

SOCIAL STUDIES

AMERICAN HISTORY
210031001

COMPONENT	OBJECTIVES	COMPETENCY
I Geographic Understanding	<ol style="list-style-type: none"> Compare and contrast Dutch, English, French, and Spanish colonization in North America. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.4) (SS.A.2.4.7) (SS.A.3.4.1) (SS.A.3.4.2) (SS.A.3.4.6) (SS.A.3.4.7) (SS.A.3.4.8) (SS.A.4.4.1) (SS.A.4.4.2) (SS.B.1.4.1) (SS.B.1.4.2) (SS.B.2.4.1) (SS.B.2.4.2) (SS.B.2.4.3) (SS.B.2.4.4) (SS.B.2.4.5) (SS.B.2.4.6) Identify territory acquired from 1821 through 1860 and locate each area on a map. (SS.A.1.4.1) (SS.A.1.4.4) (SS.A.4.4.5) (SS.B.1.4.1) (SS.B.1.4.2) (SS.B.2.4.1) (SS.B.2.4.2) (SS.B.2.4.3) (SS.B.2.4.4) (SS.B.2.4.5) (SS.B.2.4.6) Discuss the factors which led to the final settlement of the West. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.4) (SS.A.1.4.5) (SS.B.1.4.1) (SS.B.1.4.2) (SS.B.2.4.1) (SS.B.2.4.2) (SS.B.2.4.3) (SS.B.2.4.4) (SS.B.2.4.5) (SS.B.2.4.6) Explain how sectional differences contributed to problems associated with the Civil War and Reconstruction. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.4) (SS.A.4.4.6) (SS.B.1.4.1) (SS.B.1.4.2) (SS.B.2.4.1) (SS.B.2.4.2) (SS.B.2.4.3) (SS.B.2.4.5) (SS.B.2.4.6) (SS.D.2.4.3) Review each of the Five Fundamental Themes of geography (absolute and relative location, place, human-environment interaction, movement, and region). (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.4) (SS.B.1.4.1) (SS.B.1.4.2) (SS.B.2.4.1) (SS.B.2.4.2) (SS.B.2.4.3) (SS.B.2.4.5) (SS.B.2.4.6) Describe the relationship between geography and the strategy/outcomes of military conflicts. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.4) (SS.A.4.4.3) (SS.A.4.4.6) (SS.B.1.4.1) (SS.B.1.4.2) (SS.B.2.4.1) (SS.B.2.4.2) (SS.B.2.4.3) (SS.B.2.4.5) Interpret historical information using a map legend. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.4) (SS.B.1.4.1) (SS.B.1.4.2) (SS.B.2.4.1) (SS.B.2.4.2) (SS.B.2.4.3) (SS.B.2.4.5) Identify the location of major geographic features and political divisions of the United States. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.4) (SS.B.1.4.1) (SS.B.1.4.2) (SS.B.1.4.4) (SS.B.2.4.1) (SS.B.2.4.2) (SS.B.2.4.3) (SS.B.2.4.5) 	<ol style="list-style-type: none"> After studying settlements, migrations, and growth patterns in the United States, the students will: <ol style="list-style-type: none"> Explain how the five fundamental themes of geography can be related to settlements, migrations, and growth patterns. Compare/contrast, through role play, dramatizations, art and/or music, the causes of selected settlements, migrations, and/or growth patterns during different periods in American history. Interpret data from maps, charts, and graphs representing settlements, migrations, and growth patterns of the United States. Analyze the causes and the effects of a migration and/or growth pattern involving the nation, state, or local community; e.g., Cubans, Haitians. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.3) (SS.A.1.4.4) (SS.B.1.4.1)

