

SOCIAL STUDIES

SS08—Social Studies

Course #: SS-08	Grade Level: 08
Course Name: Social Studies	Level of Difficulty: Medium
Prerequisites: None	# of Credits: 1

The following Social Studies performance objectives are integrated throughout the entire course:

HISTORICAL RESEARCH SKILLS

- S1&2 PO 1** *Construct charts, graphs, and narratives using historical data.*
- S1&2 PO 2** *Interpret historical data displayed in graphs, tables, and charts.*
- S1&2 PO 3** *Construct timelines (e.g., presidents/world leaders, key events, people) of the historical era being studied.*
- S1&2 PO 4** *Formulate questions that can be answered by historical study and research.*
- S1&2 PO 5** Describe the difference between a primary source document and a secondary source document and the relationships between them.
- S1&2 PO 6** *Determine the credibility and bias of primary and secondary sources.*
- S1&2 PO 7** *Analyze cause and effect relationships between and among individuals and/or historical events.*
- S1&2 PO 8** Describe two points of view on the same historical event.
- S1C10 PO 8** *Describe current events using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).*
- S1C10 PO 9** *Identify the connection between current and historical events and issues studied at this grade level using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).*
- S1C10 PO 10** *Describe how key political, social, geographic, and economic events of the late 20th century and early 21st century affected, and continue to affect, the United States.*
- S2C9 PO 1** *Describe current events using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).*
- S2C9 PO 2** Identify the connection between current and historical events and issues studied at this grade level using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).

GEOGRAPHY SKILLS

- S4C1 PO 1** *Construct maps, charts, and graphs to display geographic information.*
- S4C1 PO 2** *Identify purposes and differences of maps, globes, aerial photographs, charts, and satellite images.*
- S4C1 PO 3** *Interpret maps, charts, and geographic databases using geographic information.*
- S4C1 PO 4** *Locate physical and cultural features (e.g., continents, cities, countries, bodies of water, landforms, mountain ranges, climate zones) throughout the world.*
- S4C1 PO 5** *Interpret thematic maps, graphs, charts, and databases depicting various aspects of the United States and world regions. (Apply to regions studied.)*
- S4C2 PO 5** *Describe how a place changes over time. (Connect with content studied.)*
- S4C6 PO 3** *Use geographic knowledge and skills (e.g., recognizing patterns, mapping, graphing) when discussing current events.*

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The following Reading and Writing performance objectives are integrated throughout the entire course:

LANGUAGE ARTS CONNECTION

Reading

S1C4	Vocabulary	Acquire and use new vocabulary in relevant contexts to identify the intended meaning of unfamiliar words and identify the meaning and pronunciations of words by using a variety of reference aids including dictionaries, thesauri, and glossaries (and CD-ROM and the Internet when available).
S1C6	Comprehension Strategies	Employ strategies to comprehend text using prior knowledge, text features, organizing skills, and reading techniques.
S3C1	Expository Text	Identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text.
S3C3	Persuasive Text	Explain basic elements of argument in text and their relationship to the author’s purpose and use of persuasive strategies.

Writing

S1C5	Publishing	Publishing includes formatting and presenting a final product for the intended audience.
S2C1	Ideas and Content	Writing is clear and focused, holding the reader’s attention throughout. Main ideas stand out and are developed by strong support and rich details. Purpose is accomplished.
S2C2	Organization	Organization addresses the structure of the writing and integrates the central meaning and patterns that hold the piece together.
S2C6	Conventions	Conventions addresses the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks.
S3C2	Expository	Expository writing includes non-fiction writing that describes, explains, informs, or summarizes ideas and content. The writing supports a thesis based on research, observation and/or experience.
S3C4	Persuasive	Persuasive writing is used for the purpose of influencing the reader. The author presents an issue and expresses an opinion in order to convince an audience to agree with the opinion or to take a particular action.
S3C6	Research	Research writing is a process in which the writer identifies a topic or question to be answered. The writer locates and evaluates information about the topic or question, and then organizes, summarizes, and synthesizes the information into a finished product. (Assessed in the classroom)

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8 th grade Social Studies SS08—Suggested Teaching Timeline										
	First Semester					Second Semester				
	August	September	October	November	December	January	February	March	April	May
Historical Research Skills	→									
Geography Skills	→									
Language Arts Connection	→									
Road to Revolution	2 weeks →									
Evolution of United States Government		6 weeks →								
Historical Foundations of Economics			4 weeks →							
Great Depression				4 weeks →						
World War II						3.5 weeks →				
Cold War							3.5 weeks →			
Civil Rights and Life in the U.S.								4 weeks →		
Contemporary World									5 weeks →	
<p><i>*Historical Research Skills, Geography Skills, and Language Arts Connections are to be taught throughout entire course.</i></p> <p><i>**Amount of days suggested to teach each unit are approximate.</i></p>										

