

COMPONENT	OBJECTIVES	COMPETENCY
<p>I Geographic Understanding</p>	<p>1. Review map skills on appropriate historical, political, and topographical maps; i.e., cardinal and intermediate directions, determining distance using scale, interpreting map projections, interpreting legends and symbols, and determining absolute locations using latitude and longitude. (SS.A.4.3.2.) (SS.B.1.3.1.) (SS.B.1.3.2.) (SS.B.1.3.3.)</p> <p>2. Identify and locate the major physical features and the states and capitals of the United States. (SS.A.4.3.2.) (SS.B.1.3.1.) (SS.B.1.3.2.) (SS.B.1.3.3.)</p> <p>1. Assess the impact of physical geography on the development of the United States; e.g., early exploration, colonial settlement, westward movement, development of cities and industries, Civil War, overseas expansion, isolationism, interdependence. (SS.A.1.3.1) (SS.A.1.3.3) (SS.A.2.3.4) (SS.A.3.3.3) (SS.A.4.3.2) (SS.A.5.3.1) (SS.A.5.3.2) (SS.A.5.3.3) (SS.A.6.3.1) (SS.B.1.3.2) (SS.B.1.3.3) (SS.B.1.3.7) (SS.B.2.3.2) (SS.B.2.3.3) (SS.B.2.3.4) (SS.B.2.3.7) (SS.B.2.3.9)</p> <p>2. Analyze how regional geographic differences contributed to the social, political, and economic development of the United States; e.g., New England, Middle and Southern colonies, industrial North and agricultural South, Great Plains cattle ranching, Northwest fishing and lumber industries. (SS.A.1.3.1) (SS.A.1.3.3) (SS.A.4.3.1) (SS.A.4.3.2) (SS.A.5.3.1) (SS.A.5.3.2) (SS.A.5.3.3) (SS.A.6.3.1) (SS.B.1.3.2) (SS.B.1.3.3) (SS.B.1.3.7) (SS.B.2.3.2) (SS.B.2.3.3) (SS.B.2.3.4) (SS.B.2.3.7) (SS.B.2.3.9)</p>	<p>A. After reviewing appropriate map skills and the physical and political geography of the United States, the students will plan a tour of all fifty states and capitals by:</p> <ol style="list-style-type: none"> Mapping the tour and creating a legend for the map. Drawing or compiling a collection of pictures with descriptions of the physical geography of several regions. Determining distance and direction between several cities on the tour. Identifying several historical places on the tour map with a representative symbol to be included on the map legend. (SS.A.4.3.2) (SS.B.1.3.1) (SS.B.1.3.2) (SS.B.1.3.3) <p>B. After studying the impact of geography on the development of the United States, the students will prepare an illustrated diary describing a fictional family's migration through different national regions during a selected time period by:</p> <ol style="list-style-type: none"> Creating a series of drawings illustrating the regions visited by the family. Describing the changing social and economic life of the family as it moves from region to region. Drawing an historical map of a significant event occurring in the time period selected. (SS.A.1.3.1) (SS.A.1.3.3) (SS.A.4.3.2) (SS.A.5.3.1) (SS.A.5.3.2) (SS.A.5.3.3) (SS.A.6.3.1) (SS.B.1.3.2) (SS.B.1.3.3) (SS.B.1.3.7) (SS.B.2.3.2) (SS.B.2.3.3) (SS.B.2.3.4) (SS.B.2.3.7) (SS.B.2.3.9)

COMPONENT	OBJECTIVES	COMPETENCY
