

MORENO VALLEY HIGH SCHOOL WORLD HISTORY CURRICULUM

Course Title: World History Course Number: 2704

Department: Social Studies ADS Number: 2704

Prerequisites: None. Recommend: Introduction to Seminar and English 9

Length of Course: Year long Credit/PRI Area: .5 credit per semester Grade Level(s): 10-12

Important Notes: Normally students are enrolled in this class in their sophomore year. The school will consider enrolling students at any point after the freshman year.

COURSE DESCRIPTION

World history class is taught to promote global awareness through an exploration of the past, an understanding of the present, and an examination of possible solutions for current problems and conflicts in the present day. The knowledge base covers modern world history from the Age of Enlightenment through the problems facing the world today. The emphasis will be topical rather than names and dates including: Age of Enlightenment, Industrial Revolution, political revolutions, Imperialism, wars, geography crises and controversy, current events, and present-day problems in the world. Skills to be emphasized include critical reading, research, oral presentations, seminar, writing, and development of global awareness.

SYLLABUS

1. Units of Study:

- Review: World Geography, World pre-Enlightenment
- Enlightenment and Revolution: Scientific Revolution, Industrial Revolution, Political Revolution: America, French
- Imperialism: Nationalism, Colonial Power, Japan, Decline of China
- The power of war: World War I, World War II, Cold War
- Clash of Ideologies: Communism vs. Democracy. Cold War, Russian Revolution, Chinese Communist Revolution,
 - Cuba Revolution, South American Revolution, Modern terrorist versus the western world.
- Economic Change: Depression, Post-War economies, Globalism, and present day world economic problems
- Present Day Problems: Israel, Oil, Terrorism, European Union, Global Warming, Pandemics, etc.
- Current Events.

2. Skills:

- Critical Thinking Journals: opinion writing, clarifying thought, and questions on content
- Critical Reading: reading for understanding, fact versus opinion, the important question, vocabulary
- Writing: Essays: change over time, cause and effect, problems and solutions, persuasive; research on current issues; analysis of sources
- Working in groups: leadership, participation, and group dynamics.
- Test taking skills: preparation, various study methods, after the test evaluations
- Oral participation: discussion, coaching, seminar, verbal analysis, research presentations
- Use of resources: textbooks, atlases, almanacs, encyclopedias, newspapers, readings, verbal presentations, online research skills

STRATEGIES

Didactic: Guided discussion, lecture, research, newspapers, and history articles

Intellectual Coaching: Timelines, diagrams, charts, maps, small group projects and problem solving, individual research, oral presentations notebooks/journals, writing conferences, writings.

Seminar: Critical reading, conflicting viewpoints in writings, coaching, seminar behaviors

ASSESSMENTS

Writing: Paragraphs, essays: compare and contrast, persuasive, change over time, research outlines, speech outlines, critical thinking journals.

Oral: Guided Discussion, groups participation, research presentations, seminar

Tests: Vocabulary, influence on history, short essay.

Class work/Homework: completeness, correctness, timeliness.

Other: Diagrams/charts, posters, art, use of: textbooks, atlases, almanacs, encyclopedia, and online research

SUGGESTED TEXTBOOKS AND INSTRUCTIONAL MATERIALS

World History: Connections to Today by Elisabeth Gaynor Ellis and Anthony Esler

World History: Patterns of Interaction by Roger B. Beck, et al.

The Earth and Its Peoples: A Global History by Richard W. Bulliet, et al.

Sources of the Western Tradition: Volumes 1 and 2 by Marvin Perry, Joseph R. Peden, and Theodore H. Von Laue

Legacy of the West: Readings in the History of Western Civilizations Volume 1 and 2 by David B. Mock

World Traditions in the Humanities by Nexttext Anthology

Guns, Germs, and Steel by Jared Diamond

Lies My Teacher Told Me by James Loewen

SUGGESTED TITLES/AUTHORS WEB SITES

Various current event sites:

www.cspan.org

www.cnn.com

www.npr.org

www.cbsnews.com

www.msnbc.com

www.nytimes.com

www.washingtonpost.com

www.abcnews.go.com

www.foxnews.com

Research sites:

www.wikipedia.com

www.historymatters.gmu.edu

www.gilderlehrman.org

www.gwu.edu/~nsarchiv/

SEMINAR PIECES OR USE

Seminar is used at least one per unit the entire year.