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Road to Revolution			
Students should know and be able to...			
Priority Performance Objective	Linking Performance Objective	Vocabulary/Concept	Suggested Activities
Describe the establishment of the original Thirteen Colonies in regard to religious, political and economic characteristics.			
<p>S1C4-PO1: Analyze the following events which led to the American Revolution: a. Tea Act b. Stamp Act c. Boston Massacre d. Intolerable Acts e. Declaration of Independence</p>	<p>S5C4-PO2: Identify (explain) the effects of trade restrictions (e.g., Intolerable acts, Tea Act) between national and world regions.</p> <p>S1C4-PO3: Describe (assess) the impact of the following key individuals on the Revolutionary War: a. Benjamin Franklin b. Thomas Jefferson c. George Washington d. Patrick Henry e. Thomas Paine e. King George III</p> <p>S1C4-PO2: Describe (explain) the significance of key events of the Revolutionary War: a. major battles (e.g., Lexington, Saratoga, Trenton) b. aid from France c. surrender at Yorktown (Treaty of Paris)</p>	<ul style="list-style-type: none"> • Tea Act • Stamp Act • Boston Massacre • Intolerable Act • Declaration of Independence • impact • Revolutionary War • Benjamin Franklin • George Washington • Patrick Henry • Thomas Paine • King George III • Battle of Lexington • Battle of Saratoga • Battle of Trenton • aid from France • surrender at Yorktown • Treaty of Paris 	

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Evolution of United States Government			
Students should know and be able to...			
Priority Performance Objective	Linking Performance Objective	Vocabulary/Concept	Suggested Activities
<p>S1C4-PO4: Describe (analyze) the significance of the following documents: a. Declaration of Independence b. Articles of Confederation c. Constitution</p>	<p>S3C1-PO1: Describe (explain) how the following philosophies and documents influenced the creation of the Constitution: a. Declaration of Independence b. Articles of Confederation</p> <p>S1C4-PO6: Describe (summarize) how one nation evolved from thirteen colonies: a. Constitutional Convention</p> <p>S3C1-PO2: Analyze the purpose (e.g., weaknesses of the Articles of Confederation) and outcome (e.g., compromises) of the Constitutional Convention.</p> <p>S3C1-PO1: Describe (explain) how the following philosophies and documents influenced the creation of the Constitution: (Political philosophies affecting American ideas of rights and government) a. Magna Carta b. English Bill of Rights c. Montesquieu’s separation of power d. John Locke’s theories – natural law, social contract e. Mayflower Compact</p>	<ul style="list-style-type: none"> • Articles of Confederation • Constitutional Convention • Magna Carta • English Bill of rights • Montesquieu • Separation of powers • John Locke • natural law • social contract • Mayflower Compact • Thomas Jefferson • James Madison • John Adams • Benjamin Franklin • Federalists • ratification • Anti-federalists • George Washington 	

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Evolution of United States Government

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Priority Performance Objective	Linking Performance Objective	Vocabulary/Concept	Suggested Activities
S1C4-PO4: (cont.)	<p>S1C4-PO5: Explain the influence of the following individuals in the establishment of a new government:</p> <ul style="list-style-type: none"> a. Thomas Jefferson b. James Madison c. John Adams d. Benjamin Franklin <p>S3C1-PO3: Analyze the struggle (e.g., Federalists’ Papers, Bill of Rights) between the federalists and the anti-federalists over the ratification of the Constitution.</p>		

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Evolution of United States Government			
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Priority Performance Objective	Linking Performance Objective	Vocabulary/Concept	Suggested Activities
<p>S3C2-PO1: Describe the following principles on which the Constitution (as the Supreme Law of the Land) was founded:</p> <ul style="list-style-type: none"> a. federalism (i.e., enumerated, reserved and concurrent powers) b. popular sovereignty c. Separation of Powers d. checks and balances e. limited government f. flexibility (i.e., Elastic Clause, amendment process) 	<p>S3C3-PO4: Compare the roles and relationships of different levels of government (e.g., federal, state, county, city/town, tribal). (federalism)</p> <p>S3C2-PO2: Differentiate the roles and powers of the three branches of the federal government. (separation of powers, checks and balances)</p> <p>S3C3-PO2: Compare the process of how a bill becomes a law at the federal and state level. (separation of powers, checks and balances)</p> <p>S3C3-PO1: Compare the ways the federal and Arizona governments operate: (federalism)</p> <ul style="list-style-type: none"> a. three branches b. Constitution c. election process (e.g., congressional and legislative districts, propositions, voter registration) 	<ul style="list-style-type: none"> • Federal Government • National Government • federalism • enumerated • reserved • concurrent • popular sovereignty • Separation of Powers • checks and balances • limited government • flexibility • Elastic Clause • necessary and proper clause • amendment • federal government • state government • county government • city/town government • tribal government • three branches of government— • Legislative • Executive • Judicial • process of how a bill becomes a law • election process • congressional districts • legislative districts • propositions • voter • electoral college • popular vote 	<ul style="list-style-type: none"> • Venn Diagram- 3 powers: Enumerated, Concurrent, Reserved. Include examples of each.

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Evolution of United States Government

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Priority Performance Objective	Linking Performance Objective	Vocabulary/Concept	Suggested Activities
S3C2-PO1: (cont.)	<p>S3C4-PO3 <i>Describe the importance of citizens being actively involved in the democratic process (i.e., voting, student government, involvement in political decision making, analyzing issues, petitioning public officials).</i></p> <p>S3C2-PO5: Describe (explain) the line of succession to the presidency as stated in the 25th Amendment. (separation of powers)</p> <p>S3C2-PO3: Explain the electoral process (e.g., primary and general elections, electoral college). (popular sovereignty)</p> <p>S3C2-PO4: Explain how a candidate can be elected president (e.g., Adams-Jackson, Hayes-Tilden, Bush-Gore) without receiving a majority of popular vote. (popular sovereignty)</p> <p>S3C3-PO5: Describe (analyze) the significance of the Amendments to the Constitution.</p> <p>S3C3-PO3: Describe the following forms of direct democracy in Arizona: a. initiative b. referendum c. recall process</p>	<ul style="list-style-type: none"> • primary elections • general elections • candidate • majority • Adams-Jackson election • Hayes-Tilden election • Bush-Gore election • amendments • direct democracy • initiative • referendum • recall process 	<p>Service Learning</p> <ul style="list-style-type: none"> • Track and publish voting record of local elected officials • Kids Voting • Writing letters to government leaders.

