

Georgia Social Studies Standards of Excellence (GSE)

In the Footsteps of History

In the Footsteps journeys focus on world religions and cultures, as well as their trade and political interactions. The journeys bridge continents and centuries, bringing the past into today's world for students. Inventions, religions and philosophies, and trade connections are all explored in the journeys. VR Walkabouts cover the entire world and explore events in history that touch on many key concepts, causations, and lines of inquiry, due to the student prompts that accompany each one.

GRADES 6-8

Map and Globe Skills

Every *In the Footsteps of History* unit begins with a geographic exploration of the region in question. Its people, flora and fauna, trade and inventions, and cultural life are thoroughly explored, as well as how it has changed over time.

4. compare and contrast the categories of natural, cultural, and political features found on maps
7. use a map to explain impact of geography on historical and current events
8. draw conclusions and make generalizations based on information from maps
9. use latitude and longitude to determine location
10. compare maps of the same place at different points in time and from different perspectives to determine changes, identify trends, and generalize about human activities
11. compare maps with data sets (charts, tables, graphs) and /or readings to draw conclusions and make generalizations

Information Processing Skills

In the Footsteps of History's lesson plans are based on inquiry, steeped in student-centered prompts and question formation, encouraging students to look at multiple points of view when exploring historical events. Varied primary and secondary sources are used and their validity and biases questioned.

Charts, graphs, and timelines are open to student interpretation. Choices must be made after reading and evaluating the consequences in gaming situations. The units are filled with visuals and discussions of artifacts.

All lessons ask students to use supporting evidence to back up claims, arguments, and research theses. Developing critical thinking skills is the main objective.

1. compare similarities and differences
 2. organize items chronologically
 3. identify issues and/or problems and alternative solutions
 4. distinguish between fact and opinion
 5. identify main idea, detail, sequence of events, and cause and effect in a social studies context
 6. identify and use primary and secondary sources
 7. interpret timelines, charts, and tables
 10. analyze artifacts
 11. draw conclusions and make generalizations
 12. analyze graphs and diagrams
 13. translate dates into centuries, eras, or ages
 14. formulate appropriate research questions
 15. determine adequacy and/or relevancy of information
 16. check for consistency of information
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READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES

(RHSS) GRADES 6-8

In the Footsteps lessons provide a variety of reading material, from short descriptions of artifacts to scaffolded sections of information and documents.

➤ Key Ideas and Details

L6-8RHSS1: Cite specific textual evidence to support analysis of primary and secondary sources.

L6-8RHSS2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

L6-8RHSS3: Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

➤ Craft and Structure

L6-8RHSS4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

L6-8RHSS5: Describe how a text presents information (e.g., sequentially, comparatively, causally).

L6-8RHSS6: Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

➤ Integration of Knowledge and Ideas

L6-8RHSS7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

L6-8RHSS8: Distinguish among fact, opinion, and reasoned judgment in a text.

L6-8RHSS9: Analyze the relationship between a primary and secondary source on the same topic.

➤ Range of Reading and Level of Text Complexity

L6-8RHSS10: By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS GRADES 6-8 (WHST)

All *In the Footsteps of History* lessons have scaffolded levels and a variety of writing assignments, from journal entries and exit slips to debates, creative writing, and formal essays. Students are encouraged to both create their own questions and to think deeply about causation, alternatives, and solutions.

All assignments ask students to use supporting evidence to back up their claims, arguments, and research theses. Developing critical thinking skills is the main objective.

➤ Text Types and Purposes

L6-8WHST1: Write arguments focused on discipline-specific content.

- a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
- c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- d. Establish and maintain a formal style.
- e. Provide a concluding statement or section that follows from and supports the argument presented.

L6-8WHST2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

- a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving

purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

e. Establish and maintain a formal style and objective tone.

f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

➤ **Production and Distribution of Writing**

L6-8WHST4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

L6-8WHST5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

L6-8WHST6: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

➤ **Research to Build and Present Knowledge**

L6-8WHST7: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

L6-8WHST8: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

L6-8WHST9: Draw evidence from informational texts to support analysis, reflection, and research.