<p>II Historical Awareness</p>	<p>3. Explain the migration of people throughout history; e.g., colonial settlers, opening of Northwest Territory, slave trade, Native American removal, westward expansion, Gold Rush, south to north labor migration, Japanese relocation, migrant workers, plight of the homeless. (SS.A.1.3.1) (SS.A.1.3.3) (SS.A.4.3.2) (SS.A.4.3.4) (SS.A.5.3.1) (SS.A.5.3.2) (SS.A.5.3.3) (SS.A.6.3.1) (SS.B.1.3.2) (SS.B.1.3.3) (SS.B.1.3.7) (SS.B.2.3.2) (SS.B.2.3.3) (SS.B.2.3.4) (SS.B.2.3.7) (SS.B.2.3.9)</p> <p>1. Analyze the political and economic reasons for the exploration of the New World and its consequences; e.g., impact on native cultures, increase in travel and trade, development of wealth and power. (SS.A.1.3.1) (SS.A.1.3.2) (SS.A.1.3.3) (SS.A.2.3.2) (SS.A.2.3.8) (SS.A.3.3.2) (SS.A.6.3.1) (SS.A.6.3.4) (SS.B.1.3.2) (SS.B.1.3.7) (SS.B.2.3.1) (SS.B.2.3.2) (SS.B.2.3.3)</p> <p>2. Compare the motives for the English colonization in North America to those of the French, Dutch, and Spanish. (SS.A.1.3.1) (SS.A.1.3.2) (SS.A.1.3.3) (SS.A.2.3.2) (SS.A.2.3.8) (SS.A.3.3.2) (SS.A.6.3.1) (SS.A.6.3.4) (SS.B.1.3.2) (SS.B.1.3.7) (SS.B.2.3.1) (SS.B.2.3.2) (SS.B.2.3.3)</p> <p>3. Trace the social, political, and economic differences that developed between the American colonies and Great Britain prior to the American Revolution and analyze these differences from the perspectives of both. (SS.A.1.3.1) (SS.A.1.3.2) (SS.A.1.3.3) (SS.A.3.3.2) (SS.A.6.3.1) (SS.A.6.3.4) (SS.B.1.3.2) (SS.B.2.3.1) (SS.B.2.3.2) (SS.B.2.3.3)</p> <p>4. Chart the social, political, economic, and religious differences that existed between the New England, Middle, and Southern colonies. (SS.A.1.3.1) (SS.A.1.3.2) (SS.A.1.3.3) (SS.A.3.3.2) (SS.A.6.3.1) (SS.A.6.3.4) (SS.B.1.3.2) (SS.B.2.3.1) (SS.B.2.3.2) (SS.B.2.3.3)</p>	<p>A. After studying important periods in United States and Florida history, and the individuals and groups who contributed to them, the students will create a live newscast, video program, or newspaper for a selected period of history by:</p> <p>a. Writing news stories about significant events and personalities of the selected time period.</p> <p>b. Conducting mock interviews with significant people from the period.</p> <p>c. Writing a biographical sketch about a selected historical figure(s).</p> <p>d. Writing an editorial about whether an event or an individual can make a difference in history.</p> <p>e. Creating support materials including maps, graphs, charts, and time lines.</p> <p>f. Role play, dramatize, create art, music, or poetry about the significant events, people, or ideas of a selected time period. (SS.A.1.3.1) (SS.A.1.3.2) (SS.A.1.3.3) (SS.A.3.3.2) (SS.A.5.3.2) (SS.A.6.3.1) (SS.A.6.3.4) (SS.B.1.3.2) (SS.B.1.3.7) (SS.B.2.3.2)</p>

COMPONENT	OBJECTIVES	COMPETENCY
	<p>5. Chart the territorial growth of the United States from the 1780's to 1853 and analyze the positive and negative impact of Manifest Destiny; e.g., acquisition of land and resources, development of the railroad, economic growth, treatment of Native Americans, African Americans, Mexicans. (SS.A.1.3.1) (SS.A.1.3.2) (SS.A.1.3.3) (SS.A.3.3.2) (SS.A.4.3.1) (SS.A.4.3.4) (SS.A.6.3.1) (SS.A.6.3.4) (SS.B.1.3.2) (SS.B.1.3.3) (SS.B.1.3.7) (SS.B.2.3.1) (SS.B.2.3.2) (SS.B.2.3.4)</p> <p>6. Discuss sectionalism as a source of conflict between the North and South prior to the Civil War and between regions in the United States