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Evolution of United States Government

Students should know and be able to...			
Priority Performance Objective	Linking Performance Objective	Vocabulary/Concept	Suggested Activities
<p>S1C4-PO4: Describe (analyze) the significance of the following document: a. Bill of Rights</p>	<p>S3C4-PO4 <i>Explain the obligations and responsibilities of citizenship:</i> a. <i>upholding the Constitution</i> b. <i>obeying the law</i> c. <i>paying taxes</i> d. <i>registering for selective service</i> e. <i>jury duty</i></p> <p>S3C4-PO2 <i>Discuss the character traits (e.g., respect, responsibility, fairness, involvement) that are important to the preservation and improvement of constitutional democracy in the United States.</i></p> <p>S3C4-PO1 <i>Describe the benefits of community service.</i></p> <p>S3C3-PO7: Summarize the significance of the following Supreme Court cases: a. Marbury v. Madison (judicial review) b. Gideon v. Wainwright c. Miranda v. Arizona</p> <p>S3C3-PO6: Compare the adult and juvenile criminal justice systems.</p>	<ul style="list-style-type: none"> • Bill of rights • Marbury v. Madison • Gideon v. Wainwright • Miranda v. Arizona • Adult Criminal Justice System • Juvenile Criminal Justice System 	
<p>S1C4-PO6: Describe (summarize) how one nation evolved from thirteen colonies: a. George Washington’s presidency b. creation of political parties (e.g., Federalists, Whigs, Democratic-Republicans) c. Alexander Hamilton’s financial plan</p>		<ul style="list-style-type: none"> • George Washington • political party • Federalists • Whigs • Democratic-Republicans • Alexander Hamilton 	

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Historical Foundations of Economics			
Students should know and be able to...			
Priority Performance Objective	Linking Performance Objective	Vocabulary/Concept	Suggested Activities
<p>S5C1-PO4: Apply Adam Smith’s ideas of a market economy to: a. property rights b. freedom of enterprise c. competition d. consumer choice e. limited role of government</p>	<p>S5C4-PO1: Compare how private property rights differ in market (capitalism) economies versus command (communist) economies.</p> <p>S5C2-PO9: Describe how protection of private property rights provides incentives to conserve and improve property (e.g., resale market). Explain how eminent domain impacts private property rights.</p> <p>S5C2-PO8: Describe how market prices provide incentives to buyers and sellers.</p> <p>S5C2-PO5: Describe the impact of entrepreneurs (e.g., Bill Gates, Martha Stewart, Oprah Winfrey, Ted Turner, Donald Trump) in the free enterprise system.</p> <p>S5C2-PO7: Describe how competition (e.g., Microsoft/Apple, Wal-Mart/Target) affects supply and demand from the vantage point of the consumer and producer.</p> <p>S5C2-PO4: Describe how income for most people is determined by the value of the goods and services they sell.</p>	<ul style="list-style-type: none"> • Adam Smith • property rights • free enterprise • consumer choice • limited government • private property rights • market economy • capitalism • command economy • resale market • eminent domain • market prices • incentives • buyers • sellers • entrepreneurs • Bill Gates • Martha Stewart • Oprah Winfrey • Ted Turner • Donald Trump • competition • Microsoft/Apple • WalMart/Target • supply • demand • consumer • producer • income • goods and services 	

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Historical Foundations of Economics			
Students should know and be able to...			
Priority Performance Objective	Linking Performance Objective	Vocabulary/Concept	Suggested Activities
<p>S5C5-PO7: Create a personal budget to include fixed and variable expenses.</p>	<p>S5C5-PO6: Analyze the costs and benefits of producing a personal budget.</p> <p>S5C5-PO4: Describe various forms of credit. (e.g., personal loans, credit cards, lines of credit, mortgages, auto loans, college loans).</p> <p>S5C5-PO5: Analyze the advantages, disadvantages and alternatives to consumer credit.</p> <p>S5C5-PO2: Describe types of personal investments. (e.g., saving accounts, stocks, mutual funds, bonds, retirement funds, land).</p> <p><i>S5C1-PO1: Explain how limited resources and unlimited human wants cause people to chose some things and give up others.</i></p> <p><i>S5C1 PO-2: Analyze how scarcity opportunity costs and trade-offs influence decision-making.</i></p> <p>S5C5-PO1: Explain how scarcity influences personal financial choices (e.g., budgeting, savings, investing, credit).</p>	<ul style="list-style-type: none"> • personal budget • variable expenses • costs • benefits • credit • personal loans • credit cards • lines of credit • mortgages • auto loans • college loans • consumer loans • personal credit • personal investments • saving accounts • stocks • bonds • mutual funds • retirement funds • resources • scarcity • opportunity costs • trade offs • budgeting • savings • investing • stock market • financial planning 	<p>Service Learning</p> <ul style="list-style-type: none"> • Write a pamphlet or teach newly employed people, including teens, about managing personal finances and balancing a check book.

