the list below or another example: Sugar, Tobacco

C. Afro-Eurasian fruit trees, grains, sugar, and *domesticated animals* were brought by Europeans to the Americas, while other *foods were brought by African slaves*.

- Learn one illustrative example of *domesticated animals*, either from the list below or another example: Horses, Pigs, Cattle
- Learn one illustrative example of *foods brought by African slaves*, either from the list below or another example: Okra, Rice

D. Populations in Afro-Eurasia benefited nutritionally from the increased diversity of American food crops.

E. European colonization and the introduction of European agriculture and settlements practices in the Americas often affected the physical environment through deforestation and soil depletion.

## **VI. The increase in interactions between newly connected hemispheres and intensification of connections within hemispheres expanded the spread and reform of existing religions and created syncretic belief systems and practices.**

A. As Islam spread to new settings in Afro-Eurasia, believers adapted it to local cultural practices. The split between the Sunni and Shi'a traditions of Islam intensified, and Sufi practices became more widespread.

B. The practice of Christianity continued to spread throughout the world and was increasingly diversified by the process of diffusion and the Reformation.

C. Buddhism spread within Asia.

D. *Syncretic and new forms of religion* developed.

- Learn one illustrative example of *syncretic and new forms of religion*, either from the list below or another example: Vodun in the Caribbean, Cults of saints in Latin America, Sikhism in South Asia

## **VII. As merchants' profits increased and governments collected more taxes, funding for the visual and performing arts, even for popular audiences, increased.**

A. *Innovations in visual and performing arts* were seen all over the world.

- Learn one illustrative example of *innovations in visual and performing arts*, either from the list below

or another example: Renaissance art in Europe, Miniature paintings in the Middle East and South Asia, Wood-block prints in Japan, Post-conquest codices in Mesoamerica

B. Literacy expanded and was accompanied by *the proliferation of popular authors, literary forms, and works of literature in Afro-Eurasia*.

- Learn one illustrative example of *popular authors, literary forms and works of literature*, either from the list below or another example: Shakespeare, Cervantes, Sundiata, Journey to the West, Kabuki

#### **Key Concept 4.2 New Forms of Social Organization and Modes of Production**

Although the world's productive systems continued to be heavily centered on agricultural production throughout this period, major changes occurred in agricultural labor, the systems and locations of manufacturing, gender and social structures, and environmental processes. A surge in agricultural productivity resulted from new methods in crop and field rotation and the introduction of new crops. Economic growth also depended on new forms of manufacturing and new commercial patterns, especially in long-distance trade. Political and economic centers within regions shifted, and merchants' social status tended to rise in various states. Demographic growth — even in areas such as the Americas, where disease had ravaged the population — was restored by the eighteenth century and surged in many regions, especially with the introduction of American food crops throughout the Eastern Hemisphere. The Columbian Exchange led to new ways of humans interacting with their environments. New forms of coerced and semi-coerced labor emerged in Europe, Africa, and the Americas, and affected ethnic and racial classifications and gender roles.

**I. Traditional peasant agriculture increased and changed, plantations expanded, and demand for labor increased. These changes both fed and responded to growing global demand for raw materials and finished products.**

A. *Peasant labor intensified* in many regions.

- Learn one illustrative example of the *intensification of peasant labor*, either from the list below or another example: Development of frontier settlements in Russian Siberia, Cotton textile production in India, Silk textile production in China

B. Slavery in Africa continued both the traditional incorporation of slaves into households and the export of slaves to the Mediterranean and the Indian Ocean.

C. The growth of the plantation economy increased the demand for slaves in the Americas.

D. Colonial economies in the Americas depended on a range of *coerced labor*.

- Learn one illustrative example of *coerced labor*, either from the list below or another example: Chattel slavery, Indentured servitude, *Encomienda* and *hacienda* systems, Spanish adaptation of the Inca *mit'a*

**II. As new social and political elites changed, they also restructured new ethnic, racial, and gender hierarchies.**

A. Both imperial conquests and widening global economic opportunities contributed to the formation of *new political and economic elites*.

- Learn one illustrative example of *new elites*, either from the list below or another example: Manchus

in China, Creole elites in Spanish America, European gentry, Urban commercial entrepreneurs in all major port cities in the world

B. The power of *existing political and economic elites* fluctuated as they confronted new challenges to their ability to affect the policies of the increasingly powerful monarchs and leaders.

- Learn one illustrative example of *existing elites*, either from the list below or another example: Zamindars in the Mughal Empire, Nobility in Europe, Daimyo in Japan

C. Some notable *gender and family restructuring* occurred, including the demographic changes in Africa that resulted from the slave trades.

- Learn one illustrative example of *gender and family restructuring*, either from the list below or another example: Dependence of European men on Southeast Asian women for conducting trade in that region, Smaller size of European families

D. The massive demographic changes in the Americas resulted in *new ethnic and racial classifications*.

- Learn one illustrative example of *new ethnic and racial classifications*, either from the list below or another example: Mestizo, Mulatto, Creole

### **Key Concept 4.3 State Consolidation and Imperial Expansion**

Empires expanded and conquered new peoples around the world, but they often had difficulties incorporating culturally, ethnically, and religiously diverse subjects, and administering widely dispersed territories. Agents of the European powers moved into existing trade networks around the world. In Africa and the greater Indian Ocean, nascent European empires consisted mainly of interconnected trading posts and enclaves. In the Americas, European empires moved more quickly to settlement and territorial control, responding to local demographic and commercial conditions. Moreover, the creation of European empires in the Americas quickly fostered a new Atlantic trade system that included the trans-Atlantic slave trade. Around the world, empires and states of varying sizes pursued strategies of centralization, including more efficient taxation systems that placed strains on peasant producers, sometimes prompting local rebellions. Rulers used public displays of art and architecture to legitimize state power. African states shared certain characteristics with larger Eurasian empires. Changes in African and global trading patterns strengthened some West and Central African states — especially on the coast; this led to the rise of new states and contributed to the decline of states on both the coast and in the interior.