COMPONENT	OBJECTIVES	COMPETENCY
II Historical Awareness	<p>9. Explain the effects of geography on the settlement, migration, and growth patterns of the United States. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.4) (SS.A.3.4.9) (SS.B.1.4.1) (SS.B.1.4.2) (SS.B.1.4.4) (SS.B.2.4.1) (SS.B.2.4.2) (SS.B.2.4.3) (SS.B.2.4.5) (SS.B.2.4.6)</p> <p>1. Review the period of European exploration. (SS.A.1.4.1) (SS.A.1.4.4) (SS.A.3.4.7) (SS.A.4.4.1) (SS.A.4.4.2) (SS.B.2.4.1) (SS.B.2.4.2) (SS.B.2.4.3) (SS.B.2.4.4) (SS.B.2.4.6)</p> <p>2. Describe the reasons for American success in the Revolutionary War. (SS.A.1.4.1) (SS.A.1.4.4) (SS.A.3.4.7) (SS.A.4.4.3) (SS.B.2.4.3)</p> <p>3. Summarize the political conditions following the American Revolution which led to the Constitutional Convention. (SS.A.1.4.1) (SS.A.1.4.4) (SS.A.4.4.4) (SS.C.1.4.2) (SS.C.1.4.3) (SS.C.1.4.1)</p> <p>4. Describe the Westward Movement from different points of view. (SS.A.1.4.1) (SS.A.1.4.4) (SS.A.4.4.1) (SS.A.4.4.5) (SS.B.1.4.1) (SS.B.2.4.1) (SS.B.2.4.2) (SS.B.2.4.3) (SS.B.2.4.4) (SS.B.2.4.6) (SS.D.2.4.3)</p> <p>5. Describe demographic changes that resulted from immigration, urbanization, and industrialization. (SS.A.1.4.1) (SS.A.1.4.4) (SS.A.3.4.8) (SS.A.3.4.9) (SS.A.5.4.1) (SS.A.5.4.2) (SS.B.1.4.1) (SS.B.2.4.1) (SS.B.2.4.2) (SS.B.2.4.3) (SS.B.2.4.4) (SS.B.2.4.6) (SS.D.2.4.3)</p> <p>6. Analyze the causes and effects of the Great Depression. (SS.A.1.4.1) (SS.A.1.4.4) (SS.A.3.4.9) (SS.A.5.4.4) (SS.D.2.4.3)</p> <p>7. Analyze events which led to the outbreak of World Wars I and II and to the involvement of the United States. (SS.A.1.4.1) (SS.A.1.4.4) (SS.A.3.4.9) (SS.A.5.4.3) (SS.A.5.4.5) (SS.B.2.4.1) (SS.B.2.4.2) (SS.B.2.4.3) (SS.B.2.4.4) (SS.D.2.4.3)</p> <p>8. Identify the factors which led to the decision by the United States to use the atomic bomb on Japan. (SS.A.1.4.1) (SS.A.1.4.4) (SS.A.3.4.9) (SS.A.5.4.5) (SS.B.2.4.1) (SS.B.2.4.2) (SS.B.2.4.3) (SS.B.2.4.4)</p>	<p>A. After studying selected time periods in American history, the students will:</p> <p>a. Explain the causes and the effects of major events that occurred during a selected time period.</p> <p>b. Cite examples that illustrate the influence of people and ideas during a selected time period.</p> <p>c. Create a newspaper that reflects events, people, and ideas of a selected time period.</p> <p>d. Interpret, through discussion or written assignment, major events from differing perspectives. (SS.A.1.4.1) (SS.A.1.4.3) (SS.A.1.4.4)</p>

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	<p>9. Describe the role of the United States in major world crises since World War II. (SS.A.1.4.1) (SS.A.1.4.4) (SS.A.3.4.9) (SS.A.5.4.5) (SS.A.5.4.6) (SS.A.5.4.8) (SS.B.2.4.1) (SS.B.2.4.2) (SS.B.2.4.3) (SS.D.2.4.3)</p> <p>10. Analyze the roles of the United Nations, the United States, and China in the Korean War and discuss the results of the war. (SS.A.1.4.1) (SS.A.1.4.4) (SS.A.3.4.10) (SS.A.5.4.5) (SS.A.5.4.6) (SS.A.5.4.8) (SS.B.2.4.1) (SS.B.2.4.2) (SS.B.2.4.3) (SS.B.2.4.4) (SS.D.2.4.3)</p> <p>11. Understand how contemporary American society depends on the contributions of past societies. (SS.A.1.4.1) (SS.A.1.4.4) (SS.A.2.4.3) (SS.A.2.4.4) (SS.A.2.4.5) (SS.A.2.4.8) (SS.A.2.4.11) (SS.A.3.4.1) (SS.A.3.4.2) (SS.A.3.4.3) (SS.A.3.4.5) (SS.A.3.4.6) (SS.A.5.4.8)</p> <p>12. Compare major individuals, events, and characteristics of periods in American history. (SS.A.1.4.1) (SS.A.1.4.4) (SS.A.3.4.10) (SS.A.5.4.8) (SS.B.2.4.2) (SS.B.2.4.4) (SS.D.2.4.3)</p> <p>13. Understand the interaction of science, society, and technology in American historical development. (SS.A.1.4.1) (SS.A.1.4.4) (SS.A.3.4.10) (SS.A.5.4.8) (SS.B.1.4.4) (SS.B.2.4.1) (SS.B.2.4.2) (SS.B.2.4.4) (SS.B.2.4.5) (SS.B.2.4.6) (SS.D.2.4.3)</p> <p>14. Identify the causes and effects of various changes in American historical development. (SS.A.1.4.1) (SS.A.1.4.4) (SS.A.5.4.8)</p> <p>15. Discuss states' rights and federalism as they relate to particular periods in United States' history. (SS.A.1.4.1) (SS.A.1.4.4) (SS.A.5.4.8) (SS.C.1.4.2) (SS.C.1.4.3)</p>	

