

FIRST NINE WEEKS			
Content Topics (Listed in Order of Instruction)	Competency-Based Curriculum Objective(s)	Competency(ies)	Potential Creative Writing/Assignments/Essay Topics/ Project Ideas with Language Arts Benchmarks as Appropriate
Main Topic # 1 Number of class periods 5 <u>Geography Standards</u> <ul style="list-style-type: none"> Six Essential Elements Five Themes of Geography <u>Mandate(s):</u> African American History	IA1 Cite examples of each of the Five Fundamental Themes of Geography (absolute and relative location, place, human-environment interaction, movement, and region).	IA. After studying the Five Fundamental Themes of Geography (absolute and relative location, place, human-environment interaction, movement, and region), the students will evaluate examples of the Five Fundamental Themes by: <ul style="list-style-type: none"> a. Collecting or drawing pictures of North America and one other world region that illustrate each of the five themes. b. Preparing sample travel posters illustrating each of the five themes. c. Participating in a class discussion that compares and contrasts the drawings or pictures in the travel posters. d. Evaluating the travel posters within small groups to select the best examples of the Five Fundamental Themes. 	<u>Projects</u> <ul style="list-style-type: none"> Students will select newspaper articles and identify the themes of geography that are illustrated in the article. LA.A.2.3. Main idea Write a description of an imaginary road trip from Miami, Florida to Boston, Massachusetts describing and illustrating the physical landforms and bodies of water encountered along the way. LA.A.2.3.5 Locates, organizes, and interprets written information Students develop a Geography Journal that will be updated throughout the school year. The journal can be divided as follows: Vocabulary: A pictonary where students divide each part into the following columns: term, my definition, illustration. Current events/issues: students collect news articles from each region as they are studied in class. L.A.A.2.3.2 Author's purpose
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Main Topic # 2 Number of class period 5 <u>Maps and Globes</u> <ul style="list-style-type: none"> Types of Maps Latitude and Longitude Map Projections Graphs, Charts and Diagrams 	IB1 Define key geographic terms and concepts; e.g., boundary, compass rose, hemisphere, latitude, legend, longitude, map, map projection, scale, symbols. IB2 Apply basic map and globe skills including cardinal and intermediate directions, determining distance using scale, interpreting map projections, interpreting legends and symbols, calculating time zones, and determining absolute locations using latitude and longitude. IB3 Locate reference points on maps and globes; e.g., equator, Prime Meridian, Tropic of Cancer, Tropic of Capricorn, Arctic Circle, Antarctic Circle, International Date Line. IC2 Read and interpret various special purpose maps; i.e., highway, climate, political, physical, population. IC5 Differentiate between continents, regions, and countries.	IB. After reviewing key geographic skills, the students will write a letter to a friend or relative describing a plane trip to any city in the world by: <ul style="list-style-type: none"> a. Writing a short description of the route taken using cardinal and intermediate directions b. Drawing a map showing the route taken and identifying the important reference point encountered along the way. c. Determining distance using scale and determining the latitude and longitude of the city. d. Describing the climate of the city and the major topographical features found in and around the city. IC. After studying the physical and cultural geography of the world, the students will create an atlas of student-drawn maps of the world's major regions by: <ul style="list-style-type: none"> a. Mapping major landforms, bodies of water and political divisions for each region. b. Drawing several special purpose maps for a select region; e.g., topographical, climate, religion, 	<u>Project</u> <ul style="list-style-type: none"> Organize students into small groups and assign each group one of the following landforms: mountain, plateau, valley, canyon, isthmus, peninsula, or island. Have each group decide how they will illustrate their assigned landform using pictures, photographs, drawings, a shadowbox model or other. Each group will be responsible for using their display to teach other students about the landforms. These displays should include a description of the landform, identifying characteristics, and several examples of where such landforms can be found. LA.A.2.3.5 Locates, organizes, and interprets written information Students will create a population map of the United States, using the 2000 U.S. Census data. They are to make growth projections based on the map. Write a three paragraph essay explaining why they think that particular region is growing in population. <u>Writing</u> <ul style="list-style-type: none"> Write a five-paragraph essay on the history and politics of Canada. Include key points such as language issues, immigration history, economic growth and potential, etc. LA.A.2.3.5. Locates, organizes, and interprets written information

		<p>language, resources, population.</p> <p>c. Developing a legend, with appropriate symbols, for each map.</p> <p>d. Drawing pictures of the physical and cultural geography of a select region using information from special purpose maps.</p> <p>e. Evaluating the completeness and accuracy of the maps drawn.</p>	
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<p>Main Topic #3 Number of class periods 5</p> <p><u>Introduction to the Physical World</u></p> <ul style="list-style-type: none"> Forces Shaping the Earth Landforms and Waterways Water, Climate and Vegetation World Environment 	<p>VA4 Describe how environmental factors, including climate, topography, and natural resources, have influenced the growth and development of culture.</p> <p>IC1 Define key terms and concepts related to physical geography; i.e., archipelago, atoll, basin, bay, canal, canyon, cape, core (earth), continental drift, delta, desert, erosion, fjord, gulf, hills, islands, isthmus, lake, mantle, mountain, ocean, peninsula, plains, plateau, river, sea, strait, valley, volcano.</p> <p>IC2 Read and interpret various special purpose maps; i.e., highway, climate, political, physical, population.</p> <p>IC3 Describe the structure of the earth and the forces of nature that affect it; e.g., weathering, water, glaciers, wind, and plate tectonics.</p> <p>IC4 Identify the major types of landforms and bodies of water found on earth.</p>	<p>IC. After studying the physical and cultural geography of the work the students will create an atlas of student-drawn maps of the world's major regions by:</p> <p>a. Mapping major landforms, bodies of water and political divisions for each region.</p> <p>b. Drawing several special purpose maps for a select region; e.g. topographical, climate, religion, languages, resources, population.</p> <p>c. Develop a legend, with appropriate symbols, for each map.</p> <p>d. Drawing pictures of the physical and cultural geography of a select region using information from special purpose maps.</p> <p>e. Evaluating the completeness and accuracy of the maps drawn.</p>	<p><u>Project</u></p> <ul style="list-style-type: none"> Organize the class into six groups. Assign each group an inhabited continent. Give each group construction paper or newsprint and research materials to create a map and chart about the continent's important land and water features. The groups should draw a map of the continent with a chart below it, listing the names of major landforms, water features, and their locations, such as the highest elevation, deepest lake, longest river, largest desert, etc. Each feature on the chart should be located and identified on the map. LA.A.2.3.5 Locates, organizes, and interprets written information <p><u>Writing</u></p> <ul style="list-style-type: none"> The physical features of a place help to determine how people settle in a particular area. Think about the physical features of a country of your choice. Then write to explain to your reader how those features have impacted the human population of the country. LA.A.2.3.2 Author's purpose
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<p>Main Topic #4 Number of class periods 5</p> <p><u>Introduction to Human Geography</u></p> <ul style="list-style-type: none"> Introduction to Culture Introduction to Economics Introduction to Global Environmental Concerns 	<p>IIA4 Assess how innovations in agriculture, urbanization, and industrialization have affected culture.</p> <p>IVA1 Define key terms and concepts; e.g., cash crop, export, import, industrialization, interdependence, landlocked, one-crop economy, slash and burn agriculture, subsistence farming.</p> <p>IVA3 Define and give examples of renewable and non-renewable natural resources.</p> <p>VA1 Define culture and list the five institutions found in all cultures; i.e., family, religion, education, government, and economics.</p> <p>VA2 Discuss how people have impacted the environment and how the environment has impacted people in different regions of the world.</p> <p>VA3 Identify the common cultural characteristics of a region; e.g., language, traditions/customs, art, music, food.</p> <p>VA5 Define cultural diffusion and cite examples of</p>	<p>IA. After studying the importance of geography to the development of culture, the students will, using the five institutions of culture, create an imaginary culture by:</p> <p>a. Selecting drawings and/or pictures for their imaginary culture that illustrate the five cultural institutions; i.e. family, religion, education, government, and economics.</p> <p>b. Preparing a map of the imaginary areas depicting significant landforms and indication available natural resources. Create an artifact for and/or write a description of each of the five cultural institutions for the imaginary culture</p>	<p><u>Project</u></p> <ul style="list-style-type: none"> After introducing the concept of culture, divide the class into small groups and have students in each group create illustrations to depict one of the five institutions of culture: <ul style="list-style-type: none"> family religion education government economics <p>LA.A.2.3.1 Main idea</p> <p><u>Writing</u></p> <ul style="list-style-type: none"> The human characteristics of a place are its customs, traditions, clothing, work activities, transportation, and communities. Think about these aspects of your community. Create a Venn Diagram comparing and contrasting your community to a community found in Mexico. Write to explain to your reader the similarities and differences

	<p>cultural diffusion in a region.</p> <p>VA6 Define and cite examples of ethnocentrism.</p> <p>VIA2 Identify examples of persistent global problems; e.g., hunger and poverty, overpopulation, acid rain, pollution, destruction of habitats, territorial conflicts, and refugees.</p> <p>IC2 Read and interpret various special purpose maps; i.e., highway, climate, political, physical, population.</p>		<p>found between your community and the community researched about in Mexico.</p> <p>LA.A.2.3.5 Locates, organizes, and interprets written information</p>
Content Topics (Listed in Order of Instruction)	Competency-Based Curriculum Objective(s)	Competency(ies)	Potential Creative Writing Assignments/Essay Topics and Potential Project Ideas with Language Arts Benchmarks as Appropriate
<p>Main Topic #5 Number of class periods 25</p> <p><u>United States and its Neighbors</u> <u>Political and Physical Features</u></p> <ul style="list-style-type: none"> • Miami • Florida • United States • Canada • Mexico • Native Americans <p><u>Mandate(s):</u> African American History Hispanic Contributions to the U.S. Women's Contributions to the U.S.</p>	<p>IIA1 Identify significant early civilizations in a region.</p> <p>IIA2 Describe significant contributions made by civilizations in a region; e.g., social, political, economic, arts/humanities, religion, philosophy, technology</p> <p>IIA3 Identify significant individuals in a region.</p> <p>IIA5 Arrange significant historical events of a region on a timeline.</p> <p>IIA6 Relate significant events in a region's past to current events or problems in the region.</p> <p>IIIA1 Examine the major geographic features of Dade County and the state of Florida.</p> <p>IIIA2 Identify local environmental issues including land and water management, waste management, and air pollution.</p> <p>IIIA3 Obtain appropriate information about local environmental issues from maps, atlases, pictures, primary sources, graphs, tables, charts, diagrams, reference materials, newspapers, periodicals, and appropriate government agencies.</p> <p>IIIA4 Apply the five-step decision-making model (define the problem, list alternatives, state criteria, evaluate alternatives, make the decision) to local environmental problems.</p> <p>IC6 Identify the major physical features, states and capitals of the United States.</p> <p>IC7 Cite examples of regions which are defined by characteristics other than absolute location; e.g., culture, language, religion.</p> <p>IC8 Draw free-hand regional maps that include major physical features and political divisions.</p> <p>IC9 Describe regional differences in climate and list the factors influencing climate; e.g., location, elevation, and landforms.</p>	<p>IIIA. After discussing the need for citizen participation at the local level, the students will evaluate a local environmental problem by:</p> <p>a. Using appropriate resources to locate information about the local environment.</p> <p>b. Applying the five-step decision-making model to the problem identified.</p> <p>c. Assessing the effectiveness of the different types of civic action.</p> <p>d. Deciding which type of civic action is most appropriate for the environmental problem selected.</p>	<p><u>Project</u></p> <ul style="list-style-type: none"> ▪ Create a Venn Diagram comparing the Seminole Indians of Florida with the Cherokee Indians of the Carolinas. Cite five examples of their differences and similarities. L.A.2.3.5. Locates, organizes, and interprets written information. ▪ Organize students into five small groups. Assign each group one of the following individuals who made significant contributions to the development of Florida. Examples of individuals are: Mary Brickell, Henry Flagler, Carl Fisher, Vincent M. Ybor, Marjorie Stoneman Douglass, etc. The students will create a foldable book on their individual which can include the following information: short biography, contributions, illustrations, long-term effect on Florida of their contribution, etc. Present their projects to the class. LA.A.2.3.5 Locates, organizes, and interprets written information. ▪ Students will identify a local environmental issue/problem in their community. Using the Five-step decision making model (define the problem, list alternative solutions, state criteria, evaluate solutions, and create an action plan to make a decision) they will create a chart to present their findings to the class. The chart should include a bibliography, graphs, illustrations, etc. of their problem and solution. LA.A. 2.3.5. Locates, organizes, and interprets written information. <p><u>Writing</u></p> <ul style="list-style-type: none"> ▪ Write a five-paragraph essay describing the difficulties land-locked countries have and the impact on its economic growth and development. Cite Three examples of land-locked countries in your essay. LA.A.2.3.5 Locates, organizes, and interprets written information
SECOND NINE WEEKS			
Content Topics (Listed in Order of Instruction)	Competency-Based Curriculum Objective(s)	Competency(ies)	Potential Creative Writing Assignments/Essay Topics and Potential Project Ideas with Language Arts Benchmarks as Appropriate

<p>Main Topic #6 Number of class periods: 20</p> <p><u>Latin America Political /Physical Features</u></p> <ul style="list-style-type: none"> Central America /Caribbean South America Brazil Andean Countries Northern Region Southern Region <p><u>Mandate(s):</u> Hispanic Contributions to the U.S.</p>	<p>IIA1 Identify significant early civilizations in a region.</p> <p>IIA2 Describe significant contributions made by civilizations in a region; e.g., social, political, economic, arts/humanities, religion, philosophy, technology</p> <p>IIA3 Identify significant individuals in a region.</p> <p>IIA5 Arrange significant historical events of a region on a timeline.</p> <p>IIA6 Relate significant events in a region's past to current events or problems in the region.</p> <p>IVA2 Examine the relationship between economic development and a region's geography; e.g., the availability, use and conservation of natural resources; geographic barriers to trade; relative location to strategic waterways/geographical crossroads.</p> <p>IVA4 Determine how the people in a region meet their economic needs and wants; e.g., methods of earning a living, distribution of wealth in the region, trade.</p> <p>VA7 Develop an understanding for cultures other than one's own by reading literature, stories, myths, and listening to music and examining art.</p> <p>IB4 Determine the absolute location of each region studied and describe its relative location to other world regions.</p> <p>IC7 Cite examples of regions which are defined by characteristics other than absolute location; e.g., culture, language, religion.</p> <p>IC8 Draw free-hand regional maps that include major physical features and political divisions.</p> <p>IC9 Describe regional differences in climate and list the factors influencing climate; e.g., location, elevation, and landforms.</p>	<p>IC. After studying the physical and cultural geography of the world, the students will create an atlas of student-drawn maps of the world's major regions by:</p> <ol style="list-style-type: none"> Mapping major landforms, bodies of water and political divisions for each region. Drawing several special purpose maps for a select region; e.g., topographical, climate, religion, language, resources, population. Developing a legend, with appropriate symbols, for each map. Drawing pictures of the physical and cultural geography of a select region using information from special purpose maps. Evaluating the completeness and accuracy of the maps drawn. <p>IIA. After studying the history of a region including significant historical contributions, personalities or events, the students will write an encyclopedia article by:</p> <ol style="list-style-type: none"> Researching the history of a region and writing about the topic selected. Developing support materials for the encyclopedia article; e.g., time lines, pictures, portraits, maps. 	<p><u>Writing</u></p> <ul style="list-style-type: none"> Write a two page biography of one of the following famous Latin Americans: Simon Bolivar, Bernardo O'Higgins, Jose Marti, Jose de San Martin, etc. LA.A.2.3.5 Locates, organizes, and interprets written information Compare and contrast the physical geography, governments, natural resources, cultural activities, and /or current events of three different countries from Central, South America, Mexico, or the Caribbean. LA.A.2.2.7 Compare and contrast <p><u>Project</u></p> <ul style="list-style-type: none"> Students work in groups to create classroom displays about various Latin American countries. (This can be done as a door decorating activity, bulletin board, and/or poster board). LA.A.2.3.5 Locates, organizes, and interprets written information
<p>Content Topics (Listed in Order of Instruction)</p>	<p>Competency-Based Curriculum Objective(s)</p>	<p>Competency(ies)</p>	<p>Potential Creative Writing Assignments/Essay Topics and Potential Project Ideas with Language Arts Benchmarks as Appropriate</p>
<p>Main Topic #7 Number of class periods 25</p> <p><u>Africa</u> Political/ Physical Features</p> <ul style="list-style-type: none"> North Africa Sub Sahara Africa West Africa Central/East Africa 	<p>IIA1 Identify significant early civilizations in a region.</p> <p>IIA2 Describe significant contributions made by civilizations in a region; e.g., social, political, economic, arts/humanities, religion, philosophy, technology.</p> <p>IIA3 Identify significant individuals in a region.</p> <p>IIA5 Arrange significant historical events of a region on a timeline.</p> <p>IIA6 Relate significant events in a region's past to current</p>	<p>IC. After studying the physical and cultural geography of the world the students will create an atlas of student-drawn maps of the world's major regions by:</p> <ol style="list-style-type: none"> Mapping major landforms, bodies of water and political divisions for each region. Drawing several special purpose maps for a select region; e.g. topographical, climate, religion, 	<p><u>Writing</u></p> <ul style="list-style-type: none"> One of the world's earliest civilizations developed in Egypt in North Africa. After studying the countries of North Africa, think about the contributions of these early civilizations. Then write to explain to your readers the influences of this civilization to the region. LA.A.2.3.5 Locates, organizes, and interprets written information Read various stories/myths from traditional African cultures. Write an essay describing what was learned based on the story about African culture.

