

School District of Holmen

Social Studies

Curriculum

2009-2010



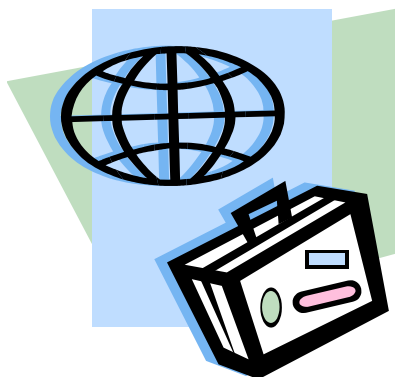
The Social Studies staff will help all students develop the ability to make informed and reasoned decisions as engaged citizens of a culturally diverse and democratic society in an ever-changing and interdependent world.

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Executive Summary

*T*he Social Studies committee has worked to develop a curriculum that provides a framework for social studies education and student learning in the School District of Holmen. This document is a road map for teachers, administrators, parents and students. It includes district and content specific information. It is a guide that focuses on student learning by defining a vision and curriculum aligned to the state standards and includes vocabulary and strategies essential for understanding. The result is a dynamic document that supports student achievement in the District.

*T*he main part of the curriculum is divided by grade level. The curriculum for each level outlines what the student should know or be able to do. It is student-focused, defining competencies, embedding standards, and outlining assessment expectations.

- Competencies are the broadest skills, knowledge or attitudes that tell students what primary intended outcomes they will learn. These competencies are developed from state standards, test objectives, textbooks, curriculum guides, and other professional sources. They are student centered, observable, and measurable.
- Assessment expectations establish the acceptable level of performance based on district criteria by grade level or discipline.

*T*he former State Superintendent of Public Instruction, John Benson, stated that “fundamental to every child’s success in school is a clear set of expectations for academic accomplishment. It should be no mystery to parents and community members what educators expect students to know and be able to do.” If we are successful at defining curriculum, using a variety of instructional strategies, and evaluating students through on-going assessments, no children should be left behind and all students should succeed.

From Instructional Services

District Information

SCHOOL DISTRICT POLICY STATEMENT
School District of Holmen SECTION: A
Holmen, WI 54636 FOUNDATIONS & BASIC COMMITMENTS

FILE: AD

EDUCATIONAL PHILOSOPHY STATEMENT

The School District of Holmen exists for the purpose of providing the best possible educational programming with available resources for the youth of the District and for the community. The District will operate under democratic principles, with decisions made in a democratic manner by a representative board elected by the people of the District.

The Board is aware of its commitment to the State of Wisconsin in carrying out the mandates and expectations in the area of education, recognizing that education is a state as well as a local responsibility. To that end, the Board shall strive to represent the State of Wisconsin as well as the School District of Holmen in making decisions regarding the educational program. The wishes and expectations of the community shall be continuously assessed by citizen input and informal contacts with the citizens of the School District. Channels of information shall be kept open to make sure that citizen's voices may be heard.

The District exists for all the youth of the community. In its planning, the Board, administration and faculty shall be aware of the needs of all children and shall strive to establish goals and programs that meet such needs to the greatest extent possible. The District does not exist for any special intent groups or individuals and the Board, administration, and faculty shall strive to make sure that decisions and programs reflect the main consensus of community wishes.

Each individual student is seen as a unique person with great potential and possessing talents and abilities which he/she should be encouraged to develop as much as possible. The District shall provide programming with as much breadth as possible to foster such development. The District through the Board, administration, and faculty and all other staff shall attempt to provide quality schools where good moral standards, patriotism, respect of fellow man, respect for scholarship and achievement prevail, not only in the example set by the workers in the schools, but also in the expectations placed upon the students.

Cross Ref AE, District Goals and Objectives
 JB, Equal Educational Opportunities

Approved: March 1984
Reviewed and Approved: 2002

District Vision Statement

Holmen - a premier school district of choice, setting standards of excellence in education, distinctive and successful in everything we do.

District Mission Statement

- Develop life-long learners
- Nurture the ability of all to become responsible for their own learning
- Foster the skills, knowledge, experiences and attitudes necessary for full participation in our ever-changing society
- Honor each person's dignity and contribution
- Achieve a deeply held partnership with the community that actively support parents and families
- Work closely with regional educational resources
- Provide an outcomes-driven educational program that achieves recognized standards of excellence

The district will achieve this overall Mission by building an organization that involves everyone and challenges everyone to grow.

Strategic Initiatives

Strategic Initiative #1 Student Learning: To identify student needs and then develop, implement and evaluate programs and processes to improve all student achievement.

Strategic Initiative #2 Community Involvement: To increase the level of citizen ownership for the operation of the school system by increasing opportunities for communication and involvement.

Strategic Initiative #3 Human Resource Management: To improve the processes for the development, selection, and retention of staff.

Strategic Initiative #4 Finance and Support Service: To provide the support and planning that will facilitate the efficient and effective operation of the District.

Board Approved: 4/16/01

LEARNER GOALS

The School District of Holmen is a system that empowers the community. This is accomplished through continuous improvement, enhancement of self-worth, and optimization of student performance. The focus for each student is on joy in learning, optimization of student performance, and preparation in life skills. Therefore, in the Holmen School District, **THE LEARNER WILL:**

1. Build a substantial knowledge base.

Students will build a solid knowledge base developed from challenging subject matter in computer/information, technology, environmental education, fine and performing arts, foreign language, health, language arts, mathematics, physical education, reading, science, social studies, and vocational education.

2. Develop thinking and communication processes.

Students will develop a command of thinking processes (analysis, creative thinking, problem solving, decision making, visualizing, concept development) that permit them to interpret and apply the knowledge base. Communication processes (listening, speaking, reading, writing, viewing, image making, and other symbolizing) enable them to communicate thoughts with others.

3. Apply knowledge and processes.

Students will build upon knowledge and apply learning processes to create new ideas and understanding, enhance human relations, expand awareness, and enrich human experiences.

4. Acquire the capacity and motivation for life-long learning.

Students will develop their natural curiosity to acquire habits of inquiry and a love for learning which will motivate them to continue learning throughout their lives.

5. Develop physical and emotional wellness.

Students will acquire the attitudes, knowledge, and habits to grow physically and emotionally healthy, develop self-esteem and confidence, and exhibit a healthy life style.

6. Develop character.

Students will exhibit personal characteristics, such as compassion, conviction, curiosity, ethics, integrity, motivation, and responsibility.

7. Be a responsible citizen.

Students will possess and exercise the knowledge and processes necessary for full participation in the family, civic, economic, and cultural life of a complex interdependent, global society. Students will acquire an understanding of the basic workings of all levels of government, understanding the duties and responsibilities of citizenship. Students will make a commitment to the basic values of our government including a reverence and respect for the history of the American flag, the Declaration of Independence, the U.S. Constitution and the constitution and laws of this state, and acquire a knowledge of state, national, and world history.

8. Be prepared for productive work.

Students will acquire knowledge, capabilities, and attitudes necessary to make them contributing members of a dynamic national and world economy, and prepare them for the transition from school to work.

9. Respect cultural diversity and pluralism.

Students will demonstrate the knowledge and attitudes necessary to understand and respect individuals and multi-cultural diversity, and to work cooperatively with all people.

10. Develop aesthetic awareness.

Students will become aware and be able to generate those forms of experience that have artistic and aesthetic meaning.

WISCONSIN TEACHER STANDARDS & LICENSURE

Wisconsin's 10 Standards for Teacher Development and Licensure

These standards become the basis of teacher licensing after August 31, 2004. The entire document, which includes knowledge, skills and dispositions under these standards, can be found on DPI's website -<http://www.dpi.state.wi.us/dpi/dlsis/tel/pdf/10kdp.pdf>

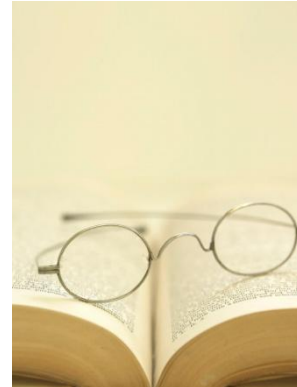
1. **Teachers know the subjects they are teaching.** The teacher understands the central concepts, tools of inquiry and structures of the disciplines she or he teaches and can create learning experiences that make these aspects of **subject matter** meaningful for pupils.
2. **Teachers know how children grow.** The teacher understands how children with **broad ranges of ability** learn and provides instruction that supports their intellectual, social and personal development.
3. **Teachers understand the children learn differently.** The teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and **can adapt instruction to meet the diverse needs** of pupils, including those with disabilities and exceptionalities.
4. **Teachers know how to teach.** The teacher understands and **uses a variety of instructional strategies**, including the use of technology to encourage children's development of critical thinking, problem solving and performance skills.
5. **Teachers know how to manage a classroom.** The teacher uses an understanding of **individual and group motivation** and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation.
6. **Teachers communicate well.** The teacher uses effective **verbal and nonverbal communication** techniques as well as instructional media and technology to foster active inquiry, collaboration and supportive interaction in the classroom.
7. **Teachers are able to plan different kinds of lessons.** The teacher **organizes and plans systematic instruction** based upon knowledge of subject matter, pupils, and the community and curriculum goals.
8. **Teachers know how to test for student progress.** The teacher understands and **uses formal and informal assessment** strategies to evaluate and ensure the continuous intellectual, social and physical development of the pupil.
9. **Teachers are able to evaluate themselves.** The teacher is a **reflective practitioner** who continually evaluates the effects of his or her choices and actions on pupils, parents, professionals in the learning community and others and who actively seeks out opportunities to grow professionally.
10. **Teachers are connected with other teachers and the community.** The teacher **fosters relationships** with school colleagues, parents and agencies in the larger community to support pupil learning and well being and acts with integrity, fairness and in an ethical manner.

School District of Holmen

2009-2010

SCHOOL BOARD OF EDUCATION MEMBERS (as of 3-2010)

Cheryl Hancock - President
Dardy Berge – Vice President
Anita Jagodzinski - Clerk
Elizabeth Kamprud
Gary Dunlap
Tim Medinger
April Young



ADMINISTRATION

Dr. Dale Carlson, District Administrator
Sandy Richert, Director of Instructional Services
Rick Johnson, Director of Pupil Services
Jay Clark, Director of Support Services
Joanne Stephens, Evergreen Elementary Principal
Patrice Tronstad, Prairie View Elementary Principal
Neal Janssen, Sand Lake Elementary Principal
Dr. Teri Staloch, Viking Elementary Principal
Erik Torkelson, Middle School and Ventures Charter School Principal
Keri Holter, Middle School and Ventures Charter School Associate Principal
Dr. Bob Lecheler, High School Principal
Bob Baer, High School Associate Principal
Anna Curtis, High School Associate Principal
Linzi Gronning, Activities / Athletic Director

School District of Holmen

Board of Education Action Regarding

State Standards for

Social Studies

Action was taken by the School Board of Holmen School Board on Monday, May 18, 1998, to adopt the following:

Adoption of the Wisconsin State Standards (CI98-017)

The Holmen curriculum process includes the steps of aligning the curriculum to the Wisconsin State standards, the WSAS testing criteria, as well as what should be included locally. Therefore, the State Standards would be adopted by the District as part of a process to meet the students' needs.

BE IT RESOLVED that the Board of Education approve the adoption of the Wisconsin State Standards as part of a process to meet the students' needs as recommended. Motion by D. Berg. Second by G. Dunlap. Motion carried 6/0.





School District of Holmen

Social Studies Vision Statement

The Social Studies staff will help all students develop the ability to make informed and reasoned decisions as engaged citizens of a culturally diverse and democratic society in an ever-changing and interdependent world.

Mission Statement

In order to achieve the vision, the social studies staff will implement a curriculum to help students:

- Become critical readers and thinkers.
- Make connections and transfer learning from one discipline to another and to real-life situations.
- Experience new and diverse ideas.
- Locate, interpret, integrate, analyze, evaluate and create new information from a variety of sources.
- Develop behaviors to act responsibly with the interest of the larger community in mind.
- Work productively with others as a team.

VISUAL FOR SOCIAL STUDIES OF KNOWLEDGE, SKILLS AND DISPOSITIONS

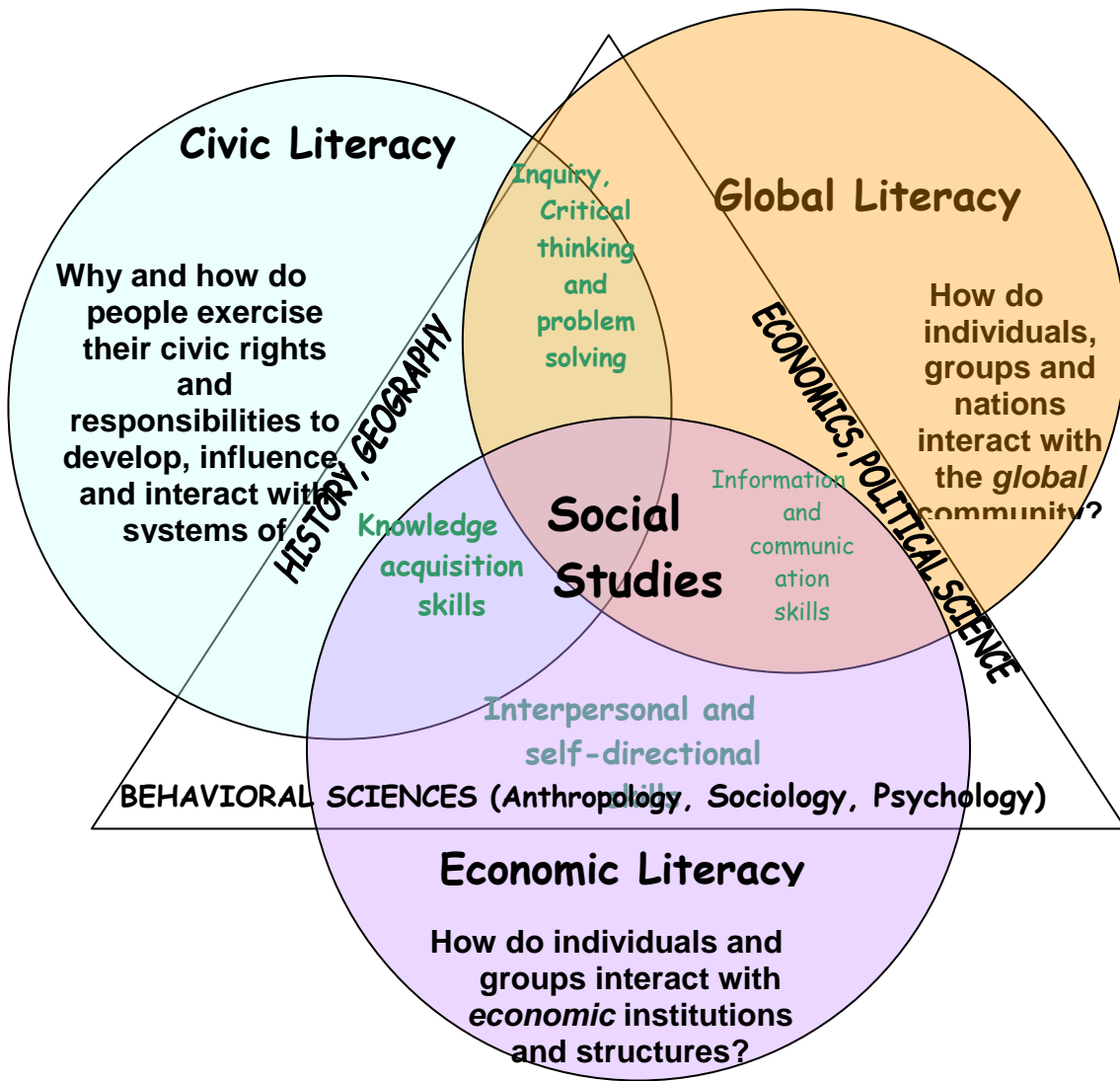
Culture Time continuity and change People places, movement and environment Individual development and identity

Conflict and cooperation

Competition and interdependence

Civic ideals and practices

Global connections



Individuals, groups institutions systems and interactions Power authority and governance Production distribution, consumption and resources Ethics

Diversity Contributions Freedom Justice and equality Rights and responsibilities

School District of Holmen

Social Studies Committee Membership

Evergreen

Terry Butzman, 4

Prairie View

Mary King, 2
Kris Sanchez, 3
Jane Maddocks, 4
Brenda Witz, K/1

Sand Lake

Shirley Sacia, K
Ann Marie Dahl, 4/5

Viking

Christina Klinge, K/1

Middle School

Kristin Hoeth, Gr. 6
Andy Dobkoski, Gr. 7, Chair
Trish Harvey, Gr. 8
Linda Sorenson, Gr. 8

High School

Robin Melby
Mark Wall

Administrator & Instructional Services Liaison: Sandy Richert

Timeline for Social Studies Curriculum Writing

May 2008	Presented self-study findings to Curriculum Council and School Board of Education
June 2008	Worked on grade level descriptions, discussed recommendations and DPI's recommended framework.
August 2008	Revised grade level expectations, vocabulary, and strategies.
September 2008-March 2009	Committee and PLC groups met to identify expectations, vocabulary, and strategies with all grade level teams.
Summer 2009	Staff wrote curriculum
September 2009-March 2010	Staff continued to refine curriculum into a workable document.

Taking Action -- Planning For Improvement

Through the self-study process, the K-12 social studies committee has the following recommendations:

STUDENT ACHIEVEMENT & LEARNING	
Recommendations	<ul style="list-style-type: none">• Develop activities that engage students in meaningful and relevant issues.• Develop a curriculum that meets the needs of learners and citizens of the 21st Century.• Develop common assessments.
Timeline for Implementation	2008 and ongoing
Shared Involvement for Implementation	Social Studies staff, administration, students
Action Taken To Date	<u>2009-10</u> – <ul style="list-style-type: none">• Revised curriculum includes a variety of activities to engage students.• The ELO's incorporate 21st century skills• Common assessments being developed throughout K-12. Some included in this curriculum document.

COMMUNICATION & PARENT/COMMUNITY INVOLVEMENT	
Recommendations	<ul style="list-style-type: none">• Determine ways to help student become engaged and responsible citizens in the community and world.• Collaborate with the community and beyond, other organizations, and diverse cultures to strengthen the curriculum and its relevance.
Timeline for Implementation	08 and ongoing
Shared Involvement for Implementation	Staff, community, organizations
Action Taken To Date	<u>2009-10</u> – <ul style="list-style-type: none">• Revised curriculum includes this first recommendation. It's a goal of the MS SS.• All elementary courses include ways to develop positive habits and practices for being a responsible citizen.• Examples of collaboration: Pennies for Peace, Peace Pole

STAFF DEVELOPMENT AND PROFESSIONAL PRACTICES

Recommendations	<ul style="list-style-type: none">• In service all staff about social studies issues, trends, and goals.• Prioritize staff development needs based on professional goals and students needs.
Timeline for Implementation	2008 and ongoing
Shared Involvement for implementation	Social Studies staff, administrators, and Instructional Services.
Action Taken To Date	<u>2009-10</u> <ul style="list-style-type: none">• MS/HS – Department PLC meetings discuss goals, needs, trends.

PROGRAM DEVELOPMENT (FACILITY AND FINANCIAL SUPPORT)

Recommendations	<ul style="list-style-type: none">• Increase technology resources to improve the implementation of social studies curriculum
Timeline for Implementation	2008 and ongoing
Shared Involvement for Implementation	Social Studies staff, administrators, technology staff
Action Taken To Date	<u>2009-10</u> – <ul style="list-style-type: none">• PV has Smart Board in every room and more classrooms are adding boards as budgets can afford.• HS – Technology grant to set up nings, blogs, studywiz, podcasts

Elementary Curriculum

The Social Studies Curriculum is a comprehensive study of history, geography, economics, political science, citizenship and behavioral sciences to enable our students to learn from the past, grow in the future, and become responsible citizens in a global world.



The students will have many opportunities to learn about the relationships between our community, our state, our country and our world. They will be provided with experiences to help them develop into socially responsible people through the following resources and activities: field trips, guest speakers, assemblies, quality literature, volunteers, instruction, research, technology, and celebrations around the world. This document is a framework for our students, as 21st century learners.



KINDERGARTEN

Developers: Social Studies Committee

Development Date: 2009-2010

Instructional Level: Elementary

Goals:

--Help children learn about their social, cultural, physical world and their place in that world.

Description: Students in kindergarten will learn about how “I” live and grow in the world (at home, with my family and in my school).

**Emphasis at the elementary level will be placed on these
Essential Learning Outcomes:**

1. **GEOGRAPHY:** Demonstrate an understanding of the relationships among people, places and environments.
2. **HISTORY:** Recognize the significance of change and continuity over time.
3. **POLITICAL SCIENCE AND CITIZENSHIP:** Examine civic rights and responsibilities needed to develop, influence and interact with systems of governance.
4. **ECONOMICS:** Investigate economic decisions based upon production, distribution, exchange and consumption.

Kindergarten

Essential Learning Outcomes, State Standards, Assessment Expectations, Vocabulary, and Strategies

Definitions:

- Essential Learning Outcomes: The big idea; major skills, knowledge or attitudes that identify what students will need to learn.
- Assessment Expectation: indicates what the student will be able to do because of what they know or can demonstrate.
- Assessments – The assessments are a combination of formative and summative assessments and are consistent across the District.
- Vocabulary & Strategies – The vocabulary words listed are necessary for understanding and learning. The strategies are based on best practices and supportive of the learning.

Curriculum Unit Topic: Geography Skills

ELO(s): #1- Demonstrate an understanding of the relationships among people, places and environments.

WI State Standards: A4.1, A4.2

Assessment Expectations:

- Know that the globe is a model of the earth.
- Distinguish between land and water on a globe or map.
- Recognize that different parts of the world are hot and some are cold.
- Locate the Polar Regions on a map or globe.

Vocabulary (Key words to know):

map	globe	Arctic	Antarctica	equator
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Strategies:

Become familiar with the following resources:

- Books, Maps, Globe
- Develop concepts through art projects
- Use technology to look at locations on a map
- On-line resource such as Safari Montage

Curriculum Unit Topic: History

ELO: #2 - Recognize the significance of change and continuity over time.

WI State Standards: B4.2, B4.7

Assessment Expectations:

- Create a time line of events in their personal history/life.
- Identify the US flag.
- Identify famous presidents such as Washington/Lincoln.
- Name the current president.

Vocabulary (Key words to know):

flag	President	timeline
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Strategies:

- Discussions
- Stories
- Art and learning projects
- Use technology to explore history

Curriculum Unit Topic: Rights and Responsibilities

ELO: #3 - Examine civic rights and responsibilities needed to develop, influence and interact with systems of governance.

WI State Standards: C4.1, C4.3

Assessment Expectations:

- Show respect for the rights of others.
- Meet and know people and their roles in the school (principal, custodians, cooks, etc.).
- Know the rules at school and the importance of following them.
- Recite the Pledge as a member of the class.

Vocabulary (Key words to know):

taking turns	sharing	caring	rules	pledge of allegiance
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Strategies:

- Discussions
- Projects
- Stories
- Cooperative games and activities

Curriculum Unit Topic: Money and Exchanges

ELO: #4 - Investigate economic decisions based upon production, distribution, exchange and consumption.

WI State Standards: D4.1, D4.2

Assessment Expectations:

- Recognize that money is used to buy things.
- Know that people share and exchange materials with others.

Vocabulary (Key words to know):

money	buy	sell
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Strategies:

- Discussions
- Stories
- Songs
- Games and activities

GRADE ONE

Developers: Social Studies Committee

Development Date: 2009-2010

Instructional Level: Elementary

Goals:

--Help children learn about their social, cultural, physical world and their place in that world.

Description: The social studies curriculum will provide ways for children to learn about history, geography, economics, political science and citizenship, and behavioral sciences as they gain knowledge as citizens with a focus on them and their families.

**Emphasis at the elementary level will be placed on these
Essential Learning Outcomes:**

1. **GEOGRAPHY:** Demonstrate an understanding of the relationships among people, places and environments.
2. **HISTORY:** Recognize the significance of change and continuity over time.
3. **POLITICAL SCIENCE AND CITIZENSHIP:** Examine civic rights and responsibilities needed to develop, influence and interact with systems of governance.
4. **ECONOMICS:** Investigate economic decisions based upon production, distribution, exchange and consumption.
5. **BEHAVIORAL SCIENCES:** Develop an understanding of the interactions among individuals, groups, and institutions.

Grade One

Essential Learning Outcomes, State Standards, Assessment Expectations, Vocabulary, and Strategies

Definitions:

- Essential Learning Outcomes: The big idea; major skills, knowledge or attitudes that identify what students will need to learn.
- Assessment Expectation: indicates what the student will be able to do because of what they know or can demonstrate.
- Assessments – The assessments are a combination of formative and summative assessments and are consistent across the District.
- Vocabulary & Strategies – The vocabulary words listed are necessary for understanding and learning. The strategies are based on best practices and supportive of the learning.

Unit Topic: Geography Skills

Timeline: Some expectations are integrated daily. Other expectations are met through integration of the reading series (Unit 2: Weeks 1- 3).

ELO: #1- Demonstrate an understanding of the relationships among people, places and environments.

WI State Standards: A4.1, A4.2

Assessment Expectations:

- Develop an understanding of their role in their family and community.
- Understand the difference between a map and a globe.
- Construct a simple map of the classroom and their bedroom.
- Use map vocabulary such as symbol, map, and key.
- Locate the directions north and south on a map and globe through the identification of the North and South Pole.

Vocabulary (Key words to know):

map	globe	North Pole	South Pole
symbol	map key	map construction	

Strategies:

- Use of globes, maps and a variety of print materials
- Use technology to look at locations on a map
- On-line resource such as Safari Montage

Unit Topic: History

Timeline: Some expectations are integrated daily. Other expectations are met through integration of the reading series (Unit 3: Weeks 2 & 3).

ELO: #2 - Recognize the significance of change and continuity over time.

WI State Standards: B4.2

Assessment Expectations:

- Construct a timeline of important events in one's life.
- Recognize and construct a timeline of a typical school day.
- Use vocabulary pertaining to time and events such as day, week, month, and year.

Vocabulary (Key words to know):

day	week	month	year
timeline	calendar	change	

Strategies:

- Discussions, Stories, and Construction of Timelines
- Use technology to look at examples of a timeline
- On-line resource such as Safari Montage

Unit Topic: Civics & Citizenship

Timeline: Some expectations are integrated daily. Rules are developed at the start of the school year and then revisited on a consistent basis throughout the year. Some expectations are met through integration of the reading series (Unit 2: Weeks 1-3. Unit 4: Weeks 4-6. Unit 5: Week 2).

ELO: #3 - Examine civic rights and responsibilities needed to develop, influence and interact with systems of governance.

WI State Standards: C4.1, C4.3, C4.6

Assessment Expectations:

- Name the President
- Identify United States symbols (flag, Statue of Liberty, the Pledge of Allegiance, eagle, White House, Capitol)
- Understand the importance of and follow the rules at school
- Recite the Pledge
- Give examples of an individual's responsibility to family, friends, and the community
- Participate in creating classroom rules and understanding consequences

Vocabulary (Key words to know):

President	eagle	symbol	White House
flag	Capitol	Statue of Liberty	rules
Pledge of Allegiance	responsibility	consequences	

Strategies:

- Discussions, Brainstorming, Picture books, Resource books

Unit Topic: Economics

Timeline: These expectations should be integrated in the Math Trailblazers Curriculum (Unit 3, Lesson 7, for 1 day.

ELO: #4 - Investigate economic decisions based upon production, distribution, exchange and consumption.

WI State Standards: D4.1, D4.2, D4.3

Assessment Expectations:

- Identify ways that people spend money
- Give reasons why people save money
- Explain the consequences of a choice when spending money
- Give examples of goods and services in the classroom and at school

Vocabulary (Key words to know):

spending	goods	saving
services	consequences	decision making

Strategies:

- Discussions, Brainstorming, Picture books, Resource books

Unit Topic: Behavioral Science

Timeline: Some expectations are integrated daily. Other expectations are met through integration of the reading series (Unit 1, Weeks 2 & 3. Unit 2, Weeks 1-3. Unit 5: Week 2).

ELO: #5 - Develop an understanding of the interactions among individuals, groups, and institutions.

WI State Standards: E4.2, E4.5, E4.6, E4.7

Assessment Expectations:

- Identify self as an important member of a group (class, family, community)
- Demonstrate empathy for feelings of others
- Describe how family members and friends provide for needs of love and respect
- Follow rules and directions
- Explain ways in which school is important to him/her
- Identify people who can help at school

Vocabulary (Key words to know):

member	class	family	community
empathy	Rules	emotions and feelings	

Strategies:

- Discussions, Brainstorming, Picture books, Resource books

GRADE TWO

Developers: Social Studies Committee

Development Date: 2009-2010

Instructional Level: Elementary

Goals:

- Provide learning opportunities for students to understand the social, cultural, and physical world around them including their connection to a global society.

Description: Students in grade two will examine the community and area in which they live. The foundation of the skills and understandings will be based on the five strands of social studies which include: history, geography, economics, political science/citizenship, and behavioral sciences.

Integration opportunities infused throughout:

Reading – some examples include:

- Guided reading, read alouds, current event reading
- Connections: This reminds me of...(text to text, text to self, text to world)

Writing - Content Journals – some examples include:

- Students will write reactions, summaries, questions, connections, and important ideas.
 - What new things did I learn today?
 - Summarize what was learned
 - Use content specific vocabulary in your writing.
 - Questions I still have about what I learned today.

Emphasis at the elementary level will be placed on these Essential Learning Outcomes:

1. **GEOGRAPHY:** Demonstrate an understanding of the relationships among people, places and environments.
2. **HISTORY:** Recognize the significance of change and continuity over time.
3. **POLITICAL SCIENCE AND CITIZENSHIP:** Examine civic rights and responsibilities needed to develop, influence and interact with systems of governance.
4. **ECONOMICS:** Investigate economic decisions based upon production, distribution, exchange and consumption.
5. **BEHAVIORAL SCIENCES:** Develop an understanding of the interactions among individuals, groups, and institutions.

Grade Two

Essential Learning Outcomes, State Standards, Assessment Expectations, Vocabulary, and Strategies

Definitions:

- Essential Learning Outcomes: The big idea; major skills, knowledge or attitudes that identify what students will need to learn.
- Assessment Expectation: indicates what the student will be able to do because of what they know or can demonstrate.
- Assessments – The assessments are a combination of formative and summative assessments and are consistent across the District.
- Vocabulary & Strategies – The vocabulary words listed are necessary for understanding and learning. The strategies are based on best practices and supportive of the learning.

Unit Topic: Geography Skills

ELOs: #1- Demonstrate an understanding of the relationships among people, places and environments.

WI State Standards: A4.2, A4.3, A4.4

Assessment Expectations:

- Describe uses of maps and globes.
- Construct simple maps of school and neighborhood using symbols, map key, and cardinal directions.
- Recognize the continents, oceans, and major landforms.
- Compare and contrast life in cities, towns, farms, and suburbs.

Vocabulary (Key words to know):

maps	globes	atlas	compass rose
symbols	map key	community	continents
landforms	oceans	cardinal directions	cities
towns	suburbs	farms	neighborhoods

Strategies:

Become familiar with the following resources:

- Books
- Maps
- Globe
- Projects
- Atlas

Unit Topic: Focus on History

ELO: #2 - Recognize the significance of change and continuity over time.

WI State Standards: B4.2, B4.3, B4.5 B4.6, B4.7

Assessment Expectations:

- Understand the meaning of our flag and the pledge.
- Analyze and contribute to class timelines, charts, and graphs that depict change.
- Investigate the local history of the Holmen community.
- Identify important leaders/people in our community
- Understand the significance of celebrations/holidays linked to history/people-Ex. President's Day, Thanksgiving.
- Locate and discuss settlements of early America (colonies).

Vocabulary (Key words to know):

celebrations	holidays	important people	timelines
flag	pledge	colonies	settlements

Strategies:

- Discussions
- Stories
- Video
- Mapping

Unit Topic: Political Science and Citizenship

ELO: #3 - Examine civic rights and responsibilities needed to develop, influence and interact with systems of governance.

WI State Standards: C4.1, C4.3, C4.6

Assessment Expectations:

- Identify people (police chief and mayor) and services (library and parks) of local government.
- Make connections of rules (classroom) to laws and their consequences.
- Review the need to respect the rights of others.

Vocabulary (Key words to know):

mayor	laws	rules	local government
consequences	services	rights	village president
mayor			

Strategies:

- Reading stories, discussions, use of technology

Unit Topic: The Local Economy

ELO: #4 - Investigate economic decisions based upon production, distribution, exchange and consumption.

WI State Standards: D4.5, D4.6

Assessment Expectations:

- Identify local businesses and their importance to our community.
- Know that goods are objects that can satisfy people's wants and needs, and services are activities that can satisfy people's wants and needs.
- Distinguish between private goods and services (the family car, a local restaurant) and public goods and services (public library, park, the highway system, the United States Postal Services).

Vocabulary (Key words to know):

goods/private/public	services/private/public	local businesses	community
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Strategies:

- Reading stories
- Discussions
- Projects
- Jr. Achievement

Unit Topic: Understanding Differences

ELO: #5 - Develop an understanding of the interactions among individuals, groups, and institutions.

WI Standards: E4.2, E4.7, E4.7, E4.8

Assessment Expectations:

- Describe individual differences within the school setting.
- Understand conflict resolution. (this is reinforced through guidance curriculum)
- Describe the culture and traditions of families and groups within the community.
- Know that individuals respond in different ways to a particular event and the ways in which interactions among individuals influence behavior.

Vocabulary (Key words to know):

individual differences	conflict resolutions	culture	traditions
interactions	behavior		

Strategies:

- Discussion and role modeling

GRADE THREE

Developers: Social Studies Committee

Development Date: 2009-2010

Instructional Level: Elementary

Goals: Provide learning opportunities for students to understand the social, cultural, and physical world around them including their connection to a global society.

Description: The focus in grade three will be on gaining perspectives on the world and other cultures by studying the relationships among people, places and environments. Students expand their understanding of the world around them.

Integration opportunities infused throughout:

Reading – some examples include:

- Guided reading, read alouds, current event reading
- Connections: This reminds me of...(text to text, text to self, text to world)

Writing - Content Journals – some examples include:

- Students will write reactions, summaries, questions, connections, and important ideas.
 - What new things did I learn today?
 - Summarize what was learned
 - Use content specific vocabulary in your writing.
 - Questions I still have about what I learned today.

Math – Charts and data analysis

**Emphasis at the elementary level will be placed on these
Essential Learning Outcomes:**

1. **GEOGRAPHY:** Demonstrate an understanding of the relationships among people, places and environments.
2. **HISTORY:** Recognize the significance of change and continuity over time.
3. **POLITICAL SCIENCE AND CITIZENSHIP:** Examine civic rights and responsibilities needed to develop, influence and interact with systems of governance.
4. **ECONOMICS:** Investigate economic decisions based upon production, distribution, exchange and consumption.
5. **BEHAVIORAL SCIENCES:** Develop an understanding of the interactions among individuals, groups, and institutions

Grade Three

Essential Learning Outcomes, State Standards, Assessment Expectations, Vocabulary, and Strategies

Definitions:

- Essential Learning Outcomes: The big idea; major skills, knowledge or attitudes that identify what students will need to learn.
- Assessment Expectation: indicates what the student will be able to do because of what they know or can demonstrate.
- Assessments – The assessments are a combination of formative and summative assessments and are consistent across the District.
- Vocabulary & Strategies – The vocabulary words listed are necessary for understanding and learning. The strategies are based on best practices and supportive of the learning.

Unit Topic: Geography Skills

ELO: #1- Demonstrate an understanding of the relationships among people, places and environments.

WI State Standards: A4.1, A4.2, A4.3, A4.5, A4.7

Assessment Expectations:

- Use a compass rose to identify cardinal and intermediate directions.
- Use map keys and legends and be able to find locations on a world map.
- Read and interpret political and geographical maps on a local, national, and global level.
- Read and interpret charts and graphs.
- Identify and name the 7 continents and 4 oceans.
- Recognize various landforms.

Vocabulary (Key words to know):

cardinal directions	intermediate directions	legends	political map
geographical map	atlas		

Strategies:

- Books
- Maps
- Globes
- Atlas
- Projects
- Technology

Unit Topic: Expanding Our Knowledge of History

ELO: #2 - Recognize the significance of change and continuity over time.

WI State Standards: B4.1, B4.2, B4.4, B4.6, B4.8

Assessment Expectations:

- Compare and contrast changes in life in the present with life in the past.
- Examine global connections related to our heritage and ancestry.
- Explain the historical meaning of important symbols such as: Statue of Liberty, Eagle, and Flag.
- Evaluate the positives and negatives of technology – past and present – and predict future changes for people and the environment.
- Connect the past with the present by constructing a timeline of an important invention that has impacted their lives.
- Explore current events in the world.

Vocabulary (Key words to know):

heritage	ancestry	symbols	environment
technology			

Strategies:

- Project-construct a timeline
- Books
- Research
- Discussions
- Stories

Unit Topic: Governmental Levels and Rights of Citizens

ELO: #3 - Examine civic rights and responsibilities needed to develop, influence and interact with systems of governance.

WI State Standards: C4.1, C4.2, C4.3, C4.4

Assessment Expectations:

- Investigate the three levels of government: local, state, and federal and what services they provide.
- Discuss and identify citizenship responsibilities in family, peers, and community.
- Evaluate the need to respect the rights of others.
- Generate a list of ways in which we can show respect for the rights of others in the local and world community.

Vocabulary (Key words to know):

mayor	Governor	President	peers	services
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Strategies:

- Discussion
- Books
- Videos
- Stories
- Technology

Unit Topic: Needs and Wants, Supply and Demand

ELO: #4 - Investigate economic decisions based upon production, distribution, exchange and consumption.

WI State Standards: D4.1, D4.2, D4.3, D4.5

Assessment Expectations:

- Explore how people can make choices about how money is earned, spent, and saved.
- Define the difference between needs and wants.
- Distinguish the difference between private and public goods and services.
- Explore the concept of supply and demand and its impact on availability of goods.
- Explore how the jobs, goods, and the economy have changed because of global competition.

Vocabulary (Key words to know):

supply and demand	economics	media	consumer
producer	needs	wants	

Strategies:

- Projects
- Jr. Achievement
- Discussions
- Technology

Unit Topic: Exploring Similarities and Differences beyond our Communities

ELO: #5 - Develop an understanding of the interactions among individuals, groups, and institutions.

WI State Standards: E4.12, E4.13, E4.15

Assessment Expectations:

- Investigate and explore similarities and differences in various cultures.
- Explore interdependence among communities and cultures.
- Explore and discuss contributions made by citizens on a local, national, and global level to help each other out.
- Implement a conflict resolution model with peers. (reinforced through guidance curriculum)

Vocabulary (Key words to know):

interdependence	culture	conflict resolution	
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Strategies:

- Stories
- Discussion
- Newspapers
- Technology

GRADE FOUR

Developers: Social Studies Committee

Development Date: 2009-2010

Instructional Level: Elementary

Description:

Fourth graders will focus on Wisconsin past and present as well as the Midwest region.

Integration opportunities infused throughout:

Reading – some examples include:

- Guided reading, read alouds, current event reading
- Connections: This reminds me of...(text to text, text to self, text to world)

Writing - Content Journals – some examples include:

- Students will write reactions, summaries, questions, connections, and important ideas.
 - What new things did I learn today?
 - Summarize what was learned
 - Use content specific vocabulary in your writing.
 - Questions I still have about what I learned today.
 - Math – Charts and data analysis

Emphasis at the elementary level will be placed on these Essential Learning Outcomes:

- 1. GEOGRAPHY: Demonstrate an understanding of the relationships among people, places and environments.**
- 2. HISTORY: Recognize the significance of change and continuity over time.**
- 3. POLITICAL SCIENCE AND CITIZENSHIP: Examine civic rights and responsibilities needed to develop, influence and interact with systems of governance.**
- 4. ECONOMICS: Investigate economic decisions based upon production, distribution, exchange and consumption.**
- 5. BEHAVIORAL SCIENCES: Develop an understanding of the interactions among individuals, groups, and institutions**

Grade Four

Essential Learning Outcomes, State Standards, Assessment Expectations, Vocabulary, and Strategies

Definitions:

- Essential Learning Outcomes: The big idea; major skills, knowledge or attitudes that identify what students will need to learn.
- Assessment Expectation: indicates what the student will be able to do because of what they know or can demonstrate.
- Assessments – The assessments are a combination of formative and summative assessments and are consistent across the District.
- Vocabulary & Strategies – The vocabulary words listed are necessary for understanding and learning. The strategies are based on best practices and supportive of the learning.

Unit Topic: Geography Skills

ELO: #1- Demonstrate an understanding of the relationships among people, places and environments.

WI State Standards: A4.1, A4.2, A4.3, A4.4, A4.5, A4.6, A4.7, A4.8 B4.8, C4.6, E4.15

Assessment Expectations:

- Use reference points, latitude, longitude, size, shape, and scale to locate positions on various representations of the earth's surface.
- Know how to measure 1"= _____ to scale.
- Know the relative location, direction, size and shape of selected locales and the five regions of Wisconsin (i.e. Madison, Milwaukee, Green Bay, Wisconsin River, Lakes Michigan, Superior, Winnebago, Mississippi River, State borders IL, MN, MI, and IA).
- Identify on a map the major cities in Wisconsin: Madison, Milwaukee, La Crosse, Green Bay, Eau Claire, Wausau, Superior.
- Locate Wisconsin's major landforms and resources.
- Use atlases, grid systems, charts, graphs, and maps to gather information about Wisconsin, United States, and the world.
- Compare how the environments affect the way people live in Wisconsin.
- Compare past and present technologies related to energy, transportation, and communications and describe the effects of technological change, either beneficial or harmful, on people and the environment.
- Place Wisconsin on a map and identify Wisconsin's neighboring states in the Midwest Region (Minnesota, Iowa, Illinois, Michigan) and Ontario, Canada.