Typical primary source pieces might include: Social Darwinism, Rights of Man, Kellogg-Briand Pact, Writings by Ghandi, U.N.'s Declaration of Human Rights, bin Laden's "Letter to America", or writings by Locke, Hobbs, Rousseau.

Others may be opinion pieces such as:

"The Global Village Finally Arrives" by Pico Iyer

"The Worst Mistake in the History of Mankind" by Jared Diamond

"Ten Thousand Years of Solitude" by Jared Diamon

"Stone Age Cavemen of Mindanao" by Kenneth MacLeish

"It's Time to Talk to the World" by Fareed Zakaria

"Just and Unjust War" by Howard Zinn

"History Lessons Lack Balanced Viewpoint" by David Boaz

STRAND I: HISTORY**CONTENT STANDARD 1: STUDENTS ARE ABLE TO IDENTIFY IMPORTANT PEOPLE AND EVENTS IN ORDER TO ANALYZE SIGNIFICANT PATTERNS, RELATIONSHIPS, THEMES, IDEAS, BELIEFS, AND TURNING POINTS IN NEW MEXICO, UNITED STATES, AND WORLD HISTORY IN ORDER TO UNDERSTAND THE COMPLEXITY OF THE HUMAN EXPERIENCE.**

A. BENCHMARK: *New Mexico: Analyze how people and events of New Mexico have influenced United States and world history since statehood.*

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
10-12	<ol style="list-style-type: none">1. Compare and contrast the relationships over time of Native American tribes in New Mexico with other cultures.2. Analyze the geographic, economic, social, and political factors of New Mexico that impacted United States and world history, to include:<ul style="list-style-type: none">• land grant and treaty issues unresolved to present day and continuing to impact relations between and among citizens at the state, tribal, and federal government levels• role of water issues as they relate to development of industry, population growth, historical issues, and current acequia systems/water organizations urban development• role of the federal government (e.g., military bases, national laboratories, national parks, Indian reservations, transportation systems, water projects)• unique role of New Mexico in the 21st century as a "Minority Majority" state.3. Analyze the role and impact of New Mexico and New Mexicans in World War II (e.g., Native Code Talkers, New Mexico National Guard, internment camps, Manhattan Project, Bataan Death March).4. Analyze the impact of the arts, sciences, and technology of New Mexico since World War II (e.g., artists, cultural artifacts, nuclear weapons, the arms race, technological advances, scientific developments, high tech industries, federal laboratories).5. Explain how New Mexico history represents a framework of knowledge and skills within which to understand the complexity of the human experience, to include:<ul style="list-style-type: none">• analyze perspectives that have shaped the structures of historical knowledge• describe ways historians study the past• explain connections made between the past and the present and their impact.	<ol style="list-style-type: none">1. After gathering information, students will draw a venn diagram to compare and contrast methods used to control the Amerindians by the US government and the Apartheid system.2. Students will be given readings on the land grant system and how the US handled the system when admitting New Mexico to the union and the land problem in present day Zimbabwe. Students will be ask to compare and contrast these two systems relative to human rights, geography, minorities, and effect.3. Students will draw ven diagrams to compare and contrast the internment camps used by the USA during World War II to the death camps used by Germany during World War II.4. . Students will gather information on the development of the Nuclear bomb in the categories of: nations and people involved, effects of the testing, and use of it in Japan. Students will then seminar on the quote, "The nuclear bomb is both an international creation and an international destruction."5. Using the quote "History is written by the victors", students will demonstrate their understanding by applying this to New Mexico, Aztecs, South Africa, India through either a panel discussion or a poster.

