

# **I. District Philosophy**

**The Wayne Central School District believes that the goal of education is the all-around development of each student. The role of the school is to enable individuals to develop to their fullest potential.**

**The school, in cooperation with the home and community, will assist the student with intellectual, social, cultural, emotional, physical and moral growth. The school should help create within each student an awareness of civic responsibilities and respect for authority to assist the student in becoming a well-integrated, responsible person capable of assuming a vital role in an evolving civilization.**

**The Wayne Central School District subscribes to the general theory of individual differences; namely, that each student is an individual and has innate abilities, ambitions, and emotions. In the process of educating this individual, the program should provide a challenge while reflecting a concern for needs based on individual capabilities.**

**The Wayne Central School District further subscribes to the following fundamental principles:**

- 1. Children, regardless of potential, are capable of learning and acquiring the skill and knowledge needed to function to the best of their ability in our society,**
- 2. Our responsibility is to see that children learn. The energies of all participants should be focused on achieving the desired outcomes. Accountability does not end with following established rules and procedures; its essence is found in results,**
- 3. Minimum competence, while necessary, is not enough. Successful participation in our society demands much more. All children are entitled to approved curriculum, to instructional methods, and to expectations that challenge them to perform at their best, and help them to become truly proficient in knowledge and skills,**
- 4. Every child in New York State is entitled to the resources necessary to provide the sound, basic education that the state constitution requires,**
- 5. Each participant in the educational system should have the opportunity to effectively discharge his or her responsibility, and each participant should be held accountable for achieving desired results. This principle applies to all participants in the educational process – students, parents, teachers, counselors, librarians, administrators, the Board of Education, and others,**
- 6. Achievement of desired results by individuals and groups should be rewarded. Creativity in our students needs to be nurtured and encouraged. Occasional failure in a large and diverse system is probably unavoidable. However, failure should not be permitted to persist. When it occurs, with either individuals or groups, help should be provided and the situation changed.**



## **II. District Mission Statement:**

Based upon the belief that all students can learn, the staff of Wayne Central School district accepts the responsibility to teach all students regardless of differences, the fundamental skills. We further accept the responsibility to challenge all students to attain higher levels of achievement. Wayne Central will provide the opportunity, environment, and encouragement to meet this goal while developing the whole child physically, emotionally, and culturally



# III. New York State Learning Standards

## Health, Physical Education, and Home Economics

1. Personal Health and Fitness – Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.
2. A Safe and Healthy Environment – Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment
3. Resource Management – Students will understand and be able to manage their personal and community resources.

## Mathematics, Science, and Technology

1. Analysis, Inquiry, and Design – Students will use mathematical analysis, scientific inquiry, and engineering design, as appropriate, to pose questions, seek answers, and develop solutions.
2. Information Systems – Students will access, generate, process, and transfer information using appropriate technologies
3. Mathematics – Students will understand mathematics and become mathematically confident by communicating and reasoning mathematically, by applying mathematics in real-world settings, and by solving problems through the integrated study of number systems, geometry, algebra, data analysis, probability, and trigonometry.
4. Science – Students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science.
5. Technology – Students will apply technological knowledge and skills to design, construct, use, and evaluate products and systems to satisfy human and environmental needs.
6. Interconnectedness: Common Themes – Students will understand the relationships and common themes that connect mathematics, science, and technology and apply the themes to these and other areas of learning.
7. Interdisciplinary Problem Solving – Students will apply the knowledge and thinking skills of mathematics, science, and technology to address real-life problems and make informed decisions.

## English Language Arts

1. Students will listen, speak, read and write for information and understanding. As listeners and readers, students will collect data, facts and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts. As speakers and writers, they will use oral and written language that follows the accepted conventions of the English language to acquire, interpret, apply, and transmit information.
2. Language for Literary Response and Expression – Students will read and listen to oral, written, and electronically produced texts and performances from American and world literature; relate texts and performances to their own lives; and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent. As speakers and writers. Students will use oral and written language that follows the accepted conventions of the English language for self-expression and artistic creation.
3. Language for Critical Analysis and Evaluation – Students will listen, speak, read and write for critical analysis and evaluation. As listeners and readers, students will analyze experiences, ideas, information, and issues presented by others using a variety of established criteria. As speaker and writers, they will use oral and written language that follows the accepted conventions of the English language to present, from a variety of perspectives, their opinions and judgements on experiences, ideas, information and issues.
4. Language for Social Interaction – Students will listen, speak, read, and write for social interaction. Students will use oral and written language that follows the accepted conventions of the English language for effective social communication with a wide variety of people. As reader and listeners, they will use the social communications of others to enrich their understanding of people and their views.

## **Languages Other Than English**

1. Communication Skills – Students will be able to use a language other than English for communication.
2. Cultural Understanding – Students will develop cross-cultural skills and understandings.

## **The Arts**

1. Creating, Performing, and Participating in the Arts – Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts.
2. Knowing and Using arts materials and Resources – Students will be knowledgeable about and make use of the materials and resources available for participation in the arts in various roles.
3. Responding to and Analyzing Works of Art – Students will respond critically to a variety of works in the arts, connecting the individual work to other works and to other aspects of human endeavor and thought.
4. Understanding the Cultural Contributions of the Arts – Students will develop an understanding of the personal and cultural forces that shape artistic communication and how the arts in turn shape the diverse cultures of past and present society.

## **Career Development and Occupational Studies**

1. Career Development – Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions.
2. Integrated Learning – Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings.
3. Universal Foundation Skills – Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace.
4. Career Majors – Students who choose a career major will acquire the career-specific technical knowledge/skills necessary to progress toward gainful employment, career advancement, and success in postsecondary programs.

## **Social Studies**

1. History of the United State and New York – Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras themes, developments, and turning points in the history of the United States and New York.
2. World History – Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments and turning points in world history and examine the broad sweep of history from a variety of perspectives.
3. Geography – Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live – local, national and global – including the distribution of people, places, and environments over the Earth’s surface.
4. Economics – Students will use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the United States and other national economies, and how an economy solves the scarcity problem through market and nonmarket mechanisms.
5. Civics, Citizenship, and Government – Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the United States Constitution; the basic civil values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship including avenues of participation.

# IV. Commencement Outcomes

## "Adult Roles, Skills & Knowledge"

### **CITIZEN**

A citizen is a responsible, law-abiding member of society who:

- Has a strong sense of values;
- Knows right from wrong;
- Is aware of community news, issues and norms;
- Accepts diversity in ethnicity and belief;
- Has knowledge of government at all levels and issues relative to each;
- Associates with others in positive and productive ways.

### **LIFE - LONG LEARNER**

A life-long learner is one who perseveres, is self-motivated, is innately curious, focused and:

- Is able to set goals;
- Adheres to deadlines/due-dates, has time management skills and abilities;
- Is a problem solver, can define problems, analyze information and task analyze/prioritize potential solutions, has the ability to select the best "tool/strategy" for the situation, and can enlist others in the process of evaluation and refocusing.

### **LEADER**

A leader is a problem solver with effective communication skills. He/she has an ability to motivate others and:

- Is a strong willed person with vision, beliefs and convictions to carry out each.
- Is able to recognize and effectively use all resources, such as material, time and human
- Is responsible and accountable for self and others.

### **WORKER/WAGE EARNER/BUSINESS OWNER**

A worker/wage earner is an individual who is trust worthy, moral and ethical, and who:

- Possess basic job skills with a willingness to change, grow and develop new skills;
- Is a good communicator;
- Demonstrates leadership skills and initiative and the ability to work as a team player;
- Is responsible, reliable and respectful to others;
- Has the ability to make sound decisions.