#### **I. Rulers used a variety of methods to legitimize and consolidate their power.**

A. Rulers used *the arts to display political power* and to legitimize their rule.

- Learn one illustrative example of *the arts as displays of political power*, either from the list below or another example: Monumental architecture, Urban design, Courtly literature, Visual arts

B. Rulers continued to use *religious ideas to legitimize their rule*.

- Learn one illustrative example of these *religious ideas*, either from the list below or another example: European notions of divine right, Safavid use of Shiism, Mexican or Aztec practice of human sacrifice, Songhay promotion of Islam, Chinese emperors' public performance of Confucian rituals

C. States *treated different ethnic and religious groups* in ways that utilized their economic contributions while limiting their ability to challenge the authority of the state.

- Learn one illustrative example of the *differential treatment of ethnic and religious groups*, either from

the list below or another example: Ottoman treatment of non-Muslim subjects, Manchu policies toward Chinese, Spanish creation of a separate “República de Indios”

D. Recruitment and use of *bureaucratic elites*, as well as the development of *military professionals*, became more common among rulers who wanted to maintain centralized control over their populations and resources.

- Learn one illustrative example of *bureaucratic elites* or *military professionals*, either from the list below or another example: Ottoman devshirme, Chinese examination system, Salaried samurai

E. Rulers used tribute collection and tax farming to generate revenue for territorial expansion.

## **II. Imperial expansion relied on the increased use of gunpowder, cannons, and armed trade to establish large empires in both hemispheres.**

A. Europeans established new trading-post empires in Africa and Asia, which proved profitable for the rulers and merchants involved in new global trade networks, but these empires also affected the power of the states in interior West and Central Africa.

B. *Land empires* expanded dramatically in size.

- Required examples of land empires: Manchus, Mughals, Ottomans, Russians

C. European states established new *maritime empires* in the Americas.

- Required examples of *maritime empires*: Portuguese, Spanish, Dutch, French, British

## **III. Competition over trade routes, state rivalries, and local resistance all provided significant challenges to state consolidation and expansion.**

- Learn one illustrative example of *competition over trade routes*, either from the list below or another example: Omani-European rivalry in the Indian Ocean, Piracy in the Caribbean
- Learn one illustrative example of *state rivalries*, either from the list below or another example: Thirty Years War, Ottoman-Safavid conflict
- Learn one illustrative example of *local resistance*, either from the list below or another example: Food riots, Samurai revolts, Peasant uprisings

## **5. Industrialization and Global Integration: c. 1750 to c. 1900**

### **Key Concept 5.1 Industrialization and Global Capitalism**

Industrialization fundamentally altered the production of goods around the world. It not only changed how goods were produced and consumed, as well as what was considered a “good,” but it also had far-reaching effects on the global economy, social relations, and culture. Although it is common to speak of an “Industrial Revolution,” the process of industrialization was a gradual one that unfolded over the course of the eighteenth and nineteenth centuries, eventually becoming global.

### **I. Industrialization fundamentally changed how goods were produced.**

A. A variety of *factors led to the rise of industrial production*.

- Required examples of *factors leading to the rise of industrial production*: Europe’s location on the Atlantic Ocean, Geographical distribution of coal, iron and timber, European demographic changes,

Urbanization, Improved agricultural productivity, Legal protection of private property, Abundance of rivers and canals, Access to foreign resources, Accumulation of capital

B. The development of machines, including steam engines and the internal combustion engine, made it possible to exploit vast new resources of energy stored in fossil fuels, specifically coal and oil. The “fossil fuels” revolution greatly increased the energy available to human societies.

C. The development of the factory system concentrated labor in a single location and led to an increasing degree of specialization of labor.

D. As the new methods of industrial production became more common in parts of northwestern Europe, they spread to other parts of Europe and the United States, Russia, and Japan.

E. The “second industrial revolution” led to new methods in the production of steel, chemicals, electricity and precision machinery during the second half of the nineteenth century.

## **II. New patterns of global trade and production developed and further integrated the global economy as industrialists sought raw materials and new markets for the increasing amount and array of goods produced in their factories.**

A. The need for raw materials for the factories and increased food supplies for the growing population in urban centers led to the growth of export economies around the world that specialized in mass producing *single natural resources*. The profits from these raw materials were used to purchase finished goods.

- Learn one illustrative example of the *production and export of single natural resources*, either from the list below or another example: Cotton, Rubber, Palm oil, Sugar, Wheat, Meat, Guano, Metals and minerals

B. The rapid development of industrial production contributed to the *decline of economically productive, agriculturally based economies*.

- Learn one illustrative example of a *declining agriculturally based economy*, either the one below or another example: Textile production in India

C. The rapid increases in productivity caused by industrial production encouraged *industrialized states to seek out new consumer markets* for their finished goods.

- Learn one illustrative example of *new consumer market*, either the one below or another example: British and French attempts to “open up” the Chinese market during the nineteenth century

D. The need for specialized and limited metals for industrial production, as well as the global demand for gold, silver and diamonds as forms of wealth, led to the development of *extensive mining centers*.

- Learn one illustrative example of *mining centers*, either from the list below or another example: Copper mines in Mexico, Gold and diamond mines in South Africa

## **III. To facilitate investments at all levels of industrial production, financiers developed and expanded various financial institutions.**

A. The ideological inspiration for economic changes lies in the development of capitalism and classical liberalism associated with Adam Smith and John Stuart Mill.

B. *Financial instruments* expanded.

- Learn one illustrative example of *financial instruments*, either from the list below or another example: Stock markets, Insurance, Gold standard, Limited liability corporations

C. The global nature of trade and production contributed to the proliferation of *large-scale transnational businesses*.

- Learn one illustrative example of *transnational businesses*, either from the list below or another example: United Fruit Company, HSBC — Hong Kong and Shanghai Banking Corporation

**IV. There were major developments in transportation and communication.**

- Required examples of *developments in transportation and communication*: Railroads, Steamships, Telegraphs, Canals

**V. The development and spread of global capitalism led to a variety of responses.**

A. In industrialized states, many workers organized themselves to improve working conditions, limit hours, and gain higher wages, while others opposed capitalist exploitation of workers by promoting *alternative visions of society*.

- Learn one illustrative example of *alternative visions*, either from the list below or another example: Utopian socialism, Marxism, Anarchism

B. In Qing China and the Ottoman Empire, some members of the government resisted economic change and attempted to maintain preindustrial forms of economic production.