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Historical Foundations of Economics			
Students should know and be able to...			
Priority Performance Objective	Linking Performance Objective	Vocabulary/Concept	Suggested Activities
<p>S5C5-PO7: (cont.)</p>	<p>S5C5-PO3: Describe the role of the stock market in personal investing.</p> <p>Explain how the level of education can impact personal income.</p> <p>S5C5-PO8: Identify the benefits of future financial planning.</p>		
<p>S5C1-PO3: Analyze how individuals, governments and businesses make choices based on the availability of resources.</p>	<p>S5C2-PO1: <i>Identify the functions and relationships among various institutions (e.g., business firms, banks, government agencies, labor unions, corporations) that make up an economic system.</i></p> <p>S5C3-PO1: Identify the organization and functions of the Federal Reserve System.</p> <p>S5C2-PO6: Analyze how investment in physical capital (e.g., factories, medical advancements, new technologies) leads to economic growth.</p> <p>S4C4-PO7: Describe (explain) how changes in technology, transportation, communication, and resources affect economic development.</p> <p>S4C5-PO4: Explain how technology positively and negatively affects the environment.</p>	<ul style="list-style-type: none"> • banks • labor unions • economic systems • investment • technology • transportation • communication • resources • economic development • technology • global warming • pollution • mining • natural disasters • water table • ecosystems • natural resources 	

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Historical Foundations of Economics			
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Priority Performance Objective	Linking Performance Objective	Vocabulary/Concept	Suggested Activities
<p>S5C1-PO3: (Cont.)</p>	<p>S4C5-PO3: Explain how changes in the natural environment can increase or diminish its capacity to support human activities (e.g., global warming, pollution, mining, natural disasters, water table).</p> <p>S4C5-PO2: Describe why (summarize how) (e.g., resources, economic livelihood) humans modify ecosystems.</p> <p>S5C1-PO5: Describe the impact of the availability and distribution of natural resources on an economy.</p> <p>S4C5-PO5: Analyze changing ideas and viewpoints on the best use of natural resources (e.g., value of oil, water use, forest management)</p>		

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Great Depression			
Students should know and be able to...			
Priority Performance Objective	Linking Performance Objective	Vocabulary/Concept	Suggested Activities
<p>S4C4-PO1: Identify the push and pull factors (e.g., economic conditions [bank failures], human rights conditions, famines, political strife/wars [scientists fled war conditions in Europe], natural disasters [Dust bowl], changes in technology) that drive human migrations.</p>	<p>S5C1-PO5: Describe the impact of the availability and distribution of natural resources on an economy.</p> <p>S4C4-PO2: Describe (explain) the effects (e.g., economic, environmental, cultural, political) of human migrations on places and regions a. Dustbowl b. WWII pilots train in Southwest</p> <p>S5C5-PO3: Describe the role of the stock market in personal investing. (buying on margin)</p>	<ul style="list-style-type: none"> • push and pull factors • human rights • famines • Dust Bowl • migration • personal investing 	
<p>S5C3-PO3: Analyze the government’s role in economic recovery.</p>	<p>S5C2-PO3: Explain the impact of government investment in physical capital (e.g., TVA, WPA).</p> <p>S1C8-PO1: Review the impact of the Great Depression on the United States.</p> <p>Compare the economic policies of Herbert Hoover and Franklin D. Roosevelt.</p>	<ul style="list-style-type: none"> • TVA • WPA • Federal Reserve System • Great Depression • Herbert Hoover • Franklin D. Roosevelt • Civilian Conservation Corp. • Social Security Act. • New Deal 	

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World War II			
Students should know and be able to...			
Priority Performance Objective	Linking Performance Objective	Vocabulary/Concept	Suggested Activities
<p>S3C5-PO1: Compare the different world governments and ideologies: a. dictatorship b. totalitarian (fascist, Nazis) c. democracy d. Socialism e. Communism</p>	<p>S2C8-PO1: Review the rise of totalitarianism in Europe following World War I.</p> <p>S5C3-PO2: Identify the effects of inflation on society. a. reparations (Impacts on the economy of Germany) b. rise of aggressors (Hitler, Mussolini, Tojo)</p>	<ul style="list-style-type: none"> • ideology • dictatorship • totalitarian • Fascist • Nazi • democracy • socialism • communism • totalitarianism • inflation • reparations • Hitler • Mussolini • Tojo 	
<p>S2C8-PO2: Analyze the major causes of World War II: a. aggressive search for resources by Japan (i.e., invasion of Manchuria) b. political ideologies of Fascism and Nazism c. resentment toward the Treaty of Versailles d. Great Britain's appeasement of Czechoslovakia e. German invasion of Poland</p>		<ul style="list-style-type: none"> • Manchuria • ideologies • Fascism • Nazism • Treaty of Versailles • appeasement 	
<p>S4C6-PO1: Describe (explain) <i>ways geographic features and conditions influence history.</i> (e.g., Japanese expansion, U.S. Isolation & U-boats, Russian Front).</p>	<p>S4C4-PO3: Describe (explain) the characteristics and locations of various cultures throughout the world. a. Japanese b. Russian c. European d. displaced persons</p>	<ul style="list-style-type: none"> • displaced persons • Japanese expansion • U. S. isolation • U boats • Russian Front • imports • exports 	

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MPS Governing Board Approval, January 23, 2007