## **CONSUMER**

A consumer is an individual who has knowledge of the global economy and:

- Utilizes and applies budgeting skills and credit awareness;
- Maintains long-terms personal financial planning (savings, banking, retirement);
- Understand one's rights, responsibilities and risks.

## **COUNSELOR/TEACHER/MENTOR**

A counselor/teacher/mentor is an individual who is patient, self-confident, assertive leader who:

- Is a problem solver and can guide others to solve problems;
- Is an active listener;
- Is aware of issues, societal, family, religious differences and different customs;
- Has interpersonal skills and values others opinions.

## **PARENT/FAMILY MEMBER**

A parent/family member is an individual who:

- Is nurturing and loving;
- Displays flexibility;
- Has high character and morals;
- Is accountable and consistent with respect to expectations and follow through;
- Becomes actively involved in their children and family's education and other pursuits.

## **FRIEND**

A friend is an individual who shows great interest and respect for others, and who:

- Is non-judgmental and available when a time of need arises;
- Is unselfish, honest, supportive, caring and genuine;
- Is an open-minded listener who seeks to understand before being understood;
- Give him/herself to other without expectations of compensation or return of favor.



# V. Scope and Sequence

## Unit One: Ancient World- Civilizations and religions (4000 BC- 500 AD)

Content Understandings	Concept/Themes	Standard	9	10
A. Early Peoples		2,3,4		
1. Human and physical geography	Human and physical geography		C	M
2. Hunters and Gatherers and Nomadic groups	Movement of people and goods		C	E
3. Relationship to the environment	Scarcity		C	E
4. Migration of early human populations	Causes and Effects		I	N/A
5. Early Government		5		
	Decision Making		E	EM
	Movement towards more complex government systems		C	EM
	Political systems			
B. Neolithic and Early river civilizations	Human and physical geography			
1. Compare and Contrast different civilizations	Urbanization		C	EM
	Human and Physical Geography		C	E
	Technology			
	Traditional Economies		C	EM

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<b>Content Understandings</b>	<b>Concept/Themes</b>	<b>Standard</b>	<b>9</b>	<b>10</b>
	Political Systems		C	EM
	Social Structures		C	EM
	Urbanization		C	EM
2. Contributions	Writing Systems		I	1
	Belief Systems	2,3,4,5	M	1M
	Early Technology		C	1C
	Architecture		I	1
	Legal Systems		C	E
3. Demographics		2,3,4	N/A	N/A
	Human and Physical Geography		N/A	N/A
	Migration- Causes		N/A	N/A
	Migration- Effects		N/A	N/A
C. Classical Civilizations				N/A
1. Chinese Civilizations	Human and Physical Geography	2,3,4,5	M	N/A
	Contributions		M	N/A
	Dynastic Cycles		M	N/A
	Mandate of Heaven		M	N/A

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2. Greek Civilization	Human and Physical Geography		N/A	1
	Rise of city-states		N/A	M
	Contributions		N/A	M
	Democracy and Dictatorship		N/A	M
3. Alexander the Great	Cultural Diffusion		N/A	M
4. Roman Republic	Contributions		N/A	E
5. Maurya Empire	Contributions		I	N/A
6. Mayan Empire	Contributions	2,3,4,5	E	N/A
	Agriculture		E	N/A
	Religion		E	N/A
7. Role of Women			E	1E
8. Trade Routes	Movement of people	2,3,4	I	N/A
	Interdependence		I	N/A
	Maritime and Overland Trade		E	N/A
9. Rise and Fall of the Great Empires A. Han	Cultural and Intellectual Life		I	N/A

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b. Roman Empire	Movement of people and goods		N/A	1M
	Technology		N/A	1M
	Power		N/A	1M
10. Belief Systems	Conflict, Diversity and Cultural Intellectual Life		N/A	1M
A. Animism-African			M	N/A
B. Hinduism			M	N/A
C. Buddhism			M	N/A
D. Chinese Philosophies			M	N/A
E. Judaism			M	M
F. Christianity			M	M
G. Islam			M	M
H. Legalism			I	N/A
I. Shintoism			M	N/A
J. Jainism			I	N/A
K. Expansion of Major Religions	Cultural Diffusion		M	M

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## Unit Two: Expanding Zones of Exchange and Encounter (500-1200)

Content Understandings	Concept/Themes	Standard	9	10
A. Early Russia		2,3,4,5		
1. Human and Physical Geography Trade Kiev	Human and Physical geography Interdependence		N/A	I
2. Russian Orthodox Church	Cultural life Belief systems		N/A	I
B. Spread of Islam to Europe, Asia and Africa		2,3		
1. Human and Physical geography Organizational Structure	Human and Physical geography Cultural Life		M I	M C
2. Islamic Law Women and Slavery in Muslim society	Justice and human rights Political belief system		C C	M M
3. Position of “people” of the book	Belief system		I	I
4. Golden Age of Islam cultural change	Cultural life, science, intellectual life and technology		N/A N/A	E E
5. Greek and Roman culture Islamic Spain	Political systems Cultural life		N/A N/A	I
6. Trade	Interdependence Economic systems		I	C

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C. Medieval Europe (500-1400)		2,3,4,5		
1. Human and Physical geography Frankish Empire (charlemagne)	Human and Physical geography Political systems		N/A	I M
2. Manorialism Feudalism	Economic systems Factors of production		N/A	M M
3. Role of the Catholic Church Monastic centers of learning	Belief Systems		N/A	M M
4. Anti-Semitism	Belief system		N/A	M
5. Art and Architecture	Cultural and intellectual life Technology		N/A	C
D. Gupta Empire (320-550 AD)		2,3		
1. Human and Physical Geography	Human and Physical Geography		I	N/A
2. Artistic, scientific and mathematical contributions	Cultural and Intellectual Life		I	N/A
3. Ties to Hinduism	Cultural Life		I	N/A
4. Organizational Structure	Cultural and Intellectual Life		I	N/A
E. Tang and Song Dynasty (686-1126)		2,3		
1. Human and Physical Geography	Human and Physical Geography		I	N/A
2. Contributions and cultural flowering	Cultural and intellectual life		E	N/A
3. Chinese influence on Korea and Japan	Cultural life		C	N/A
4. Growth of commerce and trade	Cultural life		C	N/A

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F. Byzantine Empire (330-1613)		2,3,4,5		
1. Human and Physical geography	Human and Physical Geography		N/A	I
2. Achievements	Justice and cultural life		N/A	C
3. Orthodox Christian Church, Politics and Justinian code	Belief system Justice and political systems		N/A	C
4. Greek and Roman cultures impact on Russia and Eastern Europe	Diversity, Interdependence and the world in spatial terms		N/A	M
G. Crusades		2,3,4		
1. Causes	Changes in nation/ states needs and wants		N/A	M
2. Impacts on Southwest Asia, Byzantine and Europe	Interdependence and science and technology		N/A	M
3. Perspectives	Conflict, movement of people and goods		N/A	M
4. Key individuals, Urban II, Saladin, Richard the lion hearted	Change, human geography, technology		N/A	I
5. Role of the Catholic Church	Belief systems		N/A	M

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### Unit Three: Global Interactions (1200-1650)