C. In a small number of states, governments promoted their own *state-sponsored visions of industrialization*.

- Learn one illustrative example of *state-sponsored visions of industrialization*, either from the list below or another example: Economic reforms of Meiji Japan, Development of factories and railroads in Tsarist Russia, China's Self-Strengthening Movement, Muhammad Ali's development of a cotton textile industry in Egypt

D. In response to criticisms of industrial global capitalism, some governments mitigated the negative effects of industrial capitalism by *promoting various types of reforms*.

- Learn one illustrative example of *reforms*, either from the list below or another example: State pensions and public health in Germany, Expansion of suffrage in Britain, Public education in many states

**VI. The ways in which people organized themselves into societies also underwent significant transformations in industrialized states due to the fundamental restructuring of the global economy.**

A. New social classes, including the middle class and the industrial working class, developed.

B. Family dynamics, gender roles, and demographics changed in response to industrialization.

C. Rapid urbanization that accompanied global capitalism often led to unsanitary conditions, as well as to new forms of community.

**Key Concept 5.2 Imperialism and Nation-State Formation**

As states industrialized during this period, they also expanded their existing overseas colonies and established new types of colonies and transoceanic empires. Regional warfare and diplomacy both resulted in and were affected by this process of modern empire building. The process was led mostly by Europe, although not all states were affected equally, which led to an increase of European influence around the world. The United States and Japan also participated in this process. The growth of new empires challenged the power of existing land-based empires of Eurasia. New ideas about nationalism, race, gender, class, and culture also developed that facilitated the spread of transoceanic empires, as well as justified anti-imperial resistance and the formation of new national identities.

### **I. Industrializing powers established transoceanic empires.**

A. States with existing colonies strengthened their control over those colonies.

- Learn one illustrative example of *states with existing colonies*, either from the list below or another example: British in India, Dutch in Indonesia

B. *European states*, as well as the Americans and the Japanese, *established empires* throughout Asia and the Pacific, while Spanish and Portuguese influence declined.

- Learn one illustrative example of *European states that established empires*, either from the list below or another example: British, Dutch, French, German, Russian

C. Many *European states* used both warfare and diplomacy to *establish empires in Africa*.

- Learn one illustrative example of *European States that established empires in Africa*, either from the list below or another example: Britain in West Africa, Belgium in the Congo

D. In some parts of their empires, *Europeans established settler colonies*.

- Learn one illustrative example of *Europeans who established settler colonies*, either from the list below or another example: The British in southern Africa, Australia, and New Zealand, The French in Algeria

E. In other parts of the world, *industrialized states practiced economic imperialism*.

- Learn one illustrative example of *industrialized states practicing economic imperialism*, either from the list below or another example:
  - The British and the United States investing heavily in Latin America
  - The British and French expanding their influence in China through the Opium Wars

### **II. Imperialism influenced state formation and contraction around the world.**

A. The expansion of U.S. and European influence over Tokugawa Japan led to the emergence of Meiji Japan.

B. The United States and Russia emulated European transoceanic imperialism by expanding their land borders and conquering neighboring territories.

C. Anti-imperial resistance led to the *contraction of the Ottoman Empire*.

- Learn one illustrative example of the *contraction of the Ottoman Empire*, either from the list below or another example: Establishment of independent states in the Balkans, Semi-independence in Egypt, French and Italian colonies in North Africa, Later British influence in Egypt

D. *New states developed on the edges of existing empires*.

- Learn one illustrative example of *such new states*, either from the list below or another example: The Cherokee Nation, Siam, Hawai'i, The Zulu Kingdom

E. The development and spread of *nationalism as an ideology fostered new communal identities*.

- Learn one illustrative example of *nationalism*, either from the list below or another example: The German nation, Filipino nationalism, Liberian nationalism

### **III. New racial ideologies, especially Social Darwinism, facilitated and justified imperialism.**

#### **Key Concept 5.3 Nationalism, Revolution, and Reform**

The eighteenth century marked the beginning of an intense period of revolution and rebellion against existing governments, and the establishment of new nation-states around the world. Enlightenment thought and the resistance of colonized peoples to imperial centers shaped this revolutionary activity. These rebellions sometimes resulted in the formation of new states and stimulated the development of new ideologies. These new ideas in turn further stimulated the revolutionary and anti-imperial tendencies of this period.

#### **I. The rise and diffusion of Enlightenment thought that questioned established traditions in all areas of life often preceded the revolutions and rebellions against existing governments.**

A. *Thinkers* applied new ways of understanding the natural world to human relationships, encouraging observation and inference in all spheres of life.

- Learn one illustrative example of *such thinkers*, either from the list below or another example: Voltaire, Rousseau

B. Intellectuals critiqued the role that religion played in public life, insisting on the importance of reason as opposed to revelation.

C. *Enlightenment thinkers* developed new political ideas about the individual, natural rights, and the social contract.

- Learn one illustrative example of *Enlightenment thinkers*, either from the list below or another example: Locke, Montesquieu

D. The ideas of Enlightenment thinkers influenced resistance to existing political authority, as reflected in *revolutionary documents*.

- Required examples of *revolutionary documents*: American Declaration of Independence, French Declaration of the Rights of Man and Citizen, Bolivar's Jamaica Letter

E. These ideas influenced many people to challenge existing notions of social relations, which led to the expansion of rights as seen in expanded suffrage, the abolition of slavery and the end of serfdom, as their ideas were implemented.

#### **II. Beginning in the eighteenth century, peoples around the world developed a new sense of commonality based on language, religion, social customs and territory. These newly imagined national communities linked this identity with the borders of the state, while governments used this idea to unite diverse populations.**

### III. Increasing discontent with imperial rule propelled reformist and revolutionary movements.

#### A. *Subjects challenged the centralized imperial governments.*

- Learn one illustrative example of *subjects challenging imperial government*, either the one below or another example: The challenge of the Marathas to the Mughal Sultans

B. American colonial subjects led a series of *rebellions*, which facilitated the emergence of independent states in the United States, Haiti, and mainland Latin America. French subjects rebelled against their monarchy.

- Required examples of *rebellions*: American Revolution, French Revolution, Haitian Revolution, Latin American independence movements

#### C. *Slave resistance* challenged existing authorities in the Americas.

- Learn one illustrative example of *slave resistance*, either the one below or another example: Establishment of Maroon societies.