➤ **Range of Writing**

L6-8WHST10: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Sixth Grade

Latin America, the Caribbean and Canada, Europe, and Australia

Sixth grade is the first year of a two-year World Area Studies course. Sixth grade students study Latin America, Canada, Europe, and Australia. The goal of this two-year course is to acquaint middle school students with the world in which they live. The geography domain includes both physical and human geography. The intent of the geography domain is for students to begin to grasp the importance geography plays in their everyday lives. The government/civics domain focuses on selected types of government found in the various areas so that students begin to understand the variety of governments in the world. The economics domain builds on the K-5 economics standards; however, the focus shifts from the United States to how other countries answer the basic questions of economics. The history domain focuses on major events in each region during the twentieth and twenty-first centuries.

Latin America and Canada

Economic Understandings

SS6G5 Explain the impact of location, climate, distribution of natural resources, and population distribution on Canada.

Henson and Inuit units

- a. Describe how Canada's location, climate, and natural resources impact trade and affect where people live.

SS6E2 Give examples of how voluntary trade benefits buyers and sellers in Latin America.

Marco Polo world trade Extension activities

- a. Explain how specialization encourages trade between countries.
- b. Compare and contrast different types of trade barriers, such as tariffs, quotas, and embargos.
- c. Explain why international trade requires a system for exchanging currencies between nations.

- d. Explain the functions of the United States-Mexico-Canada Agreement (USMCA).

Europe

Geographic Understandings

SS6G10 Describe selected cultural characteristics of Europe.

Marco Polo (Islam), Ibn Battuta (Islam) units

- a. Describe the diversity of languages spoken within Europe.
- b. Identify the major religions in Europe: Judaism, Christianity, and Islam.

Economic Understandings

SS6E8 Analyze the benefits of and barriers to voluntary trade in Europe.

Marco Polo unit

- a. Explain how specialization encourages trade between countries.
- b. Compare and contrast different types of trade barriers such as tariffs, quotas, and embargoes.
- c. Explain why international trade requires a system for exchanging currencies between nations.
- d. Describe the purpose of the European Union and the relationship between member nations.

Seventh Grade

Africa, Southwest Asia (Middle East), Southern and Eastern Asia

Seventh grade is the second year of a two-year World Area Studies course. Seventh grade students study Africa and Asia. The goal of this two-year course is to acquaint middle school students with the world in which they live. The geography domain includes both physical and human geography. The intent of the geography domain is for students to begin to grasp the importance geography plays in their everyday lives. The government/civics domain focuses on selected types of government found in the various areas in order to help students begin to understand the variety of governments in the world. The economics domain builds on the K-5 economics standards;

however, the focus shifts from the United States to how other countries answer the basic questions of economics. The history domain focuses primarily on significant events in each region from the twentieth and twenty-first centuries.

Africa

Geographic Understandings

SS7G1 Locate selected features of Africa.

Ibn Battuta, Hatshepsut (Egypt) units

- a. Locate on a world and regional political-physical map: Sahara, Sahel, savanna, tropical rainforest, Congo River, Niger River, Nile River, Lake Victoria, Great Rift Valley, Mt. Kilimanjaro, Atlas Mountains, and Kalahari Desert.
- b. Locate on a world and regional political-physical map the countries of Democratic Republic of the Congo, Egypt, Kenya, Nigeria, South Africa, and Sudan.

SS7G2 Explain environmental issues across the continent of Africa.

Ibn Battuta unit: Climate Change in Africa Today Extension

- a. Explain how water pollution and unequal access to water impacts irrigation, trade, industry, and drinking water.
- b. Explain the relationship between poor soil and deforestation in Sub-Saharan Africa.
- c. Explain the impact of desertification on the environment of Africa.

SS7G3 Explain the impact of location, climate, and physical characteristics on population distribution in Africa.

Ibn Battuta unit: Climate Change in Africa Today Extension

- a. Explain how the characteristics in the Sahara, Sahel, savanna, and tropical rainforest impact trade and affect where people live.

