







NCSS	Episode 1	Episode 2	Episode 3	Episode 4	Episode 5	Episode 6	Episode 7	Episode 8	Episode 9
CULTURE KNOWLEDGE - LEARNERS WILL UNDERSTAND:									
That behaviors, values, and beliefs of different cultures can lead to cooperation or pose barriers to cross-cultural understanding;	V	V	V	V	V	V	V	V	<b>~</b>
That awareness and knowledge of other cultures is important in a connected society and an interdependent world;	•	V		V				V	
That the cultural values and beliefs of societies influence their analysis of challenges, and their responses to these challenges.	V	V	V	V	V	V	V	V	V
PROCESSES - LEARNERS WILL BE ABLE TO:									
Construct reasoned judgments about specific cultural responses to persistent human issues.	~	•			•			~	
TIME, CONTINUITY, AND CHANGE KNOWLEDGE - LEARNERS WILL UNDERSTAND:									
The importance of knowledge of the past to an understanding of the present and to informed decision-making about the future.	V	V	V	V	V	V	V	V	V
PROCESSES - LEARNERS WILL BE ABLE TO:									
Use historical facts, concepts, and methods to evaluate an issue of importance today, and make informed decisions as responsible citizens to propose policies, and take action on it.	V	V	V	V	V	V	V	V	V







NCSS	Episode 1	Episode 2	Episode 3	Episode 4	Episode 5	Episode 6	Episode 7	Episode 8	Episode 9
PEOPLE, PLACES, AND ENVIRONMENTS KNOWLEDGE - LEARNERS WILL UNDERSTAND:									
The theme of people, places, and environments involves the study of the relationships between human populations in different locations and regional and global geographic phenomena, such as landforms, soils, climate, vegetation, and natural resources;	V	V	V	V	V	V	V	V	V
Concepts such as: location, physical and human characteristics of national and global regions in the past and present, and the interactions of humans with the environment;	V	V	V	V	V	V	V	V	V
Consequences of changes in regional and global physical systems, such as seasons, climate and weather, and the water cycle;	V	V	V	V	V	V	V	V	V
The causes and impact of resources management, as reflected in land use, settlement patterns, and ecosystem changes;	•	V	V	~	V	V	V	~	~
The social and economic effects of environmental changes and crises resulting from phenomena such as floods, storms, and drought;	V	V	V	~	V	V		V	•
The use of a variety of maps, globes. Graphic representations, and geospatial technologies to help investigate spatial relations, resources, and population density and distribution, and changes in these phenomena over time.  PROCESSES - LEARNERS WILL BE ABLE TO:	V	V	V	V	V	V	V	V	•









NCSS	Episode 1	Episode 2	Episode 3	Episode 4	Episode 5	Episode 6	Episode 7	Episode 8	Episode 9
Acquire, organize, and analyze geographic									
information from data sources, geographic tools and geospatial technologies such as aerial photographs, satellite images, geographic information systems (GIS) to determine patterns;	V	V	V	V	V	V		V	~
Evaluate the consequences of human actions in environmental terms.									
INDIVIDUAL DEVELOPMENT AND IDENTITY	<b>~</b>	<b>✓</b>	~	<b>✓</b>	<b>✓</b>	<b>✓</b>	<b>✓</b>	<b>✓</b>	<b>'</b>
KNOWLEDGE - LEARNERS WILL UNDERSTAND:									
That each individual has personal connections to									
time and place.			,					, i	
PROCESSES - LEARNERS WILL BE ABLE TO:	<b>/</b>		<b>/</b>		<b>/</b>	<b>/</b>			
Discuss the nature of stereotyping, bias, altruism,									
and conformity in societies, and their implications for personal, group, and national relationships.	V	V	V	V	V	V	V	V	~
INDIVIDUALS, GROUPS, AND INSTITUTIONS KNOWLEDGE - LEARNERS WILL UNDERSTAND:									
How the various forms of groups and institutions									
change over time;  The impact of tensions and examples of	V	V	V	V	V	V	V	V	~
cooperation between individuals, groups, and									
institutions, with their different belief systems;  How the beliefs of dominant groups tend to become	~	~		•	~	~		~	·
norms in a society;									
How groups and institutions work to meet individual needs, can promote the common good and	•	~	~	~	~	~	~	<b>✓</b>	•







NCSS	Episode 1	Episode 2	Episode 3	Episode 4	Episode 5	Episode 6	Episode 7	Episode 8	Episode 9
address persistent social issues.									
PROCESSES - LEARNERS WILL BE ABLE TO:	<b>/</b>	<b>/</b>	<b>/</b>	<b>~</b>	<b>/</b>	<b>~</b>	<b>/</b>	<b>/</b>	
Examine the belief systems of specific contemporary and historical movements that have									
caused them to advocate public policies;									
Investigate how groups and institutions work to	<b>/</b>	<b>/</b>		<b>/</b>	<b>✓</b>			<b>✓</b>	
promote or fail to promote the common good, and address persistent social issues.									
POWER, AUTHORITY, AND GOVERNANCE	<b>V</b>	<b>✓</b>	~	<b>✓</b>	<b>~</b>	~	<b>✓</b>	<b>✓</b>	<b>/</b>
KNOWLEDGE - LEARNERS WILL UNDERSTAND:									
Mechanisms by which governments meet the needs and wants of citizens, regulate territory, manage									
conflict, establish order and security, and balance competing conceptions of a just society.									
PROCESSES - LEARNERS WILL BE ABLE TO:	<b>V</b>	<b>✓</b>		<b>✓</b>	<b>~</b>	<b>V</b>		<b>✓</b>	
Examine persistent issues involving the rights,									
responsibilities, roles, and status of individuals and groups in relation to the general welfare;									
Analyze and evaluate conditions, actions, and	V	<b>✓</b>	~	<b>✓</b>	~	<b>✓</b>		<b>✓</b>	·
motivations that contribute to conflict and									
cooperation among groups and nations.	~	<b>✓</b>	~	<b>✓</b>	~	~		<b>✓</b>	V
PRODUCTION, DISTRIBUTION, AND CONSUMPTION									
KNOWLEDGE - LEARNERS WILL UNDERSTAND:									