today. (SS.A.1.3.1) (SS.A.1.3.2) (SS.A.1.3.3) (SS.A.3.3.2) (SS.A.6.3.1) (SS.A.6.3.4) (SS.B.1.3.2) (SS.B.2.3.2) (SS.B.2.3.3)</p> <p>7. Investigate the institution of slavery in the United States including its historical background, economic importance, and its impact on the lives of slaves; e.g., slave trade, slave life, slave resistance, abolition. (SS.A.1.3.1) (SS.A.1.3.2) (SS.A.1.3.3) (SS.A.3.3.2) (SS.A.6.3.1) (SS.A.6.3.4) (SS.B.1.3.2) (SS.B.1.3.7) (SS.B.2.3.1) (SS.B.2.3.2)</p> <p>8. Examine the events that contributed to the rise of the United States as a world power (1890's - 1920's). (SS.A.1.3.1) (SS.A.1.3.2) (SS.A.1.3.3) (SS.A.3.3.2) (SS.A.5.3.1) (SS.A.5.3.2) (SS.A.6.3.1) (SS.A.6.3.4) (SS.B.1.3.2) (SS.B.2.3.1) (SS.B.2.3.2)</p> <p>9. Examine a social, political, or economic issue in the United States during the 1920's that has implications for society today; e.g., changing role of women, science vs. religion, isolationism vs. global participation. (SS.A.1.3.1) (SS.A.1.3.2) (SS.A.1.3.3) (SS.A.3.3.2) (SS.A.5.3.1) (SS.A.5.3.2) (SS.A.6.3.1) (SS.A.6.3.4) (SS.B.1.3.2) (SS.B.2.3.1) (SS.B.2.3.2) (SS.B.2.3.3)</p> <p>10. Examine the impact of World War II on the development of the United States as a superpower during the Cold War. (SS.A.1.3.1) (SS.A.1.3.2) (SS.A.1.3.3) (SS.A.3.3.2) (SS.A.5.3.2) (SS.A.6.3.1) (SS.A.6.3.4) (SS.B.1.3.2) (SS.B.2.3.2) (SS.B.2.3.3)</p>	

COMPONENT	OBJECTIVES	COMPETENCY
	<p>11. Analyze cause and effect relationships, including those of major wars, throughout key periods in United States history; e.g., Colonial Period, westward expansion, Civil War, industrial development, Great Depression, global conflict, interdependence. (SS.A.1.3.1) (SS.A.1.3.2) (SS.A.1.3.3) (SS.A.3.3.2) (SS.A.4.3.1) (SS.A.4.3.4) (SS.A.5.3.2) (SS.A.6.3.1) (SS.A.6.3.4) (SS.B.1.3.2) (SS.B.2.3.1) (SS.B.2.3.2) (SS.B.2.3.3)</p> <p>12. Examine political controversies from 1945 to the present; e.g., Civil rights, women’s rights, Vietnam War, drug trafficking, and identify efforts to resolve each controversy. (SS.A.1.3.1) (SS.A.1.3.2) (SS.A.1.3.3) (SS.A.3.3.2) (SS.A.5.3.2) (SS.A.6.3.1) (SS.A.6.3.4) (SS.B.1.3.2) (SS.B.2.3.1) (SS.B.2.3.2) (SS.B.2.3.3)</p> <p>13. Analyze the goals and accomplishments of various reform movements throughout United States history; e.g., Abolition, Women’s Rights, Temperance, Progressive, Populist, Civil Rights. (SS.A.1.3.1) (SS.A.1.3.2) (SS.A.1.3.3) (SS.A.3.3.2) (SS.A.5.3.2) (SS.A.6.3.1) (SS.A.6.3.4) (SS.B.1.3.2) (SS.B.2.3.1) (SS.B.2.3.2) (SS.B.2.3.3)</p> <p>14. Discuss the roles of key individuals, including women and minorities, during major historical periods or events in United States and Florida history. (SS.A.1.3.1) (SS.A.1.3.2) (SS.A.1.3.3) (SS.A.3.3.2) (SS.A.3.3.4) (SS.A.4.3.3) (SS.A.5.3.2) (SS.A.6.3.1) (SS.A.6.3.4) (SS.B.1.3.2) (SS.B.2.3.2) (SS.B.2.3.3)</p> <p>15. Read biographies, legends, myths, tall tales, stories, and poetry and listen to music that details the lives and times of heroes and ordinary people throughout United States and Florida history. (SS.A.1.3.1) (SS.A.1.3.2) (SS.A.1.3.3) (SS.A.3.3.2) (SS.A.4.3.3) (SS.A.5.3.2) (SS.A.6.3.1) (SS.A.6.3.4) (SS.B.1.3.2) (SS.B.2.3.2)</p> <p>16. Identify significant American and Florida symbols; e.g., American flag, Statue of Liberty, American bald eagle, Liberty Bell, Uncle Sam, state seal, Vietnam Memorial, national cemeteries. (SS.A.1.3.1) (SS.A.1.3.2) (SS.A.1.3.3) (SS.A.3.3.2) (SS.A.5.3.2) (SS.A.6.3.1) (SS.A.6.3.4) (SS.B.1.3.2) (SS.B.2.3.2)</p>	