D. Increasing questions about political authority and growing nationalism contributed to *anticolonial movements*.

- Learn one illustrative example of *anticolonial movements*, either from the list below or another example: Indian Revolt of 1857, Boxer Rebellion

#### E. Some of the *rebellions were influenced by religious ideas and millenarianism.*

- Learn one illustrative example of *such rebellions*, either from the list below or another example: Taiping Rebellion, Ghost Dance, Xhosa Cattle-Killing Movement

#### F. Responses to increasingly frequent rebellions led to *reforms in imperial policies.*

- Learn one illustrative example of *reforms*, either from the list below or another example: Tanzimat movement, Self-Strengthening Movement

### IV. The global spread of European political and social thought and the increasing number of rebellions stimulated new transnational ideologies and solidarities.

A. Discontent with monarchist and imperial rule encouraged the development of political ideologies, including liberalism, socialism, and communism.

#### B. *Demands for women's suffrage and an emergent feminism* challenged political and gender hierarchies.

- Learn one illustrative example of *such demands*, either from the list below or another example:
  - Mary Wollstonecraft's *A Vindication of the Rights of Woman*
  - Olympe de Gouges's "Declaration of the Rights of Women and the Female Citizen"
  - The resolutions passed at the Seneca Falls Conference in 1848

### Key Concept 5.4 Global Migration

#### **Migration patterns changed dramatically throughout this period, and the numbers of migrants**

increased significantly. These changes were closely connected to the development of transoceanic empires and a global capitalist economy. In some cases, people benefited economically from migration, while other people were seen simply as commodities to be transported. In both cases, migration produced dramatically different societies for both sending and receiving societies, and presented challenges to governments in

fostering national identities and regulating the flow of people.

### **I. Migration in many cases was influenced by changes in demography in both industrialized and unindustrialized societies that presented challenges to existing patterns of living.**

A. Changes in food production and improved medical conditions contributed to a significant global rise in population.

B. Because of the nature of the new modes of transportation, both internal and external migrants increasingly relocated to cities. This pattern contributed to the significant global urbanization of the nineteenth century.

### **II. Migrants relocated for a variety of reasons.**

A. Many individuals chose *freely to relocate, often in search of work*.

- Learn one illustrative example of *such migrants*, either from the list below or another example:  
Manual laborers, Specialized professionals

B. The new global capitalist economy continued to rely on *coerced and semicoerced labor migration*.

- Required examples of *coerced and semicoerced labor migration*: Slavery, Chinese and Indian indentured servitude, Convict labor

C. While many migrants permanently relocated, a significant number of *temporary and seasonal migrants returned to their home societies*.

- Learn one illustrative example of *such temporary and seasonal migrants*, either from the list below or another example: Japanese agricultural workers in the Pacific, Lebanese merchants in the Americas, Italians in Argentina

### **III. The large-scale nature of migration, especially in the nineteenth century, produced a variety of consequences and reactions to the increasingly diverse societies on the part of migrants and the existing populations.**

A. Due to the physical nature of the labor in demand, migrants tended to be male, leaving women to take on new roles in the home society that had been formerly occupied by men.

B. Migrants often created *ethnic enclaves in different parts of the world*, which helped transplant their culture into new environments, and facilitated the development of migrant support networks.

- Learn one illustrative example of *migrant ethnic enclaves in different parts of the world*, either from the list below or another example:
  - Chinese in Southeast Asia, the Caribbean, South America, and North America
  - Indians in East and southern Africa, the Caribbean, and Southeast Asia

C. Receiving societies did not always embrace immigrants, as seen in the various degrees of ethnic and racial prejudice and the ways states attempted to *regulate the increased flow of people across their borders*.

- Learn one illustrative example of the *regulation of immigrants*, either from the list below or another example: The Chinese Exclusion Acts, The White Australia Policy

## **6. Accelerating Global Change and Realignments: c. 1900 to Present**

### **Key Concept 6.1 Science and the Environment**

Rapid advances in science altered the understanding of the universe and the natural world and led to the development of new technologies. These changes enabled unprecedented population growth, which altered how humans interacted with the environment and threatened delicate ecological balances at local, regional, and global levels.

#### **I. Researchers made rapid advances in science that spread throughout the world, assisted by the development of new technology.**

A. New modes of communication and transportation virtually eliminated the problem of geographic distance.

B. *New scientific paradigms* transformed human understanding of the world.

- Learn one illustrative example of *new scientific paradigms*, either from the list below or another example: Theory of relativity, Quantum mechanics, The Big Bang theory, Psychology

C. The Green Revolution produced food for the earth's growing population as it spread chemically and genetically enhanced forms of agriculture.

D. *Medical innovations* increased the ability of humans to survive.

- Learn one illustrative example of *medical innovations*, either from the list below or another example: Polio vaccine, Antibiotics, The artificial heart

E. Energy technologies including the use of oil and nuclear power raised productivity and increased the production of material goods.

#### **II. As the global population expanded at an unprecedented rate, humans fundamentally changed their relationship with the environment.**

A. Humans exploited and competed over the earth's finite resources more intensely than ever before in human history.

B. Global warming was a major consequence of the release of greenhouse gases and other pollutants into the atmosphere.

C. Pollution threatened the world's supply of water and clean air. Deforestation and desertification were continuing consequences of the human impact on the environment. Rates of extinction of other species accelerated sharply.

#### **III. Disease, scientific innovations, and conflict led to demographic shifts.**

A. *Diseases associated with poverty* persisted, while other *diseases emerged as new epidemics* and threats to human survival. In addition, *changing lifestyles and increased longevity led to higher incidence of certain diseases*.

- Learn one illustrative example of *diseases associated with poverty*, either from the list below or another example: Malaria, Tuberculosis, Cholera

- Learn one illustrative example of *emergent epidemic diseases*, either from the list below or another example: 1918 influenza pandemic, Ebola, HIV/AIDS
- Learn one illustrative example of *diseases associated with changing lifestyles*, either from the list below or another example: Diabetes, Heart disease, Alzheimer's disease

B. More effective forms of birth control gave women greater control over fertility and transformed sexual practices.

C. *Improved military technology and new tactics* led to increased levels of *wartime casualties*.

- Learn one illustrative example of *improved military technology*, either from the list below or another example: Tanks, Airplanes, Atomic bomb
- Learn one illustrative example of *new tactics*, either from the list below or another example: Trench warfare, Firebombing
- Learn one illustrative example of *wartime casualties*, either from the list below or another example: Nanjing, Dresden, Hiroshima

## **Key Concept 6.2 Global Conflicts and Their Consequences**

At the beginning of the twentieth century, a European-dominated global political order existed, which also included the United States, Russia, and Japan. Over the course of the century, peoples and states around the world challenged this order in ways that sought to redistribute power within the existing order and to restructure empires, while those peoples and states in power attempted to maintain the status quo. Other peoples and states sought to overturn the political order itself. These challenges to, and the attempts to maintain, the political order manifested themselves in an unprecedented level of conflict with high human casualties. In the context of these conflicts, many regimes in both older and newer states struggled with maintaining political stability and were challenged by internal and external factors, including ethnic and religious conflicts, secessionist movements, territorial partitions, economic dependency, and the legacies of colonialism.