NCSS	Episode 1	Episode 2	Episode 3	Episode 4	Episode 5	Episode 6	Episode 7	Episode 8	Episode 9
Scarcity and the uneven distribution of resources result in economic decisions, and foster									
consequences that may support cooperation or conflict;  PROCESSES - LEARNERS WILL BE ABLE TO:	V	V		V	V			V	V
Ask and find answers to questions about the									
production and distribution of good and services in the state and national, and in global context;									
Analyze complex aspects of production, distribution, and consumption, and evaluate the market forces and government policies that affect these aspects;	•				•		V	V	
Evaluate the possible economic consequences of proposed government policies.	•	V		•	•	•		<b>✓</b>	
SCIENCE, TECHNOLOGY, AND SOCIETY KNOWLEDGE - LEARNERS WILL UNDERSTAND:	~	•	•			•	•	•	
Science and technology have had both positive and negative impacts upon individuals, societies, and the environment in the past and present;									
That the world is media saturated and technologically dependent;	~	•	•	•	•	•	•	•	•
Consequences of science and technology for individuals and societies;	~	~	~	~	•	~	~	~	·
Decisions regarding the uses and consequences of science and technology are often complex because of the need to choose between or reconcile different	•	•	•	•	•	•	•	~	•
viewpoints;  Prediction, modeling, and planning are used to focus advances in science and technology to	V	V	V	V	V	V	V	V	~









NCSS	Episode 1	Episode 2	Episode 3	Episode 4	Episode 5	Episode 6	Episode 7	Episode 8	Episode 9
positive ends;									
Findings in science and advances in technology sometimes create ethical issues that test our standards and values;									
Science, technology, and their consequences are unevenly available across the globe.							<b>V</b>		
PROCESSES - LEARNERS WILL BE ABLE TO:	<b>✓</b>	~	<b>✓</b>	~	~	<b>✓</b>	<b>✓</b>	~	~
Use diverse types of media technology to access, analyze, evaluate, create, and distribute messages;									
Identify the purposes, points of view, biases, and intended audience of reports and discussions	•	•	•	•	~	•	~	~	•
related to issues involving science and technology;  Identify and analyze reactions to science and technology from the past or present, and predict	•								
ongoing effects in economic, geographical, social, political, and cultural areas of life;	V								
Formulate possible solutions that utilize technology, address real-life issues and problems, weigh									
alternatives, and provide reasons for preferred choices and plans of action.	V								
GLOBAL CONNECTIONS KNOWLEDGE - LEARNERS WILL UNDERSTAND:									
The solutions to global issues may involve individual decisions and actions, but also require national and									
international approaches;									
Conflict and cooperation among the peoples of the earth influence the division and control of the Earth's		•							



NCSS	Episode 1	Episode 2	Episode 3	Episode 4	Episode 5	Episode 6	Episode 7	Episode 8	Episode 9
surface;									
The actions of people, communities, and nations have both short- and long-term effects on the			<b>/</b>		<b>/</b>	<b>V</b>	<b>V</b>		
biosphere and its ability to sustain life;  Individuals, organizations, nations, and international	•	•	~	~	~	~	~	•	•
entities can work to increase the positive effects of global connections, and address the negative impacts of global issues.  PROCESSES - LEARNERS WILL BE ABLE TO:	V	v	V	V	V	V	v	v	V
Describe and explain conditions and motivations that contribute to conflict, cooperation, and									
interdependence among groups, societies, and nations;	~	V	V	V	V	V		V	V
Analyze the causes and consequences of persistent, contemporary, and emerging global issues, and evaluate possible solutions;									
Analyze the relationships and tensions between national sovereignty and global interests, in matters	<b>V</b>	<b>V</b>	<b>V</b>	<b>V</b>	<b>V</b>	<b>V</b>		<b>✓</b>	<b>✓</b>
such as territorial rights, economic development, the use of natural resources, and human rights;	V	V		V	V			V	
Identify concerns, issues, conflicts, and possible resolutions related to issues involving universal									
human rights.	•	~			V			~	
CIVIC IDEALS AND PRACTICES KNOWLEDGE - LEARNERS WILL UNDERSTAND:									









	Episode 1	Episode 2	Episode 3	Episode 4	Episode 5	Episode 6	Episode 7	Episode 8	Episode 9
The theme of civic ideals and practices helps us recognize where gaps between ideals and practices exist, and prepares us to work for social justice;									
That seeking multiple perspectives is required in order to effectively grasp the complexity of issues involving civic ideals and practices;	•	V	•	•	~	~	V	•	•
The important of becoming informed as the basis for thoughtful and positive contributions through civic action.	~	•	•	~	~	V	~	~	~
PROCESSES - LEARNERS WILL BE ABLE TO:  Ask and find answers to questions about how to	V	V	V	V	•	V	V	•	V
become informed and take civic action;									
Research primary and secondary sources to make decisions and propose solutions to selected civic issues in the past and present;	V	•	•	V	V	V	V	V	~
Identify assumptions, misconceptions, and biases in sources, evidence, and arguments used in presenting issues and positions;	V	•	•	•	•	•	V	V	~
Develop a position on a public policy issue and defend it with evidence.	V	•	•	•	•	•	V	V	~
	~	•	•	•	~	V	V	V	•