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C. BENCHMARK: *World: Analyze and interpret the major eras and important turning points in world history from the Age of Enlightenment to the present to develop an understanding of the complexity of the human experience.*

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
10-12	<p>1. Describe and explain how the Renaissance and Reformation influenced education, art, religion, and government in Europe, to include:</p> <ul style="list-style-type: none"> • development of Renaissance artistic and literary traditions (e.g., Michelangelo, Leonardo da Vinci, Shakespeare) • development of Protestantism (e.g., Martin Luther, John Calvin) • religious conflict and persecutions (e.g., Spanish Inquisition). <p>2. Analyze and evaluate the actions of competing European nations for colonies around the world and the impact on indigenous populations.</p> <p>3. Explain and analyze revolutions (e.g., democratic, scientific, technological, social) as they evolved throughout the Enlightenment and their enduring effects on political, economic, and cultural institutions, to include:</p> <ul style="list-style-type: none"> • Copernican view of the universe and Newton's natural laws • tension and cooperation between religion and new scientific discoveries • impact of Galileo's ideas and the introduction of the scientific method as a means of understanding the universe • events and ideas that led to parliamentary government (English Civil War, Glorious Revolution) • Enlightenment philosophies used to support events leading to American and French Revolutions 	<p>1. Students will gather information from several sources to explore the Reformation in Europe. They will then draw a diagram that illustrates: causes, important people and inventions that influenced, and effects. Using their diagram, students would write three paragraphs on the influence the effects of the Reformation had on the present day.</p> <p>2. Students would use their textbooks to create a map that showed the colonization of the world by Europe during the 1600-1913. Using this diagram, students would then discuss in small groups, how colonization could lead to a war.</p> <p>3. After reading about the tension and conflict between religion and science in Europe in the early Renaissance, students would be given the articles "Evolving Arguments" and "Intellectual Design vs. Evolution" to read and work. Students would then seminar on the question, "Which is more influential in the world today, science or religion?"</p>

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
	<ul style="list-style-type: none"> • Napoleonic Era (e.g., codification of law) • Latin America's wars of independence. <p>4. Analyze the pattern of historical change as evidenced by the Industrial Revolution, to include:</p> <ul style="list-style-type: none"> • conditions that promoted industrialization • how scientific and technological innovations brought about change • impact of population changes (e.g., population growth, rural-to-urban migrations, growth of industrial cities, emigration out of Europe) • evolution of work/business and the role of labor (e.g., the demise of slavery, division of labor, union movement, impact of immigration) • political and economic theories of capitalism and socialism (e.g., Adam Smith, Karl Marx) • status and roles of women and minorities. <p>5. Analyze and evaluate the impact of 19th century imperialism from varied perspectives, to include:</p> <ul style="list-style-type: none"> • clash of cultures • British Empire expands around the world • nationalism (e.g., competition and conflict between European nations for raw materials and markets, acquisition of colonies in Africa and Asia, impact on indigenous populations). <p>6. Describe and analyze the geographic, political, economic, religious, and social structures of the civilizations of East Asia.</p> <p>7. Analyze and evaluate the causes, events, and effects of World War I, to include:</p> <ul style="list-style-type: none"> • rise of nationalism (e.g., unification of Germany, Otto Von Bismarck's leadership) • rise of ethnic and ideological conflicts (e.g., the Balkans, Austria-Hungary, decline of the Ottoman Empire) • major turning points and the importance of geographic, military, and political factors in decisions and outcomes • human costs of the mechanization of war (e.g., machine-gun, airplane, poison gas, submarine, trench warfare, tanks) • effects of loss of human potential through devastation of populations and their successive generations • effects of the Russian Revolution and the implementation of communist rule. <p>8. Analyze and evaluate the causes, events, and impacts of World War II from various perspectives, to include:</p> <ul style="list-style-type: none"> • failures and successes of the Treaty of Versailles and the League of Nations 	<p>4. Assign students a role: laborer, lower class woman, child, businessman, government official. Have students research and then write a news article explaining what happened to their assigned group during the Industrial Revolution. After studying as a class the effects of the revolution, have students write a second article on whether the revolution was a benefit or a detriment to their assigned role.</p> <p>5. Using the chart, “The Columbian Exchange”, have students read the chart then answer three questions: What are the ten most influential exchanges? Why didn't the New World discover the Old World? Who benefited most from the exchange? Students would then seminar on the question: “Was the Columbian Exchange a benefit or detriment to the most number of people short term? long term?”</p> <p>6. Using several current articles on present-day China, students should analyze the advantages and disadvantages of China's government, economic system, demographics. Students should seminar on the question: “Is China the next world's superpower?”</p> <p>7. In studying the effects of World War I, students should map both the European and Asian nations prior to World War I and in 1930. Comparing these two maps, students should consider advantages and disadvantages to the changes they identify.</p> <p>8. Students should select one of four cities to research before, during and after World War II: London, Paris, Berlin, and/or Tokyo. After they have research the cities, they should work in groups of four to compare similarities and differences in these cities cause by war.</p>