World War II			
Students should know and be able to...			
Priority Performance Objective	Linking Performance Objective	Vocabulary/Concept	Suggested Activities
<p>S2C8-PO3: Trace the series of invasions and conquests in the European and Pacific Theaters in World War II.</p>	<p>S1C8-PO7: Analyze the following individuals' significance to World War II:</p> <ul style="list-style-type: none"> a. Franklin D. Roosevelt b. Dwight Eisenhower c. George Patton d. Douglas MacArthur e. Harry Truman f. Eleanor Roosevelt g. Joseph Stalin h. Winston Churchill i. Emperor Hirohito j. Adolf Hitler k. Benito Mussolini l. Hideki Tojo <p>S1C8-PO2: Explain (assess) how Pearl Harbor led to United States involvement in World War II.</p>	<ul style="list-style-type: none"> • World War II • Franklin D. Roosevelt • Dwight Eisenhower • George Patton • Douglass MacArthur • Harry Truman • Eleanor Roosevelt • Joseph Stalin • Winston Churchill • Emperor Hirohito • Adolf Hitler • Benito Mussolini • Hideki Tojo • Pearl Harbor 	

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World War II			
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Priority Performance Objective	Linking Performance Objective	Vocabulary/Concept	Suggested Activities
<p>S2C8-PO3: (cont.)</p>	<p>S3C3-PO8: Describe (explain) the impact of the following executive orders and decisions:</p> <ol style="list-style-type: none"> a. Executive Order 9066 – creation of internment camps on U.S. soil b. Manhattan Project c. use of Atomic Bomb <p>S2C8-PO4: Describe (analyze) the following events leading to the Allied victory:</p> <ol style="list-style-type: none"> a. D-Day Invasion b. Battle of the Bulge c. Japanese defeat in Iwo Jima and Okinawa d. atomic bombing of Hiroshima and Nagasaki <p>S1C8-PO6: Summarize the United States’ role in the following events:</p> <ol style="list-style-type: none"> a. D-day invasion b. battles of the Pacific c. development and use of the atomic bomb d. V-E Day / V-J Day <p>S4C6-PO1: Describe ways geographic features and conditions influence history (e.g., Island hopping, D-Day, why the Atomic Bomb was dropped).</p>	<ul style="list-style-type: none"> • Executive Order 9066 • internment camps • Manhattan Project • Atomic Bomb • D-Day invasion • Battle of the Bulge • Iwo Jima • Okinawa • Hiroshima • Nagasaki • Battles of the Pacific • V-E Day • V-J Day • island hopping 	

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World War II			
Students should know and be able to...			
Priority Performance Objective	Linking Performance Objective	Vocabulary/Concept	Suggested Activities
<p>S2C8-PO3: (cont.)</p>	<p>S4C3 Connect with Science Strand 3 Concept 1: Analyze risk factors of and possible solutions to chemical and biological hazards.</p> <p>S4C2-PO1: Identify common characteristics of contemporary and historical regions on the basis of climate, landforms, ecosystems, and culture. (In reference to events in the war)</p>	<ul style="list-style-type: none"> • chemical hazards • biological hazards 	
<p>S1C8-PO4: Explain how the following factors affected the U.S. home front during World War II:</p> <ul style="list-style-type: none"> a. war bond drives b. war industry c. women and minorities in the work force d. rationing e. internment of Japanese-, German-, and Italian – Americans 	<p>S3C3-PO7: Summarize the significance of the following Supreme Court Case:</p> <ul style="list-style-type: none"> a. Korematsu v. United States <p>S1C8-PO5: Describe (summarize) Arizona’s contributions to the war effort:</p> <ul style="list-style-type: none"> a. Native American Code Talkers b. Ira Hayes c. mining d. training bases e. POW and internment camps 	<ul style="list-style-type: none"> • war bond • war industry • rationing • internment • Korematsu v. United States • code talkers • Ira Hayes • mining • POW • War Production Board 	
<p>S2C8-PO5: Describe (summarize) how racism and intolerance contributed to the Holocaust.</p>	<p>S2C8-PO8: Describe the following event resulting from World War II:</p> <ul style="list-style-type: none"> a. Nuremburg Trial 	<ul style="list-style-type: none"> • racism • intolerance • Holocaust • Nuremburg Trial 	

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World War II			
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Priority Performance Objective	Linking Performance Objective	Vocabulary/Concept	Suggested Activities
<p>S2C8-PO6: Summarize each of the following outcomes of World War II:</p> <ul style="list-style-type: none"> a. redrawing of political boundaries in Europe b. tensions leading to Cold War c. formation of the United Nations d. beginning of atomic age e. rebuilding of Japan 	<p>S4C2-PO5: <i>Describe how a place changes over time. (Connect with content studied.)</i></p> <p>S2C8-PO7: Compare the rebuilding of Japan with the rebuilding of Germany following World War II.</p> <p>S4C4-PO2: Describe (analyze) the effects (e.g., economic, environmental, cultural, political) of human migrations on places and regions.</p>	<ul style="list-style-type: none"> • political boundaries • United Nations • atomic age 	

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Cold War			
Students should know and be able to...			
Priority Performance Objective	Linking Performance Objective	Vocabulary/Concept	Suggested Activities
<p>S1C9-PO1: Describe (explain) the following origins of the Cold War:</p> <ul style="list-style-type: none"> a. Western fear of communist expansion – Domino Theory b. Soviet fear of capitalist influences c. development of nuclear weapons d. Truman Doctrine 	<p>S3C5-PO1: Compare the different world governments and ideologies:</p> <ul style="list-style-type: none"> a. democracy b. Socialism c. Communism <p>S3C5-PO2: Explain U.S. and world foreign policies leading to the Cold War:</p> <ul style="list-style-type: none"> a. Truman Doctrine b. NATO c. Warsaw Pact d. Marshall Plan 	<ul style="list-style-type: none"> • Cold War • Domino Theory • Truman Doctrine • democracy • Socialism • Communism • NATO • Warsaw Pact • Marshall Plan • United Nations • sanctions • arms reduction • containment 	
	<p>S5C2-PO6: Analyze how investment in physical capital (e.g., factories, medical advancements, new technologies) leads to economic growth. (i.e., Marshall Plan)</p> <p>S2C8-PO8: Describe (assess) the following events resulting from World War II:</p> <ul style="list-style-type: none"> a. Marshall Plan b. NATO / Warsaw Pact c. creation of United Nations d. creation of Israel and conflicts in the Middle East 		