Vocabulary (Key words to know):

latitude	longitude	landforms	scale
key	distance	map coordinates	legend
oceans	continents	weather	climate

Strategies:

- Use map legends and atlases to reinforce math skills, including estimation.
- Make connections with prior knowledge through readings and discussion of current events.
- Write reactions, summaries, questions, and make connections.

Unit Topic: History of Wisconsin

ELO: #2 - Recognize the significance of change and continuity over time.

WI State Standards: B4.1, B4.2, B4.3, B4.4, B4.5, B4.6, B4.7, B4.9, B4.10

Assessment Expectations:

- Use time lines of significant historical developments.
- Recognize the contributions of ordinary and extraordinary people through diaries, tall tales, journals, speeches.
- Compare and contrast changes in contemporary life with life in the past by looking at social, economic, political, and cultural roles played by individuals and groups.
- Demonstrate an understanding of the following time periods in Wisconsin history:
 - The prehistory and the early history of Wisconsin's native people.
 - Early Wisconsin explorers, traders, and settlers to 1812.
 - The transition from Wisconsin territory to statehood, 1787-1848.
 - Wisconsin immigrations and settlement.
 - Wisconsin's role in the Civil War, 1860-1865.
 - Wisconsin mining, lumber, and agriculture.
 - Wisconsin's role in the world wars and conflicts.
- Recognize the significance of state symbols (WI state flag)
- Explain the history, culture, tribal sovereignty, and current status of Native American tribes and bands in Wisconsin.
- Explain how Wisconsin became part of the Northwest Territory in the Midwest Region (identify other states as well).

Vocabulary (Key words to know):

artifact	culture	tradition	effigy
Native American	territory	mission	tribe
outpost	civilization	immigrant	

Strategies:

- Use various sources of information such as artifacts, documents, letters, diaries, maps, textbooks, photos, paintings, architecture, oral presentations, graphs, charts.
- Construct timelines
- Utilize guest speakers
- Teach research skills about historical topics

Unit Topic: Wisconsin Government and the Relationship with Other Government Agencies

ELO: #3 - Examine civic rights and responsibilities needed to develop, influence and interact with systems of governance.

WI State Standards: C4.2, C4.4, C4.5, C4.6

Assessment Expectations:

- Know the basic purposes of local government, and that government services are paid for with taxes (to provide local services such as transportation, education, recreation, public safety, public utilities).
- Explain the basic purpose and relationship of local, state, and national government in the United States Society.
- Identify the major responsibilities of the legislative, executive, and judicial branches of the government of Wisconsin.
- Explain how various forms of civic participation (running for political office, voting, signing and initiative, speaking at hearings) can contribute to the well-being of the community.
- Identify key state documents, such as the state Constitution and state laws, in which the rights of citizens in our state are guaranteed.

Vocabulary (Key words to know):

government	democracy	republic	ordinance
constitution	delegate	Executive Branch	Judicial Branch
Legislative Branch	taxes	representative	

Strategies:

- Visit the capital if budgets permit

Unit Topic: Goods and Services in Wisconsin

ELO: #4 - Investigate economic decisions based upon production, distribution, exchange and consumption.

WI State Standards: D4.3, D4.4, D4.7

Assessment Expectations:

- Identify local goods and services (cheese, milk, cranberries, paper) and services that are part of the global economy and know their use in Wisconsin
- Identify goods and services that can be found in neighboring states: Minnesota, Iowa, Michigan, Illinois
- Describe how personal economic decisions, such as deciding what to buy, what to recycle or how much to contribute to people in need, can affect the lives of people in Wisconsin, the Midwest, the U.S., and the world.

Vocabulary (Key words to know):

production	distribution	consumption	manufacturing jobs
occupation	exchange	service jobs	specialized

Strategies:

- Current events
- Reinforce math skills with economic concepts

Unit Topic: The People of Wisconsin & the Midwest

ELO: #5 - Develop an understanding of the interactions among individuals, groups, and institutions.

WI State Standards: E4.5, E4.9, E4.10, E4.12

Assessment Expectations:

- Describe the contributions between the local community and other places in Wisconsin, the United States, and the world.
- Give examples of contributions made by Wisconsin citizens, United States citizens, and world citizens.
- Identify where various products come from in different parts of our state and the Midwest region (Minnesota, Iowa, Illinois, and Michigan).

Vocabulary (Key words to know):

interaction	contribution	community	immigration
environment	resources	adapted	

Strategies:

- Incorporate current events
- Set up email communication with other 4th grade classrooms in Wisconsin and the Midwest

GRADE FIVE

Developers: Social Studies Committee

Development Date: 2009-2010

Instructional Level: Elementary

Description: The 5th grade curriculum is designed to provide the student with a study of several historical periods of the early United States and geographical study of regions beyond the Midwest. (The Midwest region was studied in 4th grade.)

Integration opportunities infused throughout:

Reading – some examples include:

- Guided reading, read alouds, current event reading
- Connections: This reminds me of...(text to text, text to self, text to world)

Writing - Content Journals – some examples include:

- Students will write reactions, summaries, questions, connections, and important ideas.

Math – Charts and data analysis

**Emphasis at the elementary level will be placed on these
Essential Learning Outcomes:**

1. **GEOGRAPHY:** Demonstrate an understanding of the relationships among people, places and environments.
2. **HISTORY:** Recognize the significance of change and continuity over time.
3. **POLITICAL SCIENCE AND CITIZENSHIP:** Examine civic rights and responsibilities needed to develop, influence and interact with systems of governance.
4. **ECONOMICS:** Investigate economic decisions based upon production, distribution, exchange and consumption.
5. **BEHAVIORAL SCIENCES:** Develop an understanding of the interactions among individuals, groups, and institutions

Grade Five

Essential Learning Outcomes, State Standards, Assessment Expectations, Vocabulary, and Strategies

Definitions:

- Essential Learning Outcomes: The big idea; major skills, knowledge or attitudes that identify what students will need to learn.
- Assessment Expectation: indicates what the student will be able to do because of what they know or can demonstrate.
- Assessments – The assessments are a combination of formative and summative assessments and are consistent across the District.
- Vocabulary & Strategies – The vocabulary words listed are necessary for understanding and learning. The strategies are based on best practices and supportive of the learning.

Unit Topic: First Peoples of America

Timeline: 3 weeks (approx. 15 hours)

Strands and WI State Standards:

Geography: A.8.1, A.8.7

History: B.8.1, B.8.3, B.8.10

Behavioral Science: E.8.3, E.8.14

ELOs and Assessment Expectations:

#1 Geography: Demonstrate an understanding of the relationships among people, places and environments.

- Identify the effects of early immigration on native populations
- Investigate the movement of people, ideas, diseases and products throughout the world
- Explain why and where Native American tribes ended up where they are today

#2 History: Recognize the significance of change and continuity over time.

- Summarize major issues associated with the history and current status of the Native American populations of the U.S. and Wisconsin

#3 Behavioral Science: Develop a understanding of the interactions among individuals, groups and institutions.

- Explain how Native American culture and traditions were impacted by early immigration

Historical Eras and Themes from WI State Standards:

* The prehistory and early history of the Americas to 1607

Strategies:

1. Maps
2. Textbooks
3. Safari Montage videos (preview before using to check appropriateness for your class):
 1. *A History of Native Americans*
 2. *Native American Life*
4. Research paper/presentations
5. Hands-on activities from Mississippi Valley Archaeological Society (www.uwlax.edu/mvac)
 - * *Ancient Cultures of the Southwestern United States (kit)*
 - * *Corn grinding*
6. Speakers from Mississippi Valley Archaeological Society (www.uwlax.edu/mvac)

Vocabulary:

archaeologist	civilizations	Native American	migration
nomad	artifact	culture	barter

Common assessments:

To be determined by grade level

Unit Topic: Early Explorers

Timeline: 4 weeks (aprox. 20 hours)

Strands and WI State Standards:

Geography: A.8.1, A.8.7

History: B.8.1, B.8.4, B.8.10

Behavioral Science: E.8.14

ELOs and Assessment Expectations:

#1 Geography: Demonstrate an understanding of the relationships among people, places and environments.

- Identify routes of explorers on a map

#2 History: Recognize the significance of change and continuity over time.

- Use case studies of individual explorers and stories of life in Europe to compare the goals, obstacles, motivations, and consequences for European exploration
- Describe the Triangular Trade Route (the trade routes, the people and goods)

#4 Economics: Investigate economic decisions based upon production, distribution, exchange and consumption.

- Explain the economic reasons for exploring
- Explain who financed explorers' voyages and why

#5 Behavioral Sciences: Develop an understanding of the interactions among individuals, groups and institutions

- Describe some of the problems that came with exploring

Historical Eras and Themes from WI State Standards:

- Early explorers, traders and settlers

Examples of Explorers of North America:

Christopher Columbus	San Salvador
Americo Vespucci	North America
Vasco Nunez de Balboa	Pacific Ocean
Hernando Cortes	Mexico
Francisco Pizarro	Peru
Francisco de Coronado	Southwest United States
Hernando de Soto	Southern United States
Ponce de Leon	Florida

John Cabot	Newfoundland and Nova Scotia
Giovanni de Verrazano	Eastern Coastline of North America
Jacques Cartier	Gulf of St. Lawrence and St. Lawrence River
Henry Hudson	New York and Northern Canada

Strategies:

1. Research explorers
2. Textbooks
3. Maps
4. Websites:
5. Safari Montage videos (preview before using to check appropriateness for your class) :
 - a. *English Explorers*
 - b. *French Explorers*
 - c. *Spanish Explorers*
 - d. *Portuguese Explorers*
 - e. *History of Exploration*
 - f. *Renaissance Travel, Trade and Exploration*
 - g.
6. Simulations
7. Columbus journal entries, Native American journal entries (to compare and contrast)
8. Reader's Theater pieces

Vocabulary:

profit	barter	merchant	explore
navigate	trade	expedition	slave trade
empire	merchant company	import	export
spices	compass	Northwest Passage	trade network
Mayflower compact			

Common assessments:

To be determined by grade level

Unit Topic: Colonization & The Thirteen Colonies

Timeline: 4 weeks (approx. 20 hours)

Strands and WI State Standards:

Geography: A.8.1, A.8.7

History: B.8.1, B.8.3, B.8.4, B.8.10

Economics: D.8.1

Behavioral Science: E.8.2, E.8.3, E.8.7, E.8.14

ELOs and Assessment Expectations:

#1 Geography: Demonstrate an understanding of the relationships among people, places and environments

- Construct a map and identify the 13 colonies
- Identify differences and similarities between the New England, Middle and Southern colonies

#2 History: Recognize the significance of change and continuity over time

- Identify 13 colonies
- Explain that people came to the colonies for different reasons, such as freedom from religious persecution, economic incentives, or being kidnapped and enslaved.

#4 Economics: Investigate economic decisions based upon production, distribution, exchange and consumption

- Explain why people would come to the colonies for economic reasons
- Explain the role of money in daily life of colonial life
- Become familiar with the concept of bartering
- Demonstrate an understanding of supply and demand, consumption, economic needs

#5 Behavioral Sciences: Develop an understanding of the interactions among individuals, groups, and institutions

- Explain the challenges that the colonists faced
- Explain the interactions between the Native Americans and the colonists

Historical Eras and Themes from WI State Standards:

* Colonial history and settlement, 1607-1763

Strategies:

1. Maps
2. Safari Montage Videos (preview before using to check appropriateness for your class):
 1. *The Era of Colonization*
 2. *Plymouth Plantation*
 3. *Dear America: A Journey to the New World*
 4. *Settling the New World*
 5. *Early Settlers*
 6. *Jamestown*
3. Textbooks
4. Colonial Day activities

Vocabulary:

colony	plantation	Great Britain	pilgrim
slave trade	import	immigrant	colonization
export	charter	apprentice	indentured servant

Common assessments:

To be determined by grade level

Unit Topic: Economics

Timeline: On going Options

Strands and WI State Standards:

Economics: D.8.1, D.8.2, D.8.6

ELOs:

#4 Economics: Investigate economic decisions based upon production, distribution, exchange and consumption

Assessment Expectations:

- explain the concept of economics and standard of living

Strategies:

1. Junior Achievement (www.ja.org)
2. Stock Market game (www.smartstocks.com)
3. Textbooks
4. Websites
5. Games
6. Safari Montage videos (preview before using to check appropriateness for your class):
 1. What is Economics?
 2. Saving, Spending and Wasting Money
7. Videos from the Educational Communications Board (see www.ecb.org)

Vocabulary:

economy	production	income	supply
exchange	taxes	demand	consumption

Common assessments: To be determined by grade level

Unit Topic: Government

Timeline: 3 weeks (approx. 15 hours)

Strands and WI State Standards:

History: B.8.6, B.8.7

Political Science and Citizenship: C.8.1, C.8.2, C.8.3, C.8.4, C.8.5

ELOs and Assessment Expectations:

#2 History: Recognize the significance of change and continuity over time.

- Explain how the government was formed
- Explain the importance of laws in the U.S. today
- Summarize the branches of the U.S. government and what they are responsible for
- Identify various U.S. Documents (The Declaration of Independence, the Constitution, the Bill of Rights)

#3 Political Science and Citizenship: Examine civic rights and responsibilities needed to develop, influence and interact with systems of government

- Discuss issues of current events
- Compare rights and responsibilities of being citizens of the U.S.
- Know the different parties in the U.S. political systems and their values

#5 Behavioral Sciences: Develop an understanding of the interactions among individuals, groups and institutions

- identify examples of conflict and cooperation among U.S. societies

Strategies:

1. Textbook
2. Research project
3. Primary sources
4. Safari Montage videos (preview before using to check appropriateness for your class):
 1. *Shh, We're Writing the Constitution*
 2. *What is Government?*
 3. *United States Constitution*
5. Mock election

Vocabulary:

amendment	Executive Branch	Judicial Branch	Legislative Branch
bill	federal	democracy	Bill of Rights
government	right	Congress	House of Representatives
responsibility	Constitution	Senate	election
law	Supreme Court		

Common assessments:

To be determined by grade level

Unit Topic: Regions of the United States

Timeline: 6 weeks (approx. 30 hours)

Strands and WI State Standards:

Geography: A.8.1, A.8.7

Economics: D.8.1, D.8.6

Behavioral Science: E.8.2, E.8.3, E.8.14

ELOs and Assessment Expectations:

#1 Geography: Demonstrate an understanding of the relationships among people, places and environments

- Identify the use of the local environments and explain the effects of the use on the environment
- Describe ways people in different regions of the U.S. interact with their environment
- Use physical and political maps and globes to gather and compare information about U.S. regions
- Identify and compare natural resources of U.S. regions
- Differentiate regions, major bodies of water and landforms, states and capital cities
- Students explain in short-answer form what a region is

#4 Economics: Investigate economic decisions based upon production, distribution, exchange and consumption

- identify how individual needs are met and how they change
- identify government and individual goals in economic decisions
- compare the economic resources of each region

#5 Behavioral Sciences: Develop an understanding of the interactions among individuals, groups, and institutions

- identify local, regional, and ethnic cultural influences
- name how ethnic groups have contributed to the people of the U.S.

Strategies:

1. Maps
2. Textbook / books
3. Websites
4. Safari Montage videos: (preview before using to check appropriateness for your class)
 1. The Southwest
 2. The Southeast
 3. The West
 4. The Northeast
5. Geographic Perspectives: The United States of America

Areas of Study:

Study the following regions and the listed aspects of each: Northeast, Southeast, West, Southwest

Vocabulary:

location	population	climate	history
natural resources	landforms	culture	geographic features

Common assessments: To be determined by grade level

Elementary Instructional Strategies and Assessment Information

Curriculum and assessment are connected by the teaching and learning that takes place day to day and year to year. The improvement of social studies achievement for all students requires effective teaching in all classrooms. Effective teaching means that students use a variety of processes to deepen their understanding, engage in thoughtful conversations and reflection, and connect previous learning and strategies to new knowledge. These processes on the following pages will be used in classrooms across the District.

Vocabulary Instruction

A SIX-STEP PROCESS FOR TEACHING ACADEMIC VOCABULARY

1. Provide a description, explanation or example of the new term.
2. Ask students to restate the description, explanation, or example in their own words.
3. Ask students to construct a picture, symbol, or graphic representing the term or phrase.
4. Engage students periodically in activities that help them add to their knowledge of the terms in their notebooks.
5. Periodically ask students to discuss the terms with one another.
6. Involve students periodically in games that allow them to play with terms.

Source: *Building Academic Vocabulary*, Marzano and Pickering, ASCD, 2005.

QUESTION-ANSWER Relationships

IN THE BOOK QUESTIONS



Right There

(answers found in one spot in text)

IN THE BOOK QUESTIONS



Think and Search

(answers found after looking in different places in the book)



IN MY HEAD QUESTIONS

Author and Me

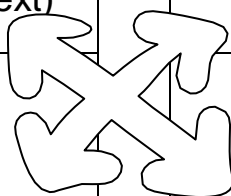
(what you infer based on the what you read in the story)



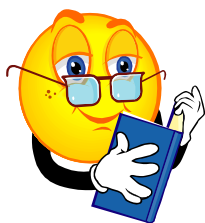
IN MY HEAD QUESTIONS

On My Own

(your opinion)



SKILLS/HABITS of an EFFECTIVE READER



Make Connections
Activate Prior Knowledge
Question
Make Predictions
Visualize
Clarify
Infer
Summarize
Synthesize
Evaluate
Self-Monitor



To start comprehending you need to decide ...

What Am I Reading?

Narrative Text

I must ask myself questions, make connections, and visualize as I read:

- * What is the plot? The theme?
- * What are the mental pictures I see?
- * What connections can I make? What does the story remind me of?
- * Is what I'm reading "must know" information important to understand the story?
- * What is the main problem? Other conflicts? Resolution?
- * How has my understanding of the topic or ideas changed from beginning to end?

Expository Text

BEFORE reading:

- * How is the text organized?
- * What do I know about the topic?
- * Can I create a graphic organizer?

DURING reading:

- * Do I need to code the text?
- * How can I use my graphic organizer to help take notes?
- * Do I need to go back and re-read?

AFTER reading:

- * Does my graphic organizer make sense?
- * Can I restate the main points in my own words?

Middle School

Curriculum



The Holmen Middle School social studies curriculum is

meant to develop independent learners, creative and critical thinkers, and skillful communicators. The state social studies standards of geography, economics, political science/citizenship and behavioral sciences are incorporated into instruction and are assessed. The teachers use best practices that incorporate differentiation to address the needs of all the learners. Each house in the middle school has one social studies teacher; the middle school follows an inclusion model for English language learners and students with special needs. The following are the essential learning outcomes of the middle school social studies curriculum:

- 1 – Access, interpret, and apply information.
- 2 – Identify and assess the varying causes of conflicts and compromises.
- 3 – Determine the rights and responsibilities of citizens.
- 4 – Explore issues of social justice and equality
- 5 – Explore global issues and correlate the multi-faceted connections
- 6 – Evaluate the relationships of people, places, and the environment.
- 7 – Analyze the production, distribution, and consumption of resources.
- 8 – Differentiate between multiple perspectives.

In **6th grade**, students investigate early civilizations form early cultures of the Fertile Crescent through the Renaissance. Students have 46 minutes of instruction daily.

In **7th grade**, students will explore the general geography of the continents through selected events of history and culture. Students have 47 minutes of instruction daily.

In **8th grade**, students learn about early American History (Colonial American to the late 1800's). All eighth grade students participate in National History Day. Students have 57 minutes of social studies instruction daily. Reading is incorporated into the curriculum.

Finally, the Holmen Middle School Social Studies curriculum is aligned with the following state standards

Geography		History		Political Science and Citizenship		Economics		Behavior Science	
A. 8. 1	6	B. 8. 1	8	C. 8. 1	8	D. 8. 1	8	E. 8. 1	Guidance
A. 8. 2	7	B. 8. 2	7	C. 8. 2	8	D. 8. 2	8	E. 8. 2	8
A. 8. 3	6, 7	B. 8. 3	8	C. 8. 3	6	D. 8. 3	4	E. 8. 3	8
A. 8. 4	8	B. 8. 4	8	C. 8. 4	8	D. 8. 4	8	E. 8. 4	7
A. 8. 5	7	B. 8. 5	8	C. 8. 5	8	D. 8. 5	8	E. 8. 5	7
A. 8. 6	8	B. 8. 6	8	C. 8. 6	8	D. 8. 6	8	E. 8. 6	6
A. 8. 7	8	B. 8. 7	7	C. 8. 7	8	D. 8. 7	8	E. 8. 7	8
A. 8. 8	7	B. 8. 8	6	C. 8. 8	7	D. 8. 8	8	E. 8. 8	7
A. 8. 9	6	B. 8. 9	7	C. 8. 9	7	D. 8. 9	8	E. 8. 9	8
A. 8. 10	6	B. 8. 10	6			D. 8. 10	7	E. 8. 10	6
A. 8. 11	7	B. 8. 11	6			D. 8. 11	8	E. 8. 11	6
		B. 8. 12	8					E. 8. 12	Guidance
								E. 8. 13	6
								E. 8. 14	7

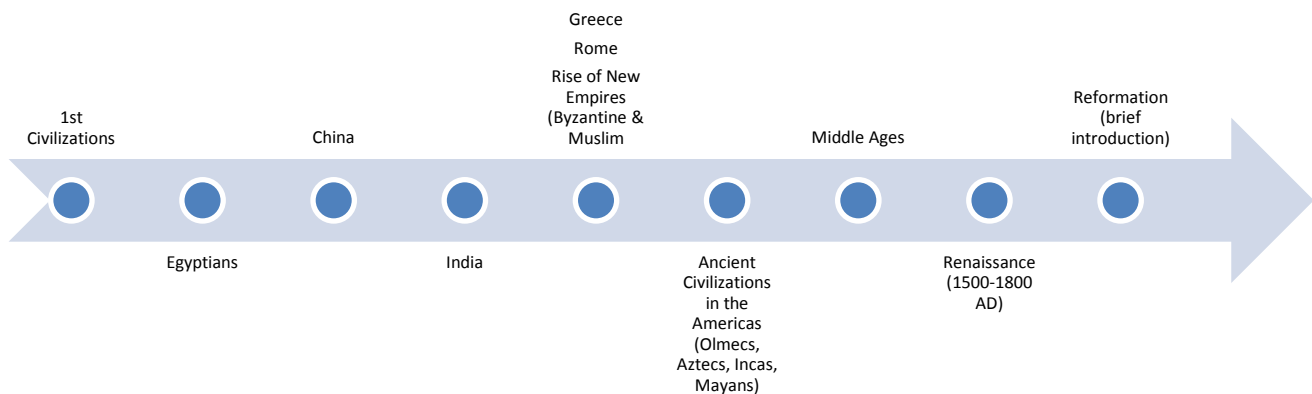
GRADE SIX

Developers: Social Studies Committee

Development Date: 2009-10

Instructional Level: Middle School

Description: Unit Timeline – Early Civilization Time Period



In addition to these units, students will have a general geography unit and ongoing current event studies

Emphasis will be placed on these essential learning outcomes:

- #1 Access, interpret, and apply information.
- #2 Identify and assess the varying causes of conflicts and compromises.
- #3 Determine the rights and responsibilities of citizens.
- #4 Explore issues of social justice and equality.
- #5 Explore global issues and correlate the multifaceted connections.
- #6 Evaluate the relationships of people, places, and the environment.
- #7 Analyze the production, distribution, and consumption of resources.
- #8 Differentiate between multiple perspectives.

Grade Six

Essential Learning Outcomes, State Standards, Assessment Expectations, Vocabulary, and Strategies

Definitions:

- Essential Learning Outcomes: The big idea; major skills, knowledge or attitudes that identify what students will need to learn.
- Assessment Expectation: indicates what the student will be able to do because of what they know or can demonstrate.
- Assessments – The assessments are a combination of formative and summative assessments and are consistent across the District.
- Vocabulary & Strategies – The vocabulary words listed are necessary for understanding and learning. The strategies are based on best practices and supportive of the learning.

Unit Topic: Geography Skills

Timeline: 2 weeks (September)

Strands and WI State Standards:

Geography A.8.1, A.8.3

ELOs:

- #1- Access, interpret, and apply information.
- #6 - Evaluate the relationships of people, places, and the environment.
- #7 - Analyze the production, distribution, and consumption of resources.

Assessment Expectations:

1. Explain and use map titles, symbols, cardinal and intermediate directions, legends, latitude and longitude, and scale.
2. Locate and identify landforms, bodies of water, and cities on world maps.
3. Identify different types of maps and describe their uses.
4. Identify and explain how physical features and climate influence cultures.

Strategies:

1. Geography Scavenger Hunt
2. Map Packets

Common Assessments:

1. Geography skills pre and post tests.
2. Design an original map that includes the following features: title, symbols, cardinal and intermediate directions, legend, latitude and longitude, and scale.

Vocabulary:

physical feature	peninsula	island	oceans
human feature	lake	gulf	sea
political map	physical map	rivers	

Unit Topic: First Civilizations

Timeline: 3 weeks

Strands and WI State Standards

Geography A.8.9, A.8.10

History B.8.8

Political Science C.8.3

Economics D.8.1

Behavioral Sciences E.8.6

ELOs:

#2 - Identify and assess the varying causes of conflicts and compromises.

#3 - Determine the rights and responsibilities of citizens.

#6 - Evaluate the relationships of people, places, and the environment.

#7 - Analyze the production, distribution, and consumption of resources.

Assessment Expectations:

1. Summarize how the earliest people migrated and interacted to meet basic needs.
2. Analyze the interactions among people that led to the development of separate cultures (religion, government, social class).
3. Evaluate the change that occurred in the food supply of early people.
4. Evaluate how technology and innovations changed first civilizations.
5. Identify how agriculture and money systems changed trade.

Strategies:

1. Summarize how the earliest people migrated and interacted to meet basic needs.
2. Analyze the interactions among people that led to the development of separate cultures (religion, government, social class).
3. Evaluate the change that occurred in the food supply of early people.
4. Evaluate how technology and innovations changed first civilizations.
5. Identify how agriculture and money systems changed trade.

Common Assessments:

1. End of unit test
2. Research a “big idea” question based upon an assessment expectation and present findings in a variety of formats

Vocabulary:

band	tundra	migration	artifact
division of labor	Ice Age	domesticate	nomad
agriculture	economy	civilization	technology
ziggurat	city-state	monarchy	surplus
social class	scribe	merchant	empire
taxation	monotheism	Judaism	Torah
Code of Hammurabi	barter	money economy	gatherer
10 Commandments	Mesopotamia	hunter	

Unit Topic: Ancient Egypt

Timeline: 4 weeks

Strands and WI State Standards:

Geography A.8.9, A.8.9

History B.8.10

Political Science C.8.3

Economics D.8.1

Behavioral Science E.8.6, E.8.11

ELOs:

#1 - Access, interpret, and apply information.

#2 - Identify and assess the varying causes of conflicts and compromises.

#4 - Explore issues of social justice and equality.

#6 - Evaluate the relationships of people, places, and the environment.

#7 - Analyze the production, distribution, and consumption of resources.

Assessment Expectations:

1. Identify how the geographic environment affected the development of Ancient Egyptian civilization.
2. Recognize the cultural contributions of Ancient Egypt and how they influenced other civilizations.
3. Identify and analyze important historical figures and events from Ancient Egyptian civilization.

Strategies:

1. Describe how the geography of the Nile River Valley helped the ancient Egyptians.
2. Explain the importance of irrigation to farming in ancient Egypt.
3. Recognize the relationship between the religion of the ancient Egyptians and nature.
4. Describe the different levels in the social pyramid and recognize the absolute power of the pharaoh.
5. Describe how ancient Egyptian culture is reflected in its art, architecture, and writing.

Common Assessments:

1. Unit post test
2. Create a map of ancient Egypt showing Upper and Lower Egypt, the Nile River, location of pyramids, and Valley of the Kings
3. Pharaoh research project. (interview/talk show)
4. God/goddess poster project

Vocabulary:

silt	delta	irrigation	Upper Egypt
Nile River	pyramid	pharaoh	Valley of the Kings
hieroglyphics	scribe	Rosetta Stone	papyrus
Lower Egypt			

Unit Topic: Ancient China

Timeline: 2 weeks

Strands and WI State Standards:

Geography A.8.1

History B.8.8, B.8.10

Political Science C.8.3

Economics D.8.7

Behavioral Science E.8.6, E.8.10

ELOs:

#1 - Access, interpret, and apply information.

#2 - Identify and assess the varying causes of conflicts and compromises.

#3 - Determine the rights and responsibilities of citizens.

#4 - Explore issues of social justice and equality.

#6 - Evaluate the relationships of people, places, and the environment.

#7 - Analyze the production, distribution, and consumption of resources.

#8 - Differentiate between multiple perspectives.

Assessment Expectations:

1. Identify how the geographic environment affected the development of Ancient Chinese civilization.
2. Recognize the cultural contributions of Ancient China and how they influenced other civilizations.
3. Identify and analyze important historical figures and events from Ancient Chinese civilization.

Strategies:

1. Locate major mountain ranges, rivers, and deserts of China, and determine their affect on agriculture, trade, and cultural diffusion.
2. Compare and contrast the social, economic, and political systems of the different ancient Chinese dynasties.
3. Interpret various philosophies as responses to disorder in ancient China.
4. Evaluate the impact of technology and innovations during different dynasties.
5. Summarize the development of international trade during the different dynasties.

Common Assessments:

1. End of unit test
2. Map activity
3. Silk Road or Great Wall project

Vocabulary:

virtue	Confucius	standardization	civil service
Daoism	Silk Road	Legalism	Huang River Valley
Gobi Desert	Great Wall	Qin Shi Huangdi	King Wu
Himalayas			

Unit Topic: Ancient India

Timeline: 1 week

Strands and WI State Standards:

Geography A.8.1, A.8.9

History B.8.10

Behavioral Sciences E.8.10, E.8.11, E.8.13

ELOs:

- #1 - Access, interpret, and apply information.
- #2 - Identify and assess the varying causes of conflicts and compromises.
- #3 - Determine the rights and responsibilities of citizens.
- #8 - Differentiate between multiple perspectives.

Assessment Expectations:

1. Identify how the geographic environment affected the development of Ancient Indian civilization.
2. Recognize the cultural contributions of Ancient India and how they influenced other civilizations.
3. Identify and analyze important historical figures and events from Ancient Indian civilization.

Strategies:

1. Explain the evolution of the caste system, and its effects on individuals and society.
2. Compare and contrast the main ideas of religions that originated in ancient India.
3. Describe how cultures of ancient civilizations are reflected in their literature, music, art, and architecture.
4. Explain how the Indus River Valley contributed to the growth of agriculture and trade.

Common Assessments:

1. Write a compare and contrast essay demonstrating understanding of “big ideas”
2. End of unit test

Vocabulary:

Hinduism	reincarnation	caste system	untouchables
Buddism	rajahs	Arabic numerals	Indus River Valley
Himalayas	Hindu Kush	Mohenjo-Daro	Harappa

Unit Topic: Ancient Greece

Timeline: 4 weeks

Strands and WI State Standards:

Geography A.8.1, A.8.9, A.8.10

History B.8.8, B.8.10

Political Science C.8.3

Economics D.8.1

Behavioral Science E.8.6, E.8.10, E.8.11, E.8.13

ELOs:

- #1 - Access, interpret, and apply information.
- #2 - Identify and assess the varying causes of conflicts and compromises.
- #3 - Determine the rights and responsibilities of citizens.
- #4 - Explore issues of social justice and equality.
- #6 - Evaluate the relationships of people, places, and the environment.
- #7 - Analyze the production, distribution, and consumption of resources.
- #8 - Differentiate between multiple perspectives.

Assessment Expectations:

1. Identify how the geographic environment affected the development of Ancient Greek civilization.
2. Recognize the cultural contributions of Ancient Greece and how they influenced other civilizations.
3. Identify and analyze important historical figures and events from Ancient Greek civilization.

Strategies:

1. Explain how geographic features both hindered and helped the early Greeks.
2. Analyze the effect of trade on the development of Greek culture.
3. Compare and contrast the features of Greek city-states.
4. Summarize how democracy worked in ancient Athens.
5. Identify achievements during the Golden Age of Athens and Hellenistic Age.
6. Analyze the methods used by various leaders to unite Greece and build a multicultural empire.
7. Describe how the culture of ancient Greece is reflected in its literature, music, art, and architecture.

Common Assessments:

1. End of unit test
2. Travel brochure project

Vocabulary:

Peninsula	Attica	Peloponnesus	Crete
Polis	Helot	agora	Acropolis
Sparta	Athens	Marathon	Thermopylae
monarchy	tyranny	oligarchy	democracy
Pericles	Homer	Socrates	Plato
Alexander the Great	Macedonia	Aristotle	Rhodes
Herodotus	Olympics	assembly	Iliad

Unit Topic: Ancient Rome

Timeline: 4 weeks

WI Standards:

Geography A.8.1, A.8.9, A.8.10

History B.8.8, B.8.10

Political Science C.8.3

Behavioral Science E.8.10, E.8.11, E.8.13

ELOs:

- #1- Access, interpret, and apply information.
- #2 - Identify and assess the varying causes of conflicts and compromises.
- #3 - Determine the rights and responsibilities of citizens.
- #4 - Explore issues of social justice and equality.
- #5 - Explore global issues and correlate the multifaceted connections.
- #6 - Evaluate the relationships of people, places, and the environment.
- #8 - Differentiate between multiple perspectives.

Assessment Expectations:

1. Identify how the geographic environment affected the development of Ancient Roman civilization.
2. Recognize the cultural contributions of Ancient Rome and how they influenced other civilizations.
3. Identify and analyze important historical figures and events from Ancient Roman civilization.

Strategies:

1. Locate geographic features of the Italian Peninsula and explain how they affected Roman agriculture and trade.
2. Compare and contrast the government of Rome during the republic and empire.
3. Explain the causes and effects of imperial expansion on ancient Rome.
4. Evaluate how the arts, literature, language, and religion helped to unify the people of the Roman Empire.
5. Summarize the spread of Christianity in ancient Rome and its lasting impact on the civilization.

Common Assessments:

1. Create historical maps to show the expansion of the Roman Empire, Hannibal's route into Rome, or spread of Christianity.
2. End of unit test

Vocabulary:

Alps	Appennines	Po Basin	republic
Consul	patrician	plebeian	senate
Twelve Tables	Hannibal	Scipio	tribune
Julius Caesar	Octavian	Cleopatra	aqueduct
Coliseum	martyr	census	dictator
veto	Latin	Carthage	Pax Romana
Christianity	persecute		

Unit Topic: Rise of New Empires (Byzantine and Muslim Empires)

Timeline: 2 weeks

WI Standards:

Geography A.8.1

History B.8.10

Political Science C.8.3

Economics D.8.7

Behavioral Science E.8.6, E.8.10, E.8.11

ELOs:

#1 - Access, interpret, and apply information.

#2 - Identify and assess the varying causes of conflicts and compromises.

#3 - Determine the rights and responsibilities of citizens.

#4 - Explore issues of social justice and equality.

#5 - Explore global issues and correlate the multifaceted connections.

#6 - Evaluate the relationships of people, places, and the environment.

#7 - Analyze the production, distribution, and consumption of resources.

#8 - Differentiate between multiple perspectives.

Assessment Expectations:

1. Identify how the geographic environment affected the development of the Byzantine and Muslim Empires.
2. Recognize the cultural contributions of the Byzantine and Muslim Empires and how they influenced other civilizations.
3. Identify and analyze important historical figures and events from Byzantine and Muslim Empires.

Strategies:

1. Evaluate Roman methods that were used to build the Byzantine Empire.
2. Analyze the political and social changes Theodora brought to the Byzantine Empire based upon gender and class issues.
3. Summarize the disagreements that divided the Christian church.
4. Evaluate how trade affected the Muslim Empire.
5. Summarize how Islam spread and the Muslim Empire developed.
6. Analyze the causes of division in the Muslim Empire.

Common Assessments:

1. End of unit test
2. Compare and contrast Christian and Islam religions.

Vocabulary:

Justinian Code	mosaic	orthodox	icon
Catholic	patriarch	Islam	Qur'an
Muslim	caliph	mosque	minaret
Sunni	Shiite	Theodora	Justinian

Unit Topic: The Middle Ages

Timeline: 4 weeks

Strands and WI State Standards:

Geography A.8.1, A.8.3, A.8.9

History B.8.10

Political Science C.8.3

Behavioral Science E.8.6, E.8.10, E.8.11

ELOs:

- #1 - Access, interpret, and apply information.
- #2 - Identify and assess the varying causes of conflicts and compromises.
- #3 - Determine the rights and responsibilities of citizens.
- #4 - Explore issues of social justice and equality.
- #5 - Explore global issues and correlate the multifaceted connections.
- #6 - Evaluate the relationships of people, places, and the environment.
- #8 - Differentiate between multiple perspectives.

Assessment Expectations:

1. Identify how geographic development was affected by the spread of Christianity during the Middle Ages.
2. Recognize the cultural changes that occurred during the Middle Ages and how they influenced other civilizations.
3. Identify and analyze important historical figures and events from the Middle Ages.

Strategies:

1. List the important accomplishments of Charlemagne.
2. Describe how land and power were divided under feudalism.
3. Evaluate the impact of the Christian church and their crusades on life in Europe.
4. Compare conditions in Europe before and after the Black Death.
5. Describe the events leading to the creation of the Magna Carta and discuss the key contributions of this document to the evolution of democracy.

Common Assessments:

1. End of unit test
2. Role play activities
3. Defend a position (feudalism, crusades, Magna Carta...)

Vocabulary:

Pope	manor	serf	vassal
Feudal system	Bubonic plague	Magna Carta	crusades
Fief	Charlemagne	knight	
King John	clergy	guild	

Unit Topic: The Renaissance and Reformation

Timeline: 4 weeks

Strands and WI State Standards:

Geography A.8.1, A.8.3, A.8.9, A.8.10

History B.8.8, B.8.10

Political Science C.8.3

Behavioral Science E.8.6, E.8.10, E.8.11, E.8.13

ELOs:

- #1 - Access, interpret, and apply information.
- #2 - Identify and assess the varying causes of conflicts and compromises.
- #4 - Explore issues of social justice and equality.
- #6 - Evaluate the relationships of people, places, and the environment.
- #8 - Differentiate between multiple perspectives.

Assessment Expectations:

1. Identify how the geographic landscape in Europe was affected by the Renaissance movement.
2. Recognize the cultural changes that occurred during the Renaissance and Reformation and how they influenced European cultures.
3. Identify and analyze important historical figures and events from the Renaissance and Reformation.

Strategies:

1. Identify reasons why Italy was the birthplace of the Renaissance.
2. Explain how the Renaissance led to the growth of cities throughout Europe.
3. Summarize how literature and art changed and reflected culture during the Renaissance.
4. Explain the effect of technology and innovations on the spread of ideas.
5. Summarize how the new monarchies in Europe established authority.
6. Evaluate factors that weakened the Catholic Church in the 1500s
7. Analyze how the Reformation changed Europe.

Common Assessments:

1. Renaissance research project
2. Compare the Renaissance in Europe to the Age of Pericles in ancient Greece

Vocabulary:

patron	Michaelangelo	Leonardo DaVinci	Renaissance
Florence	movable type	Johann Gutenberg	Martin Luther
Protestant	Roman Catholic	Reformation	Wittenberg

Unit Topic: Current Events

Timeline: Ongoing throughout school year

Strands and WI State Standards:

Geography A.8.11

ELOs:

#1 - Access, interpret, and apply information.

#5 - Explore global issues and correlate the multifaceted connections.

#8 - Differentiate between multiple perspectives.

Assessment Expectations:

1. Identify how geography affects current events.
2. Recognize the cultural changes that are occurring in our modern day world.
3. Identify and analyze important modern figures and events impacting the world.

Strategies:

1. Utilize weekly publications such as Scholastic News, Time for Kids, etc.
2. Utilize weekly television program, Assignment: The World, available through PBS/Parade of Programs
3. Newspapers in Education program (La Crosse Tribune)

Common Assessments:

1. Participation in class discussion
2. Current events journal

The following standards will be assessed in sixth grade:

Standard A: Geography

- A8.1 - Use a variety of geographic representations, such as political, physical, and topographic maps, a globe, aerial photographs, and satellite images, to gather and compare information about a place.
- A8.3 - Use an atlas to estimate distance, calculate scale, identify dominant patterns of climate and land use, and compute population density.
- A8.9 - Describe how buildings and their decoration reflect cultural values and ideas, providing examples such as cave paintings, pyramids, sacred cities, castles, and cathedrals.
- A8.10 - Identify major discoveries in science and technology and describe their social and economic effects on the physical and human environment.

Standard B: History

- B8.8 - Identify major scientific discoveries and technological innovations and describe their social and economic effects on society.
- B8.10 - Analyze examples of conflict, cooperation, and interdependence among groups, societies, or nations.
- B8.11 - Summarize major issues associated with the history, culture, tribal sovereignty, and current status of the American Indian tribes and bands in Wisconsin.

Standard C: Political Science and Citizenship

- C8.3 - Explain how laws are developed, how the purposes of government are established, and how the powers of government are acquired, maintained, justified, and sometimes abused.

Standard D: Economics

Students will not be formally assessed on economic standards in sixth grade.

Standard E: Behavior Science

- E8.6 - Describe and explain the influence of status, ethnic origin, race, gender, and age on the interaction of individuals.
- E8.10 - Explain how content & components of culture can further global understanding or cause misunderstanding.
- E8.11 - Explain how beliefs and practices, such as ownership of property or status at birth, may lead to conflict among people of different regions or cultures and give examples of such conflicts that have and have not been resolved.
- .13 - Select examples of artistic expressions from several different cultures for the purpose of comparing and contrasting the beliefs expressed.