Economic Understandings

SS7E1 Analyze different economic systems.

Marco Polo and Ibn Battuta units

- a. Compare how traditional, command, and market economies answer the economic questions of 1-what to produce, 2-how to produce, and 3-for whom to produce.
- b. Explain that countries have a mixed economic system located on a continuum between pure market and pure command.

SS7E2 Explain how voluntary trade benefits buyers and sellers in Africa.

Marco Polo and Ibn Battuta units

- a. Explain how specialization encourages trade between countries.
- b. Compare and contrast different types of trade barriers, such as tariffs, quotas, and embargoes.
- c. Explain why international trade requires a system for exchanging currencies between nations.

SS7E3 Describe factors that influence economic growth and examine their presence or absence in Nigeria, South Africa, and Kenya.

Ibn Battuta unit

- a. Evaluate how literacy rates affect the standard of living.
- b. Explain the relationship between investment in human capital (education and training) and gross domestic product (GDP per capita).
- c. Explain the relationship between investment in capital goods (factories, machinery, and technology) and gross domestic product (GDP per capita).
- d. Explain how the distribution of natural resources affects the economic development of Africa.
- e. Describe the role of entrepreneurship.

Southwest Asia (Middle East)

Historical Understandings

SS7H2 Analyze continuity and change in Southwest Asia (Middle East).

Ibn Battuta unit

- c. Describe how land and religion plays a role in continuing conflicts in the Middle East (i.e. the Palestinian-Israeli conflict, the division between Sunni and Shia Muslims, and Kurdish nationalism).

Geographic Understandings

SS7G8 Analyze the diverse cultural characteristics of the people who live in Southwest Asia (Middle East).

Ibn Battuta unit (Islam)

- a. Explain the differences between an ethnic group and a religious group.

- b. Describe the diversity of religions within Southwest Asian (Middle Eastern) ethnic groups (e.g., Arabs, Persians, and Kurds).
- c. Compare and contrast the prominent religions in Southwest Asia (Middle East): Judaism, Islam, and Christianity.

Economic Understandings

SS7G8 Analyze the diverse cultural characteristics of the people who live in Southwest Asia (Middle East).

Ibn Battuta unit (Islam, nomads)

- a. Explain the differences between an ethnic group and a religious group.
- b. Describe the diversity of religions within Southwest Asian (Middle Eastern) ethnic groups (e.g., Arabs, Persians, and Kurds).
- c. Compare and contrast the prominent religions in Southwest Asia (Middle East): Judaism, Islam, and Christianity.

Southern and Eastern Asia

Historical Understandings

SS7H3 Analyze continuity and change in Southern and Eastern Asia.

Isabella Bird unit, Walkabout

- a. Describe how nationalism led to independence in India.
- b. Describe the impact of Mohandas Gandhi's belief in non-violent protest.

SS7G11 Explain the impact of location, climate, physical characteristics, distribution of natural resources, and population distribution on Southern and Eastern Asia.

Isabella Bird unit

- a. Describe how the mountain, desert, and water features of Southern and Eastern Asia impact trade and affect where people live.

SS7G12 Analyze the diverse cultural characteristics of the people who live in Southern and Eastern Asia.

Isabella Bird unit (Buddhism, various ethnic groups)

- a. Explain the differences between an ethnic group and a religious group.

- b. Compare and contrast the belief systems originating in Southern and Eastern Asia: Buddhism, Hinduism, Shintoism, and Confucianism.

Economic Understandings

SS7E8 Explain how voluntary trade benefits buyers and sellers in Southern and Eastern Asia.

Marco Polo World Trade Extension activities

- a. Explain how specialization encourages trade between countries.
- b. Compare and contrast different types of trade barriers, such as tariffs, quotas, and embargoes.
- c. Explain why international trade requires a system for exchanging currencies between nations.

SS7E9 Describe factors that influence economic growth and examine their presence or absence in China, India, Japan, South Korea and North Korea.