Content Understandings	Concept/Themes	Standard	9	10
A. Early Japanese History and Feudalism		1,2,3,4,5		
1. Human and Physical geography 2. Early Traditions (Shintoism)	Human and Physical geography and Political systems		I M	N/A
3. Ties with China and Korea- cultural diffusion- Buddhism and Confucianism	Cultural and intellectual system		I	N/A
4. Tokugawa Shogunate 5. Social hierarchy astratification			M M	N/A
6. Comparison to European Feudalism 7. Zen Buddhism	Belief system		M I	M N/A
B. The rise and fall of the Mongols and their impact on Eurasia		2,3,4,5		
1. Human and physical geography 2. Origins- Central Asian Nomadic Tribes	Geography and interdependence		I I	N/A
3. The Yuan Dynasty: a foreign and non Chinese dynasty	Diversity and Urbanization		IC	N/A
4. Extent of empire under Ghengis Khan and Kublai Khan	Movement of people and goods		C	E
5. Impact on Central Asia, China, Korea and Europe			I	I
6. Impact on the rise of Moscow			N/A	IC
7. Interaction with the West and global trade			I	I
8. Causes of decline			I	N/A

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C. Global trade and interactions				
1. Resurgence of Europe a. Hansetic League and Italian city-states b. Trade fairs and towns c. Medieval guilds d. Commercial revolution	Economic systems Changes in Urbanization Factors of Production Movement of people and goods		N/A N/A N/A N/A	I C C C
2. Major trading centers Nanjing, Caliant, Mogadism and Venice		2,3,4	I	I
3. Ibu Battu			I	N/A
4. Expansion of the Portuguese spice trade to Southeast Asia and it's impact on Asia and Europe			C	I
D. Rise and fall of African civilizations: Ghana, Mali, Axum and Sonhai empires		2,3,4		
1. Human and Physical geography	Human and physical geography		C	N/A
2. Organizational structure 3. Contributions	Economic systems		I M	N/A
4. Roles in global trade routes 5. Spread and Impact of Islam- Mansa Musa	Change and urbanization		C M	N/A
6. Timbukta and African trade routes	Belief system		M	N/A
E. Social, economic and political impacts of the plague on Eurasia and Africa	Human and physical geography and change	2,3,4,5	N/A	C

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F. Renaissance and humanism		2,3,5		
1. Human and physical geography	Human and physical geography		N/A	I
2. Shift in worldview-other- worldly to secular	Human and physical geography		N/A	M
3. Greco-Roman revival (interest in humanism)	Human and physical geography		N/A	M
4. Art and Architecture ( Vinci and Michelangelo) 5. Literature ( Dante, Cervantes, Shakespeare)	Cultural and Intellectual life		N/A	M M
6. Political Science ( Machiavelli) 7. New Scientific and technological innovations (Gutenberg’s moveable type, naval engineering and navigational and nautical devices.	Science and Technology Decision Making		N/A	M M
G. Reformation and Counter Reformation		2		
1. Human and Physical Geography	Human and Physical Geography		N/A	I
2. Martin Luther’s Ninety-five thesis: The challenge to the power and the authority of the Roman Catholic Church	Belief system		N/A	M
3. Anti-Semitic laws and policies	Conflict		N/A	I
4. Henry VIII and the English Reformation			N/A	M
5. Calvin and other reformers			N/A	M
6. Counter Reformation (Ignatius Loyola, Council of Trent			N/A	C

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7. Roles of men and women within the Christian Churches			N/A	C
8. Religious Wars in Europe: causes and impacts			N/A	C
H. The rise and impact of European nation states Decline of feudalism	Nationalism	5		
1. Case Studies: England	Nation States		N/A	M
2. Elizabeth I: France- Joan of Arc	Conflict		N/A	M
3. Forces moving toward centralization	Political systems		N/A	M
4. Role of Nationalism	Power and Decision Making		N/A	M
<b>Unit Four</b>				
A. The Ming Dynasty		2,3,4		
1. Human and Physical geography	Human and Physical geography		I	N/A
2. Restoration of Chinese role, world vision	Cultural and Intellectual Life		I	N/A
3. The impact of China on East Asia			C	N/A
4. China's relationship with the west	Movement of people and goods		M	N/A
5. Contributions			C	N/A
6. Expansion of trade			C	N/A
B. Impact of the Ottoman Empire on the Middle East and Europe				
1. Human and Physical Geography	Human and Physical Geography	2,3,4	N/A	I

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2. Contributions			N/A	I
3. Suleiman		5	N/A	I
4. Disruption of established trade routes and European search for new ones	Belief system change	2	N/A	I
5. Limits of Ottoman Europe			N/A	I
<b>C. Spain and Portugal on the eve of the encounter</b>	Human and physical geography People and goods	5	I	I
1. Human and Physical Geography			I	C
2. Recognition under Ferdinand and Isabella	Human rights		I	C
3. Expulsion of Moors and Jews			N/A	C
4. Exploration and overseas expansion			M	M
a. Columbus			M	M
b. Magellan			M	M
<b>D. The rise of Mesoamerican empires and Azteca and Incan empires before 1500</b>		2,3,4,5		
1. Human and Physical Geography	Human and Physical Geography		C	IC
2. Organizational structures	Cultural and Intellectual Life		I	N/A
3. Contributions	Diversity		C	N/A
4. Trade	Urbanization		I	N/A

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E. The encounter between Europeans and the peoples of Africa. The Americas and Asia		2		
1. Human and Physical Geography	Human and Physical Geography		C	C
2. European competition for colonies in the Americas, Africa, East Asia, South East Asia- the old Imperialism	Conflict		M	M
3. Global demographics shifts	Human and Physical Geography	5	C	C
4. Extent of European expansion			M	M
5. European Mercantilism	Movement of people and goods	4	M	M
6. Spanish colonialism and introduction of encomienda system			M	C
7. Dutch Colonization			C	C
8. Exchange of goods and disease			M	C
F. Political ideologies: global absolutism		2,5		
1. Hobbes- the leviathan	Political systems		N/A	C
2. Boussuet			N/A	N/A
3. Case Studies			N/A	N/A
G. The response to absolutism: the rise of parliamentary Democracy in England	Conflict	5		
1. Background			N/A	M

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<b>Content Understandings</b>	<b>Concept/Themes</b>	<b>Standard</b>	<b>9</b>	<b>10</b>
2. Divine Right	Decision Making		N/A	M
3. Puritan Revolution- Oliver Cromwell			N/A	M
4. Glorious Revolution	Power and citizenship		N/A	M
<b>Unit Five- Age of Revolution</b>				
A. Scientific Revolution	Science and Technology	2		
1. Scientific Method	Change		N/A	E
2. Works and ideas of scientists (Galileo, Newton, etc.)	Rejection of tradition		N/A	E
B. Enlightenment	Cultural and Intellectual Life	5		
1. Writers of the Enlightenment (Locke, Voltaire, etc.)	Limited Government		N/A	M
2. Enlightenment and nationalism	Citizenship		N/A	M
3. Enlightenment and development of democratic institutions	Decision making Concept of natural rights		N/A	M
4. The enlightened despots			N/A	M
C. Political Revolutions		1,2,3,4,5		
1. American revolution	Conflict		I	C
a. Impact of Enlightenment	Change		I	C
b. Impact of American Revolution on other revolutions	Political systems Economic systems		C	C
2. French Revolution	Counterrevolution			
a. Causes	Radicalism		N/A	M

