

COMPONENT	OBJECTIVES	COMPETENCY
<p>I Geographic Understanding</p>	<ol style="list-style-type: none"> 1. Develop an understanding of each of the Five Fundamental Themes of geography (absolute and relative location, place, human-environment interaction, movement, and region). (SS.A.3.4.3) (SS.A.3.4.8) (SS.A.3.4.10) (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) 2. Identify and evaluate multiple interpretations of historical events. (SS.A.3.4.3) (SS.A.3.4.8) (SS.A.3.4.10) (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) <ol style="list-style-type: none"> 1. Discuss the different types of governments, societies, economies, and religions that developed among the river valley civilizations. (SS.A.1.4.4) (SS.A.2.4.1) (SS.A.2.4.2) (SS.A.2.4.9) (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) 2. Evaluate the impact of geography on the development of the classical Indian and Chinese civilizations. (SS.A.1.4.4) (SS.A.2.4.1) (SS.A.2.4.2) (SS.A.2.4.3) (SS.A.2.4.8) (SS.A.2.4.9) (SS.A.3.4.4) (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) 3. Trace the origin and development of the classical Greek civilization, placing emphasis on the role of geography in its development. (SS.A.1.4.4) (SS.A.2.4.3) (SS.A.2.4.4) (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) 4. Map, the expansion of Rome and suggest reasons for its successful expansion. (SS.A.1.4.4) (SS.A.2.4.3) (SS.A.2.4.5) (SS.A.2.4.6) (SS.B.1.4.1) (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) 5. Map the spread of Islam from 632 - 750 A.D. (SS.A.1.4.4) (SS.A.2.4.3) (SS.A.2.4.6) (SS.A.3.4.4) (SS.B.1.4.1) (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) 	<ol style="list-style-type: none"> A. After studying the Five Fundamental Themes of geography; i.e., location, place, human/environment interaction, movement, and region, the students will: <ol style="list-style-type: none"> a. Apply the Five Fundamental Themes to the period being studied to interpret historical events. b. Design a newspaper focusing on a selected society or civilization that incorporates examples of the Five Fundamental Themes; e.g., comics, articles, editorials, letters to the editor. B. After studying the role of geography in the development of civilizations, the students will: <ol style="list-style-type: none"> a. Cite examples that illustrate how geographic factors influenced civilizations; e.g., climate, topography, ecology, and water. b. Create a poster, song, poem, video program or cartoon(s) depicting the influence of geography on a civilization. c. Compare and contrast the influence of geographic factors on the political, social, and cultural traditions of different civilizations. d. Trace the impact of geography on one civilization throughout different periods of history. (SS.B.1.4.1) (SS.B.1.4.2)

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	<p>6. Assess the role of geography in the development of African civilizations. (SS.A.1.4.4) (SS.A.2.4.3) (SS.A.2.4.6) (SS.A.2.4.8) (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>7. Describe Russia's efforts to obtain warm water ports. (SS.A.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>8. Assess the significance of geography in the development of civilizations and nation-states. (SS.A.1.4.4) (SS.A.2.4.11) (SS.A.3.4.1) (SS.B.2.4.1) (SS.B.2.4.3) (SS.B.2.4.6) (SS.B.2.4.7)</p> <p>9. Interpret historical information using a variety of maps. (SS.A.1.4.4) (SS.A.2.4.7) (SS.A.2.4.11) (SS.A.3.4.1) (SS.A.3.4.3) (SS.A.3.4.9) (SS.A.3.4.10) (SS.B.1.4.1) (SS.B.1.4.2)</p> <p>10. Use appropriate vocabulary, geographical, reference/study, critical thinking, and decision-making skills. (SS.A.1.4.2) (SS.A.1.4.4) (SS.A.3.4.3) (SS.B.1.4.1)</p> <p>1. Map selected explorations. (SS.A.1.4.2) (SS.A.1.4.4) (SS.A.3.4.3) (SS.A.4.4.1) (SS.B.1.4.1) (SS.B.1.4.4) (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. Compare the motives of the major nations involved in world exploration. (SS.A.1.4.2) (SS.A.1.4.4) (SS.A.3.4.3) (SS.A.4.4.1) (SS.B.1.4.1) (SS.B.1.4.4) (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>3. Develop an understanding of each of the Five Fundamental Themes of geography (absolute and relative location, place, human-environment interaction, movement, and region). (SS.A.1.4.2) (SS.A.1.4.4) (SS.A.3.4.3) (SS.A.4.4.1) (SS.B.1.4.1) (SS.B.1.4.4) (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>C. After studying significant explorations and explorers, past and present, the students will:</p> <p>a. Analyze the geographic factors that inhibited and/or advanced selected explorations.</p> <p>b. Chart or diagram the social, economic, and political reasons for exploration(s).</p> <p>c. Create a first-hand account of an explorer such as a diary or a ship's log that describes the problems and the triumphs of an exploration.</p> <p>d. Analyze the long-term effects of exploration on exploring nations and on the nations explored.</p>

