

Ganado Unified School District



(Social Studies /8th Grade)


PACING Guide SY 2015-2016

| Timeline & Resources | AZ College and Career Readiness Standard | Essential Question (HESS Matrix) | Learning Goal | Vocabulary (Content/Academic) |
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| 1st Quarter <i>10 days</i> <ul style="list-style-type: none"> Textbook DVD Maps Chart ConnectEd Computer Webquest Constitution Articles of Confederation Mayflower | <u>Concept 1: Foundations of Government</u> <u>Strand 3: Civics/Government</u> PO 1. Describe how the following philosophies and documents influenced the creation of the Constitution: <ol style="list-style-type: none"> Magna Carta English Bill of Rights Montesquieu's separation of power John Locke's theories – natural law, social contract Mayflower Compact Declaration of Independence Articles of Confederation PO 2. Analyze the purpose (e.g., weaknesses of the Articles of Confederation) and outcome (e.g., compromises) of the Constitutional Convention. PO 3. Analyze the struggle (e.g., Federalists' Papers, Bill of Rights) between the federalists and the anti-federalists over the ratification of the Constitution | <ul style="list-style-type: none"> How does geography influences the development of communities? Why do people create, structure and change government? How did citizens set up governments as they transitioned from colonies to states? Organize information about the U.S. Constitutional Amendments on a chart. | <p>Describe the England system of government influenced the early Government.</p> <p>Describe the government under the Articles of Confederation and discuss its strengths and weaknesses.</p> <p>Identify the Bill of Rights.</p> | Democracy Direct Democracy Representative Democracy Republic Limited Government Legislature Bicameral confederation Articles of Confederation ratify Civil liberty Free speech Censorship Petition Slander Libel |

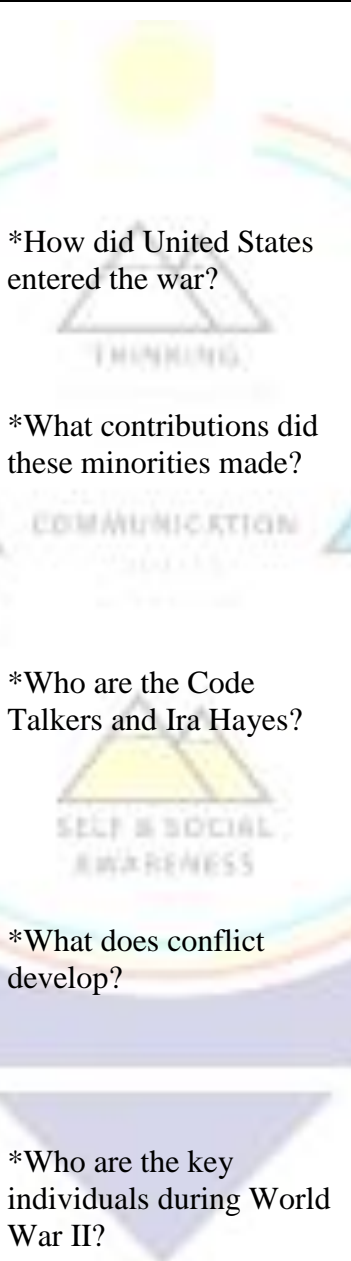
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| <p>1st Quarter 20 days</p> <ul style="list-style-type: none"> • Text • Copy of United States Constitution • Power Point • Chart • 270towin.com | <p><u>Concept 2: Structure of Government</u> <u>Strand 3: Civics/Government</u> PO 1. Describe the following principles on which the Constitution (as the Supreme Law of the Land) was founded:</p> <ol style="list-style-type: none"> federalism (i.e., enumerated, reserved, and concurrent powers) popular sovereignty Separation of Powers checks and balances limited government flexibility (i.e., Elastic Clause, amendment process) <p>PO 2. Differentiate the roles and powers of the three branches of the federal government.</p> <p>PO 3. Explain the electoral process (e.g., primary and general elections, electoral college)</p> <p>PO 4. Explain how a candidate can be selected president (e.g., Adams-Jackson, Hayes-Tilden, Bush-Gore) without receiving a majority of popular vote.</p> <p>PO 5. Describe the line of succession to the presidency as stated in the 25th Amendment.</p> | <p>*Why do people create, structure and change government? *How the Constitution limits the powers of Congress?</p> <p>*How the federal government is organized?</p> <p>*What is required of a leader?</p> | <p>Describe the principles of the Constitution.</p> <p>Describe the roles and identify the powers of the three branches of the federal government. I will describe the roles of the political parties in the United States. Describe the roles and identify the powers of the three branches of the federal government. Describe the roles of the political parties in the United States.</p> | <p>Constitution Bicameral Confederation Articles of Confederation Ratify Constitutional Convention Great Compromise Three/Fifth Compromise Preamble Article Amendment Legislative Branch Executive Branch Judicial Branch Popular Sovereignty Rule of law</p> <p>Elector</p> |
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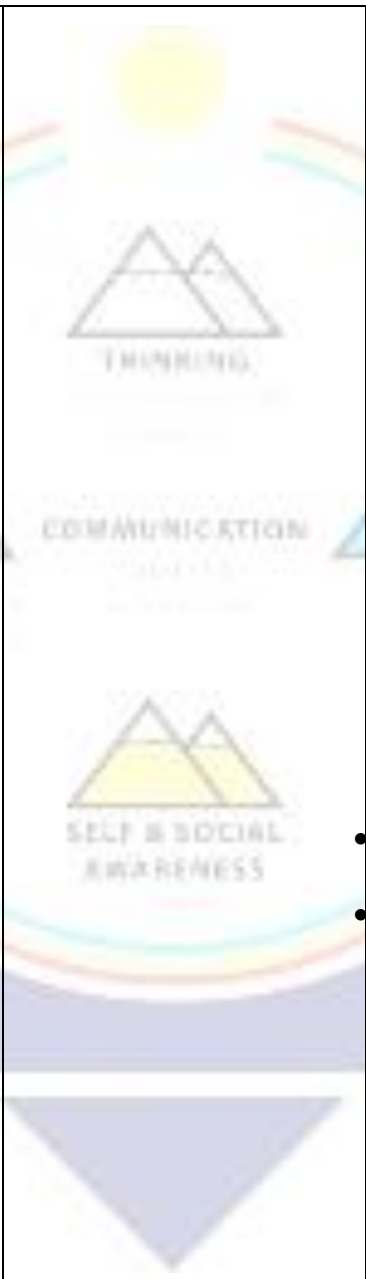
