

# Curriculum Grade Book

Morgan County School District

Final, 01/11/2010

## World Civilization Social Studies

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<b>Government &amp; Civics</b>																														
<p>■ 1.1.1 (DOK 3) ASSESSED</p> <p>The learner will be able to 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.</p>																														
<p>■ 1.1.2 (DOK 2) ASSESSED</p> <p>The learner will be able to 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).</p>																														
<b>Culture &amp; Society</b>																														
<p>■ 2.1.1 (DOK 2) ASSESSED</p> <p>The learner will be able to 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).</p>																														
<p>■ 2.2.1 (DOK) Supporting</p> <p>The learner will be able to 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).</p>																														
<p>■ 2.3.1 (DOK 2) ASSESSED</p> <p>The learner will be able to explain the reasons why</p>																														

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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).

■ 2.3.2 (DOK 2) ASSESSED  
The learner will be able to explain and give examples of how compromise and cooperation are characteristics that influence social interaction (e.g., peace studies, treaties, conflict resolution) in the modern world (1500 A.D. to present) and the United States (Reconstruction to present).

### Economics

■ 3.1.1. (DOK 2) ASSESSED  
The learner will be able to 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.

■ 3.2.1 (DOK 2) ASSESSED  
The learner will be able to 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.

■ 3.2.3 (DOK 2) ASSESSED  
The learner will be able to 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

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features on Earth's surface.																														
<p>■ 4.2.1 (DOK) Supporting The learner will be able to interpret how places and regions serve as meaningful symbols for individuals and societies (e.g., Jerusalem, Vietnam Memorial, Ellis Island, the Appalachian region).</p>																														
<p>■ 4.2.2 (DOK 2) ASSESSED The learner will be able to explain how physical (e.g., climate, mountains, rivers) and human characteristics (e.g., interstate highways, urban centers, workforce) of regions create advantages and disadvantages for human activities in a specific place.</p>																														
<p>■ 4.2.4 (DOK) Supporting The learner will be able to explain how people from different cultures with different perspectives view regions (e.g., Middle East, Balkans) in different ways, sometimes resulting in conflict in the modern world (1500 A.D. to present) and United States (Reconstruction to present).</p>																														
<p>■ 4.3.1 (DOK 3) ASSESSED The learner will be able to 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).</p>																														
<p>■ 4.3.2 (DOK 2) ASSESSED The learner will be able to explain how technology has facilitated the movement of goods, services and populations; increased economic interdependence at all</p>																														



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United States History (Reconstruction to present).																														
<p>■ 5.1.2 (DOK 3) ASSESSED</p> <p>The learner will be able to analyze how history is a series of connected events shaped by multiple cause and effect relationships, tying past to present.</p>																														
<p>■ 5.2.7 (DOK 3) ASSESSED</p> <p>The learner will be able to analyze how the United States participates with the global community to maintain and restore world peace (e.g., League of Nations, United Nations, Cold War politics, Persian Gulf War), and evaluate the impact of these efforts.</p>																														
<p>■ 5.3.1 (DOK 2) ASSESSED</p> <p>The learner will be able to explain how humans began to rediscover the ideas of the Classical Age (e.g., humanism, developments in art and architecture, literature, political theories, rediscovery of Greco-Roman philosophies) and to question their place in the universe during the Renaissance and Reformation.</p>																														
<p>■ 5.3.2 (DOK 2) ASSESSED</p> <p>The learner will be able to explain and give examples of how new ideas and technologies led to an Age of Exploration by Europeans that brought great wealth to the absolute monarchies and caused significant political, economic, and social changes (disease, religious ideas, technologies, new plants/animals, forms of government) to the other regions of the world.</p>																														
<p>■ 5.3.3 (DOK 3) ASSESSED</p> <p>The learner will be able to analyze how an Age of Revolution brought about changes in science, thought, government, and industry (e.g., Newtonian physics, free trade principles, rise of democratic principles,</p>																														

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development of the modern state) that shaped the modern world, and evaluate the long range impact of these changes on the modern world.																														
<p>■ 5.3.4 (DOK 3) ASSESSED</p> <p>The learner will be able to analyze how nationalism, militarism, and imperialism led to world conflicts and the rise of totalitarian governments (e.g., European imperialism in Africa, World War I, the Bolshevik Revolution, Nazism).</p>																														
<p>■ 5.3.5 (DOK 3) ASSESSED</p> <p>The learner will be able to explain the rise of both the United States and the Soviet Union to superpower status following World War II, the subsequent development of the Cold War, and the formation of new nations in Africa, Asia, Eastern Europe, and the Middle East, and evaluate the impact of these events on the global community.</p>																														
<p>■ 5.3.6 (DOK 2) ASSESSED</p> <p>The learner will be able to explain how the second half of the 20th century was characterized by rapid social, political, and economic changes that created new challenges (e.g., population growth, diminishing natural resources, environmental concerns, human rights issues, technological and scientific advances, shifting political alliances, globalization of the economy) in countries around the world, and give examples of how countries have addressed these challenges.</p>																														