GRADE SEVEN

Developers: Social Studies Committee

Development Date: 2009-10

Instructional Level: Middle School

Goals:

--Create global citizenry through the teaching of literacy in geography, history, political science, economics and the behavioral sciences while integrating 21st Century skills.

Description: Students in 7th grade social studies will explore the geography, culture and history of North America, South America, Australia/Oceania, Asia, Africa and Europe.

Emphasis will be placed on these essential learning outcomes:

- #1 - Access, interpret, and apply information.
- #2 - Identify and assess the varying causes of conflicts and compromises.
- #3 - Determine the rights and responsibilities of citizens.
- #4 - Explore issues of social justice and equality.
- #5 - Explore global issues and correlate the multifaceted connections.
- #6 - Evaluate the relationships of people, places, and the environment.
- #7 - Analyze the production, distribution, and consumption of resources.
- #8 - Differentiate between multiple perspectives.

Grade Seven

Essential Learning Outcomes, Assessment Expectations, State Standards, Vocabulary, and Strategies

Definitions:

- Essential Learning Outcomes: The big idea; major skills, knowledge or attitudes that identify what students will need to learn.
- Assessment Expectation: indicates what the student will be able to do because of what they know or can demonstrate.
- Assessments – The assessments are a combination of formative and summative assessments and are consistent across the District.
- Vocabulary & Strategies – The vocabulary words listed are necessary for understanding and learning. The strategies are based on best practices and supportive of the learning.

Unit Topic: Five Themes of Geography

Timeline: 3-4 weeks

Strands and WI State Standards:

Geography: A.8.2, A.8.3, A.8.5, A.8.8, A.8.11

Behavior Science: E.8.5, E.8.14

ELOs:

- #1 - Access, interpret and apply information
- #2 - Identify and assess the varying causes of conflicts and compromises
- #5 - Explore global issues and correlate the multi-faceted connections
- #6 - Evaluate the relationship between people places and the environment
- #7 - Analyze the production, distribution and consumption of resources

Assessment Expectations:

1. Identify the characteristics of the 5 themes of geography
2. How the 5 themes of geography are used to organize the world
3. Use maps, globes, graphs and supporting tools and technology to acquire and process information from a spatial perspective
4. Locate major political and physical features on the world using atlases and maps

Strategies:

1. Puzzle activity to introduce the themes
2. Movement of products activity
3. Determine push/pull factors that cause someone or group to move
4. Brainstorm ideas and information that move around the world
5. Regions-Geographic Terms activity
6. Assignment: Evaluate the positive and negative ways that the humans affect the environment and how the environment affects humans
7. Relative location: Create directions to your house
8. Absolute location: Latitude and Longitude activities
9. Place: identify locations using pictures of landmarks and identify "Place as either human or physical" using a power point

Common Assessments:

1. Test on the 5 themes
2. Create a map of fictional country using all the geographic terms

Vocabulary:

movement	gulf	political map
regions	tributary	latitude
human-environment interaction	river mouth	longitude
location	river source	equator
place	strait	Prime Meridian
immigration	peninsula	Tropic Of Cancer
migration	plateau	Tropic Of Capricorn
characteristic	Archipelago	Eastern/Western Hemisphere
delta	canyon	Northern/Southern Hemisphere
bay	physical map	Atoll
Cape	Canal	Isthmus

Unit Topic: Africa

Timeline: 5-6 weeks

Strands and WI State Standards:

Geography: A.8.2, A.8.3, A.8.5, A.8.8, A.8.11

History: B.8.7

Political Science and Citizenship: C.8.8, C.8.9

Behavior Science: E.8.4, E.8.5, E.8.8, E.8.14

ELOs:

- #1 - Access, interpret and apply information
- #2 - Identify and assess the varying causes of conflicts and compromises
- #3 - Determine the rights and responsibilities of citizens
- #4 - Explore issues of social justice and equality
- #5 - Explore global issues and correlate the multi-faceted connections
- #6 - Evaluate the relationship between people places and the environment
- #7 - Analyze the production, distribution and consumption of resources
- #8 - Differentiate between multiple perspectives

Assessment Expectations:

1. Identify the physical and cultural regions
2. Explore important historical people and events from 1500 through present
3. Investigate different cultures and cultural contributions that impact the world

Strategies:

1. Create a physical map of Africa
2. In groups, students will divide Africa as European countries to reenact the Berlin Conference
3. Discuss pirates and anarchy in Somalia
4. Research the implications of the discovery of gold in Africa
5. Create a resource map of Africa draw conclusion about the wealth of each nation
6. Examine the effects of World War II had on the independence of African countries
7. Compare and contrast the civil rights movements in South Africa, India and the U.S.A.
8. Explore the effects of the slave trade had on Africa and the regions they traded
9. Make generalizations about regions of Africa based upon their literacy rate, life expectancy, GNP (Gross National Product), Per Capita income,
10. Discuss current events such as drought, famine AIDS, desertification, loss of habitat and/or civil war.
11. Read how Civil Wars in Africa had impeded the development of African countries.

Common Assessments:

1. Assess understanding with a game
2. Explain how colonization effected Africa today
3. Unit test

Vocabulary:

Apartheid	oasis
Nelson Mandela	self-sufficient
Steven Biko	Sahel
Sahara Desert	David Livingston
slave trade	GNP
Drought	civil war
Famine	desertification

Unit Topic: Asia

Timeline: 8-9 weeks

Strands and WI State Standards:

Geography: A.8.2, A.8.3, A.8.5, A.8.8, A.8.11

History: B.8.7

Political Science and Citizenship: C.8.8, C.8.9

Economics: D.8.10

Behavior Science: E.8.4, E.8.5, E.8.8, E.8.14

ELOs:

- #1 - Access, interpret and apply information
- #2 - Identify and assess the varying causes of conflicts and compromises
- #3 - Determine the rights and responsibilities of citizens
- #4 - Explore issues of social justice and equality
- #5 - Explore global issues and correlate the multi-faceted connections

- #6 - Evaluate the relationship between people places and the environment
- #7 - Analyze the production, distribution and consumption of resources
- #8 - Differentiate between multiple perspectives

Assessment Expectations:

1. Identify the physical and cultural regions
2. Explore important historical people and events from 1500 through present
3. Investigate different cultures and cultural contributions that impact the world

Strategies:

1. Create maps of Southeastern Asia, West Asia, Central Asia, and Southwest Asia
2. Investigate how laws and governments either helped or hindered the development of countries using Singapore and Indonesia as examples
3. Google internet search to find information about Asia
4. Compare and contrast different forms of governments present in Asia
5. Examine the role Asia plays in the economic world market
6. Create a timeline of important events that impacted the world
7. Discuss the importance China has on the world market
8. Explore how the dropping of the Atomic bombs dropped on Hiroshima and Nagasaki impacted World War II
9. Read how Mohandas Gandhi created nonviolent disobedience as a way to protest social injustice
10. Explore the various religions that developed in Asia: Christianity, Hinduism, Judaism, Buddhism and Islam
11. Identify the impact of the Iraq and Afghanistan wars influenced world perceptions of the regions
12. Investigate and debate the impacts of child labor has on products
13. Compare the caste system in India to the class system in the United States
14. Use So Far From the Bamboo Grove to explain the Japanese invasion of China
15. Compare and contrast the Korean and Vietnam wars
16. Discover the implication of dependence on oil has on the U.S.A and the oil rich countries
17. Evaluate the reasons why the Hmong helped the U.S.A. during the Vietnam War and how this lead to their migration to the U.S.A.

Common Assessments:

1. Create a religion chart comparing and contrasting the different religions in Asia
2. Participate in Southeast Asia web quest
3. Create a table of varying government's attributes and leaders including: Monarchy, Democracy/Republic, communist, etc.
4. Unit quizzes or tests for Southeast Asia, Western Asia, Southern Asia, Central Asia and Southeastern Asia

Vocabulary:

isolationist	market economy	demilitarize zone
repressive	mixed economy	diversify
radical	communist	truce
conservative	democracy/ republic	deity
free enterprise	monarchy	Christianity
incentive	parliament	Judaism

democracy	boycott	Islam
oligarchy	caste/caste system	Buddhism
imports/exports	dictator	Kibbutz
subcontinent	nationalism	Hajj
supply/demand	quota	Mohammad
surplus	purdah	petroleum
recession	refugee	Sherpa
subsidy	textile	communism
incentive	Ho Chi Minh	caravans
command economy	Mao Zedong	drought
flood	monsoons	mosque
Nomadic Bedouins	Quran	Ring of Fire
tsunami		

Unit Topic: Australia

Timeline: 3-4 weeks

Strands and WI State Standards:

Geography: A.8.2, A.8.3, A.8.5, A.8.8, A.8.11

History: B.8.7

Political Science and Citizenship: C.8.8

Behavior Science: E.8.4, E.8.5, E.8.8, E.8.14

ELOs:

- #1 - Access, interpret and apply information
- #2 - Identify and assess the varying causes of conflicts and compromises
- #3 - Determine the rights and responsibilities of citizens
- #4 - Explore issues of social justice and equality
- #6 - Evaluate the relationship between people places and the environment
- #8 - Differentiate between multiple perspectives

Assessment Expectations:

1. Identify the physical and cultural regions
2. Explore important historical people and events from 1500 through present
3. Investigate different cultures and cultural contributions that impact the world

Strategies:

1. Construct a 3-D map of Australia in small groups
2. Examine the effects of introducing non-native species such as rabbits and dingos (Asian dogs)
3. Read how the aborigines were and are treated in Australia
4. Watch clips from the Rabbit Fence
5. Compare and contrast colonization in Australia and South America

6. Use FQR to create written reports that correspond to regions or landforms portrayed on the 3D map

Common Assessments:

1. Evaluate 3-D map
2. Compare and contrast the Aborigines of Australia today and in the past

Vocabulary:

penal colony	Aborigines	coral
Great Barrier Reef	Ayers Rock/Uluru	Outback
James Cook	dingo	stations
Artesian wells	fiords	geysers
Maori	marsupials	

Unit Topic: Europe

Timeline: 5-6 weeks

Strands and WI State Standards:

Geography: A.8.2, A.8.3, A.8.5, A.8.8, A.8.11

History: B.8.2, B.8.7

Political Science and Citizenship: C.8.8, C.8.9

Economics: D.8.10

Behavior Science: E.8.4, E.8.5, E.8.8, E.8.14

ELOs:

- #1 - Access, interpret and apply information
- #2 - Identify and assess the varying causes of conflicts and compromises
- #3 - Determine the rights and responsibilities of citizens
- #4 - Explore issues of social justice and equality
- #5 - Explore global issues and correlate the multi-faceted connections
- #6 - Evaluate the relationship between people places and the environment
- #7 - Analyze the production, distribution and consumption of resources
- #8 - Differentiate between multiple perspectives

Assessment Expectations and Common Assessments:

1. Identify the physical and cultural regions
2. Explore and create a timeline important historical people and events from 1500 through present
3. Investigate different cultures and cultural contributions that impact the world

Strategies:

1. Create a topographic map of Europe
2. Examine the causes, implications and countries involved of World War I
3. Identify and assess how nationalism and militarism led to conflict of World War I and how the Treaty of Versailles ended the first World War and was an impetus for World War II
4. Research the innovations that led to the Industrial revolutions in Europe and compare and contrast it to the industrial revolution in the U.S.A.
5. Examine the causes, implications and countries involved in World War II
6. Discuss the events that led to the Cold War and the eventual fall of the Berlin Wall

Common Assessments:

1. Create a timeline of historical events that occurred in Europe from 1500-present
2. Use technology to report on one country in Europe which would include its geography, history, and culture
3. Create a student atlas with maps of each continent previously created along with one page summaries of each continent's history (including timeline) and cultural facts

Vocabulary:

absolute monarchy	Holocaust	Mussolini
Adolf Hitler	imperialism	nation
alliance	Industrial Revolution	nationalism
cold war	labor union	textile
colony	militarism	Treaty of Versailles
Enlightenment	monarchy	tsar

Unit Topic: North America

Timeline: 2-3 weeks

Strands and WI State Standards:

Geography: A.8.2, A.8.3, A.8.5, A.8.8, A.8.11

History: B.8.7, B.8.9

Political Science and Citizenship: C.8.8

Economics: D.8.10

Behavior Science: E.8.4, E.8.5, E.8.8, E.8.14

ELOs:

- #1 - Access, interpret and apply information
- #3 - Determine the rights and responsibilities of citizens
- #4 - Explore issues of social justice and equality
- #6 - Evaluate the relationship between people places and the environment
- #7 - Analyze the production, distribution and consumption of resources

Assessment Expectations:

1. Identify the physical and cultural regions
2. Explore important historical people and events from 1500 through present
3. Investigate different cultures and cultural contributions that impact the world

Strategies:

1. Create a map of North America
2. Utilizing Atlas activities
3. Flip book about the Aztecs and Mayans
4. Compare and contrast the Aztecs and Mayans
5. Create skits about the Aztecs and Mayans
6. Debate a current event in North America (Immigration, global warming, public transportation, recycling, economy, etc.)
7. Identify major Native American tribes in each region of the United States including Wisconsin.
8. Examine the Dawes Act of 1897 (the Simulation and the Americanization of Native Americans) and the implications it had upon Native Americans.

Common Assessments:

1. Create a presentation of places in North America using the 5 themes of geography

Vocabulary:

atlas	province	Hieroglyphics	polytheism
Aztecs	prairie	Mestizo	citizens
Mayans	maize	treaty	coral
creole	dialect	ethnic group	illiterate
migrant worker	Native American		

Unit Topic: South America

Timeline: 3-4 weeks

Strands and WI State Standards:

Geography: A.8.2, A.8.3, A.8.5, A.8.8, A.8.11

History: B.8.7

Behavior Science: E.8.4, E.8.5, E.8.8, E.8.14

ELOs:

- #1 - Access, interpret and apply information
- #2 - Identify and assess the varying causes of conflicts and compromises
- #3 - Determine the rights and responsibilities of citizens
- #4 - Explore issues of social justice and equality
- #5 - Explore global issues and correlate the multi-faceted connections
- #6 - Evaluate the relationship between people places and the environment
- #8 - Differentiate between multiple perspectives

Assessment Expectations:

1. Identify the physical and cultural regions
2. Explore important historical people and events from 1500 through present
3. Investigate different cultures and cultural contributions that impact the world

Strategies:

1. Create a regions map
2. Simon Bolivar's role in the independence of South America
3. Explore the various cultures in South America (Chapter 13)
4. Investigate the lifestyles of indigenous people of the Amazon
5. Investigate the Incan way of life through reading and skits
6. Colonization activity (Expand) Determine the positive and negative aspects of colonization using Francisco Pizarro
7. Fact/Opinion card game on South America
8. Video clips on Incas

Common Assessments:

1. Create a poster representing a country in South America using culture grams and other internet sites
2. Unit test on South America

Vocabulary:

Emigrate
colonization
Inca
irrigation
terracing
indigenous
Conquistadors
Easter Island
Cuzco
treaty

Simon Bolivar
Amazon
Andes Mountains
pampas
patagonia
altiplano
atacama
census
hydro-electricity

rain forest, jungle
independence
revolution
Jose De San Martin
Liberators
Caudillos
Galapagos Islands
aqueduct
quipu

GRADE EIGHT

Developers: Social Studies Committee

Development Date: 2009-2010

Instructional Level: Middle School

Goal:

-Create global citizenry through the teaching of literacy in geography, history, political science, economics, and behavioral science while integrating the 21st Century Skills.

Description:

8th grade social studies curriculum covers U.S. History from colonial times through reconstruction (1750 – 1880).

Emphasis will be placed on these essential learning outcomes:

- #1 Access, interpret, and apply information (infused with reading expectation).
- #2 Identify and assess the varying causes of conflicts and compromises.
- #3 Determine the rights and responsibilities of citizens.
- #4 Explore issues of social justice and equality.
- #5 Explore global issues and correlate the multifaceted connections.
- #6 Evaluate the relationships of people, places, and the environment.
- #7 Analyze the production, distribution, and consumption of resources.
- #8 Differentiate between multiple perspectives.

Grade Eight

Essential Learning Outcomes, State Standards, Assessment Expectations, Vocabulary, and Strategies

Definitions:

- Essential Learning Outcomes: The big idea; major skills, knowledge or attitudes that identify what students will need to learn.
- Assessment Expectation: indicates what the student will be able to do because of what they know or can demonstrate.
- Assessments – The assessments are a combination of formative and summative assessments and are consistent across the District.
- Vocabulary & Strategies – The vocabulary words listed are necessary for understanding and learning. The strategies are based on best practices and supportive of the learning.

Unit Topic: (Review) Colonial America 1607-1750

Timeline:

Timeline: 3-4 weeks

Strands and WI State Standards:

Geography A.8.7

History B.8.1, B.8.4, B.8.5, B.8.12

Political Science and Citizenship C.8.1, C.8.7

Economics D.8.2, D.8.4, D.8.6, D.8.8, D.8.9

Behavioral Science E.8.2, E.8.3, E.8.7, E.8.9

ELOs and Assessment Expectations:

#2 – Identify and assess the varying causes of conflicts and compromises.

- Identify the causes of immigration and the conflicts of cultural integration.

#4 – Explore issues of social justice and equality.

- Explore and analyze the issues of social injustice and inequality through the study of early immigrants (religious and ethnic intolerance).
- Explore the roots of self-government.

#6 – Evaluate the relationships of people, places, and the environment.

- Describe the three colonial regions and geographical impact on both society and the economic development of the land.

#7 – Analyze the production, distribution, and consumption of resources.

- Compare and contrast how the availability and production of resources impacted colonial America.

Strategies:

1. Map activity
2. Group Research project
3. Station activity
4. Storytelling
5. Lecture/notes
6. Textbook/primary sources

Common Assessment:

1. Station: Assessment packet [Five stations – Colonial map, Who settled and Why (religious), Colonial Economics, Colonial Government, Class system]

Vocabulary:

agricultural economy	debtor	plantation
apprentice	ethnic groups	proprietary colony
assembly	export	Puritan
bread basket	gentry	representative government
British rule	historical fiction	royal colony
cash crops	immigration	separatist movement
charter colony	import	settlement pattern
charter document	indentured servant	subsistence farming
colonization	physical geography	triangular trade route
cultural heritage	Pilgrim	voluntary migration
	primary sources (historical account, historical narrative)	

Unit Topic: French and Indian War 1750-1763**Timeline:**

1 week

Strands and WI State Standards:

History B.8.1, B.8.3, B.8.4, B.8.5, B.8.12

Political Science and Citizenship C.8.1, C.8.7

Behavioral Science E.8.2, E.8.3, E.8.7, E.8.9

ELOs and Assessment Expectations:

#2 – Identify and assess the varying causes of conflicts and compromises.

- Understand how the conflicts between Britain and France escalated to a war in America.
- Understand the results of the French and Indian War (Albany Plan, Proclamation of 1763).

#8- Differentiate between multiple perspectives.

- Analyze the viewpoints of the French, British, colonists and Native Americans during the French and Indian War.

Strategies:

1. Historical fiction
2. Video clips – transmission of culture British rule
3. Map activity identifying political regions and settlement
4. Political cartoon
5. Lecture/notes
6. Textbook/primary sources

Common Assessments:

1. Perspectives sheet
2. Before/after map

Vocabulary:

Albany Congress
allegiance
alliance
emigration
Iroquois confederacy
militia
perspective
Proclamation of 1763
speculator
stereotypes

Unit Topic: Pre-Revolution/Revolutionary War 1763-1783**Timeline:**

6-7 weeks

Strands and WI State Standards:

History B.8.1, B.8.3, B.8.4, B.8.5, B.8.6, B.8.12

Political Science and Citizenship C.8.1, C.8.7

Economics D.8.5, D.8.6

Behavioral Science E.8.2, E.8.3, E.8.7, E.8.9

ELOs and Assessment Expectations:

#2 – Identify and assess the varying causes of conflicts and compromises.

- Identify and assess how the loss of voice and the limit of freedoms led to the American Revolution.
- Understand the results of the American Revolution and its impact on the world.

#3 – Determine the rights and responsibilities of citizens.

- Explore the ideals set forth in the Declaration of Independence (primary source)

#8- Differentiate between multiple perspectives.

- Analyze the differing perceptions during the American Revolution, including Loyalists, Patriots, neutralists and the British.
- Compare and contrast the strengths and weaknesses of the military strategies and resources of the British and the colonists.

Strategies:

1. Perspectives (Boston Massacre)
2. Debates/simulations/computer simulations
3. Videos
4. Textbook/primary sources

Common Assessments:

1. 5 paragraph essay – Causes of conflict
2. American Revolution Examination

Vocabulary:

Blockade	independence	privateer
boycott	inflation	propaganda
Committees of Correspondence	Loyalists	protest
continental	mercenary	quarter
Continental Congress	militia	ratify
effigy	minutemen	repeal
enlist	monopoly	resolution
rights of Englishmen	Neutralists	tariff
export	non-importation	traitor
fair trial	Parliament	treason
freedom of assembly	Patriot	treaty
grievances	perspective	tyranny
guerilla warfare	petition	writs of assistance
historical fiction	popular sovereignty	
import	primary sources (historical account, historical narrative)	

Unit Topic: New Nation/Constitution 1783-1800**Timeline:**

6-7 weeks

Strands and WI State Standards:*History* B.8.1, B.8.4, B.8.5, B.8.6, B.8.12*Political Science and Citizenship* C.8.1, C.8.2, C.8.4, C.8.5, C.8.6, C.8.7*Economics* D.8.1, D.8.2, D.8.4, D.8.5, D.8.6, D.8.11*Behavioral Science* E.8.2, E.8.3, E.8.7, E.8.9**ELOs and Assessment Expectations:**

#2 – Identify and assess the varying causes of conflicts and compromises.

- Identify the compromises made in the Constitution.
- Explore the causes for formation of the political parties.

#3 – Determine the rights and responsibilities of citizens.

- Explain and document a foundational understanding of our government structure (Constitution: purposes of government, branches of government, federalism).
- Analyze the Bill of Rights/amendments and determine the relevancy to today's society.
- Distinguish between rights stated in the Constitution and the responsibilities that make a democratic society successful.

#4 – Explore issues of social justice and equality.

- Explore and analyze the issues of social injustice and inequality through the study of minorities as addressed throughout the history of the Constitution, including African Americans, Native Americans, women, and differing ethnic groups.

Strategies:

1. "Project Citizen", "On Being 18", and "We the People" curriculum materials
2. Simulations – court cases
3. Videos
4. Computer software
5. Lecture/notes
6. Debates
7. Mock Election
8. Amendment Activities
9. Textbook/primary sources

Common Assessments:

1. Preamble (memorize)
2. Constitutional Convention compromises chart
3. Constitution booklet
4. Amendment poster

Vocabulary:

Amendment	federalism	popular sovereignty
Anti-Federalist	Federalist Party	posterity
appropriate	Framers	Preamble
Articles of Confederation	Great Compromise	precedents
bicameral	House of Representatives	President's Cabinet
Bill of Rights	impeachment	ratify
caucus	implied powers	representative government
checks and balances	inauguration	reserved powers
Commander-in-Chief	judicial branch	Senate
compromise	legislative branch	separation of powers
concurrent powers	legislature	shared power
Congress	limited government	state's rights
Constitution	manumission	Supreme Court
delegated powers	ordain	Three-Fifths Compromise
Domestic	ordinance	tranquility
due process	override	trial by jury
Electoral College	partisan	veto
enumerated powers	petition	warrant
executive branch	pocket veto	welfare
	political parties	

Unit Topic: Westward Expansion 1787-1850

Timeline:

6-7 weeks

Strands and WI State Standards:

Geography A.8.4, A.8.7

History B.8.1, B.8.3, B.8.4, B.8.5, B.8.12

Political Science and Citizenship C.8.1, C.8.2, C.8.4, C.8.6, C.8.7

Economics D.8.1, D.8.2, D.8.4, D.8.5, D.8.7, D.8.8, D.8.9, D.8.11

Behavioral Science E.8.2, E.8.3, E.8.7, E.8.9

ELOs and Assessment Expectations:

#2 – Identify and assess the varying causes of conflicts and compromises.

- Identify the causes of emigration and the conflicts of cultural integration.
- Identify the causes and effects of the War of 1812.

#4 – Explore issues of social justice and equality.

- Explore and analyze the issues of social injustice and inequality through the study of the minority experience during Manifest Destiny.

#6 – Evaluate the relationships of people, places, and the environment.

- Explain the land acquisitions as the U.S. expanded from the thirteen original states to its present size and its impact on various peoples, places and environments.

#8- Differentiate between multiple perspectives.

- Understand the multiple reasons for support and opposition to the philosophy of Manifest Destiny including social issues, political motivations, ethnic beliefs/stereotypes and economic focuses.

Strategies:

1. Videos
2. Lecture/notes
3. Simulations
4. Computer software
5. Tea Party Activity
6. Textbook/primary sources

Common Assessments:

1. Pioneer Day
2. Reflection prompt with Trail of Tears reading
3. Emigration group research project/presentation
4. War of 1812: Cause/Effect Chart
5. Manifest Destiny land acquisition map

Vocabulary:

49er	homestead	patent
alien	impressments	removal policy
annex	industrialization	rendezvous
boomtown	interdependence	sedition
canal	involuntary migration	segregation
census	judicial review	spoils system
Conestoga wagon	laissez faire	stereotypes

doctrine	mountain man	territorial expansion
embargo	nationalism	tribute
emigration	nativism	turnpike
<i>impresario</i>	Northwest Ordinance of 1787	voluntary migration
ethnic diversity	nullify	war hawks
frigate	Oregon territory	

Unit Topic: Pre-Civil War/Civil War and Reconstruction 1848-1877

Timeline:

6-7 weeks

Strands and WI State Standards:

History B.8.1, B.8.3, B.8.4, B.8.5, B.8.6, B.8.12

Political Science and Citizenship C.8.1, C.8.2, C.8.5, C.8.6, C.8.7

Economics D.8.2, D.8.5, D.8.6, D.8.7, D.8.9

Behavioral Science E.8.2, E.8.3, E.8.7, E.8.9

ELOs and Assessment Expectations:

#2 – Identify and assess the varying causes of conflicts and compromises.

- Identify and assess industrialization, slavery, and regional differences in connection to the Civil War.
- Identify the results of immigration and the conflicts of cultural integration.
- Identify the causes and effects of the Civil War.
- Explain how the South changed politically, socially and economically as a result of Reconstruction.

#4 – Explore issues of social justice and equality.

- Explore and analyze the issues of social injustice and inequality through the study of the “Age of Reform” (abolition, women’s rights, temperance, education and institutional reform).

#7 – Analyze the production, distribution, and consumption of resources.

- Compare and contrast how the availability and production of resources impacted the war effort.

#8 – Differentiate between multiple perspectives.

- Compare and contrast the social, economic, and political perspectives between the people in the North and the South.

Strategies:

1. Simulations
2. Textbook/primary sources
3. Debates
4. Videos
5. Map study
6. Lecture/notes

Assessments:

1. 5 paragraph essay – Causes of Conflict
2. Newspaper activity
3. Reconstruction foldable

Vocabulary:

Abolitionist	freedmen	recession
amnesty	fugitive	reconstruction
arsenal	immigration screening	reform
bias	industrialization	Republican Party
border ruffians	inflation	scalawag
border state	interchangeable parts	secession
capitalism	ironclad	sectionalism
carpetbagger	labor movement	segregation
casualties	literacy test	sharecropper
civil war	lynching	slave codes/black codes
clipper ship	martial law	strike
Confederate States of America	martyr	suffrage
cotton gin	mass production	telegraph
depression	nativism	temperance movement
discrimination	political region	Underground Railroad
Emancipate	poll tax	yeoman
	popular sovereignty	

Unit Topic: Spiraling Units – National History Day, Current Events, Economic End-of-Unit Activities

Timeline:

Year-long

Strands and WI State Standards:*History* B.8.1, B.8.3, B.8.4, B.8.5, B.8.12*Political Science and Citizenship* C.8.1, C.8.2, C.8.4, C.8.5, C.8.6, C.8.7*Economics* D.8.1, D.8.2, D.8.4, D.8.5, D.8.6, D.8.7, D.8.8, D.8.9, D.8.11*Behavioral Science* E.8.2, E.8.3, E.8.7, E.8.9**ELOs and Assessment Expectations:**

#1 – Access, interpret, and apply information.

- Access and interpret primary and secondary resources in a focused thematic resource project. (National History Day)

#5 – Explore global issues and correlate the multi-faceted connections.

- Make historical connections to current global issues and events (Primary Documents).
- Make personal connections to current global issues (Current Events).

#7 – Analyze the production, distribution, and consumption of resources.

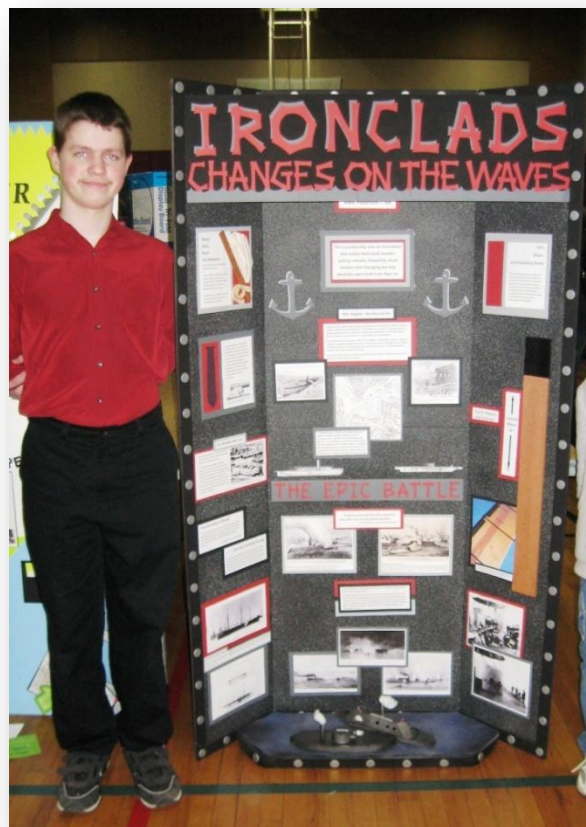
- Compare and contrast how the availability and production of resources impacted the evolving American society (Economic end-of-unit activities).

Strategies:

1. National History Day activities/worksheets
2. Economic worksheets/activities
3. Current Event discussions
4. Lecture/notes
5. Textbook/primary documents
6. Newspapers/Online resources
7. Charts/graphs

Common Assessments:

1. Holmen History Day
2. Economic worksheets/quizzes
3. Discussion points for current events



Instructional Strategies and Assessment Information

Curriculum and assessment are connected by the teaching and learning that takes place day to day and year to year. The improvement of integrated language arts achievement for all students requires effective teaching in all classrooms. Effective teaching means that students use a variety of processes to deepen their understanding, engage in thoughtful conversations and reflection, and connect previous learning and strategies to new knowledge. These processes on the following pages will be used in classrooms across the District.

Vocabulary Instruction

A SIX-STEP PROCESS FOR TEACHING ACADEMIC VOCABULARY

1. Provide a description, explanation or example of the new term.
2. Ask students to restate the description, explanation, or example in their own words.
3. Ask students to construct a picture, symbol, or graphic representing the term or phrase.
4. Engage students periodically in activities that help them add to their knowledge of the terms in their notebooks.
5. Periodically ask students to discuss the terms with one another.
6. Involve students periodically in games that allow them to play with terms.

Source: *Building Academic Vocabulary*, Marzano and Pickering, ASCD, 2005.

HOLMEN MIDDLE SCHOOL UNIVERSAL LEARNING STRATEGIES*

1. Pre-reading strategies

Vocabulary

Previewing text

Establishing a Purpose for reading

Question answer relationship



2. Clarification

Sticky situations

Rereading

Asking questions

3. Questioning

Bloom's taxonomy

Before, during and after reading

Question Answer Relationship

4. Summarizing

Main ideas and details

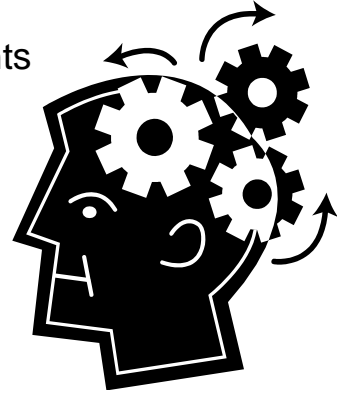
Relevant information

Staying on topic

*Beginning 2007-08, all Holmen Middle School teachers are expected to teach these four universal strategies in their classes.

High School Curriculum

Our goal in the Social Studies Department is to provide students with an integrated series of learning experiences which will prepare them to live in an increasingly complex and changing world.

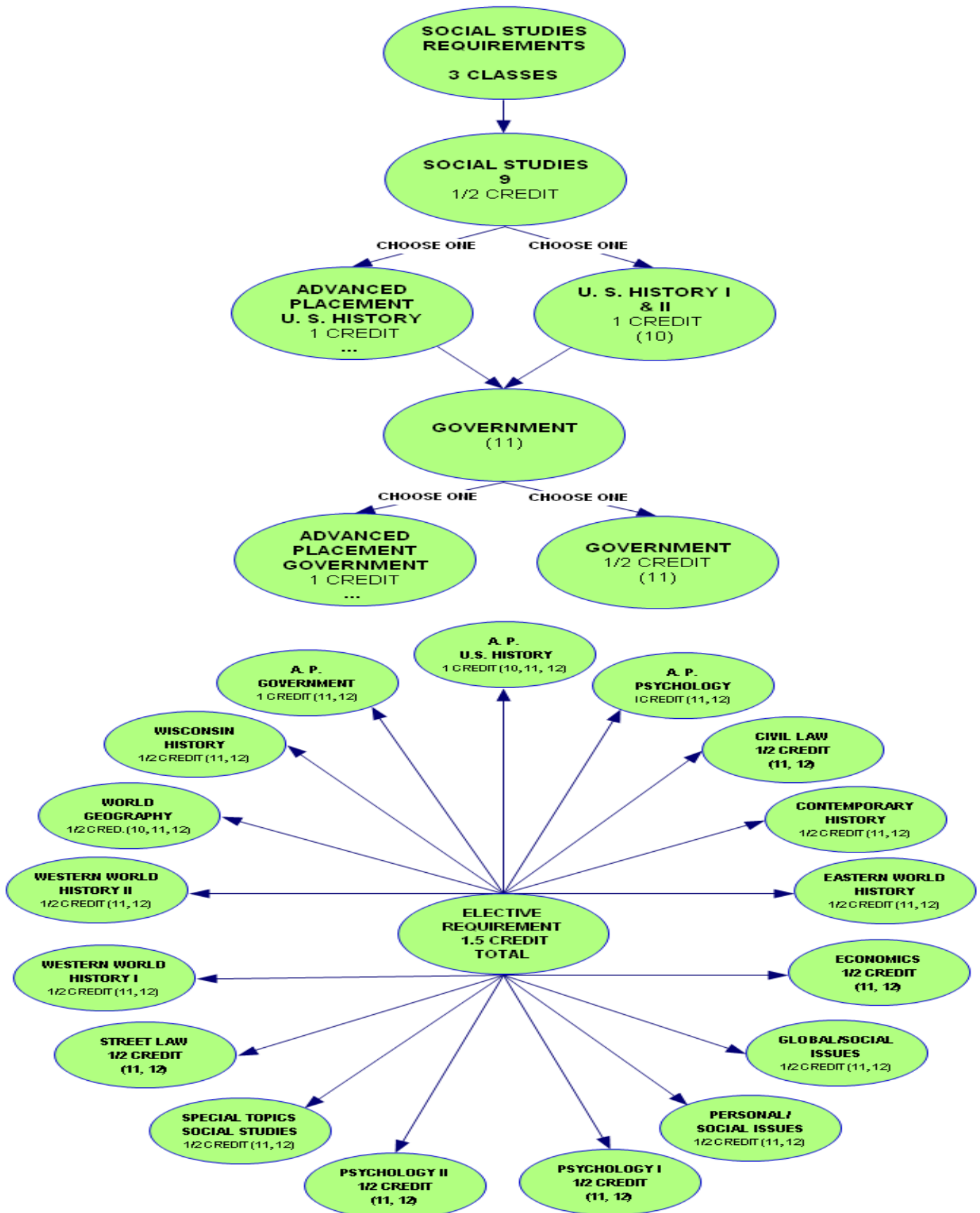


Our program will help students understand important trends of the past and how these trends impact our present and future. Students will acquire knowledge of our culture as well as our relationships with other cultures of the world. They will learn to acquire, interpret, evaluate, analyze, and synthesize information through research, current observation and discussion.

On the next page is a visual of the courses available to students. The required as well as the elective courses offer students a variety of opportunities to take courses in history, geography, government, economics, and social sciences.

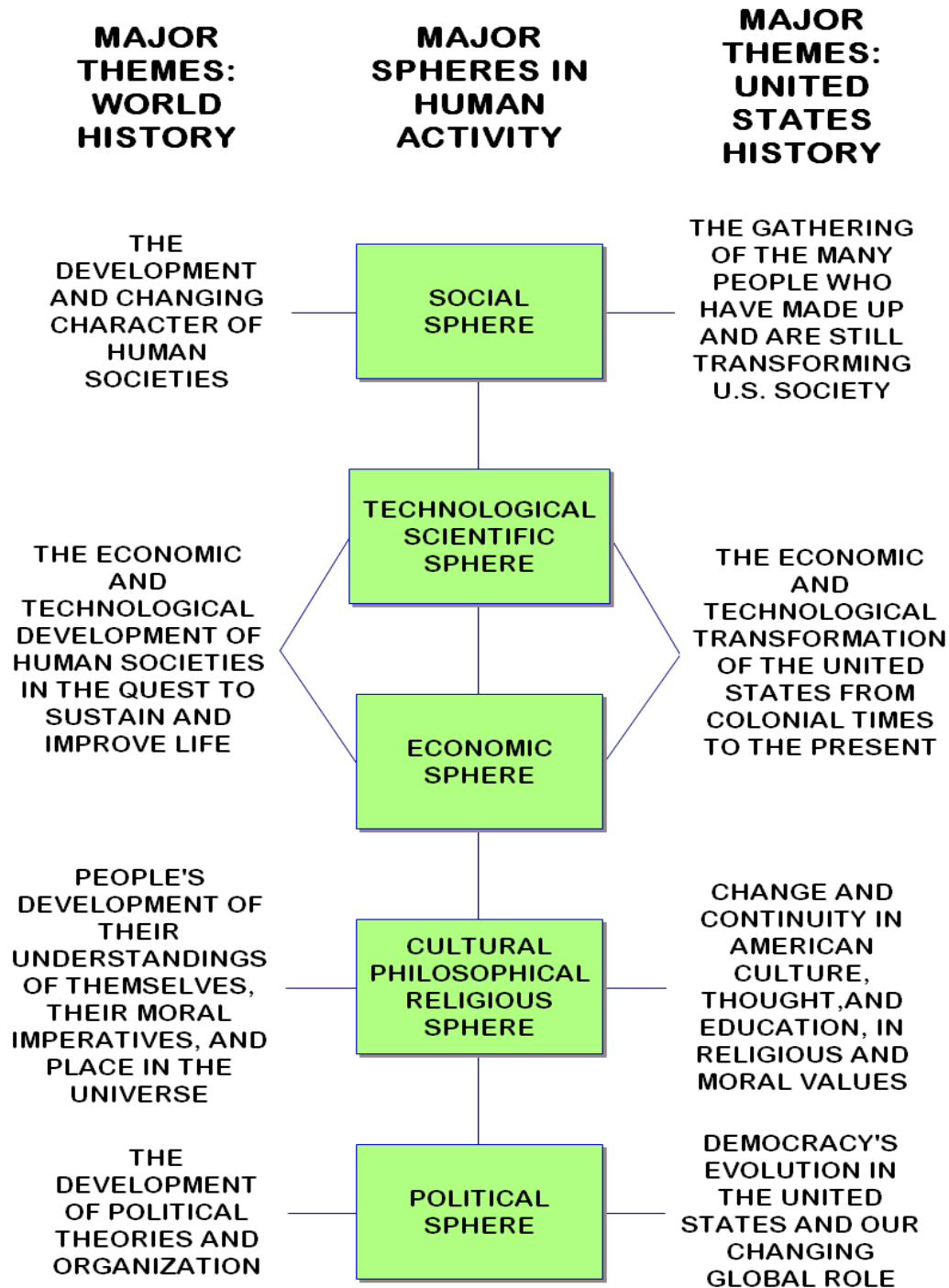
The visual on the page after that is a visual aligning US History with World History.

SOCIAL STUDIES: 3.5 CREDITS



MAJOR THEMES IN UNITED STATES AND WORLD HISTORY

RELATIONSHIPS BETWEEN MAJOR SPHERES OF HUMAN ACTIVITY



ADAPTED FROM NATIONAL CENTER FOR HISTORY IN THE SCHOOLS

SOCIAL STUDIES 9

Developers: High School Social Studies Staff

Development Date: 2009-2010

Instructional Level: High School

Credit: .5 required credit

Grade Level: 9

Pre-requisite: None

Description: This course provides a basic overview of Government and Economics. The course serves as a basis for the other Social Studies courses that a student will take in the Social Studies Department.

Definitions:

- Essential Learning Outcomes: The big idea; competencies, major skills, knowledge or attitudes that tell students what they will need to learn; Begin the competency with an action verb.
- State Standards: These are the state performance standards that are addressed in this competency.
- Assessment Expectation: indicates what the student will be able to do because of what they know or can demonstrate.
- Vocabulary & Strategies – The vocabulary words listed with each competency are necessary for understanding and learning. The strategies are supportive of the learning.