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b. Important Individuals	Turning points		N/A	M
c. Impact on France	Balance of Power Nationalism		I	M
d. Rise of Power of Napoleon and his impact			N/A	M
3. Independence Movements in Latin America				
a. Causes- connections to American and French Revolutions			M	N/A
b. Impacts			M	N/A
c. Roles of Independence Leaders			M	N/A
D. Reaction against revolutionary ideas		1,2,3,4,5		
1. Congress of Vienna and balance of power	Change		N/A	M
2. Revolutions of 1848			N/A	I
3. Russian absolutism: reforms and expansion			N/A	EM
a. Connection to French Revolution and Napoleon			N/A	I
b. 19 <sup>th</sup> century Russian serfdom			N/A	E
c. Expansion of Russia into Siberia			N/A	IC
E. Latin America: Failure of democracy and search for stability		2,3,4,5		
1. Physical Geography			C	N/A
2. Roles of Social Classes			M	N/A
3. Roles of church, military and landlords			M	N/A

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4. Role of cash crop economies			M	N/A
5. Mexican Revolution- 1910-1930			M	N/A
a. Causes and Effects			I	N/A
b. Roles of Porfirio Diaz, Pancho Villa, and Emiliano Zapata			I	N/A
c. Economic and social nationalism			I	N/A
F. Global nationalism		2,3,4,5		
1. Role in political revolutions			M	M
2. Force for unity and self-determination				
a. Unification of Italy and Germany			N/A	M
b. Asian and Middle Eastern nationalism		2,3,4,5		
1. India			M	N/A
2. Turkey- young Turks			N/A	E
3. Zionism			N/A	M
4. Force leading to conflicts				
a. Balkans before WWI			N/A	C
b. Ottoman Empire			N/A	I
G. Economic and Social Revolutions		2,3,4,5		
1. Agrarian Revolution			I	I

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2. Industrial Revolution				
a. factory system			N/A	M
b. Shift from mercantilism to laissez-faire			N/A	M
c. Changes in social classes			N/A	M
d. Changing roles of men, women, and children			N/A	M
e. Urbanization			N/A	M
f. Responses to industrialization				
1. Utopian reform- Robert Owen			N/A	C
2. Legislative reform			N/A	C
3. Role of unions			N/A	C
4. Karl Marx and Friedrich Engels and command economies			C	M
5. Sadler Report and reform legislation			N/A	I
6. Parliamentary reforms			N/A	I
7. Writers (Dickens and Zola)			N/A	N/A
8. Global migrations			I	I
9. Writings of Thomas Malthus (essay on the principles of population)			N/A	C
3. Mass starvation in Ireland (1845-1850)				
a. Growth of Irish nationalism			N/A	I

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b. Global migration			N/A	I
H. Imperialism		2,3,4,5		
1. Reasons for imperialism- nationalism, economic, political, White mans Burden and Social Darwinism			M	M
2. “New Imperialism”			M	M
3. British in India				
a. British East India Company			E	N/A
b. Sepoy Mutiny			E	N/A
4. British, French, Belgians and Germans in Africa				
a. Scramble for Africa			M	R
b. Congress of Berlin			M	R
c. African resistance- Zula Empire			I	N/A
d. Boer War			C	N/A
e. Cecil Rhodes			C	N/A
f. 19 <sup>th</sup> century anti-slave trade legislation			I	N/A
5. European spheres of influence in China				
a. Opium Wars and the Treaty of Nanjiag			M	R
1. Unequal treaties			M	R
2. Extraterritoriality			M	R

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b. Boxer Rebellion			M	R
c. Sun Yat-sen and the Chinese Revolution			M	R
6. Multiple perspectives toward imperialism				
a. Immediate and long term changes made under European Role			M	R
b. Long-term effects in Europe and the rest of the world			M	R
I. Japan and the Meiji Restoration		2,3,4,5		
1. Physical Geography			M	R
2. The opening of Japan				
a. Commodore Matthew Perry			M	R
b. Impact upon Japan of Treaty of Icanagawa			M	R
3. Modernization and Industrialization			M	R
4. Japan as an imperialistic power				
a. First Sino-Japanese War (1894-1895)			M	R
b. Russo-Japanese War			M	R
c. Annexation of Korea			M	R
d. Dependence on world market			M	R

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## Unit Six: A Half Century of Crisis and Achievement (1900-1945)

Content Understandings	Concept/Themes	Standard	9	10
A. World War I	Human and Physical Geography	2,3,4,5	N/A	
1. Europe: The Physical setting			N/A	M
2. Causes	Conflict		N/A	M
3. Impacts			N/A	M
4. Effects of scientific and technological advances in warfare	Geography and Nationalism		N/A	E
5. Armenian Massacre	Imperialism		N/A	N/A
6. Collapse of the Ottoman Empire	Diversity and Political		N/A	I
7. The war as reflected in literature, art and propaganda	Cultural and Intellectual Life		N/A	I
B. Revolution and change in Russia- causes and impacts		2,3,4,5		
1. The revolution of 1905	Change, Justice and Human Rights		N/A	C
2. March Revolution and provisional government			N/A	E
3. Bolshevek Revolution	Political and Economic systems Conflict		N/A	M
4. V.I. Lenin's rule in Russia			N/A	M
5. Stalin and the rise of a modern totalitarian state: Industrialization, command economy, and collectivization			I	M
6. Russification of ethnic republics			N/A	E

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<b>Content Understandings</b>	<b>Concept/Themes</b>	<b>Standard</b>	<b>9</b>	<b>10</b>
7. Forced famine in Ukraine			I	M
8. Reign of terror			N/A	M
C. Between the Wars		2,3,4,5		
1. Human and Physical Geography	Human and Physical Geography		N/A	C
2. Treaty of Versailles and The League of Nations	Justice and Human Rights		I	M
3. Modernization and westernization of a secular Turkey- Kemal Ataturk			N/A	E
4. Women’s Suffrage Movement	Change		N/A	N/A
5. Great Suppression- causes and impact			I	C
6. Heimar Republic and the rise of fascism as an aftermath of WWI	Economic systems		N/A	M
7. Japanese Militarism and Imperialism			M	M
a. Manchuria, 1931	Imperialism		M	M
b. Second Sino-Japanese War (1937-1945)	Nationalism		M	M
8. Colonial response to European Imperialism	Conflict		M	R
a. Case Studies: Mahandas Gandhi, Indian Nationalism, Salt March, civil disobedience			M	N/A
b. Jiang Jieshi (Chiang Kaishek) Mao Zedong			M	N/A
c. Arab nationalism, Zionism			N/A	M
9. Arabic and Zionist nationalism			N/A	M

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<b>Content Understandings</b>	<b>Concept/Themes</b>	<b>Standard</b>	<b>9</b>	<b>10</b>
D. World War II- Causes and Impact		1,2,3,4,5	E	M
1. Human and Physical Geography	Human and physical geography		M	M
2. Nazi State and Japanese States	Change		M	M
3. Key Individuals- Hitler, Mussolini, Stalin, Churchill and Roosevelt	Economic systems		N/A	M
4. Key events- Dunkirk, the Blitz, D-day, Hitler's second front- the war in the pacific	Science and technology		C	E
5. The Nazi Holocaust: the extermination of Jews, Poles, other Slavs, Gypsies, disabled and others	Conflict and Human Rights	1,2,3,4,5	N/A	M
6. Resistance			N/A	I
7. Japan's role- Nanjing, Bataan, Pearl Harbor			E	R
8. War in China- Long March			M	N/A
9. Impacts of technology on total war			M	M
10. Hiroshima and Nagasaki			M	M
11. War Crime Trials			I	M
12. Global spatial arrangements- post WWII world			M	M
<b>Unit Seven: the 20<sup>th</sup> Century since 1945</b>				
A. Cold War- Balance of Power		1,2,3,4,5		
1. Human and physical geography	Human and physical geography		M	M
2. The world in 1945: physical setting	Geography and Political systems		M	M
3. U. S. occupation of Germany and Japan				