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COMPONENT	OBJECTIVES	COMPETENCY
	<ol style="list-style-type: none"> Identify major issues and legislation related to consumerism and the environment from the 1970s through the 1990s. (SS.A.1.4.1) (SS.A.1.4.3) (SS.A.3.4.10) (SS.A.5.4.8) (SS.B.2.4.4) (SS.C.1.4.4) (SS.D.2.4.3) Discuss the impact of technology on contemporary society in the United States. (SS.A.1.4.1) (SS.A.1.4.3) (SS.A.3.4.10) (SS.A.5.4.8) (SS.B.2.4.4) (SS.B.2.4.5) (SS.B.2.4.6) (SS.D.2.4.3) Analyze the legal, social, and economic consequences of drug abuse. (SS.A.1.4.1) (SS.A.1.4.3) (SS.A.5.4.8) (SS.D.2.4.3) Predict, based on the nation's past experiences, future social, economic, and political trends. (SS.A.1.4.1) (SS.A.1.4.3) (SS.A.3.4.10) (SS.A.5.4.8) Recognize the steps of inquiry as stating the problem, gathering data, developing a hypothesis, analyzing and evaluating, and reaching a conclusion. (SS.A.1.4.1) (SS.A.1.4.3) (SS.A.3.4.10) (SS.A.5.4.8) 	<p>B. After studying and completing a research assignment on a current issue related to American life, the students will:</p> <ol style="list-style-type: none"> State the issue. Develop a hypothesis. Select and organize relevant data. Analyze and evaluate the data. Make a conclusion that is supported by the data. (SS.A.1.4.1) (SS.A.1.4.3)

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COMPONENT	OBJECTIVES	COMPETENCY
	<ol style="list-style-type: none"> Summarize political conditions following the American Revolution which led to the Constitutional Convention. (SS.A.1.4.1) (SS.A.1.4.4) (SS.A.4.4.3) (SS.A.4.4.4) (SS.C.1.4.1) (SS.C.1.4.2) (SS.C.1.4.3) Outline the compromises which led to the drafting and ratification of the United States Constitution. (SS.A.1.4.1) (SS.A.1.4.4) (SS.A.4.4.4) (SS.C.1.4.1) (SS.C.1.4.2) (SS.C.1.4.3) Describe the basic content of the seven articles of the United States Constitution. (SS.A.1.4.1) (SS.A.1.4.4) (SS.A.4.4.4) (SS.C.1.4.1) (SS.C.1.4.2) (SS.C.1.4.3) Discuss the concept of Jacksonian Democracy and the political changes which occurred during the Jacksonian period. (SS.A.1.4.1) (SS.A.1.4.4) (SS.C.1.4.1) Describe the events which led to Nixon's resignation and their impact on the attitudes of the American people toward politics and government. (SS.A.1.4.1) (SS.A.1.4.4) (SS.C.1.4.4) Recognize that personal experience and frame of reference influence the interpretation of historical events. (SS.A.1.4.1) (SS.A.1.4.4) 	<p>C. After studying the influence of political traditions/culture on American life, past and present, and reviewing the basic concepts and principles of the Constitution, the students will:</p> <ol style="list-style-type: none"> Describe the ideas, events, and people that shaped American political tradition/culture. Cite examples that illustrate the influence and importance of political tradition/culture in American life; e.g., political campaigns, national symbols, national songs, and slogans. Examine through individual, small group, entire class discussion and/or written assignment, a controversial issue involving political tradition/culture; e.g., poll tax, women's right to vote, lobbyists. Create political cartoons. Cartoons, political satire, and/or political speeches that illustrate the influence of political traditions/culture on American life. (SS.A.1.4.1) (SS.A.1.4.4)

