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| **Calloway County High School**  **Social Studies Department**  **Global Issues Curriculum Map (Based on Core Content 4.1)** | | | |
| **Civics** | | | |
| **Textbook:**  **Civics in Practice** | **Sections** | **Core Content** | **Objective/Learning Target** |
| Chapter 1 | 1, 2 & 3 | SS-HS-1.3.3  Students will evaluate the impact citizens have on the functioning of a democratic government by assuming responsibilities (e.g., seeking and assuming leadership positions, voting) and duties (e.g., serving as jurors, paying taxes, complying with local, state and federal laws, serving in the armed forces).  DOK 3  SS-HS-2.3.1  Students will explain the reasons why conflict and competition (e.g., violence, difference of opinion, stereotypes, prejudice, discrimination, genocide) may develop as cultures emerge in the modern world (1500 A.D. to present) and the United States (Reconstruction to present).  DOK 2  SS-HS-4.3.1  Students will describe the movement and settlement patterns of people in various places and analyze the causes of that movement and settlement (e.g., push factors such as famines or military conflicts; pull factors such as climate or economic opportunity) and the impacts in the modern world (1500 A.D. to present) and United States (Reconstruction to present).  DOK 3  SS-HS-5.1.1  Students will use a variety of tools (e.g., primary and secondary sources, data, artifacts) to analyze perceptions and perspectives (e.g., gender, race, region, ethnic group, nationality, age, economic status, religion, politics, geographic factors) of people and historical events in the modern world (1500 A.D. to present) and United States History (Reconstruction to present).  DOK 3  SS-HS-5.2.3  Students will explain the impact of massive immigration (e.g., new social patterns, conflicts in ideas about national unity amid growing cultural diversity) after the Civil War.  DOK 2 |  |
| Chapter 2 | 1, 2 & 3 | SS-HS-1.1.1  Students will compare and contrast (purposes, sources of power) various forms of government in the world (e.g., monarchy, democracy, republic, dictatorship) and evaluate how effective they have been in establishing order, providing security and accomplishing common goals.  DOK 3  SS-HS-2.3.2  Students will explain and give examples of how compromise and cooperation are characteristics that influence interaction (e.g., peace studies, treaties, conflict resolution) in the modern world (1500 A.D. to present) and the United States (Reconstruction to present).  DOK 2  SS-HS-5.1.2  Students will analyze how history is a series of connected events shaped by multiple cause and effect relationships, tying past to present.  DOK 3 |  |
| Chapter 3 | 1, 2 & 3 | SS-HS-1.1.2  Students will explain and give examples of how democratic governments preserve and protect the rights and liberties of their constituents through different sources (e.g., U.N. Charter, Declaration of the Rights of Man, U.N. Declaration of Human Rights, U.S. Constitution).  DOK 2  SS-HS-1.2.1  Students will analyze how powers of government are distributed and shared among levels and branches and evaluate how this distribution of powers protects the "common good" (e.g., Congress legislates on behalf of the people; the President represents the people as a nation; the Supreme Court acts on behalf of the people as a whole when it interprets the Constitution).  DOK 3  SS-HS-1.2.2  Students will interpret the principles of limited government (e.g., rule of law, federalism, checks and balances, majority rule, protection of minority rights, separation of powers) and evaluate how these principles protect individual rights and promote the "common good.”  DOK 3 |  |
| Chapter 4 | 1 & 2 | SS-HS-1.1.2  Students will explain and give examples of how democratic governments preserve and protect the rights and liberties of their constituents through different sources (e.g., U.N. Charter, Declaration of the Rights of Man, U.N. Declaration of Human Rights, U.S. Constitution).  DOK 2  SS-HS-1.3.1  Students will explain and give examples how the rights of one individual (e.g., smoking in public places, free speech) may, at times, be in conflict (e.g., slander, libel) with the rights of another.  DOK 2  SS-HS-1.3.2  Students will explain how the rights of an individual (e.g., Freedom of information Act, privacy) may, at times, be in conflict with the responsibility of the government to protect the "common good" (e.g., homeland security issues, environmental regulations, censorship, search and seizure).  DOK 2 |  |
| Chapter 5 | 1, 2, 3 & 4 | SS-HS-1.1.3  Students will evaluate how the U.S. government's response to contemporary issues and societal problems (e.g., education, welfare system, health insurance, childcare, crime) reflects the needs, wants and demands of its citizens (e.g., individuals, political action committees, special interest groups, political parties).  SS-HS-1.2.1  Students will analyze how powers of government are distributed and shared among levels and branches and evaluate how this distribution of powers protects the "common good" (e.g., Congress legislates on behalf of the people; the President represents the people as a nation; the Supreme Court acts on behalf of the people as a whole when it interprets the Constitution).  DOK 3 |  |