COMPONENT	OBJECTIVES	COMPETENCY
<p>II Historical Awareness</p>	<ol style="list-style-type: none"> 1. Summarize the events which led to the independence of the Latin American colonies of Spain and Portugal. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.2.4.8) (SS.A.3.4.3) (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) 2. Analyze the relationship between industrialization and imperialism during the late 19th century. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.3) (SS.A.3.4.3) (SS.A.3.4.7) (SS.A.3.4.8) (SS.A.5.4.1) (SS.B.1.4.4) (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) 3. Map the colonial possessions obtained by the industrialized nations prior to 1914. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.3) (SS.A.3.4.3) (SS.A.3.4.8) (SS.A.3.4.9) (SS.A.5.4.1) (SS.A.5.4.3) (SS.B.1.4.1) (SS.B.1.4.4) (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) 4. Describe: the influence of British rule in India; foreign influence on China; foreign influence in Japan; imperialism in Southeast Asia and the Pacific Islands; European imperialism in Africa; imperialism in Latin America; foreign influences on Asian and African countries; and foreign involvement in the Middle East after World War II. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.3) (SS.A.2.4.8) (SS.A.3.4.3) (SS.A.3.4.8) (SS.A.3.4.9) (SS.A.3.4.10) (SS.A.5.4.1) (SS.A.5.4.3) (SS.A.5.4.6) (SS.B.1.4.4) (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) 5. Understand current and historic events from the perspective of diverse cultural and national groups. (SS.A.1.4.2) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.2.4.8) (SS.A.3.4.3) (SS.A.3.4.8) (SS.A.3.4.9) (SS.A.3.4.10) (SS.A.5.4.1) (SS.A.5.4.3) (SS.A.5.4.6) (SS.B.1.4.4) (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) 	<p>A. After studying imperialism and its impact on the world, the students will:</p> <ol style="list-style-type: none"> a. Explain and cite examples of the causes and effects of imperialism. b. Compare/contrast imperialism in one time period to imperialism in another time period. c. Interpret political cartoons, read literature, and/or examine art reflecting imperialism. d. Research the residual effects of imperialism on selected nations and/or world regions; e.g., the British in India, the French in Indochina, the Japanese in Asia, the Spanish and Portuguese in Central and South America. (SS.A.1.4.1)

COMPONENT	OBJECTIVES	COMPETENCY
	<ol style="list-style-type: none"> 1. Describe and give examples of social, political, and economic development from the Paleolithic Age through the Bronze Age. (SS.A.1.4.1) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.2.4.1) (SS.A.2.4.2) (SS.A.2.4.7) (SS.B.2.4.1) 2. Discuss and analyze factors which discouraged unification among the Greek city-states. (SS.A.1.4.1) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.2.4.3) (SS.A.2.4.4) (SS.B.2.4.1) (SS.B.2.4.2) (SS.B.2.4.3) 3. Identify factors which led to the decline of the Roman Republic and the rise of the Roman Empire. (SS.A.1.4.1) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.2.4.3) (SS.A.2.4.5) (SS.B.2.4.1) (SS.B.2.4.2) (SS.B.2.4.3) 4. Identify/describe people and events of selected historical periods. (SS.A.1.4.1) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.2.4.6) (SS.A.2.4.9) (SS.A.2.4.10) (SS.A.2.4.11) (SS.A.3.4.1) (SS.A.3.4.2) (SS.A.3.4.3) (SS.A.3.4.6) (SS.A.3.4.8) (SS.A.3.4.9) (SS.A.3.4.10) (SS.A.4.4.1) (SS.A.5.4.1) (SS.A.5.4.2) (SS.A.5.4.3) (SS.A.5.4.6) (SS.B.2.4.1) <ol style="list-style-type: none"> 1. Analyze the causes and the effects of the Crusades. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.2.4.7) (SS.A.2.4.10) (SS.A.3.4.1) (SS.A.3.4.2) (SS.A.3.4.4) (SS.A.4.4.1) (SS.B.1.4.4) (SS.B.2.4.1) (SS.B.2.4.2) (SS.B.2.4.3) (SS.B.2.4.6) 2. Discuss the events which led to the fall of the Byzantine Empire and the rise of the Ottoman Empire. (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.3.4.2) (SS.A.3.4.4) (SS.B.1.4.4) (SS.B.2.4.1) (SS.B.2.4.2) (SS.B.2.4.3) (SS.B.2.4.6) 3. Describe the major developments in Russia from the 8th century to the 13th century. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.2.4.7) (SS.A.2.4.10) (SS.A.3.4.4) (SS.B.1.4.4) (SS.B.2.4.1) (SS.B.2.4.2) (SS.B.2.4.3) (SS.B.2.4.6) 	<p>B. After studying selected time periods of world history, the students will:</p> <ol style="list-style-type: none"> a. Research the events, people, and characteristics of selected historical periods. b. Describe the causes and the effects of significant events that occurred during selected time periods. c. Cite examples that illustrate the influence of people and ideas during a selected time period; e.g. Michelangelo and the Renaissance, Martin Luther and the Reformation, Marx and the industrial period. d. Differentiate the significant ideas of one time period from those of another time period; e.g., philosophical, political, economic, social. (SS.A.1.4.1) <p>C. After studying conflicts in world history, past and present, the students will:</p> <ol style="list-style-type: none"> a. Cite examples of continuous conflicts; e.g., Arab-Israeli conflict, Palestinian conflict, India's conflict between religious groups, Northern Ireland's internal conflicts and conflicts with Great Britain, ethnic groups in the Balkans. b. Research the causes and the effects of selected conflicts. c. Propose solutions to continuous conflicts. d. Evaluate the long-term effects of an attempt to resolve an historical conflict; e.g., Treaty of Versailles. (SS.A.1.4.1)