<ul style="list-style-type: none"> Southern Africa <p><u>Mandate(s):</u> African-American History</p>	<p>events or problems in the region.</p> <p>IVA2 Examine the relationship between economic development and a region's geography; e.g., the availability, use and conservation of natural resources; geographic barriers to trade; relative location to strategic waterways/geographical crossroads.</p> <p>IVA4 Determine how the people in a region meet their economic needs and wants; e.g., methods of earning a living, distribution of wealth in the region, trade.</p> <p>VA7 Develop an understanding for cultures other than one's own by reading literature, stories, myths, and listening to music and examining art.</p> <p>IB4 Determine the absolute location of each region studied and describe its relative location to other world regions.</p> <p>IC7 Cite examples of regions which are defined by characteristics other than absolute location; e.g., culture, language, religion.</p> <p>IC8 Draw free-hand regional maps that include major physical features and political divisions.</p> <p>IC9 Describe regional differences in climate and list the factors influencing climate; e.g., location, elevation, and landforms.</p>	<p>languages, resources, population.</p> <p>c. Develop a legend, with appropriate symbols, for each map.</p> <p>d. Drawing pictures of the physical and cultural geography of a select region using information from special purpose maps.</p> <p>e. Evaluating the completeness and accuracy of the maps drawn.</p> <p>IIA. After studying the history of a region including significant historical contributions, personalities or events, the students will write an encyclopedia article by:</p> <p>a. Researching the history of a region and writing about the topic selected.</p> <p>b. Developing support materials for the encyclopedia article; e.g., time lines, pictures, portraits, maps.</p>	<p>LA.A.2.3.5 Locates, organizes, and interprets written information</p> <p><u>Project</u></p> <ul style="list-style-type: none"> Use the Internet to research life in the desert. Besides the Sahara, what other large deserts are there in the world? What kinds of life do deserts support? How do humans adapt to life in the desert? Are deserts changing in size and shape? Why? Use this research to create a poster board display on "Desert Life." <p>LA.A.2.3.5 Locates, organizes, and interprets written information</p> <ul style="list-style-type: none"> Famine, Aids, and war are some of the major concerns affecting many African nations today. Choose an African nation suffering from these problems and develop a plan of action to find solutions to these problems. The plan of action should be modeled on the five-step decision making process. <p>LA.A.2.3.5 Locates, organizes, and interprets written information</p>
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THIRD NINE WEEKS

Content Topics (Listed in Order of Instruction)	Competency-Based Curriculum Objective(s)	Competency(ies)	Potential Creative Writing Assignments/Essay Topics and Potential Project Ideas with Language Arts Benchmarks as Appropriate
<p>Main Topic #8 Number of class periods 20</p> <p><u>Europe/Eurasia</u> Political/Physical Features</p> <ul style="list-style-type: none"> Modern History Western Countries <ul style="list-style-type: none"> -British Isles -France/Benulux -Germany/Alpine -Nordic Nations Southern Europe Eastern Europe Russia Eurasian Republics 	<p>IIA1 Identify significant early civilizations in a region.</p> <p>IIA2 Describe significant contributions made by civilizations in a region; e.g., social, political, economic, arts/humanities, religion, philosophy, technology</p> <p>IIA3 Identify significant individuals in a region.</p> <p>IIA5 Arrange significant historical events of a region on a timeline.</p> <p>IIA6 Relate significant events in a region's past to current events or problems in the region.</p> <p>IVA2 Examine the relationship between economic development and a region's geography; e.g., the availability, use and conservation of natural resources; geographic barriers to trade; relative location to strategic waterways/geographical crossroads.</p> <p>IVA4 Determine how the people in a region meet their economic needs and wants; e.g., methods of earning a living, distribution of wealth in the region,</p>	<p>IC. After studying the physical and cultural geography of the work the students will create an atlas of student-drawn maps of the world's major regions by:</p> <p>a. Mapping major landforms, bodies of water and political divisions for each region.</p> <p>b. Drawing several special purpose maps for a select region; e.g. topographical, climate, religion, languages, resources, population.</p> <p>c. Develop a legend, with appropriate symbols, for each map.</p> <p>d. Drawing pictures of the physical and cultural geography of a select region using information from special purpose maps.</p> <p>e. Evaluating the completeness and accuracy of the maps drawn.</p> <p>IIA. After studying the history of a region including significant historical contributions, personalities or events, the students will write an encyclopedia</p>	<p><u>Writing</u></p> <ul style="list-style-type: none"> After studying modern Europe, think about the impact the Industrial Revolution had in Europe. Write to explain to your reader how people's lives changed as a result of the Industrial Revolution. Be sure to mention changes in industries, work hours, types of employees, land distribution, and urban centers etc. <p>LA.A.2.2.7 Compare and contrast</p> <ul style="list-style-type: none"> European cartographers in the 16th century established Europe and Asia as separate continents. They are the only two continents not separated by water. Some geographers think that the landmass should be considered one continent named Eurasia. After studying the region and reviewing a map of the areas, write to convince the reader that Europe and Asia should or shouldn't be considered separate continents. <p>LA.A.2.3.5 Locates, organizes, and interprets written information L.A.A.2.3.2 Author's purpose</p> <p><u>Projects</u></p> <ul style="list-style-type: none"> After studying ancient Europe, develop a time line showing the changes that Europe went through during the Roman Empire.

	<p>trade.</p> <p>VA7 Develop an understanding for cultures other than one's own by reading literature, stories, myths, and listening to music and examining art.</p> <p>IB4 Determine the absolute location of each region studied and describe its relative location to other world regions.</p> <p>IC7 Cite examples of regions which are defined by characteristics other than absolute location; e.g., culture, language, religion.</p> <p>IC8 Draw free-hand regional maps that include major physical features and political divisions.</p> <p>IC9 Describe regional differences in climate and list the factors influencing climate; e.g., location, elevation, and landforms.</p>	<p>article by:</p> <p>a. Researching the history of a region and writing about the topic selected.</p> <p>b. Developing support materials for the encyclopedia article; e.g., time lines, pictures, portraits, maps.</p> <p>IVA. After studying the economic development of a region, the students will show the relationship between geography and economic development by:</p> <p>a. Preparing a chart with information about the topography, resources, climate and population of a given region.</p> <p>b. Writing a series of predictions about the future economy of a given region; e.g., major occupations, trade, possible imports and exports.</p> <p>c. Justifying their economic predictions by relating them to current factual information about the region's economy.</p> <p>d. Participating in a class discussion on the impact of geography on the economic development of a region.</p>	<p>LA.A.2.3.5 Locates, organizes, and interprets written information</p> <ul style="list-style-type: none"> After studying Germany and the Alpine countries, create a Venn Diagram to demonstrate how the countries are similar and how they are different. <p>LA.A.2.2.7 Compare and contrast</p> <ul style="list-style-type: none"> Plan a trip through Russia and China and write a travel journal describing famous landmarks, geographic features, and historical important places. <p>LA.A.2.3.5 Locates, organizes, and interprets written information</p>
Content Topics (Listed in Order of Instruction)	Competency-Based Curriculum Objective(s)	Competency(ies)	Potential Creative Writing Assignments/Essay Topics and Potential Project Ideas with Language Arts Benchmarks as Appropriate
<p>Main Topic #9 Number of class periods: 25</p> <p><u>Asia- Political/Physical Features</u></p> <ul style="list-style-type: none"> Southwest Asia South Asia China East Asia Southeast Asia <p><u>Mandate(s):</u> Women's History</p>	<p>IIA1 Identify significant early civilizations in a region.</p> <p>IIA2 Describe significant contributions made by civilizations in a region; e.g., social, political, economic, arts/humanities, religion, philosophy, technology.</p> <p>IIA3 Identify significant individuals in a region.</p> <p>IIA5 Arrange significant historical events of a region on a timeline.</p> <p>IIA6 Relate significant events in a region's past to current events or problems in the region.</p> <p>IVA2 Examine the relationship between economic development and a region's geography; e.g., the availability, use and conservation of natural resources; geographic barriers to trade; relative location to strategic waterways/geographical crossroads.</p> <p>IVA4 Determine how the people in a region meet their economic needs and wants; e.g., methods of earning a living, distribution of wealth in the region, trade.</p> <p>VA7 Develop an understanding for cultures other than one's own by reading literature, stories, myths, and listening to music and examining art.</p> <p>IB4 Determine the absolute location of each region</p>	<p>IC. After studying the physical and cultural geography of the work the students will create an atlas of student-drawn maps of the world's major regions by:</p> <p>a. Mapping major landforms, bodies of water and political divisions for each region.</p> <p>b. Drawing several special purpose maps for a select region; e.g. topographical, climate, religion, languages, resources, population.</p> <p>c. Develop a legend, with appropriate symbols, for each map.</p> <p>d. Drawing pictures of the physical and cultural geography of a select region using information from special purpose maps.</p> <p>e. Evaluating the completeness and accuracy of the maps drawn.</p> <p>IIA. After studying the history of a region including significant historical contributions, personalities or events, the students will write an encyclopedia article by:</p> <p>a. Researching the history of a region and writing about the topic selected.</p>	<p><u>Projects</u></p> <ul style="list-style-type: none"> Research the various ethnic minority groups, such as the Kurds and the Palestinians that exist in Asia. Write to explain to your reader how these groups maintain their ethnic identities. <p>LA.A.2.3.5 Locates, organizes, and interprets written information</p> <ul style="list-style-type: none"> Research an Asian country. Find out the following information: physical geography description, natural resources, government structure, major religions, cultural groups, brief history, and economic activities. Prepare a Power Point presentation with visual aids and teach the class about your given Asian country. <p>LA.A.2.3.5 Locates, organizes, and interprets written information</p> <ul style="list-style-type: none"> Create a chart which shows the contributions of early Chinese, Japanese, and Indian civilizations, in the areas of: mathematics, literature, foods, politics/government, inventions, religion, etc. <p>LA.A.2.3.5 Locates, organizes, and interprets written information</p>

	<p>studied and describe its relative location to other world regions.</p> <p>IC7 Cite examples of regions which are defined by characteristics other than absolute location; e.g., culture, language, religion.</p> <p>IC8 Draw free-hand regional maps that include major physical features and political divisions.</p> <p>IC9 Describe regional differences in climate and list the factors influencing climate; e.g., location, elevation, and landforms.</p>	<p>b. Developing support materials for the encyclopedia article; e.g., time lines, pictures, portraits, maps.</p>	
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FOURTH NINE WEEKS

Content Topics (Listed in Order of Instruction)	Competency-Based Curriculum Objective(s)	Competency(ies)	Potential Creative Writing Assignments/Essay Topics and Potential Project Ideas with Language Arts Benchmarks as Appropriate
<p>Main Topic #10 Number of class periods: 20</p> <p><u>Oceania Political/Physical Features</u></p> <ul style="list-style-type: none"> • Australia • Pacific World • Antarctica 	<p>IIA1 Identify significant early civilizations in a region.</p> <p>IIA2 Describe significant contributions made by civilizations in a region; e.g., social, political, economic, arts/humanities, religion, philosophy, technology.</p> <p>IIA3 Identify significant individuals in a region.</p> <p>IIA5 Arrange significant historical events of a region on a timeline.</p> <p>IIA6 Relate significant events in a region's past to current events or problems in the region.</p> <p>IVA2 Examine the relationship between economic development and a region's geography; e.g., the availability, use and conservation of natural resources; geographic barriers to trade; relative location to strategic waterways/geographical crossroads.</p> <p>IVA4 Determine how the people in a region meet their economic needs and wants; e.g., methods of earning a living, distribution of wealth in the region, trade.</p> <p>VA7 Develop an understanding for cultures other than one's own by reading literature, stories, myths, and listening to music and examining art.</p> <p>IB4 Determine the absolute location of each region studied and describe its relative location to other world regions.</p> <p>IC7 Cite examples of regions which are defined by characteristics other than absolute location; e.g., culture, language, religion.</p> <p>IC8 Draw free-hand regional maps that include major physical features and political divisions.</p> <p>IC9 Describe regional differences in climate and list the factors influencing climate; e.g., location, elevation, and landforms.</p>	<p>IC. After studying the physical and cultural geography of the world, the students will create an atlas of student-drawn maps of the world's major regions by:</p> <p>a. Mapping major landforms, bodies of water and political divisions for each region.</p> <p>b. Drawing several special purpose maps for a select region; e.g., topographical, climate, religion, language, resources, population.</p> <p>c. Developing a legend, with appropriate symbols, for each map.</p> <p>d. Drawing pictures of the physical and cultural geography of a select region using information from special purpose maps.</p> <p>e. Evaluating the completeness and accuracy of the maps drawn.</p> <p>IIA. After studying the history of a region including significant historical contributions, personalities or events, the students will write an encyclopedia article by:</p> <p>a. Researching the history of a region and writing about the topic selected.</p> <p>b. Developing support materials for the encyclopedia article; e.g., time lines, pictures, portraits, maps.</p>	<p><u>Projects</u></p> <ul style="list-style-type: none"> • Research various unique animals, fauna, and flora of Australia and create a "Green Travel Brochure" that would encourage tourists to not only travel to observe what exists in Australia but also to create environmental advocates. LA.A.2.3.5 Locates, organizes, and interprets written information • Research the art, dance, music, and general culture of various Polynesian Islands and explain Polynesian cultural influence on the culture of Hawaii. LA.A.2.3.5 Locates, organizes, and interprets written information LA.A.2.2.7 Compare and contrast • Research the economic contributions of Australia by examining imports and exports that the United States has with Australia. LA.A.2.3.5 Locates, organizes, and interprets written information <p><u>Writing</u></p> <ul style="list-style-type: none"> ▪ Compare and contrast Australian voting laws with those of the United States. Write a five paragraph essay explaining the similarities and differences between the two systems. L.A.A.2.3.7 Compare and contrast

<p>Main Topic #11 Number of class periods: 25</p> <p><u>Global Perspective/ Environmental Concerns</u></p> <ul style="list-style-type: none"> • Hunger & Poverty • Overpopulation • Pollution • Destruction of Habitats • Territorial Conflicts • Refugees • Human Rights 	<p>VIA1 Use appropriate skills and resources to access, analyze, and synthesize information.</p> <p>VIA2 Identify examples of persistent global problems; e.g. hunger and poverty, overpopulation, acid rain, pollution, destruction of habitats, territorial conflicts, and refugees.</p> <p>VIA3 Cite examples of opportunities nations have to interdependently solve environmental and human problems.</p> <p>VIA4 Discuss the impact of science and technology on the environment and society.</p> <p>VIA5 Describe how changes in communication and transportation have influenced the rate by which people, goods, and ideas move from one place to another.</p>	<p>VA After studying the importance of geography to the development of culture, the students will, using the five institutions of culture, create an imaginary culture by:</p> <ol style="list-style-type: none"> Selecting drawings and/or pictures for their imaginary culture that illustrate the five cultural institutions; i.e., family, religion, education, government, and economics. Preparing a map of the imaginary area depicting significant landforms and indication available natural resources. Create an artifact for and/or write a description of each of the five cultural institutions for the imaginary culture. <p>VIA. After identifying environmental problems affecting the planet today, the students will assess awareness levels of these problems by:</p> <ol style="list-style-type: none"> Conducting a school or neighborhood survey on environmental problems. Ranking these problems from most public awareness to least public awareness. Tabulating and presenting survey results using graphs and/or charts. Deciding what interdependent actions are needed to solve the problems. 	<p><u>Project</u></p> <ul style="list-style-type: none"> • Research a local environmental issue and propose a solution. Also research the governmental agency responsible for implementing said solution and write a letter to the agency soliciting assistance and explaining your solution to the environmental problem. LA.A.2.3.5 Locates, organizes, and interprets written information L.A.A.2.3.2 Author's purpose • Read Rachel Carson's <i>Silent Spring</i>. Prepare a class discussion about the book. LA.A.2.3.1 Main idea • Compare and contrast two environmental organizations; i.e., Green Peace and Friends of the Everglades. Write to explain to your reader the similarities and differences between the two organizations. LA.A.2.2.7 Compare and contrast
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FIRST NINE WEEKS			
Content Topics (Listed in Order of Instruction)	Competency-Based Curriculum Objective(s)	Competency(ies)	Potential Writing Topics and/or Project Ideas with Language Arts Benchmarks as Appropriate
Main Topic # 1 Number of class periods: 7 <u>Geography Review</u> <ul style="list-style-type: none"> • 5 themes of Geography • Relative, absolute location • Types of maps 	IA1 Cite examples of each of the Five Fundamental Themes of Geography (absolute and relative location, place, human-environment interaction, movement, and regions) as they relate to Dade County or Florida. IB1 Review appropriate map skills using United States, Florida, and Dade County maps; i.e., cardinal and intermediate directions, determining distance using scale, interpreting map projections, interpreting legends and symbols, determining absolute locations using latitude and longitude. IB2 Read and interpret various special purpose maps of Florida; e.g., highway, climate, political, physical, population. IIIB3 Obtain appropriate information about local, state, and national issues from maps, atlases, pictures, primary sources, graphs, tables, charts, diagrams, reference materials, newspapers, political cartoons, and periodicals.	IA After studying the Five Fundamental Themes of Geography (absolute and relative location, place, human-environment interaction, movement, and regions), the students will design a tourist recruitment and advertising campaign for Dade County or Florida by: <ul style="list-style-type: none"> a. Collecting or drawing pictures of Dade County and/or Florida that illustrate each of the five themes. b. Designing an advertising campaign poster, using pictures/drawings collected, which focuses on the Five Fundamental Themes. c. Composing an advertising slogan for the campaign. d. Evaluating the advertising campaigns created by classroom groups to select the best examples of each of the Five Fundamental Themes. IB After reviewing key map skills, including the use of special purpose maps, the students will choose a location in Florida to visit and plan an imaginary vacation by: <ul style="list-style-type: none"> a. Writing a short business letter to the local Chamber of Commerce requesting information about attractions and accommodations. b. Planning an itinerary for a five-day trip to the location. c. Drawing a free-hand map of Florida showing the planned route to the location and determining distance using scale from Miami to the location selected. d. Writing a brief description of the physical geography of the region surrounding the location. 	<u>Project</u> <ul style="list-style-type: none"> ▪ Students, working in small groups, will work to create a campaign to bring the 2020 Olympic Games to Miami. All five themes of geography must be clearly used in the presentation. At least three different kinds of maps must be used as well. The project may include advertising, logos, maps of potential event sites, plans for improvements to the city to accommodate tourists and athletes, etc. www.olympic.org LA.A.2.3.5 Locates, organizes, and interprets written Information.
Content Topics (Listed in Order of Instruction)	Competency-Based Curriculum Objective(s)	Competency(ies)	Potential Writing Topics and/or Project Ideas with Language Arts Benchmarks as Appropriate