### **I. Europe dominated the global political order at the beginning of the twentieth century, but both land-based and transoceanic empires gave way to new forms of transregional political organization by the century's end.**

A. The older land-based Ottoman, Russian, and Qing empires *collapsed due to a combination of internal and external factors*.

- Learn one illustrative example of *internal and external factors*, either from the list below or another example: Economic hardship, Political and social discontent, Technological stagnation, Military defeat

B. Some *colonies negotiated their independence*.

- Learn one illustrative example of *negotiated independence*, either from the list below or another example: India from the British Empire, The Gold Coast from the British Empire

C. Some *colonies achieved independence through armed struggle*.

- Learn one illustrative example of *independence through armed struggle*, either from the list below or another example: Algeria and Vietnam from the French empire, Angola from the Portuguese empire

### **II. Emerging ideologies of anti-imperialism contributed to the dissolution of empires and the**

## **restructuring of states.**

A. *Nationalist leaders* in Asia and Africa challenged imperial rule.

- Learn one illustrative example of *nationalist leaders*, either from the list below or another example: Mohandas Gandhi, Ho Chi Minh, Kwame Nkrumah

B. *Regional, religious, and ethnic movements* challenged both colonial rule and inherited imperial boundaries.

- Learn one illustrative example of *regional, religious, and ethnic movements*, either from the list below or another example: Muhammad Ali Jinnah, The Québécois separatist movement, The Biafra secessionist movement

C. *Transnational movements* sought to unite people across national boundaries.

- Learn one illustrative example of *transnational movements*, either from the list below or another example: Communism, Pan-Arabism, Pan-Africanism

D. Movements to redistribute land and resources developed within states in Africa, Asia, and Latin America, sometimes advocating communism and socialism.

## **III. Political changes were accompanied by major demographic and social consequences.**

A. The redrawing of old colonial boundaries led to *population resettlements*.

- Learn one illustrative example of *population resettlements*, either from the list below or another example: India/Pakistan partition, Zionist Jewish settlement of Palestine, Division of the Middle East into mandatory states

B. *The migration of former colonial subjects to imperial metropolises* maintained cultural and economic ties between the colony and the metropole even after the dissolution of empires.

- Learn one illustrative example of *such migrations*, either from the list below or another example: South Asians to Britain, Algerians to France, Filipinos to the United States

C. The proliferation of conflicts led to various forms of *ethnic violence* and the *displacement of peoples resulting in refugee populations*.

- Learn one illustrative example of *such ethnic violence*, either from the list below or another example: Armenia, The Holocaust, Cambodia, Rwanda
- Learn one illustrative example of *displacement of peoples*, either from the list below or another example: Palestinians, Darfurians

## **IV. Military conflicts occurred on an unprecedented global scale.**

A. World War I and World War II were the first “total wars.” Governments used ideologies, including fascism, nationalism and communism, to *mobilize all of their state’s resources*, including peoples, both in the home countries and the colonies or former colonies, *for the purpose of waging war*. Governments also used a variety of strategies, including political speeches, art, media, and intensified forms of nationalism, to mobilize these populations.

- Learn one illustrative example of *mobilization of a state's resources*, either from the list below or another example: Gurkha soldiers in India, ANZAC troops in Australia, Military conscription

B. The *sources of global conflict* in the first half of the century varied.

- Required examples of the *sources of global conflict*:
  - Imperialist expansion by European powers and Japan
  - Competition for resources
  - Ethnic conflict
  - Great power rivalries between Great Britain and Germany
  - Nationalist ideologies
  - The economic crisis engendered by the Great Depression.

C. The global balance of economic and political power shifted after the end of World War II and rapidly evolved into the Cold War. The United States and the Soviet Union emerged as superpowers, which led to ideological struggles between capitalism and communism throughout the globe.

D. The Cold War produced new military alliances, including NATO and the Warsaw Pact, and promoted proxy wars in Latin America, Africa, and Asia.

E. The dissolution of the Soviet Union effectively ended the Cold War.

**V. Although conflict dominated much of the twentieth century, many individuals and groups — including states — opposed this trend. Some individuals and groups, however, intensified the conflicts.**

A. *Groups and individuals challenged the many wars* of the century, and some promoted the *practice of nonviolence* as a way to bring about political change.

- Learn one illustrative example of *groups and individuals who challenged war*, either from the list below or another example: Picasso in his *Guernica*, The antinuclear movement during the Cold War, Thich Quang Duc by self-immolation
- Learn one illustrative example of *nonviolence*, either from the list below or another example: Gandhi, Martin Luther King

B. *Groups and individuals opposed and promoted alternatives* to the existing economic, political, and social orders.

- Learn one illustrative example of *such groups and individuals*, either from the list below or another example:
  - Communist leaders such as Vladimir Lenin and Mao Zedong
  - The Non-Aligned Movement, which presented an alternative political bloc to the Cold War
  - The Anti-Apartheid Movement in South Africa
  - Participants in the global uprisings of 1968
  - The Tiananmen Square protesters that promoted democracy in China

C. Militaries and militarized states often responded to the proliferation of conflicts in *ways that further intensified conflict*.