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	<p>4. Trace the major developments in African civilizations (including European imperialism). (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.2.4.8) (SS.A.2.4.10) (SS.A.3.4.3) (SS.B.1.4.4) (SS.B.2.4.1) (SS.B.2.4.2.) (SS.B.2.4.3) (SS.B.2.4.6)</p> <p>5. Explain the rise and fall of Mogul rule in India. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.2.4.8) (SS.A.2.4.9) (SS.A.2.4.10) (SS.A.2.4.11) (SS.A.3.4.3) (SS.A.3.4.4) (SS.B.1.4.4) (SS.B.2.4.1) (SS.B.2.4.2) (SS.B.2.4.3) (SS.B.2.4.6)</p> <p>6. Trace the developments and dynastic cycles in Chinese civilization. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.2.4.8) (SS.A.2.4.10) (SS.A.3.4.4) (SS.B.1.4.4) (SS.B.2.4.1) (SS.B.2.4.2.) (SS.B.2.4.3) (SS.B.2.4.6)</p> <p>7. Explain how the Roman Catholic Church responded to the Reformation. (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.3.4.2) (SS.A.3.4.4) (SS.A.4.4.1) (SS.B.1.4.4) (SS.B.2.4.1) (SS.B.2.4.2) (SS.B.2.4.3) (SS.B.2.4.6)</p> <p>8. Explain the role of conflict between Catholicism and Protestantism in the history of Europe in the 16th and 17th centuries. (SS.A.1.4.1)(SS.A.1.4.2) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.3.4.1) (SS.A.3.4.2) (SS.A.3.4.4) (SS.A.4.4.2) (SS.B.1.4.4) (SS.B.2.4.1) (SS.B.2.4.2) (SS.B.2.4.3) (SS.B.2.4.6)</p> <p>9. Discuss the results of 17th and 18th century wars which involved Austria, Poland, Prussia, Russia, England, and France. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.3.4.1) (SS.A.3.4.3) (SS.A.3.4.5) (SS.A.3.4.6) (SS.A.3.4.7) (SS.B.1.4.4) (SS.B.2.4.1) (SS.B.2.4.2) (SS.B.2.4.3) (SS.B.2.4.6)</p> <p>10. Distinguish between revolution and civil war. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.3.4.1) (SS.A.3.4.3) (SS.A.3.4.5) (SS.A.3.4.6) (SS.A.3.4.7) (SS.B.1.4.4) (SS.B.2.4.1) (SS.B.2.4.2) (SS.B.2.4.3) (SS.B.2.4.6)</p>	