COMPONENT	OBJECTIVES	COMPETENCY
<p>III Civic Responsibility</p>	<p>17. Evaluate the role the media has played in providing information about key historical events; e.g., Boston Massacre, Civil War photography, yellow journalism, Kennedy assassination, Malcolm X, Vietnam War, Operation Desert Storm. (SS.A.1.3.1) (SS.A.1.3.2) (SS.A.1.3.3) (SS.A.3.3.2) (SS.A.5.3.2) (SS.A.6.3.1) (SS.A.6.3.4) (SS.B.1.3.2) (SS.B.1.3.4) (SS.B.1.3.7) (SS.B.2.3.1) (SS.B.2.3.2) (SS.B.2.3.3)</p> <p>1. Obtain appropriate information about historical events from maps, atlases, pictures, primary sources, graphs, tables, charts, diagrams, reference materials, newspapers, political cartoons, and periodicals. (SS.A.1.3.1) (SS.A.1.3.3) (SS.A.2.3.3) (SS.A.3.3.1) (SS.A.3.3.2) (SS.B.1.3.1) (SS.B.1.3.3) (SS.B.2.3.2)</p> <p>2. Construct a time line using appropriate time concepts; e.g., period, century, decade. (SS.A.1.3.1) (SS.A.1.3.3) (SS.A.2.3.3) (SS.A.3.3.1) (SS.A.3.3.2) (SS.B.1.3.1) (SS.B.2.3.2)</p> <p>3. Cite examples of the relationship that exists between past and present events. (SS.A.1.3.1) (SS.A.1.3.3) (SS.A.2.3.3) (SS.A.3.3.1) (SS.A.3.3.2) (SS.B.1.3.1) (SS.B.2.3.2)</p> <p>1. Review the major democratic principles and concepts outlined in the Declaration of Independence and the United States Constitution and cite examples of how these concepts have been applied throughout United States history, especially to women and minorities. (SS.A.1.3.1) (SS.A.1.3.3) (SS.A.3.3.2) (SS.A.4.3.3) (SS.C.1.3.1) (SS.C.1.3.2) (SS.C.2.3.1) (SS.C.2.3.2) (SS.C.2.3.3) (SS.C.2.3.4) (SS.C.2.3.5)</p> <p>2. Discuss the reasons for the failure of the Articles of Confederation and outline the key events and compromises involved in the writing of the United States Constitution. (SS.A.1.3.1) (SS.A.1.3.3) (SS.A.3.3.2) (SS.A.4.3.3) (SS.C.1.3.1) (SS.C.1.3.2)</p>	<p>B. After studying selected periods in history, the students will construct appropriate visual representations (e.g., charts, webs, time lines, Venn diagrams, political cartoons) that demonstrate their understanding of the relationship between events in history by:</p> <p>a. Illustrating a cause-effect relationship in history.</p> <p>b. Drawing a two-part time line that identifies important people and events from a selected period.</p> <p>c. Drawing a political cartoon representing the selected period. (SS.A.1.3.1) (SS.A.1.3.3) (SS.A.2.3.3) (SS.A.3.3.1) (SS.A.3.3.2) (SS.B.1.3.1) (SS.B.2.3.2)</p> <p>A. After studying the Articles of Confederation and the Constitution, the students will prepare for and participate in a debate on the ratification of the United States Constitution by:</p> <p>a. Outlining the strengths and weaknesses of each document.</p> <p>b. Researching the arguments for and against ratification of the Constitution. (SS.A.1.3.1) (SS.A.1.3.3) (SS.A.3.3.2) (SS.A.4.3.3) (SS.C.1.3.1) (SS.C.1.3.2) (SS.C.2.3.1)</p>

COMPONENT	OBJECTIVES	COMPETENCY