Competency Topic #1 – Economics & Government			Linked State Performance Standards
Essential Questions/Enduring Understandings <ul style="list-style-type: none"> What is the role of the individual in an economic system? What are the advantages and disadvantages of different economic systems? How do supply and demand, competition, prices, incentives, and profits influence what is produced and distributed in a competitive market system? Do all Americans have the same economic opportunities? What role do financial institutions play in the United States economic system? How are governments created, structured and maintained? How do the structure and functions of government interrelate? What is the value of the separation of powers throughout all levels of government? 			A. Geography: B. History: C. Political Science: 12.1, 12.2, 12.3, 12.5, 12.13. D. Economics: 12.1, 12.2, 12.7, 12.9, 12.10, 12.14. E. Behavioral:
Student Assessment Expectations – <i>Students meet expectations when they:</i> <ul style="list-style-type: none"> Compare, contrast and evaluate the different economic systems and how they are influenced. Analyze the impacts of values and beliefs on various economic systems and business organizations. Analyze the role and functions of money in an economic system. Explain and analyze the laws of supply and demand as they impact economic systems. Analyze and explain the meaning of various maps, graphs, tables, and charts that help to understand provided information. Discuss the history and purpose of government. Explain the types of government and government system. Analyze the characteristics of democracy. Describe the basic structural features of the constitution. Students will integrate the research process and demonstrate their knowledge through a final presentation. 			
Vocabulary & Concepts			Strategies/Resources
Economics Goods and Services Opportunity Costs Traditional Economy Command Economy Market Economy Communism Socialism Capitalism Karl Marx Adam Smith Profit Shortage and Surplus Equilibrium Point Barter Stocks and Bonds Mutual Funds Dividend Monopoly/Oligopoly Net/Gross Incomes Unemployment Underemployment Business Cycle Unions Strikes Taxes Economic Choices Interest/Credits	Inflation Deflation Financial Institutions Federal Reserve Collateral Government Force Theory Social Contract Theory Evolution Theory Divine Right Theory Constitution Natural Rights Checks and Balances Common Good Democracy Dictatorship Autocracy Democratic Republic Indirect/Direct Democracy Limited/Unlimited Govt. Authority Sovereignty Supremacy Clause Private Domain Eminent Domain Preamble Amendments Articles	Concepts Summarizing main ideas Distinguishing fact from opinions Identify different points of economic, social and political debates Distinguish between primary and secondary sources. Supply and Demand Origins of government Constitutional Structure Distribution of Income Business Models Functions of Money Characteristics of Money	Simulations-hands on and web based inquiry Reading Guides Modeling Read Aloud Cooperative Learning Graphic Organizers Daily Assessments Animal Farm-George Orwell The Constitution “Text Book”

UNITED STATES HISTORY I

Developers: High School Social Studies Staff

Development Date: 2009-2010

Instructional Level: High School

Credit: .5 credit - Required for Graduation (AP U.S. History will also fulfill requirement.)

Grade: 10

Pre-requisite: Social Studies 9

Course Description: This one-term course deals with leading aspects of American history from the end of Reconstruction through the 1920s. Students examine social, political, economic, and cultural aspects of America's unique historical experience while relating American history to the broader global setting. A student must pass U.S. History I to enroll in U.S. History II.

Definitions:

- **Essential Learning Outcomes:** The big ideas or competencies; major skills, knowledge or attitudes that tell students what they will need to learn; Begin the competency with an action verb.
- **State Standards:** These are the state performance standards that are addressed in this competency.
- **Assessment Expectation:** indicates what the student will be able to do because of what they know or can demonstrate.
- **Vocabulary & Strategies** – The vocabulary words listed with each competency are necessary for understanding and learning. The strategies are supportive of the learning.

Competency Topic #1 - Westward Settlement			Linked State Performance Standards 12:
Essential Questions/Enduring Understandings <ul style="list-style-type: none"> Adapting to the environment and technological advances allowed American settlement and economic development in the challenging environment of the West. The trans-Mississippi West was a zone of cultural interaction and often conflict between Native Americans already in the region and new arrivals moving westward from the eastern United States/Europe, eastward from Asia, and northward from Mexico. Differing cultural values and incompatible visions for Western resources culminated in the displacement and oftentimes destruction of Native American tribes/tribal culture by implementing the perceived humane solutions of assimilation and federal reservation policies. 			A. Geography: B. History: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 15, 16, 17, 18 C. Political Science: D. Economics: E. Behavioral Science:
Student Assessment Expectations – <i>Students meet expectations when they:</i> <ul style="list-style-type: none"> Analyze factors that fostered Westward expansion/settlement including the impacts of federal policies. Compare the values and culture of Native Americans and settlers. Evaluate the causes/effects of conflict between Native Americans, Westward expansionists, and the federal government. Assess the impacts of government policy concerning Native Americans in the West. Analyze the impacts that economic opportunity (mining, cattle ranching, farming, buffalo hunting) had on Western settlement and the environment. Evaluate the impacts that technological innovations had on Western settlement and the environment. 			
Concepts	Vocabulary		Possible Strategies Materials
<ul style="list-style-type: none"> Manifest Destiny Adaptation Time Zones Sovereignty Treaty War/Peace Chiefs Assimilate Genocide Extinction Reservation System Frontier Great American Desert Nomad Great Plains Cash Crop Aquifer 	<ul style="list-style-type: none"> Indian Territory Fort Laramie Treaty (1851) Little Crow's War Sand Creek Massacre Red Cloud's Treaty (1868) Black Hills Sitting Bull Crazy Horse George Custer Battle Of The Little Big Horn Sand Creek Massacre Ghost Dance Wounded Knee Massacre Dawes Act Indian Schools 	<ul style="list-style-type: none"> Transcontinental R.R.: Central & Union Pacific Promontory Pt. Land Grants: Railroad, Morrill, Hatch Acts Land Rush Homestead Act Soddy, Dugout Barbed Wire, Windmill, Steel Plow, Thresher Seed Drill, Reaper Bonanza Farm Exoduster Open-Range Ranching Vaqueros Longhorn Long Drive Chisholm Trail Dry-Farming 	To be developed

Competency Topic #2 - Industrialization and Urbanization of American Society			Linked State Performance Standards
<p>Essential Questions/Enduring Understandings</p> <ul style="list-style-type: none"> Fed by technological advancements and raw materials/natural resources, there were many interrelated causes for the expansion and development of the American economy during the second American “industrial revolution.” Industrialization, economic challenges, and the development of “big business” changed not only the nature of American capitalism but also the social, cultural, and political “landscape” of America. Large-scale, national corporations which sought to limit competition and exercise economic and political power reorganized the nation’s productive capacities. Increased immigration and urbanization both reflected and fueled massive economic, political, social, and cultural changes in American life that contributed to the development of a more commonly shared American culture. 			<p>A. Geography:</p> <p>B. History: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 13, 15, 16, 17, 18</p> <p>C. Political Science:</p> <p>D. Economics:</p> <p>E. Behavioral Science:</p>
<p>Student Assessment Expectations – <i>Students meet expectations when they:</i></p> <ul style="list-style-type: none"> Analyze the multiple technological and economic changes, including the development of a national market economy, which transformed the U.S. from a predominantly agricultural to an industrialized/urbanized nation. Analyze the causes and effects of business strategies that developed to limit competition and maximize profits. Analyze the connection between the accumulated wealth of business/industrial leaders and their growing economic and political power. Analyze the causes and effects of increased immigration and public/government responses. Evaluate the influences of immigration and industrialization on urban life. Evaluate the role of business leaders, such as Andrew Carnegie, John Rockefeller, Cornelius Vanderbilt, and J.P. Morgan in transforming the United States economy. Assess the positive and negative effects of industrialization, monopolies, and the growth of “big” business. 			
Concepts	Vocabulary		Possible Strategies Materials
<ul style="list-style-type: none"> Big Business Capitalism Corporation Laissez-Faire Monopoly Trust Interlocking Directorate Vertical Integration Horizontal Consolidation Holding Company Merger National Market Urbanization Ethnocentrism Xenophobia Assimilation Culture Shock 	<ul style="list-style-type: none"> Henry Ford Assembly Line Thomas Edison Telegraph, Telephone, Phonograph, Typewriter, Sewing Machine Captains of Industry Robber Barron Andrew Carnegie John D. Rockefeller J.P. Morgan Gospel of Wealth 	<ul style="list-style-type: none"> Social Darwinism Horatio Alger’s Success Gilded Age Melting Pot Tossed Salad New/Old Immigrants Immigration: Push-Pull Factors Americanization Nativism Ethnic Islands 	To be developed

Competency Topic #3 - Reform			Linked State Performance Standards
Essential Questions/Enduring Understandings <ul style="list-style-type: none"> Individual and human choices can have important and lasting economic, political, social and cultural impacts. Industrialization, urbanization, and immigration brought many benefits; but they also produced challenging problems which caused many Americans to question whether representative democracy and capitalism could succeed. In response, various reform movements/groups (advocating new ideas; honest, efficient government; and government legislation/regulation) sought to address economic, political, social, and cultural problems. While reform through government legislation/regulation increased the power/role of government and brought reforms, Constitutional issues were raised (state versus federal power, government power versus individual liberty, separation/balance of power). 			A. Geography: B. History: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 13, 14, 15, 16, 17, 18 C. Political Science: D. Economics: E. Behavioral Science:
Student Assessment Expectations – <i>Students meet expectations when they:</i> <ul style="list-style-type: none"> Evaluate the Grange and Populist movements: economic, political, and social conditions that prompted their rise; policies advocated; and each movement's impacts. Evaluate the impact of industrialization and laissez-faire policies on workers and workers' responses. Analyze social ideologies used to justify and criticize the changing economic, political, social, and cultural order. Evaluate the impact of technological advances, urban planning, and expanding education opportunities on American life. Analyze the causes and impacts of various reform movements: child labor, prohibition/temperance, women's suffrage, conservation. Evaluate the positive and negative impacts of the Progressive Movement and muckrakers. Analyze the causes/impacts of local, state, and national government/political reforms. Evaluate the causes and impacts of federal government intervention and regulation as a means of reform. Assess the Presidencies of the Progressive Presidents (Roosevelt, Taft, Wilson) considering the role of Presidential power and the shaping of the modern Presidency. 			
Concepts	Vocabulary		Possible Strategies Materials
<ul style="list-style-type: none"> Modern Populism Third Party Party Platform Regulatory Agency Protective Tariff Reform Suffrage Prohibition Temperance Progressive Inflation/Deflation Liberal/Left Conservative/Right Socialism Democracy Political Machine Unionization Unions: Craft, Industrial Injunction Strike/Sit-down Boycott 	<ul style="list-style-type: none"> Urban Services Dumbbell Tenement Settlement Mvt.: Hull House, Jane Adams YMCA/YWCA Thomas Nast Graft/Kickback Tammany Hall Boss Tweed Grange: Oliver Kelley; Granger Laws Farmers' Alliances Populist Party Bimetallism, Gold/Silver Standard 1896 Election: Cross of Gold" speech; William McKinley; William Jennings Bryan Interstate Commerce Act Sherman Anti-Trust Act Trust-Busting Roosevelt, Taft, Wilson 	<ul style="list-style-type: none"> Robert Lafollette Social Gospel Movement City Manager, Commission Amendments; 16, 17, 18, 19 National Labor Union Knights of Labor American Federation of Labor International Workers-World Scab Pinkerton Agents Yellow-Dog Contract Haymarket Affair Homestead Strike Pullman Strike Muckraker Upton Sinclair: <i>The Jungle</i> Meat Inspection Act Pure Food/ Drug Act 	To be developed

<ul style="list-style-type: none"> • Lock-out • Federal Reserve • Public Utility • Referendum • Recall • Initiative • Secret Ballot • Civil Service/Merit • Spoils System • Patronage 	<ul style="list-style-type: none"> • Bull Moose Party (Progressive) 	<ul style="list-style-type: none"> • Child Labor 	
Competency Topic #4 - Emergence of the United States in World Affairs			Linked State Performance Standards A. Geography: B. History: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 13, 15, 16, 17, 18 C. Political Science: D. Economics: E. Behavioral Science:
Essential Questions/Enduring Understandings <ul style="list-style-type: none"> • By emulating the world powers' imperialism, the United States began to acquire influence and territories outside its continental borders by abandoning isolationism and, thus, emerged as a new power on the global stage. • The United States' emergence as a world power culminated in World War I intervention, but post-WWI America did not embrace further collective action in the interests of international security. • Industrialization and technological advancements changed both the weapons and strategies of war. • The federal government's assumption of new powers during World War I permanently changed Americans' relationship with their government, brought new economic opportunities, population shifts, and challenges to citizen rights. 			
Student Assessment Expectations – <i>Students meet expectations when they:</i> <ul style="list-style-type: none"> • Analyze factors that contributed to America's overseas expansion and imperialism. • Analyze the impacts of imperialism, empire building, and colonization on native societies, domestic issues, and foreign policy. • Examine the causes and impacts of the Spanish American War. • Assess the paradoxes of American imperialism by comparing/contrasting the arguments of both those who advocated and opposed its policies. • Analyze the impact of United States foreign policy in Asia and the Pacific. • Compare/contrast both the diplomatic policies of Presidents Roosevelt, Taft, and Wilson and the impact of those policies in Latin America. • Compare and contrast the Monroe Doctrine and Roosevelt Corollary. • Analyze the causes of World War I and factors which caused the United States to enter the war. • Assess the restrictions on civil liberties during and immediately after World War I. • Evaluate the domestic and international impacts of W.W.I. • Evaluate the mechanization and modernization of war considering human costs and impacts. • Analyze the significance of Wilson's Fourteen Points and the ratification debate over the Treaty of Versailles. • Analyze the impact of United States involvement in World War I considering future foreign policy and the potential role of the Versailles Treaty in continuing conflict. 			
Concepts	Vocabulary		Possible Strategies Materials
<ul style="list-style-type: none"> • Isolationism • Internationalism • World Power • Monroe Doctrine • Roosevelt Corollary • Protectorate • Territory • Guerrilla War 	<ul style="list-style-type: none"> • Seward Folly (Purchase) • Japan/Matthew Perry: Gunboat Diplomacy • Queen Liliuokalani • Alfred T. Mahan • Spanish-American War • Anti-Imperialists • José Martí 	<ul style="list-style-type: none"> • Moral Diplomacy • Franz Ferdinand • Allies/Central Powers • Western Front • Eastern Front • U-Boat: Unrestricted Sub Warfare • Lusitania • Convoy System 	To be developed

<ul style="list-style-type: none"> • Sphere Of Influence • Imperialism • Intervention • Annexation • Militarism • Nationalism • Arms Race • Alliance System • Mutual Defense Pact • Stalemate • Gas Warfare • Trench Warfare • Neutrality • Selective Service: Draft • Propaganda • Sovereignty • Reparations • War Mobilization 	<ul style="list-style-type: none"> • Teller Amendment • Yellow Press • De Lôme Letter • Treaty of Paris • Reconcentration Camps • Yellow Press • George Dewey • Rough Riders • Platt Amendment • Roosevelt, Taft, Wilson • Chinese Exclusion Act • Gentlemen's Agreement • Emilio Aguinaldo • Filipino-American War • Open Door Policy • Boxer Rebellion • Great White Fleet • Panama Canal • Panama Canal Treaty • Big Stick Diplomacy • Dollar Diplomacy 	<ul style="list-style-type: none"> • Zimmermann Note • Machine Guns • Field Artillery • Tanks • Airplanes • British Blockade • Sussex Pledge • War Industries Board • Creel Committee • Espionage Act • Sedition Act • Schenck v. U.S. • Red Cross • Great Migration • John J. Pershing • Doughboys • Alvin York • Fourteen Points • Versailles Treaty • League of Nations • Irreconcilables • Reservationists 	
Competency Topic #5 - 1920s: Prosperity and Problems			
<p align="center">Essential Questions/Enduring Understandings</p> <ul style="list-style-type: none"> • Post-WWI America experienced continued economic transformation which resulted in unprecedented industrial productivity, economic growth, national affluence, and optimism. • Internal tensions arising from the war and significant political, social, and cultural changes revealed a complicated range of currents and crosscurrents in American society. • Hailed as a triumph of capitalism, the basic foundations of the modern economy were established by the mid-twenties; however, the prosperity of the time was not rooted deeply or broadly enough to withstand worldwide economic problems. 			<p align="center">Linked State Performance Standards</p> <p>A. Geography:</p> <p>B. History: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 13, 15, 16, 17, 18</p> <p>C. Political Science:</p> <p>D. Economics:</p> <p>E. Behavioral Science:</p>
<p align="center">Student Assessment Expectations – <i>Students meet expectations when they:</i></p> <ul style="list-style-type: none"> • Analyze political, social, and cultural impacts of nativism, xenophobia, and restrictions of Constitutional rights. • Examine the connection between Prohibition and the emergence of organized crime. • Evaluate the tension between fundamentalism and the changing social and cultural values. • Analyze the social, cultural, economic, and political impacts of the woman's suffrage movement and the changing role of women. • Analyze the shift of African American demographics from the rural South to the urban/industrial North/West and the impacts of that migration. • Analyze the relationship between the arts and social, economic, and political changes. • Analyze the causes and effects of the 1920s consumer and mass culture. • Assess the economic characteristics of the 1920s that led to instability in the U.S. economy. 			

Concepts	Vocabulary		Possible Strategies Materials
<ul style="list-style-type: none"> • Normalcy • Credit • Bull Market • Mass Production • Prosperity • Consumer Economy • Culture: Popular, Mass, Leisure, Youth • Modernism • Fundamentalism • Jazz Age • Radical/Anarchist • Prohibition • Red Scare • Suburbs • Nativism: Quota System 	<ul style="list-style-type: none"> • Teapot Dome Scandal • Sacco and Vanzetti case • Dawes Plan • Scopes Trial • Scientific Management • Installment Plan • Leisure Time • Movies, Radio, Phonograph • Golden Age of Sports: Heroes • New Woman: Flappers • Harding, Coolidge, Hoover • Charles Lindbergh • Amelia Earhart • Jim Crow • Modern Art 	<ul style="list-style-type: none"> • National Women's Party: Equal Rights Amendment • "Lost Generation" • Postwar American Literature • Great Migration • Harlem Renaissance • Lynching • Marcus • Garvey: Back To Africa Mvt.; Black Nationalism • Booker, T. Washington • W.E.B. Du Bois 	To be developed

UNITED STATES HISTORY II

Developers: High School Social Studies Staff

Development Date: 2009-2010

Instructional Level: High School

Credit: .5 credit - Required for Graduation (AP U.S. History will also fulfill requirement.)

Grade: 10

Pre-requisite: Social Studies 9, U.S. History I

Course Description: This one-term course deals with leading aspects of American history from the Great Depression to the mid 1970s. Students examine social, political, economic, and cultural aspects of America's unique historical experience while relating American history to the broader global setting. A student must pass U.S. History I to enroll in U.S. History II.

Definitions:

- **Essential Learning Outcomes:** The big ideas or competencies; major skills, knowledge or attitudes that tell students what they will need to learn; Begin the competency with an action verb.
- **State Standards:** These are the state performance standards that are addressed in this competency.
- **Assessment Expectation:** indicates what the student will be able to do because of what they know or can demonstrate.
- **Vocabulary & Strategies** – The vocabulary words listed with each competency are necessary for understanding and learning. The strategies are supportive of the learning.

Competency Topic #1 - Prosperity and Depression (1919-1939)

Linked State Performance Standards

- A. Geography:
 B. History: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 15, 16, 17, 18
 C. Political Science:
 D. Economics:
 E. Behavioral Science:

Essential Questions/Enduring Understandings

- Because unsustainable practices in finance, agriculture, industry, and foreign trade had been fueling economic expansion, dangerous economic conditions were ripe for a catalyst to set in motion a chain of events that would quicken the collapse of the U.S. economy.
- Historians and economists disagree on the exact causes of the Great Depression just as they disagree in their assessments of Herbert Hoover and Franklin Roosevelt concerning policies and long-term impacts.
- The realities of the Great Depression tested three generations of Americans as they faced extreme hardship, a sense of the “American Dream” betrayed, deep social and personal problems, and new strains of thought and culture; therefore, the Great Depression is one of the great “shaping experiences” in American history.
- The Great Depression and New Deal altered American political, social, and economic institutions in ways that have lasted to the present. The role and power of both the federal government and the Presidency expanded while the relationship of the American people to their government fundamentally changed.
- While America’s response to the Great Depression proved that a democratic society could overcome the challenges presented by severe economic crisis, New Deal legislation, increased government regulation, and bureaucratic expansion exposed Constitutional issues concerning federal power, its limits, and states rights.

Student Assessment Expectations – *Students meet expectations when they:*

- Assess the factors that led to the 1929 stock market crash and the Great Depression.
- Evaluate the hardships of the Great Depression on various groups in American society: families, farmers, African Americans, young people, industrial workers, and the urban poor.
- Assess the responses of both the Hoover and Roosevelt administrations to the Great Depression.
- Evaluate New Deal programs while considering the philosophies of socialism and free enterprise (capitalism).
- Evaluate the criticism of Franklin Roosevelt and the New Deal considering both liberal and conservative philosophies.
- Analyze the cultural impacts of the Great Depression and New Deal.
- Analyze both the short and long-term social, economic, and political effects the New Deal.

Concepts	Vocabulary		Possible Strategies Materials
<ul style="list-style-type: none"> • Business Cycle • Bear Market • Economic Contraction • Depression • Recession • Socialism • Capitalism • Escapism • Constitutionality • Protectionism/Free Trade • Installment Plans • Deficit Spending • National Debt • Trickle-down 	<ul style="list-style-type: none"> • Great Depression • Insider Trading • Buying On Margins • Speculation • Overproduction • Unequal Income Distribution • Black Tuesday • Bank Runs • Hawley Smoot Tariff • Bonus Army • Hooverville • Bread Line, Soup Kitchen • Dust Bowl • Okies 	<ul style="list-style-type: none"> • Relief, Recovery, Reform • 2nd New Deal • Court Packing • Roosevelt Depression • Agricultural Adjustment Act • Civilian Conservation Corp • Works Progress Administration • Tennessee Valley Authority • Glass Stegal Act • FDIC • Securities- Exchange Commission • National Industrial Recovery Act • Fair Labor Standards Act 	To be developed

<p>Economics</p> <ul style="list-style-type: none"> • Priming- the- Pump Economics • Political Coalition • Welfare State • Liberal • Conservative 	<ul style="list-style-type: none"> • 1st Hundred Days • Fireside Chats • Bank Holiday • Brain Trust Kitchen Cabinet • Black Cabinet • New Deal • American Liberty League • Huey Long • Father Charles Coughlin • Dr. Charles Townshend 	<ul style="list-style-type: none"> • Wagner Act • Social Security • Indian Reorganization Act 	
<p>Competency Topic #2 - World War II</p>			
<p>Essential Questions/Enduring Understandings</p> <ul style="list-style-type: none"> • While America embraced isolationism during the 1920s and early 1930s, events in Europe and Asia would once again force Americans to decide what role they were willing to play in shaping world events. • Prior to December 1941, the United States had engaged in warlike activity but had not committed itself to a declaration of war; the Pearl Harbor attack ended the debate. • The participation of the United States, as in WWI, would decide the struggle's conclusion and have immediate and long lasting domestic impacts. • "Mobilization" took many forms; a central issue was ensuring that a diverse America would support the cause at home. • An Allied victory in WWII was in question for much of the war; however, a series of turning points (large/small, planned/unplanned, individual/group) characterized American victory in the two-front war. 			<p>Linked State Performance Standards</p> <p>A. Geography:</p> <p>B. History: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 13, 15, 16, 17, 18</p> <p>C. Political Science:</p> <p>D. Economics:</p> <p>E. Behavioral Science:</p>
<p>Student Assessment Expectations – <i>Students meet expectations when they:</i></p> <ul style="list-style-type: none"> • Compare/contrast the characteristics of a totalitarian state with those of a democratic nation. • Compare/contrast Mussolini's Fascist Italy and Hitler's Nazi Germany. • Analyze events that led to the rise of totalitarian regimes in Europe and Asia and their actions which contributed to increased world tensions and the outbreak of World War II. • Evaluate the causes and impacts of the Holocaust and the criticism leveled at the United States and Franklin Roosevelt. • Assess the conflicting forces of American isolationism and the interventionism of Franklin Roosevelt's policies/actions. • Evaluate the causes of the United States' involvement in World War II which led to the attack on Pearl Harbor. • Assess military strategies and technologies employed by the United States in both theaters of WWII. • Assess the importance of strategic battles and the significance of their outcomes. • Evaluate aspects of World War II which effected both short and long-term domestic economic, social, cultural, and political impacts. • Analyze how wartime conferences shaped the conduct and outcome of the war. • Analyze the methods used to support the war effort by both the American people and the federal government. • Evaluate the government's decisions to limit civil liberties and relocate American citizens and aliens to internment camps during World War II. • Analyze the long-term consequences of the United States' involvement in WWII and the emergence of America as an economic and military world power. 			

Concepts	Vocabulary		Possible Strategies Materials
<ul style="list-style-type: none"> • Nationalism • Isolationism • Interventionism • Neutrality • Appeasement • Totalitarianism • Fascism • Militarism • Anti-Semitism • Democracy • Concentration Camp • Genocide • Holocaust • Dehumanization • Balance Of Power • Communism • Isolationism • Propaganda • Embargo • Mobilization • Unconditional Surrender • Home Front 	<ul style="list-style-type: none"> • Joseph Stalin • Franklin Roosevelt • Winston Churchill • Harry Truman • Benito Mussolini • Adolf Hitler • Nazism • Nuremberg Laws • Kristallnacht • League Of Nations • Axis/Allies • Anschluss • Munich Pact • Sudetenland • Polish Corridor • Non-Aggression Pact • Blitzkrieg • Maginot Line • Battle Of Britain Blitz • Neutrality Acts • Cash-and-Carry • Lend-Lease • Destroyers for Bases • Panay Incident • Rape of Nanjing • Flying Tigers • Embargo • Atlantic Charter • Four Freedoms Speech • Selective Service Act • Pearl Harbor • Europe First 	<ul style="list-style-type: none"> • Undeclared Atlantic War • Eisenhower, MacArthur, Patton • 2-3 Front War • Selective Service • WAC • Arsenal of Democracy • Rosie the Riveter • Rationing • War Bond Drives • Japanese Internment • Korematsu v. U.S. • Operation Torch • Anzio • D-Day • Battle of the Bulge • Battle of Stalingrad • 100th/442nd • Bataan Death March • Midway • Iwo Jima • Okinawa • Code Talkers • Island Hopping • Manhattan Project • Hiroshima Nagasaki • Nuremburg Trials 	To be developed

Competency Topic #3 - Post War: Conflict and Change

Essential Questions/Enduring Understandings

- Americans experienced the longest period of economic growth and prosperity in American history which helped increase the size of the middle class and raise the standard of living for millions of Americans.
- During the Cold War, the United States tried to limit the expansion of communism by spreading global democracy, increasing American power, employing its economic strength, exercising its military might, and advancing international organizations.
- The Civil Rights Movement compelled the nation to live up to its ideals and served as an impetus for other reform movements.
- Assess to what extent current global conflicts are connected to Cold War events, policies, and decisions.

Linked State Performance Standards

- A. Geography:
 B. History: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 13, 15, 16, 17, 18
 C. Political Science:
 D. Economics:
 E. Behavioral Science:

Student Assessment Expectations – *Students meet expectations when they:*

- Assess the contribution of wartime agreements to Cold War tensions.
- Evaluate the responses of the United States to Soviet actions in Europe and the Soviet responses to actions of the United States and her allies.
- Analyze the development of United States containment policies in Asia considering China, Korea, and Vietnam.
- Assess the Korean and Vietnam Wars considering Constitutional issues: civilian control of the military, war declaration powers, national sovereignty.
- Analyze the expansion of the Cold War into the Western Hemisphere and the Middle East.
- Analyze the causes and escalation of U.S. involvement in the Vietnam War, domestic impacts, and international repercussions.
- Analyze the scope and consequences of Cold War competition between the United States and the Soviet Union.
- Evaluate the domestic impacts of post-WWII and the Cold War.
- Analyze the economic boom of the 1950s and its impact on American life.
- Analyze popular culture trends, television and other mass media, and the baby boom considering economic, social, cultural and political impacts.
- Analyze the economic, political and social impacts of the women's movement and the changing role of women.
- Analyze the development, tactics, and major events of the Civil Rights Movement.
- Compare/contrast the philosophies, leadership, and impacts of Dr. Martin Luther King Jr., Malcolm X and the Black Power Movement.
- Evaluate the impact of social attitudes on government actions and the causes and effects of social change and reform movements.
- Evaluate causes and effects of constitutional challenges including the continued expansion of federal power.
- Evaluate the impacts of Presidents and their policies from 1950-1975.

Concepts	Vocabulary		
<ul style="list-style-type: none"> • Cold War • Containment • Communism • Stalemate • Guerilla War • McCarthyism • Civil Rights • Non-Violent Civil Disobedience • Consumerism • Mass Media • War On Poverty • Segregation • Affirmative Action • Social Activism • Counter Culture • Liberal/Left • Conservative/Right • Moderate • Pacifism • Assassination • Suburbia • Blacklist • Medicare • Medicaid 	<ul style="list-style-type: none"> • Atlantic Charter United Nations • Yalta/Potsdam Conference • Truman Doctrine • Marshall Plan • NATO • Warsaw Pact • Iron Curtain • Berlin Airlift • Chinese Revolution • Domino Theory • Korean War • 38th Parallel • Spy Cases • Brinksmanship • Cuban Revolution • Bay Of Pigs • Cuban Missile Crisis • Berlin Wall • Kennedy Assassination • Fair Deal • New Frontier • Great Society War On Poverty 	<ul style="list-style-type: none"> • Rock and Roll • Arms Race • Space Race • G.I. Bill • Baby Boom • Doves/Hawks • Vietnam War • Tet Offensive • Napalm • Tonkin Gulf Resolution • Agent Orange • Search-Destroy • Living Room War • Vietnamization • Draft/Deferral • Anti-War Mvt. • Living Room War • Geneva Accord • War Powers Act • Plessey V, Ferguson • Brown V Board Of Education • U.S. V. Topeka • Little Rock 9 • Montgomery Bus Boycott 	<ul style="list-style-type: none"> • Brown V. • Rosa Parks • Martin Luther King, Jr. • Malcolm X • Black Power: • Sit-Ins • Freedom Riders • March On Washington • Civil Rights Act Of 1964 • NAACP 24th Amend.

ADVANCED PLACEMENT: UNITED STATES HISTORY

Developers: High School Social Studies Staff

Development Date: 2009-2010

Instructional Level: High School

Credit: 1.0 elective credit

Grade: 10, 11, 12

Pre-requisite: Social Studies 9, AP Requirements

Course Description: Advanced Placement United States History is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with problems and materials in American History. This four-term, 45-minute course prepares students for intermediate and advanced college courses by making demands upon them equivalent to a full-year introductory college course. Students also prepare for the yearly National Advanced Placement United States History Exam offered during May.

College Board Audit Criteria: Each A. P. course/instructor requires an AP Course Audit to assess whether course curriculum meets standards adopted by the College Board; this document includes those requirements.

Abbreviation	Curricular Requirements
CR1	Includes the study of political institutions, social and cultural developments, diplomacy, and economic trends in U.S. history
CR2	Uses themes and/or topics as broad parameters for structuring the course
CR3	The course teaches students to analyze evidence and interpretations presented in historical scholarship
CR4	Includes extensive instruction in analysis and interpretation of a wide variety of primary sources
CR5	Provides students with frequent practice in writing analytical and interpretive essays such as document-based questions and thematic essays

Writing: Lessons are incorporated into content units. Instruction includes samples for modeling and analysis, class discussion, and practice writings to facilitate improvement in writing abilities. Lessons include the following topics:

Structure of a Multi-Paragraph Essay	Analyzing Types of Historical Essay Questions	Analyzing an Essay Question: Meeting the Question's
Writing Historical Essays	Writing an Effective Comparison	"Problem" Essay Command Terms
Introduction to the DBQ	Writing an Argumentative Essay	Common Writing Errors

Final Review: After the completion of the final unit of study, class time will be devoted to a comprehensive course review. Particular attention will be placed on “pulling historical threads and themes” throughout the scope of American history.

Advanced Placement United States History Themes: A. P. Central provides the following broad themes as a framework for this course to facilitate conceptual thinking and the analysis of historical changes over time.

American Diversity	<ul style="list-style-type: none"> • The diversity of the American people and the relationships among different groups • The roles of race, class, ethnicity, and gender in the history of the United States
American Identity	<ul style="list-style-type: none"> • Views of the American national character and ideas about American exceptionalism • Recognizing regional differences within the context of what it means to be an American
Culture	<ul style="list-style-type: none"> • Diverse individual and collective expressions through literature, art, philosophy, music, theater, and film throughout U.S. history • Popular culture and the dimensions of cultural conflict within American society
Demographic Changes	<ul style="list-style-type: none"> • Changes in birth, marriage, and death rates; life expectancy and family patterns; population size and density • Economic, social, and political effects of immigration, internal migration, and migration networks
Economic Transformations	<ul style="list-style-type: none"> • Changes in trade, commerce, and technology across time. • The effects of capitalist development, labor and unions, and consumerism
Environment	<ul style="list-style-type: none"> • Ideas about the consumption and conservation of natural resources • The impact of population growth, industrialization, pollution, and urban and suburban expansion
Globalization	<ul style="list-style-type: none"> • Engagement with the rest of the world from the 15th century to the present: colonialism mercantilism, global hegemony, development of markets, imperialism, and cultural exchange
Politics and Citizenship	<ul style="list-style-type: none"> • Colonial and revolutionary legacies, American political traditions, growth of democracy, and the development of the modern state • Defining citizenship: struggles for civil rights
Reform	<ul style="list-style-type: none"> • Diverse movements focusing on a broad range of issues, including anti-slavery, education labor, temperance, women’s rights, civil rights, gay rights, war, public health, and government
Religion	<ul style="list-style-type: none"> • The variety of religious beliefs and practices in America from prehistory
Slavery and Its Legacies	<ul style="list-style-type: none"> • Systems of slave labor and other forms of labor (e.g., indentured servitude, contract labor) in Native American societies, the Atlantic World, and the American South and West • The economics of slavery and its racial dimensions • Patterns of resistance and the long-term economic, political, and social effects of slavery
War and Diplomacy	<ul style="list-style-type: none"> • Armed conflict from the pre-colonial period to the 21st century; impact of war on American foreign policy and on politics, economy, and society

Competency Topic # 1 - Founding the New Nation: European Settlement and Colonial Beginnings		Linked State Performance Standards 12:
<p>Essential Questions/Enduring Understandings</p> <ul style="list-style-type: none"> The first discoverers of America, who spread across North and South America, evolved a great variety of cultures ranging from sophisticated urban civilizations to semi-nomadic societies. The “collision of worlds” deeply affected all Atlantic societies (Europe, the Americas, and Africa) as a truly “new world” emerged from European conquest, settlement, and colonization. During the colonial period, foundations for America’s subsequent national history were established: a cohesive set of economic, political, social, and constitutional ideas established the foundations for the future nation’s institutions and ideals. The multi-ethnic and culturally diverse composition of America was established early as were the challenges associated with that diversity, the sense of destiny or mission, and a perfectionist vision nurtured by religious convictions and reformist tendencies. 		<p>A. Geography: 1, 4, 5, 7, 11, 13</p> <p>B. History: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 17, 18</p> <p>C. Political Science: 4, 14, 15</p> <p>D. Economics: 2, 6, 12</p> <p>E. Behavioral Science: 4</p>
<p>Student Assessment Expectations – <i>Students meet expectations when they:</i></p> <ul style="list-style-type: none"> Analyze the origin, development, and impact of major Indian cultures in the Americas. Assess the effects of European colonization on Native American cultures. Evaluate the changes and conflicts that occurred when the worlds of Europe, Africa, and the Americas met. Evaluate the causes of Spanish, English, and French exploration/settlement from the 15th to the early 17th century. Compare/contrast English, Spanish, and French settlement to evaluate long-term influences. Assess factors which led to the growth of early African-American slavery. Analyze factors which contributed to the ethnic, religious, and political development of three colonial regions (New England, Middle, Southern) and the impacts of those developments on the future United States. Compare and contrast the three colonial regions (New England, Middle, Southern) considering geographic, economic, political, social and cultural factors. Describe the various conditions affecting women and family life in 17th/18th century colonies. Compare/contrast 17th/18th century population, social structure, economic realities, political challenges, and culture. 		
Concepts/Vocabulary		Possible Strategies/Materials
<ul style="list-style-type: none"> Native American empires: Mesoamerica, Southwest, Mississippi Valley American Indian cultures at time of European contact European contacts with Native Americans: Consequences of contact Spain's empire in North America French colonization of Canada English settlement of New England, Mid-Atlantic region, South <ul style="list-style-type: none"> Jamestown English settlers and Native Americans Growth of Virginia, Maryland, Carolinas, Georgia New England Colonies <ul style="list-style-type: none"> Plymouth Colony, Massachusetts Bay Colony, Rhode Island, Connecticut Dominion of New England New Netherlands becomes New York Pennsylvania and Quakers New Jersey and Delaware Indentured servants and Bacon’s Rebellion Growth of plantation economies and slave societies <ul style="list-style-type: none"> Servitude to slavery in Chesapeake region African-American culture Southern society Life in New England: Declining Puritan Piety, Salem Witchcraft trials Religious diversity in the American colonies 		<ul style="list-style-type: none"> Chapter Reading Guides/Definitions Maps Colony Advertising Campaign Concept Web: Democratic and Un-Democratic Characteristics of Colonial Life PowerPoint: Analysis of Primary Documents/Sources PowerPoint: Great Awakening and Enlightenment

<ul style="list-style-type: none"> • Immigration and population growth • Colonial social structure • Colonial economies <ul style="list-style-type: none"> ◦ Transatlantic trade and growth of seaports ◦ Role of regions • Education and culture • Resistance to colonial authority • Population growth and immigration • Political patterns • 18th century back country • Enlightenment and Great Awakening 	
Competency Topic # 2 - Colonial Controversy: French and Indian War	
<p style="text-align: center;">Essential Questions/Enduring Understandings</p> <ul style="list-style-type: none"> • The movement toward American independence was nurtured by the growth and maturation of colonial society, economic realities, and development of a coherent set of political and constitutional ideas with distinct American qualities. • The British/American victory in the French and Indian War determined that English ideas and institutions would dominate North America and marked a turning point in American/British relations. 	<p style="text-align: center;">Linked State Performance Standards 12:</p> <p>A. Geography: 5, 13 B. History: 1, 2, 3, 4, 5, 6, 8, 9, 10, 11, 12, 13, 14, 17, 18 C. Political Science: 4, 5, 12 D. Economics: 2 E. Behavioral Science: 4</p>
<p style="text-align: center;">Student Assessment Expectations – <i>Students meet expectations when they:</i></p> <ul style="list-style-type: none"> • Evaluate the political contribution of Native American Confederacies to the concept of Colonial unity. • Evaluate the impact that European rivalries had on North American economic, political, and military events. • Analyze factors which caused armed conflict in North America and contributed to British successes. • Evaluate the impacts of the French-Indian War considering the effects on Americans and their future rebellion. 	
<p style="text-align: center;">Concepts/Vocabulary</p>	<p style="text-align: center;">Possible Strategies/Materials</p>
<ul style="list-style-type: none"> • Colonial governments and British imperial policy in North America • New France • Fur trade • Anglo-French rivalries • Colonial America and “World War” • French and Indian War <ul style="list-style-type: none"> ◦ Colonial impacts • Question of colonial unity 	<ul style="list-style-type: none"> • Chapter Reading Guides/Definitions • PowerPoint: Iroquois Confederacy • Film clip: <i>500 Nations</i> • PowerPoint: French & Indian War • Reading/Analysis: <i>Albany Plan of Union</i>
Competency Topic #3 - The American Revolution	
<p style="text-align: center;">Essential Questions/Enduring Understandings</p> <ul style="list-style-type: none"> • While a military conflict, the American Revolution was the culmination of a deep transformation of culture, thought, and loyalty that began when the first settlers arrived in America. • The sustained conflict over political authority, economic policy, and taxation, enhanced by American agitators and British “bungled” attempts to impose tighter imperial control, gradually moved Americans from asserting rights within the British Empire to warring with the mother country. • The Revolutionary War was as much a political and diplomatic conflict as it was a military one. The crisis called forth an array of talented political, military, and diplomatic leaders from all levels of American society. • The American Revolution was both an American and a world event: inspired by trans-Atlantic ideas concerning natural rights and political authority, it illustrated that three human aspirations were not only right but attainable: national unity and independence, democratic self-government, and equality, 	<p style="text-align: center;">Linked State Performance Standards 12:</p> <p>A. Geography: 13 B. History: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 17, 18 C. Political Science: 1, 3, 4, 5, 7, 9, 10, 13 D. Economics: 2, 6, 8 E. Behavioral Science: 4, 6</p>

<p>Student Assessment Expectations – Students meet expectations when they:</p> <ul style="list-style-type: none"> Analyze short and long-term factors that moved America toward independence from Britain. Assess the strengths and weaknesses of the British and the American rebels as the two sides prepared for war. Analyze the philosophical ideas and democratic traditions which provided a framework and justification for separation from Britain including the ideas of "Republicanism" developed by Thomas Paine. Analyze the progression from hostilities to a war for independence. Evaluate the role and contributions of both the political, military, diplomatic leaders and the general population. Analyze the conduct of the war in the three major theaters before the final victory at Yorktown. Evaluate the terms of the Treaty of Paris and America's diplomatic victory. Evaluate the social, political, and economic results of the Revolution. 		
<p>Concepts/Vocabulary</p> <ul style="list-style-type: none"> Imperial Crisis and resistance to Britain Mercantilism Colonial discontent <ul style="list-style-type: none"> Stamp Act Crisis, Townshend Acts, Boston Tea Party, Intolerable Acts Continental Congress War for Independence <ul style="list-style-type: none"> Declaration of Independence Continental Congress Olive Branch Petition Committees of Observation Fighting Fronts <ul style="list-style-type: none"> Battles American "Republicanism" Leading figures Patriots/Loyalists Role of militias, women, slaves, Native Americans French alliance Peace of Paris 		<p>Possible Strategies/Materials</p> <ul style="list-style-type: none"> Chapter Reading Guides/Definitions PowerPoint: Mercantilism DBQ: Pre-Revolutionary War Attitudes PowerPoint: Introduction to Historiography <i>Taking Sides</i>: Was the American Revolution a Conservative Movement? PowerPoint: The Enlightenment & The American Revolution Analysis Of <i>The Declaration of Independence</i> <i>Virginia Resolves</i> and <i>Common Sense</i> (excerpts) Student created PowerPoint slides: Analysis of Revolutionary War Battles Revolutionary War DBQ Analysis: 2005
<p>Competency Topic #4 - New Beginnings: Confederation and the Constitution</p> <p>Essential Questions/Enduring Understandings</p> <ul style="list-style-type: none"> The American Revolution did not overturn the social order, but it did produce substantial changes in social customs, political institutions, and ideas about society and government. The federal Constitution represented a moderately conservative reaction against the democratic and decentralizing effects of the Revolution and the Articles of Confederation by embracing the central Revolutionary values of popular republican government. The idealism, perhaps even millennialism, of the Revolutionary generation led to varying calls for reform; however, not all of the reforms were consistent with each other. 		<p>Linked State Performance Standards 12:</p> <p>A. Geography: 4, 5, 7, 8, 10, 11, 13</p> <p>B. History: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 18</p> <p>C. Political Science: 1, 2, 3, 4, 5, 6, 7, 10, 12, 13,</p> <p>D. Economics: 2, 6, 8</p> <p>E. Behavioral Science: 6, 17</p>
<p>Student Assessment Expectations – Students meet expectations when they:</p> <ul style="list-style-type: none"> Analyze the effects of the formation of new national and state governments under the Articles of Confederation while assessing its achievements and failures. Compare/contrast the Articles of Confederation and Constitution while evaluating factors which influenced provisions. Evaluate the events and compromises that led to the formation of a new government brought about by a Constitutional Convention, the process of writing the Constitution, and the process of ratification. Describe the Anti-Federalists and their social, economic, and political differences with the Federalists. Assess the paradoxes of American idealism (liberty, equality, natural rights) with the political realities of the Articles/Constitution and social change. 		