COMPONENT	OBJECTIVES	COMPETENCY
	<p>11. Explain reasons for the French Revolution, Napoleon’s rise to power, and the Napoleonic Wars. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.3.4.1) (SS.A.3.4.3) (SS.A.3.4.5) (SS.A.3.4.6) (SS.A.3.4.7) (SS.B.1.4.4) (SS.B.2.4.1) (SS.B.2.4.2) (SS.B.2.4.3) (SS.B.2.4.6)</p> <p>12. Cite reasons for economic and political instability in Austria-Hungary, Italy, Ireland, Portugal, the Ottoman Empire, and Spain 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.3.4.3) (SS.A.3.4.7) (SS.A.5.4.3) (SS.B.1.4.4) (SS.B.2.4.1) (SS.B.2.4.2) (SS.B.2.4.3) (SS.B.2.4.6)</p> <p>13. Compare the major causes of World Wars I and II and list the results of each. (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.A.5.4.3) (SS.B.1.4.4) (SS.B.2.4.1) (SS.B.2.4.2) (SS.B.2.4.3) (SS.B.2.4.6)</p> <p>14. Explain the conditions in Russia that led to the March 1917 revolution. (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.1.4.4) (SS.B.2.4.1) (SS.B.2.4.2) (SS.B.2.4.3) (SS.B.2.4.6)</p> <p>15. Analyze the major causes, events, and policies of the Cold War. (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.1.4.4) (SS.B.2.4.1) (SS.B.2.4.2) (SS.B.2.4.3) (SS.B.2.4.6)</p> <p>16. Trace the historical background of the continuing conflicts in the Middle East. (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.1.4.4) (SS.B.2.4.1) (SS.B.2.4.2) (SS.B.2.4.3) (SS.B.2.4.6)</p> <p>17. Identify causes and effects of various changes in historical development. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.2.4.11) (SS.A.3.4.10) (SS.A.5.4.2) (SS.A.5.4.6) (SS.B.1.4.4) (SS.B.2.4.1) (SS.B.2.4.2) (SS.B.2.4.6)</p> <p>18. Determine the common social, economic, and political causes of conflict throughout history. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.2.4.11) (SS.A.3.4.10) (SS.A.4.4.1) (SS.A.5.4.6) (SS.B.1.4.4) (SS.B.2.4.1) (SS.B.2.4.2) (SS.B.2.4.6)</p>	

COMPONENT	OBJECTIVES	COMPETENCY
<p>III Civic Responsibility</p>	<ol style="list-style-type: none"> 1. Compare the concept of citizenship in selected civilizations. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.2.4.2) (SS.A.3.4.1) (SS.A.3.4.2) (SS.A.3.4.3) (SS.A.3.4.6) (SS.B.1.4.4) (SS.B.2.4.1) (SS.B.2.4.2) (SS.C.1.4.1) (SS.C.2.4.4.) 2. Explain the concept of absolutism and describe how French rulers gained absolute power from the 16th-19th centuries. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.3) (SS.A.1.4.4) (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.3.4.7) (SS.B.1.4.4) (SS.B.2.4.1) (SS.B.2.4.2) (SS.C.1.4.1) 3. Summarize how the English people gained civil liberties during the 17th and 18th centuries. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.3.4.1) (SS.A.3.4.3) (SS.A.3.4.5) (SS.A.3.4.6) (SS.A.3.4.7) (SS.B.1.4.4) (SS.B.2.4.1) (SS.B.2.4.2) (SS.C.1.4.1) 4. Discuss conditions in France prior to the French Revolution. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.3.4.1) (SS.A.3.4.3) (SS.A.3.4.5) (SS.A.3.4.6) (SS.A.3.4.7) (SS.B.1.4.4) (SS.B.2.4.1) (SS.B.2.4.2) 5. Analyze the “Declaration of the Rights of Man” and the reaction it generated on the part of the French citizens. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.3.4.1) (SS.A.3.4.3) (SS.A.3.4.5) (SS.A.3.4.6) (SS.A.3.4.7) (SS.B.1.4.4) (SS.B.2.4.1) (SS.B.2.4.2) (SS.C.1.4.1) 6. Discuss reasons for citizen unrest in Central and South America, 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.3.4.3) (SS.A.3.4.5) (SS.A.3.4.7) (SS.A.3.4.9) (SS.B.1.4.4) (SS.B.2.4.1) (SS.B.2.4.2) 7. Describe the democratic traditions that evolved in Great Britain. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.3.4.5) (SS.A.3.4.7) (SS.B.1.4.4) (SS.B.2.4.1) (SS.B.2.4.2) (SS.C.1.4.1) 	<p>A. After studying the role of citizens in various civilizations/societies throughout history, the students will:</p> <ol style="list-style-type: none"> a. Compare the roles of citizens in different types of government that have existed throughout history; e.g., monarchy, theocracy, direct democracy, republic, dictatorship. b. Prepare a speech that outlines and defends the “unalienable rights” that citizens of all nations should possess. c. Create an action plan that proposes ways of involving more citizens in government today. (SS.A.1.4.1) (SS.C.1.4.2) (SS.C.2.4.1) (SS.C.2.4.2) (SS.C.2.4.3) (SS.C.2.4.5)