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| 1st Quarter 20 days Textbook Charts Graph Test On-line Textbook Charts Graph Test On-line Text Documents of U.S. Constitution Study Organizer Test Internet Text Power Point | Concept 3: Functions of Government Strand 3: Civics/Government Functions of Government PO 1. Compare the ways the federal and Arizona governments operate: a. three branches b. Constitution c. election process (e.g., congressional and legislative districts, propositions, voter registration) PO 2. Compare the process of how a bill becomes a law at the federal and state level. PO 3. Describe the following forms of direct democracy in Arizona: a. initiative b. referendum c. recall process PO 4. Compare the roles and relationships of different levels of government (e.g., federal, state, county, city/town, tribal). PO 5. Describe the significance of the Amendments to the Constitution. PO 6. Compare the adult and juvenile criminal justice systems. PO 7. Summarize the significance of the following Supreme Court cases: a. Marbury v. Madison b. Plessy v. Ferguson c. Gideon v. Wainright PO 8. Describe the impact of the following executive orders and decisions: a. Executive Order 9066 – creation of internment camps on U.S. soil b. Manhattan Project c. use of Atomic Bomb PO 9. Describe the impact that the following Acts had on Rights Act of 1964 b. Voting Rights Act of 1965 c. Indian Rights Act of 1968 d. Americans with Disabilities | *How does the federal system allow the national government and state governments to share power? *What are the functions of the state legislature, state executive and state judicial? *How the federal, state, county, city/town and tribal government are organized? *Why there must be some limits on individual right? *Why the civil movement occurred and what impact it had on society and the law? | Explain how governors are elected and describe the power and duties of governors. Explain the steps involved in taking an idea, introduce it and passing it as a law. Focus on the kinds of elections and election campaigns. Describe the federal, state, county, city/town and tribal governments. Describe the legal protection guaranteed by the U.S. Constitution. Discuss the Civil laws. Discuss the powers of the Supreme Court. Describe the civil rights movement. | Federal system Reserved power Concurrent power Supremacy clause Grant-in-aid Unicameral Redistricting Session Special session malapportionment Preamble Article Amendment Judicial review Constitutional Nullify Discrimination Segregation “Jim Crow” law civil rights Nonviolent Resistance Sit- in Hate crime |
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| <p>1st – 4th Quarter 40 weeks</p> <p>(On – going)</p> <p>(On – Going)</p> | <p><u>Concept 1: Research Skills for History</u> <u>Strand 1: American History</u> PO 1. Construct charts, graphs, and narratives using historical data. PO 2. Interpret historical data displayed in graphs, tables, and charts. PO 3. Construct timelines (e.g., presidents/ world leaders, key events, people) of the historical era being studied. PO 4. Formulate questions that can be answered by historical study and research. PO 5. Describe the difference between a primary source document and a secondary source document and the relationships between them. PO 6. Determine the credibility and bias of primary and secondary sources PO 7. Analyze cause and effect relationships between and among individuals and/or historical events. PO 8. Analyze two points of view on the same historical event</p> | <p>Bellwork</p>  | | |
| <p>1st – 4th Quarter 40 weeks</p> <p>(On – Going)</p> | <p><u>Concept 10: Contemporary United States</u> <u>Strand 1: American History</u> PO 8. Describe current events using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps). PO 9. Identify the connection between current and historical events and issues studied at this grade level using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps). PO 10. Describe how key political, social, geographic, and economic events of the late 20th century and early 21st century affected, and continue to effect, the United States.</p> | <p>Bellwork</p>  | | |

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| <p>1st – 4th Quarter 40 weeks</p> <p>(On – Going)</p> <p>(On – Going)</p> | <p><u>Concept 9: Contemporary</u> <u>Strand 1: World History</u></p> <p>PO 1. Describe current events using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).</p> <p>PO 2. Identify the connection between current and historical events and issues studied at this grade level using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).</p> <p>PO 3. Analyze how world events of the late 20th century and early 21st century affected, and continue to affect, the social, political, geographic, and economic climate of the world (e.g., terrorism, globalization, conflicts, interdependence, natural disasters, advancements in science and technology and environmental issues.)</p> | <p>Bellwork</p>  | | |
