

**CUMBERLAND COUNTY SCHOOL DISTRICT  
BENCHMARK ASSESSMENT CURRICULUM PACING GUIDE**

School: Cumberland County High School	Subject: Global Issues	Grade:9
<b>Benchmark Assessment 1</b>		
Instructional Timeline:9 weeks		
Topic(s): Settlement Patterns, Comparative Advantages, Conflict Between Cultures		
Kentucky Core Academic Standards	Learning Targets (I Can Statements)	Key Vocabulary
<p><b>SS-HS-4.3.1</b> Students will describe the movement and settlement patterns of people in various places and analyze the causes of that movement and settlement (e.g., push factors such as famines or military conflicts; pull factors such as climate or economic opportunity) and the impacts in the modern world (1500 A.D. to present) and United States (Reconstruction to present).</p>	<p>I can analyze settlement patterns in various geographic areas. I can explain settlement patterns during various historical time periods.</p>	<p>Pull Factor Push Factor Poverty Standard of Living Climate Uninhabitable</p>
<p><b>SS-HS-4.2.2</b> Students will 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>I can compare various geographic areas and determine comparative and absolute advantages for various human activities.</p>	<p>Comparative Advantage Absolute Advantage</p>
<p><b>SS-HS-4.2.1</b> Students will 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>I can explain how various places and regions can serve as symbols to groups.</p>	<p>Appalachia Vietnam Memorial Ellis Island Middle East</p>

<p><b>SS-HS-4.2.3</b> Students will explain how people can develop stereotypes about places and regions (e.g., all cities are dangerous and dirty; rural areas are poor).</p> <p><b>SS-HS-4.2.4</b> Students will 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>I can identify stereotypes in various media sources. I can explain how stereotypes are developed.</p> <p>I can explain how cultures view regions differently. I can explain cultures come into conflict with one another.</p>	<p>Stereotype</p> <p>Imperialism Raj Social Darwinism Sepoy Mutiny</p>
<p><b>SS-HS-4.2.2</b> Students will 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>School: Cumberland County High School</p>	<p>Subject: Global Issues</p>	<p>Grade: 9</p>
<p><b>Benchmark Assessment 2</b></p>		
<p>Instructional Timeline: 9 weeks</p>		
<p>Topic(s): Obstacles to settlement, Use of Natural Resources, Use of Geographic Tools, Government, Conflict, Cooperation</p>		
<p>Kentucky Core Academic Standards</p>	<p>Learning Targets (I Can Statements)</p>	<p>Key Vocabulary</p>
<p><b>SS-HS-4.4.1</b> Students will explain how humans develop strategies (e.g., transportation, communication, technology) to overcome limits of their physical environment.</p>	<p>I can explain how transportation has allowed people to live in previously uninhabitable environments. I can explain how communication has allowed people to live in previously uninhabitable environments.</p>	<p>Trans-Siberian Railroad Radio Telephone Marconi Alexander Graham Bell</p>

<p><b>SS-HS-4.4.2</b>  <b>Students will explain how human modifications to the physical environment (e.g., deforestation, mining), perspectives on the use of natural resources (e.g., oil, water, land), and natural disasters (e.g., earthquakes, tsunamis, floods) may have possible global effects (e.g., global warming, destruction of the rainforest, acid rain) in the modern world (1500 A.D. to present) and United States (Reconstruction to present).</b></p>	<p>I can explain how human modifications to the environment may have negative consequences.</p>	<p>Industrial Revolution  Pollution  Global Warming  Oil Spill</p>
<p><b>SS-HS-4.4.3</b>  <b>Students will explain how group and individual perspectives impact the use of natural resources (e.g., mineral extraction, land reclamation).</b></p>	<p>I can explain the pros and cons of using natural resources.</p>	<p>Global Warming  Black Lung  Oil Spill  Keystone Pipeline</p>
<p><b>SS-HS-4.3.2</b>  <b>Students will explain how technology (e.g., computers, telecommunications) has facilitated the movement of goods, services and populations, increased economic interdependence at all levels and influenced development of centers of economic activity.</b></p>	<p>I can explain how transportation and communication have facilitated movement and led to increased economic interdependence.</p>	<p>Economic Interdependence  Steam Powered Train  Steamship  Automobile  Airplane</p>
<p><b>SS-HS-4.1.1</b>  <b>Students will use a variety of</b></p>	<p>I can use maps, photographs, and satellite images to</p>	<p>Tectonic Plates</p>