COMPONENT	OBJECTIVES	COMPETENCY
<p>IV Economic Understanding</p>	<p>8. Analyze how the ideas of Karl Marx and other socialist philosophers were influenced by the social, economic, and political problems of the industrial age. (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.B.1.4.4) (SS.B.2.4.1) (SS.B.2.4.2)</p> <p>9. Discuss the social, economic, and political changes brought to Russia by Lenin and Stalin. (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.B.1.4.4) (SS.B.2.4.1) (SS.B.2.4.2)</p> <p>10. Describe the conditions in post-World War I Europe that led to the rise of dictatorships. (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.1.4.4) (SS.B.2.4.1) (SS.B.2.4.2)</p> <p>11. Compare the system of communism in the former Soviet Union to that of China and other countries. (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.A.5.4.6) (SS.B.1.4.4) (SS.B.2.4.1) (SS.B.2.4.2) (SS.C.1.4.1)</p> <p>12. Explain the responsibilities of citizens in a democracy. (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.A.5.4.6) (SS.B.1.4.4) (SS.B.2.4.1) (SS.B.2.4.2) (SS.C.1.4.1)</p> <p>1. Trace the origins and the development of the Industrial Revolution. (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.1.4.1) (SS.B.1.4.4) (SS.B.2.4.1) (SS.B.2.4.2) (SS.B.2.4.3) (SS.B.2.4.6)</p> <p>2. Analyze the impact of the Industrial Revolution on the Western World. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.3.4.8) (SS.A.5.4.1) (SS.B.1.4.1) (SS.B.1.4.4) (SS.B.2.4.1) (SS.B.2.4.2) (SS.B.2.4.3) (SS.B.2.4.6)</p>	<p>A. After studying industrialization, the students will:</p> <p>a. Analyze the factors which led to the Industrial Revolution.</p> <p>b. Cite examples of the positive and negative changes that industrialization brought to selected countries; e.g., urbanization, overcrowding, environmental, concerns, new inventions, political instability.</p> <p>c. Research the ideas of economic philosophers that are associated with the industrial age.</p>

COMPONENT	OBJECTIVES	COMPETENCY
	<ol style="list-style-type: none"> 3. Analyze the relationship between industrialization and imperialism 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.B.1.4.1) (SS.B.1.4.4) (SS.B.2.4.1) (SS.B.2.4.2) (SS.B.2.4.3) (SS.B.2.4.6) 4. Describe how philosophers responded to the problems created by industrialization and “laissez-faire” economics. (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.B.1.4.4) (SS.B.2.4.1) (SS.B.2.4.2) (SS.B.2.4.3) (SS.B.2.4.6) 5. Analyze foreign influence in Japan in the 19th century and the Japanese response to this influence. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.3) (SS.A.1.4.4) (SS.B.1.4.4) (SS.B.2.4.1) (SS.B.2.4.2) (SS.B.2.4.3) (SS.B.2.4.6) 6. Analyze political, economic, and social developments which took place in African, Asian, and Latin American countries after 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.3.4.10) (SS.A.5.4.6) (SS.B.1.4.4) (SS.B.2.4.1) (SS.B.2.4.2) (SS.B.2.4.3) (SS.B.2.4.6) 7. Explain how the scientific revolution led to the use of mechanical power and improved industrial production, transportation, and communication after 1900. (SS.A.1.4.1) (SS.A.1.4.4) (SS.A.1.4.2) (SS.A.1.4.3) (SS.A.3.4.9) (SS.A.3.4.10) (SS.A.5.4.3) (SS.B.1.4.4) (SS.B.2.4.1) (SS.B.2.4.2) (SS.B.2.4.3) (SS.B.2.4.6) 8. Describe the interaction of science, society, and technology in historical development. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.3.4.9) (SS.A.3.4.10) (SS.A.5.4.3) (SS.B.1.4.4) (SS.B.2.4.1) (SS.B.2.4.2) (SS.B.2.4.3) (SS.B.2.4.6) 	<ol style="list-style-type: none"> d. Debate the effects of industrialization on society. (SS.A.1.4.1) (SS.A.1.4.3) (SS.B.2.4.4) (SS.B.2.4.5)