<p>Main Topic # 2 Number of class periods: 10</p> <p><u>What is Civics?</u></p> <ul style="list-style-type: none"> • Purpose of government • Citizenship • Diversity • Immigration <p><u>Mandate(s)</u> Character Education Hispanic Contributions</p>	<p>IIIA1 Describe the duties and responsibilities of citizenship and identify the process by which one may become a citizen.</p> <p>IIIA2 Identify the rights and responsibilities of a good citizen within the classroom and the school.</p> <p>IIIB1 Discuss the need for government and laws as they apply to current issues.</p> <p>IIIB3 Obtain appropriate information about local, state, and national issues from maps, atlases, pictures, primary sources, graphs, tables, charts, diagrams, reference materials, newspapers, political cartoons, and periodicals.</p> <p>IIIB4 Describe the ways in which citizens can participate in their community and bring about changes in government actions; e.g., keeping informed, voting, political activities, community participation, volunteer service.</p> <p>VA1 Describe the cultural, racial, and ethnic characteristics of Dade County's multicultural population.</p> <p>VA2 Develop an understanding of Dade County's multicultural population by reading literature, stories, myths, and legends, listening to music and examining art.</p> <p>VA3 Understand the impact of immigration on the local community.</p> <p>VA4 Discuss the changes that take place in communities whenever two or more cultures come into contact; e.g., the spread of ideas, values, and behaviors.</p> <p>VIA1 Use appropriate skills and resources to access, analyze, and synthesize information.</p>	<p>IIIB After investigating contemporary community problems, the students, working in teams, will identify major local problems and perform a community service designed to address one problem by:</p> <ol style="list-style-type: none"> Developing a series of survey questions designed to identify major community problems. Conducting a neighborhood survey. Tabulating and presenting survey results using graphs and/or charts. Participating in a class discussion on the identified community problems and how they can best be solved. <p>VA After discussing the cultural, ethnic, and racial groups found within the community, the students will produce a multicultural publication for Dade County by:</p> <ol style="list-style-type: none"> Compiling newspaper and magazine articles on major cultural, racial, and ethnic groups found in Dade County. Drawing a graph that shows the percentage of major cultural, racial, and ethnic groups found in Dade County. Discussing and describing changes that have taken place in Dade County as a result of the mix of different people and cultures; e.g., social, political, and economic changes. Interviewing persons in the community from different cultural, racial, or ethnic groups. Creating a new logo for Dade County that reflects its multicultural composition. <p>VIA After identifying contemporary problems that affect the local, state, national, and international community, the students will utilize the five-step decision-making process by:</p> <ol style="list-style-type: none"> Selecting and gathering information from several different sources on a problem. Explaining how the problem affects the local, state, national, and international community. Listing alternative solutions to the problem. Assessing the strengths and weaknesses of the alternative solutions from multiple 	<p><u>Writing</u></p> <ul style="list-style-type: none"> Research current issues/events facing immigrants today. Choose one aspect, such as employment or healthcare, and explain the immigrant experience related to that issue. LA.A.2.2.7 Compare and contrast <p><u>Project</u></p> <ul style="list-style-type: none"> Using the U.S. Census, track immigration patterns throughout history, and show the increasing amount of diversity in America. Have students interpret statistical information from the census and create graphs accordingly. Have students pick at least two different statistics, such as population growth and median income, and create bar graphs accordingly. Have students write a short explanation of what each graph shows. http://www.census.gov/dmd/www/teachers.html LA.A.2.3.5 Locates, organizes, and interprets written Information.
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		<p>perspectives.</p> <p>e. Proposing a solution to the problem in a letter to an appropriate official or agency.</p>	
Content Topics (Listed in Order of Instruction)	Competency-Based Curriculum Objective(s)	Competency(ies)	Potential Writing Topics and/or Project Ideas with Language Arts Benchmarks as Appropriate
<p>Main Topic # 3 Number of class periods: 10</p> <p><u>Roots of American Democracy</u></p> <ul style="list-style-type: none"> English influences Colonial times Declaration of Independence Articles of Confederation <p><u>Mandate(s)</u></p>	<p>IIA2 Analyze key democratic concepts found in historical documents including the Magna Carta, Mayflower Compact, Declaration of Independence, the United States Constitution (Preamble and the Bill of Rights); e.g., justice, equality, individual rights, social contract, majority rule, separation of powers, checks and balances, representation and compromise.</p>	<p>IIA After analyzing key democratic concepts and principles found in American historical documents, the students will prepare a contemporary Preamble to a new United States Constitution by:</p> <p>a. Discussing the concepts and principles reflected in the existing Preamble and Constitution.</p> <p>b. Evaluating the needs of contemporary society relative to democratic concepts and principles.</p> <p>c. Designing a new symbol that reflects the democratic concepts and principles found in the new Preamble.</p>	<p><u>Writing</u></p> <ul style="list-style-type: none"> Ask the students to think about the actions the First and Second Continental Congress took to declare their independence from Great Britain. Ask students to think if they would consider these actions treasonous? Write to explain to your reader what would be people's reactions if similar events occurred today. LA.A.2.3.1 Main idea Students will analyze the efforts of Thomas Jefferson to address the issues of equality and slavery while writing the Declaration of Independence. Students will brainstorm the meaning of the phrase "All men are created equal" and discuss what Jefferson was trying to say. They will then visit the following website to gain an understanding of the perspectives of those times - Was It Compromise or Hypocrisy? Have students take notes in preparation for a class debate on the topic. http://memory.loc.gov/learn/lessons/01/equal/comp.html LA.A.2.3.1 Main idea
Content Topics (Listed in Order of Instruction)	Competency-Based Curriculum Objective(s)	Competency(ies)	Potential Writing Topics and/or Project Ideas with Language Arts Benchmarks as Appropriate
<p>Main Topic # 4 Number of class periods: 15</p> <p><u>Constitution</u></p> <ul style="list-style-type: none"> Constitutional Convention Structure of the Constitution Principles of the Constitution <p><u>Mandate(s)</u></p> <p>Character education</p>	<p>IIA2 Analyze key democratic concepts found in historical documents including the Magna Carta, Mayflower Compact, Declaration of Independence, the United States Constitution (Preamble and the Bill of Rights); e.g., justice, equality, individual rights, social contract, majority rule, separation of powers, checks and balances, representation and compromise.</p> <p>IIA3 Identify the United States Constitution as the document that describes the structure of government and the rights of individuals under the government.</p> <p>IIA5 Introduce the key historical events and compromises involved in writing the United States Constitution.</p>	<p>IIA After analyzing key democratic concepts and principles found in American historical documents, the students will prepare a contemporary Preamble to a new United States Constitution by:</p> <p>a. Discussing the concepts and principles reflected in the existing Preamble and Constitution.</p> <p>b. Evaluating the needs of contemporary society relative to democratic concepts and principles.</p> <p>c. Designing a new symbol that reflects the democratic concepts and principles found in the new Preamble.</p>	<p><u>Writing</u></p> <ul style="list-style-type: none"> Think about the structure of the U.S. Constitution. Write to persuade your reader whether or not you would have supported or opposed the ratification (opponent) of the U.S. Constitution. LA.A.2.3.5 Locates, organizes, and interprets written information.

SECOND NINE WEEKS

Content Topics (Listed in Order of Instruction)	Competency-Based Curriculum objective(s)	Competency(ies)	Potential Writing Topics and/or Project Ideas with Language Arts Benchmarks as Appropriate
<p>Main Topic # 5 Number of class periods: 10</p> <p><u>Amendments</u></p> <ul style="list-style-type: none"> • Bill of Rights • Other amendments <p><u>Mandate(s)</u> Character education Women's contributions to the U.S. African-American history</p>	<p>IIA2 Analyze key democratic concepts found in historical documents including the Magna Carta, Mayflower Compact, Declaration of Independence, the United States Constitution (Preamble and the Bill of Rights); e.g., justice, equality, individual rights, social contract, majority rule, separation of powers, checks and balances, representation and compromise.</p> <p>IIA4 Identify the rights contained in the Bill of Rights and the other amendments to the United States Constitution and give examples of how rights are applied and limited; e.g., majority rule vs. minority rights.</p> <p>IIB1 Cite examples of cases brought before the Supreme Court which established precedents for future court decisions; e.g., Marbury v. Madison, Plessy v. Ferguson, Brown v. Board of Education, Escobedo v. Illinois, Tinker v. Des Moines School District, Miranda v. Arizona, Roe v. Wade.</p> <p>IIB2 Define civil rights and cite examples of efforts made to secure these rights for all groups in the United States.</p> <p>VIA1 Use appropriate skills and resources to access, analyze, and synthesize information.</p> <p>VIA3 Discuss contemporary human rights issues from multiple perspectives or view points.</p>		<p><u>Projects</u></p> <ul style="list-style-type: none"> ▪ Name that Amendment: Have students create a skit that would deny a right guaranteed by one of the 27 Amendments. Have students perform their skits for the class while the rest of the students identify the amendment being violated. <p><u>Writing</u></p> <ul style="list-style-type: none"> ▪ Tell students that one of the amendments of the Bill of Rights needs to be deleted. Consider all of the rights that would be lost with each amendment. Write to explain which amendment they would choose and the effects of its deletion. LA.E.2.2.1 Cause and effect
Content Topics (Listed in Order of Instruction)	Competency-Based Curriculum Objective(s)	Competency(ies)	Potential Writing Topics and/or Project Ideas with Language Arts Benchmarks as Appropriate
<p>Main Topic # 6 Number of class periods: 5</p> <p><u>Political Parties</u></p> <ul style="list-style-type: none"> • Development • Organization • Roles today <p><u>Mandate(s)</u></p>	<p>IIIA5 Analyze the role political parties have played in the American system of government.</p>		<p><u>Project</u></p> <ul style="list-style-type: none"> • Have students research about the beliefs of the Federalists and Antifederalists. • Have students create a poster which would encourage citizens to join either the Antifederalists or Federalists. Hang the posters around the classroom and have students identify all of the various points of view. <p><u>Writing</u></p> <ul style="list-style-type: none"> ▪ After researching and analyzing the viewpoints of the Republican and Democratic parties, the students will create their own political parties reflecting their own viewpoints and platform. The students should include a political symbol, color, platform, and propaganda. LA.A.2.3.8 Checks validity and accuracy of information.
Content Topics (Listed in Order of Instruction)	Competency-Based Curriculum Objective(s)	Competency(ies)	Potential Writing Topics and/or Project Ideas with Language Arts Benchmarks as Appropriate
<p>Main Topic # 7 Number of class periods: 10</p> <p><u>Voting & Elections</u></p> <ul style="list-style-type: none"> • Who can vote? How? • Electoral College 	<p>IIIA4 Outline the major steps in the presidential election process.</p> <p>IIIA5 Analyze the role political parties have played in the American system of government.</p>		<p><u>Project</u></p> <ul style="list-style-type: none"> ▪ Students will hold a class election campaign with multiple candidates. They should select their candidates, create advertisements and giveaways, and campaign throughout the class. Students should hold class debates to share views on the issues, and ultimately hold

<ul style="list-style-type: none"> Campaigns <p><u>Mandate(s)</u> Character Education Hispanic Connections to the U.S. African-American History Women's Contributions to the U.S.</p>			a class election. LA.A.2.3.5 Locates, organizes, and interprets written information. Electoral College Teaching Ideas: http://www.archives.gov/federal_register/electoral_college/ <u>Writing</u> <ul style="list-style-type: none"> Have students research the election of 2000 Al Gore vs. George W. Bush. Have students write to explain how the electoral college had a huge role in this election scandal.
Content Topics (Listed in Order of Instruction)	Competency-Based Curriculum Objective(s)	Competency(ies)	Potential Writing Topics and/or Project Ideas with Language Arts Benchmarks as Appropriate
Main Topic # 8 Number of class periods: 9 <u>Executive Branch</u> <ul style="list-style-type: none"> President & Vice President Roles of President Cabinet & agencies 	III A3 Explain the structure and function of the executive branch in national and Florida state government; i.e., qualification, roles of the president and governor, powers of the president and governor, cabinet system, names of current office holders. III A8 Describe the process of checks and balances in state and national government.		<u>Project</u> <ul style="list-style-type: none"> Students will create a recruiting campaign in search of the perfect presidential candidate. They may create newspaper advertisements, websites, radio or newspaper articles, etc. LA.A.2.3.5 Locates, organizes, and interprets written information Have students research various problems in their state/country. Have them identify which federal agency would be responsible for solving the problems. <u>Writing</u> <ul style="list-style-type: none"> Have students write to explain how the war powers Act of 1971 limits or further defines the power of the president.
Content Topics (Listed in Order of Instruction)	Competency-Based Curriculum Objective(s)	Competency(ies)	Potential Writing Topics and/or Project Ideas with Language Arts Benchmarks as Appropriate
Main Topic # 9 Number of class periods: 10 <u>Legislative Branch</u> <ul style="list-style-type: none"> Organization of Congress Congressional Powers What congressmen do How a bill becomes a law <u>Mandate(s)</u> African-American History Women's Contributions to the U.S. Hispanic Contributions to the U.S. Character Education	III A6 Explain the structure and function of the legislative branch in national and Florida state government; i.e., qualifications, bicameral system, powers of Congress and state legislature, how laws are developed and amended, role of political parties, interest groups and lobbyists, names of local representatives. III A8 Describe the process of checks and balances in state and national government.	III A After studying the structure and function of the national government as outlined in the United States Constitution, the students will participate in a mock classroom legislative session by: <ol style="list-style-type: none"> Developing a chart showing the function of each of the three branches of national government and citing examples of checks and balances between the branches. Developing a flow chart showing how a bill becomes a law. Preparing and debating bills on significant current issues. Voting on the bill(s). Participating in a class discussion on their reactions to the legislative process. 	<u>Writing</u> <ul style="list-style-type: none"> Term limits are used for the Office of the President, however they are not a requirement for Congress or the Supreme Court. Do you believe there should be a constitutional amendment limiting the amount of time a congressman or Supreme Court Justice can serve? Write a position paper explaining your beliefs on this issue. LA.A.2.2.7 Compare and contrast. <u>Project</u> <ul style="list-style-type: none"> Students will create a "How to" guide for a new member of Congress. This guide should include requirements and benefits of membership, committee information, how a bill becomes a law, special sessions, etc. LA.A.2.3.1 Main idea.
THIRD NINE WEEKS			
Content Topics (Listed in Order of Instruction)	Competency-Based Curriculum Objective(s)	Competency(ies)	Potential Writing Topics and/or Project Ideas with Language Arts Benchmarks as Appropriate

<p>Main Topic # 10 Number of class periods: 10</p> <p><u>Judicial Branch</u></p> <ul style="list-style-type: none"> Federal court system US Supreme Court <p><u>Mandate(s)</u></p> <p>Character Education Hispanic Contributions to the U.S. African- American History Women's Contributions to the U.S.</p>	<p>IIA3 Identify the United States Constitution as the document that describes the structure of government and the rights of individuals under the government.</p> <p>IIA4 Identify the rights contained in the Bill of Rights and the other amendments to the United States Constitution and give examples of how rights are applied and limited; e.g., majority rule vs. minority rights.</p> <p>IIB1 Cite examples of cases brought before the Supreme Court which established precedents for future court decisions; e.g., Marbury v. Madison, Plessy v. Ferguson, Brown v. Board of Education, Escobedo v. Illinois, Tinker v. Des Moines School District, Miranda v. Arizona, Roe v. Wade.</p> <p>IIB2 Define civil rights and cite examples of efforts made to secure these rights for all groups in the United State.</p>	<p>IIB After discussing the significance of judicial review and reviewing landmark court cases, the students will write an editorial on a Supreme Court decision by:</p> <p>a. Preparing, individually, or in small groups, a chart on landmark cases that includes a brief description of the issues involved in the case, the arguments presented by both sides, and the Supreme Court's decision in each case.</p> <p>b. Participating in a discussion on the cases that have had the most impact on American life.</p> <p>c. Role playing the major issue addressed in one landmark case.</p>	<p><u>Project</u></p> <ul style="list-style-type: none"> Choose a landmark Supreme Court case. Arrange students into small groups with a copy of the case background and constitutional argument (without the decision). Each group comes up with their own decision and writes the group's majority opinion/concurring opinion/dissenting opinion. The group presents their opinion(s) to the class. After each group has shared, students are given a copy of the Supreme Court's opinion. Discuss the similarities and differences of the Supreme Court's opinion (s) with that of each group. <p>LA.A.2.3.8 Checks validity and accuracy of information.</p>
<p>Content Topics (Listed in Order of Instruction)</p>	<p>Competency-Based Curriculum Objective(s)</p>	<p>Competency(ies)</p>	<p>Potential Writing Topics and/or Project Ideas with Language Arts Benchmarks as Appropriate</p>

<p>Main Topic # 11 Number of class periods: 10</p> <p><u>State Government</u></p> <ul style="list-style-type: none"> • Executive Branch • Legislative Branch • Judicial Branch • Florida Supreme Court • Florida District Court of Appeals • Florida Trial Court <p><u>Mandate(s)</u> Hispanic Contributions to the U.S. African- American History Women's Contributions to the U.S.</p>	<p>IIIA3 Explain the structure and function of the executive branch in national and Florida state government; i.e., qualification, roles of the president and governor, powers of the president and governor, cabinet system, names of current office holders.</p> <p>IIIA6 Explain the structure and function of the legislative branch in national and Florida state government; i.e., qualifications, bicameral system, powers of Congress and state legislature, how laws are developed and amended, role of political parties, interest groups and lobbyists, names of local representatives.</p> <p>IIIA7 Explain the structure and function of the judicial branch in national and Florida state government; i.e., qualification of justices, types of courts, appellate process, concepts of judicial review, due process and equal protection under the law, names of current justices.</p> <p>IIIA8 Describe the process of checks and balances in state and national government.</p> <p>IIIA9 Demonstrate an understanding of the concept of federalism by identifying the responsibilities of state and national government.</p> <p>IIIB1 Discuss the need for government and laws as they apply to current issues.</p> <p>IIIB2 Describe consumer protection laws and apply them to current consumer issues.</p>	<p>IIIA After studying the structure and function of the national government as outlined in the United States Constitution, the students will participate in a mock classroom legislative session by:</p> <ol style="list-style-type: none"> Developing a chart showing the function of each of the three branches of national government and citing examples of checks and balances between the branches. Developing a flow chart showing how a bill becomes a law. Preparing and debating bills on significant current issues. Voting on the bill(s). Participating in a class discussion on their reactions to the legislative process. 	<p><u>Project</u></p> <ul style="list-style-type: none"> • The Florida Supreme Court televises oral arguments live via WLRN Community 36. Check the Oral Argument Calendar at www.floridasupremecourt.org and choose an upcoming case to videotape. Review the court case summary with students prior to viewing. Have students write questions they would ask the petitioner/appellant and respondent if they were one of the justices. LA.A.2.3.8 Checks validity and accuracy of information. • Research current bills being considered by the Florida state Legislature. Have students write a letter to their Florida congressional representative encouraging them to either support or oppose the bill; based on the student's opinion of the bill.
<p>Content Topics (Listed in Order of Instruction)</p>	<p>Competency-Based Curriculum Objective(s)</p>	<p>Competency(ies)</p>	<p>Potential Writing Topics and/or Project Ideas with Language Arts Benchmarks as Appropriate</p>
<p>Main Topic # 12 Number of class periods: 10</p> <p><u>Local Government</u></p> <ul style="list-style-type: none"> • County government • City/village government <p><u>Mandate(s)</u> Hispanic Contributions to the U.S. African- American History Women's Contributions to the U.S.</p>	<p>IIIA2 Identify the rights and responsibilities of a good citizen within the classroom and the school.</p> <p>IIIA5 Analyze the role political parties have played in the American system of government.</p> <p>IIIB1 Discuss the need for government and laws as they apply to current issues.</p> <p>IIIB2 Describe consumer protection laws and apply them to current consumer issues.</p> <p>IIIB3 Obtain appropriate information about local, state, and national issues from maps, atlases, pictures, primary sources, graphs, tables, charts, diagrams, reference materials, newspapers, political cartoons, and periodicals.</p> <p>IIIB4 Describe the ways in which citizens can participate in their community and bring about changes in government actions; e.g., keeping informed, voting, political activity, community participation, volunteer service.</p> <p>IIIB5 Identify a community problem and perform a service designed to resolve it.</p> <p>IIIC1 Analyze the role the media plays in shaping public opinion in the local community.</p>	<p>IIIB After investigating contemporary community problems, the students, working in teams, will identify major local problems and perform a community service designed to address one problem by:</p> <ol style="list-style-type: none"> Developing a series of survey questions designed to identify major community problems. Conducting a neighborhood survey. Tabulating and presenting survey results using graphs and/or charts. Participating in a class discussion on the identified community problems and how they can best be solved. 	<p><u>Project</u></p> <ul style="list-style-type: none"> • Find a local newspaper article about a city or county issue. Invite an elected official (e.g. school board member, city/county commissioner) to talk to the class about an issue that concerns the students or e-mail the local official to learn their opinion on the issue. LA.A.2.3.8 Checks validity and accuracy of information. • Documentary Film Analysis: <i>"Street Fight"</i> A realistic look at what happened in a mayoral race between a 32-year-old challenger and a four-term incumbent twice his age. www.pbs.org/pov/pov2005/streetfight. Have students watch the film and hold a class discussion accordingly. LA.E.2.2.1 Cause and effect • Students will select a problem within the local community. They will write a speech about their position on the issue as if they were to present it in front of the city or county commission. LA.A.2.3.5 Locates, organizes, and interprets written information.