| <p>1st Quarter 25 days</p> <ul style="list-style-type: none"> • Textbook • DVD • Maps • Chart • ConnectEd • Computer • Webquest • Constitution • Articles of Confederation • Mayflower | <p><u>Concept 4: Revolution and New Nation</u> <u>Strand 1: American History</u> (Note: The American Revolution was taught in Grade 5. The Foundations and Structure of American Government are taught in Grade 8, Strand 3.)</p> <p>PO 1. Analyze the following events which led to the American Revolution:</p> <ol style="list-style-type: none"> Tea Act Stamp Act Boston Massacre Intolerable Acts Declaration of Independence <p>PO 2. Describe the significance of key events of the Revolutionary War:</p> <ol style="list-style-type: none"> major battles (e.g., Lexington, Saratoga, Trenton) aid from France surrender at Yorktown | <p>*What ideas influenced early colonial governments and how they developed?</p> <p>*What discontent grew between the colonists and the British government and led to the writing of the Declaration of Independence?</p> | <p>Discuss the reasons why the colonists desired independence from Great Britain.</p> <p>Describe the key events and identify the events on the map of the Revolutionary War.</p> | <p>Natural rights Social contract Boycott Repeal Duty Delegate Liberty Proclamation Smuggling</p> |

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| <p>Text Power Point On-line</p> <p>Text Power Point Test</p> | <p>PO 3. Describe the impact of the following key individuals on the Revolutionary War:</p> <ol style="list-style-type: none"> Benjamin Franklin Thomas Jefferson George Washington Patrick Henry Thomas Paine King George III <p>PO 4. Describe the significance of the following documents:</p> <ol style="list-style-type: none"> Declaration of Independence Article of Confederation Constitution Bill of Rights <p>PO 5. Explain the influence of the following individuals in the establishment of a new government:</p> <ol style="list-style-type: none"> Thomas Jefferson James Madison John Adams Benjamin Franklin <p>PO 6. Describe how one nation evolved from thirteen colonies:</p> <ol style="list-style-type: none"> Constitutional Convention George Washington's presidency creation of political parties (e.g., Federalists, Whigs, Democratic-Republicans) | <p>*Who are the key individuals?</p> <p>What documents, principles, traditions, and events have shaped the system of government we have today?</p> <p>*Why did people settle in England's colonies in America?</p> | <p>Identify the key individuals of the Revolutionary War.</p> <p>Review the significance of the following documents.</p> <p>Describe the difference between the political parties.</p> | <p>Declaration of Independence Article of Confederation Constitution Bill of Rights</p> <p>Indentured servant Dissenter Economy Cash crop Plantation</p> |
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| <p>2nd Quarter 25 days</p> <p>Text Power Point On-line Test Navajo Dictionary Primary Sources Secondary Sources Pictures Workbook Letters Maps Chart Work sheets</p> | <p><u>Concept 8: Great Depression and World War II</u> <u>Strand 1: American History</u> (Note: The Great Depression was taught in Grade 7 and World War II in Arizona was introduced in Grade 4.))</p> <p>PO 1. Review the impact of the Great Depression on the United States. PO 2. Explain how Pearl Harbor led to United States involvement in World War II. PO 3. Explain the impact of World War II on economic recovery from the Great Depression. PO 4. Explain how the following factors affected the U.S. home front during World War II: a. war bond drives b. war industry c. women and minorities in the work force d. rationing e. internment of Japanese-, German-, and Italian -Americans PO 5. Describe Arizona's contributions to the war effort: a. Native American Code Talkers b. Ira Hayes c. mining d. training bases e. POW and internment camps PO 6. Summarize the United States' role in the following events: a. D-day invasion b. battles of the Pacific c. development and use of the atomic bomb d. V-E Day / V-J Day PO 7. Analyze the following individuals' significance to World War II: a. Franklin D. Roosevelt b. Dwight Eisenhower</p> |  <p>*How did United States entered the war?