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b. The adoption of democratic systems of government	Conflict and Decision Making		E	M
c. Economic rebuilding of Germany and Japan			E	M
4. Emergence of superpowers	Science and Technology		M	M
5. Political climate of the Cold War				
a. Marshall Plan			N/A	M
b. Truman Doctrine			N/A	M
c. Berlin airlift and a divided Germany			N/A	M
d. North Atlantic Treaty Organization (NATO) Warsaw Pact- expanding membership and role of (NATO)			N/A	M
6. Hungarian Revolt		1,2,3,4,5	N/A	I
a. Soviet Invasion of Czechoslovakia			N/A	I
b. Nuclear weapons and space			I	C
c. Surrogate superpower rivalries			C	E
1. Case Studies: ( Egypt, Congo, Angola, Chile, Iran, Iraq, Vietnam, Guatemala)	Science and Technology			
2. Role of nonaligned nations			C	C
6. Korean War				
1. U.S. role in the division of Korea			I	I
2. Comparison of Korea and Germany	Justice		N/A	I

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3. Conflict of the war	Human rights	1,2,3,4,5	N/A	I
B. Role of the United Nations	Conflict			
1. Peace Keeping	Human and physical geography		C	C
2. Social and economic programs			C	C
3. Contemporary social conditions			M	M
C. Economic Issues in the Cold War and post Cold War Era	Economic systems			
1. Human and physical geography	Environment Change		I	I
2. A comparison of market and command economies (Western Europe versus Soviet Union)	Needs and wants of production		N/A	M
3. Economic Recovery in Europe and Japan				
a. Western Germany becomes a major economic power	Conflict		N/A	C
b. European economic community, Common Market, European Union steps toward European integration			N/A	E
c. Japan becomes an economic superpower			M	R
4. Organization of Petroleum Exporting Countries (OPEC)- oil crisis in the 1970's			I	M
5. Pacific Rim economies and economic crisis			N/A	N/A
6. North America Free Trade Agreement(NAFTA,1997)			C	N/A

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D. Chinese Communist Revolution		2,3,4,5		
1. Human and physical geography	Conflict		C	R
2. Communist rise to power (1936-1949) Jiang Jieshi (Chiang Kaishek), Mao Zedong	Change and Needs and wants		M	R
3. Communism under Mao Zedong	Economic and Political systems			
a. Great Leap Forward			M	R
b. The Cultural Revolution and the Red Guard	Factors of production		M	R
4. Communism under Deng Xiaoping	Human rights			
a. Economics reforms- Form Modern ?	Decision making		M	R
1. Limited privatization			M	R
2. Dismantling of Communes			M	R
3. Introduction of “Responsibility System”			M	R
4. Foreign Investment			M	R
b. Fifth Modernization- democracy				
1. April/ May 1989			E	R
2. Tiananmen Square			M	R
5. Return of Hong Kong- July 1, 1997			C	N/A
6. The social system in communist China versus dynastic China			M	R

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E. Collapse of European imperialism		2,5		
1. Human and physical geography	Human and physical geography		I	I
2. India- independence and partition	Imperialism and Urbanization		M	R
a. Political system	Conflict		M	R
b. Muslim and Hindu conflicts			M	R
c. Status of the caste system			M	R
d. Roles of Mohandas Gandhi and Jawaharlal Nehew		2,5	M	R
e. Nonalignment			M	R
f. Kashmir and Punjab			M	R
3. African Independence Movements and Pan Africanism	Imperialism and Nationalism and change			
a. Changing political boundaries in Africa (Nigeria, Ghana and Kenya)	Political and economic systems		M	R
b. Roles of Jomo Kenyatta and Kwome Nkrumah	Geography and human rights		M	R
c. Continuence of economic linkageswith former colonial powers			C	R
d. Ethnic tensions versus nationalism: Nigeria and civil war			C	N/A
e. Apartheid- policy of racial separation and segregation			M	R
1. Historical circumstances			M	R

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2. African National Congress			M	R
3. Leadership- Nelson Mandela, Desmond Tutu, F.W. de Klerk			M	R
f. Political and economic instability- Zaire or any other examples	Human rights		C	N/A
g. Ethnic tensions: Rwanda and Hutu-Tutsi			C	N/A
4. Southeast Asia				
a. Vietnam and Ho Chi Minh			M	R
b. Cambodia and Pol Pot and Khmer Rouge			M	R
c. Aung San Suu Kyi- Myanmar			I	N/A
F. Conflicts and change in the Middle East		1,2,3,4,5		
1. Human and physical geography	Human and Physical geography		I	I
2. The creation of the State of Israel, Arab Palestinians and Israel's Arab neighbors	Political and economic systems Interdependence and conflict		N/A	M
3. Roles of Individuals- Golda Meir, Yosi Arafat, Anwar Sadet, King Kussein, Yitzhah Rabin, Palestine Liberation Organization (PLO)	Nationalism, Justice and Human rights	2	N/A	M
a. Arab-Israeli wars	Diversity		N/A	M
b. Peace Treaties	Conflict		N/A	M
4. Role of terrorism			I	C
5. Turkey and Iraq-Kurds			N/A	C
6. Migration of Jews from Europe, the U.S., the Soviet Union and Africa			N/A	C

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7. The Iranian Revolution				
a. Causes and impact			N/A	M
b. Ayatollah Ruhollah Khomeini vrsus Reza Pahlavi			N/A	M
8. Persian Gulf War- Saddam Hussein			N/A	E
9. Islamic Fundamentalism (Iran, Libya, Afghanistan, Algeria and Turkey)			I	M
G. Collapse of Communism in the Soviet Union and the breakup of the Soviet Union		1,2,3,4,5		
1. Human and physical geography	Human and physical geography		I	I
2. Background Events 1970 to 1987	Economic and political systems		N/A	M
3. Poland's solidarity and Tech Walesa			N/A	C
4. Mihhail Gorbachev (perestraiha and glasnot)	Decision Making		N/A	M
5. Fall of the Berlin Wall and the reunification of Germany- causes and impacts	Citizenship		N/A	E
6. Ethnic conflict in Former Satellite states (Kosovo and Bosnia)		4	N/A	E
7. Changing Political Boundaries			N/A	C
8. Challenges faced by post-communist Russia- the world of Boris Yeltsin			N/A	C
H. Political and economic change in Latin America	Physical systems	5		
1. Latin America: physical setting	Human and physical geography		M	R

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2. Argentina	Conflict			
a. Peron	Change		I	N/A
b. The Mother of the Plaza De Maya	Political systems and Decision Making		N/A	N/A
3. Fidel Castro's Cuba Revolution- causes and impacts			M	R
4. Nicaragua and the Sandinistas			E	N/A
5. Guatemala and the indigenous people			I	N/A
6. Changing role of the Roman Catholic Church in Latin America			E	R
7. Latin America immigration to the U.S.			C	N/A
8. Return of the Panama Canal			C	N/A
<b>Unit Eight: Global Connection and Interactions</b>				
A. Social and Political patterns and change		1,2,3		
1. Human and Physical geography	Human and physical geography Movement of People and goods Conflict and Human rights		M	M
2. Population Pressures and poverty (China, India, Africa and Latin America)		3,4		
a. One- child policy in China			M	N/A
b. Family planning in India			M	N/A
c. Cycles of poverty and disease			E	R