<p><b>geographic tools (e.g., maps, globes, photographs, models, satellite images, charts, graphs, databases) to explain and analyze the reasons for the distribution of physical and human features on Earth's surface.</b></p>	<p>explain features on Earth's surface.</p>	<p>Climate Regions</p>
<p><b>SS-HS-4.1.3</b>  <b>Students will use geographic tools (e.g., maps, globes, photographs, models, satellite images) to interpret the reasoning patterns (e.g., available transportation, location of resources and markets, individual preference, centralization versus dispersion) on which the location and distribution of Earth's human features is based.</b></p>	<p>I can use maps, photographs, and satellite images to explain patterns on Earth's surface.</p>	<p>Central Business District  Centralization  Dispersion  Developed Country  Developing Country  Middle Income Country  Measures of Development</p>
<p><b>SS-HS-4.1.2</b>  <b>Students will explain how mental maps, the mental image a person has of an area including knowledge of features and spatial relationships, become more complex as experience, study and the media bring new geographic information.</b></p>	<p>I can explain how our mental maps become more complex.</p>	<p>Mental Maps</p>
<p><b>SS-HS-1.1.1</b>  <b>Students will compare and contrast (purposes, sources of power) various forms of government in the world (e.g., monarchy, democracy, republic, dictatorship) and evaluate</b></p>	<p>I can compare and contrast various forms of government.  I can evaluate the effectiveness of various forms of government.</p>	<p>Democracy  Republic  Theocracy  Dictatorship  Communism</p>

<p>how effective they have been in establishing order, providing security and accomplishing common goals.</p> <p><b>SS-HS-2.3.1</b> Students will explain the reasons why conflict and competition (e.g., violence, difference of opinion, stereotypes, prejudice, discrimination, genocide) may develop as cultures emerge in the modern world (1500 A.D. to present) and the United States (Reconstruction to present).</p> <p><b>SS-HS-2.3.2</b> Students will explain and give examples of how compromise and cooperation are characteristics that influence interaction (e.g., peace studies, treaties, conflict resolution) in the modern world (1500 A.D. to present) and the United States (Reconstruction to present).</p>	<p>I can explain how governments come into conflict with one another.</p> <p>I can explain the events that caused the US to declare war on Mexico.</p> <p>I can explain the events that caused the US to declare war on Spain.</p> <p>I can explain the events that caused the US to get involved in WWI.</p> <p>I can explain how governments compromise.</p> <p>I can explain why the Constitutional Convention is referred to as a 'bundle of compromises.'</p> <p>I can explain the importance of treaties.</p>	<p>Monarchy</p> <p>Manifest Destiny USS Maine Yellow Journalism Lusitania Zimmerman Note</p> <p>Virginia Plan New Jersey Plan Connecticut Compromise Treaty of Guadalupe Hidalgo Treaty of Paris 1898 Treaty of Versailles</p>
<p><b>CUMBERLAND COUNTY SCHOOL DISTRICT</b> <b>BENCHMARK ASSESSMENT CURRICULUM PACING GUIDE</b></p>		
<p>School: Cumberland County High School</p>	<p>Subject: Global Issues</p>	<p>Grade: 9</p>
<p><b><i>Benchmark Assessment 3</i></b></p>		
<p>Instructional Timeline: 9 Weeks</p>		

Topic(s): Branches of Government, Levels of Government, Political Processes, Citizens Involvement

Kentucky Core Academic Standards

Learning Targets (I Can Statements)

Key Vocabulary



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<p><b>SS-HS-1.1.2</b>  <b>Students will explain and give examples of how democratic governments preserve and protect the rights and liberties of their constituents through different sources (e.g., U.N. Charter, Declaration of the Rights of Man, U.N. Declaration of Human Rights, U.S. Constitution).</b></p>	<p>I can compare and contrast the US Declaration of Independence, the US Constitution, and the Bill of rights.  I can explain the importance of the UN Declaration of Human Rights.  I can explain the importance of the Declaration of the Rights of Man and of the Citizen.</p>	<p>United Nations  Sanctions  Human Rights  Civil Rights  French Revolution</p>
<p><b>SS-HS-1.3.1</b>  <b>Students will explain and give examples how the rights of one individual (e.g., smoking in public places, free speech) may, at times, be in conflict (e.g., slander, libel) with the rights of another.</b></p>	<p>I can explain how my rights end where someone else's rights begin.  I can explain how the judicial branch determines when rights have been violated.</p>	<p>Slander  Libel</p>
<p><b>SS-HS-1.3.2</b>  <b>Students will explain how the rights of an individual (e.g., Freedom of information Act, privacy) may, at times, be in conflict with the responsibility of the government to protect the "common good" (e.g., homeland security issues, environmental regulations, censorship, search and seizure).</b></p>	<p>I can explain how our civil rights may come into conflict with the responsibility of the government to protect the common good.</p>	<p>Eminent Domain  Patriot Act  Gun Free Zones  Shenck v. United States</p>
<p><b>SS-HS-1.2.1</b>  <b>Students will analyze how powers of government are distributed and shared among levels and branches and evaluate how this distribution of powers protects the "common good"</b></p>	<p>I can explain the roles and responsibilities of each level of government.  I can explain the roles and responsibilities of each branch of government.</p>	<p>Delegated Powers  Reserved Powers  Concurrent Powers</p>