- Learn one illustrative example of *responses that intensified conflict*, either from the list below or another example:

- The promotion of military dictatorship in Chile, Spain, and Uganda
- The United States' promotion of a New World Order after the Cold War
- The buildup of the “military-industrial complex” and arms trading

D. More *movements used violence* against civilians to achieve political aims.

- Learn one illustrative example of *movements who used violence*, either from the list below or another example: IRA, ETA, Al-Qaeda

E. Global conflicts had a profound *influence on popular culture*.

- Learn one illustrative example of *popular culture influenced by global conflicts*, either from the list below or another example: Dada, James Bond, Socialist Realism, Video games

### **Key Concept 6.3 New Conceptualizations of Global Economy, Society, and Culture**

The twentieth century witnessed a great deal of warfare and the collapse of the global economy in the 1930s. In response to these challenges, the role of state in the domestic economy fluctuated, and new institutions of global governance emerged and continued to develop throughout the century. Scientific breakthroughs, new technologies, increasing levels of integration, changing relationships between humans and the environment, and the frequency of political conflict all contributed to global developments in which people crafted new understandings of society, culture, and historical interpretations. These new understandings often manifested themselves in, and were reinforced by, new forms of cultural production. Institutions of global governance both shaped and adapted to these social conditions.

#### **I. States responded in a variety of ways to the economic challenges of the twentieth century.**

A. In the Communist states of the Soviet Union and China, *governments controlled their national economies*.

- Learn one illustrative example of *Communist governments controlling their national economies*, either from the list below or another example: The Five-Year Plans, The Great Leap Forward

B. At the beginning of the century in the United States and parts of Europe, governments played a minimal role in their national economies. With the onset of the Great Depression, *governments began to take a more active role in economic life*.

- Learn one illustrative example of *government intervention in the economy*, either from the list below or another example: The New Deal, The Fascist corporatist economy

C. In newly independent states after World War II, *governments often took on a strong role in guiding economic life to promote development*.

- Learn one illustrative example of *governments guiding economic life*, either from the list below or another example: Nasser's promotion of economic development in Egypt, Encouragement of export-oriented economies in East Asia

D. At the end of the twentieth century, many *governments encouraged free market economic policies and promoted economic liberalization*.

- Learn one illustrative example of *governments encouraging free market policies*, either from the list below or another example: United States beginning with Ronald Reagan, Britain under Margaret Thatcher, China under Deng Xiaoping, Chile under Pinochet

#### **II. States, communities, and individuals became increasingly interdependent, a process facilitated by**

## **the growth of institutions of global governance.**

A. *New international organizations* formed to maintain world peace and to facilitate international cooperation.

- Learn one illustrative example of new international organizations, either from the list below or another example: League of Nations, United Nations, International Criminal Court

B. *New economic institutions* sought to spread the principles and practices associated with free market economics throughout the world.

- Learn one illustrative example of *new economic institutions*, either from the list below or another example: International Monetary Fund (IMF), World Bank, World Trade Organization (WTO)

C. *Humanitarian organizations* developed to respond to humanitarian crises throughout the world.

- Learn one illustrative example of *humanitarian organizations*, either from the list below or another example: UNICEF, Red Cross, Amnesty International, Doctors Without Borders, World Health Organization (WHO)

D. *Regional trade agreements* created regional trading blocs designed to promote the movement of capital and goods across national borders.

- Learn one illustrative example of *regional trade agreements*, either from the list below or another example: European Union, NAFTA, ASEAN, Mercosur

E. *Multinational corporations* began to challenge state authority and autonomy.

- Learn one illustrative example of *multinational corporations*, either from the list below or another example: Royal Dutch Shell, Coca-Cola, Sony

F. *Movements* throughout the world protested the inequality of environmental and economic consequences of global integration.

- Learn one illustrative example of *protest movements*, either from the list below or another example: Greenpeace, Green Belt in Kenya, Earth Day

## **III. People conceptualized society and culture in new ways; some challenged old assumptions about race, class, gender, and religion, often using new technologies to spread reconfigured traditions.**

A. The *notion of human rights* gained traction throughout the world.

- Learn one illustrative example of *human rights*, either from the list below or another example: U.N. Universal Declaration of Human Rights, Women's rights, The end of the White Australia Policy

B. Increased interactions among diverse peoples sometimes led to the formation of *new cultural identities* and *exclusionary reactions*.

- Learn one illustrative example of *new cultural identities*, either the one below or another example: Negritude
- Learn one illustrative example of *exclusionary reactions*, either from the list below or another example: Xenophobia, Race riots, Citizenship restrictions

C. Believers developed *new forms of spirituality* and chose to emphasize particular aspects of practice within existing faiths and *apply them to political issues*.

- Learn one illustrative example of *new forms of spirituality*, either from the list below or another

example: New Age Religions, Hare Krishna, Falun Gong

- Learn one illustrative example of *application of religion to political issues*, either from the list below or another example: Fundamentalist movements, Liberation Theology

#### **IV. Popular and consumer culture became global.**

A. *Sports* were more widely practiced and reflected national and social aspirations.

- Learn one illustrative example of *such sports*, either from the list below or another example: World Cup Soccer, The Olympics, Cricket

B. Changes in communication and transportation technology enabled the *widespread diffusion of music and film*.

- Learn one illustrative example of *the diffusion of music and film*, either from the list below or another example: Reggae, Bollywood