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3. Migration				
a. Urbanization			E	R
b. Global Migration			N/A	N/A
Suggested Case Studies: Turkish, Italian, Russian immigration to Germany. North African immigration to France Latin American immigration to U.S.			N/A	N/A
4. Modernization and tradition- finding a balance	Change	1,2,3,4,5		
a. Japan			M	N/A
b. Middle East- Saudi Arabia, Egypt, Afghanistan and Algeria			I	M
5. Scientific and technological advances	Science and technology	2	C	C
a. Treatment of infectious diseases			C	C
b. Improved standard of living			C	C
6. Urbanization- use and distribution of scarce resources- Africa	Urbanization and needs and wants	3,4	E	R
a. India and Latin America	Factors of Production		E	R
7. Status of Women and children		5	N/A	N/A
a. economic Issues- Child Labor	Environment		I	I

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b. social issues- abuse and access to education	Human rights		I	I
c. Political issues- participation in the political process			I	I
8. Ethnic and religious tensions: an analysis of multiple perspectives	Conflict and change	2,4,5	N/A	I
a. Northern Ireland			N/A	I
b. Balkans, Serbs, Croats and Muslims			N/A	C
c. Sikhs and Tamils			C	N/A
d. Indonesian Christians			N/A	N/A
e. China-Tibet			I	N/A
<b>B. Economic Issues</b>	<b>Change</b>	<b>1,2,4</b>		
1. North and South dichotomy: issues of development (post colonialism) the shift from mixed economies to market economies	Economic Systems Wants and needs Factors of Production		E	N/A
a. Africa			M	N/A
b. Latin America			E	N/A
2. Korea's economic miracle	Scarcity		I	N/A
3. Economic interdependence	Interdependence		M	R
4. World Hunger			M	R
<b>C. The environment and sustainability</b>	<b>Interdependence</b>	<b>1,2,3,4,5</b>		
1. Pollution- air, water, toxic waste in Europe	Environment		N/A	I

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2. Deforestation (Amazon Basin)	Technology		C	N/A
3. Desertification (Senel)	Economic Systems		C	N/A
4. Nuclear Safety (Chernobly)			N/A	I
5. Endangered Species (Africa)			N/A	N/A
<b>D. Science and Technology</b>		1,2,3,4,5		
1. Information Age, Computers and Internet	Human and Physical Geography		I	I
2. Impact of satellites	Science and Technology		N/A	I
3. Green Revolution	Environment		M	R
4. Space Exploration			N/A	C
5. Literacy and Education			E	E
6. Medical breakthroughs- disease control, life expectancy and genetics			C	C
7. Epidemics- Aids			E	R
8. Nuclear Proliferation	Conflict	2,4	C	E

**Key:**

- I** Skill is introduced but not benchmarked
- T** Skill receives considerable instruction (taught but not benchmarked)
- M** Concept is mastered and benchmarked. Note that a skill may be introduced and benchmarked in one year.  
In those cases, only an M appears
- R/E** Concept is reviewed and expanded upon



# **VI. Course Overview**



# VII. Instructional Outline



# VIII. Course Benchmarks





# **IX. Units of Study**



# **Unit One**

## **Ancient World: Civilizations and Religions**

## **A. Unit Benchmarks**

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

## **B. Unit Assessment**

**C. Rubric**

## D. Activities

### 1. Teacher Constructed Activities:

Activity	Benchmark	Standard	Application Level
<p><b>a.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>b.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>c.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>d.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	

**Application Level:**

**1: Knowledge**

**2: Apply in Discipline**

**3: Apply Across Disciplines**

**4: Apply to Real World Predictable Situations**

**5: Apply to Real World Unpredictable Situations**

2. Textbook with Teaching Strategies

Activity	Benchmark	Standard	Application Level
<p><b>a.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>b.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>c.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>d.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	

**Application Level:**

- 1: Knowledge**
- 2: Apply in Discipline**
- 3: Apply Across Disciplines**

- 4: Apply to Real World Predictable Situations**
- 5: Apply to Real World Unpredictable Situations**

### 3. Computer Assisted Instruction

Activity	Benchmark	Standard	Application Level
<p><b>a.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>b.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>c.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>d.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	

**Application Level:**

- 1: Knowledge**
- 2: Apply in Discipline**
- 3: Apply Across Disciplines**

- 4: Apply to Real World Predictable Situations**
- 5: Apply to Real World Unpredictable Situations**



#### 4. Cross Disciplinary

Activity	Benchmark	Standard	Application Level
<p><b>a.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>b.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>c.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>d.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	

**Application Level:**

- 1: Knowledge**
- 2: Apply in Discipline**
- 3: Apply Across Disciplines**

- 4: Apply to Real World Predictable Situations**
- 5: Apply to Real World Unpredictable Situations**

5. Miscellaneous

Activity	Benchmark	Standard	Application Level
<p><b>a.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>b.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>c.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>d.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	

**Application Level:**

- 1: Knowledge**
- 2: Apply in Discipline**
- 3: Apply Across Disciplines**

- 4: Apply to Real World Predictable Situations**
- 5: Apply to Real World Unpredictable Situations**

## **E. Vocabulary**

## **F. References and Resources**

# **Unit Two**

## **Expanding Zones of Exchange and Encounter (500-1200)**

## **E. Unit Benchmarks**

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

## **B. Unit Assessment**

## **F. Rubric**

# G. Activities

## H. Teacher Constructed Activities:

Activity	Benchmark	Standard	Application Level
<p><b>a.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>b.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>c.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>d.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	

**Application Level:**

**1: Knowledge**

**2: Apply in Discipline**

**3: Apply Across Disciplines**

**4: Apply to Real World Predictable Situations**

**5: Apply to Real World Unpredictable Situations**

**I. Textbook with Teaching Strategies**

<b>Activity</b>	<b>Benchmark</b>	<b>Standard</b>	<b>Application Level</b>
<p><b>a.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>b.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>c.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>d.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	

**Application Level:**

- 1: Knowledge**
- 2: Apply in Discipline**
- 3: Apply Across Disciplines**

- 4: Apply to Real World Predictable Situations**
- 5: Apply to Real World Unpredictable Situations**



**J. Computer Assisted Instruction**

Activity	Benchmark	Standard	Application Level
<p><b>a.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>b.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>c.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>d.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	

**Application Level:**

**1: Knowledge**

**2: Apply in Discipline**

**3: Apply Across Disciplines**

**4: Apply to Real World Predictable Situations**

**5: Apply to Real World Unpredictable Situations**

**K. Cross Disciplinary**

Activity	Benchmark	Standard	Application Level
<p><b>a.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>b.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>c.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>d.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	

**Application Level:**

- 1: Knowledge**
- 2: Apply in Discipline**
- 3: Apply Across Disciplines**

- 4: Apply to Real World Predictable Situations**
- 5: Apply to Real World Unpredictable Situations**

**L. Miscellaneous**

Activity	Benchmark	Standard	Application Level
<p><b>a.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>b.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>c.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>d.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	

**Application Level:**

- 1: Knowledge**
- 2: Apply in Discipline**
- 3: Apply Across Disciplines**

- 4: Apply to Real World Predictable Situations**
- 5: Apply to Real World Unpredictable Situations**

## **M. Vocabulary**

## **N. References and Resources**

# **Unit Three**

## **Global Interactions (1200-1650)**

## **A. Unit Benchmarks**

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

## **B. Unit Assessment**

**C. Rubric**

## D. Activities

### 1. Teacher Constructed Activities:

Activity	Benchmark	Standard	Application Level
<p><b>a.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>b.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>c.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>d.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	