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III Civic Responsibility	<ol style="list-style-type: none"> Discuss issues which led to increasing sectionalism and the Civil War. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.1.4.4.) (SS.B.2.4.1) (SS.B.2.4.3) Explain the contributions of the Civil War period to contemporary America. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.1.4.6) Identify the reasons the United States entered World War I and World War II. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.3.4.9.) (SS.A.5.4.3) (SS.A.5.4.5) (SS.B.2.4.3) Summarize the events and attitudes which led to the involvement of the United States in Southeast Asia, and explain the reasons for its eventual withdrawal. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.3.4.10) (SS.A.5.4.6) (SS.B.2.4.1) (SS.B.2.4.2) (SS.B.2.4.3) (SS.C.1.4.4) Assess the impact of political assassinations and civil unrest in the 1960s on the American public. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.3.4.10) (SS.A.5.4.8) (SS.C.1.4.4) Understand historic events from the perspective of diverse cultural and ethnic groups. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.5.4.6) (SS.A.5.4.8) (SS.C.1.4.4) Describe the impact of public opinion on the involvement of the United States in various global conflicts. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.2.4.6) (SS.A.3.4.10) (SS.A.5.4.6) (SS.A.5.4.8) (SS.B.2.4.1) (SS.B.2.4.2) (SS.B.2.4.3) (SS.C.1.4.4) 	<ol style="list-style-type: none"> After studying conflicts in the history of the United States, the students will: <ol style="list-style-type: none"> Research and report on the causes and effects of selected conflicts. Analyze, through small group or class discussion, the actions taken to resolve selected conflicts. Decide what can be done to prevent future conflicts from escalating into war. Propose ways to peacefully resolve school and/or community conflicts. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.3) (SS.A.1.4.4)

COMPONENT	OBJECTIVES	COMPETENCY
	<ol style="list-style-type: none"> 1. Explain how the Populist movement was a response to problems of farmers in the late 19th century. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.3) (SS.A.1.4.4) (SS.B.2.4.1) (SS.B.2.4.6) (SS.C.1.4.4) (SS.D.2.4.3) (SS.D.2.4.4) 2. Compare and contrast the reform movements of Populism and Progressivism. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.3) (SS.A.1.4.4) (SS.B.2.4.1) (SS.C.1.4.1) (SS.C.1.4.4) (SS.D.2.4.3) (SS.D.2.4.4) 3. Describe aspects of American political structures that exemplify the Progressive Era. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.3) (SS.A.1.4.4) (SS.B.2.4.1) (SS.C.1.4.1) (SS.C.1.4.4) 4. Contrast the political attitudes and actions of the 1920s with those of the Progressive Era. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.3.4.8) (SS.A.3.4.9) (SS.C.1.4.4) (SS.D.2.4.3) (SS.D.2.4.4) 5. Explain reform movements that arose in response to urbanization and industrialization. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.3.4.9) (SS.B.2.4.1) (SS.B.2.4.6) (SS.C.1.4.1) (SS.C.1.4.4) (SS.D.2.4.3) 6. Describe the goals, methods, and achievements of various reform movements since the 1950s; e.g., Civil Rights Movement, Black Power Movement, Women's Movement, Peace Movement. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.3.4.10) (SS.A.5.4.7) (SS.A.5.4.8) (SS.B.2.4.1) (SS.B.2.4.2) (SS.C.1.4.1) (SS.C.1.4.4) (SS.D.2.4.3) 7. Explain how American citizens can participate in political and economic processes and decision-making. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.5.4.7) (SS.A.5.4.8) (SS.B.2.4.1) (SS.B.2.4.6) (SS.C.1.4.1) (SS.C.1.4.4) (SS.D.2.4.3) 	<p>B. After studying reform efforts and reform movements in American history, the students will:</p> <ol style="list-style-type: none"> a. Explain the causes and the effects of selected reform efforts/movements. b. Cite examples that illustrate how reform efforts/movements have affected the lives of Americans; e.g., food/drug laws, improved sanitation, child labor laws. c. Analyze, through individual or small group work, a reform effort and/or movement. d. Assess, through discussion or written work, the effectiveness of a reform effort and/or movement. e. Propose a reform to benefit the local community. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.4)