<p>IV Economic Understanding</p>	<ol style="list-style-type: none"> 1. Discuss the concept of leadership and analyze the effectiveness of leaders in United States history. (SS.A.4.3.3) (SS.A.5.3.2) (SS.C.2.3.6) 2. Cite examples throughout United States history of actions taken by people to bring about changes in their community, state, and nation and discuss the effectiveness of these actions. (SS.A.1.3.1) (SS.A.3.3.4) (SS.A.4.3.3) (SS.A.5.3.2) (SS.C.2.3.6) <ol style="list-style-type: none"> 1. Identify the economic concepts associated with the American free enterprise system; e.g., market place, exchange, supply and demand, capital goods, competition, goods and services, price, profit, private property. (SS.A.1.3.1) (SS.A.1.3.3) (SS.A.3.3.2) (SS.A.4.3.1) (SS.A.4.3.3) (SS.B.1.3.6) (SS.B.2.3.2) (SS.C.2.3.4) (SS.D.2.3.1) (SS.D.2.3.2) 2. Introduce the origins and accomplishments of the American labor movement and identify its significant leaders. (SS.A.1.3.1) (SS.A.1.3.3) (SS.A.3.3.2) (SS.A.4.3.1) (SS.A.4.3.3) (SS.A.5.3.2) (SS.B.1.3.6) (SS.B.2.3.2) (SS.C.2.3.4) (SS.C.2.3.6) (SS.D.2.3.1) (SS.D.2.3.3) 	<ol style="list-style-type: none"> B. After discussing the importance of leadership and learning about people in history who have worked to make effective changes in their community, state, and nation, the students will create a “Good Citizen in History” Honor Roll by: <ol style="list-style-type: none"> a. Participating in small groups to develop categories for the Honor Roll; e.g., pioneers, political leaders, people who stood for unpopular causes, inventors. b. Developing written criteria for inclusion on the Honor Roll. c. Selecting members from throughout history who have met the established criteria. d. Creating an illustrated Honor Roll display; e.g., time line, poster, scrapbook. e. Participating in a class discussion on the criteria developed and the people nominated for the Honor Roll. (SS.A.1.3.1) (SS.A.3.3.4) (SS.A.4.3.3) (SS.A.5.3.2) (SS.C.2.3.6) A. After studying the basic economic concepts associated with the American free enterprise system and the economic programs of various United States presidents, the students will write a letter expressing their opinion on a selected president’s economic policies by: <ol style="list-style-type: none"> a. Choosing an economic issue or program to support or criticize. b. Describing the positive or negative effect of the economic program on Americans during the time period.

COMPONENT	OBJECTIVES	COMPETENCY
	<p>3. List the major causes of the Great Depression and evaluate the effectiveness of the New Deal programs and reforms. (SS.A.1.3.1) (SS.A.1.3.3) (SS.A.3.3.2) (SS.A.4.3.1) (SS.A.4.3.3) (SS.A.5.3.2) (SS.B.1.3.6) (SS.B.2.3.2) (SS.C.2.3.4) (SS.D.2.3.1)</p> <p>4. Compare the economic positions and programs of selected American presidents; e.g., Jefferson, Jackson, Lincoln, T. Roosevelt, Hoover, F. Roosevelt, L. Johnson, Reagan. (SS.A.1.3.1) (SS.A.1.3.3) (SS.A.3.3.2) (SS.A.3.3.4) (SS.A.4.3.1) (SS.A.4.3.3) (SS.A.5.3.2) (SS.B.1.3.6) (SS.B.2.3.2) (SS.C.2.3.4) (SS.D.2.3.1)</p> <p>1. Identify the major events and personalities involved in the rapid growth of American business and industry after the Civil War and analyze the positive and negative effects of this growth; e.g., new technology, environmental