Marco Polo World Trade Extension activities

- d. Describe the role of natural resources in a country's economy.
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Grades 9-12

Map and Globe Skills

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- 4. compare and contrast the categories of natural, cultural, and political features found on maps
- 7. use a map to explain impact of geography on historical and current events
- 8. draw conclusions and make generalizations based on information from maps
- 9. use latitude and longitude to determine location
- 10. compare maps of the same place at different points in time and from different perspectives to determine changes, identify trends, and generalize about human activities

11. compare maps with data sets (charts, tables, graphs) and /or readings to draw conclusions and make generalizations

Information Processing Skills

In the Footsteps of History's lesson plans are based on inquiry, steeped in student-centered prompts and question formation, encouraging students to look at multiple points of view when exploring historical events. Varied primary and secondary sources are used and their validity and biases questioned.

Charts, graphs, and timelines are open to student interpretation. Choices must be made after reading and evaluating the consequences in gaming situations. The units are filled with visuals and discussions of artifacts.

All assignments ask students to use supporting evidence to back up claims, arguments, and research theses. Developing critical thinking skills is the main objective.

1. compare similarities and differences
2. organize items chronologically
3. identify issues and/or problems and alternative solutions
4. distinguish between fact and opinion
5. identify main idea, detail, sequence of events, and cause and effect in a social studies context
6. identify and use primary and secondary sources
7. interpret timelines, charts, and tables
10. analyze artifacts
- 11 draw conclusions and make generalizations
12. analyze graphs and diagrams
13. translate dates into centuries, eras, or ages
14. formulate appropriate research questions

15. determine adequacy and/or relevancy of information
 16. check for consistency of information
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READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES **(RHSS) GRADES 9-10**

In the Footsteps lessons provide a variety of reading material, from short descriptions of artifacts to scaffolded sections of information and documents.

➤ Key Ideas and Details

L9-10RHSS1: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

L9-10RHSS2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

L9-10RHSS3: Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

➤ Craft and Structure

L9-10RHSS4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

L9-10RHSS5: Analyze how a text uses structure to emphasize key points or advance an explanation or analysis

L9-10RHSS6: Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

➤ Integration of Knowledge and Ideas

L9-10RHSS7: Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

L9-10RHSS8: Assess the extent to which the reasoning and evidence in a text support the author's claims.

L9-10RHSS9: Compare and contrast treatments of the same topic in several primary and secondary sources.

➤ **Range of Reading and Level of Text Complexity**

L9-10RHSS10: By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS GRADES 9-10 (WHST)

All lessons have scaffolded levels and a variety of writing assignments, from journal entries and exit slips to debates, creative writing, and formal essays. Students are encouraged to both create their own questions and to think deeply about causation, alternatives, and solutions.

All assignments ask students to use supporting evidence to back up their claims, arguments, and research theses. Developing critical thinking skills is the main objective.

➤ **Text Types and Purposes**

L9-10WHST1: Write arguments focused on discipline-specific content.

- a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
- b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
- c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from or supports the argument presented.

L9-10WHST2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

➤ **Production and Distribution of Writing**

L9-10WHST4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

L9-10WHST5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

L9-10WHST6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

➤ **Research to Build and Present Knowledge**

L9-10WHST7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

L9-10WHST8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

L9-10WHST9: Draw evidence from informational texts to support analysis, reflection, and research.

➤ **Range of Writing**

L9-10WHST10: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES **(RHSS) GRADES 11-12**

In the Footsteps lessons provide a variety of reading material, from short descriptions of artifacts to scaffolded sections of information and documents.

➤ **Key Ideas and Details**

L11-12RHSS1: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

L11-12RHSS2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

L11-12RHSS3: Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

➤ **Craft and Structure**

L11-12RHSS4: Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

L11-12RHSS5: Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

L11-12RHSS6: Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

➤ **Integration of Knowledge and Ideas**

L11-12RHSS7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

L11-12RHSS8: Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

L11-12RHSS9: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

➤ **Range of Reading and Level of Text Complexity**

L11-12RHSS10: By the end of grade 12, read and comprehend history/social studies texts in the grades 11–12 text complexity band independently and proficiently.

WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS GRADES 11-12 (WHST)

All lessons have scaffolded levels and a variety of writing assignments, from journal entries and exit slips to debates, creative writing, and formal essays. Students are encouraged to both create their own questions and to think deeply about causation, alternatives, and solutions.

All assignments ask students to use supporting evidence to back up their claims, arguments, and research theses. Developing critical thinking skills is the main objective.

➤ Text Types and Purposes

L11-12WHST1: Write arguments focused on discipline-specific content.

- a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
- b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
- c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from or supports the argument presented.

L11-12WHST2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

- d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
- e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

➤ **Production and Distribution of Writing**

L11-12WHST4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

L11-12WHST5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

L11-12WHST6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

➤ **Research to Build and Present Knowledge**

L11-12WHST7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

L11-12WHST8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

L11-12WHST9: Draw evidence from informational texts to support analysis, reflection, and research.

➤ **Range of Writing**

L11-12WHST10: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Courses:

Personal Finance and Economics

Fundamentals of Economic Decision-Making

SSEF1 Analyze how scarcity affects the choices of individuals, businesses, and governments.

Marco Polo World Trade Extension Activities

- a. Explain that scarcity is a basic, permanent condition that exists because unlimited wants exceed limited productive resources.
- b. Compare and contrast strategies for allocating scarce resources such as by price, majority rule, contests, force, sharing, lottery, authority, first-come-first-served, and personal characteristics.
- c. Define and give examples of productive resources (i.e. factors of production): natural resources (i.e. land), human resources (i.e. labor and human capital), physical capital and entrepreneurship.
- d. Apply the concept of opportunity cost (the forgone next best alternative) to personal choices, as well as business and government decisions.

SSEF3 Analyze how economic systems influence the choices of individuals, businesses, and governments.

Marco Polo World Trade Extension Activities

- a. Analyze how command, market and mixed economic systems answer the three basic economic questions (what to produce, how to produce, and for whom to produce) to prioritize various social and economic goals such as freedom, security, equity, growth, efficiency, price stability, full employment, and sustainability.
- b. Compare the roles of government in different economic systems with regards to providing public goods and services, redistributing income, protecting property rights, resolving market failures, regulation and providing consumer protections.

SSEF4 Analyze factors that influence the standard of living of individuals and nations.

Marco Polo World Trade Extension Activities

- a. Explain how investments in human capital (e.g., education, job training, and healthcare) can lead to a higher standard of living.
- b. Explain how investment in equipment and technology can lead to economic growth.
- c. Explain how individuals, businesses, and governments benefit from specialization and voluntary, non-fraudulent trade.

Microeconomics

SSEMI2 Explain how the law of demand, the law of supply, and prices work to determine production and distribution in a market economy.

Marco Polo World Trade Extension Activities

- a. Define the law of supply and the law of demand.

International

SSEIN1 Explain the benefits of international trade and the role of trade barriers.

Marco Polo World Trade Extension Activities

- a. Explain how nations benefit when they specialize in producing goods and services in which they have a comparative advantage.

SSEIN2 Analyze how changes in exchange rates can have an impact on groups in the United States and in other countries.

Marco Polo World Trade Extension Activities

- a. Describe factors that cause changes in exchange rates.
- b. Explain how appreciation and depreciation of currency affects net exports and benefits some groups and hurts others.

Sociology

Culture and Social Structure

SSSocC1 Explain the development and importance of culture.

Inuit, Marco Polo, Ibn Battuta, Isabella Bird, Hatshepsut units

- a. Describe how culture is a social construction.
- b. Identify the basic elements of culture.
- c. Explain the importance of culture as an organizing tool in society.
- d. Describe the components of culture to include language, symbols, norms, and values; also include material and non-material culture.

SSSocC2 Evaluate how cultures evolve over time.

Marco Polo unit World Trade Extension activities

- b. Analyze the impact of globalization on U.S. and other world cultures.

Social Inequities and Change

SSSocIC1 Analyze forms of social inequality.