THIRD NINE WEEKS / FOURTH NINE WEEKS

Content Topics (Listed in Order of Instruction)	Competency-Based Curriculum Objective(s)	Competency(ies)	Potential Writing Topics and/or Project Ideas with Language Arts Benchmarks as Appropriate
<p>Main Topic # 13 Number of class periods: 21</p> <p><u>The Legal System</u></p> <ul style="list-style-type: none"> ▪ Civil law ▪ Criminal law ▪ Juvenile Justice System <p><u>Mandate(s)</u> Character Education</p>	<p>IIIA2 Identify the rights and responsibilities of a good citizen within the classroom and the school.</p> <p>IIIC2 Differentiate between criminal and civil law situations and give examples of each.</p> <p>IIIC3 Differentiate between federal and state crimes.</p> <p>IIIC4 Differentiate between misdemeanors and felonies and give examples of each, listing possible penalties.</p> <p>IIIC5 Identify the rights and protections afforded juveniles and adults accused of a crime.</p> <p>IIIC6 Chart the steps in the criminal justice process from arrest to sentencing.</p> <p>IIIC7 Discuss the effects of crime on the victim and on society; e.g., problems for victims, available assistance for victims, cost of crime.</p> <p>IIIC8 Identify the types of crime that most often affect teens; e.g., gang-related crimes, violent crimes, property crimes, abuse, acquaintance rape, substance abuse, shoplifting.</p>	<p>IIIC After studying the importance of law to society, the students will prepare short role play scenarios that illustrate their understanding of the law-related issues by:</p> <p>a. Collecting articles on law-related issues, including local crime issues and teen-related crime issues, from newspapers and magazines.</p> <p>b. Developing a flow chart that shows the criminal justice process from arrest to sentencing, including the rights of individuals accused of crimes.</p> <p>c. Proposing solutions to law-related issues.</p>	<p><u>Project</u></p> <ul style="list-style-type: none"> ▪ Miami-Dade County's Teen Court, a peer-sanctioning program for first time misdemeanor youthful offenders, needs student volunteers to serve as attorneys, jurors, bailiffs, and clerks. Invite a Teen Court administrative officer to speak to students about the program and how students can participate. North Dade Office: 305-372-7600 South Dade Office: 786-293-4500 www.miamidade.gov/mmap/teen_court.asp ▪ Read a local or national newspaper to find an ongoing or recent criminal case. Describe the procedures of a criminal case using details from the particular case you've found. <p><u>Writing</u></p> <ul style="list-style-type: none"> ▪ Write to persuade your reader whether you think civil trials should have juries or not.
Content Topics (Listed in Order of Instruction)	Competency-Based Curriculum Objective(s)	Competency(ies)	Potential Writing Topics and/or Project Ideas with Language Arts Benchmarks as Appropriate
<p>Main Topic # 14 Number of class periods: 15</p> <p><u>Principles of Economics</u></p> <ul style="list-style-type: none"> ▪ American economy ▪ Federal banking system ▪ Consumer economics <p><u>Mandate(s)</u> Character Education Hispanic Contributions to the U.S. African- American History Women's Contributions to the U.S.</p>	<p>IB3 Describe how geographic factors including climate, topography, and natural resources have influenced the growth and development of Florida's economy.</p> <p>IVA1 Demonstrate an understanding of the key economic concepts and terms including needs and wants, private property, competition, supply and demand, goods and services, market, price, profit, scarcity, choice, money, credit, consumer.</p> <p>IVA2 Cite examples of the relationship that exists among key economic concepts; e.g., needs and wants, scarcity and choice, and supply, demand, and price.</p> <p>IVA3 Identify the major businesses and industries contributing to Florida's economy; e.g., tourism, agriculture, mining, manufacturing, international banking, trade.</p> <p>IVA4 Discuss Florida's role in the economy of the nation, region, and world.</p> <p>IVA5 Discuss the roles of producers and consumers in protecting the environment.</p> <p>IVB1 Identify the kind of national, state, and local taxes individuals may be required to pay and describe how decisions about spending tax money are made.</p> <p>IVB2 Identify and describe various selected appeals used to influence consumers.</p> <p>IVB3 List the advantages and disadvantages of using credit.</p> <p>IVB4 Describe the need for a personal budget.</p> <p>IVB5 Describe several basic services provided by financial institutions; e.g., checking accounts, savings accounts, loans.</p>	<p>IVA After learning key economic concepts, students will write a proposal designed to entice a company to relocate to Florida by:</p> <p>a. Deciding on a company/product suitable to Florida's economy and location.</p> <p>b. Selecting an appropriate location for the company in Florida.</p> <p>c. Researching the economic advantages for corporations based in Florida; e.g., tax advantages, market advantages, and geographic location.</p> <p>d. Outlining the benefits of Florida living.</p> <p>IVB After discussing the importance of being an informed consumer and a good manager of personal finances, the students will develop a family budget by:</p> <p>a. Categorizing family expenditures as necessities, luxuries, or investments or as savings.</p> <p>b. Developing a graph showing personal income budgeted for necessities, luxuries, savings, and/or investments.</p>	<p><u>Project</u></p> <ul style="list-style-type: none"> ▪ Give students a copy of a chart containing columns for credits and debits. Ask students to chart their family's household income and expenditures for a two-week period. Students should list the date and identify the source of each entry. Students then create a circle graph indicating (1) the amount of money they spent on goods as opposed to services, (2) a circle graph indicating comparing income to expenditure, and (3) a circle graph that provides percentages of expenditures on specific goods (e.g. fast food, CDs). Students then write a paragraph explaining insights they gained by charting their income and expenditures. LA.A.2.3.5 Locates, organizes, and interprets written information.

		<p>c. Making deposits and writing checks in payment for budgeted goods and services.</p> <p>d. Evaluating their budget, through discussion, for practicality and accuracy.</p>	
Content Topics (Listed in Order of Instruction)	Competency-Based Curriculum Objective(s)	Competency(ies)	Potential Writing Topics and/or Project Ideas with Language Arts Benchmarks as Appropriate
<p>Main Topic # 15 Number of class periods: 18</p> <p><u>Globalization</u></p> <ul style="list-style-type: none"> ▪ United Nations ▪ Human rights ▪ Environmental issues ▪ Global economic issues <p><u>Mandate(s)</u> Character Education Hispanic Contributions to the U.S. African- American History Women's Contributions to the U.S.</p>	<p>VIA1 Use appropriate skills and resources to access, analyze, and synthesize information.</p> <p>VIA2 Identify contemporary issues that affect the local, state, national, and international community; e.g., drugs, HIV/AIDS, environmental.</p> <p>VIA3 Discuss contemporary human rights issues from multiple perspectives or view points.</p> <p>VIA4 Apply the five-step decision-making model (define the problem, list alternatives, state criteria, evaluate alternatives, make the decision) to a contemporary global issue.</p>	<p>VIA After identifying contemporary problems that affect the local, state, national, and international community, the students will utilize the five-step decision-making process by:</p> <ol style="list-style-type: none"> a. Selecting and gathering information from several different sources on a problem. b. Explaining how the problem affects the local, state, national, and international community. c. Listing alternative solutions to the problem. d. Assessing the strengths and weaknesses of the alternative solutions from multiple perspectives. e. Proposing a solution to the problem in a letter to an appropriate official or agency. 	<p><u>Project</u></p> <ul style="list-style-type: none"> ▪ Create a mock United Nations with class representation from various nations. Students work in groups, addressing issues such as international terrorism, global economics, human rights, etc. Students will have a general assembly to consider each matter and vote on each issue. <p>LA.A.2.3.5 Locates, organizes, and interprets written information.</p>

FIRST NINE WEEKS			
Content Topics (Listed in Order of Instruction)	Competency-Based Curriculum Objective(s)	Competency(ies)	Potential Writing Topics and/or Project Ideas with Language Arts Benchmarks as appropriate
<p>Main Topic # 1 Number of class periods: 5</p> <p><u>Geography of America</u></p> <ul style="list-style-type: none"> Compare the Five Themes of Geography and the Six Essential elements. <p><u>Mandate(s)</u> African-American History Hispanic Contributions to the U.S. Women's Contributions to the U.S. Character Education</p>	<p>IA1 Review map skills on appropriate historical, political, and topographical maps; i.e., cardinal and intermediate directions, determining distance using scale, interpreting map projections, interpreting legends and symbols, and determining absolute locations using latitude and longitude.</p> <p>IA2 Identify and locate the major physical features and the states and capitals of the United States.</p> <p>VIA1 Use appropriate skills and resources to access, analyze, and synthesize information.</p> <p>IIB1 Obtain appropriate information about historical events from maps, atlases, pictures, primary sources, graphs, tables, charts, diagrams, reference materials, newspapers, political cartoons, and periodicals.</p>	<p>IA. After reviewing appropriate map skills and the physical and political geography of the United States, the students will plan a tour of all fifty states and capitals by:</p> <ol style="list-style-type: none"> Mapping the tour and creating a legend for the map. Drawing or compiling a collection of pictures with descriptions of the physical geography of several regions. Determining distance and direction between several cities on the tour. Identifying several historical places on the tour map with a representative symbol to be included on the map legend. 	<p><u>Project</u></p> <ul style="list-style-type: none"> As an introduction to history and a review of geography, have students pick a U.S. State and create a brochure highlighting the state's history, economy, and geographic features. <p><u>Writing</u></p> <ul style="list-style-type: none"> After reviewing the competency, compare and contrast a city in the north with a city in the south on your tour. Explain the differences in climate, industries, agriculture, physical landforms, etc. LA.A.2.2.7 Compare and contrast
Content Topics (Listed in Order of Instruction)	Competency-Based Curriculum Objective(s)	Competency(ies)	Potential Writing Topics and/or Project Ideas with Language Arts Benchmarks as appropriate
<p>Main Topic # 2 Number of class periods: 5</p> <p><u>First Americans</u></p> <ul style="list-style-type: none"> Cause and effect of migration Compare and contrast early American civilizations and North America peoples. <p><u>Mandate(s)</u> Character Education</p>	<p>IIA1 Analyze the political and economic reasons for the exploration of the New World and its consequences; e.g., impact on native cultures, increase in travel and trade, development of wealth and power.</p> <p>IIA14 Discuss the roles of key individuals, including women and minorities, during major historical periods or events in United States and Florida history.</p> <p>VA2 Identify the major Native American culture areas and chart the major cultural characteristics of each area; i.e., methods of obtaining food, housing, religion, customs, system of government.</p> <p>IB3 Explain the migration of people throughout history; e.g., colonial settlers, opening of Northwest Territory, slave trade, Native American removal, westward expansion, Gold Rush, south to north labor migration, Japanese relocation, migrant workers, plight of the homeless</p>		<p><u>Project</u></p> <ul style="list-style-type: none"> Draw chart showing the methods of obtaining food, housing, religion, customs, and system of government of major Native American cultures. LA.A.2.3.5 Locates, organizes, and interprets written information. <p><u>Writing</u></p> <ul style="list-style-type: none"> Compare and contrast two early North American civilizations or North America peoples. Use a Venn Diagram. LA.A.2.2.7 Compare and contrast.
Content Topics (Listed in Order of Instruction)	Competency-Based Curriculum Objective(s)	Competency(ies)	Potential Writing Topics and/or Project Ideas with Language Arts Benchmarks as appropriate
<p>Main Topic # 3 Number of class periods: 5</p> <p><u>Exploration of the Americas</u></p> <ul style="list-style-type: none"> European exploration and their impact on native cultures 	<p>IIA1 Analyze the political and economic reasons for the exploration of the New World and its consequences; e.g., impact on native cultures, increase in travel and trade, development of wealth and power.</p> <p>IIA7 Investigate the institution of slavery in the United States including its historical background, economic importance, and its impact on the lives of slaves; e.g., slave trade, slave life, slave resistance, abolition.</p>		<p><u>Writing</u></p> <ul style="list-style-type: none"> Write a five paragraph expository essay explaining to the reader the impact of European exploration on native cultures. LA.E.2.2.1 Cause and effect <p><u>Project</u></p>

<ul style="list-style-type: none"> Discuss the role of key individuals and ideas from the Renaissance, Reformation and African Kingdoms. <p><u>Mandate(s)</u> African-American History Hispanic Contributions to the U.S. Character Education</p>	<p>IIA14 Discuss the roles of key individuals, including women and minorities, during major historical periods or events in United States and Florida history.</p> <p>VA1 Describe the impact of people and ideas on the values, traditions and institutions in the pluralistic society of the United States using primary sources in art, music, and literature.</p> <p>VIA1 Use appropriate skills and resources to access, analyze, and synthesize information.</p> <p>IB1 Assess the impact of physical geography on the development of the United States; e.g., early exploration, colonial settlement, westward movement, development of cities and industries, Civil War, overseas expansion, isolationism, interdependence.</p> <p>IB3 Explain the migration of people throughout history; e.g., colonial settlers, opening of Northwest Territory, slave trade, Native American removal, westward expansion, Gold Rush, south to north labor migration, Japanese relocation, migrant workers, plight of the homeless</p>		<ul style="list-style-type: none"> Create note cards for European explorers during this time period. (i.e., explorer's name, country of origin, date of exploration, trip, and significant contribution.) Play a jeopardy game to review important information about the explorers. <p>LA.A.2.3.7 Synthesizes information and draws Conclusions.</p>
Content Topics (Listed in Order of Instruction)	Competency-Based Curriculum Objective(s)	Competency(ies)	Potential Writing Topics and/or Project Ideas with Language Arts Benchmarks as appropriate
<p>Main Topic # 4 Number of class periods: 5</p> <p><u>Colonial America</u></p> <ul style="list-style-type: none"> Original 13 colonies settlements. New France/ New Spain. Life in the colonies The institution of slavery Outcome of the French Indian War - Conflicts w/Native Americans <p><u>Mandate(s)</u> African-American History Hispanic Contributions to the U.S. Women's Contributions to the U.S. Character Education</p>	<p>IIA1 Analyze the political and economic reasons for the exploration of the New World and its consequences; e.g., impact on native cultures, increase in travel and trade, development of wealth and power.</p> <p>IIA2 Compare the motives for the English colonization in North America to those of the French, Dutch, and Spanish.</p> <p>IIA3 Trace the social, political, and economic differences that developed between the American colonies and Great Britain prior to the American Revolution and analyze these differences from the perspectives of both.</p> <p>IIA4 Chart the social, political, economic, and religious differences that existed between the New England, Middle, and Southern colonies.</p> <p>IIA7 Investigate the institution of slavery in the United States including its historical background, economic importance, and its impact on the lives of slaves; e.g., slave trade, slave life, slave resistance, abolition.</p> <p>IIA14 Discuss the roles of key individuals, including women and minorities, during major historical periods or events in United States and Florida history.</p> <p>IVB2 Discuss the contributions of transportation and communication to the economic development of the United States.</p> <p>VA1 Describe the impact of people and ideas on the values, traditions and institutions in the pluralistic society of the United States using primary sources in art, music, and literature.</p> <p>VA4 Analyze examples of man's inhumanity to man throughout history; i.e.,</p> <p>VIA1 Use appropriate skills and resources to access, analyze, and synthesize information.</p> <p>VIA3 Discuss the ways opposing viewpoints have influenced historical events and decisions; e.g., religious dissent in the colonies, sectional differences prior to the Civil War, Reconstruction, isolationism vs. world involvement, Treaty of Versailles, Korean Conflict, Vietnam War.</p> <p>IB1 Assess the impact of physical geography on the development of the United States; e.g., early exploration, colonial settlement, westward movement, development of cities and industries, Civil War, overseas expansion,</p>		<p><u>Project</u></p> <ul style="list-style-type: none"> Create a tab booklet for the thirteen colonies. Write how the regional differences contributed to the social, political and economic development of the United States. <p>LA.A.2.3.5 Locates, organizes, and interprets written information</p> <p><u>Writing</u></p> <ul style="list-style-type: none"> Write a one page composition to explain why most Native Americans sided with the French during the French and Indian War. <p>LA.E.2.2.1. Cause and effect</p>

	<p>isolationism, interdependence.</p> <p>IB2 Analyze how regional geographic differences contributed to the social, political, and economic development of the United States; e.g., New England, Middle and Southern colonies, industrial North and agricultural South, Great Plains cattle ranching, Northwest fishing and lumber industries. slavery, treatment of Native Americans, Holocaust, Japanese internment.</p>		
Content Topics (Listed in Order of Instruction)	Competency-Based Curriculum Objective(s)	Competency(ies)	Potential Writing Topics and/or Project Ideas with Language Arts Benchmarks as appropriate
<p>Main Topic # 5 Number of class periods: 5</p> <p><u>Road to Independence</u></p> <ul style="list-style-type: none"> • "Taxation without Representation" • Declaration of Independence • Continental Congress • Importance of propaganda <p><u>Mandate(s)</u> Character Education</p>	<p>IIA1 Analyze the political and economic reasons for the exploration of the New World and its consequences; e.g., impact on native cultures, increase in travel and trade, development of wealth and power.</p> <p>IIA11 Analyze cause and effect relationships, including those of major wars, throughout key periods in United States history; e.g., Colonial Period, westward expansion, Civil War, industrial development, Great Depression, global conflict, interdependence</p> <p>IIA14 Discuss the roles of key individuals, including women and minorities, during major historical periods or events in United States and Florida history.</p> <p>IIA17 Evaluate the role the media has played in providing information about key historical events; e.g., Boston Massacre, Civil War photography, yellow journalism, Kennedy assassination, Malcolm X, Vietnam War, Operation Desert Storm.</p> <p>IIIA1 Review the major democratic principles and concepts outlined in the Declaration of Independence and the United States Constitution and cite examples of how these concepts have been applied throughout United States history, especially to women and minorities</p> <p>VA1 Describe the impact of people and ideas on the values, traditions and institutions in the pluralistic society of the United States using primary sources in art, music, and literature.</p> <p>IIB1 Obtain appropriate information about historical events from maps, atlases, pictures, primary sources, graphs, tables, charts, diagrams, reference materials, newspapers, political cartoons, and periodicals.</p> <p>IIB2 Construct a time line using appropriate time concepts; e.g., period, century, decade.</p> <p>IIB3 Cite examples of the relationship that exists between past and present events.</p>	<p>IIB. After studying selected periods in history, the students will construct appropriate visual representations (e.g., charts, webs, time lines, Venn diagrams, political cartoons) that demonstrate their understanding of the relationship between events in history by:</p> <ol style="list-style-type: none"> Illustrating a cause-effect relationship in history. Drawing a two-part time line that identifies important people and events from a selected period. Drawing a political cartoon representing the selected period. 	<p><u>Writing</u></p> <ul style="list-style-type: none"> • Write a one page report to explain how Benjamin Franklin represents the Enlightenment. L.A.E.2.2.1 Cause and effect <p><u>Project</u></p> <ul style="list-style-type: none"> • Have students work with the Declaration of Independence by rewriting the Preamble in their own words. LA.A.1.3.2 Analyze words and text.
Content Topics (Listed in Order of Instruction)	Competency-Based Curriculum Objective(s)	Competency(ies)	Potential Writing Topics and/or Project Ideas with Language Arts Benchmarks as appropriate
<p>Main Topic # 6 Number of class periods: 5</p> <p><u>American Revolution</u></p> <ul style="list-style-type: none"> • Who were the leaders? 	<p>IIA1 Analyze the political and economic reasons for the exploration of the New World and its consequences; e.g., impact on native cultures, increase in travel and trade, development of wealth and power.</p> <p>IIA11 Analyze cause and effect relationships, including those of major wars, throughout key periods in United States history; e.g., Colonial Period,</p>		<p><u>Projects</u></p> <ul style="list-style-type: none"> • Create a Revolutionary War time line to include major milestones. Draw pictures to illustrate events. After creating the time line, have students work in groups to create cause and effect charts accordingly.