COMPONENT	OBJECTIVES	COMPETENCY
<p>V Cultural Awareness</p>	<ol style="list-style-type: none"> 1. Illustrate the global impact of major social, political, economic, cultural, and technological changes that have occurred since World War I. (SS.A.1.4.1) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.3.4.9) (SS.A.3.4.10) (SS.A.5.4.3) (SS.B.1.4.4) (SS.B.2.4.1) (SS.B.2.4.4) (SS.B.2.4.5) (SS.B.2.4.6) (SS.D.1.4.1) (SS.D.1.4.2) (SS.D.2.4.1) (SS.D.2.4.2) (SS.D.2.4.3) (SS.D.2.4.4) (SS.D.2.4.5) (SS.D.2.4.6) 2. Interpret economic data. (SS.A.1.4.1) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.3.4.10) (SS.A.5.4.3) (SS.B.1.4.4) (SS.B.2.4.1) (SS.B.2.4.4) (SS.B.2.4.5) (SS.B.2.4.6) (SS.D.1.4.1) (SS.D.1.4.2) (SS.D.2.4.1) (SS.D.2.4.2) (SS.D.2.4.3) (SS.D.2.4.4) (SS.D.2.4.5) (SS.D.2.4.6) 3. Research and analyze current economic issues and problems. (SS.A.1.4.1) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.3.4.10) (SS.A.5.4.3) (SS.B.1.4.4) (SS.B.2.4.1) (SS.B.2.4.4) (SS.B.2.4.5) (SS.B.2.4.6) (SS.D.1.4.1) (SS.D.1.4.2) (SS.D.2.4.1) (SS.D.2.4.2) (SS.D.2.4.3) (SS.D.2.4.4) (SS.D.2.4.5) (SS.D.2.4.6) <ol style="list-style-type: none"> 1. Describe the concept of culture and identify the components of a culture. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.2.4.7) (SS.A.2.4.8) (SS.A.2.4.9) (SS.A.2.4.10) (SS.A.2.4.11) (SS.A.3.4.1) (SS.A.3.4.2) (SS.A.3.4.3) (SS.A.3.4.6) (SS.A.3.4.7) (SS.A.3.4.8) (SS.A.3.4.10) (SS.A.4.4.1) (SS.A.5.4.2) (SS.B.1.4.4) (SS.B.2.4.1) (SS.B.2.4.2) 2. Give examples of cultural diffusion throughout history. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.2.4.7) (SS.A.2.4.8) (SS.A.2.4.9) (SS.A.2.4.10) (SS.A.2.4.11) (SS.A.3.4.1) (SS.A.3.4.2) (SS.A.3.4.3) (SS.A.3.4.6) (SS.A.3.4.7) (SS.A.3.4.8) (SS.A.3.4.10) (SS.A.4.4.1) (SS.A.5.4.2) (SS.B.1.4.4) (SS.B.2.4.1) (SS.B.2.4.2) 	<ol style="list-style-type: none"> B. After studying economic issues and problems affecting countries today, the students will: <ol style="list-style-type: none"> a. Cite examples of current economic issues and problems; e.g., trade barriers and tariffs, import and export imbalances, trade organization influence, “dumping” specific goods in specific markets, drug trade. b. Interpret data from charts and graphs related to an economic issue or problem. c. Research the impact of a specific economic issue or problem on selected countries or regions. d. Debate a specific economic issue or problem. e. Develop a plan to address and/or resolve an economic issue or problem (SS.A.1.4.1) (SS.A.1.4.3) A. After studying cultural diffusion and how it has impacted civilizations/societies, past and present, the students will: <ol style="list-style-type: none"> a. Describe and cite examples of cultural diffusion; e.g., the Western alphabet, the use of Arabic numerals. b. Create an illustration such as a poster, drawing, cartoon, song, or story with cultural diffusion as its theme. c. Prepare a report on the short and long-term effects of cultural diffusion on a selected civilization/society. (SS.A.1.4.1)

COMPONENT	OBJECTIVES	COMPETENCY
	<p>3. Explain how cultural diffusion impacts civilizations, past and present. (SS.A.1.4.1) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.3.4.10) (SS.A.5.4.3) (SS.B.2.4.1) (SS.B.2.4.4) (SS.B.2.4.5) (SS.B.2.4.6) (SS.D.1.4.1) (SS.D.1.4.2) (SS.D.2.4.1) (SS.D.2.4.2) (SS.D.2.4.3) (SS.D.2.4.4) (SS.D.2.4.5)</p> <p>1. List and discuss the steps taken by the Third Reich to destroy the European Jews and other selected groups. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.3) (SS.A.1.4.4) (SS.B.1.4.4) (SS.B.2.4.1) (SS.B.2.4.2) (SS.B.2.4.3)</p> <p>2. Cite examples of man’s inhumanity to man throughout history. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.2.4.11) (SS.A.3.4.9) (SS.A.3.4.10) (SS.B.1.4.4) (SS.B.2.4.1) (SS.B.2.4.2) (SS.B.2.4.3)</p> <p>3. Promote tolerance and understanding among students. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.2.4.11) (SS.A.3.4.10) (SS.B.1.4.4) (SS.B.2.4.1) (SS.B.2.4.2) (SS.B.2.4.3)</p> <p>4. Analyze the global impact of the world wars. (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.1.4.4) (SS.B.2.4.1) (SS.B.2.4.2) (SS.B.2.4.3)</p> <p>5. Assess the moral, ethical, and legal obligations that all human beings have toward each other. (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.B.1.4.4) (SS.B.2.4.1) (SS.B.2.4.2) (SS.B.2.4.3)</p> <p>6. Investigate and analyze the roles of nations and individuals in supporting human rights. (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.B.1.4.4) (SS.B.2.4.1) (SS.B.2.4.2) (SS.B.2.4.3)</p> <p>7. Develop social and political participation skills. (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.B.1.4.4) (SS.B.2.4.1) (SS.B.2.4.2) (SS.B.2.4.3)</p>	<p>B. After studying how prejudice and intolerance have influenced people and events in world history, the students will:</p> <p>a. Discuss the causes and the effects of prejudice and intolerance.</p> <p>b. Research and prepare an oral report on a specific example of prejudice and intolerance; e.g., the extermination of the Armenians by the Ottoman Empire, the extermination of the Jews by the Nazis, the enslavement of the Africans, and the fighting between ethnic groups in Yugoslavia (1990’s).</p> <p>c. Write an historical fiction short story that describes an incident of prejudice, stereotyping, scapegoating, and/or discrimination and focuses on the feelings of those involved. (SS.A.1.4.1) (SS.A.3.4.9)</p>