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IV Economic Understanding	<p>8. Infer about how social, political, economic, and technical changes may affect the institutions of family, education, government, economy, and religion. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.5.4.8) (SS.B.2.4.1) (SS.B.2.4.2) (SS.B.2.4.6) (SS.D.2.4.3)</p> <p>1. Compare the federal government's role in the economy before the Great Depression to its role during and after the Great Depression. (SS.A.1.4.1) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.3.4.9) (SS.A.5.4.4) (SS.D.1.4.1) (SS.D.2.4.4)</p> <p>2. Discuss the major causes of the Great Depression. (SS.A.1.4.1) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.3.4.9) (SS.A.5.4.4) (SS.C.1.4.1) (SS.D.1.4.1) (SS.D.2.4.3) (SS.D.2.4.4)</p> <p>3. Assess the effectiveness of the government's efforts to relieve the effects of the Great Depression prior to 1933. (SS.A.1.4.1) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.3.4.9) (SS.A.5.4.4) (SS.C.1.4.1) (SS.D.1.4.1) (SS.D.2.4.3) (SS.D.2.4.4)</p> <p>4. Evaluate the impact of the Great Depression/New Deal on contemporary America. (SS.A.1.4.1) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.3.4.9) (SS.A.5.4.4) (SS.C.1.4.1) (SS.D.1.4.1) (SS.D.2.4.3) (SS.D.2.4.4)</p> <p>5. Categorize New Deal programs as relief measures, recovery measures, or reform measures and evaluate their effectiveness. (SS.A.1.4.1) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.3.4.9) (SS.A.5.4.4) (SS.C.1.4.1) (SS.D.1.4.1) (SS.D.2.4.3) (SS.D.2.4.4)</p> <p>6. Compare and contrast current economic conditions with those of the past. (SS.A.1.4.1) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.5.4.4) (SS.C.1.4.1) (SS.D.1.4.1) (SS.D.2.4.3) (SS.D.2.4.4)</p>	<p>A. After studying government's involvement in the American economy, the students will:</p> <p>a. Describe and cite examples of the government's involvement in the economy, past and present.</p> <p>b. Compare/contrast by making charts, graphs, or other illustrations, the government's involvement in the economy during different periods of American history.</p> <p>c. Interpret data that illustrate government involvement in the economy.</p> <p>d. Predict, through small or large group activities, what the American government's actions might be in handling a future economic crisis that is comparable to the Great Depression. (SS.A.1.4.1) (SS.A.1.4.3) (SS.A.1.4.4)</p>