Concepts/Vocabulary	Possible Strategies/Materials
<ul style="list-style-type: none"> • State constitutions • Economic troubles • Articles of Confederation • Northwest Ordinance • Shay's Rebellion • Constitutional Convention <ul style="list-style-type: none"> ◦ Compromises • Opposition to the Constitution • Federalists and Anti-federalists • Ratification of The Constitution • Federal Constitution and Bill of Rights 	<ul style="list-style-type: none"> • Chapter Reading Guides/Definitions • Comparison of <i>Articles Of Confederation & Constitution</i> • Video clip: <i>Founding Brothers</i> • Take-Home DBQ: The 1780s; A Critical Period?
Competency Topic #5 - The Early Republic	
<p style="text-align: center;">Essential Questions/Enduring Understandings</p> <ul style="list-style-type: none"> • The first federal administration led by Washington overcame various internal and foreign difficulties, established important precedents, and firmly established the political and economic foundations of the new federal government. • The debate over Hamilton's financial measures, foreign policy disagreements, and the first civil liberties crisis reflect a wider and continuing American debate: interpretation of Constitutional provisions and state's rights versus federal power. In this context, America's two-party system developed as a reflection of liberal and conservative philosophies. • The peaceful transfer of power in 1800 was not a certainty given America's experiment in government; however, the peaceful change of administrations without violence and revolution was crucial to the country's political stability. 	<p style="text-align: center;">Linked State Performance Standards 12:</p> <p>A. Geography: 13</p> <p>B. History: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 18</p> <p>C. Political Science: 1, 2, 3, 4, 5, 6, 7, 10, 12, 13, 14, 15</p> <p>D. Economics: 2, 6, 8</p> <p>E. Behavioral Science: 4, 6, 17</p>
<p style="text-align: center;">Student Assessment Expectations – <i>Students meet expectations when they:</i></p> <ul style="list-style-type: none"> • Asses the Presidential effectiveness of Washington, Jefferson, and Adams while analyzing the effects that the demands of the office had on each man's Presidency. • Assess major foreign and domestic issues/conflicts and evaluate their impact on the new nation. • Analyze the polarizing effects of the French Revolution on American foreign/domestic policy, the causes of the undeclared war with France, and Adams's decision to move toward peace rather than declare war. • Analyze the causes and impacts of the Alien and Sedition Acts and the Kentucky and Virginia Resolutions. • Analyze the factors which contributed to the formation of the first American political parties. • Compare and contrast the membership and principles of Hamiltonian Federalists and Jeffersonian Republicans. 	
Concepts/Vocabulary	Possible Strategies/Materials
<ul style="list-style-type: none"> • Shaping of national government • Presidency of Washington <ul style="list-style-type: none"> ◦ Hamilton's policies ◦ Whiskey Rebellion ◦ Emergence of political parties: Federalists and Jeffersonian Republicans ◦ Relations with France ◦ Jay's Treaty ◦ Washington's farewell • Presidency Of John Adams <ul style="list-style-type: none"> ◦ XYZ Affair ◦ Patriotism above Party ◦ Alien and Sedition Acts <ul style="list-style-type: none"> ▪ Virginia and Kentucky Resolutions • Revolution of 1800 • Jefferson's Presidency <ul style="list-style-type: none"> ◦ John Marshal, Supreme Court, and Judicial Review ◦ Barbary Pirates ◦ Louisiana Purchase: Constitutional? ◦ Anglo-French War 	<ul style="list-style-type: none"> • Chapter Reading Guides/Charts • Reading Assignment: Jay Tolson: "Founding Rivalries" • In-class Role Play: Meeting of Minds <ul style="list-style-type: none"> ◦ Hamilton, Jefferson, Washington, Madison, Jay, Shay, Adams, Burr, Marshal, Tecumseh • PowerPoint: Political Theory Versus Presidential Realities • Film clip: <i>500 Nations</i>

<ul style="list-style-type: none"> ○ Embargo of 1807 ● Expansion into the trans-Appalachian West: <ul style="list-style-type: none"> ○ Native American resistance ○ Tecumseh and Shawnee ○ Creek and Horseshoe Bend 	
Competency Topic # 6 - War of 1812: Second American Revolution Essential Questions/Enduring Understandings <ul style="list-style-type: none"> ● James Madison fell into an international trap set by Napoleon that Jefferson had avoided; Western War Hawk's enthusiasm for war with Britain was at odds with New Englander's hostility. ● While the War of 1812 certainly had military and domestic importance, the implications for American foreign policy were long lasting: the principle of an American sphere of influence, the defeat of foreign challenges to American sovereignty, and isolationism from European affairs. 	Linked State Performance Standards 12: A. Geography: 13 B. History: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 17, C. Political Science: 6, 7 D. Economics: 2, 6, 8, 13 E. Behavioral Science: 6
Student Assessment Expectations – <i>Students meet expectations when they:</i> <ul style="list-style-type: none"> ● Analyze the causes of the War of 1812. ● Assess British and American strengths and weaknesses. ● Assess strategic military developments and their impacts. ● Analyze both foreign and domestic impacts of the War of 1812 and the Treaty of Ghent. 	
Concepts/Vocabulary <ul style="list-style-type: none"> ● War of 1812 <ul style="list-style-type: none"> ○ Causes ○ Key battles ○ Treaty of Ghent ○ Role of European conflict/diplomatic success ○ Hartford Convention 	Possible Strategies/Materials <ul style="list-style-type: none"> ● Chapter Reading Guides/Definitions ● Student Reading: <i>Profiles In Courage</i>: "John Quincy Adams" ● Common Writing Errors
Competency Topic #7 - Nationalism: A Nation Transformed Essential Questions/Enduring Understandings <ul style="list-style-type: none"> ● Nearly every sphere of American life reflected the vitality of one of the most formative eras in the nation's history; it was a time marked by great changes--both at home and abroad. ● Economic expansion, modernization, and the widespread changes ushered in by the first stage of industrialization were accompanied by significant social developments and an emerging cultural identity. ● Together with the disquieting changes of rapid industrialization, increased immigration, and urban overcrowding, the Second Great Awakening contributed to a variety of reform movements, the first in the nation's history. ● A powerful movement, celebrating the common man and promoting the "New Democracy," transformed American politics and society. The expression of this anti-elitist movement culminated in the election of Andrew Jackson, the common person's hero. ● Both Andrew Jackson and John Marshall reflected the growing sense of nationalism as it related to an expansion of federal power. ● The strong surge of nationalism and sense of unity was threatened by a rising spirit of sectionalism fueled in part by divisive economic and political forces. 	Linked State Performance Standards 12: A. Geography: 4, 5, 7, 8, 10, 11, 13 B. History: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18 C. Political Science: 1, 2, 3, 4, 5, 6, 7, 10, 11, 12, 13, 14, 15 D. Economics: 2, 3, 4, 5, 6, 7, 8, 9, 10, 12, 13, 14 E. Behavioral Science: 4, 6, 8, 9, 12, 17
Student Assessment Expectations – <i>Students meet expectations when they:</i> <ul style="list-style-type: none"> ● Assess the causes and impacts of the rising sense of nationalism that followed the War of 1812. ● Assess factors that contributed to the conflict over slavery and solutions to the conflict. ● Assess the impacts of John Marshall's Supreme Court considering nationalism, federalism, and capitalism. ● Assess the Monroe Doctrine and its significance for American foreign policy. ● Analyze factors that contributed to an expansion of democratic principles and "New Democracy" and the impacts of each. 	

<ul style="list-style-type: none"> • Assess the Presidencies of Monroe, Adams, and Jackson and each President's response to the challenges of his Presidency. • Analyze the impacts of population growth, immigration, and movement in the early 19th century. • Analyze economic developments including factors which stimulated industrial expansion and the development of the factory system. • Assess the impacts of industrialization, new technologies, and transportation systems. • Analyze the effects of an increasingly specialized market economy including its impact on women and the family. • Analyze the changes in American religion and the impacts on culture and social reform. • Assess the causes, impacts, and leadership of American reform movements. • Evaluate the search for utopian and communal lifestyles. • Analyze the growing sense of nationalism expressed through artistic, cultural, and intellectual achievements. • Assess the economic realities of the "Cotton Kingdom," the nature of African-American life, and the effects of slavery on both slaves, the white "aristocracy," and the nation as a whole. 	
Concepts/Vocabulary	Possible Strategies/Materials
<ul style="list-style-type: none"> • Developing Nationalism • The American Economy • The American System • Monroe Doctrine • New Democracy • Election of 1824 • Presidency of John Adams <ul style="list-style-type: none"> ◦ Disputes: election, tariff, nationalism policies • Jacksonian Democracy and Nationalism <ul style="list-style-type: none"> ◦ Causes, successes, limitations ◦ Spoils system ◦ Federal authority and its opponents ◦ Judicial federalism, the Bank War, tariff controversy, and states' rights debates ◦ Native American Policy: Trail of Tears • Emergence of the Two-Party system <ul style="list-style-type: none"> ◦ Whigs • Presidencies of Van Buren and Harrison • Urbanization • Beginnings of industrialization • Changes in social and class structures • Labor conditions • Women and the economy • Agricultural advancements • Developing transportation and communication systems • Immigration and reactions • Second Great Awakening and Evangelical Protestant revivalism • Social reforms: debtors, mental illness, education, prohibition, women's rights, abolition • "Cult of Domesticity" • Transcendentalism and utopian communities • American Renaissance: literary and artistic expressions • Growth and conditions of slavery and free Black communities • Planters, yeoman farmers, and slaves in the Cotton South 	<ul style="list-style-type: none"> • Chapter Reading Guides/ Definitions • Primary Document Analysis: <ul style="list-style-type: none"> ◦ James Madison: "Internal Improvements Balancing Act: Federal/State, Executive/Legislative" • PowerPoint: Era Of Good Feelings • PowerPoint: A Nation Emerges: Nationalism Rise & Impact 1814-1824 <ul style="list-style-type: none"> ◦ Sectional Specialization Poster • Film clip: 500 Nations • DBQ: 1990-Jacksonians' view of themselves • "Problem" Essay Command Terms • Chapter 17: Concept Webs • Reformers Role Play: • Class Created PowerPoint: American Cultural Nationalism • Primary Document Analysis: Civil Disobedience (Part One) • Analyzing an Essay Questions: Meeting the Question's Requirements • Primary Document Analysis: Declaration of Sentiments

Competency Topic #8 - Territorial Expansion and Manifest Destiny		Linked State Performance Standards 12:
<p>Essential Questions/Enduring Understandings</p> <ul style="list-style-type: none"> American westward expansionism gained momentum fueled by the ideologies of Manifest Destiny and a continuation of the sense of “mission”: what Providence had deemed the direction of the future to be. Territorial expansion generally took two forms: international diplomacy and war. The frontier, a region still in the early stages of development, promoted democratic traditions and egalitarian ethics while testing the American democratic creed. The frontier was a zone of cultural interaction between white and black Americans, Native Americans, and Mexicans. While a great force for change in the nation’s economic, social, cultural, and political life, westward expansion brought monumental forces of change to Native Americans as they sought to defend their homeland and sovereignty from aggressive federal policies. 		<p>A. Geography: 4, 5, 7, 8, 10, 11, 13</p> <p>B. History: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18</p> <p>C. Political Science: 1, 2, 3, 4, 5, 6, 7, 10, 11, 12, 13, 14, 15</p> <p>D. Economics: 2, 3, 4, 5, 6, 7, 8, 9, 10, 12, 13, 14</p> <p>E. Behavioral Science: 4, 6, 8, 9, 12, 17</p>
<p>Student Assessment Expectations – <i>Students meet expectations when they:</i></p> <ul style="list-style-type: none"> Analyze the spirit of "Manifest Destiny" that inspired American expansionism. Considering the major events of the period such as the Texas issue, Mexican War, and the Oregon controversy, assess the causes and resolutions of British, Spanish, Mexican, and Russian conflicts. Assess the domestic impacts of expansion and territorial conflicts. Assess the results and impact of expansion on slavery, politics, sectionalism, and Native American cultures. Assess the economic, political, social, and cultural factors which contributed to sectional controversy. 		
Concepts/Vocabulary		Possible Strategies/Materials
<ul style="list-style-type: none"> Border controversies with England Territorial acquisitions, disputes/resolutions Westward expansion and impacts <ul style="list-style-type: none"> Social, cultural, political, economic migration and cultural interactions Slavery, expansion and sectional balance <ul style="list-style-type: none"> Missouri Compromise Texas issue/annexation Early U.S. imperialism: Mexican War American foreign expansion Compromise of 1850 Underground Railroad Kansas-Nebraska Act Forced removal of Native Americans to trans-Mississippi West 		<ul style="list-style-type: none"> Chapter Reading Guides/ Definitions PowerPoint: Mexican–American War Concept Web: U. S. Foreign Policy 1789-1861 PowerPoint: Manifest Destiny, National Growth, Sectionalism
Competency Topic #9 - Testing the Nation: Civil War and Reconstruction		Linked State Performance Standards 12:
<p>Essential Questions/Enduring Understandings</p> <ul style="list-style-type: none"> Compromise, a method that had previously preserved the bonds of nationalism, proved unable to preserve national unity as territorial expansion in the West and the Caribbean continuously revived the slavery controversy and states rights. A series of major North-South crises deepened sectional hostility which culminated in the initial secession of seven Southern states and subsequently the Civil War. The Civil War began as a limited struggle over the Union but eventually became “total war” in its stated purposes, its military practices, its effect on the entire American population, and transformation of the nation. Lincoln’s skillful political leadership and effective diplomacy contributed to the ultimate success of the North despite political opposition and resistance to his infringement on civil liberties. While the Civil War may have militarily resolved the question of federalism’s supremacy, the inherent Constitutional questions concerning nullification, 		<p>A. Geography: 4, 5, 7, 8, 10, 11, 13</p> <p>B. History: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18</p> <p>C. Political Science: 1, 2, 3, 4, 5, 6, 7, 10, 11, 12, 13, 14, 15</p> <p>D. Economics: 2, 3, 4, 5, 6, 7, 8, 9, 10, 12, 13, 14</p> <p>E. Behavioral Science: 4, 6, 8, 9, 12, 17</p>

<p>secession, states rights, and the Tenth Amendment have not been addressed.</p> <ul style="list-style-type: none"> • The Constitutional authority to restore the nation created a series of Constitutional challenges that centered on the issue of Presidential versus Congressional power. • Reconstruction policies left behind a legacy of racial and sectional bitterness while establishing the legal foundations that opened a century-long struggle for African-American equal rights. 	
<p>Student Assessment Expectations – <i>Students meet expectations when they:</i></p> <ul style="list-style-type: none"> • Analyze how the question of slavery's expansion into newly acquired territories affected national unity. • Assess the effectiveness of attempted solutions and efforts to maintain national unity. • Analyze the importance of factors, events, and individuals that contributed to the outbreak of the Civil War. • Assess the foundations of nullification and succession philosophies and their Constitutional basis. • Assess the strengths and weaknesses of the Union and Confederacy. • Analyze major military, political, economic, and social events by evaluating impacts on the course of the war. • Assess the impact of the Civil War on civil liberties. • Analyze the economic, political, social, and cultural consequences of the war. • Analyze the major problems facing the South and the nation after the war. • Analyze the differences between Presidential and Congressional Reconstruction, factors which led to the impeachment of President Johnson, and Radical Reconstruction policies. • Assess Reconstruction considering its successes and failures. 	
Concepts/Vocabulary	Possible Strategies/Materials
<ul style="list-style-type: none"> • Pro/anti slavery arguments and conflicts • Popular sovereignty and the Kansas-Nebraska Act • Dred Scott Decision • Abolition: John Brown, Frederick Douglas • Emergence of the Republican Party • Election of 1860: Lincoln vs. Douglas • Secession • Abraham Lincoln: Commander in Chief • Jefferson Davis • Two societies at war: mobilization, resources, and internal dissent • Military strategies and foreign diplomacy <ul style="list-style-type: none"> ◦ Emancipation Proclamation ◦ Conflicts: Britain • Role of African Americans in the war • Key battles: winning strategies • Social, political, and economic effects of war in the North, South, and West <ul style="list-style-type: none"> ◦ Constitutional issues, Draft, Economic Boom/Bust • 1864 Election • Impacts: Lincoln's assassination • Presidential and Radical Reconstruction <ul style="list-style-type: none"> ◦ Problems, issues, solutions • Presidency and impeachment of Andrew Johnson • Southern state governments: aspirations, achievements, failures • Role of African Americans in politics, education, and the economy • Southern Backlash • Compromise of 1877 • Impact of Reconstruction • Reconfiguration of Southern economy <ul style="list-style-type: none"> ◦ Sharecropping/Crop lien system ◦ Manufacturing/ industrialization • The politics of segregation: Jim Crow and disfranchisement 	<ul style="list-style-type: none"> • Chapter Reading Guides/ Definitions • In-class DBQ: 1987-Assess Constitution as source of sectional discord • Video clip: <i>Civil War</i> • PowerPoint: Reconstruction • Student Debate: The "Failure" of Reconstruction • Student Reading: <i>Profiles In Courage: "Edmund G. Ross"</i> • Student Reading: "Whatever You Were Taught or Thought You Knew About the Post-Civil War Era is Probably Wrong in Light of Recent Study" • In-class DBQ: 1989-Assess appropriateness of Washington's and Dubois' strategies

Competency Topic #10 - Forging an Industrialized Nation		Linked State Performance Standards 12:
Essential Questions/Enduring Understandings <ul style="list-style-type: none"> • Because social and economic conditions changed faster than ideas about public policy, America's political system remained locked in a rigid stalemate: two national parties appeared practically identical and neither exerted leadership. However, fierce spoils competition was indicative of corruption and scandal which marked all levels of government and politics. • The Second Industrial Revolution transformed the United States from a developing nation to an economic giant by 1894; however, the uneven distribution of wealth and harmful business combinations resulted in problems for workers, farmers, and the middle class, as well as industrial "titans." • Large-scale, national, corporations which sought to limit competition and exercise economic and political power reorganized the nation's productive capacities. • As industrialization radically transformed the condition of working people, workers failed to develop effective means and labor organizations to match and counter corporate power. • As people from rural America and Europe moved to large urban centers, disturbing changes and urban problems accompanied explosive growth. Cities offered new opportunities to women, expanded cultural horizons, and fostered new social and cultural values that gradually influenced the entire nation. 		A. Geography: 4, 5, 7, 8, 10, 11, 13 B. History: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18 C. Political Science: 1, 2, 3, 4, 5, 6, 7, 10, 11, 12, 13, 14, 15 D. Economics: 2, 3, 4, 5, 6, 7, 8, 9, 10, 12, 13, 14 E. Behavioral Science: 4, 6, 8, 9, 12, 17
Student Assessment Expectations – <i>Students meet expectations when they:</i> <ul style="list-style-type: none"> • Analyze the 2nd Industrial Revolution considering causes, contributions of industrial leaders, and the following industries: railroads, iron industry, coal mining, electricity, steel production, oil drilling, and banking. • Assess the causes and processes of monopolization and the impacts on the growth of big business. • Assess the impact of laissez-faire conservatism and the movement toward federal regulation to achieve reform. • Analyze the rise of labor unions and the impacts of the labor movement. • Analyze factors which contributed to the urbanization of America, the resulting issues, and the reforms to alleviate urban problems. • Analyze the changing nature of immigration and the responses to that immigration. • Analyze the intellectual, cultural, and social movements of the late 19th century and their impacts. • Assess Presidential effectiveness, Presidential leadership, and political realities (1868-1890). • Analyze the development of class conflict and the attempts to address it. • Assess why industrial development lagged in the South, the effects of economic dependency, and the rise and impacts of the "New South." • Analyze social, religious, and cultural changes brought by industrialization, particularly in relation to morality, education, and the changing roles of women and the family. • Describe the philosophical, literary, and cultural trends of the period, including the trend toward "realism." 		
Concepts/Vocabulary		Possible Strategies/Materials
<ul style="list-style-type: none"> • Gilded Age Presidents and campaigns • National politics and influence of corporate power • Political scandals and political impacts • Expansion and development of Western railroads • Laissez-faire vs. government regulation • Corporate consolidation of industry • Robber Barons vs. Captains of Industry • Philosophical Proponents and opponents of the new order, e.g., Social Darwinism and Social Gospel • Effects of technological development on the worker and workplace • Labor and unions: strikes • Urbanization and the lure of the city • Immigration: <ul style="list-style-type: none"> ○ New vs. old ○ Migration and immigration: the changing face of the nation 		<ul style="list-style-type: none"> • Chapter Reading Guides/Definitions • Student-created Gilded Age Presidents PowerPoint • PowerPoint: Railroads & Economic Growth After the Civil War • Primary Documents Analysis Packet: <ul style="list-style-type: none"> ○ "The Philosophy of the Industrialists" ○ "Growing Economic Crisis of the Late 19th Century" • <i>American Heritage's</i> "America's Richest List" • Student Choice Reading: <ul style="list-style-type: none"> ○ "If you men don't withdraw, we will mow every one of you down." ○ "The Strike For Three Loaves" • In-class Primary Documents Analysis: Social Darwinism

<ul style="list-style-type: none"> • City problems and machine politics • Beginning of reform • Intellectual and cultural movements and popular entertainment 		<ul style="list-style-type: none"> • In-class Primary Document Analysis: 1895 "Eighth Grade Test" • PowerPoint: Gilded Age Artists
Competency Topic #11 - Westward Settlement and the Agricultural Revolution		Linked State Performance Standards 12: A. Geography: 4, 5, 7, 8, 10, 11, 13 B. History: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18 C. Political Science: 1, 2, 3, 4, 5, 6, 7, 10, 11, 12, 13, 14, 15 D. Economics: 2, 3, 4, 5, 6, 7, 8, 9, 10, 12, 13, 14 E. Behavioral Science: 4, 6, 8, 9, 12, 17
Essential Questions/Enduring Understandings <ul style="list-style-type: none"> • Differing cultural values and incompatible visions for Western resources culminated in the displacement and oftentimes the destruction of Native American tribes/tribal culture while attempting perceived humane solutions by imposing federal reservation and assimilation policies. • As farmers cultivated vast western lands, agriculture became a mechanized business dependent on cash crops and international markets. Facing over-production, falling prices, harmful protective tariffs, railroad monopolies, tight-money policies, and permanent debtor dependency, farmers turned to political action and a succession of political organizations culminating in the Populist Party's reformist agenda. • Successive "individualistic" phases of economic activity in the West (mining, cattle raising, agriculture) ended by the coming of big business, new technology, and corporate/investment capital which shaped later Western development. 		
Student Assessment Expectations – <i>Students meet expectations when they:</i> <ul style="list-style-type: none"> • Evaluate the causes of Western settlement and the impacts on Native American cultures, the environment, and the American economy. • Assess the cultural and economic conflicts involved in Western settlement paying particular attention to the development of federal policy towards Native Americans. • Analyze the causes and effects of the three economic "kingdoms" of Western settlement: mining, farming, ranching. • Analyze the cause and progression of Western reform movements (Grange, Farmer's Alliance, and Populist) while assessing each groups' goals, effectiveness, and impacts on American politics and economics. • Analyze the development of the conflict between "hard money" and "soft money" (deflation and inflation) and assess the political and economic impacts. • Analyze the impact of the closing of the frontier and the long-term significance of the frontier in American history. 		
Concepts/Vocabulary		Possible Strategies/Materials
<ul style="list-style-type: none"> • Competitors for the West: miners, ranchers, homesteaders, and American Indians • Conflict of cultures <ul style="list-style-type: none"> ◦ Government policy toward American Indians • Gender, race, and ethnicity in the far West • Environmental impacts of western settlement • Agrarian discontent and political issues of the late nineteenth century <ul style="list-style-type: none"> ◦ Grange, Farmers Alliances, Populists • Election of 1896: politics of economics 		<ul style="list-style-type: none"> • Excerpt: <i>Bury My Heart at Wounded Knee</i> • Film Clip: <i>Native Americas</i> • Reading: "Captain Pratt's School" • PowerPoint: Three Kingdoms: Economic Opportunity in the West • Student Reading Analysis: Turner Thesis and Webb Thesis • Fish Bowl Discussion: Westward Expansion • Student Reading: "The Fed's Unlikely Genesis" • Document Analysis Packet: "The Farmers' Dilemma"
Competency Topic #12 - Empire and Expansion		Linked State Performance Standards 12: A. Geography: 4, 5, 7, 8, 10, 11, 13 B. History: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18 C. Political Science: 1, 2, 3, 4, 5, 6, 7, 10, 11, 12, 13, 14, 15
Essential Questions/Enduring Understandings <ul style="list-style-type: none"> • A number of economic, social, and political forces sparked a spectacular burst of imperialistic expansion in the previously isolated United States that culminated in the Spanish-American War. • Victory in the Spanish-American War precipitated a long and bitter national debate over the wisdom and justice of American imperialism as colonial possessions resisted American control. 		

<ul style="list-style-type: none"> • Regardless of serious doubts concerning imperialism, the United States had and would continue to assert itself as a new international power. • In the wake of the Spanish-American War, President Roosevelt pursued a bold and sometimes controversial policy of overtly asserting and expanding America's influence/power abroad, particularly in East Asia and Latin America. • Both the "Dollar" diplomacy of Taft and the idealistic progressive foreign policy of Wilson failed as military involvements threatened in both Latin America and eventually the North Atlantic. 	D. Economics: 2, 3, 4, 5, 6, 7, 8, 9, 10, 12, 13, 14 E. Behavioral Science: 4, 6, 8, 9, 12, 17
<p align="center">Student Assessment Expectations – <i>Students meet expectations when they:</i></p> <ul style="list-style-type: none"> • Analyze factors that led to the U.S. taking an increasingly active role in world affairs and the impacts of that involvement. • Analyze major causes and results of the Spanish-American War. • Assess the changes in American foreign policy and the impacts of those changes on relations with Asia, Latin America, and the Western hemisphere. • Compare/contrast the foreign policies of Presidents Roosevelt, Taft, and Wilson considering successes, failures, and impacts. 	
Concepts/Vocabulary	Possible Strategies/Materials
<ul style="list-style-type: none"> • American imperialism: political and economic expansion <ul style="list-style-type: none"> ◦ Causes and Impacts ◦ Latin America, Alaska, Japan, Hawaii ◦ Spanish-American War ◦ Imperialism Policies and Issues ◦ Philippines, Cuba, Puerto Rico, Guam ◦ Monroe Doctrine and Roosevelt Corollary ◦ Panama Canal • Progressive Presidents' foreign policies 	<ul style="list-style-type: none"> • Chapter Reading Guides/Definitions • Video Clip: Spanish-American War • <i>Taking Sides</i> Student Reading: Were Progressives Imperialists? • Essay: Comparison of American Diplomacy 1900-1915 • In-Class DBQ: Philippine Acquisition • Video Clip: Theodore Roosevelt • In-class Essay: Assess the effectiveness of Progressive Presidential diplomacy
Competency Topic #13 - Reform and Progressivism	
<p align="center">Essential Questions/Enduring Understandings</p> <ul style="list-style-type: none"> • During the late 19th century, two social trends profoundly affected American life: a new, professional middle class, with its own culture; and a new cultural and intellectual life among the educated and upper classes. Both classes, male and female, formed the vanguard of reform movements. • Progressivism became the first successful reform movement to demand that government power be applied to solve not only economic and political issues but also social problems and moral issues. Thus, government power expansion began down a new path as successive reform movements continue this demand. This becomes a dominant and contemporary divisive theme: expansion of federal power versus state and individual rights. • Progressivism first gained strength at the city and state level, and then achieved national influence in the moderately progressive Roosevelt administration which used the federal government as an agent of public interest in economic, consumer, and environmental concerns. • The conflict between Taft and Roosevelt progressives led to a third party crusade in 1912 which focused on different theories of progressivism and ultimately led to the Presidency of Woodrow Wilson who pushed through a sweeping program of domestic economic and social reforms. 	<p align="center">Linked State Performance Standards 12:</p> A. Geography: 4, 5, 7, 8, 10, 11, 13 B. History: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18 C. Political Science: 1, 2, 3, 4, 5, 6, 7, 10, 11, 12, 13, 14, 15 D. Economics: 2, 3, 4, 5, 6, 7, 8, 9, 10, 12, 13, 14 E. Behavioral Science: 4, 6, 8, 9, 12, 17
<p align="center">Student Assessment Expectations – <i>Students meet expectations when they:</i></p> <ul style="list-style-type: none"> • Analyze the origins and goals of the Progressive movement. • Assess the major components of Progressive movement reforms: political, economic, temperance/prohibition, suffrage, education, scientific management, utility socialism, and civil rights. • Compare and contrast the three Progressive Presidents (Roosevelt, Taft, Wilson) while assessing the successes and failures of their Presidencies. 	

<ul style="list-style-type: none"> Evaluate the Progressive movement considering the inherent conflict between increasing federal power to regulate and the Constitutional limits on federal power. 		
Concepts/Vocabulary		Possible Strategies/Materials
<ul style="list-style-type: none"> Origins of Progressive reform: municipal, state, and national Reforms and Reformers Muckrakers Political and urban reforms Attacking social ills Conservation "Trust Busting" and economic measures 1912 Election Roosevelt, Taft, and Wilson as Progressive Presidents Women's roles: family, workplace, education, politics, and reform Black America: urban migration and civil rights initiatives 		<ul style="list-style-type: none"> Chapter Reading Guides/Definitions Discussion: Were Progressives Socialists? Concept Web: Women's Rights <ul style="list-style-type: none"> Video: <i>One Woman...One Vote</i> Student Reading: "No Rights But Human Rights: The Emancipation of American Women" Primary Documents: <ul style="list-style-type: none"> Excerpts from <i>The Jungle</i> <i>Moments In Time: The Progressive Era</i> <ul style="list-style-type: none"> "Redefining Childhood" "Industry and Progress" Panel Discussion: What fundamental questions about the social, economic, and political future of the United States were raised during the Progressive Era? Concept Web: Trace the evolution of Liberalism and Conservatism
Competency Topic #14 - World War I; Emergence of America as a World Power		Linked State Performance Standards 12:
Essential Questions/Enduring Understandings <ul style="list-style-type: none"> Wilson turned America's participation in World War I into a fervent crusade for democracy that successfully stirred the public to a great voluntary war effort; but the war also accentuated social divisions, increased the intrusive power of the federal government within the economy, and saw the federal government curtail civil liberties. After America's contribution to the Allied victory, Wilson attempted to construct a peace based on his idealistic Fourteen Points. However, European and Senatorial opposition and his own political errors doomed American ratification of the Versailles Treaty, participation in the League of Nations, and Wilson's vision of a new world order. 		A. Geography: 4, 5, 7, 8, 10, 11, 13 B. History: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18 C. Political Science: 1, 2, 3, 4, 5, 6, 7, 10, 11, 12, 13, 14, 15 D. Economics: 2, 3, 4, 5, 6, 7, 8, 9, 10, 12, 13, 14 E. Behavioral Science: 4, 6, 8, 9, 12, 17
Student Assessment Expectations – <i>Students meet expectations when they:</i> <ul style="list-style-type: none"> Analyze factors which negated the attempt to remain neutral. Analyze factors that contributed to American support for the Allies and America's declaration of war. Analyze the impact of WWI on the home-front considering economic, political, social, and cultural impacts of war mobilization. Assess the expansion of federal government power and the methods used to promote war support while assessing the impacts of government action. Evaluate the federal government's role in the limitation of civil liberties and dissent. Assess military and economic contributions an Allied victory. Evaluate Wilson's attempt to forge "lasting" peace based on the Fourteen Points and realities of international politics. Assess the success and failures of Wilson's attempts to force Senate ratification of the Versailles Treaty considering national sovereignty. 		
Concepts/Vocabulary		Possible Strategies/Materials
<ul style="list-style-type: none"> War in Europe and American neutrality The First World War at home and abroad Causes of America's entry Fourteen Points War Economy 		<ul style="list-style-type: none"> Chapter Reading Guides/Definitions PowerPoint: Road To War In Europe Primary Document Analysis Packet <ul style="list-style-type: none"> "Alien Enemy Presidential Proclamations"

<ul style="list-style-type: none">• Expansion of Federal powers• Challenges to democratic principles• Treaty of Versailles: successes and failures• Society and economy in the postwar years• “The Great Migration”	<ul style="list-style-type: none">• Take Home Essay: Why America Entered the War: Mistake or a Question of National Security?”• World War I: Attack on Civil Liberties<ul style="list-style-type: none">○ Espionage and Sedition Acts• PowerPoint: Propaganda and WWI• In-Class Primary Documents Reading/Analysis<ul style="list-style-type: none">○ Wilson’s Fourteen Points versus Versailles Treaty• In-Class DBQ: Versailles Treaty’s Defeat	
Competency Topic #15 - 1920s: A New Era		Linked State Performance Standards 12:
<p>Essential Questions/Enduring Understandings</p> <ul style="list-style-type: none">• Post-war years were marked by social unrest and violence, economic problems, labor unrest, the fear of radicalization, and racial tensions which generated a sense of disillusionment.• A disillusioned America turned away from idealism and toward social conservatism, a new mass-consumption economy, and exciting new forms of popular culture that undermined many traditional values.• Under twelve years of Republican control, the federal government pursued a pro-business policy as it experimented with new approaches to public policy and was an active agent of economic change.• The United States pursued a policy of limited internationalism, eagerly supporting political and economic stability abroad while keeping free of commitments that would limit its freedom of action.		<p>A. Geography: 4, 5, 7, 8, 10, 11, 13</p> <p>B. History: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18</p> <p>C. Political Science: 1, 2, 3, 4, 5, 6, 7, 10, 11, 12, 13, 14, 15</p> <p>D. Economics: 2, 3, 4, 5, 6, 7, 8, 9, 10, 12, 13, 14</p> <p>E. Behavioral Science: 4, 6, 8, 9, 12, 17</p>
<p>Student Assessment Expectations – <i>Students meet expectations when they:</i></p> <ul style="list-style-type: none">• Analyze the movement toward domestic political and social conservatism considering controversial economic, political, social, and cultural issues of the 1920s.• Analyze the rise of the mass-consumption economy/consumerism and its impacts.• Analyze the cultural and social revolution brought about by radio, films, automobiles, and changing moral standards.• Analyze the impacts of social and cultural changes on American art, music, and literature.• Assess the effects of cultural and social changes on women and African-Americans.• Assess the economic prosperity of the '20s and the extent of that prosperity for different groups within society.• Assess the Presidencies of Harding, Coolidge, and Hoover considering successes and failures.		
Concepts/Vocabulary		Possible Strategies/Materials
<ul style="list-style-type: none">• Isolationism and Foreign Policy• The Red Scare• Mass-Consumption Economy<ul style="list-style-type: none">○ Advertising○ Credit• Gasoline and Jazz Age• The culture of Modernism<ul style="list-style-type: none">○ Science○ Arts and entertainment○ Harlem Renaissance○ Radio and film• Responses to Modernism:<ul style="list-style-type: none">○ Religious fundamentalism○ Nativism○ KKK○ Prohibition/Gangsterism• Republican politics: Harding, Coolidge, Hoover• The ongoing struggle for equality: African Americans and women	<ul style="list-style-type: none">• Chapter Reading Guides/Definitions• Four Team Presentations on 1920s:<ul style="list-style-type: none">○ Events and Issues of 1920s: Social, Cultural, Political, Economic, Foreign Affairs○ Researched• In-class DBQ Essay: What led to the tensions between old and new and in what ways was the tension manifested?• Evaluation of 1920s DBQ	

Competency Topic #16 - The Great Depression and New Deal		Linked State Performance Standards 12:
Essential Questions/Enduring Understandings <ul style="list-style-type: none"> Multiple factors contributed to the most severe, prolonged depression in American history that devastated the American economy and spirit. President Hoover used federal action to stimulate the economy; although his actions were on an unprecedented scale when compared to those of previous Presidents, his policies and programs proved too little and too late. Roosevelt's New Deal offered an experimental approach of massive federal programs with government involvement, financed by deficit spending, and designed to bring about relief, recovery, and reform. New Deal measures reflected Roosevelt's pragmatism, not a carefully formulated plan. The Great Depression and New Deal altered American political, social, and economic institutions in ways that have lasted to the present: the role and power of both the federal government and the Presidency expanded, federal regulation extended over new areas of the economy, the modern welfare state emerged, government policy supported the labor movement, and American capitalism saw the introduction of socialistic elements. The controversies concerning an assessment of the New Deal reflect a continuing fundamental dilemma: the proper role of government in business and business in government. Additionally, new evidence suggests that some New Deal policies actually prolonged the Depression by delaying economic recovery. 		A. Geography: 4, 5, 7, 8, 10, 11, 13 B. History: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18 C. Political Science: 1, 2, 3, 4, 5, 6, 7, 10, 11, 12, 13, 14, 15 D. Economics: 2, 3, 4, 5, 6, 7, 8, 9, 10, 12, 13, 14 E. Behavioral Science: 4, 6, 8, 9, 12, 17
Student Assessment Expectations – <i>Students meet expectations when they:</i> <ul style="list-style-type: none"> Analyze the underlying causes of economic problems in the late 1920s which contributed to the Great Depression. Evaluate Hoover's and Roosevelt's responses to the Great Depression considering similarities and differences, successes and failures, and effectiveness of policies. Analyze the impacts of the Depression and New Deal on minority groups and social classes. Assess New Deal policies considering the conflict between private enterprise and socialism. Assess the growth of the federal government's influence and power and the impacts of that trend. Analyze the short/long-term economic, political, social, and cultural impacts of the Great Depression and New Deal. Evaluate the arguments presented by both critics and defenders of Hoover and Roosevelt as they responded to the challenges of the Great Depression. 		
Concepts/Vocabulary	Possible Strategies/Materials	
<ul style="list-style-type: none"> Causes of the Great Depression The Hoover administration's response 1932 election Franklin Delano Roosevelt and the New Deal <ul style="list-style-type: none"> Relief, Recovery, Reform Programs The New Deal coalition and its critics from the Right and the Left Supreme Court Challenge Surviving hard times: American society during the Great Depression Dust Bowl Cultural Impacts 	<ul style="list-style-type: none"> Chapter Reading Guides/Definitions PowerPoint: Crashing Hopes: Great Depression : Assess the Causes of The Depression Primary Documents Analysis: Roosevelt and the Supreme Court <i>Taking Sides</i>: Was the New Deal an Effective Answer to the Great Depression? Panel Discussion: Evaluate the New Deal In-class DBQ: Roosevelt, Hoover, Liberal or Conservative 	