**Application Level:**

**1: Knowledge**

**2: Apply in Discipline**

**3: Apply Across Disciplines**

**4: Apply to Real World Predictable Situations**

**5: Apply to Real World Unpredictable Situations**



## 2. Textbook with Teaching Strategies

Activity	Benchmark	Standard	Application Level
<p><b>a.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>b.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>c.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>d.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	

**Application Level:**

- 1: Knowledge**
- 2: Apply in Discipline**
- 3: Apply Across Disciplines**

- 4: Apply to Real World Predictable Situations**
- 5: Apply to Real World Unpredictable Situations**

### 3. Computer Assisted Instruction

Activity	Benchmark	Standard	Application Level
<p><b>a.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>b.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>c.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>d.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	

**Application Level:**

- 1: Knowledge**
- 2: Apply in Discipline**
- 3: Apply Across Disciplines**

- 4: Apply to Real World Predictable Situations**
- 5: Apply to Real World Unpredictable Situations**

#### 4. Cross Disciplinary

Activity	Benchmark	Standard	Application Level
<p><b>a.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>b.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>c.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>d.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	

**Application Level:**

- 1: Knowledge**
- 2: Apply in Discipline**
- 3: Apply Across Disciplines**

- 4: Apply to Real World Predictable Situations**
- 5: Apply to Real World Unpredictable Situations**

5. Miscellaneous

Activity	Benchmark	Standard	Application Level
<p><b>a.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>b.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>c.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>d.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	

**Application Level:**

- 1: Knowledge**
- 2: Apply in Discipline**
- 3: Apply Across Disciplines**

- 4: Apply to Real World Predictable Situations**
- 5: Apply to Real World Unpredictable Situations**

## **E. Vocabulary**

## **F. References and Resources**

# Unit Four

## **A. Unit Benchmarks**

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

## **B. Unit Assessment**

## **C. Rubric**



## D. Activities

### 1. Teacher Constructed Activities:

Activity	Benchmark	Standard	Application Level
<p><b>a.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>b.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>c.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>d.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	

**Application Level:**

**1: Knowledge**

**2: Apply in Discipline**

**3: Apply Across Disciplines**

**4: Apply to Real World Predictable Situations**

**5: Apply to Real World Unpredictable Situations**

2. Textbook with Teaching Strategies

Activity	Benchmark	Standard	Application Level
<p><b>a.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>b.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>c.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>d.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	

**Application Level:**

- 1: Knowledge**
- 2: Apply in Discipline**
- 3: Apply Across Disciplines**

- 4: Apply to Real World Predictable Situations**
- 5: Apply to Real World Unpredictable Situations**

### 3. Computer Assisted Instruction

Activity	Benchmark	Standard	Application Level
<p><b>a.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>b.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>c.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>d.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	

**Application Level:**

- 1: Knowledge**
- 2: Apply in Discipline**
- 3: Apply Across Disciplines**

- 4: Apply to Real World Predictable Situations**
- 5: Apply to Real World Unpredictable Situations**

#### 4. Cross Disciplinary

Activity	Benchmark	Standard	Application Level
<p><b>a.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>b.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>c.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>d.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	

**Application Level:**

- 1: Knowledge**
- 2: Apply in Discipline**
- 3: Apply Across Disciplines**

- 4: Apply to Real World Predictable Situations**
- 5: Apply to Real World Unpredictable Situations**

5. Miscellaneous

Activity	Benchmark	Standard	Application Level
<p><b>a.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>b.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>c.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>d.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	

**Application Level:**

- 1: Knowledge**
- 2: Apply in Discipline**
- 3: Apply Across Disciplines**

- 4: Apply to Real World Predictable Situations**
- 5: Apply to Real World Unpredictable Situations**

## **E. Vocabulary**

## **F. References and Resources**

# **Unit Five**

## **Age of Revolution**

## **A. Unit Benchmarks**

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

## **B. Unit Assessment**



## **C. Rubric**

## D. Activities

### 1. Teacher Constructed Activities:

Activity	Benchmark	Standard	Application Level
<p><b>a.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>b.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>c.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>d.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	

**Application Level:**

**1: Knowledge**

**2: Apply in Discipline**

**3: Apply Across Disciplines**

**4: Apply to Real World Predictable Situations**

**5: Apply to Real World Unpredictable Situations**

## 2. Textbook with Teaching Strategies

Activity	Benchmark	Standard	Application Level
<p><b>a.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>b.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>c.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>d.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	

**Application Level:**

- 1: Knowledge**
- 2: Apply in Discipline**
- 3: Apply Across Disciplines**

- 4: Apply to Real World Predictable Situations**
- 5: Apply to Real World Unpredictable Situations**

### 3. Computer Assisted Instruction

Activity	Benchmark	Standard	Application Level
<p><b>a.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>b.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>c.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>d.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	

**Application Level:**

- 1: Knowledge**
- 2: Apply in Discipline**
- 3: Apply Across Disciplines**

- 4: Apply to Real World Predictable Situations**
- 5: Apply to Real World Unpredictable Situations**

#### 4. Cross Disciplinary

Activity	Benchmark	Standard	Application Level
<p><b>a.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>b.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>c.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>d.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	

**Application Level:**

- 1: Knowledge**
- 2: Apply in Discipline**
- 3: Apply Across Disciplines**

- 4: Apply to Real World Predictable Situations**
- 5: Apply to Real World Unpredictable Situations**

5. Miscellaneous

Activity	Benchmark	Standard	Application Level
<p><b>a.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>b.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>c.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>d.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	

**Application Level:**

- 1: Knowledge**
- 2: Apply in Discipline**
- 3: Apply Across Disciplines**

- 4: Apply to Real World Predictable Situations**
- 5: Apply to Real World Unpredictable Situations**

## **E. Vocabulary**

## **F. References and Resources**

**Unit Six**  
**A Half Century of Crisis and Achievement**  
**(1900-1945)**



## **A. Unit Benchmarks**

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

## **B. Unit Assessment**

## **C. Rubric**

## D. Activities

### 1. Teacher Constructed Activities:

Activity	Benchmark	Standard	Application Level
<p><b>a.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>b.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>c.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>d.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	

**Application Level:**

**1: Knowledge**

**2: Apply in Discipline**

**3: Apply Across Disciplines**

**4: Apply to Real World Predictable Situations**

**5: Apply to Real World Unpredictable Situations**

## 2. Textbook with Teaching Strategies

Activity	Benchmark	Standard	Application Level
<p><b>a.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>b.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>c.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>d.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	

**Application Level:**

- 1: Knowledge**
- 2: Apply in Discipline**
- 3: Apply Across Disciplines**

- 4: Apply to Real World Predictable Situations**
- 5: Apply to Real World Unpredictable Situations**

### 3. Computer Assisted Instruction

Activity	Benchmark	Standard	Application Level
<p><b>a.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>b.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>c.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>d.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	

**Application Level:**

- 1: Knowledge**
- 2: Apply in Discipline**
- 3: Apply Across Disciplines**

- 4: Apply to Real World Predictable Situations**
- 5: Apply to Real World Unpredictable Situations**

#### 4. Cross Disciplinary

Activity	Benchmark	Standard	Application Level
<p><b>a.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>b.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>c.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>d.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	

**Application Level:**

- 1: Knowledge**
- 2: Apply in Discipline**
- 3: Apply Across Disciplines**

- 4: Apply to Real World Predictable Situations**
- 5: Apply to Real World Unpredictable Situations**

5. Miscellaneous

Activity	Benchmark	Standard	Application Level
<p><b>a.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>b.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>c.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>d.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	