| Chapter 6 | 1, 2, 3 & 4 | SS-HS-1.2.1  Students will analyze how powers of government are distributed and shared among levels and branches and evaluate how this distribution of powers protects the "common good" (e.g., Congress legislates on behalf of the people; the President represents the people as a nation; the Supreme Court acts on behalf of the people as a whole when it interprets the Constitution).  DOK 3  SS-HS-1.2.2  Students will interpret the principles of limited government (e.g., rule of law, federalism, checks and balances, majority rule, protection of minority rights, separation of powers) and evaluate how these principles protect individual rights and promote the "common good.”  DOK 3 |  |
| Chapter 7 | 1, 2 & 3 | SS-HS-1.2.1  Students will analyze how powers of government are distributed and shared among levels and branches and evaluate how this distribution of powers protects the "common good" (e.g., Congress legislates on behalf of the people; the President represents the people as a nation; the Supreme Court acts on behalf of the people as a whole when it interprets the Constitution).  DOK 3  SS-HS-1.2.2  Students will interpret the principles of limited government (e.g., rule of law, federalism, checks and balances, majority rule, protection of minority rights, separation of powers) and evaluate how these principles protect individual rights and promote the "common good.”  DOK 3 |  |
| **Economics** | | | |
| **Textbook:**  **Civics in Practice** | **Section** | **Core Content** | **Objective/Learning Target** |
| Chapter 17 | 1, 2 & 3 | SS-HS-3.1.1  Students will give examples of and explain how scarcity of resources necessitates choices at both the personal and societal levels in the modern world (1500 A.D. to present) and the United States (Reconstruction to present) and explain the impact of those choices.  DOK 2  SS-HS-3.2.1  Students will compare and contrast economic systems (traditional, command, market, mixed) based on their abilities to achieve broad social goals such as freedom, efficiency, equity, security and growth in the modern world.  DOK 2  SS-HS-3.3.1  Students will explain and give examples of how numerous factors influence the supply and demand of products (e.g., supply—technology, cost of inputs, number of sellers: demand—income, utility, price of similar products, consumers' preferences).  DOK 2  *SS-HS-3.2.2*  *Students will describe economic institutions such as corporations, labor unions, banks, stock markets, cooperatives and partnerships.*  SS-HS-3.2.3  Students will explain how, in a free enterprise system, individuals attempt to maximize their profits based on their role in the economy (e.g., producers try to maximize resources, entrepreneurs try to maximize profits, workers try to maximize income, savers and investors try to maximize return).  DOK 2  *SS-HS-3.3.2*  *Students will describe how specific financial and non-financial incentives often influence individuals differently (e.g., discounts, sales promotions, trends, personal convictions).*  *SS-HS-3.3.3*  *Students will explain how the level of competition in a market is largely determined by the number of buyers and sellers.*  *SS-HS-3.3.4*  *Students will explain how laws and government mandates (e.g., anti-trust legislation, tariff policy, regulatory policy) have been adopted to maintain competition in the United States and in the global marketplace.*  SS-HS-3.4.1  Students will analyze the changing relationships among business, labor and government (e.g., unions, anti-trust laws, tariff policy, price controls, subsidies, tax incentives) and how each has affected production, distribution and consumption in the United States or the world.  DOK 3  SS-HS-3.4.2  Students will describe and give examples of how factors such as technological change, investments in capital goods and human capital/resources have increased productivity in the world.  DOK 2 |  |
| Chapter 18 | 1 & 2 | SS-HS-3.1.1  Students will give examples of and explain how scarcity of resources necessitates choices at both the personal and societal levels in the modern world (1500 A.D. to present) and the United States (Reconstruction to present) and explain the impact of those choices.  DOK 2  *SS-HS-3.1.2*  *Students will explain how governments have limited budgets, so they must compare revenues to costs and consider opportunity cost when planning public projects.*  *SS-HS-3.3.2*  *Students will describe how specific financial and non-financial incentives often influence individuals differently (e.g., discounts, sales promotions, trends, personal convictions).*  SS-HS-3.4.2  Students will describe and give examples of how factors such as technological change, investments in capital goods and human capital/resources have increased productivity in the world.  DOK 2  SS-HS-4.3.2  Students will explain how technology (e.g., computers, telecommunications) has facilitated the movement of goods, services and populations, increased economic interdependence at all levels and influenced development of centers of economic activity.  DOK 2 |  |