concerns. (SS.A.1.3.1) (SS.A.1.3.3) (SS.A.3.3.2) (SS.A.3.3.4) (SS.A.5.3.2) (SS.A.5.3.3) (SS.A.6.3.3) (SS.B.2.3.1) (SS.B.2.3.2) (SS.B.2.3.9)</p> <p>2. Discuss the contributions of transportation and communication to the economic development of the United States. (SS.A.1.3.1) (SS.A.1.3.3) (SS.A.3.3.2) (SS.A.5.3.2) (SS.A.5.3.3) (SS.A.6.3.3) (SS.B.1.3.6) (SS.B.1.3.7) (SS.B.2.3.2) (SS.B.2.3.9)</p> <p>3. Cite examples of the impact of technology on the development of American society. (SS.A.1.3.1) (SS.A.1.3.3) (SS.A.3.3.2) (SS.A.5.3.2) (SS.A.5.3.3) (SS.A.6.3.3) (SS.B.1.3.6) (SS.B.1.3.7) (SS.B.2.3.2) (SS.B.2.3.9)</p>	<p>c. Suggesting or proposing changes to the president's policy. (SS.A.1.3.1) (SS.A.1.3.3) (SS.A.3.3.2) (SS.A.4.3.1) (SS.A.4.3.3) (SS.A.5.3.2) (SS.B.1.3.6) (SS.B.2.3.2) (SS.C.2.3.4) (SS.D.2.3.1)</p> <p>B. After studying the role industry and technology have played in the economic development of the United States, the students will create an advertisement for an invention or technological development by:</p> <p>a. Determining, through discussion, the inventions or technological developments that have had a significant impact on American life.</p> <p>b. Researching the invention or technological advancement selected.</p> <p>c. Writing the advertisement copy, justifying its importance. (SS.A.1.3.1) (SS.A.1.3.3) (SS.A.3.3.2) (SS.A.5.3.2) (SS.A.5.3.3) (SS.A.6.3.3) (SS.B.1.3.6) (SS.B.1.3.7) (SS.B.2.3.2) (SS.B.2.3.9)</p>

COMPONENT	OBJECTIVES	COMPETENCY
<p>V Cultural Awareness</p>	<ol style="list-style-type: none"> 1. Describe the impact of people and ideas on the values, traditions and institutions in the pluralistic society of the United States using primary sources in art, music, and literature. (SS.A.1.3.1) (SS.A.1.3.3) (SS.A.2.3.2) (SS.A.3.3.1) (SS.A.3.3.2) (SS.A.3.3.5) (SS.A.4.3.3) (SS.A.5.3.1) (SS.A.5.3.2) (SS.A.6.3.1) (SS.B.1.3.4) (SS.B.1.3.6) (SS.B.1.3.7) (SS.B.2.3.1) (SS.B.2.3.2) (SS.B.2.3.3) (SS.C.2.3.3) (SS.C.2.3.7) 2. Identify the major Native American culture areas and chart the major cultural characteristics of each area; i.e., methods of obtaining food, housing, religion, customs, system of government. (SS.A.1.3.1) (SS.A.1.3.3) (SS.A.2.3.1) (SS.A.2.3.2) (SS.A.3.3.1) (SS.A.3.3.2) (SS.A.3.3.5) (SS.A.4.3.3) (SS.A.4.3.4) (SS.A.5.3.1) (SS.A.5.3.2) (SS.A.6.3.1) (SS.B.1.3.4) (SS.B.1.3.6) (SS.B.1.3.7) (SS.B.2.3.1) (SS.B.2.3.2) (SS.B.2.3.3) (SS.C.2.3.3) (SS.C.2.3.7) 3. Identify selected groups that immigrated to the United States from the late 1800's to the present and compare their reasons for immigrating. (SS.A.1.3.1) (SS.A.1.3.3) (SS.A.2.3.2) (SS.A.3.3.1) (SS.A.3.3.2) (SS.A.3.3.5) (SS.A.4.3.3) (SS.A.5.3.1) (SS.A.5.3.2) (SS.A.6.3.1) (SS.B.1.3.4) (SS.B.1.3.6) (SS.B.1.3.7) (SS.B.2.3.1) (SS.B.2.3.2) (SS.B.2.3.3) (SS.C.2.3.3) (SS.C.2.3.7) 4. Analyze examples of man's inhumanity to man throughout history; i.e., slavery, treatment of Native Americans, Holocaust, Japanese internment. (SS.A.1.3.1) (SS.A.1.3.3) (SS.A.2.3.2) (SS.A.3.3.1) (SS.A.3.3.2) (SS.A.3.3.5) (SS.A.4.3.3) (SS.A.5.3.1) (SS.A.5.3.2) (SS.A.6.3.1) (SS.B.1.3.4) (SS.B.1.3.6) (SS.B.1.3.7) (SS.B.2.3.1) (SS.B.2.3.2) (SS.B.2.3.3) (SS.C.2.3.3) (SS.C.2.3.7) 	<ol style="list-style-type: none"> A. After investigating the impact of diverse cultural groups in the history