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Cold War			
Students should know and be able to...			
Priority Performance Objective	Linking Performance Objective	Vocabulary/Concept	Suggested Activities
<p>S1C9-PO1: (cont.)</p>	<p>S2C8-PO14: Describe (explain) the following event in the Middle East during the 20th century: a. creation of Israel</p> <p>S3C5-PO3: Identify U.S. and world foreign policies (e.g., economic sanctions, arms reduction agreements) resulting from the Cold War.</p> <p>S2C8-PO10: Describe (discuss) the impact of the Cold War (i.e., creation of the Iron Curtain, arms race, space race) that led to global competition.</p> <p>S1C9-PO2: Describe (examine) the impact of the Cold War on the United States: a. McCarthyism b. arms race c. space race d. Cuban Missile Crisis e. creation of the CIA f. Bay of Pigs</p> <p>S5C2-PO3: Explain the impact of government investment in physical capital (e.g., NASA, transportation).</p>	<ul style="list-style-type: none"> • Iron Curtain • Berlin airlift • arms race • space race • global competition • McCarthyism • Cuban Missile Crisis • CIA • Bay of Pigs • Fidel Castro 	

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Cold War			
Students should know and be able to...			
Priority Performance Objective	Linking Performance Objective	Vocabulary/Concept	Suggested Activities
<p>S2C8-PO9: Describe (summarize) the spread of Communism after World War II: a. China – Mao Tse-tung, Chiang Kai-Shek and Chinese Revolution b. Korea – 38th parallel and division of country</p>	<p>S2C8-PO11: Describe (explain) the following events of the Korean War: a. Chinese involvement b. U.N. police actions c. containment of Communism d. partition of Korea at the 38th Parallel</p> <p>S1C9-PO3: Identify the role of the United States in the Korean War: a. Communist containment b. military involvement c. resolution of conflict</p> <p>S4C2-PO2: Explain the factors that contribute to political and social change in various world regions (e.g., Korea)</p>	<ul style="list-style-type: none"> • Mao Tse-tung • Chiang Kai-Shek • Chinese Revolution • Korea • 38th parallel • Korean War • containment 	

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Cold War			
Students should know and be able to...			
Priority Performance Objective	Linking Performance Objective	Vocabulary/Concept	Suggested Activities
<p>S2C8-PO9: Describe (summarize) the spread of Communism after World War II: a. Cuba – Fidel Castro and Cuban Missile Crisis b. Vietnam – Ho Chi Minh</p>	<p>S2C8-PO12: Describe (analyze) how the following impacted the Vietnam War: a. historical relationship of China and Vietnam b. French Indochina War c. containment of Communism d. Ho Chi Minh Trail e. conflict resolution</p> <p>S1C9-PO4: Identify the role of the United States in the Vietnam Conflict: a. containment of Communism – Domino Theory b. Gulf of Tonkin Resolution c. Tet Offensive d. anti-war protests e. Vietnam Peace Accords</p> <p>S4C2-PO4: Identify how the role of the media, images, and advertising influence the perception of a place. (e.g., Vietnam War)</p> <p>Passage of 26th Amendment</p> <p>S4C2-PO1: Identify common characteristics of contemporary and historical regions on the basis of climate, landforms, ecosystems, and culture. (e.g., Vietnam)</p>	<ul style="list-style-type: none"> • Cuban Missile Crisis • containment • Fidel Castro • Vietnam • Ho Chi Minh • French Indochina War • Ho Chi Minh Trail • conflict resolution • Gulf of Tonkin • Tet Offensive • anti-war protests • Vietnam Peace Accords (Paris Peace Accords) • jungle warfare • deforestation • napalm • Agent Orange • famines • political strife 	<p>Service Learning</p> <ul style="list-style-type: none"> • Interview a veteran

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Cold War			
Students should know and be able to...			
Priority Performance Objective	Linking Performance Objective	Vocabulary/Concept	Suggested Activities
<p>S2C8-PO9: (cont.)</p>	<p>S4C6-PO1: <i>Describe (analyze) ways geographic features and conditions influence history. (e.g., jungle warfare in Vietnam)</i></p> <p>S4C5-PO1: Describe (explain) how (e.g., deforestation, Napalm, Agent Orange) humans modify ecosystems.</p> <p>S4C3- Connect with: Science Strand 3 Concept 1 Analyze risk factors of and possible solutions to chemical and biological hazards.</p> <p>S4C4-PO1: Identify the push and pull factors (e.g., economic conditions, human rights conditions, famines, political strife/wars, natural disasters, changes in technology) that drive human migrations. (e.g., Cuba and Vietnam boat people)</p>		

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Civil Rights and Life in the U.S.