<ul style="list-style-type: none"> • What is the importance of Lexington/Concord? • Differences between the Patriots and Loyalists. • What were the points of the Treaty of Paris? <p><u>Mandate(s)</u> African-American History Hispanic Contributions to the U.S. Women's Contributions to the U.S. Character Education</p>	<p>westward expansion, Civil War, industrial development, Great Depression, global conflict, interdependence.</p> <p>IIA14 Discuss the roles of key individuals, including women and minorities, during major historical periods or events in United States and Florida history.</p> <p>IIA17 Evaluate the role the media has played in providing information about key historical events; e.g., Boston Massacre, Civil War photography, yellow journalism, Kennedy assassination, Malcolm X, Vietnam War, Operation Desert Storm.</p> <p>IIB1 Obtain appropriate information about historical events from maps, atlases, pictures, primary sources, graphs, tables, charts, diagrams, reference materials, newspapers, political cartoons, and periodicals.</p> <p>IIIB2 Cite examples throughout United States history of actions taken by people to bring about changes in their community, state, and nation and discuss the effectiveness of these actions.</p> <p>VA1 Describe the impact of people and ideas on the values, traditions and institutions in the pluralistic society of the United States using primary sources in art, music, and literature.</p> <p>VA4 Analyze examples of man's inhumanity to man throughout history; i.e., slavery, treatment of Native Americans, Holocaust, Japanese internment.</p> <p>VIA4 Apply the five-step decision-making model (define the problem, list alternatives, state criteria, evaluate alternatives, make the decision) to historical conflicts; e.g., Lexington and Concord, Articles of Confederation, Louisiana Purchase, compromises over slavery, rights of Native Americans, the Alamo, use of the atomic bomb, Cuban Missile Crisis, Operation Desert Storm.</p>		<p>LA.A.2.3.5 Locates, organizes, and interprets written information.</p> <ul style="list-style-type: none"> • Read the poem "The Midnight Ride of Paul Revere." Analyze the impact the wording had on the revolutionary movement. <p>LA.A.1.3.2. Analyze words and text.</p>
Content Topics (Listed in Order of Instruction)	Competency-Based Curriculum Objective(s)	Competency(ies)	Potential Writing Topics and/or Project Ideas with Language Arts Benchmarks as appropriate
<p>Main Topic # 7 Number of class periods: 5</p> <p><u>Creating a Republic</u></p> <ul style="list-style-type: none"> • Articles of Confederation. • What was the Great Compromise in the Constitutional Convention? • Discuss the agreements reached for the U.S. Constitution <p><u>Mandate(s)</u> Character Education</p>	<p>IIA14 Discuss the roles of key individuals, including women and minorities, during major historical periods or events in United States and Florida history.</p> <p>IIA16 Identify significant American and Florida symbols; e.g., American flag, Statue of Liberty, American bald eagle, Liberty Bell, Uncle Sam, state seal, Vietnam Memorial, national cemeteries.</p> <p>IIB2 Construct a time line using appropriate time concepts; e.g., period, century, decade.</p> <p>IIIA1 Review the major democratic principles and concepts outlined in the Declaration of Independence and the United States Constitution and cite examples of how these concepts have been applied throughout United States history, especially to women and minorities.</p> <p>IIIA2 Discuss the reasons for the failure of the Articles of Confederation and outline the key events and compromises involved in the writing of the United States Constitution.</p> <p>IIIB1 Discuss the concept of leadership and analyze the effectiveness of leaders in United States history.</p> <p>IIIB2 Cite examples throughout United States history of actions taken by people to bring about changes in their community, state, and nation and discuss the effectiveness of these actions</p> <p>VA4 Analyze examples of man's inhumanity to man throughout history; i.e., slavery, treatment of Native Americans, Holocaust, Japanese internment.</p>	<p>IIIA After studying the Articles of Confederation and the Constitution, the students will prepare for and participate in a debate on the ratification of the United States Constitution by:</p> <ol style="list-style-type: none"> Outlining the strengths and weaknesses of each document. Researching the arguments for and against ratification of the Constitution. 	<p><u>Project</u></p> <ul style="list-style-type: none"> • Hold a mock constitutional convention to discuss problems that arose because of the issues created by the Articles of Confederation. <p><u>Writing</u></p> <ul style="list-style-type: none"> • Read an article from the Federalists Papers. Determine main idea and list supporting details. <p>LA.A.2.3.1 Main idea</p>

	<p>VIA1 Use appropriate skills and resources to access, analyze, and synthesize information.</p> <p>VIA2 Analyze events which demonstrate the concept of historical interpretation and identify the factors that cause historical interpretations to differ; e.g., personal perspective and bias, religious, political, social, economic background.</p>		
Content Topics (Listed in Order of Instruction)	Competency-Based Curriculum Objective(s)	Competency(ies)	Potential Writing Topics and/or Project Ideas with Language Arts Benchmarks as appropriate
<p>Main Topic # 8 Number of class periods: 5</p> <p><u>Policies/Traditions of the New Nation</u></p> <ul style="list-style-type: none"> • Traditions and processes established under the First President • Washington's belief in isolationism. • Bill of Rights • Emergence of Political Parties. • Compare Washington and Adams' Presidencies. <p><u>Mandate(s)</u> African-American History Hispanic Contributions to the U.S. Women's Contributions to the U.S. Character Education</p>	<p>IIA14 Discuss the roles of key individuals, including women and minorities, during major historical periods or events in United States and Florida history.</p> <p>IIA16 Identify significant American and Florida symbols; e.g., American flag, Statue of Liberty, American bald eagle, Liberty Bell, Uncle Sam, state seal, Vietnam Memorial, national cemeteries.</p> <p>IIIA1 Review the major democratic principles and concepts outlined in the Declaration of Independence and the United States Constitution and cite examples of how these concepts have been applied throughout United States history, especially to women and minorities.</p> <p>IIIB1 Discuss the concept of leadership and analyze the effectiveness of leaders in United States history.</p> <p>IIIB2 Cite examples throughout United States history of actions taken by people to bring about changes in their community, state, and nation and discuss the effectiveness of these actions</p>		<p><u>Projects</u></p> <ul style="list-style-type: none"> • Compare and contrast Washington's and Adams' administrations. LA.A.2.2.7 Compare and contrast • Create an illustration of one of the basic rights found in the Bill of Rights and explain the symbolism on the back. <p><u>Writing</u></p> <ul style="list-style-type: none"> • Write about how Washington helped shape the American Presidency. Include the importance of precedents and traditions. L.A.A.2.3.7 Synthesizes information and draws conclusions.
Content Topics (Listed in Order of Instruction)	Competency-Based Curriculum Objective(s)	Competency(ies)	Potential Writing Topics and/or Project Ideas with Language Arts Benchmarks as appropriate
<p>Main Topic # 9 Number of class periods: 5</p> <p><u>Age of Jefferson</u></p> <ul style="list-style-type: none"> • Analyze the election of 1800's • Louisiana Purchase and Lewis and Clark expedition • Judicial Review. <p><u>Mandate(s)</u> African-American History Women's Contributions to the U.S. Character Education</p>	<p>IB1 Assess the impact of physical geography on the development of the United States; e.g., early exploration, colonial settlement, westward movement, development of cities and industries, Civil War, overseas expansion, isolationism, interdependence.</p> <p>IIB1 Obtain appropriate information about historical events from maps, atlases, pictures, primary sources, graphs, tables, charts, diagrams, reference materials, newspapers, political cartoons, and periodicals.</p> <p>IIIB1 Discuss the concept of leadership and analyze the effectiveness of leaders in United States history.</p> <p>IIIB2 Cite examples throughout United States history of actions taken by people to bring about changes in their community, state, and nation and discuss the effectiveness of these actions</p> <p>IVA4 Compare the economic positions and programs of selected American presidents; e.g., Jefferson, Jackson, Lincoln, T. Roosevelt, Hoover, F. Roosevelt, L. Johnson, Reagan.</p> <p>IVB2 Discuss the contributions of transportation and communication to the economic development of the United States.</p>		<p><u>Projects</u></p> <ul style="list-style-type: none"> • Draw a two-part time line that identifies important people and events from the Age of Jefferson. LA.A.1.3.2 Analyze words and text • Illustrate a cause-effect relationship in the Louisiana Purchase. LA.A. 2.2.7 Cause and effect • Role play, dramatize, create poetry about the people, or ideas of the Louisiana Purchase or the Lewis/Clark expedition. LA.E.1.3.2. Analyze words and text <p><u>Writing</u></p> <ul style="list-style-type: none"> • Write a five-paragraph essay. Compare and contrast the economic benefits of the Louisiana Territory from the American, French, and Spanish perspectives. LA.A. 2.2.7 Compare and contrast

• SECOND NINE WEEKS			
Content Topics (Listed in Order of Instruction)	Competency-Based Curriculum Objective(s)	Competency(ies)	Potential Writing Topics and/or Project Ideas with Language Arts Benchmarks as appropriate
<p>Main Topic # 10 Number of class periods: 5</p> <p><u>Growth and Expansion: 1790-1825</u></p> <ul style="list-style-type: none"> • War of 1812 • Improvements in transportation • First Industrial Revolution • Era of Good Feelings • Monroe Doctrine <p><u>Mandate(s)</u> Character Education Hispanic Contributions to the U.S. African-American History</p>	<p>IIA11 Analyze cause and effect relationships, including those of major wars, throughout key periods in United States history; e.g., Colonial Period, westward expansion, Civil War, industrial development, Great Depression, global conflict, interdependence.</p> <p>IIA16 Identify significant American and Florida symbols; e.g., American flag, Statue of Liberty, American bald eagle, Liberty Bell, Uncle Sam, state seal, Vietnam Memorial, national cemeteries.</p> <p>IIB3 Cite examples of the relationship that exists between past and present events.</p> <p>IVB2 Discuss the contributions of transportation and communication to the economic development of the United States.</p> <p>VA1 Describe the impact of people and ideas on the values, traditions and institutions in the pluralistic society of the United States using primary sources in art, music, and literature.</p> <p>VIA1 Use appropriate skills and resources to access, analyze, and synthesize information.</p>		<p><u>Projects</u></p> <ul style="list-style-type: none"> • Create a chart listing the advancements that occurred in technology and transportation between 1790-1830. Include the year of introduction, description of advancement, and impact on American life. LA.A.2.2.7 Compare and contrast • Draw a flow chart that shows the changes that occurred as a result of the Industrial Revolution. LA.E.2.2.1 Cause and effect <p><u>Writing</u></p> <ul style="list-style-type: none"> • Look at the circumstances surrounding the issuance of the Monroe Doctrine and write to explain its impact on American influence abroad. LA.A2.3.2 Author's purpose • Write to explain how the War of 1812 influenced the dawn of the Industrial Revolution. LA.E.2.2.1 Cause and effect
Content Topics (Listed in Order of Instruction)	Competency-Based Curriculum Objective(s)	Competency(ies)	Potential Writing Topics and/or Project Ideas with Language Arts Benchmarks as appropriate
<p>Main Topic # 11 Number of class periods: 6</p> <p>Jacksonian Democracy: 1824-1845</p> <ul style="list-style-type: none"> • Growth of the Democratic Party • Spoils system • Indian Removal Act • States rights vs Federal rights • Banking crisis <p><u>Mandate(s)</u> African-American History Character Education Hispanic Contributions to the U.S.</p>	<p>IIA14 Discuss the roles of key individuals, including women and minorities, during major historical periods or events in United States and Florida history.</p> <p>IIA15 Read biographies, legends, myths, tall tales, stories, and poetry and listen to music that details the lives and times of heroes and ordinary people throughout United States and Florida history.</p> <p>IIB1 Obtain appropriate information about historical events from maps, atlases, pictures, primary sources, graphs, tables, charts, diagrams, reference materials, newspapers, political cartoons, and periodicals.</p> <p>IIB3 Cite examples of the relationship that exists between past and present events.</p> <p>IVA4 Compare the economic positions and programs of selected American presidents; e.g., Jefferson, Jackson, Lincoln, T. Roosevelt, Hoover, F. Roosevelt, L. Johnson, Reagan.</p> <p>VA4 Analyze examples of man's inhumanity to man throughout history; i.e., slavery, treatment of Native Americans, Holocaust, Japanese internment.</p>	<p>VIA. After studying the importance of opposing viewpoints and historical interpretations in history, students will write a position paper on an event or issue from a perspective other than their own by:</p> <ol style="list-style-type: none"> Outlining the different perspectives and/or interpretations held by individuals or groups about the event or issue. Participating in a discussion comparing and contrasting the differing viewpoints regarding the event or issue. 	<p><u>Projects</u></p> <ul style="list-style-type: none"> • Analyze a political cartoon dealing with one of President Jackson's actions/policies. Draw your own political cartoon depicting one of President Jackson's actions. LA.2.2.2. Author's purpose • Have students create a Venn Diagram comparing and contrasting President Jackson's policies with those of his predecessor. The policies should deal with both domestic and international issues. LA.A.2.2.7 Compare and contrast <p><u>Writing</u></p> <ul style="list-style-type: none"> • Write a five-paragraph essay that discusses the expansion of democracy in the United States under

	VIA1 Use appropriate skills and resources to access, analyze, and synthesize information.	c. Summarizing, in writing, the position or interpretation held by an individual or group about the event or issue.	President Jackson. Be sure to include specific examples. LA.A.2.3.7 Synthesizes information and draws conclusions. • Write a brief (one-two page) biography on Andrew Jackson. How did he come to be seen as “a man of the people?” LA.A.2.3.1 Main idea
Content Topics (Listed in Order of Instruction)	Competency-Based Curriculum Objective(s)	Competency(ies)	Potential Writing Topics and/or Project Ideas with Language Arts Benchmarks as appropriate
Main Topic # 12 Number of class periods: 6 <u>Manifest Destiny: 1813-1853</u> • Acquisition of the state of Florida • Settlement of the Oregon country • Annexation of Texas • Mexican War and cession • Gold Rush • Gadsden Purchase <u>Mandate(s)</u> African-American History Character Education Hispanic Contributions to the U.S. Women's Contributions to United States History	IA3 Explain the migration of people throughout history; e.g., colonial settlers, opening of Northwest Territory, slave trade, Native American removal, westward expansion, Gold Rush, south to north labor migration, Japanese relocation, migrant workers, plight of the homeless IIA5 Chart the territorial growth of the United States from the 1780's to 1853 and analyze the positive and negative impact of Manifest Destiny; e.g., acquisition of land and resources, development of the railroad, economic growth, treatment of Native Americans, African Americans, Mexicans. IIA11 Analyze cause and effect relationships, including those of major wars, throughout key periods in United States history; e.g., Colonial Period, westward expansion, Civil War, industrial development, Great Depression, global conflict, interdependence. IIA14 Discuss the roles of key individuals, including women and minorities, during major historical periods or events in United States and Florida history. IIB1 Obtain appropriate information about historical events from maps, atlases, pictures, primary sources, graphs, tables, charts, diagrams, reference materials, newspapers, political cartoons, and periodicals. IIB3 Cite examples of the relationship that exists between past and present events. VA3 Identify selected groups that immigrated to the United States from the late 1800's to the present and compare their reasons for immigrating. VIA4 Apply the five-step decision-making model (define the problem, list alternatives, state criteria, evaluate alternatives, make the decision) to historical conflicts; e.g., Lexington and Concord, Articles of Confederation, Louisiana Purchase, compromises over slavery, rights of Native Americans, the Alamo, use of the atomic bomb, Cuban Missile Crisis, Operation Desert Storm.	IB. After studying the impact of geography on the development of the United States, the students will prepare an illustrated diary describing a fictional family's migration through different national regions during a selected time period by: a. Creating a series of drawings illustrating the regions visited by the family. b. Describing the changing social and economic life of the family as it moves from region to region. c. Drawing an historical map of a significant event occurring in the time period selected.	<u>Projects</u> • Fill in an outline map showcasing the territorial expansion of the United States to 1854. • Create a Pioneer Journal based on a fictional family's migration through one of the newly annexed U.S. territories. Use illustrations, maps, and entries to describe the social, physical, and economic challenges/changes encountered LA.A.2.3.5 Locates, organizes, and interprets written information.
Content Topics (Listed in Order of Instruction)	Competency-Based Curriculum Objective(s)	Competency(ies)	Potential Writing Topics and/or Project Ideas with Language Arts Benchmarks as appropriate
Main Topic # 13 Number of class periods: 5 <u>Life in the North and South 1820-1860</u> • Industry versus agriculture • Immigration • Slavery • Impact of the first railroads on supply and demand	IA1 Assess the impact of physical geography on the development of the United States; e.g., early exploration, colonial settlement, westward movement, development of cities and industries, Civil War, overseas expansion, isolationism, interdependence. IA2 Analyze how regional geographic differences contributed to the social, political, and economic development of the United States; e.g., New England, Middle and Southern colonies, industrial North and agricultural South, Great Plains cattle ranching, Northwest fishing and lumber industries.		<u>Project</u> • Read and analyze a slave spiritual (i.e. Swing Low, Sweet Chariot) and have students write their own spiritual addressing slavery and the promise of freedom. LA.A.2.3.5 Locates, organizes, and interprets written information.