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	<ul style="list-style-type: none"> • rise of totalitarianism (e.g., Nazi Germany's policies of European domination, Holocaust) • political, diplomatic, and military leadership (e.g., Winston Churchill, Joseph Stalin, Franklin Roosevelt, Emperor Hirohito, Adolf Hitler, Benito Mussolini, Francisco Franco) • principal theaters of battle, major turning points, and geographic factors in military decisions and outcomes (e.g., Pearl Harbor, "island hopping," D-Day invasion, Stalingrad, atomic bombs dropped on Japan). <p>9. Analyze and evaluate international developments following World War II, the Cold War, and post-Cold War, to include:</p> <ul style="list-style-type: none"> • war crime trials • creation of the state of Israel and resulting conflicts in the Middle East • rebuilding of Western Europe (e.g., Marshall Plan, NATO) • Soviet control of Eastern Europe (e.g., Warsaw Pact, Hungarian Revolt) • creation and role of the United Nations • Mao Zedong and the Chinese Revolution (e.g., Long March, Taiwan, Cultural Revolution) • national security in the changing world order • technology's role in ending the Cold War • fluidity of political alliances • new threats to peace • reasons for the collapse of the Soviet Union and the end of the Cold War • use of technology in the Information Age. <p>10. Evaluate the ideologies and outcomes of independence movements in the emerging third world to include:</p> <ul style="list-style-type: none"> • French Indochina and the Vietnam War (e.g., the role of Ho Chi Minh) • Mohandas Gandhi's non-violence movement for India's independence • apartheid in South Africa and evolution from white minority government (e.g., Nelson Mandela, Desmond Tutu) • Middle East conflicts (Israel, Palestine, Egypt). <p>11. Analyze historical and modern-day policies of the Western Hemisphere, with emphasis on Mexico and Canada, to include:</p> <ul style="list-style-type: none"> • expansion of democracy in Western Hemisphere • immigration and migration issues • changes in foreign policy brings spiraling impact on each nation and international relations trade. <p>12. Explain how world history presents a framework of knowledge and skills within which to understand the complexity of the human experience, to include:</p>	<p>9. Students will be given a list of 5 events, people, terms that were used during the Cold War. They will research these to find: dates, 5 most important facts, and historic importance. These will be typed and reproduced. All students using these pieces of research will make a timeline that is divided into USA and USSR sides and place the events, etc. on the correct side and in the correct time. After the timeline is complete, students will be ask if they can explain the fall of the USSR based on the events on their timeline.</p> <p>10. Students will select one of the leaders from an independent movement: Ho Chi Minh, Gandhi, Nelson Mandela, Yassar Arafat, Fidel Castro, etc. The student will research these people on background (family, education, experiences), their role in the revolution, one good quote, and the success of their revolution. Students will then seminar on the question: What makes successful leaders in revolutions</p> <p>11. Students will gather current event articles on the illegal immigration across the Mexican/USA border. After analyzing these articles as a group relative to facts, cause, and effects. Students will be ask to postulate why this is not a problem on the Canadian/USA border.</p> <p>13. Using the Israel/Palestinian conflict, students will read a Hamas</p>