COMPONENT	OBJECTIVES	COMPETENCY
	<ol style="list-style-type: none"> 1. Analyze the major cultural achievements of early civilizations. (SS.A.1.4.1) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.2.4.1) (SS.A.2.4.2) (SS.A.2.4.3) (SS.A.2.4.8) (SS.A.2.4.9) (SS.A.2.4.10) (SS.A.2.4.11) (SS.A.3.4.2) (SS.B.2.4.1) (SS.B.2.4.2) (SS.B.2.4.5) 2. Describe the major contributions of classical Greece and their effects on the development of Western civilization. (SS.A.1.4.1) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.2.4.3) (SS.A.2.4.4) (SS.B.2.4.1) (SS.B.2.4.2) (SS.B.2.4.5) 3. Compare and contrast aspects of Roman society to contemporary societies. (SS.A.1.4.1) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.2.4.3) (SS.A.2.4.5) (SS.A.2.4.7) (SS.B.2.4.1) (SS.B.2.4.2) (SS.B.2.4.5) 4. Assess the contributions of the Byzantine Empire to other societies. (SS.A.1.4.1) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.2.4.7) (SS.B.2.4.1) (SS.B.2.4.2) (SS.B.2.4.5) 5. Evaluate the achievements of the Renaissance. (SS.A.1.4.1) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.3.4.1) (SS.A.3.4.2) (SS.B.2.4.1) (SS.B.2.4.2) (SS.B.2.4.5) 6. Describe the achievements of the 19th century. (SS.A.1.4.1) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.3.4.3) (SS.A.3.4.5) (SS.A.3.4.6) (SS.A.3.4.8) (SS.A.5.4.1) (SS.B.2.4.1) (SS.B.2.4.2) (SS.B.2.4.5) 7. Explain how contemporary civilizations depend on contributions of past civilizations. (SS.A.1.4.1) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.2.4.7) (SS.B.2.4.1) (SS.B.2.4.2) (SS.B.2.4.5) 	<p>C. After studying the achievements of world civilizations, the students will:</p> <ol style="list-style-type: none"> a. Create a time line of examples of achievements that were revolutionary in nature; e.g., the democracy of the Greeks, the monotheism of the Hebrews, the bronze art work of West African civilizations, the artistic accomplishments of various Chinese dynasties. b. Write a diary entry for a person living during a selected time period that highlights the achievements of the time and their impact on civilization. c. Make predictions, through writing stories, songs, or poems about how future civilizations will assess the achievements of current society. (SS.A.1.4.1)

COMPONENT	OBJECTIVES	COMPETENCY
<p>VI Global Perspective</p>	<ol style="list-style-type: none"> 1. Discuss the major global issues facing the world today and suggest possible solutions. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.4) (SS.A.2.4.11) (SS.B.1.4.4) (SS.B.2.4.1) (SS.B.2.4.2) 2. Describe the contributions of figures from the Enlightenment. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.4) (SS.A.3.4.5) (SS.B.1.4.4) (SS.B.2.4.1) (SS.B.2.4.2) 3. Describe major achievements during the 1800s and 1900s. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.4) (SS.A.3.4.3) (SS.A.3.4.6) (SS.A.3.4.8.) (SS.A.5.4.1) (SS.A.5.4.3) (SS.B.1.4.4) (SS.B.2.4.1) (SS.B.2.4.2) 4. Evaluate the contributions of individuals and groups from various cultures and historical periods. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.4) (SS.A.2.4.7) (SS.A.2.4.10) (SS.A.2.4.11) (SS.A.3.4.2) (SS.A.3.4.3) (SS.A.3.4.6) (SS.A.3.4.8) (SS.A.3.4.9) (SS.A.4.4.1) (SS.A.5.4.1) (SS.A.5.4.2) (SS.A.5.4.3) (SS.A.5.4.6) (SS.B.1.4.4) (SS.B.2.4.1) (SS.B.2.4.2) 5. Compare the mythology, legends, values, and beliefs of various groups of people. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.4) (SS.A.2.4.7) (SS.A.2.4.10) (SS.A.2.4.11) (SS.A.3.4.2) (SS.A.3.4.3) (SS.A.3.4.6) (SS.A.3.4.8) (SS.A.3.4.9) (SS.A.5.4.1) (SS.A.5.4.3) (SS.A.5.4.6) (SS.B.1.4.4) (SS.B.2.4.1) (SS.B.2.4.2) 6. Recognize that literature and art reflect the inner life of a people. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.4) (SS.A.2.4.7) (SS.A.2.4.10) (SS.A.2.4.11) (SS.A.3.4.2) (SS.A.3.4.3) (SS.A.3.4.6) (SS.A.3.4.8) (SS.A.3.4.9) (SS.A.5.4.1) (SS.A.5.4.3) (SS.A.5.4.6) (SS.B.1.4.4) (SS.B.2.4.1) (SS.B.2.4.2) 	<p>A. After studying examples of world literature from different civilizations and time periods, the students will:</p> <ol style="list-style-type: none"> a. Explain how literature provides insight into the lives of people from different civilizations and time periods. b. Select a civilization or a time period and identify the values and social characteristics that are reflected in its literature. c. “Recreate” a literary piece from a past civilization/time period in a contemporary format; e.g., the story of Siddhartha in the form of a rap song, the Beowulf saga written as a television show, various creation myths written as soap operas. d. Write a script for a one act play that provides insight into the lives of people in contemporary society. (SS.A.1.4.1) (SS.A.3.4.1)