</p> <p>*What contributions did these minorities made?</p> <p>*Who are the Code Talkers and Ira Hayes?</p> <p>*What does conflict develop?</p> <p>*Who are the key individuals during World War II?</p> | <p>Describe President Roosevelt 's New Deal.</p> <p>Describe how political alliances and economics relationship draw many nations into the war.</p> <p>Describe the part played by minorities and the demand for war goods created new jobs in the United States.</p> <p>Recognize the contributions made by the Native Americans to the war effort.</p> <p>Interpret some of the codes used by the Navajo Code Talkers.</p> <p>Summarize the events that took place during the last part of World War II.</p> <p>Analyze key individuals' significance to World War II.</p> | <p>Dictator Anti-Semitism Totalitarian Appeasement</p> <p>Ration Civil Defense Internment Camps</p> <p>Siege Genocide Holocaust Concentration Camp</p> |
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| <p>c. George Patton d. Douglas MacArthur e. Harry Truman f. Eleanor Roosevelt</p> <p><u>Concept 3: Functions of Government</u> <u>Strand 3: Civics/Government</u> P.O. 8 Describe the impact of the following executive orders and decisions. a) Executive Order 9066- creation of internment camps on U.S. soil. b) Manhattan Project c) Use of the Atomic Bomb</p> <p><u>Concept 8: World at War</u> <u>Strand 2: World History</u> (Note: WW I was taught in Grade 7.) PO 1. Review the rise of totalitarianism in Europe following World War I. PO 2. Analyze the major causes of World War II: a. aggressive search for resources by Japan b. political ideologies of Fascism and Nazism c. resentment toward the Treaty of Versailles PO 3. Trace the series of invasions and conquests in the European and Pacific Theaters in World War II. PO 4. Describe the following events leading to the Allied victory: a. D-Day Invasion b. Battle of the Bulge c. Japanese defeat in Iwo Jima and Okinawa d. atomic bombing of Hiroshima and Nagasaki PO 5. Describe how racism and intolerance contributed to the Holocaust. PO 6. Summarize each of the following outcomes of World War II: a. redrawing of political boundaries in Europe b. tensions leading to Cold War</p> |  | | |
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| | <ul style="list-style-type: none"> c. formation of the United Nations d. beginning of atomic age e. rebuilding of Japan <p>PO 7. Compare the rebuilding of Japan with the rebuilding of Germany following World War II.</p> <p>PO 8. Describe the following events resulting from World War II:</p> <ul style="list-style-type: none"> a. Nuremburg Trial b. Marshall Plan c. NATO / Warsaw Pact d. creation of United Nations e. creation of Israel | | | |
| <p>2nd Quarter <i>All Quarter</i></p> <p>Vocab. Diagram Textbook On-line DVD</p> | <p><u>Concept 5: Government Systems of the World</u> <u>Strand 3: Civics/Government</u> (Note: Students were introduced to different forms of government in Grades 6 and 7.)</p> <p>PO 1. Compare the different world governments and ideologies:</p> <ul style="list-style-type: none"> a. dictatorship b. totalitarian (fascist, Nazis) c. democracy d. Socialism e. Communism <p>PO 2. Explain U.S. and world foreign policies leading to the Cold War:</p> <ul style="list-style-type: none"> a. Truman Doctrine b. NATO c. Warsaw Pact d. Marshall Plan <p>PO 3. Identify U.S. and world foreign policies (e.g., economic sanctions, arms reduction agreements) resulting from the Cold War.</p> | <p>*What are the difference forms of world government?</p> <p>*What are the consequences when cultures interact?</p> | <p>Describe the different forms of world governments.</p> <p>Describe how the events at the end of World War II led to the beginning of the Cold War between the United States and the Soviet Union.</p> | <p>Dictator Totalitarian Democracy Socialism Communism</p> <p>Iron Curtain Containment Guerilla warfare Flexible response Blockage</p> |