| Chapter 21 | 1, 2 & 3 | SS-HS-3.2.1  Students will compare and contrast economic systems (traditional, command, market, mixed) based on their abilities to achieve broad social goals such as freedom, efficiency, equity, security and growth in the modern world.  DOK 2  *SS-HS-3.3.4*  *Students will explain how laws and government mandates (e.g., anti-trust legislation, tariff policy, regulatory policy) have been adopted to maintain competition in the United States and in the global marketplace.* |  |
| **Textbook:**  **Econ Alive!** | **Section** | **Core Content** | **Objective/Learning Target** |
| Chapter 5 | 5.1, 5.2, 5.3, 5.4 & 5.5 | SS-HS-3.3.1  Students will explain and give examples of how numerous factors influence the supply and demand of products (e.g., supply—technology, cost of inputs, number of sellers: demand—income, utility, price of similar products, consumers' preferences).  DOK 2 |  |
| Chapter 6 | 6.6 | *SS-HS-3.3.4*  *Students will explain how laws and government mandates (e.g., anti-trust legislation, tariff policy, regulatory policy) have been adopted to maintain competition in the United States and in the global marketplace.*  SS-HS-3.4.1  Students will analyze the changing relationships among business, labor and government (e.g., unions, anti-trust laws, tariff policy, price controls, subsidies, tax incentives) and how each has affected production, distribution and consumption in the United States or the world.  DOK 3 |  |
| Chapter 9 |  | *SS-HS-3.2.2*  *Students will describe economic institutions such as corporations, labor unions, banks, stock markets, cooperatives and partnerships.*  *SS-HS-3.3.2*  *Students will describe how specific financial and non-financial incentives often influence individuals differently (e.g., discounts, sales promotions, trends, personal convictions).* |  |
| **Geography** | | | |
| **Textbook:**  **World Geography Today** | **Section** | **Core Content** | **Objective/Learning Target** |
| Chapter 1 | 1 | SS-HS-4.1.1  Students will use a variety of geographic tools (e.g., maps, globes, photographs, models, satellite images, charts, graphs, databases) to explain and analyze the reasons for the distribution of physical and human features on Earth's surface.  DOK 3  *SS-HS-4.1.2*  *Students will explain how mental maps, the mental image a person has of an area including knowledge of features and spatial relationships, become more complex as experience, study and the media bring new geographic information.* |  |
| Chapter 5 | 1, 2 & 3 | SS-HS-2.1.1  Students will explain how belief systems, knowledge, technology and behavior patterns define cultures and help to explain historical perspectives and events in the modern world (1500 A.D. to present) and United States (Reconstruction to present).  DOK 2  *SS-HS-2.2.1*  *Students will explain how various human needs are met through interaction in and among social institutions (e.g., family, religion, education, government, economy) in the modern world (1500 A.D. to present) and the United States (Reconstruction to present).*  SS-HS-4.1.1  Students will use a variety of geographic tools (e.g., maps, globes, photographs, models, satellite images, charts, graphs, databases) to explain and analyze the reasons for the distribution of physical and human features on Earth's surface.  DOK 3  SS-HS-4.3.1  Students will describe the movement and settlement patterns of people in various places and analyze the causes of that movement and settlement (e.g., push factors such as famines or military conflicts; pull factors such as climate or economic opportunity) and the impacts in the modern world (1500 A.D. to present) and United States (Reconstruction to present).  DOK 3 |  |
| Chapter 6 | 1 & 2 | SS-HS-4.3.1  Students will describe the movement and settlement patterns of people in various places and analyze the causes of that movement and settlement (e.g., push factors such as famines or military conflicts; pull factors such as climate or economic opportunity) and the impacts in the modern world (1500 A.D. to present) and United States (Reconstruction to present).  DOK 3  SS-HS-4.4.2  Students will explain how human modifications to the physical environment (e.g., deforestation, mining), perspectives on the use of natural resources (e.g., oil, water, land), and natural disasters (e.g., earthquakes, tsunamis, floods) may have possible global effects (e.g., global warming, destruction of the rainforest, acid rain) in the modern world (1500 A.D. to present) and United States (Reconstruction to present).  DOK 2  *SS-HS-4.4.3*  *Students will explain how group and individual perspectives impact the use of natural resources (e.g., mineral extraction, land reclamation).* |  |
| **Textbook: Geography Alive!** | **Section** | **Core Content** | **Objective/Learning Target** |
| Chapter 8 |  | SS-HS-4.3.1  Students will describe the movement and settlement patterns of people in various places and analyze the causes of that movement and settlement (e.g., push factors such as famines or military conflicts; pull factors such as climate or economic opportunity) and the impacts in the modern world (1500 A.D. to present) and United States (Reconstruction to present).  DOK 3 |  |