# High School AP Human Geography

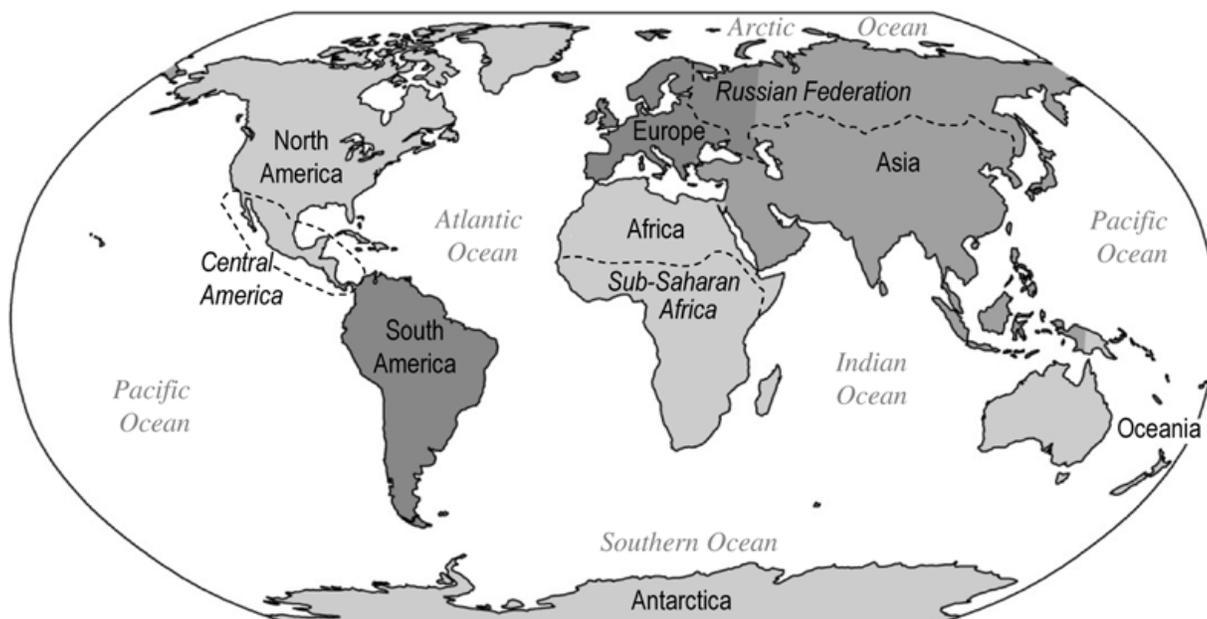
Students will examine how geographic patterns and processes have shaped human understanding, use, and alteration of the Earth's surface. Students will incorporate maps, spatial data, and other resources to evaluate geographic perspectives, population patterns, cultural processes, political organization of space, agricultural and rural land use, industrialization and economic development, as well as cities and urban land use. Students will apply the methods and tools geographers use to further their own geographical understanding.

## Topic Outline

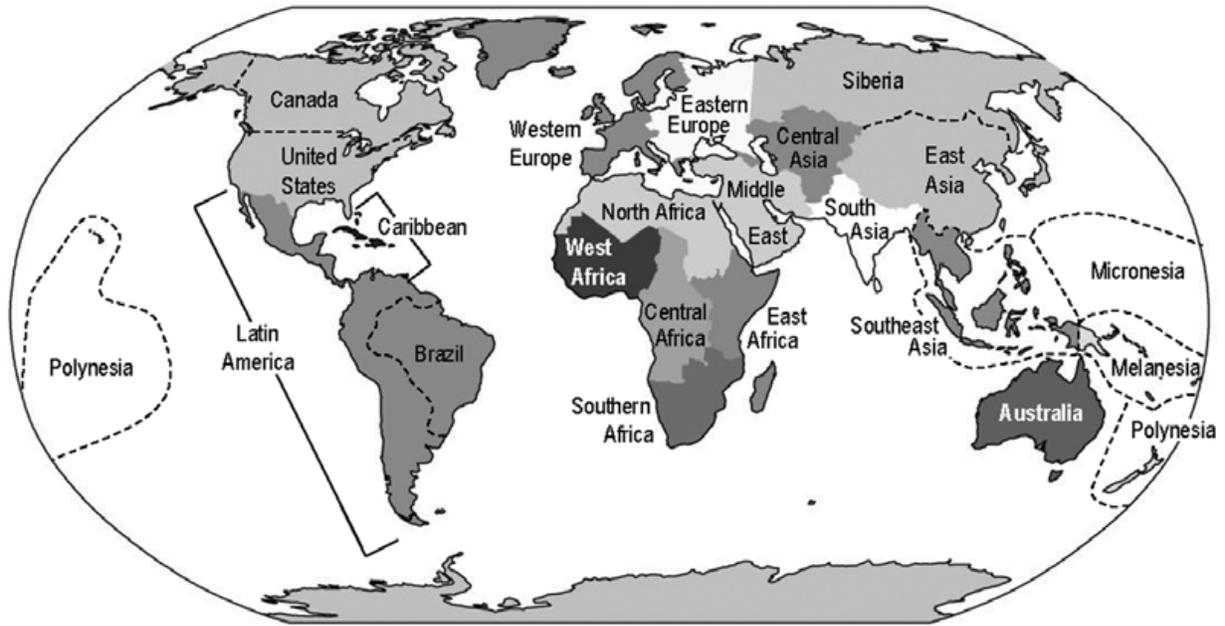
### **I. Geography: Its Nature and Perspectives**

- A. Geography as a field of inquiry
- B. Major geographical concepts underlying the geographical perspective: location, space, place, scale, pattern, nature and society, regionalization, globalization, and gender issues
- C. Key geographical skills
  1. How to use and think about maps and geospatial data
  2. How to understand and interpret the implications of associations among phenomena in places
  3. How to recognize and interpret at different scales the relationships among patterns and processes
  4. How to define regions and evaluate the regionalization process
  5. How to characterize and analyze changing interconnections among places
- D. Use of geospatial technologies, such as GIS, remote sensing, global positioning systems (GPS), and online maps
- E. Sources of geographical information and ideas: the field, census data, online data, aerial photography, and satellite imagery
- F. Identification of major world regions (see maps on next page)

### **AP Human Geography: World Regions — A Big Picture View**



## AP Human Geography: World Regions — A Closer Look



**World regions maps:** Many of these regions overlap or have transitional boundaries, such as Brazil, which is part of Latin America but has Portuguese colonial heritage. Although some regions are based on culture, others are defined by physiographic features, such as sub-Saharan Africa, which is the part of the continent south of the Sahara Desert. Not all geographers agree on how each region is defined. One geographer may place Armenia and Azerbaijan in the Middle East, but another may place them in Central Asia as both countries were formerly parts of the Soviet Union. Likewise some geographers use the term Middle East, whereas others use Southwest Asia to describe the same region.