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| <p>3rd Quarter 25 days</p> <p>Time line On –line DVD Textbook Vocabulary Diagram Maps</p> <p>Text Power Point Test DVD Graphic Organizer Worksheets Vocabulary Chart Maps Time line</p> | <p>Concept 10: Contemporary United States <u>Strand 1: American History</u></p> <p>PO 1. Describe events (e.g., opening of foreign relations with China, Watergate, resignation) of the presidency of Richard Nixon.</p> <p>PO 2. Describe events (e.g., succession to presidency, pardoning of Nixon) of the presidency of Gerald Ford.</p> <p>PO 3. Describe events (e.g., Camp David Peace Accords, Iran Hostage Crisis) of the presidency of Jimmy Carter.</p> <p>PO 4. Describe events (e.g., Star Wars, Iran-Contra Affair) of the presidency of Ronald Reagan.</p> <p>PO 5. Describe events (e.g., Persian Gulf War, Berlin Wall falls) of the presidency of George H.W. Bush.</p> <p>PO 6. Describe events (e.g., economic growth, impeachment) of the presidency of William Clinton.</p> <p>PO 7. Describe events (e.g., September 11 Terrorist Attacks, Afghanistan, Iraq War) of the presidency of George W. Bush.</p> <p>PO 8. Describe current events using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).</p> <p>PO 9. Identify the connection between current and historical events and issues studied at this grade level using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).</p> <p>PO 10. Describe how key political, social, geographic, and economic events of the late 20th century and early 21st century affected, and continue to effect, the United States.</p> | <p>*How did the role of the federal government change under Nixon?</p> <p>*Why was Nixon forced to resign during his second terms?</p> <p>*What were some successes and challenges of President Carter’s foreign policy?</p> <p>*How did President Reagan bring a new conservative approach to government?</p> <p>*What global events led to the end of the Cold War in the Bush presidency?</p> <p>*What positive and negative event occurred in the Clinton administration?</p> <p>*What events occurred on September 11, 2001?</p> | <p>Describe President Nixon’s domestic program as well as the Watergate burglary and the resulting crisis that brought an end to his administration.</p> <p>Describe the major policies and events of the Carter Administration including the Iranian Hostage Crisis.</p> <p>Review the foreign and domestic policies of the Reagan Administration. Examine the foreign and domestic policies of President George H.W. Bush’s administration.</p> <p>Examine the Presidential administration of Bill Clinton and George W. Bush</p> <p>Describe the terrorist attacks that occurred in the United States on Sept. 11, 2001, the reasons fro the attacks and the nation’s response to them</p> | <p>Détente Embargo Revenue sharing Affirmative action Deficit Executive privilege Impeach Amnesty Trade deficit Human rights Apartheid Fundamentalists Deregulation Federal debt Coalition Downsize Bankrupt Terrorism Insurgent Perjury Levee</p> |
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| <p>3rd Quarter 15 days</p> <p>Maps On-line DVD Textbook Vocab. Diagram Short biographies</p> <p>Text DVD Chart Map</p> <p>Text Power Point Test DVD</p> | <p><u>Concept 8: World at War</u> <u>Strand 2: World History</u> (Note: WW I was taught in Grade 7.)</p> <p>PO 6. Summarize each of the following outcomes of World War II:</p> <ul style="list-style-type: none"> f. redrawing of political boundaries in Europe g. tensions leading to Cold War h. formation of the United Nations i. beginning of atomic age j. rebuilding of Japan <p>PO 7. Compare the rebuilding of Japan with the rebuilding of Germany following World War II.</p> <p>PO 8. Describe the following events resulting from World War II:</p> <ul style="list-style-type: none"> f. Nuremburg Trial g. Marshall Plan h. NATO / Warsaw Pact i. creation of United Nations j. creation of Israel <p>PO 9. Describe the spread of Communism after World War II:</p> <ul style="list-style-type: none"> a. China – Mao Tse-tung and Chinese Revolution b. Korea – 38th parallel and division of country c. Cuba – Fidel Castro and Cuban Missile Crisis d. Vietnam – Ho Chi Minh <p>PO 10. Describe the impact of the Cold War (i.e., creation of the Iron Curtain, arms race, space race) that led to global competition.</p> <p>PO 11. Describe the following events of the Korean War:</p> <ul style="list-style-type: none"> a. Chinese involvement b. U.N. police actions c. containment of Communism d. partition of Korea at the 38th Parallel <p>PO 12. Describe how the following impacted the Vietnam War:</p> | <p>*What is a totalitarianism?</p> <p>*What strategies allowed for a successful campaign against the Axis Powers in North Africa?