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	<p>7. Interpret and determine relationships described by line graphs, circle graphs, or tables. (SS.A.1.4.1) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.5.4.4) (SS.D.1.4.1) (SS.D.2.4.3) (SS.D.2.4.4)</p> <p>1. Explain the relationship among industrialization, urbanization, immigration, and the labor movement during the late 19th century. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.3.4.7) (SS.A.3.4.8) (SS.A.5.4.1) (SS.A.5.4.2) (SS.B.2.4.1) (SS.B.2.4.2) (SS.B.2.4.4) (SS.B.2.4.6) (SS.D.1.4.1) (SS.D.2.4.3)</p> <p>2. Describe the effects of mass production and technology on labor-management relations in the 1920s. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.3.4.8) (SS.A.5.4.1) (SS.B.2.4.1) (SS.B.2.4.2) (SS.B.2.4.4) (SS.B.2.4.6) (SS.D.1.4.1) (SS.D.2.4.3)</p> <p>3. Compare and contrast 19th century agrarian society to the industrialized society of the 20th century. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.3.4.8) (SS.A.5.4.1) (SS.B.2.4.1) (SS.B.2.4.2) (SS.B.2.4.4) (SS.B.2.4.6) (SS.D.1.4.1) (SS.D.2.4.3)</p> <p>4. Understand the interaction of science, society, and technology in American historical development. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.3.4.8) (SS.A.5.4.1) (SS.B.1.4.4) (SS.B.2.4.2) (SS.B.2.4.4) (SS.B.2.4.5) (SS.B.2.4.6) (SS.D.1.4.1) (SS.D.2.4.3)</p> <p>5. Explain the impact of the Industrial/Urban period on contemporary America. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.4) (SS.A.5.4.1) (SS.B.2.4.1) (SS.B.2.4.2) (SS.B.2.4.4) (SS.D.1.4.1) (SS.D.2.4.3)</p> <p>6. Analyze the role of big business, labor unions, individual entrepreneurs, and government in the growth and development of capitalism in the United States. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.4) (SS.A.5.4.1) (SS.B.2.4.1) (SS.B.2.4.2) (SS.C.1.4.4) (SS.D.1.4.1) (SS.D.2.4.3) (SS.D..2.4.4)</p>	<p>B. After studying the history of technological development and the effects of technology on American life, the students will:</p> <p>a. Describe and cite examples of technology's impact on American life.</p> <p>b. Debate the advantages and disadvantages of technology.</p> <p>c. Propose, through small or large group activities, new technology to enhance the quality of American life. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.4)</p>

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COMPONENT	OBJECTIVES	COMPETENCY
V Cultural Awareness	<ol style="list-style-type: none"> Cite examples which demonstrate the uniqueness and diversity of the United States population. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.4) (SS.A.5.4.2) (SS.B.2.4.1) (SS.B.2.4.2) Describe aspects of United States culture which represent the blending of various immigrant cultures; e.g., music, language, foods, art, and literature. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.4) (SS.A.5.4.2) (SS.B.2.4.1) (SS.B.2.4.2) Recognize how cultural experiences and frame of reference influence the interpretation of historical events. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.4) (SS.A.5.4.2) (SS.B.2.4.1) (SS.B.2.4.2) Distinguish fact from opinion. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.4) (SS.A.5.4.2) (SS.B.2.4.1) (SS.B.2.4.2) Describe the scientific, technological, artistic, and literary contributions made by members of various ethnic and minority groups. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.4) (SS.A.5.4.2) (SS.B.1.4.4) (SS.B.2.4.1) (SS.B.2.4.2) Analyze differing points of view within ethnic and minority groups. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.4) (SS.A.5.4.2) (SS.B.2.4.1) (SS.B.2.4.2) (SS.C.1.4.4) <ol style="list-style-type: none"> Describe the characteristics of selected immigrant groups and the conditions they faced upon arrival in the United States. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.5.4.2) (SS.A.5.4.8) (SS.B.1.4.4) (SS.B.2.4.1) (SS.B.2.4.2) (SS.B.2.4.4) (SS.B.2.4.6) Compare and contrast the experiences of immigrants 100 years ago with immigrants who have arrived in the United States during the past 25 years. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.5.4.2) (SS.A.5.4.8) (SS.B.1.4.4) (SS.B.2.4.1) (SS.B.2.4.2) (SS.B.2.4.4) 	<ol style="list-style-type: none"> After studying selected works of American writers, artists, musicians, photographers, architects and/or sculptors, the students will: <ol style="list-style-type: none"> Describe the lives and times of selected writers, artists, musicians, photographers, architects and/or sculptors. Cite specific works which reflect the lives and times of minority/ethnic groups; e.g., photographs by Robert Parks, fiction by Sandra Cisneros. Analyze, through small or large group activities, the depiction of minority/ethnic groups in selected works. Create a display, write a poem, or compose a song that reflects the history and culture of an historical period. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.4) After studying immigration in United States history and learning about the experiences of immigrants, the students will: <ol style="list-style-type: none"> Describe the role immigration has played in United States history, including contributions made by immigrants. Research and discuss the experiences of selected immigrants/immigrant groups in the United States. Compare/contrast the experiences of immigrant groups in the United States.