of our pluralistic society, the student will write a speech as a legislator in the United States Congress by: <ol style="list-style-type: none"> a. Addressing the concerns of a local racial, ethnic, or cultural group that requires action by the federal government. b. Citing examples of other culture groups in United States history who have been affected by government action. c. Proposing legislative action consistent with the democratic values of our pluralistic society. (SS.A.1.3.1) (SS.A.1.3.3) (SS.A.2.3.2) (SS.A.3.3.1) (SS.A.3.3.2) (SS.A.3.3.5) (SS.A.4.3.3) (SS.A.5.3.1) (SS.A.5.3.2) (SS.A.6.3.1) (SS.B.1.3.4) (SS.B.1.3.6) (SS.B.1.3.7) (SS.B.2.3.1) (SS.B.2.3.2) (SS.B.2.3.3) (SS.C.2.3.1) (SS.C.2.3.3) (SS.C.2.3.7)

COMPONENT	OBJECTIVES	COMPETENCY
VI Global Perspective	<ol style="list-style-type: none"> 1. Use appropriate skills and resources to access, analyze, and synthesize information. (SS.A.1.3.1) (SS.A.1.3.3) (SS.A.2.3.1) (SS.A.4.3.4) (SS.A.5.3.2) (SS.B.1.3.4) (SS.B.2.3.1) (SS.B.2.3.2) 2. Analyze events which demonstrate the concept of historical interpretation and identify the factors that cause historical interpretations to differ; e.g., personal perspective and bias, religious, political, social, economic background. (SS.A.1.3.1) (SS.A.1.3.3) (SS.A.2.3.1) (SS.A.4.3.4) (SS.A.5.3.2) (SS.B.1.3.4) (SS.B.2.3.1) (SS.B.2.3.2) 3. Discuss the ways opposing viewpoints have influenced historical events and decisions; e.g., religious dissent in the colonies, sectional differences prior to the Civil War, Reconstruction, isolationism vs. world involvement, Treaty of Versailles, Korean Conflict, Vietnam War. (SS.A.1.3.1) (SS.A.1.3.3) (SS.A.2.3.1) (SS.A.4.3.4) (SS.A.5.3.2) (SS.B.1.3.4) (SS.B.2.3.1) (SS.B.2.3.2) 4. Apply the five-step decision-making model (define the problem, list alternatives, state criteria, evaluate alternatives, make the decision) to historical conflicts; e.g., Lexington and Concord, Articles of Confederation, Louisiana Purchase, compromises over slavery, rights of Native Americans, the Alamo, use of the atomic bomb, Cuban Missile Crisis, Operation Desert Storm. (SS.A.1.3.1) (SS.A.1.3.3) (SS.A.2.3.1) (SS.A.4.3.4) (SS.A.5.3.2) (SS.B.1.3.4) (SS.B.2.3.1) (SS.B.2.3.2) 5. Investigate the development of the United States through the movement of ideas in science and technology from one nation to another; e.g., inventions, methods of production, medicine, space program, computer technology. (SS.A.1.3.1) (SS.A.1.3.3) (SS.A.2.3.1) (SS.A.5.3.2) (SS.B.1.3.4) (SS.B.2.3.1) (SS.B.2.3.2) 	<p>A. After studying the importance of opposing viewpoints and historical interpretations in history, students will write a position paper on an event or issue from a perspective other than their own by:</p> <ol style="list-style-type: none"> a. Outlining the different perspectives and/or interpretations held by individuals or groups about the event or issue. b. Participating in a discussion comparing and contrasting the differing viewpoints regarding the event or issue. c. Summarizing, in writing, the position or interpretation held by an individual or group about the event or issue. (SS.A.1.3.1) (SS.A.1.3.3) (SS.A.2.3.1) (SS.A.4.3.4) (SS.A.5.3.2) (SS.B.1.3.4) (SS.B.2.3.1) (SS.B.2.3.2)