</p> <p>*What is a Holocaust?</p> <p>*What plans were created for the organization of the postwar world?</p> <p>*What are the consequences when cultures interact?</p> <p>*What are the roots of the Cold War?</p> | <p>Describe how dictators in several countries threatened world peace and the attempts by the United States to follow a policy of neutrality.</p> <p>Describe how political relationship drew many nations into the war. Describe the events that led to the Allied victory.</p> <p>Describe the events at the end of World War II that led to the beginning of the Cold War between the United States and the Soviet Union.</p> <p>Review the events that led to the spread of Communist.</p> <p>What is an Iron Curtain, arms race and space race that made a great impact on the Cold War? Review the causes, strategies and effects of the Korean War.</p> | <p>Dictator Anti-Semitism Totalitarian Appeasement</p> <p>Blitzkrieg Disarmament</p> <p>Holocaust Genocide Iron curtain Containment Airlift Cold war Subversion Espionage Perjury Censure</p> <p>Surplus Arms race Summit Standard of living</p> |
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| <p>On-Line 3rd Quarter <i>10 days</i></p> <p>Text Maps Charts</p> <p>Text Power Point Chart Timeline</p> <p>On-line Text</p> <p>On – Line Text .</p> | <p>a. historical relationship of China and Vietnam</p> <p>b. French Indochina War</p> <p>c. containment of Communism</p> <p>d. Ho Chi Minh Trail</p> <p>e. conflict resolution</p> <p>PO 13. Examine the fall of Communism and the unification of European nations:</p> <p>a. Germany – reunification, Berlin Wall torn down</p> <p>b. Russia – Gorbachev, Glasnost and Perestroika</p> <p>c. Union of Soviet Socialist Republics – countries regained independence</p> <p>d. European Union formed</p> <p>PO 14. Describe the following events in the Middle East during the 20th and 21st centuries:</p> <p>a. creation of Israel</p> <p>b. conflicts between Israeli and Palestinian governments</p> <p>c. Camp David Peace Treaty</p> <p>d. Persian Gulf War</p> <p>e. Iraq War</p> <p>PO 15. Compare independence movements in various parts of the world (e.g., India/ Pakistan, Latin America, Africa, Asia) during the 20th century (e.g., Apartheid, genocide, famine, disease)</p> <p>PO 16. Examine human rights issues during the 20th century (e.g., Apartheid, genocide, famine, disease)</p> | <p>*What policies did *Eisenhower promote for prosperity at home and to compete against the Soviets?</p> <p>*Why does conflict develop?</p> <p>*What are the consequences when cultures interact?</p> <p>*How did the events in the Middle East effect the United States?</p> <p>*What are some of the world issues that we face today?</p> | <p>Chronicle the United States military involvement in Vietnam as it increased throughout the 1960's.</p> <p>Examine the fall of Communism.</p> <p>Describe the events that took place in the Middle East during the 20th and 21st centuries.</p> <p>Compare the different independence movements made by various countries.</p> <p>Explain how the United States promotes democracy and human rights.</p> | <p>Affluence Materialism</p> <p>Regime Search and destroy mission Napalm Agent Orange</p> <p>Deregulation Federal debt</p> <p>Coalition Downsize Bankrupt</p> <p>Apartheid Famine</p> |
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| <p>4th Quarter 10 days</p> <p>Textbook Maps Vocab. Diagram Worksheets</p> | <p><u>Concept 2: Places and Regions</u> <u>Strand 4: Geography</u> PO 1. Identify common characteristics of contemporary and historical regions on the basis of climate, landforms, ecosystems, and culture. PO 2. Explain the factors that contribute to political and social change in various world regions (e.g., USSR/Russia, Israel, European Union, China, Korea, Germany). PO 3. Examine relationships and interactions (e.g., Middle East Conflicts, NATO, European Union) among regions. PO 4. Identify how the role of the media, images, and advertising influences the perception of a place. PO5. Describe how a place changes over time. (Connect with content studied.)</p> |  | <p>Distinguish between the factors that contribute to political and social change in various countries</p> | |