<p>(e.g., Congress legislates on behalf of the people; the President represents the people as a nation; the Supreme Court acts on behalf of the people as a whole when it interprets the Constitution).</p>		
<p><b>SS-HS-1.2.2</b>  <b>Students will interpret the principles of limited government (e.g., rule of law, federalism, checks and balances, majority rule, protection of minority rights, separation of powers) and evaluate how these principles protect individual rights and promote the "common good."</b></p>	<p>I can explain the system of checks and balances.</p>	<p>Legislative  Executive  Judicial  Federalism  Majority Rule  Popular Sovereignty  Rule of Law</p>
<p><b>SS-HS-1.3.3</b>  <b>Students will evaluate the impact citizens have on the functioning of a democratic government by assuming responsibilities (e.g., seeking and assuming leadership positions, voting) and duties (e.g., serving as jurors, paying taxes, complying with local, state and federal laws, serving in the armed forces).</b></p>	<p>I can explain how citizens impact a democratic society.</p>	<p>Citizens  Naturalized Citizens  Duties of Citizenship  Responsibilities of Citizenship</p>
<p><b>SS-HS-1.1.3</b>  <b>Students will evaluate how the U.S. government's response to contemporary issues and societal problems (e.g., education, welfare system, health insurance, childcare, crime) reflects the needs, wants and</b></p>	<p>I can explain how the government must respond to problems in society.</p>	<p>Parties  Conservative  Liberal  Moderate</p>

demands of its citizens (e.g., individuals, political action committees, special interest groups, political parties).		
<b>CUMBERLAND COUNTY SCHOOL DISTRICT BENCHMARK ASSESSMENT CURRICULUM PACING GUIDE</b>		
School: Cumberland County High School	Subject: Global Issues	Grade: 9
<b><i>Benchmark Assessment 4</i></b>		
Instructional Timeline: 9 weeks		
Topic(s): Societal Institutions, Economics		
Kentucky Core Academic Standards	Learning Targets (I Can Statements)	Key Vocabulary



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<p><b>SS-HS-2.2.1</b>  <b>Students will explain how various human needs are met through interaction in and among social institutions (e.g., family, religion, education, government, economy) in the modern world (1500 A.D. to present) and the United States (Reconstruction to present).</b></p>	<p>I can explain how needs are met through social institutions.</p>	<p>Social Institutions  Maslow's Hierarchy of Needs  Colonial Family  Industrial Family  Nuclear Family  Modern Family</p>
<p><b>SS-HS-2.1.1</b>  <b>Students will explain how belief systems, knowledge, technology and behavior patterns define cultures and help to explain historical perspectives and events in the modern world (1500 A.D. to present) and United States (Reconstruction to present).</b></p>	<p>I can explain how technology impacts culture.  I can explain how behavior patterns impact culture.</p>	<p>Printing Press  Information technology</p>
<p><b>SS-HS-3.2.1</b>  <b>Students will compare and contrast economic systems (traditional, command, market, mixed) based on their abilities to achieve broad social goals such as freedom, efficiency, equity, security and growth in the modern world.</b></p>	<p>I can compare and contrast types of economies.  I can evaluate types of economies.</p>	<p>Traditional  Mixed  Command  Market</p>
<p><b>SS-HS-3.2.3</b>  <b>Students will explain how, in a free enterprise system, individuals attempt to maximize their profits based on their role in the economy (e.g., producers try to maximize resources, entrepreneurs try to</b></p>	<p>I can explain how a free enterprise system works.</p>	<p>Producers  Entrepreneurs  Laborers  Investors</p>

<p>maximize profits, workers try to maximize income, savers and investors try to maximize return).</p> <p><b>SS-HS-3.1.1</b>  <b>Students will give examples of and explain how scarcity of resources necessitates choices at both the personal and societal levels in the modern world (1500 A.D. to present) and the United States (Reconstruction to present) and explain the impact of those choices.</b></p>	<p>I can explain how economic decisions are made by businesses and consumers.</p>	<p>Supply curve  Demand curve  Utility</p>