Competency Topic #17 - World War II		Linked State Performance Standards 12:
Essential Questions/Enduring Understandings <ul style="list-style-type: none"> The United States had attempted to isolate itself from foreign involvements and wars during most of the 1930s; but by the end of the decade, the spread of totalitarianism and war in Europe prompted Roosevelt to provide more and more assistance to nations fighting for survival despite strong isolationist opposition. Unified by the Pearl Harbor attack, America effectively carried out a war mobilization effort that produced vast social and economic changes within American society while limiting the civil liberties of Japanese-Americans and foreign nationals. Allied decisions concerning the conduct of the war and wartime diplomacy seemed to forecast the Cold War that followed; the change in leadership prompted by the death of Roosevelt, America's development of the atomic bomb, and Stalin's failures to uphold wartime agreements escalated suspicions between the superpowers. 		A. Geography: 4, 5, 7, 8, 10, 11, 13 B. History: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18 C. Political Science: 1, 2, 3, 4, 5, 6, 7, 10, 11, 12, 13, 14, 15 D. Economics: 2, 3, 4, 5, 6, 7, 8, 9, 10, 12, 13, 14 E. Behavioral Science: 4, 6, 8, 9, 12, 17
Student Assessment Expectations – <i>Students meet expectations when they:</i> <ul style="list-style-type: none"> Analyze the forces of isolationism and internationalism in foreign affairs prior to the attack on Pearl Harbor. Analyze the causes of international tensions with the Axis powers, Roosevelt's responses, and public reactions. Analyze events and diplomatic issues in the Japanese-American conflict that led to Pearl Harbor. Evaluate American responses to the Pearl Harbor attack and war mobilization. Assess the military, political, and diplomatic turning points of the war and their significances to the outcome. Analyze the economic, political, social, and cultural impacts of WWII on the United States. Analyze the final military efforts that brought Allied victories Europe and Asia and the significance of the atomic bomb to Japan's unconditional surrender. Assess the results of wartime conferences and the rise of the United States as an international super power. 		
Concepts/Vocabulary	Possible Strategies/Materials	
<ul style="list-style-type: none"> Pre-war Diplomacy: <ul style="list-style-type: none"> Pacific, Europe, Latin America Prelude to war: policy of neutrality The rise of fascism and militarism in Japan, Italy, and Germany U.S. neutrality before the attack on Pearl Harbor? Japanese aggression and U.S. responses The attack on Pearl Harbor and United States declaration of war Fighting a multi-front war Diplomacy, war aims, and wartime conferences The United States as a global power in the Atomic Age Wartime mobilization of the economy Urban migration and demographic changes Women, work, minorities, and family during the war Civil liberties and civil rights during wartime <ul style="list-style-type: none"> Internment Camps War and regional development FDR and Truman: Commanders in Chief <ul style="list-style-type: none"> Winning strategies: controversies Atomic realities Expansion of government power 	<ul style="list-style-type: none"> Chapter Reading Guides/ Definitions PowerPoint: Causes of WWII-Europe Primary Document Analysis <ul style="list-style-type: none"> "Application of FDR's "Quarantine Speech" 	

Competency Topic #18 - Making Modern America Post World War II		Linked State Performance Standards 12:
Essential Questions/Enduring Understandings <ul style="list-style-type: none"> America emerged from WWII as the world's strongest economic power and commenced a postwar economic boom that lasted for two decades. This period of economic expansion prompted social, economic, and cultural changes. The United States and the Soviet Union, the two dominant world powers, soon locked in Cold War confrontation that spread from Europe to become a global ideological conflict between democracy and communism. This conflict would deeply affect American foreign and domestic policies. Successive Presidents challenged by their own set of domestic and foreign policy issues often found it difficult to execute successfully their vision for America. They often struggled to navigate effectively the residual foreign and domestic challenges faced by their predecessors while maintaining some sense of continuity in U.S. policies. The Civil Rights Movement compelled the nation to live up to its ideals and served as an impetus for other power/reform movements that sought social, economic, political, and cultural changes. 		A. Geography: 4, 5, 7, 8, 10, 11, 13 B. History: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18 C. Political Science: 1, 2, 3, 4, 5, 6, 7, 10, 11, 12, 13, 14, 15 D. Economics: 2, 3, 4, 5, 6, 7, 8, 9, 10, 12, 13, 14 E. Behavioral Science: 4, 6, 8, 9, 12, 17
Student Assessment Expectations – <i>Students meet expectations when they:</i>		
Foreign Affairs <ul style="list-style-type: none"> Analyze the causes and events of the Cold War and the tensions between the United States and the U.S.S.R. Assess the changes in United States foreign policy caused by Cold War tensions and the role of organizations established to address those tensions. Analyze the expansion of the Cold War to Asia, Africa, Middle East, and Latin America. Assess the policies of modern Presidents (Eisenhower, Kennedy, Johnson, Nixon, Ford, Carter, Reagan) considering Cold War events and nuclear policy. Analyze the Cold War's economic, social, and political impact on domestic policies. Assess the Constitutional challenges presented by the Korean and Vietnam Wars. Assess American involvement in the Vietnam War considering causes, American withdrawal, the communist victory, and the short and long-term impacts of American involvement on foreign affairs. Evaluate the related economic, energy, and Middle East crises from Truman to Reagan and each President's attempts to deal with them. 		
Domestic Policy/Issues <ul style="list-style-type: none"> Analyze the economic transformation of the post-WWII era and the new American economy of the 1950s. Analyze the causes and impacts of social and cultural changes in post-war America. Evaluate the challenges to civil liberties in the post-war period. Analyze the Civil Rights and Black Power Movements considering major events, leadership, and short/long-term impacts. Analyze the Watergate Affair considering the social, cultural, and political impacts. Assess the rise, gains, setbacks, and impacts of the following "power" movements: students, women, elderly, Latinos, Native Americans, environmentalism. Evaluate the administrations of modern Presidents (Eisenhower, Kennedy, Johnson, Nixon, Carter, Ford, Reagan) considering the effectiveness and successes/failures of domestic policies. Assess the domestic impacts of Cold War policies and events particularly the Vietnam War and the Middle East. Evaluate the changes and challenges in the nature of American politics. Analyze the major developments in American culture and the arts since World War II. 		
Concepts/Vocabulary		Possible Strategies/Materials
<ul style="list-style-type: none"> Economic Growth and development <ul style="list-style-type: none"> Consumer culture Origins of the Cold War <ul style="list-style-type: none"> Truman and containment The Cold War: foreign and domestic impacts <ul style="list-style-type: none"> Asia: China, Korea, Vietnam, Japan The Red Scare and McCarthyism 		<ul style="list-style-type: none"> Chapter Reading Guides/Definitions PowerPoint: Post WWII Industrial Society Primary Document Analysis Packet: "Economic Recovery After WWII" Primary Documents Analysis: Origins of the Cold War

<ul style="list-style-type: none"> • Post –WWII Presidents: domestic and foreign strategies, issues, and policies <ul style="list-style-type: none"> ◦ Fair Deal to the Great Society • Cold War confrontations: Asia, Latin America, and Europe <ul style="list-style-type: none"> ◦ Korean War and Vietnam War • Emergence of the modern civil rights movement • The affluent society and "the other America" • Consensus and conformity: suburbia and middle-class America • Social critics, nonconformists, and cultural rebels • Impact of changes in science, technology, and medicine • Cultural changes: art, literature, entertainment • Expanding movements for civil rights; different visions • The antiwar movement and the counterculture • The election of 1968 and the "Silent Majority" • Beginning of Détente • Nixon's challenges: Vietnam, China, Watergate • Changes in the American economy: the energy crisis, deindustrialization, and the service economy • End of the Cold War • Culture Wars • Demographic changes: surge of immigration after 1965, Sunbelt migration, and the graying of America 	<ul style="list-style-type: none"> • MacArthur's War With Truman <ul style="list-style-type: none"> ◦ Video: MacArthur's War With Truman" • PowerPoint: Eisenhower Presidency: Foreign & Domestic Issues • PowerPoint: 1960s • Essay: Assess the successes and failures of the New Frontier and Great Society • PowerPoint: Vietnam War Overview • Student Readings: <ul style="list-style-type: none"> ◦ "Stride to Freedom" <ul style="list-style-type: none"> ▪ Martin Luther King, Jr. ◦ "Necessary to Protect Ourselves" <ul style="list-style-type: none"> ▪ Les Crane Interview with Malcolm X • Panel Role Play: Civil Rights Leaders <ul style="list-style-type: none"> ◦ Research positions, philosophies, background, strategies • Concept Webs: "Power" movements of 1960s-1970s • Excerpt: <i>The Offenses of Richard M. Nixon; A Guide for the People of the United States of America</i> • Thawing of the Cold War: Assess the actions of Nixon, Ford, Carter and Reagan
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Competency Topic #19 - America Confronts the Post-Cold War Era		Linked State Performance Standards 12:
Essential Questions/Enduring Understandings <ul style="list-style-type: none"> • The conflict and interplay between the forces of liberalism and conservatism continues to dominate social, economic, political, and cultural issues in America. The resurgence of conservatism, itself a backlash against the galvanizing views of the left, met continuing efforts to force and promote change from without and within American institutions. • The ideological polarization of America continues as do the economic, political, social and cultural effects. • While "peace" seemed possible with the decline of the Soviet Union, several recent developments have challenged American foreign policy and internal security. These events have had tremendous domestic impacts. 		A. Geography: 4, 5, 7, 8, 10, 11, 13 B. History: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18 C. Political Science: 1, 2, 3, 4, 5, 6, 7, 10, 11, 12, 13, 14, 15 D. Economics: 2, 3, 4, 5, 6, 7, 8, 9, 10, 12, 13, 14 E. Behavioral Science: 4, 6, 8, 9, 12, 17
Student Assessment Expectations – <i>Students meet expectations when they:</i> <ul style="list-style-type: none"> • Assess the reasons for and results of the "Reagan Revolution". • Considering economic, political, social, and cultural impacts, assess the rise of the Conservative Movement. • Evaluate the foreign and domestic policies of the Post-Cold-War Presidents (Bush, Clinton, Bush, Obama) • Analyze the economic, social, cultural impacts of technological advancements. 		
Concepts/Vocabulary		Possible Strategies/Materials
<ul style="list-style-type: none"> • Revolutions in biotechnology, mass communication, and computers • The New Right and the Reagan revolution • Persian Gulf in Crisis • Politics in a multicultural society Globalization and the American economy • Social and Cultural changes • Unilateralism vs. multilateralism in foreign policy • Domestic and foreign terrorism • Environmental issues in a global context • Neo-con/Neo-Marxism 		<ul style="list-style-type: none"> • Chapter Reading Guides • Essay: Assess America's outlook for the future

CONTEMPORARY US HISTORY

Developers: High School Social Studies Staff

Development Date: 2009-2010

Instructional Level: High School

Credit: .5 elective credit

Grade: 10, 11, 12

Pre-requisite: U.S. History I/II or AP U.S. History

Course Description: Students will examine political, economic, social and cultural aspects of America's unique historical experience while relating American History to the broader global setting. Leading aspects of American History from Watergate to the present will be included in this one term course.

Definitions:

- **Essential Learning Outcomes:** The big ideas or competencies; major skills, knowledge or attitudes that tell students what they will need to learn; Begin the competency with an action verb.
- **State Standards:** These are the state performance standards that are addressed in this competency.
- **Assessment Expectation:** indicates what the student will be able to do because of what they know or can demonstrate.
- **Vocabulary & Strategies** – The vocabulary words listed with each competency are necessary for understanding and learning. The strategies are supportive of the learning.

Competency Topic #1 - US History 1974 - 1980			Linked State Performance Standards	
Essential Questions/Enduring Understandings <ul style="list-style-type: none">What were some of the ethical/moral/political/economic controversies of the 1970's?Why do we adjust our political philosophies as a nation?			Geography: 12.9 12.10 12.11 12.12 12.13 History: 12.1 12.4 12.6 12.8 12.9 12.10 12.15 12.17 Political Science: 12.1 12.2 12.3 12.4 12.5 12.6 12.7 12.9 12.10 12.11 12.14 12.16 Economics: 12.2 12.4 12.5 12.7 12.9 12.10 12.11 12.13 12.14 Behavioral Science: 12.4 12.6 12.9 12.11 12.12 12.17	
Student Assessment Expectations – <i>Students meet expectations when they:</i> <ul style="list-style-type: none">Compare and contrast political and economic ideologies in this time period.Describe how the United States was changing socially.Develop a “timeline” for cause and effect, while identifying precipitating factors.Explore both domestic and foreign issues within the context of contemporary history.				
Vocabulary & Concepts			Possible Strategies	Materials
<ul style="list-style-type: none">Political ViewsPresidential ImpeachmentFord’s Presidency1976 ElectionTerrorism in IranCarter’s PoliciesOPEC	<ul style="list-style-type: none">PoliticalLiberalConservativeProtectionismIndividual Rights/FreedomDemocracy	<ul style="list-style-type: none">EconomicCommunismSocialismCapitalismSupply/DemandFree MarketTariffs/TradeSocialEducational PolicyMedia Influence	Online News Power Points Discussion Groups Guided Reading Research Book Reports	Text Book Original Documents Power Points Newspaper Magazines Films/Videos
Competency Topic #2 - US History 1980 – 1992			Linked State Performance Standards	
Essential Questions/Enduring Understandings <ul style="list-style-type: none">Why do we adjust our political philosophies as a nation?How has our Foreign Policy/Domestic Security shifted and changed with the fall of Communism (1989) andWhat was the role of the United States in World Issues?What is the impact of technology on the United States?How does the United States adjust to the Global Economy?			Geography: 12.9 12.10 12.11 12.12 12.13 History: 12.1 12.4 12.6 12.8 12.9 12.10 12.15 12.17 Political Science: 12.1 12.2 12.3 12.4 12.5 12.6 12.7 12.9 12.10 12.11 12.14 12.16 Economics: 12.2 12.4 12.5 12.7 12.9 12.10 12.11 12.13 12.14 Behavioral Science: 12.4 12.6 12.9 12.11 12.12 12.17	
Student Assessment Expectations – <i>Students meet expectations when they:</i> <ul style="list-style-type: none">Compare and contrast political and economic ideologies in this time period.Describe how the United States was changing socially.Develop a “timeline” for cause and effect, while identifying precipitating factors.Explore both domestic and foreign issues within the context of contemporary history.				
Vocabulary & Concepts			Possible Strategies	Materials
<ul style="list-style-type: none">Political Views1980 ElectionFall of the Berlin WallReagan’s Administration1984 ElectionTerrorism AbroadEnvironmental Policies1988 Election	<ul style="list-style-type: none">PoliticalLiberalConservativeProtectionismIndividual Rights & Freedoms	<ul style="list-style-type: none">EconomicCommunismSocialismCapitalismSupply/DemandFree MarketTariffs/Trade	Online News Power Points Discussion Groups Guided Reading Research Book Reports	Text Book Original Documents Power Points Newspaper Magazines Films/Videos

<ul style="list-style-type: none">• Persian Gulf War• Immigration• Supreme Court Appointments• World Health Organization• Air traffic controller	<ul style="list-style-type: none">• Democracy	<ul style="list-style-type: none">• PATCO <p>Social</p> <ul style="list-style-type: none">• Baby Boom• Social Security• Media Influence• Immigration		
Competency Topic #3 - US History 1992 – 2000			Linked State Performance Standards	
Essential Questions/Enduring Understandings <ul style="list-style-type: none">• What is the role of the United States in World Issues?• What is the impact of technology on the United States?• How does the United States adjust to the Global Economy?• What is/was the effect of the Clinton Years: policies, impeachment, the economy and justice?			Geography: 12.9 12.10 12.11 12.12 12.13 History: 12.1 12.4 12.6 12.8 12.9 12.10 12.15 12.17 Political Science: 12.1 12.2 12.3 12.4 12.5 12.6 12.7 12.9 12.10 12.11 12.14 12.16 Economics: 12.2 12.4 12.5 12.7 12.9 12.10 12.11 12.13 12.14 Behavioral Science: 12.4 12.6 12.9 12.11 12.12 12.17	
Student Assessment Expectations – <i>Students meet expectations when they:</i> <ul style="list-style-type: none">• Compare and contrast political and economic ideologies in this time period.• Describe how the United States was changing socially.• Develop a “timeline” for cause and effect, while identifying precipitating factors.• Explore both domestic and foreign issues within the context of contemporary history.				
Vocabulary & Concepts			Possible Strategies	Materials
<ul style="list-style-type: none">• Political Views• Technology/Education• Presidential Impeachment• Environmental Policies• Trade Agreements• 1992 Elections• 1996 Elections• Immigration• Terrorism in US• Health Care	<ul style="list-style-type: none">• Political• Liberal• Conservative• Protectionism• Individual• Rights• Freedoms• Democracy	<ul style="list-style-type: none">• Economic• Communism• Socialism• Capitalism• Supply/Demand• Free Market• Tariffs/Trade• Social• Universal Health Care• Media Influence• Immigration• Don't Ask, Don't Tell	Online News Power Points Discussion Groups Guided Reading Research Book Reports	Text Book Original Documents Power Points Newspaper Magazines Films/Videos
Competency Topic #4 – US History 2000-2008			Linked State Performance Standards	
Essential Questions/Enduring Understandings <ul style="list-style-type: none">• Why do we adjust our political philosophies as a nation?• How has our foreign policy and domestic security shifted and changed since the attack of September 11, 2001?• What is the role of the United States in World Issues?• How does the United States adjust to the Global Economy?• Why the return to a liberal agenda and the challenges under Obama?			Geography: 12.9 12.10 12.11 12.12 12.13 History: 12.1 12.4 12.6 12.8 12.9 12.10 12.15 12.17 Political Science: 12.1 12.2 12.3 12.4 12.5 12.6 12.7 12.9 12.10 12.11 12.14 12.16 Economics: 12.2 12.4 12.5 12.7 12.9 12.10 12.11 12.13 12.14 Behavioral Science: 12.4 12.6 12.9 12.11 12.12 12.17	
Student Assessment Expectations – <i>Students meet expectations when they:</i> <ul style="list-style-type: none">• Compare and contrast political and economic ideologies in this time period.• Describe how the United States was changing socially.• Develop a “timeline” for cause and effect, while identifying precipitating factors.				

<ul style="list-style-type: none">Explore both domestic and foreign issues within the context of contemporary history.				
Vocabulary & Concepts			Possible Strategies	Materials
<ul style="list-style-type: none">Political Views2000 Election IssuesEnvironmental PoliciesTerrorism in the USGW Bush as PresidentEconomic Downturn of 2008ImmigrationSupreme Court AppointmentsAfghanistanIraq	Political <ul style="list-style-type: none">LiberalConservativeProtectionismIndividual Rights & FreedomsDemocracyPatriot Act	Economic <ul style="list-style-type: none">CommunismSocialismCapitalismSupply/DemandFree MarketTariffs/TradeNAFTA Social <ul style="list-style-type: none">Baby BoomSocial SecurityMedia InfluenceImmigration	Online News Power Points Discussion Groups Guided Reading Research Book Reports	Text Book Original Documents Power Points Newspaper Magazines Films/Videos
Competency Topic #5 – 2008 to Present			Linked State Performance Standards Geography: 12.9 12.10 12.11 12.12 12.13 History: 12.1 12.4 12.6 12.8 12.9 12.10 12.15 12.17 Political Science: 12.1 12.2 12.3 12.4 12.5 12.6 12.7 12.9 12.10 12.11 12.14 12.16 Economics: 12.2 12.4 12.5 12.7 12.9 12.10 12.11 12.13 12.14 Behavioral Science: 12.4 12.6 12.9 12.11 12.12 12.17	
Essential Questions/Enduring Understandings <ul style="list-style-type: none">What were some of the ethical/moral/political/economic controversies of the 2000's?Why do we adjust our political philosophies as a nation?What is the role of the United States in World Issues?What is the impact of technology on the United States?How does the United States adjust to the Global Economy?What brought the Liberal backlash of 2008 and “An Era of Change”?				
Student Assessment Expectations – <i>Students meet expectations when they:</i> <ul style="list-style-type: none">Compare and contrast political and economic ideologies in this time period.Describe how the United States was changing socially.Develop a “timeline” for cause and effect, while identifying precipitating factors.Research a topic/issue and complete a project demonstrating an understanding of the complexity of it.				
Vocabulary & Concepts			Possible Strategies	Materials
<ul style="list-style-type: none">Political Views2008 ElectionObama’s PoliciesObama’s AdministrationEconomic Downturn of 2008Technology/EducationImmigrationSupreme Court Appointments/Decisions	Political <ul style="list-style-type: none">LiberalConservativeProtectionismIndividual Rights & FreedomsDemocracyUnited Nations Economic <ul style="list-style-type: none">CommunismSocialismCapitalismSupply/DemandFree Market	<ul style="list-style-type: none">Tariffs/TradeTARPBailouts Social <ul style="list-style-type: none">Universal Health CareBaby BoomSocial SecurityMedia InfluenceImmigration	Online News Power Points Discussion Groups Guided Reading Research Book Reports	Text Book Original Documents Power Points Newspaper Magazines Films/Videos

GOVERNMENT

Developers: High School Social Studies Staff

Development Date: 2009-2010

Instructional Level: High School

Credit: .5 required credit

Grade: 11

Pre-requisite: U.S. History I and II

Required Course for Graduation

Course Description: This required course introduces students to the basic design of our American government. By using current events, students will analyze the workings of the executive, legislative and judicial branches at all levels of government. They will also explore the Constitution and its impact on their lives.

Definitions:

- Essential Learning Outcomes: The big ideas or competencies; major skills, knowledge or attitudes that tell students what they will need to learn; Begin the competency with an action verb.
- State Standards: These are the state performance standards that are addressed in this competency.
- Assessment Expectation: indicates what the student will be able to do because of what they know or can demonstrate.
- Vocabulary & Strategies – The vocabulary words listed with each competency are necessary for understanding and learning. The strategies are supportive of the learning.

Competency Topic #1: People and Government			Linked State Performance Standards
Essential Questions/Enduring Understandings <ul style="list-style-type: none"> What are the basic reasons why governments are formed and how do they serve the people who live under them? How does the division of power between national and smaller governments influence how a government works? How does a constitution work to organize a government and its day-to-day functions? How has the functioning of the U.S. government changed as global interdependence increases? What characteristics of a democracy distinguish it from other forms of government? What role does the economic system in a country play in the rights of individual citizens? 			A. Geography: 12.13 B. History: 12.6, 12.13, 12.15, 12.16 C. Political Science: 12.1, 12.2, 12.3, 12.4, 12.5, 12.6, 12.12, 12.13 D. Economics: 12.5, 12.7 E. Behavioral Science: 12.4, 12.6, 12.14, 12.15, 12.17
Student Assessment Expectations – <i>Students meet expectations when they:</i> <ul style="list-style-type: none"> Demonstrate an understanding of the organization and characteristics needed to have a state or a nation. Demonstrate an understanding of the history about why states formed and how that affects the nature of their government. Analyze the need for governments and the services provided for their citizens. Describe the role the constitution plays in forming a government. Explain how countries today are dependent on each other for survival. Demonstrate an understanding of the powers of sovereign nations. Analyze the characteristics of various forms of government (democracy, autocracy, oligarchy, etc.) and how those characteristics influence the running of the government on a day-to-day basis. Explain how the role of a country's economic system influences the rights of the government, its leaders, and its citizens. 			
Vocabulary & Concepts			Possible Strategies/materials
<ul style="list-style-type: none"> state nation sovereignty government social contract legitimacy unitary system federal system confederation constitution politics autocracy monarchy constitutional monarchy absolute monarchy oligarchy democracy direct democracy representative democracy democracy economics capitalism free market laissez –faire socialism bourgeoisie proletariat communism command economy developing nation industrialized nation lobbyist Interest group republic political party free enterprise 			Simulations Reading guides Cooperative learning Read aloud Graphic organizers Daily assessments Text book Questioning Lecture/note taking Vocabulary assessment Current events Primary sources The Constitution Vocabulary activities

Competency Topic #2: Origins of American Government		Linked State Performance Standards
Essential Questions/Enduring Understandings <ul style="list-style-type: none"> How did the critical period of the Revolution and the early years of the republic define our basic government institutions? How did the History of British rule influence the creation of a government in the British colonies? What historical documents, books, and people influenced the formation of the U.S. government and constitution? What events led to the writing of the U.S. Declaration of Independence What were the advantages and disadvantages of the Articles of Confederation that led to it being replaced by our current U.S. Constitution? 		A. Geography: 12.13 B. History: 12.1, 12.2, 12.3, 12.4, 12.5, 12.6, 12.13, 12.14, 12.15 C. Political Science: 12.2, 12.3, 12.4, 12.5, 12.8, 12.10, 12.11, 12.13, 12.14 D. Economics: E. Behavioral Science: 12.4, 12.6, 12.12, 12.14, 12.15, 12.17
Student Assessment Expectations – <i>Students meet expectations when they:</i> <ul style="list-style-type: none"> Describe what limits were placed on the King of England and how those were incorporated into the U.S. plan for government. Analyze how the organization of the first colonial government influenced the structure of the current U.S. federal system. Analyze primary British and colonial documents that influenced the colonists and their formation of the current U.S. government. Understand the causes of the weakening and eventual collapse of the relationship between the British government and the American colonists. Evaluate the methods used by the colonists to try to work out the conflict with the British government. Interpret the grievances the colonists had against the King of England, and why they felt that they should write them down in the Declaration of independence. Describe the United States Government structure under the first United States Constitution (The Articles of Confederation) and what were the weaknesses that led to its failure? 		
Vocabulary & Concepts		Possible Strategies/Materials
<ul style="list-style-type: none"> revenue embargo limited government representative government cede ratify unicameral levy rebellion separation of powers 		Simulations Reading guides Cooperative learning Read aloud Graphic organizers Daily assessments Text book Questioning Lecture/note taking Vocabulary assessment Current events Primary sources
Competency #3: The United States Constitution		Linked State Performance Standards
Essential Questions/Enduring Understandings <ul style="list-style-type: none"> What were the key issues of contention at the constitutional convention and what compromises resulted from them? Who were the federalists and anti-federalist and what were their arguments for and against ratifying the constitution? How do the parts of the U.S. Constitution work to create limited government and an effective democracy? How are the 6 principles of the constitution illustrated throughout the document? 		A. Geography: B. History: 12.2, 12.6 C. Political Science: 12.1, 12.2, 12.3, 12.4, 12.5, 12.6, 12.8, 12.11, 12.13, 12.14, 12.15 D. Economics: E. Behavioral Science: 12.4, 12.6, 12.12, 12.14, 12.15

Student Assessment Expectations – Students meet expectations when they:

- Explain why ideas like limited government, representative government, separation of powers, limiting states powers and strengthening national power were important to the writers of the constitution.
- Analyze why determining how to be represented in congress was such a hotly debated topic and how the issue was resolved.
- Analyze the arguments for and against the national regulation of interstate commerce and taxes on imports and exports and how the final compromise was reached
- Consider the issues involving slavery as discussed at the convention and know the final decision made in regards to those issues (slavery, counting slaves for representation, and slave trade).
- Compare and contrast the views and roles of the federalists and anti-federalists in the ratification of the U.S. Constitution.
- Know the structure and basic content of the Constitution, including the parts of the preamble and the articles of the constitution.
- Demonstrate an understanding of the six major principles of the constitution and be able to give an example as it applies to the U.S. Government.
- Describe the makeup of the three houses of the U.S. government and how they have both expresses and unexpressed powers.

Vocabulary & Concepts		Possible Strategies/Materials
<ul style="list-style-type: none"> • article • preamble • supremacy clause • amendments • popular sovereignty • veto • judicial review • limited government • expressed powers • enumerated powers • anarchy • interstate commerce 	<ul style="list-style-type: none"> • preamble • federalism • separation of powers • checks and balances • impeach • principle • federal bureaucracy • ratify • elastic clause • extralegal 	<ul style="list-style-type: none"> Simulations Reading guides Cooperative learning Read aloud Graphic organizers Daily assessments Text book Questioning Lecture Vocabulary assessment Current events Primary sources The U.S. Constitution

Competency Topic #4: Amendments to the Constitution

Essential Questions/Enduring Understandings

- What is the formal process of amending the constitution, as well as the indirect and formal changes to the constitution?
- What is the reasoning behind the inclusion of the Bill of Rights and other amendments in the constitution?
- What are the current case law in the understanding of how the Supreme Court has interpreted the amendments?

Linked State Performance Standards

- A. Geography:
- B. History: 12.6, 12.15
- C. Political Science: 12.1, 12.2, 12.3, 12.5, 12.6, 12.8, 12.9, 12.11, 12.15, 12.16
- D. Economics:
- E. Behavioral Science: 12.4, 12.6, 12.8, 12.14, 12.15

Student Assessment Expectations – Students meet expectations when they:

- Explain how the Rights of Citizens are guaranteed by the amendments affect our lives on a daily basis
- Compare the debates around the interpretation of the amendments.
- Identify why and how all of our rights have limits.

Vocabulary & Concepts		Possible Strategies/Materials
<ul style="list-style-type: none"> • Separation of church and state • slander • libel 	<ul style="list-style-type: none"> • exigent circumstance • indictment • grand jury • double jeopardy 	<ul style="list-style-type: none"> Simulations Reading guides Cooperative learning Read aloud Graphic organizers

<ul style="list-style-type: none"> • seditious speech • obscene • lewd • fighting words • prior restraint • militia • probable cause • search warrant • arrest warrant • exclusionary rule • suffrage • lunge area 	<ul style="list-style-type: none"> • due process • eminent domain • Miranda Rights • change in venue • bail • reasonable grounds • stop and frisk • hot pursuit • consent • civil law • criminal law 	Daily assessments Text book Questioning Lecture Vocabulary assessment Current events Primary sources The U.S. Constitution U.S. Supreme Court Case Studies
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Competency Topic # 5: The Legislative Branch		Linked State Performance Standards
Essential Questions/Enduring Understandings <ul style="list-style-type: none"> • What is the basic structure and organization of Congress as it represents the interests of American citizens? • What powers did the constitution give to the congress and how have they developed over time? • What type of actions can members of congress take to represent voter interests and what rules govern congressional activities? 		A. Geography: B. History: 12.6, 12.15 C. Political Science: 12.3, 12.4, 12.5, 12.6, 12.7, 12.8, 12.10, 12.11 D. Economics: E. Behavioral Science: 12.6, 12.14, 12.15
Student Assessment Expectations – <i>Students meet expectations when they:</i> <ul style="list-style-type: none"> • Demonstrate an understanding of the qualifications to become a member of congress, the characteristics they share and the reasons behind the re-election of incumbents. • Demonstrate an understanding of the purpose of the census as it relates to reapportionment and redistricting of the member of the House of Representatives. • Describe how congress works on a day-to-day basis, including the rules, committees, staff members and leadership roles. • Explain the powers given to congress both directly and indirectly. • Explain how the congress uses the principle of checks and balances to limit the executive and judicial branches. • Identify how a bill becomes a law. • Analyze the role political parties play in the working of Congress? • Identify who their lawmakers are at the national level. 		
Vocabulary & Concepts		Possible Strategies/Materials
<ul style="list-style-type: none"> • Bicameral veto • rocket veto • override • session • census • reapportionment • redistrict • gerrymander • at-large • censure • incumbent • constituent • caucus • majority leader • whip bill • quorum • president pro-tempore • filibuster • cloture • committee • seniority • system • hearing • earmark • pork-barrel legislation • expressed powers • necessary and proper clause • implied powers • impeach • interstate commerce • subpoena • perjury • contempt • immunity • ethics • rider bill • hearing 		Simulations Reading guides Cooperative learning Read aloud Graphic organizers Daily assessments Text book Questioning Lecture Vocabulary assessment Current events Primary sources

Competency Topic # 6: Executive Branch			Linked State Performance Standards
Essential Questions/Enduring Understandings <ul style="list-style-type: none"> What is the organization and function of the executive branch? What are the major duties and responsibilities of the president? What are the powers of the president? What are the steps in electing a president and why is the system controversial? What is the federal bureaucracy and how does it affect the workings of the federal government? 			A. Geography: B. History: 12.6, 12.15, 12.16, 12.17 C. Political Science: 12.1, 12.3, 12.4, 12.5, 12.6, 12.7, 12.8, 12.10, 12.11 D. Economics: E. Behavioral Science: 12.4, 12.6, 12.14, 12.15
Student Assessment Expectations – <i>Students meet expectations when they:</i> <ul style="list-style-type: none"> Describe the constitutional and informal powers of the president and the limits placed on those powers. Demonstrate an understanding of the basic qualifications to become president and the common characteristics of those who have been president. Identify the line of presidential succession and how it has changed throughout history. Explain how the president is chosen, from national convention and primary, to the Electoral College, and understand why these processes were developed. Analyze the roles of the president and the duties he has in each of those roles (i.e. Head of State, Chief Diplomat, etc.) Explain the structure and workings of the federal bureaucracy and how they carry out their missions? 			
Vocabulary & Concepts			Possible Strategies/Materials
<ul style="list-style-type: none"> Presidential succession compensation elector electoral college majority cabinet National Security Council press secretary White House Council air Force One mandate forum executive order reprieve pardon amnesty patronage treaty executive agreement executive privilege 			Simulations Reading guides Cooperative learning Read aloud Graphic organizers Daily assessments Text book Questioning Lecture Vocabulary assessment Current events Primary sources
Competency Topic # 7: Judicial Branch			Linked State Performance Standards
Essential Questions/Enduring Understandings <ul style="list-style-type: none"> What role do the federal courts play in the national government? How does the United States Supreme Court work and shape public policy? How are judges chosen and what forces influence their appointment? How do cases come to the Supreme Court and what factors influence the decisions the Court makes? How do decisions of the court affect America? 			A. Geography: B. History: 12.6, 12.15 C. Political Science: 12.2, 12.3, 12.4, 12.5, 12.6, 12.8, 12.16 D. Economics: E. Behavioral Science: 12.4, 12.6, 12.14, 12.15
Student Assessment Expectations – <i>Students meet expectations when they:</i> <ul style="list-style-type: none"> Explain how the federal court system is organized. Describe the powers and jurisdiction of the federal courts Analyze the history of the development of the Supreme Court's power. Explain the factors that influence the selection of federal court judges Demonstrate an understanding of what cases make it to the Supreme Court and how they get there. Explain how court opinions become the force of law. Demonstrate an understanding of how courts are limited by the system of checks and balances. Describe the types of case that go to a federal court, not a state court. 			

Vocabulary & Concepts			Possible Strategies/Materials
<ul style="list-style-type: none">jurisdictionlitigantdefendantplaintiffdistrict attorneyprosecutorindictmentgrand jurypetit jury	<ul style="list-style-type: none">opiniondissentingconcurringwrit of certioraribriefjudicial reviewstare decisiscivil casecriminal case	<ul style="list-style-type: none">beyond a reasonable doubtpreponderance of the evidenceappealbailprecedent	<ul style="list-style-type: none">SimulationsReading guidesCooperative learningRead aloudGraphic organizersDaily assessmentsText bookQuestioningLectureVocabulary assessmentCurrent eventsPrimary sources
Competency Topic # 8: State and Local Government			Linked State Performance Standards
Essential Questions/Enduring Understandings			<ul style="list-style-type: none">A. Geography: 12.12B. History:C. Political Science: 12.1, 12.6, 12.8D. Economics:E. Behavioral Science: 12.14, 12.15
<ul style="list-style-type: none">What is the foundation, organization, and function of state government?What is the structure and responsibilities of local governmentHow are state and local governments set up in Wisconsin?			
Student Assessment Expectations – <i>Students meet expectations when they:</i>			
<ul style="list-style-type: none">Explain how the state government is structured and why it has such a direct influence over the lives of state citizens.Analyze the variation in state constitutions and structure of the Wisconsin state constitution.Compare the organization of the different levels of local government – county, city, village, and township.Compare and contrast the roles of the national, state, and local governments.Know the names of the local and state lawmakersIdentify the source of revenue and expenditures for the state and local governments.			
Vocabulary & Concepts			Possible Strategies/Materials
<ul style="list-style-type: none">governorbicamerallieutenant governoritem vetorevenueexpenditureprogressive taxregressive tax	<ul style="list-style-type: none">county boardadministratorchair - man/woman)town boardmunicipalmayorvillagepresident	<ul style="list-style-type: none">referenduminitiativeincorporatedcity councilstate assemblystate senate	<ul style="list-style-type: none">SimulationsReading guidesCooperative learningRead aloudGraphic organizersDaily assessmentsText bookQuestioningLectureVocabulary assessmentCurrent eventsPrimary sources
Competency Topic # 9: Rights and Responsibilities of Citizens			Linked State Performance Standards
Essential Questions/Enduring Understandings			<ul style="list-style-type: none">A. Geography: 12.9B. History: 12.5, 12.6C. Political Science: 12.1, 12.2, 12.4, 12.6, 12.7, 12.8, 12.9, 12.10, 12.11, 12.14, 12.16D. Economics:E. Behavioral Science: 12.4, 12.6, 12.7, 12.9, 12.12, 12.14, 12.15
<ul style="list-style-type: none">How can citizens influence government and the political process?What is the history of political party system and the role it has played in the American political system?What roles do interest groups, political action committees, and lobbyists play in the American political party system.How does mass media affect the political process?			

Student Assessment Expectations – *Students meet expectations when they:*

- Describe how the political party system developed in the United States.
- Explain how political parties are organized and how they nominate candidates for public office.
- Analyze the role mass media plays in the political system and how it is used to try to sway public opinion.
- Demonstrate an understanding of the history of voting rights and restrictions in United States History.
- Analyze the voter turnout throughout the history of the United States and explain the factors that affect it.
- Compare and contrast the roles of interest groups, lobbyists, and Political Action Committees in the political system today.
- Describe how public opinion is measured and the influences that affect it.
- Explain how the development of new technologies like cell phones and internet has affected public opinion, informing the electorate, and the overall political system.
- Describe the major differences between the two major political parties in terms of philosophy and platform.

Vocabulary & Concepts			Possible Strategies/Materials
<ul style="list-style-type: none"> • political party • coalition • third party • independent • precinct • ward • national convention • national committee • patronage • mass media • news release 	<ul style="list-style-type: none"> • caucus • nominating convention • direct primary • closed primary • open primary • runoff election • plurality • ticket • platform • plank • public opinion • front-runner 	<ul style="list-style-type: none"> • image • political action • committee • soft money • campaign financing • suffrage • grandfather clause • poll tax • straight party ticket • propaganda • interest group • lobbying • partisan 	<ul style="list-style-type: none"> Simulations Reading guides Cooperative learning Read aloud Graphic organizers Daily assessments Text book Questioning Lecture Vocabulary assessment Current events Primary sources

AP GOVERNMENT

Developers: High School Social Studies Staff

Development Date: 2009-2010

Instructional Level: High School

Credit: 1.0

Grade: 10, 11, 12

Pre-requisite: U.S. History I/II or AP U.S. History and/or AP Requirements

Course Description: This course is designed to be the equivalent of a university introductory political science course. It will give students an analytical perspective on government and politics in the United States. Topics of study include the following: an understanding of the United States Constitution; political beliefs and behaviors of political parties, interest groups, and mass media; the organization and powers of major United States institutions: Congress, Presidency, Government Bureaucracy, and Federal Courts; Public Policy; Civil Rights and Liberties. The course prepares students for the United States Government and Politics AP Exam given in May.

Competency Topic #1 Constitutional Underpinnings of the United States Government			Linked State Performance Standards
Essential Questions/Enduring Understandings <ul style="list-style-type: none"> What are the historical antecedents of American Democracy? How did democracy evolve from the Classical Period to the 17th century? How did the Revolutionary Conflict with England provide direction to the establishment of governments in the newly independent United States? What was the Critical Period and why did it become an incentive for the convening of the Constitutional Convention? What would you identify as basic constitutional principles and systems forming the core of our system of government? 			A. Geography: 12.13 B. History: 12.1, 12.2, 12.3, 12.4, 12.5, 12.6, 12.13, 12.14, 12.15, 12.16 C. Political Science: 12.1, 12.2, 12.3, 12.4, 12.5, 12.6, 12.8, 12.10, 12.11, 12.12, 12.13 D. Economics: 12.3, 12.7 E. Behavioral Science: 12.4, 12.5, 12.6, 12.12, 12.14, 12.15, 12.17
Student Assessment Expectations – <i>Students meet expectations when they:</i> <ul style="list-style-type: none"> Evaluate the theories and styles of democratic government. Analyze the philosophy and ideologies that influenced the formulation and adoption of the Constitution. Investigate the experiences that influenced the beginnings of American government. Demonstrate an understanding of the implication(s) of separation of powers as a foundation of American government. Demonstrate an understanding of the implication(s) of federalism as a foundation of American government. 			
Vocabulary & Concepts			Possible Strategies/Materials
<ul style="list-style-type: none"> Aristocracy Capitalism Democracy Direct democracy Free market economy Indirect (representative) democracy Majority rule Mercantile system Monarchy Natural law Oligarchy Personal liberty Popular consent Popular sovereignty Social contract theory Anti-Federalists Articles of Confederation Bill of Rights 1st & 2nd Continental Congresses 	<ul style="list-style-type: none"> Checks and balances Committees of Correspondence Confederation Declaration of Independence Elastic Clause Enumerated Powers Federal system <i>The Federalist Papers</i> Federalists Connecticut or Great Compromise Implied powers Necessary and proper clause New Jersey Plan Separation of Powers Stamp Act Congress Supremacy clause Tenth Amendment 	<ul style="list-style-type: none"> Concurrent Powers Contract with America Cooperative federalism Dual federalism Elitism Enumerated powers <i>Ex post facto law</i> Fiscal Federalism Federalism Implied powers Interstate Commerce Clause Judicial review Mandates (funded vs. unfunded) Three-fifths compromise Pluralism Reserve (police) powers Sovereign immunity <i>Marbury v. Madison</i> <i>Gibbons v. Ogden</i>(1824) <i>McCulloch v. Maryland</i>(1819) Virginia Plan Bill of attainder 	Simulations Reading guides Cooperative learning Read aloud Graphic organizers Daily assessments Text book Questioning Lecture Vocabulary assessment Current events Primary sources

Competency Topic # 2 - Political Beliefs and Behaviors			Linked State Performance Standards
Essential Questions/Enduring Understandings <ul style="list-style-type: none"> What factors influence the development of public culture and how does it affect the political process? What are the various forms of public participation? How can citizens influence government and the political process? How do political opinion polls effect government and politics? 			A. Geography: B. History: 12.3, 12.4, 12.5, 12.6, 12.11, 12.16 C. Political Science: 12.7, 12.8, 12.9, 12.10, 12.11, 12.14, 12.16 D. Economics: 12.12 E. Behavioral Science: 12.4, 12.5, 12.7, 12.9, 12.12
Student Assessment Expectations – <i>Students meet expectations when they:</i> <ul style="list-style-type: none"> Investigate the beliefs that citizens hold about their government and its leaders. Examine and understand the political socialization process. Analyze the nature, influences, consequences, and measurement of public opinion. Identify and evaluate the ways in which citizens vote and otherwise participate in political life. Evaluate the demographic factors that influence citizens to differ from one another in terms of political beliefs and behaviors. 			
Vocabulary & Concepts			Possible Strategies/Materials
<ul style="list-style-type: none"> Demography Census Civil disobedience Conservative Liberal Libertarian 	<ul style="list-style-type: none"> Political culture Political ideology Politics Public opinion Public opinion poll Random sampling 	<ul style="list-style-type: none"> Exit poll Margin of error Political socialization Sampling error Straw poll Tracking poll 	Simulations Reading guides Cooperative learning Read aloud Graphic organizers Daily assessments Text book Questioning Lecture Vocabulary assessment Current events Primary sources
Competency Topic # 3: Political parties, elections, interest groups and mass media			Linked State Performance Standards
<ul style="list-style-type: none"> What is the history of political party system and the role it has played in the American political system? What roles do interest groups, political action committees, and lobbyists play in the American political party system. How does mass media affect the political process? 			A. Geography: 12.9 B. History: 12.5, 12.6 C. Political Science: 12.1, 12.2, 12.4, 12.6, 12.7, 12.8, 12.9, 12.10, 12.11, 12.14, 12.16 D. Economics: E. Behavioral Science: 12.4, 12.6, 12.7, 12.9, 12.12, 12.14, 12.15
Student Assessment Expectations – <i>Students meet expectations when they:</i> <ul style="list-style-type: none"> Describe how the political party system developed in the United States? Explain how political parties are organized and how they nominate candidates for public office. Analyze the role mass media plays in the political system and how it is used to try to sway public opinion. Analyze the history of voting rights and restrictions in United States History Analyze the voter turnout throughout the history of the United States and explain the factors that affect it. Compare and contrast the roles of interest groups, lobbyists, and Political Action Committees in the political system today. Describe how public opinion is measured and the influences that affect it. Explain how the development of new technologies like cell phones and internet has affected public opinion, informing the electorate, and the overall political system. Describe the major differences between the two major political parties in terms of philosophy and platform. 			