### II. Population and Migration

- A. Geographical analysis of population
  1. Density, distribution, and scale
  2. Implications of various densities and distributions
  3. Composition: age, sex, income, education, and ethnicity
  4. Patterns of fertility, mortality, and health
- B. Population growth and decline over time and space
  1. Historical trends and projections for the future
  2. Theories of population growth and decline, including the Demographic Transition Model
  3. Regional variations of demographic transition
  4. Effects of national population policies: promoting population growth in some countries or reducing fertility rates in others
  5. Environmental impacts of population change on water use, food supplies, biodiversity, the atmosphere, and climate
  6. Population and natural hazards: impacts on policy, economy, and society
- C. Migration
  1. Types of migration: transnational, internal, chain, step, seasonal agriculture (e.g., transhumance), and rural to urban
  2. Major historical migrations
  3. Push and pull factors, and migration in relation to employment and quality of life
  4. Refugees, asylum seekers, and internally displaced persons

5. Consequences of migration: socioeconomic, cultural, environmental, and political; immigration policies; remittances

### **III. Cultural Patterns and Processes**

- A. Concepts of culture
  1. Culture traits
  2. Diffusion patterns
  3. Acculturation, assimilation, and multiculturalism
  4. Cultural region, vernacular regions, and culture hearths
  5. Globalization and the effects of technology on cultures
- B. Cultural differences and regional patterns
  1. Language and communications
  2. Religion and sacred space
  3. Ethnicity and nationalism
  4. Cultural differences in attitudes toward gender
  5. Popular and folk culture
  6. Cultural conflicts, and law and policy to protect culture
- C. Cultural landscapes and cultural identity
  1. Symbolic landscapes and sense of place
  2. The formation of identity and place making
  3. Differences in cultural attitudes and practices toward the environment
  4. Indigenous peoples

### **IV. Political Organization of Space**

- A. Territorial dimensions of politics
  1. The concepts of political power and territoriality
  2. The nature, meaning, and function of boundaries
  3. Influences of boundaries on identity, interaction, and exchange
  4. Federal and unitary states, confederations, centralized government, and forms of governance
  5. Spatial relationships between political systems and patterns of ethnicity, economy, and gender
  6. Political ecology: impacts of law and policy on the environment and environmental justice
- B. Evolution of the contemporary political pattern
  1. The nation-state concept
  2. Colonialism and imperialism
  3. Democratization
  4. Fall of communism and legacy of the Cold War
  5. Patterns of local, regional, and metropolitan governance
- C. Changes and challenges to political-territorial arrangements
  1. Changing nature of sovereignty
  2. Fragmentation, unification, and cooperation
  3. Supranationalism and international alliances
  4. Devolution of countries: centripetal and centrifugal forces
  5. Electoral geography: redistricting and gerrymandering
  6. Armed conflicts, war, and terrorism

## **V. Agriculture, Food Production, and Rural Land Use**

- A. Development and diffusion of agriculture
  - 1. Neolithic Agricultural Revolution
  - 2. Second Agricultural Revolution
  - 3. Green Revolution
  - 4. Large-scale commercial agriculture and agribusiness
- B. Major agricultural production regions
  - 1. Agricultural systems associated with major bioclimatic zones
  - 2. Variations within major zones and effects of markets
  - 3. Interdependence among regions of food production and consumption
- C. Rural land use and settlement patterns
  - 1. Models of agricultural land use, including von Thünen's model
  - 2. Settlement patterns associated with major agriculture types: subsistence, cash cropping, plantation, mixed farming, monoculture, pastoralism, ranching, forestry, fishing and aquaculture
  - 3. Land use/land cover change: irrigation, desertification, deforestation, wetland destruction, conservation efforts to protect or restore natural land cover, and global impacts
  - 4. Roles of women in agricultural production and farming communities
- D. Issues in contemporary commercial agriculture
  - 1. Biotechnology, including genetically modified organisms (GMO)
  - 2. Spatial organization of industrial agriculture, including the transition in land use to large-scale commercial farming and factors affecting the location of processing facilities
  - 3. Environmental issues: soil degradation, overgrazing, river and aquifer depletion, animal wastes, and extensive fertilizer and pesticide use
  - 4. Organic farming, crop rotation, value-added specialty foods, regional appellations, fair trade, and eat-local-food movements
  - 5. Global food distribution, malnutrition, and famine

## **VI. Industrialization and Economic Development**

- A. Growth and diffusion of industrialization
  - 1. The changing roles of energy and technology
  - 2. Industrial Revolution
  - 3. Models of economic development: Rostow's Stages of Economic Growth and Wallerstein's World Systems Theory
  - 4. Geographic critiques of models of industrial location: bid rent, Weber's comparative costs of transportation and industrial location in relation to resources, location of retailing and service industries, and local economic development within competitive global systems of corporations and finance
- B. Social and economic measures of development
  - 1. Gross domestic product and GDP per capita
  - 2. Human Development Index
  - 3. Gender Inequality Index
  - 4. Income disparity and the Gini coefficient
  - 5. Changes in fertility and mortality
  - 6. Access to health care, education, utilities, and sanitation
- C. Contemporary patterns and impacts of industrialization and development
  - 1. Spatial organization of the world economy

2. Variations in levels of development (uneven development)
3. Deindustrialization, economic restructuring, and the rise of service and high technology economies
4. Globalization, manufacturing in newly industrialized countries (NICs), and the international division of labor
5. Natural resource depletion, pollution, and climate change
6. Sustainable development
7. Government development initiatives: local, regional, and national policies
8. Women in development and gender equity in the workforce

## **VII. Cities and Urban Land Use**

- A. Development and character of cities
  1. Origin of cities; site and situation characteristics
  2. Forces driving urbanization
  3. Borchert's epochs of urban transportation development
  4. World cities and megacities
  5. Suburbanization processes
- B. Models of urban hierarchies: reasons for the distribution and size of cities
  1. Gravity model
  2. Christaller's central place theory
  3. Rank-size rule
  4. Primate cities
- C. Models of internal city structure and urban development: strengths and limitations of models
  1. Burgess concentric zone model
  2. Hoyt sector model
  3. Harris and Ullman multiple nuclei model
  4. Galactic city model
  5. Models of cities in Latin America, North Africa and the Middle East, sub-Saharan Africa, East Asia, and South Asia
- D. Built environment and social space
  1. Types of residential buildings
  2. Transportation and utility infrastructure
  3. Political organization of urban areas
  4. Urban planning and design (e.g., gated communities, New Urbanism, and smart-growth policies)
  5. Census data on urban ethnicity, gender, migration, and socioeconomic status
  6. Characteristics and types of edge cities: boomburbs, greenfields, uptowns
- E. Contemporary urban issues
  1. Housing and insurance discrimination, and access to food stores
  2. Changing demographic, employment, and social structures
  3. Uneven development, zones of abandonment, disamenity, and gentrification
  4. Suburban sprawl and urban sustainability problems: land and energy use, cost of expanding public education services, home financing and debt crises
  5. Urban environmental issues: transportation, sanitation, air and water quality, remediation of brownfields, and farmland protection



# **Information Technology**

(SS--Economics Personal Finance Standards)