| <p>4th Quarter 5 days</p> <p>Textbook On -line</p> | <p><u>Concept 3: Physical Systems</u> <u>Connect with: Science Strand 3, Concept 1</u> (Science Strands are summarized below as they apply to Social Studies content in Grades K-8. These concepts are reinforced in Social Studies classes, but assessed through Science.) <u>Connect with: Science Strand 3 Concept 1</u> Analyze risk factors of and possible solutions to chemical and biological hazards</p> |  | <p>Recognize the risk factors of and possible solutions to chemical and biological hazards such as Agent Orange, Anthrax, Nuclear weapons</p> | |
| <p>4th Quarter 5 days</p> <p>Textbook On - line</p> | <p><u>Concept 4: Human Systems</u> <u>Strand 4: Geography</u> PO 1. Identify the push and pull factors (e.g., economic conditions, human rights conditions, famines, political strife/wars, natural disasters, changes in technology) that drive human migrations. PO 2. Describe the effects (e.g., economic, environmental, cultural, political) of human migrations on places and regions.</p> |  | <p>Describe the effects that causes human migrations.</p> <p>Understand various cultures throughout the world.</p> | |

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| | <p>PO 3. Describe the characteristics and locations of various cultures throughout the world.</p> <p>PO 4. Identify the factors (e.g., breakup of USSR, unification of Germany, cheap labor forces, outsourcing of services, oil industry) that influence the location, distribution and interrelationships of economic activities in different regions.</p> <p>PO 5. Explain how cooperation contributes to political, economic, and social organization (e.g., United Nations, European Union, NAFTA).</p> <p>PO 6. Describe the aspects of culture (e.g., literacy, occupations, clothing, property rights) related to beliefs and understandings that influence the economic, social, and political activities of men and women.</p> <p>PO 7. Describe how changes in technology, transportation, communication, and resources affect economic development.</p> |  | <p>Familiar with the changes taking place with technology, communication and transportation</p> | |
| Text book Internet | <p><u>Concept 5: Environment and Society</u> <u>Strand 4: Geography</u></p> <p>PO 1. Describe how (e.g., deforestation, desertification) humans modify ecosystems.</p> <p>PO 2. Describe why (e.g., resources, economic livelihood) humans modify ecosystems.</p> <p>PO 3. Explain how changes in the natural environment can increase or diminish its capacity to support human activities.</p> <p>PO 4. Explain how technology positively and negatively affects the environment.</p> <p>PO 5. Analyze changing ideas and viewpoints on the best use of natural resources (e.g., value of oil, water use, forest management).</p> |  | <p>Describe ways in which people's actions effect environment.</p> | |

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| | <p>PO 5. Describe the impact of the availability and distribution of natural resources on an economy.</p> | <p>*What are the factors of production?</p> | <p>Describe the factors of production. Classify purchases as goods and service.</p> | <p>Marginal cost Free Enterprise Capitalism Voluntary exchange Profit motive</p> |
| <p>4th Quarter Text Internet</p> | <p><u>Concept 2: Microeconomics</u> <u>Strand 5: Economics</u> PO 1. Identify the functions and relationships among various institutions (e.g., business firms, banks, government agencies, labor unions, corporations) that make up an economic system. PO 2. Explain the impact of government investment in human capital: a. health (e.g., immunizations) b. education (e.g., college grant, loans) c. training of people (e.g., Job Corps) PO 3. Explain the impact of government investment in physical capital (e.g., NASA, transportation). PO 4. Describe how income for most people is determined by the value of the goods and services they sell. PO 5. Describe the impact of entrepreneurs (e.g., Bill Gates, Martha Stewart, Oprah Winfrey, Ted Turner Donald Trump) in the free enterprise system. PO 6. Analyze how investment in physical capital (e.g., factories, medical advancements, new technologies) leads to economic growth. PO 7. Describe how competition (e.g., Microsoft/Apple, Wal-Mart/Target) affects supply and demand from the vantage point of the consumer and producer.</p> | <p>*Why and how do people make economic choices?</p> <p>*Why is Gross Domestic Product important to a nation?</p> <p>*How do demand and supply affect prices? *How prices aid consumers?</p> | <p>Discuss the functions and relationships among various institutions, businesses, and agencies.</p> <p>Explain the impact of government investment in human capital.</p> <p>Identify the entrepreneurs and the impact they have in the free enterprise.</p> <p>Describe the laws of demand and supply.</p> | <p>Product Gross Domestic Product (GDP) Entrepreneur GDP per capita Standard of living</p> <p>Consumer Producer Demand Supply Market</p> |