Vocabulary & Concepts			Possible Strategies/Materials
<ul style="list-style-type: none"> political party coalition third party independent precinct ward national convention national committee patronage mass media news release hard money general election 	<ul style="list-style-type: none"> caucus nominating convention direct primary closed primary open primary runoff election plurality ticket platform plank public opinion front-runner split-ticket redistricting 	<ul style="list-style-type: none"> image political action committee soft money campaign financing suffrage grandfather clause poll tax straight party ticket propaganda interest group lobbying partisan front runner reapportionment 	<ul style="list-style-type: none"> Simulations Reading guides Cooperative learning Read aloud Graphic organizers Daily assessments Text book Questioning Lecture Vocabulary assessment Current events Primary sources

Competency Topic # 4 - Institutions of the National Government – the Congress

Linked State Performance Standards

Essential Questions/Enduring Understandings

- What is the basic structure and organization of Congress?
- How does the organization of congress affect its legislative duties?
- What powers did the constitution give to congress and how have these powers developed over time?
- How does the legislative branch interact with the other branches at the national level?
- What actions can members of congress take to represent voter interest?
- How does the lawmaking process work, and why bills are so unlikely to pass?

- A. Geography:
- B. History: 12.6, 12.15
- C. Political Science: 12.3, 12.4, 12.5, 12.6, 12.7, 12.8, 12.10, 12.11
- D. Economics:
- E. Behavioral Science: 12.6, 12.14, 12.15

Student Assessment Expectations – *Students meet expectations when they:*

- Examine the Constitutional framework for this institution.
- Explain the legislative process.
- Evaluate the informal institutional arrangements of power within Congress.
- Analyze the linkages between Congress and the following:
 - Public opinion and voters
 - Interest groups
 - Political parties
 - The media
 - State and local governments
- Demonstrate an understanding of the relationship of Congress to the Presidency, Judiciary, and Bureaucracy and their varying balances of power.

Vocabulary & Concepts			Possible Strategies/Materials
<ul style="list-style-type: none"> Bicameral veto pocket veto override session census reapportionment redistrict gerrymander at-large 	<ul style="list-style-type: none"> majority leader minority whip whip bill quorum president pro- tempore filibuster cloture committee 	<ul style="list-style-type: none"> expressed powers necessary and proper clause implied powers impeach interstate commerce subpoena perjury contempt immunity 	<ul style="list-style-type: none"> Simulations Reading guides Cooperative learning Read aloud Graphic organizers Daily assessments Text book Questioning Lecture Vocabulary assessment Current events

<ul style="list-style-type: none"> • censure • incumbent • constituent • caucus • seniority • system • hearing • earmark • pork-barrel • legislation • ethics • rider bill • hearing • Speaker of the House 			Primary sources
Competency Topic # 5 - Institutions of the National Government – the Presidency			Linked State Performance Standards A. Geography: B. History: 12.6, 12.15, 12.16, 12.17 C. Political Science: 12.1, 12.3, 12.4, 12.5, 12.6, 12.7, 12.8, 12.10, 12.11 D. Economics: E. Behavioral Science: 12.4, 12.6, 12.14, 12.15
Essential Questions/Enduring Understandings <ul style="list-style-type: none"> • What is the organization and function of the executive branch? • What powers does the president have and how has that changed of the time? • How does the president interact with the other branches at the national level? • How do non-executive groups affect the executive branch? 			
Student Assessment Expectations – <i>Students meet expectations when they:</i> <ul style="list-style-type: none"> • Examine the Constitutional framework for the Presidency. • Understand the role of the executive branch in formulating and executing public policy. • Evaluate the informal institutional arrangements of power granted to the Presidency. • Analyze the linkages between the Presidency and the following: <ul style="list-style-type: none"> ○ Public opinion and voters ○ Interest groups ○ Political parties ○ The media ○ State and local governments • Demonstrate an understanding of the relationship of the Presidency to the other three institutions and their varying balances of power. 			
Vocabulary & Concepts			Possible Strategies/Materials
<ul style="list-style-type: none"> • Presidential • succession • compensation • elector • electoral college • majority • cabinet • National Security • Council • Veto • Line-item veto • Pocket veto • War Powers Act • press • secretary • White House • Council • air Force One • mandate • forum • executive • order • EOP (Executive Office of the President) • U.S. v. Nixon (1974) • Independent executive • reprieve • pardon • amnesty • treaty • executive • agreement • executive • privilege • Twenty-Fifth • Amendment • Twenty -Second • Amendment 			Simulations Reading guides Cooperative learning Read aloud Graphic organizers Daily assessments Text book Questioning Lecture Vocabulary assessment Current events Primary sources

Competency Topic # 6 - Institutions of the national government -- the Bureaucracy		Linked State Performance Standards
Essential Questions/Enduring Understandings <ul style="list-style-type: none"> What are the roots and purpose of the federal bureaucracy? What are the key characteristics of the modern bureaucracy How does the bureaucracy work? What controls are in place to make bureaucratic agencies accountable to the other branches and the people? 		A. Geography: 12.10, 12.11 B. History: 12.2, 12.5, 12.9, 12.11, 12.15, 12.16, 12.17 C. Political Science: 12.4, 12.5, 12.6 12.9, 12.11, D. Economics:12.1, 12.11, 12.13, 12.14 E. Behavioral Science: 12.3, 12.4, 12.6, 12.9, 12.11, 12.12, 12.14, 12.15,
Student Assessment Expectations – <i>Students meet expectations when they:</i> <ul style="list-style-type: none"> Examine the Constitutional framework for the Bureaucracy. Demonstrate an understanding of the nature and function of bureaucracy. Evaluate the informal institutional arrangements of power for the Bureaucracy. Analyze the linkages between the Bureaucracy and the following: <ul style="list-style-type: none"> Public opinion and voters Interest groups Political parties The media State and local governments Assess the relationship of the Bureaucracy to the other three institutions and their varying balances of power. 		
Vocabulary & Concepts		Possible Strategies/Materials
<ul style="list-style-type: none"> Federal bureaucracy Spoils system Patronage Pendleton Act Civil service system Merit system Hatch Act Federal Employees Political Activities Act Implementation Administrative discretion Regulations Independent Regulatory Commission Cabinet Government corporations Independent executive agencies 		Simulations Cooperative learning Read aloud Graphic organizers Daily assessments Text book Questioning Lecture Vocabulary assessment Current events Primary sources
Competency Topic # 7 - Institutions of the National Government – the Federal Courts		Linked State Performance Standards
Essential Questions/Enduring Understandings <ul style="list-style-type: none"> What are the roots and function of the Federal Court System? What are the powers of the federal court system? How does the federal judicial system interact with the other branches at the national level? What impact does the Supreme Court have on our rights as citizens? 		A. Geography: B. History: 12.6, 12.15 C. Political Science: 12.2, 12.3, 12.4, 12.5, 12.6, 12.8, 12.16 D. Economics: E. Behavioral Science: 12.4, 12.6, 12.14, 12.15
Student Assessment Expectations – <i>Students meet expectations when they:</i> <ul style="list-style-type: none"> Examine the Constitutional framework for the Federal Courts. Demonstrate an understanding of the judicial process and varying types of jurisdiction: Hierarchy of the system, types of Jurisdiction, judicial decision-making Evaluate the informal institutional arrangements of power for the Federal Courts. Analyze the linkages between the Federal Courts and the following: <ul style="list-style-type: none"> Public opinion and voters Interest groups Political parties The media State and local governments (subnational) Compare relationship of Judiciary to the other three institutions and their varying balances of power. 		

Vocabulary & Concepts			Possible Strategies/Materials
<ul style="list-style-type: none"> • <i>Amicus curiae</i> • Appellate court • Appellate jurisdiction • Brief • Constitutional court • Criminal law • Civil law • <i>In forma pauperis</i> 	<ul style="list-style-type: none"> • Judicial activism • Judicial implementation • Judicial restraint • Judicial review • Judiciary Act of 1789 • Jurisdiction • Legislative court • <i>Marbury v. Madison</i> (1803) • Opinion 	<ul style="list-style-type: none"> • Original jurisdiction • Precedent • Rule of Four • Solicitor general • <i>Stare decisis</i> • Strict constructionist • Trial court • <i>Writ of certiorari</i> 	<ul style="list-style-type: none"> Simulations Reading guides Cooperative learning Graphic organizers Daily assessments Text book Questioning Lecture Vocabulary assessment Current events Primary sources
Competency Topic # 8 - Public Policy			Linked State Performance Standards
Essential Questions/Enduring Understandings <ul style="list-style-type: none"> • What are the various ways policy is created, changed and implemented? • How do different political entities respond to a variety of policies? • What do the current domestic, economic and foreign policies affect American politics and citizens? 			A. Geography: 12.13 B. History: 12.5, 12.6, 12.11, 12.15, 12.16, 12.17 C. Political Science: 12.1, 12.2, 12.3, 12.4, 12.5, 12.7, 12.8, 12.9, 12.10, 12.11, 12.12, 12.14, D. Economics: 12.1, 12.4, 12.5, 12.8, 12.9, 12.11, 12.14 E. Behavioral Science: 12.4, 12.6, 12.7, 12.9, 12.14
Student Assessment Expectations – Students meet expectations when they: <ul style="list-style-type: none"> • Investigate the formation of policy agendas. • Evaluate the role of Congress and the President in the enactment of public policy. • Evaluate the role of the Bureaucracy and Judiciary in the implementation and interpretation of public policy. • Analyze the linkages between policy processes and the following: <ul style="list-style-type: none"> ○ Political institutions and federalism ○ Political parties ○ Interest groups ○ Public opinion ○ Elections ○ Policy networks 			
Vocabulary & Concepts			Possible Strategies/Materials
<ul style="list-style-type: none"> • Agenda • Entitlement program • Governmental agenda • Medicaid • Business cycles • Discount rate • Economic regulation • Economic stability • Federal Reserve Board • Barbary Wars • Big Three • Bretton Woods Agreement • Carter Doctrine • Central • Intelligence Agency 	<ul style="list-style-type: none"> • Medicare • Means-tested program • Non-means-based program • Policy adoption • Policy evaluation • Fiscal policy • Gross Domestic Product (GDP) • Inflation • Interventionist state • <i>Laissez-faire</i> • Human rights • Impressment • Information warfare • International Monetary Fund 	<ul style="list-style-type: none"> • Policy formulation • Policy implementation • Public policy • Social Security Act • Social welfare policy • Systematic agenda • Monetary policy • Money • Open market operations • Recession • Reserve requirements • Social regulation • North American Free Trade Agreement (NAFTA) • Operation Desert Storm • Pearl Harbor • Pragmatism • Reagan Doctrine • Roosevelt Corollary 	<ul style="list-style-type: none"> Simulations Reading guides Cooperative learning Read aloud Graphic organizers Daily assessments Text book Questioning Lecture Vocabulary assessment Current events Primary sources

<ul style="list-style-type: none"> • Collective security • Containment • Cuban Missile Crisis • Department of Defense • Department of State • Détente • Embargo Act • Engagement • Enlargement • Executive agreements • General Agreement on Tariffs and Trade • Grand Strategy • Iranian hostage crisis • Isolationism • Kyoto Conference • League of Nations • Lend-Lease Program • Manifest destiny • Military-industrial-complex • Monroe Doctrine • Moralism • Multilateralism • National Security Council • Nixon Doctrine • North Atlantic Treaty Organization • Spanish-American War • Tariffs • Truman Doctrine • Unilateralism • United Nations • War of 1812 • War Powers Act • Washington's Farewell Address • Weapons of mass destruction • World Bank • World Trade Organization 			
Competency Topic # 9 - Civil rights and civil liberties			Linked State Performance Standards
Essential Questions/Enduring Understandings <ul style="list-style-type: none"> • What are the roots of civil liberties and the Bill of Rights? • How do the amendments guarantee many of our civil rights? • What roles to the legislative, executive, and judicial branches play in protecting our civil rights? • How have events in recent years affect civil liberties in the United States? 			A. Geography: B. History:12.6, 12.15 C. Political Science: 12.1, 12.2, 12.3, 12.5, 12.6, 12.8, 12.9, 12.11, 12.15, 12.16 D. Economics: E. Behavioral Science:12.4, 12.6, 12.8, 12.14, 12.15
Student Assessment Expectations – <i>Students meet expectations when they</i> <ul style="list-style-type: none"> • Identify substantive rights and liberties. • Trace and analyze the development of civil liberties and civil rights resulting from legislative enactment. • Trace the development of civil liberties and civil rights resulting from judicial interpretation. <ul style="list-style-type: none"> ○ Freedom of speech, assembly, and expression ○ Rights of the accused ○ Rights of minority groups and women • Apply and evaluate the impact of the Fourteenth Amendment on the constitutional development of rights and liberties. 			
Vocabulary & Concepts			Possible Strategies/Materials
<ul style="list-style-type: none"> • Bill of Rights • Civil liberties • Clear and present danger test • Incitement test • Due process clause • Due process rights • Establishment clause • Exclusionary rule • Incorporation doctrine • <i>Brown v. Board of Education</i> (1954) • Civil Rights • <i>Civil Rights Cases</i> (1883) • <i>De facto</i> discrimination • Libel • <i>Miranda</i> rights • <i>Miranda v. Arizona</i> (1966) • <i>New York Times Co. v. Sullivan</i> (1964) • Prior restraint • Right to privacy • <i>De jure</i> discrimination • Equal Employment Opportunity Commission (EEOC) • Fifteenth Amendment • <i>Roe vs. Wade</i> (1973) • Selective incorporation • Slander • Substantive due process • Symbolic speech • Grandfather Clause • Affirmative action • Suffrage movement • Equal Protection Clause • Jim Crow Laws • <i>Plessy v. Ferguson</i> (1896) • Strict scrutiny • Suspect classification • Thirteenth Amendment • Fourteenth Amendment 			Simulations Reading guides Cooperative learning Read aloud Graphic organizers Daily assessments Text book Questioning Lecture Vocabulary assessment Current events Primary sources

CIVIL LAW

Developers: High School Social Studies Staff

Development Date: 2009-2010

Instructional Level: High School

Credit: .5 elective credit

Grade: 11, 12

Pre-requisite: All required social studies courses including Government

Course Description: Civil Law provides an overview of tort law (civil wrongs). This course highlights the differences between civil law and criminal law as well as examining how civil law can resolve disputes and promote responsible behavior on the part of citizens. Aspects of family law, housing law, discrimination, and credit will also be examined.

Definitions:

- **Essential Learning Outcomes:** The big ideas or competencies; major skills, knowledge or attitudes that tell students what they will need to learn; Begin the competency with an action verb.
- **State Standards:** These are the state performance standards that are addressed in this competency.
- **Assessment Expectation:** indicates what the student will be able to do because of what they know or can demonstrate.
- **Vocabulary & Strategies** – The vocabulary words listed with each competency are necessary for understanding and learning. The strategies are supportive of the learning.

Competency Topic #1 - Tort Law		Linked State Performance Standards
Essential Questions/Enduring Understandings <ul style="list-style-type: none"> How should people be compensated for civil wrong doings? Can anti-social behavior be deterred by assigning a cost to civil wrongs? How do the various types of civil law affect our society? How can Tort actions be resolved? How does a reasonable person behave in society? 		A. Geography: B. History: 12.5, 12.6, 12.8, 12.15, 12.18 C. Political Science: 12.1, 12.2, 12.3, 12.5, 12.8, 12.10, 12.16 D. Economics: 12.9 E. Behavioral Science: 12.3, 12.12, 12.17
Student Assessment Expectations – <i>Students meet expectations when they:</i> <ul style="list-style-type: none"> Describe the purpose of Tort law. Identify the parties involved in a Tort action. Explain the concept and purpose of liability. Describe general ways in which Tort actions can be resolved. Examine the three major categories of Torts: intentional, negligent, and strict liability. Describe kinds of behavior that can be considered wrongful acts. Describe how Tort law was derived from common law. Describe the difference between an intentional Tort and a crime. Identify those who can be sued in a Tort action. Explain the purpose of liability insurance. Describe the types of damages a plaintiff can recover in an intentional Tort lawsuit. Explain the different types of property and how Tort law protects them. Examine the four elements of a negligence claim. Discuss examples of strict liability. Evaluate criticisms of Tort law and ways some states are trying to reform it. 		
Vocabulary & Concepts		Possible Strategies
<ul style="list-style-type: none"> civil law tort liability deep pockets class action negligence duty patents copy rights causation contingency fee trespassing real property personal property intellectual property injunction settlement defamation slander libel contributory negligence comparative negligence assumption of risk punitive damages compensatory damage 		<ul style="list-style-type: none"> strict liability liability insurance product liability tort reform breach of duty damages counterclaim nuisance malice nominal damages malpractice immune judgment defendant plaintiff remedy reasonable person standard dram shop laws cause in fact proximate cause foreseeable act intentional tort <p> Reading guides/assignments Guest speakers Video/film Simulations (mock trial) Text book (Street Law) Cooperative learning Moot court Case studies Vocabulary assignments </p>

Competency Topic #2 - Family Law		Linked State Performance Standards
Essential Questions/Enduring Understandings <ul style="list-style-type: none"> How would you define the term family? How has the American family changed in the past 40 years? Why do states make laws about marriage? How does the law affect each living arrangement? What are legal responsibilities for parenthood? How has divorce become more acceptable in society? 		A. Geography: B. History: 12.5, 12.6, 12.8, 12.15, 12.18 C. Political Science: 12.1, 12.2, 12.3, 12.5, 12.8, 12.10, 12.16 D. Economics: 12.9 E. Behavioral Science: 12.3, 12.12, 12.17
Student Assessment Expectations – <i>Students meet expectations when they:</i> <ul style="list-style-type: none"> Identify how laws affect individuals throughout their lives. Cite examples of the legal definition of a family. Examine steps involved in legally getting married. Describe marriage in terms of contractual obligations, rights, duties, restrictions, and requirements. Identify three basic legal obligations parents have to their children. Describe forms and effects of child abuse and child neglect. Distinguish between foster care and adoption. List problems most common to marriage. Define and evaluate the merits of no-fault divorce. Explain why government social programs are an on-going service of controversy in American society. Evaluate the significance of social security. Evaluate the health care issue. Evaluate considerations of couples in deciding to get married. 		
Vocabulary & Concepts		Possible Strategies
<ul style="list-style-type: none"> marriage divorce annulment adoption bigamy common-law marriage community property prenuptial agreement child support alimony foster home child abuse child neglect child custody no-fault divorce social security will estate waiting period consent privileged communication 		<ul style="list-style-type: none"> inheritance emancipation surrogate mother desertion joint custody alimony incest palimony joint property medicare medicaid healthcare truant family responsibility laws child discipline student loans probate
		Reading guides/assignments Guest speakers Video/film Simulations (mock trial) Text book (Street Law) Cooperative learning Moot court Case studies Vocabulary assignments

Competency Topic #3 - Housing and Consumer Law		Linked State Performance Standards
Essential Questions/Enduring Understandings <ul style="list-style-type: none"> Why is the choice of a home so important to a family? How can I get the best product for the best price? Why should people shop carefully for credit? How can I determine if I should rent or purchase a home? 		A. Geography: B. History: 12.5, 12.6, 12.8, 12.15, 12.18 C. Political Science: 12.1, 12.2, 12.3, 12.5, 12.8, 12.10, 12.16 D. Economics: 12.9 E. Behavioral Science: 12.3, 12.12, 12.17
Student Assessment Expectations – <i>Students meet expectations when they:</i> <ul style="list-style-type: none"> Describe the contractual obligations of landlords and tenants. Compare oral contracts versus written contracts. Describe the function of security deposits. Discuss issues for landlord and tenants related to subleases. Examine the concept of condominiums. Discuss why most families must obtain long-term mortgages. Examine a mortgage payment amortization schedule. Discuss the impact of mobile homes on the housing market. Discuss home loan financing. Describe reasons why people become homeless. Discuss the cost of housing. Illustrate how interest rates and terms of loans can affect the total cost of a home or car. Explain repossession and foreclosure. Illustrate how installment loans work versus a single-payment loan. Discuss information a loan officer needs to determine loan eligibility. 		
Vocabulary & Concepts		Possible Strategies
<ul style="list-style-type: none"> landlord tenant rent security deposit lease sublease offer acceptance consideration principle interest bankruptcy mortgage rental agreement secured loan unsecured loan installment loan single pay loan amortization schedule cosign collateral credit finance charge creditor garnishment lien tenancy at will tenancy for years warranty deed down payment condo association rent control housing codes right of entry or access clause right of quiet enjoyment foreclosure repossession bankruptcy credit credit check credit score 		Lecture and class discussion Reading guides/assignments Guest speakers Video/film Simulations (mock trial) Text book (Street Law) Cooperative learning Moot court Case studies Vocabulary assignments

Competency Topic #4 - Discrimination and Citizenship		Linked State Performance Standards
Essential Questions/Enduring Understandings <ul style="list-style-type: none"> How are people protected against discrimination under the Constitution? Can a distinction be made between fair and unfair, and legal and illegal discrimination? How can I contribute to my community, state, and nation? How can people become a better citizen in their community, state and country? How can citizens stay involved in the democratic process? 		A. Geography: B. History: 12.5, 12.6, 12.8, 12.15, 12.18 C. Political Science: 12.1, 12.2, 12.3, 12.5, 12.8, 12.10, 12.16 D. Economics: 12.9 E. Behavioral Science: 12.3, 12.12, 12.17
Student Assessment Expectations – <i>Students meet expectations when they:</i> <ul style="list-style-type: none"> Compare and contrast Supreme Court decisions and their consequences. Identify three major legislative acts that expanded rights of African Americans. Explain different types of discrimination. Distinguish between fair and unfair, legal and illegal discrimination. Evaluate the pros and cons of affirmative action. Trace the history of the movement to secure equal rights for women. Identify settings for sexual harassment. Describe reasons why people with disabilities may face discrimination. Evaluate the policies that prohibit or permit discrimination based on sexual orientation. Examine ways to keep citizens involved in the democratic process. Examine the affects of voting and participating in the political process. Discuss way to be a good citizen in your community without running for office. 		
Vocabulary & Concepts		Possible Strategies
<ul style="list-style-type: none"> national origin race affirmative action segregation sexual harassment Civil Rights Act of 1964 and 1968 Rational basis test discrimination quotas discrimination in employment discrimination in education discrimination in voting rights discrimination based on age title IX discrimination based on disability 		<ul style="list-style-type: none"> Americans with Disabilities Act housing discrimination steering redlining citizen citizenship Education Act of 1972 HIV infected people Fair Housing Act of 1968 jury duty voting candidate
		Lecture and class discussion Reading guides/assignments Guest speakers Video/film Simulations (mock trial) Text book (Street Law) Cooperative learning Moot court Case studies Vocabulary assignments

STREET LAW

Developers: High School Social Studies Staff

Development Date: 2009-2010

Instructional Level: High School

Credit: .5

Grade: 11, 12

Pre-requisite: Social Studies required courses including Government

Course Description: Street Law provides a practical understanding of law and the legal system that will be useful to students in their everyday lives. By using current events and trial simulations, students explore their role in the legal system of the United States. Students also learn about their rights as citizens enumerated in the Constitution and how laws affect those rights. Students analyze and discuss society's controversial issues and how they legally and morally affect us as citizens.

Definitions:

- **Essential Learning Outcomes:** The big ideas or competencies; major skills, knowledge or attitudes that tell students what they will need to learn; Begin the competency with an action verb.
- **State Standards:** These are the state performance standards that are addressed in this competency.
- **Assessment Expectation:** indicates what the student will be able to do because of what they know or can demonstrate.
- **Vocabulary & Strategies** – The vocabulary words listed with each competency are necessary for understanding and learning. The strategies are supportive of the learning.

Competency Topic #1 - Introduction to Law and the Legal System		Linked State Performance Standards
Essential Questions/Enduring Understandings <ul style="list-style-type: none"> What is the purpose of laws? How can citizens affect laws? What do citizens value more, freedom or order? How is the common law system used in the United States? 		A. Geography: B. History: 12.5, 12.6, 12.8, 12.15, 12.18 C. Political Science: 12.1, 12.2, 12.3, 12.5, 12.8, 12.10, 12.16 D. Economics: 12.9 E. Behavioral Science: 12.3, 12.12, 12.17
Student Assessment Expectations – <i>Students meet expectations when they:</i> <ul style="list-style-type: none"> Identify reasons for having laws. Explain the relationship between laws and values. Distinguish between civil law and criminal law. Distinguish among laws made at local, state, and federal levels of government. Discuss how society's values will be reflected by its laws. Describe the difference between misdemeanors and felonies. Discuss the importance of citizens in making laws. Analyze the difference between laws and rights. Distinguish between conservative and liberal viewpoints. Explain how previous law cases can affect present and future cases. Investigate political values in the United States. Identify current controversial issues affected by law and their impact on society. Cite significant events of law in United States history. 		
Vocabulary & Concepts		Possible Strategies
<ul style="list-style-type: none"> law statutes ordinances criminal law common law system liberal conservative juris prudence civil code legal code citizen advocacy freedom order Hammurabi justice Emperor Justinian French Civil Code constitution 		Reading guides/assignments Guest speakers Video/film Simulations (mock trial) Text book (Street Law) Cooperative learning Moot court Case studies Vocabulary assignments
Competency Topic #2 - Court System		Linked State Performance Standards
Essential Questions/Enduring Understandings <ul style="list-style-type: none"> How are the Federal and State court systems organized? How does our adversary system best serve the people? How do landmark Supreme Court cases shape our court system? How do court room procedures differ and remain the same in criminal and civil trials? 		A. Geography: B. History: 12.5, 12.6, 12.8, 12.15, 12.18 C. Political Science: 12.1, 12.2, 12.3, 12.5, 12.8, 12.10, 12.16 D. Economics: 12.9 E. Behavioral Science: 12.3, 12.12, 12.17

Student Assessment Expectations – Students meet expectations when they:

- Discuss the steps in a civil and criminal trial.
- Describe the role of judges, juries, defense attorneys, prosecutors, and plaintiffs in a trial.
- Compare structures of federal and state court systems.
- Explain how cases can be appealed to higher courts.
- Compare and contrast tribal courts of Native Americans with Federal and State courts.
- Distinguish between and explain the function of, majority concurring, and dissenting opinions in the Supreme Court.
- Identify common situations in which a person may wish to consult an attorney.
- Define the attorney/client privilege.
- Experience the courtroom procedures through a mock trial simulation.

Vocabulary & Concepts		Possible Strategies
<ul style="list-style-type: none"> • subpoena • writ of habeas corpus • jury • petit jury • prosecutor • plaintiff • defendant • arraignment • bailiff • jury foreman • majority opinion • concurring opinion • dissenting opinion • precedent • common law • grand jury • beyond a reasonable doubt • verdict • appeal • attorney 	<ul style="list-style-type: none"> • retainer • legal malpractice • attorney-client privilege • adversary system • direct examination • cross examination • rebuttal argument • opening statement • tribal courts • U.S. Supreme Court • petitions for certiorari • supreme court justice • chief justice • judge • judicial review • right to a speedy trial • contempt of court • suspended sentence • bar exam • presentence report 	Reading guides/assignments Guest speakers Video/film Simulations (mock trial) Text book (Street Law) Cooperative learning Moot court Case studies Vocabulary assignments

Competency Topic #3 - Constitutional Law and Individual Rights in the Community

Essential Questions/Enduring Understandings

- What are basic protections for citizens under the Bill of Rights?
- How does the Constitution restrict government and protect individuals?
- How is freedom of expression so critical to maintain a democracy?

Linked State Performance Standards

- A. Geography:
- B. History: 12.5, 12.6, 12.8, 12.15, 12.18
- C. Political Science: 12.1, 12.2, 12.3, 12.5, 12.8, 12.10, 12.16
- D. Economics: 12.9
- E. Behavioral Science: 12.3, 12.12, 12.17

• **Student Assessment Expectations – Students meet expectations when they:**

- Discuss balancing rights and responsibilities.
- Explain why guaranteed rights are not absolute.
- Explain how the principle of limited government is reflected in the Bill of Rights.
- Identify the individual freedoms guaranteed in the first ten amendments.
- Identify controversial issues in society like abortion, capital punishment, right to privacy, and gun control and how they are addressed in the Bill of Rights.
- Explain how privacy interests can be invaded by government actions.
- Define freedom of expression and symbolic speech.
- Identify the three parts of the Constitution and their purpose.
- Explain why the First Amendment is central to our government.
- Analyze Supreme Court cases that reflect rights and restrictions in the Bill of Rights.
- Discuss the rights and restrictions of censorship on our society.
- Define the concept of due process.
- Identify the three parts of the Constitution and their purpose.
- Explain the Constitution as a living document and apply it to current issues

Vocabulary & Concepts		Possible Strategies
<ul style="list-style-type: none"> • amendments • symbolic speech • censorship • obscenity • prior restraint • establishment clause • due process • right to privacy • exclusionary rule • probable cause • reasonable cause 	<ul style="list-style-type: none"> • clear and present danger • executive privilege • self-incrimination • double jeopardy • impartial jury • confront witnesses • supremacy clause • cruel and unusual punishment • gun control • protected speech • unprotected speech • right to assemble 	<ul style="list-style-type: none"> Reading guides/assignments Guest speakers Video/film Simulations (mock trial) Text book (Street Law) Cooperative learning Moot court Case studies Vocabulary assignments

Competency Topic #4 - Criminal Law and Juvenile Justice

Essential Questions/Enduring Understandings

- How does crime affect people and property?
- How can a single act be both criminal and a civil wrong?
- What are causes of crime in a society?
- How has treatment of juveniles involved with law evolved in America?
- How should juveniles who break the law be handled?

Linked State Performance Standards

- A. Geography:
- B. History: 12.5, 12.6, 12.8, 12.15, 12.18
- C. Political Science: 12.1, 12.2, 12.3, 12.5, 12.8, 12.10, 12.16
- D. Economics: 12.9
- E. Behavioral Science: 12.3, 12.12, 12.17

Student Assessment Expectations – Students meet expectations when they:

- Understand both juvenile and adult rights and responsibilities.
- Identify crimes against people and crimes against property.
- Evaluate methods of curbing crime.
- Assess the extent to which everyone is affected by crime.
- Discuss the relationship between guns and crime.
- Describe the relationship between alcohol, drugs, and violent crimes.
- Distinguish between felonies and misdemeanors.
- Evaluate Good Samaritan laws.
- Discuss crimes of omission.
- Distinguish between the classes of murder.

<ul style="list-style-type: none"> • Evaluate potential defenses to consider when accused of a crime. • Describe factors that are weighed in sentencing decisions. 			
Vocabulary & Concepts			Possible Strategies
<ul style="list-style-type: none"> • crime • felony • misdemeanor • prosecutor • accomplice • crime of attempt • conspiracy • accessory before • the fact • accessory after • the fact • homicide • manslaughter • suicide • assault • battery • rape • arson • robbery • vandalism • burglary • larceny • forgery 	<ul style="list-style-type: none"> • extortion • embezzlement • arrest warrant • bail • plea bargaining • probation • solicitation • crime of omission • malice • stalking • statutory rape • date rape • receiving stolen • property • unauthorized use • of a vehicle • hackers • insanity • self-defense • entrapment • search warrant • affidavit • interrogate 	<ul style="list-style-type: none"> • arraignment • personal • recognizance • deterrence • rehabilitation • capital punishment • parole • sentencing • restitution • delinquent offenders • indictment status • offenders • defendant • juvenile • alibi • intake elements • adjudicatory hearing 	Reading guides/assignments Guest speakers Video/film Simulations (mock trial) Text book (Street Law) Cooperative learning Moot court Case studies Vocabulary assignments

ECONOMICS

Developers: High School Social Studies Staff

Development Date: 2009-2010

Instructional Level: High School

Credit: .5

Grade: 11, 12

Pre-requisite: U. S. History I/II or AP U.S. History

Course Description: This course is a study of the American economic system; students develop an understanding of the basic principles and laws of our economy as they examine the nature of economics, production of goods and services, supply and demand, money and banking, financial markets, and international trade. This course is designed for students pursuing a post-secondary education.

Definitions:

- Essential Learning Outcomes: The big ideas or competencies; major skills, knowledge or attitudes that tell students what they will need to learn; Begin the competency with an action verb.
- State Standards: These are the state performance standards that are addressed in this competency.
- Assessment Expectation: indicates what the student will be able to do because of what they know or can demonstrate.
- Vocabulary & Strategies – The vocabulary words listed with each competency are necessary for understanding and learning. The strategies are supportive of the learning.

Competency Topic #1: Introduction to Economics			Linked State Performance Standards
Essential Questions/Enduring Understandings <ul style="list-style-type: none"> How do limitations on people's time and income affect these needs and wants? Why is the question of who decides which products to sell to consumers important? 			A. Geography: B. History: C. Political Science: D. Economics: 12.1; 12.2; 12.6; 12.7; 12.10; 12.12 E. Behavioral Science:
Student Assessment Expectations – Students meet <i>Economics</i> expectations when they: <ul style="list-style-type: none"> Explain how the economic definition of scarcity differs from the common definition. Identify three economic questions that societies face because of scarcity. Describe the four factors of production and their uses. Understand why choice is at the heart of economics. Explain how incentives and utility influence people's economic choices. Consider the role of trade-offs and opportunity costs in making economic choices. Demonstrate how to do a cost-benefit analysis. Explain what economists learn from using production possibilities curves. Analyze how production possibilities curves show economic growth. Identify the three main types of economic systems. Understand how a traditional economy operates, including its advantages and disadvantages. Analyze how modern forces are changing traditional economies. Describe the main features of a command economy. Note how socialism and communism differ. Identify modern examples of command economies. Explain the advantages and disadvantages of a command economy. Describe what a market is and how it works. Analyze how the circular flow model represents economic activity in a market economy. Explain the advantages and disadvantages of a market economy. Identify the main characteristics of a mixed economy. Explain why modern economies are becoming increasingly global. 			
Vocabulary			Strategies
<ul style="list-style-type: none"> scarcity economics need want land capital capital good labor entrepreneur gross domestic product economic system traditional economy command economy market economy socialism profit motive competition 	<ul style="list-style-type: none"> good consumer good durable good nondurable good service value paradox of value utility wealth market factor market product market economic growth productivity human capital division of labor specialization economic interdependence market capitalism 	<ul style="list-style-type: none"> trade-off opportunity cost production possibilities frontier economic model cost-benefit analysis free enterprise economy standard of living mixed economy factors of production communism minimum wage Social Security inflation fixed income free enterprise voluntary exchange private property rights profit consumer sovereignty mixed or modified free enterprise economy 	<ul style="list-style-type: none"> reading guide discussion activities chapter quizzes unit exam <i>Economics USA</i> video series
Competency Topic #2: Business Structures			Linked State Performance Standards
Essential Questions/Enduring Understandings <ul style="list-style-type: none"> What other reasons might people have for starting their own business? How are competition and the profit motive related? 			A. Geography: B. History: C. Political Science: D. Economics: 12.1; 12.2; 12.4; 12.9; 12.12; 12.14

Student Assessment Expectations – Students meet *Economics* expectations when they:

- Identify the characteristics of sole proprietorships.
- Compare the economic advantages and economic disadvantages of sole proprietorships.
- Identify the characteristics and types of partnerships.
- Compare the economic advantages and economic disadvantages of partnerships.
- Identify the characteristics of corporations.
- Compare the economic advantages and economic disadvantages of corporations.
- Describe how corporations consolidate to form larger business combinations.
- Explain the role of multinational corporations in the world economy.
- Explain how franchises function.
- Identify the characteristics and purposes of nonprofit organizations.
- Understand the one role of government in the U.S. economy is to address market failures.
- Analyze why governments provide public goods and infrastructure.
- Explain how governments seek to decrease negative externalities and increase positive externalities.
- Learn that perfect competition is the ideal by which economists measure all market structures.
- Explain the characteristics of perfect competition and why it does not exist in the real world.
- Analyze examples of markets that come close to perfect competition.
- Describe the characteristics of a monopoly.
- Analyze four different types of monopolies and discuss how they come about.
- Learn that monopolistic competition and oligopoly are market structures that fall between perfect competition and monopoly.
- Identify characteristics of monopolistic competition.
- Describe the characteristics of oligopoly.
- Explain how government acts to prevent monopolies.
- Analyze the effects of anti-competitive business practices.
- Describe how government acts to protect consumers.

Vocabulary			Strategies
<ul style="list-style-type: none"> • sole proprietorship • proprietorship • unlimited liability • inventory • limited life • partnership • general partnership • limited partnership • corporation • charter • stock • stockholder • shareholder • dividend • common stock • preferred stock • bond • principal • interest • price-fixing 	<ul style="list-style-type: none"> • merger • income statement • net income • depreciation • cash flow • horizontal merger • vertical merger • conglomerate • multinational • laissez-faire • market structure • perfect competition • imperfect competition • monopolistic competition • oligopoly • public goods • trust • double taxation • market failure • nonprice competition 	<ul style="list-style-type: none"> • nonprofit organization • cooperative • co-op • credit union • labor union • collective bargaining • professional association • chamber of commerce • Better Business Bureau • public utility • price discrimination • cease and desist order • public disclosure • monopoly • natural monopoly • negative externality • positive externality • product differentiation • collusion • externality 	<ul style="list-style-type: none"> • reading guide • discussion • activities • chapter quizzes • unit exam • <i>Economics USA</i> video series

Competency Topic #3: Financial Markets

Essential Questions/Enduring Understandings

- Why do you think governments and institutions would want participants in a market to save and invest their money?
- What are ways that the government can influence economic stability and growth?

Linked State Performance Standards

- A. Geography:
- B. History:
- C. Political Science:
- D. Economics: 12.5; 12.9; 12.11; 12.14
- E. Behavioral Science:

Student Assessment Expectations – Students meet *Economics* expectations when they:

- Outline the functions that money performs and the characteristics that money possesses.
- Explain why the different types of money have value.
- Describe how the money supply in the United States is measured.

- Describe how banking developed in the United States.
- Identify the banking institutions that operate in the United States.
- Identify what constitutes the financial system.
- Describe the various financial intermediaries.
- Explain how economists categorize the various markets where financial assets are sold.
- Discuss the issues that should be considered when making investment decisions.
- Explain how risk and return are related.
- Describe how stocks are traded.
- Describe how the performance of stocks is measured.
- Describe the different kinds of bonds.
- Explain the factors that affect bond trading.
- Outline investment options other than stocks and bonds.
- Examine the purpose and duties of a central bank.
- Identify the distinctive features of the Federal Reserve System.
- Explain the structure of the Federal Reserve System.
- Identify the services the Fed provides for the banking system.
- Explain how the Fed acts as a banker for the federal government.
- Describe the creation of money.
- Discuss what factors influence the money supply.
- Examine the Fed's tools for monetary policy.
- Explain how the Fed's monetary policy promotes growth and stability.
- Analyze the challenges the Fed faces in implementing its policy.
- Describe how monetary and fiscal policy can coordinate to improve the economy.
- Identify other measures that can be used to manage the economy.