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	<ul style="list-style-type: none"> • analyze perspectives that have shaped the structures of historical knowledge • describe ways historians study the past • explain connections made between the past and the present and their impact. 	<p>viewpoint, an Israeli settle viewpoint, a Muslim viewpoint, a Jewish viewpoint, and a Christian viewpoint of the conflict. Students will then select one of these viewpoints to research the historical background of this group relative to the present day conflict. Students will then seminar on the question: “What should b done to solve the present day conflict between Israel and Palestine?”</p>

STRAND I: HISTORY
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D. BENCHMARK: Use critical thinking skills to understand and communicate perspectives of individuals, groups, and societies from multiple contexts.

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
10-12	<ol style="list-style-type: none"> 1. Understand how to use the skills of historical analysis to apply to current social, political, geographic, and economic issues. 2. Apply chronological and spatial thinking to understand the importance of events. 3. Describe primary and secondary sources and their uses in research. 4. Explain how to use a variety of historical research methods and documents to interpret and understand social issues (e.g., the friction among societies, the diffusion of ideas). 5. Distinguish 'facts' from authors' opinions and evaluate an author's implicit and explicit philosophical assumptions, beliefs, or biases about the subject. 6. Interpret events and issues based upon the historical, economic, political, social, and geographic context of the participants. 7. Analyze the evolution of particular historical and contemporary perspectives. 8. Explain how to use technological tools to research data, verify facts and information, and communicate findings. 	<ol style="list-style-type: none"> 1. Students will gather information on a current world conflict or problem. They will categorize their information into: What is the problem? What causes the problem? Who is involved in the problem, how? What are possible solutions to the problem? Using this information, students will prepare an 8-10 minute speech outline and audiovisuals. These will be presented to the class. Students will have to answer questions on their topics.

STRAND I: GEOGRAPHY**CONTENT STANDARD 2: STUDENTS UNDERSTAND HOW PHYSICAL, NATURAL, AND CULTURAL PROCESSES INFLUENCE WHERE PEOPLE LIVE, THE WAYS IN WHICH PEOPLE LIVE, AND HOW SOCIETIES INTERACT WITH ONE ANOTHER AND THEIR ENVIRONMENTS.**

A. BENCHMARK: *Analyze and evaluate the characteristics and purposes of geographic tools, knowledge, skills, and perspectives, and apply them to explain the past, present, and future in terms of patterns, events, and issues.*

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
10-12	<ol style="list-style-type: none"> 1. Evaluate and select appropriate geographic representations to analyze and explain natural and man-made issues and problems. 2. Understand the vocabulary and concepts of spatial interaction, including an analysis of population distributions and settlements patterns. 	1-2. Students will gather information on hunger in the world. Using this information, students will explore through drawing a diagram the causes and effects of world hunger. The diagram should include: geography, demographics, natural resources, water, economics.

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B. BENCHMARK: *Analyze natural and man-made characteristics of worldwide locales; describe regions, their interrelationships, and patterns of change.*

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
10-12	<ol style="list-style-type: none"> 1. Analyze the interrelationships among natural and human processes that shape the geographic connections and characteristics of regions, including connections among economic development, urbanization, population growth, and environmental change. 2. Analyze how the character and meaning of a place is related to its economic, social, and cultural characteristics, and why diverse groups in society view places and regions differently. 3. Analyze and evaluate changes in regions and recognize the patterns and causes of those changes (e.g., mining, tourism). 4. Analyze and evaluate why places and regions are important to human identity (e.g., sacred tribal grounds, culturally unified neighborhoods). 	1-4. Students will gather information on the populations and geography of China and Russia. They will then produce maps showing the density of population and the settlement pattern of both nations. Using these maps, students will explore through small group discussions and individual writings, why is China so much more populated than Russia?