**Application Level:**

- 1: Knowledge**
- 2: Apply in Discipline**
- 3: Apply Across Disciplines**

- 4: Apply to Real World Predictable Situations**
- 5: Apply to Real World Unpredictable Situations**

## **E. Vocabulary**

## **F. References and Resources**



# **Unit Seven**

## **The 20<sup>th</sup> Century Since 1945**

## **A. Unit Benchmarks**

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

## **C. Unit Assessment**

## **C. Rubric**

## D. Activities

### 1. Teacher Constructed Activities:

Activity	Benchmark	Standard	Application Level
<p><b>a.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>b.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>c.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>d.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	

**Application Level:**

**1: Knowledge**

**2: Apply in Discipline**

**3: Apply Across Disciplines**

**4: Apply to Real World Predictable Situations**

**5: Apply to Real World Unpredictable Situations**

**2. Textbook with Teaching Strategies**

Activity	Benchmark	Standard	Application Level
<p><b>a.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>b.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>c.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>d.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	

**Application Level:**

- 1: Knowledge**
- 2: Apply in Discipline**

- 4: Apply to Real World Predictable Situations**
- 5: Apply to Real World Unpredictable Situations**

**3: Apply Across Disciplines**

**3. Computer Assisted Instruction**

Activity	Benchmark	Standard	Application Level
<p><b>a.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>b.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>c.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>d.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	

**Application Level:**

**1: Knowledge**

**2: Apply in Discipline**

**4: Apply to Real World Predictable Situations**

**5: Apply to Real World Unpredictable Situations**

**3: Apply Across Disciplines**

**4. Cross Disciplinary**

Activity	Benchmark	Standard	Application Level
<p><b>a.</b></p> <p><i>Materials:</i></p>		<p>HPEHE:</p> <p>MST:</p> <p>ELA:</p> <p>Arts:</p> <p>LOTE:</p> <p>CDOS:</p> <p>SS:</p>	
<p><b>b.</b></p> <p><i>Materials:</i></p>		<p>HPEHE:</p> <p>MST:</p> <p>ELA:</p> <p>Arts:</p> <p>LOTE:</p> <p>CDOS:</p> <p>SS:</p>	
<p><b>c.</b></p> <p><i>Materials:</i></p>		<p>HPEHE:</p> <p>MST:</p> <p>ELA:</p> <p>Arts:</p> <p>LOTE:</p> <p>CDOS:</p> <p>SS:</p>	
<p><b>d.</b></p> <p><i>Materials:</i></p>		<p>HPEHE:</p> <p>MST:</p> <p>ELA:</p> <p>Arts:</p> <p>LOTE:</p> <p>CDOS:</p> <p>SS:</p>	

**Application Level:**

**1: Knowledge**

**2: Apply in Discipline**

**4: Apply to Real World Predictable Situations**

**5: Apply to Real World Unpredictable Situations**

**3: Apply Across Disciplines**

**5. Miscellaneous**

Activity	Benchmark	Standard	Application Level
<p><b>a.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>b.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>c.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>d.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	

**Application Level:**

**1: Knowledge**

**2: Apply in Discipline**

**4: Apply to Real World Predictable Situations**

**5: Apply to Real World Unpredictable Situations**



**3: Apply Across Disciplines**

## **E. Vocabulary**

## **F. References and Resources**

# **Unit Eight**

## **Global Connections and Interactions**

## **A. Unit Benchmarks**

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

## **D. Unit Assessment**

## **C. Rubric**

## D. Activities

### 1. Teacher Constructed Activities:

Activity	Benchmark	Standard	Application Level
<p><b>a.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>b.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>c.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>d.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	

**Application Level:**

**1: Knowledge**

**2: Apply in Discipline**

**3: Apply Across Disciplines**

**4: Apply to Real World Predictable Situations**

**5: Apply to Real World Unpredictable Situations**

**2. Textbook with Teaching Strategies**

Activity	Benchmark	Standard	Application Level
<p><b>a.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>b.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>c.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>d.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	

**Application Level:**

- 1: Knowledge**
- 2: Apply in Discipline**

- 4: Apply to Real World Predictable Situations**
- 5: Apply to Real World Unpredictable Situations**

**3: Apply Across Disciplines**

**3. Computer Assisted Instruction**

Activity	Benchmark	Standard	Application Level
<p><b>a.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>b.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>c.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>d.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	

**Application Level:**

**1: Knowledge**

**2: Apply in Discipline**

**4: Apply to Real World Predictable Situations**

**5: Apply to Real World Unpredictable Situations**

**3: Apply Across Disciplines**

**4. Cross Disciplinary**

Activity	Benchmark	Standard	Application Level
<p><b>a.</b></p> <p><i>Materials:</i></p>		<p>HPEHE:</p> <p>MST:</p> <p>ELA:</p> <p>Arts:</p> <p>LOTE:</p> <p>CDOS:</p> <p>SS:</p>	
<p><b>b.</b></p> <p><i>Materials:</i></p>		<p>HPEHE:</p> <p>MST:</p> <p>ELA:</p> <p>Arts:</p> <p>LOTE:</p> <p>CDOS:</p> <p>SS:</p>	
<p><b>c.</b></p> <p><i>Materials:</i></p>		<p>HPEHE:</p> <p>MST:</p> <p>ELA:</p> <p>Arts:</p> <p>LOTE:</p> <p>CDOS:</p> <p>SS:</p>	
<p><b>d.</b></p> <p><i>Materials:</i></p>		<p>HPEHE:</p> <p>MST:</p> <p>ELA:</p> <p>Arts:</p> <p>LOTE:</p> <p>CDOS:</p> <p>SS:</p>	

**Application Level:**

**1: Knowledge**

**2: Apply in Discipline**

**4: Apply to Real World Predictable Situations**

**5: Apply to Real World Unpredictable Situations**



**3: Apply Across Disciplines**

**5. Miscellaneous**

Activity	Benchmark	Standard	Application Level
<p><b>a.</b></p> <p><i>Materials:</i></p>		<p>HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:</p>	
<p><b>b.</b></p> <p><i>Materials:</i></p>		<p>HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:</p>	
<p><b>c.</b></p> <p><i>Materials:</i></p>		<p>HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:</p>	
<p><b>d.</b></p> <p><i>Materials:</i></p>		<p>HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:</p>	

**Application Level:**

**1: Knowledge**

**2: Apply in Discipline**

**4: Apply to Real World Predictable Situations**

**5: Apply to Real World Unpredictable Situations**

**3: Apply Across Disciplines**

## **E. Vocabulary**

## **F. References and Resources**

# **X. Course Assessment**



# **XI. Curriculum Review Process**



**Wayne Central School District  
Ontario Center, NY 14519**

**Social Studies  
Social Studies  
Curriculum**

***GLOBAL STUDIES  
GRADES NINE AND TEN***

**Draft**

Revised: June 12, 2001  
July 24, 2001

**Curriculum Team**

**Scope and Sequence Team**





# TABLE OF CONTENTS

- I. District Philosophy**
- II. District Mission Statement**
- III. NYS Learning Standards**
- IV. Commencement Outcomes**
- V. Scope and Sequence**
- VI. Course Overview with Major Topics**
- VII. Instructional Outline**
- VIII. Course Benchmarks**
- IX. Units of Study:**
  - Unit One:*
  - Unit Two:*
  - Unit Three:*
  - Unit Four:*
  - Unit Five:*
  - Unit Six:*
- X. Course Assessment**
- XI. Curriculum Review Process**