Inuit, Marco Polo, Ibn Battuta, Isabella Bird, Hatshepsut units

- a. Explain how unequal distribution of power and resources affects the life chances of individuals in that society.
- b. Analyze the sources and effects of stratification on the basis of social class, race and ethnicity, gender, age, and emotional, mental, and physical disabilities.
- c. Analyze the sources of global stratification and inequality.
- d. Evaluate the impact of global stratification and inequality on global relations.

SSSocIC2 Analyze social change processes in a society.

Inuit, Marco Polo, Ibn Battuta, Isabella Bird, Hatshepsut units

- a. Describe the various forms of collective behavior as factors of social change.
- b. Explain the impact of globalization on social change.
- c. Evaluate the impact of technology on social change.
- d. Analyze the impact of demographic changes and changes in settlement patterns on a society.

World Geography

Physical Geography

SSWG1 Explain why physical characteristics of place such as landforms, bodies of water, climate, and natural resources act as contributing factors to world settlement patterns.

Every *In the Footsteps of History* unit begins with a geographic exploration of the region in question. Its people, flora and fauna, trade and inventions, and cultural life are thoroughly explored, as well as how it has changed over time.

d. Identify and describe climates and locations of major physical features of Africa. Explain how these physical characteristics impact settlement patterns including, but not limited to, the Nile River Valley, the Sahara, the Kalahari Desert, the Sahel, and the Congo River Basin.

Ibn Battuta and Hatshepsut units

f. Identify and describe climates and locations of major physical features of South Asia, Southeastern Asia, and Eastern Asia. Explain how these physical characteristics impact settlement patterns including, but not limited to, the Himalayan Mountains and Tibetan Plateau, Gobi Desert, Ganges, Indus, Huang He, and Yangtze Rivers.

Isabella Bird, Marco Polo units

h. Describe the spatial distribution of natural resources, including, but not limited to, fuel and energy, agricultural, and mineral sources. Predict how distribution of natural resources continues to impact global settlement patterns.

Inuit, Marco Polo, Ibn Battuta, Hatshepsut units

Cultural Geography

SSWG2 Evaluate how the physical and human characteristics of places and regions are connected to human identities and cultures.

Inuit, Marco Polo, Isabella Bird, Ibn Battuta, Hatshepsut units, and Walkabouts

a. Examine how ethnic compositions of various groups has led to diversified cultural landscapes, including, but not limited to, architecture, traditions, food, art, and music.

- b. Examine how language can be central to identity and a unifying or a divisive force (e.g., Bantu, French-Canadians (Quebecois), and Basques).
- c. Examine the effects of universalizing and ethnic religions on local populations, including, but not limited to, Christianity, Judaism, Islam, Hinduism and Buddhism.
- d. Examine the impact of cultural beliefs on gender roles and perceptions of race and ethnicity as they vary from one region to another (e.g., the caste system, apartheid, and legal rights for women).

Environmental Geography

SSWG5 Analyze human interactions with the world's environments.

Marco Polo, Inuit, and Ibn Batutta units (climate change and world trade Extensions)

- a. Describe how and why agricultural techniques and technology have changed over time (e.g., irrigation, crop rotation, green revolution, and GMO's).
- b. Analyze the impact of water insecurity around the world (e.g., drought, desertification, water rights, and depletion of the Aral Sea).
- c. Analyze the economic, political and environmental impacts associated with industrialization and natural resource management around the world (e.g., fracking, strip mining, building of dams and reservoirs, deforestation, sustainable development, and renewable vs. nonrenewable resources).
- d. Analyze international and varied local governmental responses to natural disasters in countries around the world (e.g., hurricanes, earthquakes, and tsunamis).
- e. Evaluate how global trade systems impact environmental sustainability in both importing and exporting countries (e.g., plantation farming in Africa and Central/South America, overfishing of global waterways, and international lumber trade).

Economic Geography

SSWG6 Examine the spatial distribution of major economic systems and analyze the role geography plays in economic development.