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COMPONENT	OBJECTIVES	COMPETENCY
	<p>3. Identify contributions made to United States society by a variety of ethnic/racial groups. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.2.4.10) (SS.A.5.4.2) (SS.A.5.4.8) (SS.B.1.4.4.) (SS.B.2.4.1) (SS.B.2.4.2) (SS.B.2.4.4)</p> <p>4. Compare the assimilation experiences of various ethnic groups in the United States, past and present. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.5.4.2) (SS.A.5.4.8) (SS.B.1.4.4.) (SS.B.2.4.1) (SS.B.2.4.2) (SS.B.2.4.4)</p> <p>5. Analyze events from the perspectives of various ethnic and minority groups. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.5.4.2) (SS.A.5.4.7) (SS.A.5.4.8) (SS.B.1.4.4.) (SS.B.2.4.1) (SS.B.2.4.2) (SS.B.2.4.4) (SS.C.1.4.4)</p> <p>1. Identify the rights and freedoms in the Bill of Rights and subsequent amendments that are guaranteed to all citizens. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.4.4.4) (SS.B.2.4.2) (SS.C.1.4.2) (SS.C.1.4.1)</p> <p>2. Describe the effects of westward expansion on the culture of Native Americans. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.4.4.1) (SS.B.2.4.2)</p> <p>3. Examine the status of African Americans during and immediately following Reconstruction. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.3) (SS.A.1.4.4)</p> <p>4. Discuss man's inhumanity to man as exemplified in the Holocaust and explain the impact of the Holocaust on the world today. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.3) (SS.A.1.4.4)</p> <p>5. Trace the origins and development of the Civil Rights Movement; describing its goals, methods and achievements. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.5.4.7) (SS.A.5.4.8) (SS.C.1.4.4) (SS.C.1.4.1)</p>	<p>d. Create art work, music, dance, drama, poetry, or written stories that illustrate the experiences of immigrants and/or immigrant groups in the United States.</p> <p>e. Assess the impact of immigrants on the national, state, and/or local community. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.4)</p> <p>C. After studying how prejudice and intolerance have influenced people and events in United States history, the students will:</p> <p>a. Cite examples that illustrate how prejudice and intolerance have influenced United States history.</p> <p>b. Role play, dramatize, or simulate a specific example(s) of prejudice and intolerance.</p> <p>c. Analyze, through discussion or written work, the reactions of people and/or the government to situations involving prejudice and intolerance.</p> <p>d. Propose ways to combat prejudice and intolerance within the school/community. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.4)</p>

COMPONENT	OBJECTIVES	COMPETENCY
VI Global Perspective	<p>6. Discuss government programs designed to guarantee equal opportunities for all citizens. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.5.4.8) (SS.C.1.4.1) (SS.C.1.4.4)</p> <p>7. Explain the relationship between immigration and the rise of intolerance toward various ethnic/racial groups. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.5.4.2) (SS.A.5.4.8) (SS.B.2.4.2) (SS.C.1.4.4)</p> <p>8. Assess the social, political, and economic status of various ethnic and minority groups. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.5.4.2) (SS.A.5.4.8) (SS.B.2.4.2) (SS.C.1.4.4)</p> <p>9. Analyze events from the perspective of various ethnic and minority groups. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.2.4.6) (SS.A.5.4.2) (SS.A.5.4.8) (SS.B.2.4.2) (SS.C.1.4.4)</p>	
	<p>1. Describe national and international causes and effects of military conflicts between 1860 and present; e.g., Civil War, Spanish American War, World War I, World War II, Korean Conflict, Vietnam War, Persian Gulf War. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.2.4.6) (SS.A.3.4.7) (SS.A.3.4.9) (SS.A.3.4.10) (SS.A.4.4.6) (SS.A.5.4.3) (SS.A.5.4.5) (SS.B.2.4.1) (SS.B.2.4.2) (SS.B.2.4.3) (SS.B.2.4.4)</p> <p>2. Summarize the reasons for United States involvement in the Caribbean and Latin America and its impact on selected nations and people. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.3.4.9) (SS.A.3.4.10) (SS.B.2.4.1) (SS.B.2.4.2) (SS.B.2.4.3) (SS.B.2.4.4) (SS.D.2.4.6)</p> <p>3. Assess the social, economic, and political ramifications of United States expansionism between 1867 and 1914. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.3.4.9) (SS.A.5.4.3) (SS.B.2.4.1) (SS.B.2.4.2) (SS.B.2.4.3) (SS.B.2.4.4) (SS.D.2.4.6)</p>	<p>A. After studying United States foreign policy, past and present, the students will:</p> <p>a. Explain the rationale for and the effects of selected foreign policy decisions.</p> <p>b. Compare/contrast foreign policy decisions made during different time periods.</p> <p>c. Assess, through individual, small group, or entire class discussion/or written assignment, the effectiveness of United States foreign policy during a specific time period.</p> <p>d. Debate a current foreign policy issue and/or decision from different perspectives.</p> <p>e. Propose, through individual, small group, or entire class discussion, a solution to a current foreign policy problem. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.4)</p>