Students should know and be able to...			
Priority Performance Objective	Linking Performance Objective	Vocabulary/Concept	Suggested Activities
<p>S1C9-PO6: Describe (analyze) the importance of the following civil rights issues and events:</p> <p>a. Jim Crow Laws (e.g., literacy test, poll taxes, Grandfather Clause, education)</p> <p>b. nonviolent protests (e.g., Montgomery Bus Boycott, sit-ins, voter registration, freedom riders)</p> <p>c. desegregation (e.g., military, schools, transportation, sports)</p> <p>d. Civil Rights Act of 1964</p> <p>e. Voting Rights Act of 1965</p>	<p>S3C3-PO9: Describe (determine) the impact that the following Acts had on increasing the rights of groups and individuals:</p> <p>a. Civil Rights Act of 1964</p> <p>b. Voting Rights Act of 1965</p> <p>c. Indian Rights Act of 1968</p> <p>d. Americans with Disabilities Act</p> <p>e. Title IX</p> <p>S3C4-PO5: Describe (evaluate) the impact that the following had on rights for individuals and groups:</p> <p>a. Jim Crow Laws – literacy test, poll taxes, Grandfather Clause</p> <p>b. Civil Rights Movement (i.e., Martin Luther King, Jr., Rosa Parks, Thurgood Marshall, National Association for the Advancement of Colored People [NAACP])</p> <p>c. desegregation – military, schools, transportation, sports</p> <p>d. United Farm Workers (i.e., César Chavez)</p> <p>e. National Organization for Women (NOW) – Equal Rights Amendment (ERA)</p> <p>S4C4-PO6: Describe the aspects of culture (e.g., literacy, occupations, clothing [Tinker v. De Moines, KKK, Black Panthers, yarmulkes, Muslim headdresses], property rights) related to beliefs and understandings that influence the economic, social, and political activities of men and women.</p>	<ul style="list-style-type: none"> • Jim Crow Laws • literacy test • poll taxes • Grandfather Clause • non-violent protests (passive resistance) • Montgomery Bus Boycott • sit-ins • freedom riders • segregation • Civil Rights Act of 1964 • Voting Rights Act of 1965 • Indian Rights Act of 1968 • Americans with Disabilities • Title IX • Civil Rights Movement • Martin Luther King, Jr. • Rosa Parks • Thurgood Marshall • NAACP • United Farm Workers • Cesar Chavez • NOW • ERA • Tinker v. Des Moines • KKK • Black Panthers • Yarmulkes • Muslim headdress • Little Rock 	

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Civil Rights and Life in the U.S.			
Students should know and be able to...			
Priority Performance Objective	Linking Performance Objective	Vocabulary/Concept	Suggested Activities
<p>S1C9-PO6: (cont.)</p>	<p>S3C3-PO7: Summarize and compare the significance of the following Supreme Court cases: a. Plessy v. Ferguson b. Brown v. Board of Education</p> <p>S4C2-PO4: Identify how the role of the media, images, and advertising influences the perception of a place. (e.g., Civil Rights Movement)</p>	<ul style="list-style-type: none"> • Plessy v. Ferguson • Brown v. Board of Education 	
<p>S1C9-PO5: Describe (summarize) life (e.g., transportation, communication, technology, medical, entertainment, growth of suburbs, rise of the middle class, Route 66, television, Rock 'n Roll, Elvis Presley) in the U.S. during the Post War period.</p>	<p>S5C2-PO2: Explain the impact of government investment in human capital: a. health (e.g., immunizations, Jonas Salk) b. education (e.g., college grants, loans, G.I. Bill, Blacks get educational opportunities and move to suburbs) c. training of people (e.g., Job Corps)</p>	<ul style="list-style-type: none"> • suburbs • middle class • Route 66 • Rock 'n Roll • Elvis Presley • Jonas Salk • college grants • loans • Job Corps 	

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Contemporary World			
Students should know and be able to...			
Priority Performance Objective	Linking Performance Objective	Vocabulary/Concept	Suggested Activities
S1C10-PO1: Describe (explain) events (e.g., opening of foreign relations with China, Watergate, resignation) of the presidency of Richard Nixon.		<ul style="list-style-type: none"> • Richard Nixon • Watergate • resignation 	
S1C10-PO2: Describe (explain) events (e.g., succession to presidency, pardoning of Nixon) of the presidency of Gerald Ford.		<ul style="list-style-type: none"> • succession • Gerald Ford • pardon 	
S1C10-PO3: Describe events (e.g., Camp David Peace Accords, Iran Hostage Crisis) of the presidency of Jimmy Carter.	S2C8-PO14: Describe (evaluate) the following events in the Middle East during the 20 th and 21 st centuries. a. Conflicts between Israeli and Palestinian governments. (e.g., PLO, Yasser Arafat) b. Camp David Peace Treaty	<ul style="list-style-type: none"> • Camp David Peace Accords • Jimmy Carter • Iran Hostage Crisis • PLO • Yasser Arafat • Palestinian • Israeli 	
S1C10-PO4: Describe (summarize) events (e.g., Star Wars, Iran-Contra Affair) of the presidency of Ronald Reagan.		<ul style="list-style-type: none"> • Star Wars • Iran-Contra Affair • Ronald Regan 	
S1C10-PO5: Describe (explain) events (e.g., Persian Gulf War, Berlin Wall falls) of the presidency of George H.W. Bush.	S2C8-PO14: Describe (examine) the following event in the Middle East during the 20 th century: a. Persian Gulf War	<ul style="list-style-type: none"> • Persian gulf War • Berlin Wall 	