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| | <p>PO 8. Describe how market prices provide incentives to buyers and sellers.</p> <p>PO 9. Describe how protection of private property rights provides incentives to conserve and improve property (e.g., resale market).</p> | | Describe the importance of being an economically smart citizen. | <p>Competition</p> <p>Equilibrium price</p> <p>Surplus</p> <p>Shortage</p> |
| <p>4th Quarter</p> <p>Textbook</p> <p>Power Point</p> <p>Chart</p> <p>Test</p> | <p><u>Concept 3: Macroeconomics</u></p> <p><u>Strand 5: Economics</u></p> <p>PO 1. Identify the organization and functions of the Federal Reserve System.</p> <p>PO 2. Identify the effects of inflation on society.</p> <p>PO 3. Analyze the government's role in economic recovery.</p> | <p>*What gives money value?</p> <p>*How the Federal Reserve is organized and its functions?</p> | Describe the functions of the Federal Reserve. | <p>Barter</p> <p>Coin</p> <p>Currency</p> <p>Deposit</p> <p>Electronic money</p> |
| <p>4th Quarter</p> <p>Textbook</p> <p>Chart</p> <p>Test</p> <p>Vocab. Diagram</p> | <p><u>Concept 4: Global Economics</u></p> <p><u>Strand 5: Economics</u></p> <p>PO 1. Compare how private property rights differ in market (capitalism) economies versus command (communist) economies.</p> <p>PO 2. Identify the effects of trade restrictions between national and world regions.</p> <p>PO 3. Describe the role of the United States government in influencing international commerce in regions studied.</p> <p>PO 4. Identify interdependence (e.g., North American Free Trade Agreement, European Union, International Monetary Fund/ World Bank) between nations.</p> | <p>*Why do nations depend upon one another?</p> <p>* What is purpose of international organization?</p> <p>*What conflicts relate to human rights and the spread of democracy and liberty?</p> | <p>Describe the importance of international trade in today's economy.</p> <p>Describe various economic systems.</p> | <p>Global interdependence</p> <p>Trade war</p> <p>Deforestation</p> <p>Ethnic group</p> <p>Terrorism refugee</p> <p>Diplomat</p> <p>Nongovernment Organization</p> <p>Prisoner of war</p> |
| <p>4th Quarter</p> <p>Textbook</p> <p>Internet</p> | <p><u>Concept 5: Personal Finance</u></p> <p><u>Strand 5: Economics</u></p> <p>PO 1. Explain how scarcity influences personal financial choices (e.g., budgeting, saving, investing, credit).</p> <p>PO 2. Describe types of personal investments (e.g., saving accounts, stocks, mutual funds, bonds, retirement funds, land).</p> | <p>*What is the value of creating a personal budget?</p> <p>*How credit works?</p> <p>*Why and how to save?</p> | <p>Describe the function of money.</p> <p>Describe how bank operate and make money.</p> | <p>Consumerism</p> <p>Redress</p> <p>Comparison shopping</p> <p>Generic good</p> <p>Warranty</p> <p>Impulse buying</p> |

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| | <p>PO 3. Describe the role of the stock market in personal investing.</p> <p>PO 4. Describe various forms of credit. (e.g., personal loans, credit cards, lines of credit, mortgages, auto loans).</p> <p>PO 5. Analyze the, advantages, disadvantages, and alternatives to consumer credit.</p> <p>PO 6. Analyze the costs and benefits of producing a personal budget.</p> <p>PO 7. Create a personal budget to include fixed and variable expenses.</p> | <p>*How can making a personal budget lead to financial responsibility?</p> <p>* What rights do you have as a consumer?</p>  | <p>Explain the rights and responsibilities of consumers.</p> <p>Create own personal budget.</p> <p>Identify the advantages and disadvantages of using credit.</p> | <p>Disposable income</p> <p>Discretionary income</p> <p>Budget expense</p> <p>Balance deficit</p> <p>Credit</p> <p>Interest</p> <p>Loan</p> <p>Borrower</p> <p>Annual percentage rate</p> |
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