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COMPONENT	OBJECTIVES	COMPETENCY
	<ol style="list-style-type: none"> 4. Identify reasons why the United States declared war on Germany in 1917. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.3.4.9) (SS.B.2.4.1) (SS.B.2.4.2) (SS.B.2.4.3) 5. List the major objectives of the United States at the Versailles Conference and relate the United States Senate's rejection of the Treaty of Versailles to the political attitudes of the time. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.3.4.9) (SS.A.5.4.3) (SS.B.2.4.1) (SS.B.2.4.3) 6. Discuss the factors and incidents which led to United States involvement in World War II. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.3.4.9) (SS.A.5.4.5) (SS.B.2.4.1) (SS.B.2.4.3) 7. Analyze the impact of the United States policy of "containment" of communism during the 1950s and 1960s on the nation and the world. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.3.4.10) (SS.A.5.4.5) (SS.A.5.4.6) (SS.B.2.4.1) (SS.B.2.4.2) (SS.B.2.4.3) 8. Analyze the relations between the United States and other nations since World War II. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.5.4.5) (SS.A.5.4.6) (SS.B.2.4.1) (SS.B.2.4.2) (SS.B.2.4.3) (SS.D.2.4.6) 9. Discuss selected foreign policy issues and actions that have shaped American thought. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.2.4.6) (SS.A.3.4.10) (SS.A.5.4.5) (SS.A.5.4.6) (SS.B.2.4.1) (SS.B.2.4.2) (SS.B.2.4.3) (SS.D.2.4.6) 	

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COMPONENT	OBJECTIVES	COMPETENCY
	<ol style="list-style-type: none"> Identify major global issues and the pertinent national/international legislation designed to address them. (SS.A.1.4.2) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.3.4.10) (SS.A.5.4.6) (SS.A.5.4.8) (SS.B.2.4.1) (SS.B.2.4.2) (SS.B.2.4.4) (SS.B.2.4.6) (SS.C.1.4.4) (SS.D.2.4.3) (SS.D.2.4.6) Describe the efforts made by national/international organizations to solve global problems; e.g., Greenpeace, Sierra Club, World Health Organization, United Nations, Amnesty International. (SS.A.1.4.2) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.3.4.10) (SS.A.5.4.6) (SS.B.2.4.1) (SS.B.2.4.2) (SS.B.2.4.4) (SS.B.2.4.6) (SS.C.1.4.4) (SS.D.2.4.3) (SS.D.2.4.6) Recognize the interdependent nature of global problems. (SS.A.1.4.2) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.3.4.10) (SS.A.5.4.6) (SS.B.2.4.1) (SS.B.2.4.2) (SS.B.2.4.4) (SS.B.2.4.6) (SS.C.1.4.4) (SS.D.2.4.3) (SS.D.2.4.6) Describe the changing role of the United Nations in seeking resolutions to global problems. (SS.A.1.4.2) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.2.4.6) (SS.A.3.4.10) (SS.A.5.4.6) (SS.B.2.4.1) (SS.B.2.4.2) (SS.B.2.4.4) (SS.B.2.4.6) (SS.C.1.4.4) (SS.D.2.4.3) (SS.D.2.4.6) 	<p>B. After studying global problems; e.g., environment, health concerns/AIDS, population explosion, migrations, human rights violations, the students will:</p> <ol style="list-style-type: none"> Describe global problems that impact the United States and other countries. Cite example of attempts to solve global problems that cross national boundaries; e.g., conferences, international agreements. Create a visual or written representation that focuses on a global problem and identifies ways that people can solve the problem. Research and present reports on global issues that will be of greater concern in the future. (SS.A.1.4.2) (SS.A.1.4.4) (SS.A.3.4.10)