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Contemporary World			
Students should know and be able to...			
Priority Performance Objective	Linking Performance Objective	Vocabulary/Concept	Suggested Activities
<p>S2C8-PO13: Examine the fall of Communism and the unification of European nations: a. Germany – reunification, Berlin Wall torn down b. Russia – Gorbachev, Glasnost and Perestroika c. Union of Soviet Socialist Republics – countries regained independence</p>	<p>S4C2-PO2: Explain the factors that contribute to political and social change in various world regions (e.g., USSR/Russia, Israel, European Union, China, Germany).</p>	<ul style="list-style-type: none"> • Berlin Wall falls • reunification • Gorbachev • Glasnost • Perestroika • Union of Soviet Socialist Republics 	
<p>S2C8-PO13: Examine the fall of communism and the unification of European nations: a. European Union formed</p>	<p>S4C2-PO3: Examine relationships and interactions (e.g., Middle East Conflicts, NATO, European Union) among regions.</p> <p>S4C4-PO5: Explain how cooperation contributes to political, economic, and social organization (e.g., United Nations, European Union, NAFTA).</p> <p>S4C6-PO3: <i>Use geographic knowledge and skills (e.g., recognizing patterns, mapping, graphing) when discussing current events.</i></p>	<ul style="list-style-type: none"> • European Union 	
<p>S1C10-PO6: Describe (explain) events (e.g., economic growth, impeachment) of the presidency of William Clinton.</p>		<ul style="list-style-type: none"> • William Clinton • impeachment 	

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Contemporary World			
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Priority Performance Objective	Linking Performance Objective	Vocabulary/Concept	Suggested Activities
<p>S1C10-PO7: Describe (explain) events (e.g., September 11 Terrorist Attacks, Afghanistan, Iraq War, USA Patriot Act, Department of Homeland Security, Aviation and Transportation Security Act) of the presidency of George W. Bush.</p>	<p>S2C8-PO14: Describe (discuss) the following event in the Middle East during the 21st century: a. Iraq War</p> <p>S4C6-PO1: <i>Describe ways geographic features and conditions influence history.</i> (e.g., desert warfare in Iraq)</p>	<ul style="list-style-type: none"> • September 11 terrorist attacks • Afghanistan • Iraq War • USA Patriot Act • Department of Homeland Security • Aviation and Transportation Security Act 	
<p>S5C4-PO4: Identify interdependence (e.g., North American Free Trade Agreement, European Union, International Monetary Fund/ World Bank, World Trade Organization [WTO]) between nations.</p>	<p>S4C4-PO4: Identify the factors (e.g., cheap labor forces, outsourcing of services, oil industry) that influence the location, distribution and interrelationships of economic activities in different regions. (e.g., India, Mexico)</p> <p>S5C4-PO3: Describe (explain) the role of the United States government in influencing international commerce in regions studied (e.g., Cuba, China, Middle East).</p>	<ul style="list-style-type: none"> • NAFTA • European Union • International Monetary Fund • World Bank • World Trade Organization WTO • outsourcing 	

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MPS Governing Board Approval, January 23, 2007

Contemporary World

Students should know and be able to...

Priority Performance Objective	Linking Performance Objective	Vocabulary/Concept	Suggested Activities
<p>S4C5-PO3: Explain how changes in the natural environment can increase or diminish its capacity to support human activities (e.g., global warming, pollution, mining, natural disasters, water table).</p>	<p>S4C5-PO6: Explain how societies and governments plan for and respond to natural disasters (e.g., evacuation routes, changing farming techniques, warning systems, Hurricane Katrina, Florida hurricanes, California earthquakes).</p> <p>S4C5-PO2: Describe (examine) why (e.g., resources, economic livelihood, Colorado River) humans modify ecosystems.</p> <p>S4C4-PO1: Identify the push and pull factors (e.g., economic conditions, human rights conditions, famines, political strife/wars, natural disasters [New Orleans], changes in technology) that drive human migrations.</p> <p>S4C5-PO4: Explain how technology positively and negatively affects the environment (e.g., the effects of chemical wastes on ecosystems, effects of modern waste disposal methods on ecosystems, Chernobyl).</p> <p>S4C6-PO2: Describe (explain) ways different groups of people (i.e., Native Americans, Hispanics, retirees) create and shape the same environment. (e.g., Arizona, Florida, California)</p>	<ul style="list-style-type: none"> • global warming • pollution • mining • natural disasters • water table • evacuation routes • natural disasters • warning systems • Hurricane Katrina • Florida hurricanes • California earthquakes • Colorado River • chemical wastes • modern wastes • Chernobyl 	

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Contemporary World			
Students should know and be able to...			
Priority Performance Objective	Linking Performance Objective	Vocabulary/Concept	Suggested Activities
S4C5-PO3: (cont.)	S4C5-PO5: Analyze changing ideas and viewpoints on the best use of natural resources (e.g., value of oil, water use, forest management, Spotted Owl, Organization of Petroleum Exporting Countries [OPEC]).	<ul style="list-style-type: none"> • OPEC • spotted owl 	
S2C8-PO15: Compare independence movements in various parts of the world (e.g., India/ Pakistan, Latin America, Africa, Asia) during the 20th century.	<p>S2C8-PO16: Examine human rights issues during the 20th century (e.g., Apartheid, genocide, famine, disease).</p> <p>S5C2-PO2: Explain the impact of government investment in human capital: a. health (e.g., immunizations, HIV, AIDS)</p>	<ul style="list-style-type: none"> • apartheid • genocide • famine • disease • HIV/AIDS 	
S2C9-PO3: Analyze how world events of the late 20th century and early 21st century affected, and continue to affect, the social, political, geographic, and economic climate of the world (e.g., terrorism, globalization, conflicts, interdependence, natural disasters, advancements in science and technology and environmental issues).		<ul style="list-style-type: none"> • terrorism • globalization • interdependence 	

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