<u>Mandate(s)</u> African-American History Character Education Women's Contributions to United States History	IIB3 Cite examples of the relationship that exists between past and present events. VA3 Identify selected groups that immigrated to the United States from the late 1800's to the present and compare their reasons for immigrating. VA4 Analyze examples of man's inhumanity to man throughout history; i.e., slavery, treatment of Native Americans, Holocaust, Japanese internment.		
Content Topics (Listed in Order of Instruction)	Competency-Based Curriculum Objective(s)	Competency(ies)	Potential Writing Topics and/or Project Ideas with Language Arts Benchmarks as appropriate
Main Topic # 14 Number of class periods: 5 <u>Age of Reform: 1820-1860</u> <ul style="list-style-type: none"> Improvements in education Abolitionist movement Women's movement Arts and sciences (Transcendental writers, Hudson River School artists, Second Great Awakening) <u>Mandate(s)</u> African-American History Character Education Women's Contribution to United States History	IIA7 Investigate the institution of slavery in the United States including its historical background, economic importance, and its impact on the lives of slaves; e.g., slave trade, slave life, slave resistance, abolition. IIA13 Analyze the goals and accomplishments of various reform movements throughout United States history; e.g., Abolition, Women's Rights, Temperance, Progressive, Populist, Civil Rights. IIB1 Obtain appropriate information about historical events from maps, atlases, pictures, primary sources, graphs, tables, charts, diagrams, reference materials, newspapers, political cartoons, and periodicals. IIB3 Cite examples of the relationship that exists between past and present events. IIIB1 Discuss the concept of leadership and analyze the effectiveness of leaders in United States history. IIIB2 Cite examples throughout United States history of actions taken by people to bring about changes in their community, state, and nation and discuss the effectiveness of these actions. VA1 Describe the impact of people and ideas on the values, traditions and institutions in the pluralistic society of the United States using primary sources in art, music, and literature.	IIIB. After discussing the importance of leadership and learning about people in history who have worked to make effective changes in their community, state, and nation, the students will create a "Good Citizen in History" Honor Roll by: <ol style="list-style-type: none"> Participating in small groups to develop categories for the Honor Roll; e.g., pioneers, political leaders, people who stood for unpopular causes, inventors. Developing written criteria for inclusion on the Honor Roll. Selecting members from throughout history who have met the established criteria. Creating an illustrated Honor Roll display; e.g., time line, poster, scrapbook. Participating in a class discussion on the criteria developed and the people nominated for the Honor Roll. 	<u>Projects</u> <ul style="list-style-type: none"> Compare and contrast the preamble from the Seneca Falls Declaration with the preamble from the Declaration of Independence. Create a Venn Diagram showing the similarities and differences. LA.A.2.2.7 Compare and contrast Create a "Good Citizen Honor Roll". Develop the criteria for inclusion and select key individuals. Create a display to include time lines, posters, and documentation. Culminate with a class discussion on the impact of these individuals actions. LA.A.2.3.7 Synthesizes information and draws conclusions.
Content Topics (Listed in Order of Instruction)	Competency-Based Curriculum Objective(s)	Competency(ies)	Potential Writing Topics and/or Project Ideas with Language Arts Benchmarks as appropriate
Main Topic # 15 Number of class periods: 6 Road to Civil War: 1820-1861 <ul style="list-style-type: none"> sectionalism, Missouri Compromise, Compromise of 1850 Kansa-Nebraska Act popular sovereignty, Lincoln/Douglas debates Dred Scott decision Election of 1860 	IIA6 Discuss sectionalism as a source of conflict between the North and South prior to the Civil War and between regions in the United States today. IIA7 Investigate the institution of slavery in the United States including its historical background, economic importance, and its impact on the lives of slaves; e.g., slave trade, slave life, slave resistance, abolition. IIB2 Construct a time line using appropriate time concepts; e.g., period, century, decade. IIIB1 Discuss the concept of leadership and analyze the effectiveness of leaders in United States history. VIA2 Analyze events which demonstrate the concept of historical interpretation and identify the factors that cause historical interpretations to differ; e.g.,		<u>Projects</u> <ul style="list-style-type: none"> Create a Venn Diagram comparing and contrasting federal legislation passed between 1820-1860 that addressed compromises over the issue of slavery. LA.A. 2.2.7 Compare and contrast <u>Writing</u> <ul style="list-style-type: none"> Write a five-paragraph essay to persuade southern planters that slave labor was dispensable. LA.A.2.3.7 Synthesizes information and draws conclusions.

<ul style="list-style-type: none"> • Secession of South Carolina • Creation of the Confederate States of America <p><u>Mandate(s)</u> African-American History Character Education Hispanic Contributions to the U.S. Women's Contribution to United States History</p>	<p>personal perspective and bias, religious, political, social, economic background.</p> <p>VIA3 Discuss the ways opposing viewpoints have influenced historical events and decisions; e.g., religious dissent in the colonies, sectional differences prior to the Civil War, Reconstruction, isolationism vs. world involvement, Treaty of Versailles, Korean Conflict, Vietnam War.</p> <p>VIA4 Apply the five-step decision-making model (define the problem, list alternatives, state criteria, evaluate alternatives, make the decision) to historical conflicts; e.g., Lexington and Concord, Articles of Confederation, Louisiana Purchase, compromises over slavery, rights of Native Americans, the Alamo, use of the atomic bomb, Cuban Missile Crisis, Operation Desert Storm.</p>		
Content Topics (Listed in Order of Instruction)	Competency-Based Curriculum Objective(s)	Competency(ies)	Potential Writing Topics and/or Project Ideas with Language Arts Benchmarks as appropriate
<p>Main Topic # 16 Number of class periods: 6</p> <p><u>Civil War: 1861-1865</u></p> <ul style="list-style-type: none"> • Attack on Fort Sumter, • Union and Confederacy • Changing role of women • Major battles and their outcomes • Emancipation Proclamation • Gettysburg Address • Union victory <p><u>Mandate(s)</u> African-American History Character Education Women's Contributions to United States History</p>	<p>IIA11 Analyze cause and effect relationships, including those of major wars, throughout key periods in United States history; e.g., Colonial Period, westward expansion, Civil War, industrial development, Great Depression, global conflict, interdependence.</p> <p>IIA14 Discuss the roles of key individuals, including women and minorities, during major historical periods or events in United States and Florida history.</p> <p>IIA16 Identify significant American and Florida symbols; e.g., American flag, Statue of Liberty, American bald eagle, Liberty Bell, Uncle Sam, state seal, Vietnam Memorial, national cemeteries.</p> <p>IIA17 Evaluate the role the media has played in providing information about key historical events; e.g., Boston Massacre, Civil War photography, yellow journalism, Kennedy assassination, Malcolm X, Vietnam War, Operation Desert Storm.</p> <p>IIB1 Obtain appropriate information about historical events from maps, atlases, pictures, primary sources, graphs, tables, charts, diagrams, reference materials, newspapers, political cartoons, and periodicals.</p> <p>IIB2 Construct a time line using appropriate time concepts; e.g., period, century, decade.</p> <p>IIIB1 Discuss the concept of leadership and analyze the effectiveness of leaders in United States history.</p> <p>IVA4 Compare the economic positions and programs of selected American presidents; e.g., Jefferson, Jackson, Lincoln, T. Roosevelt, Hoover, F. Roosevelt, L. Johnson, Reagan.</p>	<p>IIA. After studying important periods in United States and Florida history, and the individuals and groups who contributed to them, the students will create a live newscast, video program, or newspaper for a selected period of history by:</p> <ol style="list-style-type: none"> Writing news stories about significant events and personalities of the selected time period. Conducting mock interviews with significant people from the period. Writing a biographical sketch about a selected historical figure(s). Writing an editorial about whether an event or an individual can make a difference in history. Creating support materials including maps, graphs, charts, and time lines. Role play, dramatize, create art, music, or poetry about the significant events, people, or ideas of a selected time period. 	<p><u>Projects</u></p> <ul style="list-style-type: none"> • Create a Civil War timeline to include major milestones. May be ongoing to include Reconstruction. LA.A.2.3.5 Locates, organizes, and interprets written information. • Look at famed photographer Matthew Brady's pictures and determine the impact photography had on the changing landscape of war. How was this tool used to convey meaning? To whom? Why? LA.A.2.3.8 Checks the validity and accuracy of information. • Analyze a map of the United States during the Civil War. Determine what geographical factors would be an asset. Hold a mock military strategy planning meeting for the South and the North explaining strategy based on a geographic features. • Create a Civil War newspaper from either the Confederate or Union perspective. Write news stories and an editorial about significant events and/or people of the time. Conduct an interview and write a biographical sketch with a significant historical figure. Include maps, time lines, political cartoons, advertising, poetry or anything one would find in a typical newspaper. LA.A.2.3.5 Locates, organizes, and interprets written information. <p><u>Writing</u></p> <ul style="list-style-type: none"> • Write a five paragraph essay explaining the cause and effect of the Emancipation Declaration. LA.E.2.2.1 Cause and effect
Content Topics (Listed in Order of Instruction)	Competency-Based Curriculum Objective(s)	Competency(ies)	Potential Writing Topics and/or Project Ideas with Language Arts Benchmarks as appropriate

<p>Main Topic # 17 Number of class periods: 6</p> <p><u>Reconstruction and its Aftermath 1865-1896</u></p> <ul style="list-style-type: none"> • Reconstruction • President Lincoln's assassination • Radical Republicans • Southern Democrats, • Civil Rights Amendments • Southern resistance tactics • Johnson's presidency and impeachment • End of Reconstruction <p><u>Mandate(s)</u> African-American History</p>	<p>IB3 Explain the migration of people throughout history; e.g., colonial settlers, opening of Northwest Territory, slave trade, Native American removal, westward expansion, Gold Rush, south to north labor migration, Japanese relocation, migrant workers, plight of the homeless</p> <p>IIB3 Cite examples of the relationship that exists between past and present events</p> <p>IIIB2 Cite examples throughout United States history of actions taken by people to bring about changes in their community, state, and nation and discuss the effectiveness of these actions.</p> <p>VA4 Analyze examples of man's inhumanity to man throughout history; i.e., slavery, treatment of Native Americans, Holocaust, Japanese internment.</p> <p>VIA1 Use appropriate skills and resources to access, analyze, and synthesize information.</p> <p>VIA3 Discuss the ways opposing viewpoints have influenced historical events and decisions; e.g., religious dissent in the colonies, sectional differences prior to the Civil War, Reconstruction, isolationism vs. world involvement, Treaty of Versailles, Korean Conflict, Vietnam War.</p>		<p><u>Projects</u></p> <ul style="list-style-type: none"> • Select a Reconstruction Era political cartoon. Analyze clues to draw conclusions. LA.A.2.3.7 Synthesizes information and draws conclusions. • Analyze the poem <i>O Captain, My Captain</i>. How does the author's point of view support Lincoln's lore? LA.A.2.3.2 Author's purpose • Research and then compare and contrast the impeachment of Andrew Johnson with that of William Jefferson Clinton. LA.A.2.2.7 Compare and contrast
Content Topics (Listed in Order of Instruction)	Competency-Based Curriculum Objective(s)	Competency(ies)	Potential Writing Topics and/or Project Ideas with Language Arts Benchmarks as appropriate
<p>Main Topic # 18 Number of class periods: 6</p> <p><u>The Western Frontier :1858-1896</u></p> <ul style="list-style-type: none"> • First transcontinental railroad • Disappearance of the frontier • Farming and ranching in the Midwest • Native American policies and struggles • Populist Party <p><u>Mandate(s)</u> African-American History Character Education Women's Contributions to United States History</p>	<p>IIA13 Analyze the goals and accomplishments of various reform movements throughout United States history; e.g., Abolition, Women's Rights, Temperance, Progressive, Populist, Civil Rights.</p> <p>IIB3 Cite examples of the relationship that exists between past and present events.</p> <p>IVB2 Discuss the contributions of transportation and communication to the economic development of the United States.</p> <p>VA4 Analyze examples of man's inhumanity to man throughout history; i.e., slavery, treatment of Native Americans, Holocaust, Japanese internment.</p> <p>VIA5 Apply the five-step decision-making model (define the problem, list alternatives, state criteria, evaluate alternatives, make the decision) to historical conflicts; e.g., Lexington and Concord, Articles of Confederation, Louisiana Purchase, compromises over slavery, rights of Native Americans, the Alamo, use of the atomic bomb, Cuban Missile Crisis, Operation Desert Storm.</p>		<p><u>Project</u></p> <ul style="list-style-type: none"> • Research political, social, and economic issues facing the country in post Civil War history (1858-1896). Have students work in groups to create newspaper articles as if they lived in that time period. <p><u>Writing</u></p> <ul style="list-style-type: none"> • Write to convince the reader that Federal policy was not just concerning removal of Native American groups.
<p>• THIRD NINE WEEKS</p>			
Content Topics (Listed in Order of Instruction)	Competency-Based Curriculum Objective(s)	Competency(ies)	Potential Writing Topics and/or Project Ideas with Language Arts Benchmarks as appropriate
<p>Main Topic # 19 Number of class periods: 6</p>	<p>IIA11 Analyze cause and effect relationships, including those of major wars, throughout key periods in United States history; e.g., Colonial Period, westward expansion, Civil War, industrial development, Great Depression,</p>	<p>IVB. After studying the role industry and technology have played in the economic development of the United States, the</p>	<p><u>Projects</u></p> <ul style="list-style-type: none"> • Discuss basic economic terminology. Conduct a mock stock market. Research several corporations. Give an

<p><u>The Growth of Industry :1865-1914</u></p> <ul style="list-style-type: none"> • Improvements in communication • Inventions • Rise of industrial giants • Rise of the labor unions <p><u>Mandate(s)</u> African-American History Character Education Women's Contributions to United States History</p>	<p>global conflict, interdependence.</p> <p>IIB3 Cite examples of the relationship that exists between past and present events.</p> <p>IVA1 Identify the economic concepts associated with the American free enterprise system; e.g., market place, exchange, supply and demand, capital goods, competition, goods and services, price, profit, private property.</p> <p>IVA2 Introduce the origins and accomplishments of the American labor movement and identify its significant leaders.</p> <p>IVB1 Identify the major events and personalities involved in the rapid growth of American business and industry after the Civil War and analyze the positive and negative effects of this growth; e.g., new technology, environmental concerns.</p> <p>IVB2 Discuss the contributions of transportation and communication to the economic development of the United States.</p> <p>VIA5 Investigate the development of the United States through the movement of ideas in science and technology from one nation to another; e.g., inventions, methods of production, medicine, space program, computer technology.</p>	<p>students will create an advertisement for an invention or technological development by:</p> <ol style="list-style-type: none"> Determining, through discussion, the inventions or technological developments that have had a significant impact on American life. Researching the invention or technological advancement selected. Writing the advertisement copy, justifying its importance. 	<p>allotted amount of money to invest. Purchase and track using a spreadsheet. Write a prognosis article for a local magazine based on your corporations' growth or loss and your experiences.</p> <p>LA.A.2.3.5 Locates, organizes, and interprets written information.</p> <ul style="list-style-type: none"> • Create an advertisement for an invention or technological advancement that has impacted the American economy. Research the invention or advancement and write an advertisement for it. <p>LA.A.2.3.5 Locates, organizes, and interprets written information.</p> <p><u>Writing</u></p> <ul style="list-style-type: none"> • Discuss the American cultural milieu in which the words to the Pledge of Allegiance were written in 1892. Write to persuade American citizens whether the words "under God" should have or have not been included. <p>LA.A.2.3.2 Author's purpose</p>
<p>Content Topics (Listed in Order of Instruction)</p>	<p>Competency-Based Curriculum Objective(s)</p>	<p>Competency(ies)</p>	<p>Potential Writing Topics and/or Project Ideas with Language Arts Benchmarks as appropriate</p>
<p>Main Topic # 20 Number of class periods: 6</p> <p><u>Immigration and the Growth of Cities: 1865-1914</u></p> <ul style="list-style-type: none"> • Mass migration • Nativism and exclusion • Hazards and challenges of city life • Acculturation of immigrant groups <p><u>Mandate(s)</u> African-American History Character Education Hispanic Contributions to the U.S. Women's Contributions to United States History</p>	<p>IIA16 Identify significant American and Florida symbols; e.g., American flag, Statue of Liberty, American bald eagle, Liberty Bell, Uncle Sam, state seal, Vietnam Memorial, national cemeteries.</p> <p>IIB3 Cite examples of the relationship that exists between past and present events.</p> <p>IVB1 Identify the major events and personalities involved in the rapid growth of American business and industry after the Civil War and analyze the positive and negative effects of this growth; e.g., new technology, environmental concerns.</p> <p>VA3 Identify selected groups that immigrated to the United States from the late 1800's to the present and compare their reasons for immigrating.</p> <p>VIA2 Analyze events which demonstrate the concept of historical interpretation and identify the factors that cause historical interpretations to differ; e.g., personal perspective and bias, religious, political, social, economic background.</p>		<p><u>Project</u></p> <ul style="list-style-type: none"> • Research the origin of the Statue of Liberty. What role did Ellis Island and the Statue of Liberty play in American immigration? Interview persons who arrived through Ellis Island in the early 1900's. <p>LA.A. Locates, organizes, and interprets written information.</p> <p><u>Writing</u></p> <ul style="list-style-type: none"> • Research your origins. Write an expository essay revealing your families experience. <p>LA.A.2.3.8 Checks validity and accuracy of information.</p>
<p>Content Topics (Listed in Order of Instruction)</p>	<p>Competency-Based Curriculum Objective(s)</p>	<p>Competency(ies)</p>	<p>Potential Writing Topics and/or Project Ideas with Language Arts Benchmarks as appropriate</p>
<p>Main Topic # 21 Number of class periods: 7</p>	<p>IIA11 Analyze cause and effect relationships, including those of major wars, throughout key periods in United States history; e.g., Colonial Period,</p>		<p><u>Projects</u></p> <ul style="list-style-type: none"> • Read the XIX Amendment Research the causes and