COMPONENT	OBJECTIVES	COMPETENCY
	<ol style="list-style-type: none"> 1. Describe the types of religions that developed among the four major river valley civilizations. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.2.4.1) (SS.A.2.4.2) (SS.A.2.4.8) (SS.A.2.4.9) (SS.A.3.4.4) (SS.B.1.4.4) (SS.B.2.4.1) (SS.B.2.4.2) 2. Compare/contrast the two major religions which developed in classical India. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.2.4.1) (SS.A.2.4.2) (SS.A.2.4.3) (SS.A.2.4.8) (SS.A.2.4.9) (SS.A.3.4.4) (SS.B.1.4.4) (SS.B.2.4.1) (SS.B.2.4.2) 3. Describe and discuss significant individuals and the effect each had on Chinese religion. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.2.4.2) (SS.A.2.4.3) (SS.A.2.4.8) (SS.A.3.4.4) (SS.B.1.4.4) (SS.B.2.4.1) (SS.B.2.4.2) 4. Discuss the basis tenets of Judaism. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.2.4.3) (SS.A.3.4.4) (SS.B.1.4.4) (SS.B.2.4.1) (SS.B.2.4.2) 5. Discuss the development of Christianity. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.2.4.3) (SS.A.2.4.6) (SS.A.3.4.4) (SS.B.1.4.4) (SS.B.2.4.1) (SS.B.2.4.2) 6. Discuss the role of the Roman Catholic Church in the Middle Ages. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.2.4.3) (SS.A.2.4.5) (SS.A.2.4.6) (SS.A.2.4.7) (SS.A.3.4.4) (SS.B.1.4.4) (SS.B.2.4.1) (SS.B.2.4.2) 7. Discuss the basic tenets of Islam and the reasons for its expansion. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.2.4.3) (SS.A.2.4.6) (SS.A.2.4.11) (SS.A.3.4.4) (SS.B.1.4.4) (SS.B.2.4.1) (SS.B.2.4.2) 8. Describe the events that led to the Protestant Reformation, and identify the leading figures in the movement. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.3.4.2) (SS.A.3.4.4) (SS.B.1.4.4) (SS.B.2.4.1) (SS.B.2.4.2) 	<p>B. After studying world religions, the students will:</p> <ol style="list-style-type: none"> a. Develop a chart that compares and contrasts major world religions; e.g., founders, beliefs, practices, organizations, histories. b. Cite examples of a controversy(ies) that has (have) related to the beliefs and/or practices of a selected world religion. c. Research and report on the past and/or present impact of a specific religion on an area or areas of the world. d. Critique, in writing, modern society from the perspective of the founder of a major world religion. (SS.A.1.4.1) (SS.A.1.4.3)

COMPONENT	OBJECTIVES	COMPETENCY
	<p>9. Compare major world cultures based on religious and moral beliefs. (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.2.4.8) (SS.A.2.4.10) (SS.A.3.4.2) (SS.A.3.4.3) (SS.A.3.4.4) (SS.A.4.4.2) (SS.B.1.4.4) (SS.B.2.4.1) (SS.B.2.4.2.)</p> <p>10. Compare the contributions and influences of religious leaders: Buddha, Confucius, Moses, Jesus, Mohammed. (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.2.4.8) (SS.A.2.4.9) (SS.A.3.4.2) (SS.A.3.4.3) (SS.A.3.4.4) (SS.B.1.4.4) (SS.B.2.4.1) (SS.B.2.4.2)</p> <p>11. Compare and contrast schisms that occurred in major world religions and assess their impact on political and economic developments in various societies. (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.2.4.9) (SS.A.3.4.2) (SS.A.3.4.3) (SS.A.3.4.4) (SS.A.3.4.10) (SS.B.1.4.4) (SS.B.2.4.1) (SS.B.2.4.2)</p>	