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GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
10-12	1. Analyze the fundamental role that geography has played in human history (e.g., the Russian winter on the defeat of Napoleon's army and the same effect in World War II). 2. Compare and contrast how different viewpoints influence policy regarding the use and management of natural resources. 3. Analyze the role that spatial relationships have played in effecting historic events. 4. Analyze the use of and effectiveness of technology in the study of geography.	1,3. After studying the American and French Revolutions, students should be given maps of both showing the nations and the their locations globally. Students should then postulate on the influence of geography on the success or failure of the revolutions. 2,4. Students should gather information on water pollution on a world wide basis. Using this information, students should map the water pollution areas and indicate the cause of the pollution. Students should then explore how technology and science could be used to solve this problem and how this would affect the people in the places of intense water pollution.

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GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
10-12	1. Analyze how the Earth's physical processes are dynamic and interactive. 2. Analyze the importance of ecosystems in understanding environments. 3. Explain and analyze how water is a scarce resource in New Mexico, both in quantity and quality. 4. Explain the dynamics of the four basic components of the Earth's physical systems (atmosphere, biosphere, lithosphere, and hydrosphere).	1-4. Using the article "Fresh Water, the Next Global Issue?", students would research the fresh water problems of each continent. Students would then seminar on the question: "What can be done to solve the scarcity of fresh water on a global basis?"

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E. BENCHMARK: *Analyze and evaluate how economic, political, cultural, and social processes interact to shape patterns of human populations, and their interdependence, cooperation, and conflict.*

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
10-12	<ol style="list-style-type: none"> 1. Analyze the factors influencing economic activities (e.g., mining, ranching, agriculture, tribal gaming, tourism, high tech) that have resulted in New Mexico's population growth. 2. Analyze the effects of geographic factors on major events in United States and world history. 3. Analyze the interrelationships among settlement, migration, population-distribution patterns, landforms, and climates in developing and developed countries. 4. Analyze how cooperation and conflict are involved in shaping the distribution of political, social and economic factors in New Mexico, United States, and throughout the world (e.g., land grants, border issues, United States territories, Israel and the Middle East, the former Soviet Union, and Sub-Saharan Africa). 5. Analyze how cultures shape characteristics of a region. 6. Analyze how differing points of view and self-interest play a role in conflict over territory and resources (e.g., impact of culture, politics, strategic locations, resources). 7. Evaluate the effects of technology on the developments, changes to, and interactions of cultures. 	<p>1-7. Students would select a nation. They would research this nation's economic status, government status, social status, geography relative to petroleum production and use. Students would then participate in a mock UN format to solve the forthcoming problem of lack of enough petroleum in a non-violent way. They would make proposals, debate, and vote.</p>

STRAND I: GEOGRAPHY

CONTENT STANDARD 2: STUDENTS UNDERSTAND HOW PHYSICAL, NATURAL, AND CULTURAL PROCESSES INFLUENCE WHERE PEOPLE LIVE, THE WAYS IN WHICH PEOPLE LIVE, AND HOW SOCIETIES INTERACT WITH ONE ANOTHER AND THEIR ENVIRONMENTS.

F. BENCHMARK: *Analyze and evaluate the effects of human and natural interactions in terms of changes in the meaning, use, distribution, and importance of resources in order to predict our global capacity to support human activity.*

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
10-12	<ol style="list-style-type: none"> 1. Compare the ways man-made and natural processes modify the environment and how these modifications impact resource allocations. 2. Analyze how environmental changes bring about and impact resources. 3. Analyze the geographic factors that influence the major world patterns of economic activity, economic connections among different regions, changing alignments in world trade partners, and the potential redistribution of resources based on changing patterns and alignments. 	<p>1-3. Students would research the use of nuclear power as a weapon and as a source of energy. Students would draw a diagram showing the advantages and disadvantages of the uses of nuclear power. They would also construct a poster showing the effects of nuclear power within nations and in relationships outside of nations.</p>