<p><u>Progressive Movement</u></p> <ul style="list-style-type: none"> • Muckrakers • XIX Amendment • Progressive Movement • Anti-trust laws <p><u>Mandate(s)</u> African-American History Hispanic Contributions to the U.S. Women's Contributions to the U.S. Character Education</p>	<p>westward expansion, Civil War, industrial development, Great Depression, global conflict, interdependence</p> <p>IIA13 Analyze the goals and accomplishments of various reform movements throughout United States history; e.g., Abolition, Women's Rights, Temperance, Progressive, Populist, Civil Rights.</p> <p>IIA14 Discuss the roles of key individuals, including women and minorities, during major historical periods or events in United States and Florida history.</p> <p>IIIA1 Review the major democratic principles and concepts outlined in the Declaration of Independence and the United States Constitution and cite examples of how these concepts have been applied throughout United States history, especially to women and minorities.</p> <p>IIIB1 Discuss the concept of leadership and analyze the effectiveness of leaders in United States history.</p> <p>IIIB2 Cite examples throughout United States history of actions taken by people to bring about changes in their community, state, and nation and discuss the effectiveness of these actions</p> <p>IVA4 Compare the economic positions and programs of selected American presidents; e.g., Jefferson, Jackson, Lincoln, T. Roosevelt, Hoover, F. Roosevelt, L. Johnson, Reagan.</p> <p>VA3 Identify selected groups that immigrated to the United States from the late 1800's to the present and compare their reasons for immigrating.</p> <p>VA4 Analyze examples of man's inhumanity to man throughout history; i.e., slavery, treatment of Native Americans, Holocaust, Japanese internment.</p>		<p>effects of this constitutional amendment. Discuss the roles of key individuals that made this event possible. LA.A.2.2.7 Cause and effect</p> <ul style="list-style-type: none"> • Conduct mock interviews with Muckrakers. What problems were exposed by this group? • Write a biographical sketch about Teddy Roosevelt. Create support materials including maps, graphs and pictures.
Content Topics (Listed in Order of Instruction)	Competency-Based Curriculum Objective(s)	Competency(ies)	Potential Writing Topics and/or Project Ideas with Language Arts Benchmarks as appropriate
<p>Main Topic # 22 Number of class periods: 6</p> <p><u>Imperialism (1865-1917)</u></p> <ul style="list-style-type: none"> • Spanish-American War? • Impact the Roosevelt Corollary had on American Foreign Policy? • Compare the purchase of Alaska and the annexation of Hawaii. • Naval expansion • How did the Panama Canal improve commerce for the United States? <p><u>Mandate(s)</u> African-American History Hispanic Contributions to the U.S. Women's Contributions to the U.S. Character Education</p>	<p>IB1 Assess the impact of physical geography on the development of the United States; e.g., early exploration, colonial settlement, westward movement, development of cities and industries, Civil War, overseas expansion, isolationism, interdependence.</p> <p>IB3 Explain the migration of people throughout history; e.g., colonial settlers, opening of Northwest Territory, slave trade, Native American removal, westward expansion, Gold Rush, south to north labor migration, Japanese relocation, migrant workers, plight of the homeless</p> <p>IIA8 Examine the events that contributed to the rise of the United States as a world power (1890's - 1920's).</p> <p>IIA11 Analyze cause and effect relationships, including those of major wars, throughout key periods in United States history; e.g., Colonial Period, westward expansion, Civil War, industrial development, Great Depression, global conflict, interdependence.</p> <p>IIA14 Discuss the roles of key individuals, including women and minorities, during major historical periods or events in United States and Florida history.</p> <p>IIA17 Evaluate the role the media has played in providing information about key historical events; e.g., Boston Massacre, Civil War photography, yellow journalism, Kennedy assassination, Malcolm X, Vietnam War, Operation Desert Storm.</p> <p>IIB1 Obtain appropriate information about historical events from maps, atlases, pictures, primary sources, graphs, tables, charts, diagrams, reference</p>		<p><u>Projects</u></p> <ul style="list-style-type: none"> • Compare and contrast the main points of the Monroe Doctrine and the Roosevelt Corollary. LA.A.2.2.7 Compare and contrast • Students will create a political cartoon depicting one of the key events during this period (i.e., building of the Panama Canal, Monroe Doctrine and its effects on Latin America, sinking of the USS Maine, Spanish American War, World War I, etc.) Students will present orally to the class. L.A.A.2.3.5 Locates, organizes, and interprets written information. <p><u>Writing</u></p> <ul style="list-style-type: none"> • Write a five-paragraph essay on the effect the Spanish-American War had on the rise of U.S. involvement in global affairs. LA.A.2.3.5 Locates, organizes, and interprets written information. • Write an article for the Opinion Page of the newspaper taking a stand on the practice of yellow journalism during the Spanish-American War. LA.A.2.3.2 Author's purpose

	<p>materials, newspapers, political cartoons, and periodicals.</p> <p>IVB2 Discuss the contributions of transportation and communication to the economic development of the United States.</p> <p>IVB3 Cite examples of the impact of technology on the development of American society.</p> <p>VA1 Describe the impact of people and ideas on the values, traditions and institutions in the pluralistic society of the United States using primary sources in art, music, and literature.</p> <p>VA2 Identify the major Native American culture areas and chart the major cultural characteristics of each area; i.e., methods of obtaining food, housing, religion, customs, system of government.</p> <p>VIA3 Discuss the ways opposing viewpoints have influenced historical events and decisions; e.g., religious dissent in the colonies, sectional differences prior to the Civil War, Reconstruction, isolationism vs. world involvement, Treaty of Versailles, Korean Conflict, Vietnam War.</p>		
Content Topics (Listed in Order of Instruction)	Competency-Based Curriculum Objective(s)	Competency(ies)	Potential Writing Topics and/or Project Ideas with Language Arts Benchmarks as appropriate
<p>Main Topic # 23 Number of class periods: 7</p> <p><u>World War I (1914-1919)</u></p> <ul style="list-style-type: none"> • Military campaigns • Military alliances • Rise of communism worldwide. • Use of propaganda • How did the US emerge as a world leader? • Treaty of Versailles • League of Nations <p><u>Mandate(s)</u> African-American History Hispanic Contributions to the U.S. Women's Contributions to the U.S. Character Education</p>	<p>IIA8 Examine the events that contributed to the rise of the United States as a world power (1890's - 1920's).</p> <p>IIA11 Analyze cause and effect relationships, including those of major wars, throughout key periods in United States history; e.g., Colonial Period, westward expansion, Civil War, industrial development, Great Depression, global conflict, interdependence</p> <p>IIA14 Discuss the roles of key individuals, including women and minorities, during major historical periods or events in United States and Florida history.</p> <p>IIA16 Identify significant American and Florida symbols; e.g., American flag, Statue of Liberty, American bald eagle, Liberty Bell, Uncle Sam, state seal, Vietnam Memorial, national cemeteries.</p> <p>IIB1 Obtain appropriate information about historical events from maps, atlases, pictures, primary sources, graphs, tables, charts, diagrams, reference materials, newspapers, political cartoons, and periodicals.</p> <p>IIIB2 Cite examples throughout United States history of actions taken by people to bring about changes in their community, state, and nation and discuss the effectiveness of these actions</p> <p>IVA4 Compare the economic positions and programs of selected American presidents; e.g., Jefferson, Jackson, Lincoln, T. Roosevelt, Hoover, F. Roosevelt, L. Johnson, Reagan.</p> <p>IVB2 Discuss the contributions of transportation and communication to the economic development of the United States.</p> <p>IVB3 Cite examples of the impact of technology on the development of American society.</p> <p>VA1 Describe the impact of people and ideas on the values, traditions and institutions in the pluralistic society of the United States using primary sources in art, music, and literature.</p> <p>VIA3 Discuss the ways opposing viewpoints have influenced historical events and decisions; e.g., religious dissent in the colonies, sectional differences prior to the Civil War, Reconstruction, isolationism vs. world involvement, Treaty of</p>		<p><u>Projects</u></p> <ul style="list-style-type: none"> • Make a time line with key events that occurred during World War I. LA.A.132 Analyze words and text • Research causes and effects of WWI. LA.E.2.2.1 Cause and effect • Read a novel about WWI with the class (i.e., All Quiet on the Western Front, etc.) Have students discuss the novel and give their viewpoints. LA.A.2.3.1 main idea • Have students create a propaganda poster encouraging enlistment in the U.S. Armed Forces during WWI. <p><u>Writing</u></p> <ul style="list-style-type: none"> • Write a one-page essay on the rise of communism and its impact worldwide. LA.A.2.3.1 Main idea

Content Topics (Listed in Order of Instruction)	Competency-Based Curriculum Objective(s)	Competency(ies)	Potential Writing Topics and/or Project Ideas with Language Arts Benchmarks as appropriate
<p>Versailles, Korean Conflict, Vietnam War.</p> <p>Main Topic # 24 Number of class periods: 7</p> <p><u>The 1920's</u></p> <ul style="list-style-type: none"> • Red Scare • Isolationism • How did Jazz influence America? • Automobile boom • Native-born American superiority theory • XIX Amendment • Prohibition • Scopes Trial <p><u>Mandate(s)</u> African-American History Women's Contributions to the U.S. Character Education</p>	<p>IB1 Assess the impact of physical geography on the development of the United States; e.g., early exploration, colonial settlement, westward movement, development of cities and industries, Civil War, overseas expansion, isolationism, interdependence.</p> <p>IIA9 Examine a social, political, or economic issue in the United States during the 1920's that has implications for society today; e.g., changing role of women, science vs. religion, isolationism vs. global participation.</p> <p>IIA11 Analyze cause and effect relationships, including those of major wars, throughout key periods in United States history; e.g., Colonial Period, westward expansion, Civil War, industrial development, Great Depression, global conflict, interdependence</p> <p>IIA13 Analyze the goals and accomplishments of various reform movements throughout United States history; e.g., Abolition, Women's Rights, Temperance, Progressive, Populist, Civil Rights.</p> <p>IIA14 Discuss the roles of key individuals, including women and minorities, during major historical periods or events in United States and Florida history.</p> <p>IIA17 Evaluate the role the media has played in providing information about key historical events; e.g., Boston Massacre, Civil War photography, yellow journalism, Kennedy assassination, Malcolm X, Vietnam War, Operation Desert Storm.</p> <p>IIIA1 Review the major democratic principles and concepts outlined in the Declaration of Independence and the United States Constitution and cite examples of how these concepts have been applied throughout United States history, especially to women and minorities.</p> <p>IIIB1 Discuss the concept of leadership and analyze the effectiveness of leaders in United States history.</p> <p>IIIB2 Cite examples throughout United States history of actions taken by people to bring about changes in their community, state, and nation and discuss the effectiveness of these actions</p> <p>VA1 Describe the impact of people and ideas on the values, traditions and institutions in the pluralistic society of the United States using primary sources in art, music, and literature.</p> <p>VA4 Analyze examples of man's inhumanity to man throughout history; i.e., slavery, treatment of Native Americans, Holocaust, Japanese internment.</p>		<p><u>Writing</u></p> <ul style="list-style-type: none"> • Write news stories about significant events and personalities from the Jazz Age. LA.A.1.3.2 Analyze words and text • Write a biographical sketch about a selected historical figure in the women's movement. LA.A.2.3.7 Synthesizes information and draws conclusions.
<p>• FOURTH NINE WEEKS</p>			
Content Topics (Listed in Order of Instruction)	Competency-Based Curriculum Objective(s)	Competency(ies)	Potential Writing Topics and/or Project Ideas with Language Arts Benchmarks as appropriate
<p>Main Topic # 25 Number of class periods: 5</p> <p><u>Depression and FDR</u></p> <ul style="list-style-type: none"> • Causes and effects of the Great Depression. • Hard times for industrial 	<p>IB3 Explain the migration of people throughout history; e.g., colonial settlers, opening of Northwest Territory, slave trade, Native American removal, westward expansion, Gold Rush, south to north labor migration, Japanese relocation, migrant workers, plight of the homeless</p> <p>IIA11 Analyze cause and effect relationships, including those of major wars, throughout key periods in United States history; e.g., Colonial Period,</p>		<p><u>Projects</u></p> <ul style="list-style-type: none"> • Illustrate a cause-effect relationship of the Great Depression. LA.E.2.2.1 Cause and effect • Conduct mock interviews with significant people from the Depression era. Document the changes the Depression had on their lives.

<p>workers, farmers, homeowners.</p> <ul style="list-style-type: none"> • Migrants and the Dust Bowl. • FDR's New Deal. <p><u>Mandate(s)</u> African-American History Hispanic Contributions to the U.S. Women's Contributions to the U.S. Character Education</p>	<p>westward expansion, Civil War, industrial development, Great Depression, global conflict, interdependence</p> <p>IIA13 Analyze the goals and accomplishments of various reform movements throughout United States history; e.g., Abolition, Women's Rights, Temperance, Progressive, Populist, Civil Rights.</p> <p>IIA14 Discuss the roles of key individuals, including women and minorities, during major historical periods or events in United States and Florida history.</p> <p>IIIA1 Review the major democratic principles and concepts outlined in the Declaration of Independence and the United States Constitution and cite examples of how these concepts have been applied throughout United States history, especially to women and minorities.</p> <p>IIIB1 Discuss the concept of leadership and analyze the effectiveness of leaders in United States history.</p> <p>IIIB2 Cite examples throughout United States history of actions taken by people to bring about changes in their community, state, and nation and discuss the effectiveness of these actions</p> <p>IVA2 Introduce the origins and accomplishments of the American labor movement and identify its significant leaders.</p> <p>IVA3 List the major causes of the Great Depression and evaluate the effectiveness of the New Deal programs and reforms.</p> <p>IVA4 Compare the economic positions and programs of selected American presidents; e.g., Jefferson, Jackson, Lincoln, T. Roosevelt, Hoover, F. Roosevelt, L. Johnson, Reagan.</p> <p>VA1 Describe the impact of people and ideas on the values, traditions and institutions in the pluralistic society of the United States using primary sources in art, music, and literature.</p> <p>VA4 Analyze examples of man's inhumanity to man throughout history; i.e., slavery, treatment of Native Americans, Holocaust, Japanese internment.</p> <p>VIA2 Analyze events which demonstrate the concept of historical interpretation and identify the factors that cause historical interpretations to differ; e.g., personal perspective and bias, religious, political, social, economic background.</p>		<p><u>Writing</u></p> <ul style="list-style-type: none"> • Write a five-paragraph essay explaining three of the programs established under the New Deal. LA.A. 2.3.5 Locates, organizes, and interprets written information. • Write a five-paragraph essay on the accomplishments of Eleanor Roosevelt and how she changed the perception of the role of the First Lady.
Content Topics (Listed in Order of Instruction)	Competency-Based Curriculum Objective(s)	Competency(ies)	Potential Writing Topics and/or Project Ideas with Language Arts Benchmarks as appropriate
<p>Main Topic # 26 Number of class periods: 7</p> <p><u>World War II</u></p> <ul style="list-style-type: none"> • Analyze cause and effect of the war. • Rise of dictators. • How did the US adapt to the new role as a Superpower? • Holocaust • Japanese internment • Influence of technology in weapons. • Truman orders use of the 	<p>IB3 Explain the migration of people throughout history; e.g., colonial settlers, opening of Northwest Territory, slave trade, Native American removal, westward expansion, Gold Rush, south to north labor migration, Japanese relocation, migrant workers, plight of the homeless.</p> <p>IIA10 Examine the impact of World War II on the development of the United States as a superpower during the Cold War.</p> <p>IIA11 Analyze cause and effect relationships, including those of major wars, throughout key periods in United States history; e.g., Colonial Period, westward expansion, Civil War, industrial development, Great Depression, global conflict, interdependence</p> <p>IIA12 Examine political controversies from 1945 to the present; e.g., Civil rights, women's rights, Vietnam War, drug trafficking, and identify efforts to resolve each controversy.</p> <p>IIA13 Analyze the goals and accomplishments of various reform movements</p>		<p><u>Projects</u></p> <ul style="list-style-type: none"> • Create a time line illustrating significant events of WWII. LA.A.2.3.7 Synthesizes information and draws conclusions. • Draw a historical map displaying Soviet expansion. Write about how the United States responded to the fear of the spread of communism. LA.A.2.3.8 Checks validity and accuracy of information. • Research various Jewish resistance movements during the second world war. <p><u>Writing</u></p> <ul style="list-style-type: none"> • Write a five-paragraph essay explaining how Hitler, Mussolini and Stalin threatened world peace in the

<p>atomic bomb.</p> <ul style="list-style-type: none"> Soviet Expansion <p><u>Mandate(s)</u> African-American History Holocaust Education Hispanic Contributions to the U.S. Women's Contributions to the U.S. Character Education</p>	<p>throughout United States history; e.g., Abolition, Women's Rights, Temperance, Progressive, Populist, Civil Rights.</p> <p>IIA14 Discuss the roles of key individuals, including women and minorities, during major historical periods or events in United States and Florida history.</p> <p>IIA16 Identify significant American and Florida symbols; e.g., American flag, Statue of Liberty, American bald eagle, Liberty Bell, Uncle Sam, state seal, Vietnam Memorial, national cemeteries.</p> <p>IIA17 Evaluate the role the media has played in providing information about key historical events; e.g., Boston Massacre, Civil War photography, yellow journalism, Kennedy assassination, Malcolm X, Vietnam War, Operation Desert Storm.</p> <p>IIB1 Obtain appropriate information about historical events from maps, atlases, pictures, primary sources, graphs, tables, charts, diagrams, reference materials, newspapers, political cartoons, and periodicals.</p> <p>IIIA1 Review the major democratic principles and concepts outlined in the Declaration of Independence and the United States Constitution and cite examples of how these concepts have been applied throughout United States history, especially to women and minorities.</p> <p>IIIA2 Discuss the reasons for the failure of the Articles of Confederation and outline the key events and compromises involved in the writing of the United States Constitution.</p> <p>IIIB1 Discuss the concept of leadership and analyze the effectiveness of leaders in United States history.</p> <p>IIIB2 Cite examples throughout United States history of actions taken by people to bring about changes in their community, state, and nation and discuss the effectiveness of these actions</p> <p>IVB2 Discuss the contributions of transportation and communication to the economic development of the United States.</p> <p>IVB3 Cite examples of the impact of technology on the development of American society.</p> <p>VA4 Analyze examples of man's inhumanity to man throughout history; i.e., slavery, treatment of Native Americans, Holocaust, Japanese internment.</p> <p>VIA3 Discuss the ways opposing viewpoints have influenced historical events and decisions; e.g., religious dissent in the colonies, sectional differences prior to the Civil War, Reconstruction, isolationism vs. world involvement, Treaty of Versailles, Korean Conflict, Vietnam War.</p> <p>VIA4 Apply the five-step decision-making model (define the problem, list alternatives, state criteria, evaluate alternatives, make the decision) to historical conflicts; e.g., Lexington and Concord, Articles of Confederation, Louisiana Purchase, compromises over slavery, rights of Native Americans, the Alamo, use of the atomic bomb, Cuban Missile Crisis, Operation Desert Storm.</p>		<p>1930s?</p> <p>LA.A. 2.3.7 Synthesizes information and draws conclusions.</p> <ul style="list-style-type: none"> Write about FDR's leadership. Why do you think FDR won so easily a third term as president? <p>LA.A.2.3.8 Checks validity and accuracy of information</p> <ul style="list-style-type: none"> Write a position paper on Truman's decision in ordering the use of the atomic bomb. You may want to show the movie "Fat Man and Little Boy" about the development of the atomic bomb at Los Alamos. <p>LA.A.2.3.8 Checks validity and accuracy of information</p>
Content Topics (Listed in Order of Instruction)	Competency-Based Curriculum Objective(s)	Competency(ies)	Potential Writing Topics and/or Project Ideas with Language Arts Benchmarks as appropriate
<p>Main Topic # 27 Number of class periods: 5 <u>Cold War Experience</u></p>	<p>IIA10 Examine the impact of World War II on the development of the United States as a superpower during the Cold War.</p> <p>IIA11 Analyze cause and effect relationships, including those of major wars, throughout key periods in United States history; e.g., Colonial Period,</p>		<p><u>Projects</u></p> <ul style="list-style-type: none"> Compare and contrast the international organizations: NATO and United Nations. <p>LA.A.2.2.7 Compare and contrast</p>