Marco Polo unit World Trade Extension Activities

- a. Compare the levels of economic development of countries in terms of Gross Domestic Product (GDP) per capita and key demographic and social indicators

(e.g., literacy rate, life expectancy, gender, access to healthcare, and UN Sustainable Development Goals for 2030).

b. Explain the relationship between levels of development and economic activity in terms of primary, secondary, and tertiary activities (e.g., resource extraction, manufacturing, and services).

c. Describe the factors that influence the location and spatial distribution of economic activities, including the factors of site and situation (e.g., river systems, transportation hubs, research triangles, deep seaports).

d. Describe and explain causes and consequences of the worldwide trend towards urbanization in terms of development (e.g., changing employment patterns, urban sprawl, squatter settlements, and gentrification).

e. Analyze the impact of trade across international borders and its impact on government relationships among countries (e.g., legal trade: USMCA, EU, and OPEC; illegal trade: human trafficking, drug trade, and counterfeiting/black market goods).

World History

SSWH1 Analyze the origins, structures, and interactions of societies in the ancient world from 3500 BCE/BC to 500 BCE/BC.

Hatshepsut unit

a. Compare and contrast Mesopotamian and Egyptian societies, include: religion, culture, economics, politics, and technology.

SSWH2 Identify the major achievements of Chinese and Indian societies to 500 CE/AD.

Marco Polo, Isabella Bird (Buddhism) units

b. Describe the development of Chinese civilization under Zhou, Qin, and Han.

c. Explain the development and impact of Hinduism and Buddhism on India, and Confucianism on China.

d. Explain how geography contributed to the movement of people and ideas, include: Silk Roads and Indian Ocean Trade.

SSWH4 Analyze impact of the Byzantine and Mongol empires.

Marco Polo unit

e. Describe the impact of the Mongols on Russia, China, and the Middle East, include: the role of Chinggis (Genghis) Khan in developing the Mongol Empire.

SSWH5 Examine the political, economic, and cultural interactions within the Medieval Mediterranean World between 600 CE/AD and 1300 CE/AD.

Ibn Battuta, Marco Polo, Ibn Battuta units

- a. Analyze the origins of Islam and the growth of the Islamic Empire.
- b. Understand the reasons for the split between Sunni and Shi'a Muslims.
- c. Assess the economic impact of Muslim trade routes to India, China, Europe and Africa.
- d. Identify the contributions of Islamic scholars in science, math, and geography
- e. Analyze the relationship between Judaism, Christianity, and Islam.

SSWH6 Describe the diverse characteristics of early African societies before 1500 CE/AD.

Ibn Battuta unit

- a. Describe the development and decline of the Sudanic kingdoms (Ghana, Mali, Songhai); include the roles of Sundiata, and the pilgrimage of Mansa Musa to Mecca.
- b. Describe the trading networks and distribution of resources by examining trans-Saharan trade in gold, salt, and slaves; include the Swahili trading cities.
- c. Understand the blending of traditional African beliefs with new ideas from Islam and Christianity and their impact on early African societies.

SSWH8 Describe the diverse characteristics of societies in Central and South America.

Walkabouts

- a. Explain the rise and fall of the Mayan, Aztec, and Inca Empires.
- b. Compare and contrast the Mayan, Aztec, and Incan societies, include: religion, culture, economics, politics, and technology.

SSWH10 Analyze the causes and effects of exploration and expansion into the Americas, Africa, and Asia.

Isabella Bird, Henson, Marco Polo units

- a. Explain the roles of explorers and conquistadors.

SSWH16 Analyze the rise of nationalism and worldwide imperialism.

Isabella Bird unit (British Raj)

- b. Assess imperialism in Africa and Asia, include: the influence of geography and natural resources.
- c. Examine anti-imperial resistance, include: Opium Wars, Boxer Rebellion, and the Indian Revolt of 1857.

SSWH17 Demonstrate an understanding of long-term causes of World War I and its global impact.

Walkabout

- b. Describe conditions on the war front for soldiers, include: new technology and war tactics.

SSW22 Analyze globalization in the contemporary world.

Marco Polo unit World Trade Extension Activities

- b. Analyze global economic and political connections; include multinational corporations, the United Nations, OPEC, and the World Trade Organization.
- c. Explain how governments cooperate through treaties and organizations to minimize the negative effects of human actions on the environment.