<ul style="list-style-type: none"> • Cold War. • Examine political controversies. • Identify allies and adversaries during a global conflict. • Communism v Democracy. • Discuss the role of Senator McCarthy. • Start of the Space Race. • Korean War. • United Nations. • Reversal of 'Separate but Equal.' <p><u>Mandate(s)</u> African-American History Holocaust Education Hispanic Contributions to the U.S. Women's Contributions to the U.S. Character Education</p>	westward expansion, Civil War, industrial development, Great Depression, global conflict, interdependence IIA12 Examine political controversies from 1945 to the present; e.g., Civil rights, women's rights, Vietnam War, drug trafficking, and identify efforts to resolve each controversy. IIA13 Analyze the goals and accomplishments of various reform movements throughout United States history; e.g., Abolition, Women's Rights, Temperance, Progressive, Populist, Civil Rights. IIA14 Discuss the roles of key individuals, including women and minorities, during major historical periods or events in United States and Florida history. IIA16 Identify significant American and Florida symbols; e.g., American flag, Statue of Liberty, American bald eagle, Liberty Bell, Uncle Sam, state seal, Vietnam Memorial, national cemeteries. IIA17 Evaluate the role the media has played in providing information about key historical events; e.g., Boston Massacre, Civil War photography, yellow journalism, Kennedy assassination, Malcolm X, Vietnam War, Operation Desert Storm. IIB1 Obtain appropriate information about historical events from maps, atlases, pictures, primary sources, graphs, tables, charts, diagrams, reference materials, newspapers, political cartoons, and periodicals. IIB2 Construct a time line using appropriate time concepts; e.g., period, century, decade. IIIB1 Discuss the concept of leadership and analyze the effectiveness of leaders in United States history. IIIB2 Cite examples throughout United States history of actions taken by people to bring about changes in their community, state, and nation and discuss the effectiveness of these actions IVB2 Discuss the contributions of transportation and communication to the economic development of the United States. IVB3 Cite examples of the impact of technology on the development of American society. VIA2 Analyze events which demonstrate the concept of historical interpretation and identify the factors that cause historical interpretations to differ; e.g., personal perspective and bias, religious, political, social, economic background. VIA3 Discuss the ways opposing viewpoints have influenced historical events and decisions; e.g., religious dissent in the colonies, sectional differences prior to the Civil War, Reconstruction, isolationism vs. world involvement, Treaty of Versailles, Korean Conflict, Vietnam War.		<ul style="list-style-type: none"> • Define the term 'Iron Curtain' and research communist movements around the world. Create a Venn Diagram comparing and contrasting two communist movements around the world. LA.A.2.2.7 Compare and contrast • Create a time line following events leading to Supreme Court ruling Brown v. School Board of Education, Topeka, Kansas. LA.A.2.3.7 Synthesizes information and draws conclusions. <p><u>Writing</u></p> <ul style="list-style-type: none"> • Write a one-page research paper explaining what effect the Truman Doctrine and the Marshall Plan had on the spread of Communism? LA.A.2.3.7 Synthesizes information and draws conclusions. • Write a persuasive essay to convince the American people in 1951 that Senator Joseph McCarthy's accusations were detrimental to American society. LA.A.2.3.5 Locates, organizes, and interprets written information
Content Topics (Listed in Order of Instruction)	Competency-Based Curriculum Objective(s)	Competency(ies)	Potential Writing Topics and/or Project Ideas with Language Arts Benchmarks as appropriate
Main Topic # 28 Number of class periods: 7 <u>The Sixties</u> <ul style="list-style-type: none"> • Vietnam War • Cesar Chavez and migrant workers 	IB3 Explain the migration of people throughout history; e.g., colonial settlers, opening of Northwest Territory, slave trade, Native American removal, westward expansion, Gold Rush, south to north labor migration, Japanese relocation, migrant workers, plight of the homeless IIA11 Analyze cause and effect relationships, including those of major wars, throughout key periods in United States history; e.g., Colonial Period, westward expansion, Civil War, industrial development, Great Depression,	VA. After investigating the impact of diverse cultural groups in the history of our pluralistic society, the student will write a speech as a legislator in the United States Congress by:	<p><u>Projects</u></p> <ul style="list-style-type: none"> • Select a key individual from one of the movements of the 1960's to write a biographical sketch on. (Civil Rights, Native American, Poverty, Disabilities, Migrants, Farm Workers, Women). • Select a political cartoon from a recent magazine/newspaper in which the topic is human rights. Explain

<ul style="list-style-type: none"> • Civil Rights and the passage of the Civil Rights Act of 1964 • Martin Luther King, Jr. • Women's Rights Movement • Kennedy's assassination. • Cuban Missile Crisis • Hippie Culture <p><u>Mandate(s)</u> African-American History Holocaust Education Hispanic Contributions to the U.S. Women's Contributions to the U.S. Character Education</p>	<p>global conflict, interdependence</p> <p>IIA12 Examine political controversies from 1945 to the present; e.g., Civil rights, women's rights, Vietnam War, drug trafficking, and identify efforts to resolve each controversy.</p> <p>IIA13 Analyze the goals and accomplishments of various reform movements throughout United States history; e.g., Abolition, Women's Rights, Temperance, Progressive, Populist, Civil Rights.</p> <p>IIA14 Discuss the roles of key individuals, including women and minorities, during major historical periods or events in United States and Florida history.</p> <p>IIA16 Identify significant American and Florida symbols; e.g., American flag, Statue of Liberty, American bald eagle, Liberty Bell, Uncle Sam, state seal, Vietnam Memorial, national cemeteries.</p> <p>IIA17 Evaluate the role the media has played in providing information about key historical events; e.g., Boston Massacre, Civil War photography, yellow journalism, Kennedy assassination, Malcolm X, Vietnam War, Operation Desert Storm.</p> <p>IIB2 Construct a time line using appropriate time concepts; e.g., period, century, decade.</p> <p>IIIA1 Review the major democratic principles and concepts outlined in the Declaration of Independence and the United States Constitution and cite examples of how these concepts have been applied throughout United States history, especially to women and minorities.</p> <p>IIIB1 Discuss the concept of leadership and analyze the effectiveness of leaders in United States history.</p> <p>IIIB2 Cite examples throughout United States history of actions taken by people to bring about changes in their community, state, and nation and discuss the effectiveness of these actions</p> <p>IIV4 Compare the economic positions and programs of selected American presidents; e.g., Jefferson, Jackson, Lincoln, T. Roosevelt, Hoover, F. Roosevelt, L. Johnson, Reagan.</p> <p>IIV3 Cite examples of the impact of technology on the development of American society.</p> <p>VA1 Describe the impact of people and ideas on the values, traditions and institutions in the pluralistic society of the United States using primary sources in art, music, and literature.</p> <p>VA3 Identify selected groups that immigrated to the United States from the late 1800's to the present and compare their reasons for immigrating.</p> <p>VA4 Analyze examples of man's inhumanity to man throughout history; i.e., slavery, treatment of Native Americans, Holocaust, Japanese internment.</p> <p>VIA3 Discuss the ways opposing viewpoints have influenced historical events and decisions; e.g., religious dissent in the colonies, sectional differences prior to the Civil War, Reconstruction, isolationism vs. world involvement, Treaty of Versailles, Korean Conflict, Vietnam War.</p> <p>VIA4 Apply the five-step decision-making model (define the problem, list alternatives, state criteria, evaluate alternatives, make the decision) to historical conflicts; e.g., Lexington and Concord, Articles of Confederation, Louisiana Purchase, compromises over slavery, rights of Native Americans, the Alamo, use of the atomic bomb, Cuban Missile Crisis, Operation Desert Storm.</p> <p>VIA5 Investigate the development of the United States through the movement of</p>	<p>a. Addressing the concerns of a local racial, ethnic, or cultural group that requires action by the federal government.</p> <p>b. Citing examples of other culture groups in United States history who have been affected by government action.</p> <p>c. Proposing legislative action consistent with the democratic values of our pluralistic society.</p>	<p>the cartoonist's viewpoint and identify the symbols used to make the author's point.</p> <p>LA.A.2.3.2 Author's purpose</p> <ul style="list-style-type: none"> • Write a speech that President Kennedy might have delivered to defend his actions during the Cuban missile crisis and/or the Bay of Pigs invasion. <p>LA.A.2.3.5 Locates, organizes, and interprets written information</p>
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	ideas in science and technology from one nation to another; e.g., inventions, methods of production, medicine, space program, computer technology.		
Content Topics (Listed in Order of Instruction)	Competency-Based Curriculum Objective(s)	Competency(ies)	Potential Writing Topics and/or Project Ideas with Language Arts Benchmarks as appropriate
<p>Main Topic # 29 Number of class periods: 7</p> <p><u>The Seventies</u></p> <ul style="list-style-type: none"> • Withdrawal from Vietnam. • Watergate scandal and Nixon's resignation. • Review opening of trade with China. • Ideology v Economy. • Discuss Carter's foreign policy • Human Rights. <p><u>Mandate(s)</u> African-American History Holocaust Education Hispanic Contributions to the U.S. Women's Contributions to the U.S. Character Education</p>	<p>IIA11 Analyze cause and effect relationships, including those of major wars, throughout key periods in United States history; e.g., Colonial Period, westward expansion, Civil War, industrial development, Great Depression, global conflict, interdependence</p> <p>IIA12 Examine political controversies from 1945 to the present; e.g., Civil rights, women's rights, Vietnam War, drug trafficking, and identify efforts to resolve each controversy.</p> <p>IIA13 Analyze the goals and accomplishments of various reform movements throughout United States history; e.g., Abolition, Women's Rights, Temperance, Progressive, Populist, Civil Rights.</p> <p>IIA14 Discuss the roles of key individuals, including women and minorities, during major historical periods or events in United States and Florida history.</p> <p>IIB2 Construct a time line using appropriate time concepts; e.g., period, century, decade.</p> <p>IIIB1 Discuss the concept of leadership and analyze the effectiveness of leaders in United States history.</p> <p>IIIB2 Cite examples throughout United States history of actions taken by people to bring about changes in their community, state, and nation and discuss the effectiveness of these actions</p>		<p><u>Projects</u></p> <ul style="list-style-type: none"> • Draw a world map and label the different countries that President Carter dealt with during his presidency. What issues guided Carter's foreign policy? How did the president attempt to implement this policy? LA.A.2.3.7 Synthesizes information and draws conclusions. • Analyze the military strategies used during the Vietnam War. Discuss what went wrong. <p><u>Writing</u></p> <ul style="list-style-type: none"> • Write a newspaper article as if you were a reporter during the Vietnam era. Research and choose a news story on an aspect of the war that you find interesting. (Cambodia, MIA's, Paris Peace Accords, Kent State, Tet Offensive, Geneva Accords, Mai Lai etc) LA.A.2.3.5 Locates, organizes, and interprets written information for a variety of purposes. • Write a position paper supporting or opposing the resignation of Richard Nixon.
Content Topics (Listed in Order of Instruction)	Competency-Based Curriculum Objective(s)	Competency(ies)	Potential Writing Topics and/or Project Ideas with Language Arts Benchmarks as appropriate
<p>Main Topic # 30 Number of class periods: 7</p> <p><u>Reaganomics</u></p> <ul style="list-style-type: none"> • Iran-Contra Affair • Star-Wars • Berlin Wall – Iron Curtain • Perestroika/Glasnost <p><u>Mandate(s)</u> African-American History Holocaust Education Hispanic Contributions to the U.S. Women's Contributions to the U.S. Character Education</p>	<p>IIA11 Analyze cause and effect relationships, including those of major wars, throughout key periods in United States history; e.g., Colonial Period, westward expansion, Civil War, industrial development, Great Depression, global conflict, interdependence</p> <p>IIA12 Examine political controversies from 1945 to the present; e.g., Civil rights, women's rights, Vietnam War, drug trafficking, and identify efforts to resolve each controversy.</p> <p>IIA14 Discuss the roles of key individuals, including women and minorities, during major historical periods or events in United States and Florida history.</p> <p>IIA16 Identify significant American and Florida symbols; e.g., American flag, Statue of Liberty, American bald eagle, Liberty Bell, Uncle Sam, state seal, Vietnam Memorial, national cemeteries.</p> <p>IIA17 Evaluate the role the media has played in providing information about key historical events; e.g., Boston Massacre, Civil War photography, yellow journalism, Kennedy assassination, Malcolm X, Vietnam War, Operation Desert Storm.</p> <p>IIB3 Cite examples of the relationship that exists between past and present events</p> <p>IIIB1 Discuss the concept of leadership and analyze the effectiveness of leaders in United States history.</p>	<p>IVA After studying the basic economic concepts associated with the American free enterprise system and the economic programs of various United States presidents, the students will write a letter expressing their opinion on a selected president's economic policies by:</p> <ol style="list-style-type: none"> Choosing an economic issue or program to support or criticize. Describing the positive or negative effect of the economic program on Americans during the time period. Suggesting or proposing changes to the president's policy. 	<p><u>Project</u></p> <ul style="list-style-type: none"> • Research major factions, interrelationships with the United States, major events, and important leaders for El Salvador, Granada and Nicaragua during the Reagan era. Create chart for class presentation. Draw historical maps and label hot places. <p><u>Writing</u></p> <ul style="list-style-type: none"> • Write a five paragraph essay describing why President Reagan was called the 'Great Communicator.' LA.A.2.3.7 Synthesizes information and draws conclusions.

	<p>IIIB2 Cite examples throughout United States history of actions taken by people to bring about changes in their community, state, and nation and discuss the effectiveness of these actions.</p> <p>IVA1 Identify the economic concepts associated with the American free enterprise system; e.g., market place, exchange, supply and demand, capital goods, competition, goods and services, price, profit, private property.</p> <p>IVA2 Introduce the origins and accomplishments of the American labor movement and identify its significant leaders.</p> <p>IVA4 Compare the economic positions and programs of selected American presidents; e.g., Jefferson, Jackson, Lincoln, T. Roosevelt, Hoover, F. Roosevelt, L. Johnson, Reagan.</p> <p>IVB2 Discuss the contributions of transportation and communication to the economic development of the United States.</p> <p>IVB3 Cite examples of the impact of technology on the development of American society.</p>		
Content Topics (Listed in Order of Instruction)	Competency-Based Curriculum Objective(s)	Competency(ies)	Potential Writing Topics and/or Project Ideas with Language Arts Benchmarks as appropriate
<p>Main Topic # 31 Number of class periods: 7</p> <p><u>Challenges of Modern Times</u></p> <ul style="list-style-type: none"> Clinton's impeachment. Persian Gulf War. Conflicts in the Middle East. Discuss the importance of 9/11. Discuss war on terrorism and evaluate alternatives. Examine political controversies on the issue of immigration. <p><u>Mandate(s)</u> African-American History Holocaust Education Hispanic Contributions to the U.S. Women's Contributions to the U.S. Character Education</p>	<p>IB3 Explain the migration of people throughout history; e.g., colonial settlers, opening of Northwest Territory, slave trade, Native American removal, westward expansion, Gold Rush, south to north labor migration, Japanese relocation, migrant workers, plight of the homeless</p> <p>IIA11 Analyze cause and effect relationships, including those of major wars, throughout key periods in United States history; e.g., Colonial Period, westward expansion, Civil War, industrial development, Great Depression, global conflict, interdependence</p> <p>IIA12 Examine political controversies from 1945 to the present; e.g., Civil rights, women's rights, Vietnam War, drug trafficking, and identify efforts to resolve each controversy.</p> <p>IIA13 Analyze the goals and accomplishments of various reform movements throughout United States history; e.g., Abolition, Women's Rights, Temperance, Progressive, Populist, Civil Rights.</p> <p>IIA14 Discuss the roles of key individuals, including women and minorities, during major historical periods or events in United States and Florida history.</p> <p>IIA16 Identify significant American and Florida symbols; e.g., American flag, Statue of Liberty, American bald eagle, Liberty Bell, Uncle Sam, state seal, Vietnam Memorial, national cemeteries.</p> <p>IIA17 Evaluate the role the media has played in providing information about key historical events; e.g., Boston Massacre, Civil War photography, yellow journalism, Kennedy assassination, Malcolm X, Vietnam War, Operation Desert Storm.</p> <p>IIB1 Obtain appropriate information about historical events from maps, atlases, pictures, primary sources, graphs, tables, charts, diagrams, reference materials, newspapers, political cartoons, and periodicals.</p> <p>IIIB1 Discuss the concept of leadership and analyze the effectiveness of leaders in United States history.</p> <p>IIIB2 Cite examples throughout United States history of actions taken by people to bring about changes in their community, state, and nation and discuss the effectiveness of these actions</p>		<p><u>Project</u></p> <ul style="list-style-type: none"> Research war on terrorism: causes and effects, establishment of JTTF (Joint Task Terrorism Force), integration of agencies, mission. Write two page report with visuals. LA.A.2.3.5 Locates, organizes, and interprets written information. Create a chart displaying the last three presidents. Compare and contrast political parties, foreign policy and domestic policy. LA.A.2.2.7 Compare and contrast. <p><u>Writing</u></p> <ul style="list-style-type: none"> Write a five-paragraph essay. Explain to the reader why the war of terrorism requires global cooperation. LA.A.2.3.5 Locates, organizes, and interprets written information.

	<p>IVB2 Discuss the contributions of transportation and communication to the economic development of the United States.</p> <p>IVB3 Cite examples of the impact of technology on the development of American society.</p> <p>VA1 Describe the impact of people and ideas on the values, traditions and institutions in the pluralistic society of the United States using primary sources in art, music, and literature.</p> <p>VA4 Analyze examples of man's inhumanity to man throughout history; i.e., slavery, treatment of Native Americans, Holocaust, Japanese internment.</p> <p>VIA2 Analyze events which demonstrate the concept of historical interpretation and identify the factors that cause historical interpretations to differ; e.g., personal perspective and bias, religious, political, social, economic background.</p> <p>VIA3 Discuss the ways opposing viewpoints have influenced historical events and decisions; e.g., religious dissent in the colonies, sectional differences prior to the Civil War, Reconstruction, isolationism vs. world involvement, Treaty of Versailles, Korean Conflict, Vietnam War.</p> <p>VIA4 Apply the five-step decision-making model (define the problem, list alternatives, state criteria, evaluate alternatives, make the decision) to historical conflicts; e.g., Lexington and Concord, Articles of Confederation, Louisiana Purchase, compromises over slavery, rights of Native Americans, the Alamo, use of the atomic bomb, Cuban Missile Crisis, Operation Desert Storm.</p> <p>VIA5 Investigate the development of the United States through the movement of ideas in science and technology from one nation to another; e.g., inventions, methods of production, medicine, space program, computer technology.</p>		
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