Vocabulary			Strategies
<ul style="list-style-type: none"> • saving • savings • certificate of deposit • financial asset • financial system • financial intermediary • nonbank financial institution • finance company • premium • pension • pension fund • risk • measure of value • store of value • demand deposit • accounts • M1 • M2 • state bank • legal tender • national bank • national currency • gold certificate • silver certificate • central bank • bank run • bank holiday • legal reserves 	<ul style="list-style-type: none"> • bond • coupon rate • maturity • par value • current yield • junk bond • municipal bond • tax-exempt • savings bond • beneficiary • Treasury note • Treasury bond • Treasury bill • Individual Retirement Account • capital market • money market • primary market • secondary market • commodity economy • fiat money • specie • monetary unit • medium of exchange • member bank • monetary policy • interest rate • easy money policy • tight money policy 	<ul style="list-style-type: none"> • equities • stockbroker • Efficient Market Hypothesis • portfolio diversification • mutual fund • net asset value • 401(k) plan • stock exchange • securities exchange • over-the-counter market • Dow Jones Industrial Average • Standard and Poor's 500 • bull market • bear market • Federal Reserve System • Federal Reserve notes • barter economy • discount rate • prime rate • quantity theory of money • currency • coins • bank holding companies • Regulation Z • excess reserves • member bank reserve • open market operations • reserve requirement • fractional reserve system 	<ul style="list-style-type: none"> • reading guide • discussion • activities • chapter quizzes • unit exam • <i>Economics USA</i> video series • Stock Market Project

Competency Topic #4: Supply and Demand			Linked State Performance Standards
Essential Questions/Enduring Understandings <ul style="list-style-type: none"> What causes desire, or demand, for a product to rise or fall? How do firms make decisions about their supply of products and the prices they charge for them? How might the government have influenced the prices of items you bought during the last week? 			A. Geography: B. History: C. Political Science: D. Economics: 12.1; 12.2; 12.10 E. Behavioral Science:
Student Assessment Expectations – Students meet <i>Economics</i> expectations when they: <ul style="list-style-type: none"> Define <i>demand</i> and outline what the law of demand says. Explain how to interpret and create demand schedules and describe the role of market research in this process. Explain how to interpret and create demand curves. Explain the difference between change in quantity demanded and change in demand. Determine a change in demand. Analyze what factors can cause change in demand. Identify the difference between elastic and inelastic demand. Define unit elastic. Define <i>supply</i> and outline what the law of supply says. Explain how to create and interpret supply schedules and curves. Determine how businesses calculate production costs. Explain how businesses use those calculations to determine the most profitable output. Explain the difference between change in quantity supplied and change in supply. Understand how to determine a change in supply. Identify the factors that can cause a change in supply. Define the term <i>elasticity of supply</i>. Explain the difference between elastic and inelastic supply. Identify the factors that affect elasticity of supply. Explore market equilibrium and see how it is reached. Explain how demand and supply interact to determine equilibrium price. Analyze what causes surplus, shortage, and disequilibrium. Identify how changes to demand and supply affect equilibrium price. Explain how government uses price ceilings to keep prices from rising too high. Describe how government uses price floors to keep prices from going too low. Discuss how government uses rationing to allocate scarce resources and goods. 			
Vocabulary			Strategies
<ul style="list-style-type: none"> demand microeconomics market economy demand schedule demand curve Law of Demand market demand curve marginal utility diminishing marginal utility change in quantity demanded income effect substitution effect change in demand substitutes complements elasticity demand elasticity elastic inelastic unit elastic nonrecourse loan 	<ul style="list-style-type: none"> supply Law of Supply supply schedule supply curve market supply curve quantity supplied change in quantity supplied change in supply subsidy supply elasticity production function short run long run total product marginal product stages of production diminishing returns fixed costs overhead deficiency payment 	<ul style="list-style-type: none"> variable costs total cost marginal cost e-commerce break-even point total revenue marginal revenue marginal analysis profit-maximizing quantity of output price rationing ration coupon rebate economic model equilibrium price surplus shortage price ceiling minimum wage price floor target price 	<ul style="list-style-type: none"> reading guide discussion activities chapter quizzes unit exam <i>Economics USA</i> video series

Competency Topic #5: Global Economics			Linked State Performance Standards
Essential Questions/Enduring Understandings <ul style="list-style-type: none"> Why do governments encourage businesses to trade with other nations? What are the different factors that can influence the economic development of nations? How are we affected by our ability to learn, almost instantly, about an event that occurs anywhere in the world? 			A. Geography: B. History: C. Political Science: D. Economics: 12.1; 12.3; 12.4; 12.5; 12.6; 12.7; 12.8; 12.13 E. Behavioral Science:
Student Assessment Expectations – Students meet <i>Economics</i> expectations when they: <ul style="list-style-type: none"> Determine why nations choose to specialize in their economies. Examine the difference between absolute and comparative advantage. Explain how international trade impacts prices and quantity. Identify barriers to trade and economic consequences of trade barriers. Describe protectionism and the arguments for it. Describe how nations determine the value of their currency in a world market. Explain why nations want a favorable balance of trade. Describe what agreements were made to start the free trade movement. Identify international and regional trade groups. Explain what role multinationals play in world trade. Explain how certain indicators can illustrate the level of economic development of a nation. Evaluate the importance of developing all human and physical capital. Examine the importance of stability and opportunity in economic development. Describe how developing nations raise money for development programs. Identify problems that emerge when an economy goes from command to market. Describe the transitions to a market economy in the former Soviet Union and nations it dominated. Discuss the transitions to a market economy in China. 			
Vocabulary			Strategies
<ul style="list-style-type: none"> exports imports absolute advantage production possibilities frontier comparative advantage opportunity cost developing country primitive equilibrium takeoff crude birthrate life expectancy micro loan customs union globalization multinational outsourcing biomass gasohol hydropower glut pollution acid rain pollution permit cost benefit analysis opportunity costs modified free enterprise economy nonrenewable resource renewable resource population density 	<ul style="list-style-type: none"> tariff quota protective tariff revenue tariff protectionists free traders infant industries argument balance of payments most favored nations clause World Trade Organization (WTO) North American Free Trade Agreement (NAFTA) zero population growth external debt default capital flight General Agreement on Tariffs and Trade (GATT) division of labor comparative advantage European Coal and Steel Community (ECSC) Free Trade Area of the Americas (FTAA) scarcity subsistence 	<ul style="list-style-type: none"> foreign exchange foreign exchange rate fixed exchange rate flexible exchange rates floating exchange rates trade deficit trade surplus trade-weighted value of the dollar International Monetary Fund (IMF) World Bank soft loan expropriation free-trade area European Union (EU) euro ASEAN cartel capitalism privatization vouchers Five-Year Plan Gosplan collectivization perestroika Great Leap Forward Solidarity black market capital-intensive keiretsu 	<ul style="list-style-type: none"> reading guide discussion activities chapter quizzes unit exam <i>Economics USA</i> video series

WISCONSIN HISTORY

Developers: High School Social Studies Staff

Development Date: 2009-2010

Instructional Level: High School

Credit: .5

Grade: 11, 12

Pre-requisite: U. S. History I and II

Course Description: This course will provide an overview of Wisconsin history from the Ice Age to the present. Through an examination of state and local government, geography, business and industry, economic development, Native Americans, and famous people from the Badger state, students will gain an understanding and appreciation of the heritage and culture of our state.

Definitions:

- **Essential Learning Outcomes:** The big ideas or competencies; major skills, knowledge or attitudes that tell students what they will need to learn; Begin the competency with an action verb.
- **State Standards:** These are the state performance standards that are addressed in this competency.
- **Assessment Expectation:** indicates what the student will be able to do because of what they know or can demonstrate.
- **Vocabulary & Strategies** – The vocabulary words listed with each competency are necessary for understanding and learning. The strategies are supportive of the learning.

Competency Topic #1 - Geographical Development and First People		Linked State Performance Standards
Essential Questions/Enduring Understandings <ul style="list-style-type: none"> How has Wisconsin's physical geography changed over time? How and why did the first humans make their way to North America? How have early cultures contributed to who we are today? 		A. Geography: 12.1, 12.5, 12.6, 12.7, 12.9, 12.12, 12.13 B. History: 12.3, 12.4, 12.5, 12.8, 12.9, 12.10, 12.11, 12.12, 12.13, 12.15, 12.16, 12.17, 12.18 C. Political Science: 12.6, 12.7, 12.10, 12.11, 12.14, 12.15, 12.16 D. Economics: 12.2, 12.3, 12.6, 12.10, 12.12 E. Behavioral Science: 12.2, 12.3, 12.4, 12.5, 12.6, 12.8, 12.9, 12.10, 12.12, 12.17
Student Assessment Expectations – <i>Students meet expectations when they:</i> <ul style="list-style-type: none"> Examine how glacial drifts shaped much of the physical landscape of Wisconsin. Identify and describe the “driftless area” of Wisconsin. Describe the earliest inhabitants of Wisconsin. Discover how the “land bridge” became crossing for North America’s first inhabitants. Examine the late woodland culture called the mound builders. Identify and analyze the Mississippian culture settlement of Aztalan in southern Wisconsin. Discover how the Copper culture may have been ahead of their time in technology. Discuss how the great melt formed major rivers and lakes in Wisconsin. 		
Vocabulary & Concepts		Possible Strategies
<ul style="list-style-type: none"> glacier moraine kames drumlin esker glacial lake driftless area dells drift ice lobes superior lobe Chippewa lobe Green bay lobe Lake Michigan lobe Lake Wisconsin Devils Lake Paleo-Indians Copper culture Mound builders Hopewell people Mississippian culture Woodland culture Aztalan effigy mounds Bering Strait Land bridge 		Lecture and class discussion Reading guides/assignments Video/film Vocabulary assignments Modeling/demonstration Cooperative learning Textbook Power point presentations Graphic organizers Guest speakers Case studies Tests/quizzes
Competency Topic #2 - Early Explorers, Traders, Native Americans, and Settlers		Linked State Performance Standards
Essential Questions/Enduring Understandings <ul style="list-style-type: none"> How did the Europeans influence Wisconsin's Native Americans? How was Wisconsin dominated by the beaver for two hundred years? How would control of the fur trade initiate the fight for control of North America? 		A. Geography: 12.1, 12.5, 12.6, 12.7, 12.9, 12.12, 12.13 B. History: 12.3, 12.4, 12.5, 12.8, 12.9, 12.10, 12.11, 12.12, 12.13, 12.15, 12.16, 12.17, 12.18 C. Political Science: 12.6, 12.7, 12.10, 12.11, 12.14, 12.15, 12.16 D. Economics: 12.2, 12.3, 12.6, 12.10, 12.12 E. Behavioral Science: 12.2, 12.3, 12.4, 12.5, 12.6, 12.8, 12.9, 12.10, 12.12, 12.17

Student Assessment Expectations – Students meet expectations when they:

- Describe the relationship between the Wisconsin Native American tribes and the European influences.
- Examine the changes endured by Wisconsin native tribes with westward expansion.
- Discuss the impact of the French and Indian War on Wisconsin.
- Analyze the importance of the Fox-Wisconsin waterway.
- Discuss the impact of the fur trading industry.
- Examine the impact of the French explorers and French missionaries on Wisconsin.
- Discuss the travels of Jean Nicolet.
- Discuss the life of Charles de Langlade.
- Examine the settlements of Green Bay and Prairie du Chien.

Vocabulary & Concepts		Possible Strategies
<ul style="list-style-type: none"> • Fox-Wisconsin River • Jean Nicolet • fur trade • missionaries • portage • voyageurs • Charles de Langlade • Northwest Passage • Etienne Brule • Pierre-Esprit Radisson • Sieur de Groseilliers • Father Rene Menard • Father Claude Allouez • Father Jacques Marquette • Louis Jolliet • Hurons • Iroquois • Menominee • Oneida 	<ul style="list-style-type: none"> • Ho-Chunk/Winnebago • Ojibwe • Potawatomi • Fox • Sauk • French and Indian War • Lake Superior • Lake Huron • Lake Michigan • La Pointe • Green Bay • “Great River” • Mississippi • Prairie du Chien • Lake Winnebago • Braddocks defeat • Duluth • Jonathan Carver 	<p>Lecture and class discussion Reading guides/assignments Video/film Vocabulary assignments Modeling/demonstration Cooperative learning Textbook Power point presentations Graphic organizers Guest speakers Case studies Tests/quizzes</p>
Competency Topic #3 - Territory, Statehood, and the Civil War		Linked State Performance Standards A. Geography: 12.1, 12.5, 12.6, 12.7, 12.9, 12.12, 12.13 B. History: 12.3, 12.4, 12.5, 12.8, 12.9, 12.10, 12.11, 12.12, 12.13, 12.15, 12.16, 12.17, 12.18 C. Political Science: 12.6, 12.7, 12.10, 12.11, 12.14, 12.15, 12.16 D. Economics: 12.2, 12.3, 12.6, 12.10, 12.12 E. Behavioral Science: 12.2, 12.3, 12.4, 12.5, 12.6, 12.8, 12.9, 12.10, 12.12, 12.17
Essential Questions/Enduring Understandings		
<ul style="list-style-type: none"> • What process did Wisconsin follow to achieve statehood? • How did the development of territories bring about statehood? • How did early issues of statehood shape Wisconsin? • How did Wisconsin volunteers impact the War Between the States? 		

Student Assessment Expectations – Students meet expectations when they:

- Analyze how the development of the Wisconsin territory brought statehood.
- Compare and contrast the contributions of Henry Dodge and James Doty.
- Discover how Wisconsin became known as the “badger” state.
- Examine the issues of slavery and temperance in Wisconsin after statehood.
- Discuss the changes in Wisconsin agriculture.
- Analyze the involvement and contribution of Wisconsin and the Civil War.
- Analyze the cause and effect of the Blackhawk War.
- Discuss the birth of the Republican Party.
- Discuss the development of Milwaukee.

Vocabulary & Concepts		Possible Strategies
<ul style="list-style-type: none"> Northwest Ordinance of 1787 American Revolution Tecumseh Blackhawk Blackhawk War lead mining Henry Dodge James Doty statehood Solomon Juneau Byron Kilbourn Wisconsin Territory Milwaukee Belmont Madison Four Lakes area Julien Dubuque lead rush Mineral Point “badger” state Slavery abolitionists Sherman Booth temperance Alvan Bovah Republican Party WTCU Civil War Iron Brigade Alexander Randall Camp Randall Old Abe Cordelia Harvey Frances Willard Joshua Glover Louis Harvey military draft 8th Eau Claire regiment volunteers Nelson Dewey 		Lecture and class discussion Reading guides/assignments Video/film Vocabulary assignments Modeling/demonstration Cooperative learning Textbook Power point presentations Graphic organizers Guest speakers Case studies Tests/quizzes
Competency Topic #4 - 19 th Century Wisconsin		Linked State Performance Standards
Essential Questions/Enduring Understandings <ul style="list-style-type: none"> How have immigrants helped shape Wisconsin’s culture and politics? How did Wisconsin’s natural resources impact the history of our state? Why would people move to Wisconsin? 		A. Geography: 12.1, 12.5, 12.6, 12.7, 12.9, 12.12, 12.13 B. History: 12.3, 12.4, 12.5, 12.8, 12.9, 12.10, 12.11, 12.12, 12.13, 12.15, 12.16, 12.17, 12.18 C. Political Science: 12.6, 12.7, 12.10, 12.11, 12.14, 12.15, 12.16 D. Economics: 12.2, 12.3, 12.6, 12.10, 12.12 E. Behavioral Science: 12.2, 12.3, 12.4, 12.5, 12.6, 12.8, 12.9, 12.10, 12.12, 12.17
Student Assessment Expectations – <i>Students meet expectations when they:</i> <ul style="list-style-type: none"> Discuss the development of state and local governments. Examine the change from wheat farming to dairy farming. Examine the immigration patterns and impact on Wisconsin’s culture and economy. Examine the events leading up to the Peshtigo fire. Discuss the maritime history of Wisconsin. Identify the accomplishments of William Hoard and Stephen Babcock. Examine the growth of the logging and lumber industry in Wisconsin. Identify the variety of crops grown in Wisconsin. Discuss the local history of the Coulee Region. 		
Vocabulary & Concepts		Possible Strategies
<ul style="list-style-type: none"> logging and lumber pineries Peshtigo fire wheat dairy industry “substitute plow for the cow” logging camp University of Wisconsin Albert Ringling ship building shipping on the Great Lakes Scandinavian immigrants European immigrants African American settlement German immigrants 		Lecture and class discussion Reading guides/assignments Video/film Vocabulary assignments Modeling/demonstration Cooperative learning Textbook Power point presentations

<ul style="list-style-type: none"> • railroad development • brewing industry • William Hoard • silo • Bennet Law • immigration • British Isles immigrants 	<p>Graphic organizers Guest speakers Case studies Tests/quizzes</p>
<p>Competency Topic # 5 - 20th Century Wisconsin</p> <p>Essential Questions/Enduring Understandings</p> <ul style="list-style-type: none"> • How does the history of Wisconsin fit into the broader • Context of American history? • How has past history shaped the present and future of • Wisconsin? 	<p>Linked State Performance Standards</p> <p>A. Geography: 12.1, 12.5, 12.6, 12.7, 12.9, 12.12, 12.13</p> <p>B. History: 12.3, 12.4, 12.5, 12.8, 12.9, 12.10, 12.11, 12.12, 12.13, 12.15, 12.16, 12.17, 12.18</p> <p>C. Political Science: 12.6, 12.7, 12.10, 12.11, 12.14, 12.15, 12.16</p> <p>D. Economics: 12.2, 12.3, 12.6, 12.10, 12.12</p> <p>E. Behavioral Science: 12.2, 12.3, 12.4, 12.5, 12.6, 12.8, 12.9, 12.10, 12.12, 12.17</p>
<p>Student Assessment Expectations – <i>Students meet expectations when they:</i></p> <ul style="list-style-type: none"> • Discover how past and present industry has affected Wisconsin. • Analyze the impact of Robert La Follette and the Progressive Movement. • Discuss the effects of prohibition on the Wisconsin economy. • Summarize the involvement of Wisconsin in World War I, World War II, and the Korean War • Discuss the implications of the Vietnam War on Wisconsin and the United States. • Identify and discuss the Wisconsin symbols and the state flag. • Identify famous and prominent residents of Wisconsin and their impact on our state. • Discuss the impact of professional sports teams on our state. • Examine the political life and impact of Joseph McCarthy on Wisconsin and the United States. • Discuss the history of Hmong immigration in Wisconsin. • Discuss Wisconsin industry and business corporations of the twentieth century. • Discuss Wisconsin's role in the Civil Rights movement of the 1960's. 	
<p>Vocabulary & Concepts</p>	<p>Possible Strategies</p>
<ul style="list-style-type: none"> • Robert LaFollette • Progressives • dairy industry • Great Depression • prohibition • dry county • Joseph McCarthy • McCarthyism • Red Scare • World War I • World War II • Korean War • Vietnam War • anti-war demonstrations • America's Dairyland • brewing industry • Wisconsin Idea • tourism • pulp wood • paper industry • Milwaukee Brewers • Green Bay Packers • Edmund Fitzgerald • case company • auto industry • cranberries • ginseng • Wisconsin symbols • Madison • Asian immigrants • cheese industry • Wisconsin lakes • canning industry • Civil Rights Movement 	<p>Lecture and class discussion Reading guides/assignments Video/film Vocabulary assignments Modeling/demonstration Cooperative learning Textbook Power point presentations Graphic organizers Guest speakers Case studies Tests/quizzes</p>

WORLD GEOGRAPHY STUDIES

Developers: High School Social Studies Staff

Development Date: 2009-2010

Instructional Level: High School

Credits: .5 elective credit

Grade: Grades 10, 11, 12

Description: In World Geography Studies, students examine people, places, and environments at local, regional, national, and international scales from the spatial and ecological perspectives of geography. Students will study the seven major continents and five major oceans of the world.

Emphasis will be placed on these essential areas:

- The influence of geography on events of the past and present:
 - physical processes that shape patterns in the physical environment;
 - characteristics of major land forms, climates, and ecosystems and their interrelationships;
 - political, economic, and social processes that shape cultural patterns of regions;
 - types and patterns of settlement;
 - distribution and movement of world population;
 - relationships among people, places, and environments and the concept of region.
- Analysis of how location affects economic activities in different economic systems throughout the world.
- Identification of the processes that influence political divisions of the planet and analyze how different points of view affect the development of public policies.
- Comparison of how components of culture shape the characteristics of regions and the impact of technology and human modifications on the physical environment.

Strategies to be used throughout the course:

Use of problem-solving and decision-making skills to ask and answer geographic questions.	Daily Assessments
Simulations-hands on and web based inquiry	The Constitution
Reading Guides	Text Book-World Geography: Building a Global Perspective 2009
Modeling/Demonstrations	Books on Tape
Analogies	Chunking and Questioning Aloud
Read Aloud	Cross Discipline Teaching
Cooperative Learning	Cooperative Learning
Graphic Organizers	Recurrent, Random Vocabulary Assessment
Venn Diagrams	

Competency Topic #1: Geography							Linked State Performance Standards
Essential Questions/Enduring Understandings <ul style="list-style-type: none"> How do the physical processes shape patterns in the physical environment (lithosphere, atmosphere, hydrosphere, and biosphere), including how Earth-Sun relationships affect physical processes and patterns on Earth's surface? What are the patterns and characteristics of major landforms, climates, and ecosystems of Earth and the interrelated processes that produce them? How do political, economic, and social processes shape cultural patterns and characteristics in various places and regions? Describe the types and patterns of settlement, the factors that affect where people settle, and processes of settlement development over time. What are the growth, distribution, movement, and characteristics of the world population? How are people, places, and environments connected and interdependent? 							A. Geography: 12.1, 12.2, 12.3, 12.4, 12.5, 12.6, 12.7, 12.8, 12.9, 12.10, 12.12, 12.13. B. History: C. Political Science: D. Economics: E. Behavioral Science:
Student Assessment Expectations – Students meet <i>World Geography</i> expectations when they develop critical thinking skills and can: <ul style="list-style-type: none"> Locate settlements and observe patterns in the size and distribution of cities using maps, graphics, and other information. Explain the processes that have caused cities to grow such as location along transportation routes, availability of resources that have attracted settlers and economic activities, and continued access to other cities. Construct and analyze population pyramids and use other data, graphics, and maps to describe the population characteristics of different societies and to predict future growth trends. Explain the political, economic, social, and environmental factors that contribute to human migration such as how national and international migrations are shaped by push-and-pull factors and how physical geography affects the routes, flows, and destinations of migration. Develop and defend hypotheses on likely population patterns for the future. Explain the interrelationships among physical and human processes that shape the geographic characteristics of places such as connections among economic development, urbanization, population growth, and environmental change. Compare ways that humans depend on, adapt to, and modify the physical environment using local, state, national, and international human activities in a variety of cultural and technological contexts. Analyze statistical and other data to infer the effects of physical and human processes on patterns of settlement, population distribution, economic and political conditions, and resource distribution and identify physical or human factors that constitute a region such as soils, climate, vegetation, language, trade network, river systems, and religion; and identify the differences among formal, functional, and perceptual regions. 							
Vocabulary & Concepts							Strategies
Isthmus Indigenous Pampas Llanos Plantain Refugee Tierra caliente Tierra templad Tierra fria Paramo Tierra helada Guerrilla Basin irrigation Bauxite Bayou Bazaar Bedrock Bioluminescence Biosphere Climate Columnar rock Steppe Storm surge Striations Strip mining Sea stack Soil creep Soil horizon Solar energy Plankton	Subcontinent Suburb Sultanate Sunbelt Taiga Tributary Tropical cyclone Tropical Troposphere Tsunami Tundra Typhoon Fall line Sediment Glacier Glen Coniferous Coral island Double cropping Embankment dam Escarpment Estuary Eurasia Geyser Hemisphere Herbivore Sandstorm	Humus Hurricane Hydrosphere Hydrothermal vent Ice shelf Partition Piedmont Plantation Plateau Plume Poaching Ejido El Nino Potash Prairie Precipitation Irrigation Isthmus Krill Lagoon Canal Canopy Canton Canyon Chemical weathering Character of a place Perennial	Acid rain Aftershock Agricultural revolution Alluvial plain Altiplano Aqueduct Archipelago Artesian well Atmosphere Atoll Avalanche Bog Ore Moraine Precipitation Mantle Organic Outback Ozone layer Pack ice Reservoir Rural Sahel Pampas Paramo Peat Irrigation	Seismic activity Seismic waves Seismography Degradation Redistribution Landlocked Landslide Volcano Wadi Shifting Sinkhole Timberline Watershed Fertile Crescent Fjord Forage Formal region Fossil fuel Front Functional region Gasohol Renewable resource Peninsula Perception Perceptual region	Savanna Scavenger Humus Hurricane Latitude Lava Leaching Leeward Growing season Core Drip irrigation Dry farming Earthquake Ecosystem Cyclone Deciduous Deforestation Delta Desalination Desertification Dike Monsoon Moor Moraine Lithosphere Llano Loam Lock Perishable	Absolute location Biome Continental climate Continental divide Continental drift theory Convergence zone Coral Coral island Crater lake Crevasse Crust Drainage basin Loess Inhabitable Inland delta Inland sea Navigable Summit Wind Windward Slash and burn farming Cooperative Inflation Hinterland	Simulations-hands on and web based inquiry Reading Guides Modeling/Demonstrations Analogies Read Aloud Cooperative Learning Graphic Organizers Daily Assessments The Constitution Text Book-World Geography: Building a Global Perspective 2009 Books on Tape Chunking and Questioning Aloud Cross Discipline Teaching Cooperative Learning Recurrent, Random Vocabulary Assessment Venn Diagrams

Competency Topic #2: Geography Skills			Linked State Performance Standards
Essential Questions/Enduring Understandings <ul style="list-style-type: none"> What are the critical thinking skills needed to organize and use information acquired from a variety of sources? How will you communicate ideas in written, oral and visual form? How will you use problem-solving and decision-making skills, working independently and with others, in a variety of setting? How will you recognize spatial patterns on Earth's surface and understand the processes that create these patterns (Five Themes)? 			A. Geography: 12.1,12.3, 12.6, B. History: C. Political Science: 12.8 D. Economics: E. Behavioral Science:
Student Assessment Expectations – <i>Students meet World Geography expectations when they develop critical thinking skills and can:</i> <ul style="list-style-type: none"> Use historical, geographic, and statistical information from a variety of sources such as databases, graphs, charts, photographs, and media services to infer geographic relationships. Evaluate the context, bias, validity and utility of a variety of primary and secondary sources. Locate places of contemporary geopolitical significance on a map. Evaluate how physical and human processes that change landscape can affect public policy. Explain why different places of the world have particular physical and human characteristics (Five Themes). Create and interpret different types of maps to answer geographic questions, infer relationships, and analyze change. Design and draw appropriate graphics such as maps, diagrams, tables and graphs to communicate geographic distributions, and relationships. Use geographic terminology correctly, standard grammar, spelling, sentence structure, and punctuation. Create original work using proper citations and understanding and avoiding plagiarism. Use a problem solving process to identify a problem, gather information, list and consider options, advantages and disadvantages, choose an implement a solution and evaluates the effectiveness. Analyze and evaluate the validity and utility of multiple sources of geographic information such as primary and secondary sources, aerial photographs, and maps. 			
Vocabulary & Concepts			Strategies
Site Absolute location Situation Relative location Drought Spatial interaction Cartography Topographic Meteorology Equinox Atmosphere Lithosphere Hydrosphere Biosphere Satellite Tropics Solstice Tropic of Capricorn Tropic of Cancer Arctic Circle Antarctic Circle Trade winds Doldrums Westerly Polar wind Front Humidity Typhoon Hurricane Domestication Culture region Immigrant	Monsoon Permafrost Steppe Hydroelectricity Transpiration Tributary Estuary Aquifer Continental shelf Rain shadow Relative location Relief Nonrenewable resource Erosion Sediment Glacier Fault Earthquake Plain Subduction Trench Relief Alluvial fan Delta Flood plain Deciduous forest Coniferous forest Savanna Extinct	Culture region Ethnic group Fundamentalism Totalitarian govt. Democratic govt. Tariff Quota GNP GDP Literacy Infrastructure Foreign aid Capitalism Birth/death rate Emigrant Metropolitan area Innovation <u>CONCEPTS</u> Nationalism Rotation/Revolution Greenhouse Effect Plate tectonics Culture Culture Trait Industrialization Acculturation Subsistence Agr. Developed country Market economy Command economy Communism	Simulations-hands on and web based inquiry Reading Guides Modeling/Demonstrations Analogies Read Aloud Cooperative Learning Graphic Organizers Daily Assessments The Constitution Text Book-World Geography: Building a Global Perspective 2009 Books on Tape Chunking and Questioning Aloud Cross Discipline Teaching Cooperative Learning Recurrent, Random Vocabulary Assessment Venn Diagrams

Competency Topic #3: Culture		Linked State Performance Standards
Essential Questions/Enduring Understandings <ul style="list-style-type: none"> How do the components of culture affect the way people live and shape the characteristics of regions? What are the distributions, patterns, and characteristics of different cultures? What are the ways in which cultures change and maintain continuity? 		A. Geography: 12.8, 12.9, 12.10, B. History: 12.1, 12.10, 12.13, C. Political Science: 12.6, 12.14, 12.15 D. Economics: 12.1 E. Behavioral Science: 12.3, 12.5, 12.8, 12.11
Student Assessment Expectations – <i>Students meet World Geography expectations when they develop critical thinking skills and can:</i> <ul style="list-style-type: none"> Describe distinctive cultural patterns and landscapes associated with different places in Wisconsin, the United States, and other regions of the world, and how these patterns influenced the processes of innovation and diffusion. Give examples of ways various groups of people view cultures, places, and regions differently. Compare life in a variety of cities and nations in the world to evaluate the relationships involved in political, economic, social and environmental changes. Describe and compare patterns of culture such as language, religion, land use, systems of education, and customs that make specific regions of the world distinctive. Compare economic opportunities in different cultures for women and religious minorities in selected regions of the world. Describe the impact of general processes such as migration, war, trade, independent inventions, and diffusion of ideas and motivations on cultural change. Analyze cultural changes in specific regions and how they maintain traditional ways. Evaluate case studies of the spread of cultural traits to find examples of cultural convergence and divergence such as the spread of democratic ideas, U.S.-based fast-food franchises in Russia and Eastern Europe, or the English language as a major medium of international communication for scientists and business people. 		
Vocabulary & Concepts		Strategies
Aborigine Ancestor worship Animism Colony Cultural convergence Cultural diffusion Cultural divergence Culture Culture hearth Customs Diffusion Dialect Emigrant Genocide Ideogram Indigenous Life expectancy Maternal mortality Impressionism Infant mortality	Migrant worker Multiethnic Multiplier effect Refugee Regolith Reincarnation Self-determination Yurt Atheism Ethnic group Mestizo Monotheism Mosque Gaucho Prevailing westerlies Birthrate Literacy Zionism Furrow	Simulations-hands on and web based inquiry Reading Guides Modeling/Demonstrations Analogies Read Aloud Cooperative Learning Graphic Organizers Daily Assessments The Constitution Text Book-World Geography: Building a Global Perspective 2009 Books on Tape Chunking and Questioning Aloud Cross Discipline Teaching Cooperative Learning Recurrent, Random Vocabulary Assessment Venn Diagrams
Competency Topic #4: History		Linked State Performance Standards
Essential Questions/Enduring Understandings <ul style="list-style-type: none"> How do geographic contexts (the geography of places in the past) and processes of spatial exchange (diffusion) influenced events in the past and helped to shape the present? How do people, places, and environments have changed over time and the effects of these changes on history? How do the growth, distribution, movement, and characteristics of world population vary over location and time? 		A. Geography: B. History: 12.3, 12.4, 12.5, 12.10, 12.11, 12.13, 12.14, 12.16, 12.17, C. Political Science: D. Economics: E. Behavioral Science:

Student Assessment Expectations – Students meet *World Geography* expectations when they develop critical thinking skills and can:

- Analyze the effects of physical and human geographic patterns and processes on events in the past and describe their effects on present conditions, including significant physical features and environmental conditions that influenced migration patterns in the past and shaped the distribution of culture groups today.
- Trace the spatial diffusion of a phenomenon and describe its effects on regions of contact such as the spread of bubonic plague, the diffusion and exchange of foods between the New and Old Worlds, or the diffusion of American slang.
- Describe the human and physical characteristics of the same place at different periods of history.
- Assess how people's changing perceptions of geographic features have led to changes in human societies.

Vocabulary & Concepts		Strategies
Balkanize Confederation Coup Czar Holocaust Oral history Conquistador Immigrant Nonaligned nation Non-violent resistance Civilization	Ghetto Heterogeneity Immigrant Mulatto White flight Nomad Separatism Buffer state Ethnocracy Exodus	Simulations-hands on and web based inquiry Reading Guides Modeling/Demonstrations Analogies Read Aloud Cooperative Learning Graphic Organizers Daily Assessments The Constitution Text Book-World Geography: Building a Global Perspective 2009 Books on Tape Chunking and Questioning Aloud Cross Discipline Teaching Cooperative Learning Recurrent, Random Vocabulary Assessment Venn Diagrams

Competency Topic #5: Economics

Essential Questions/Enduring Understandings

- What are the distributions and characteristics of economic systems throughout the world?
- What are the reasons for the location of economic activities (primary, secondary, tertiary, and quaternary) in different economic systems?
- What is the economic importance of, and issues related to, the location and management of key natural resources?

Linked State Performance Standards

- A. Geography:
- B. History:
- C. Political Science:
- D. Economics: 12.1, 12.2, 12.4, 12.6, 12.7, 12.8,
- E. Behavioral Science:

Student Assessment Expectations – Students meet *World Geography* expectations when they develop critical thinking skills and can:

- Describe the characteristics of traditional, command, and market economies.
- Explain how traditional, command, and market economies operate in specific countries.
- Compare the ways people satisfy their basic needs through the production of goods and services such as subsistence agriculture versus market-oriented agriculture or cottage industries versus commercial industries.
- Map the locations of different types of economic activities.
- Identify factors affecting the location of different types of economic activities.
- Describe how changes in technology, transportation, and communication affect the location and patterns of economic activities.
- Compare global trade patterns at different periods of time and develop hypotheses to explain changes that have occurred in world trade and the implication of these changes.
- Analyze how the creation and distribution of resources affect the location and patterns of movement of products, capital, and people.
- Evaluate the geographic and economic impact of policies related to the use of resources such as regulations for water use or policies related to the development of scarce natural resources.

Vocabulary & Concepts			Strategies
Capital Black market Boycott Commercial industry Ecotourism Entrepreneur Euro	Per capita Primary economic activity Privatization Quaternary economic activity Quota	Secondary economic activity Traditional economy Trade deficit Trade surplus Traditional economy Collective farm	Simulations-hands on and web-based inquiry Reading Guides Modeling/Demonstrations Analogies Read Aloud

GDP GNP Ghetto Grain elevator Grain exchange Gross domestic product Hacienda Infrastructure NAFTA Maquiladora Subsistence Subsistence economy Subsistence farming Market economy Natural resources Cash crop Intensive farming Joint family system	Standard of living World Bank Commercial farming Import Export Embargo Inflation International Monetary Fund Light industry Tertiary economic activity Recession Megalopolis Urbanization Villageization Population density Reparation	Concepts Caste system Privatization Monopoly Colonialism Cottage industry Command economy Free enterprise Industrial revolution Market economy Mixed economy	Cooperative Learning Graphic Organizers Daily Assessments The Constitution Text Book-World Geography: Building a Global Perspective 2009 Books on Tape Chunking and Questioning Aloud Cross Discipline Teaching Cooperative Learning Recurrent, Random Vocabulary Assessment Venn Diagrams
Competency Topic #6: Government and Citizenship Essential Questions/Enduring Understandings <ul style="list-style-type: none"> What are the distinguishing characteristics of the various political units? What are the geographic processes that influence political divisions, relationships, and policies across continents? How do different points of view influence the development of public policies and decision- making processes on local, state, national, and international levels? 			Linked State Performance Standards A. Geography: B. History: C. Political Science: 12.2, 12.4, 12.11, 12.12, 12.13, 12.15 D. Economics: E. Behavioral Science:
Student Assessment Expectations – Students meet <i>World Geography</i> expectations when they develop critical thinking skills and can: <ul style="list-style-type: none"> Identify and give examples of different points of view that influence the development of public policies and decision-making processes on local, state, national, and international levels. Explain how citizenship practices, public policies, and decision making may be influenced by cultural beliefs. Compare different points of view on geographic issues. Prepare maps that illustrate a variety of political entities such as city maps showing precincts, country maps showing states, or continental maps showing countries. Compare maps of voting patterns or political boundaries to make inferences about the distribution of political power. Analyze current events to infer the physical and human processes that lead to the formation of boundaries and other political divisions. Explain how forces of conflict and cooperation influence the allocation of control of Earth's surface such as the formation of congressional voting districts or free trade zones. Explain the geographic factors that influence a nation's power to control territory and that shape the foreign policies and international political relations of selected nations such as Iraq, Israel, Japan, and the United Kingdom. 			
Vocabulary & Concepts			Strategies
Czar Hierarchy Provisional government Protectorate Province Revolution Sanction Strategic value Glasnost National identity Nationalism Nationalize Anarchy Annex Apartheid Dictatorship Hierarchy Maritime Martial law	Soviet Structural adjustment program Tariff Secular Perestroika Unitary system Mandate Civil war Militarism Militia Minaret Monarchy Neutral Warlord Theocrat Segregation	Guerrilla Federation Decentralized Demilitarized zone Authoritarian Barbarian Mercenary Insurgent Concepts Autonomy Sphere of influence Sovereignty Totalitarianism Communism Democracy Fundamentalism	Simulations-hands on and web based inquiry Reading Guides Modeling/Demonstrations Analogies Read Aloud Cooperative Learning Graphic Organizers Daily Assessments The Constitution Text Book-World Geography: Building a Global Perspective 2009 Books on Tape Chunking and Questioning Aloud Cross Discipline Teaching Cooperative Learning Recurrent, Random Vocabulary Assessment Venn Diagrams

Competency Topic #7: Science and Technology		Linked State Performance Standards
Essential Questions/Enduring Understandings <ul style="list-style-type: none"> What is the impact of technology and human modifications on the physical environment? How does technology affect the definitions of, access to, and use of resources in a defined area? How does technology apply to developed and developing countries? 		A. Geography: 12.11 B. History: 12.9 C. Political Science: D. Economics: E. Behavioral Science:
Student Assessment Expectations – <i>Students meet World Geography expectations when they develop critical thinking skills and can:</i> <ul style="list-style-type: none"> Evaluate the significance of major technological innovation, including fire, steam power, diesel machinery, and electricity that have been used to modify the physical environment. Analyze ways technological innovations have allowed humans to adapt to places shaped by physical processes such as floods, earthquakes, and hurricanes. Describe the impact of new technologies, new markets, and revised perceptions of resources. Analyze the role of technology in agriculture and other primary economic activities and identify the environmental consequences of the changes that have taken place. Examine the effects of the spread of technology. 		
Vocabulary & Concepts		Strategies
Epicenter Equinox Erosion Hydroelectric power Geothermal energy GIS Mechanical weathering Photosynthesis Ring of fire	Plate tectonics Nuclear energy Bullet train Diversify Homogeneous Rotation Telecommunications Waterpower Weather weathering	Simulations-hands on and web based inquiry Reading Guides Modeling/Demonstrations Analogies Read Aloud Cooperative Learning Graphic Organizers Daily Assessments The Constitution Text Book-World Geography: Building a Global Perspective 2009 Books on Tape Chunking and Questioning Aloud Cross Discipline Teaching Cooperative Learning Recurrent, Random Vocabulary Assessment Venn Diagrams

EASTERN WORLD HISTORY

Developers: High School Social Studies Staff

Development Date: 2009-2010

Instructional Level: High School

Credits: .5 elective credit

Grade Level: 11/12

Pre-requisites: U.S. History I/II or AP U.S. History

Description: This one-term course investigates the social, political, cultural, and religious development of Asia from prehistory to the present with a focus on the major states of China, Japan, and India. The formation of classical civilizations, rise and fall of empires, cultural encounters, and transformation of societies are explored, as well as the themes of imperialism, nationalism, colonialism, tradition, and revolution.

Definitions:

- Essential Learning Outcomes: The big idea; competency area, major skills, knowledge or attitudes that tell students what they will need to learn; Begin the competency with an action verb.
- State Standards: These are the state performance standards that are addressed in this competency.
- Assessment Expectation: indicates what the student will be able to do because of what they know or can demonstrate.
- Vocabulary & Strategies – The vocabulary words listed with each competency are necessary for understanding and learning. The strategies are supportive of the learning.

Competency Topic #1: Cultural Origins of India and China			Linked State Performance Standards
Essential Questions/Enduring Understandings <ul style="list-style-type: none"> How did geographic features influence the development of the Indian and Chinese civilizations? What factors influenced the rise of Indian and Chinese empires? How did the early governments of India and China maintain stability? 			A. Geography: 12.1, 12.3, 12.13 B. History: 12.1, 12.3, 12.4, 12.7, 12.8, 12.10, 12.11, 12.13, 12.14 C. Political Science: D. Economics: E. Behavioral Science: 12.13
Student Assessment Expectations – <i>Students meet expectations when they:</i> <ul style="list-style-type: none"> Determine the impact of geography on the Indus Valley culture Construct the Indus Valley cities Justify the theories about the decline of the Indus Valley civilization Determine the effects of geography on the cultural development of China Describe the growth and structure of the various early dynasties of China Summarize the rise and fall of the Zhou dynasty Compare the origins, beliefs, practices, and development of Hinduism and Buddhism Interpret the Confucian ideas about the family and society Examine ethical systems in China during this period Describe the rise and fall of the Qin dynasty Determine the rise and fall of India's Mauryan empire Depict the rise of the Gupta empire Categorize Han technology, commerce, and culture Analyze the fall and return of the Han 			
Vocabulary and Concepts			Strategies
<ul style="list-style-type: none"> Subcontinent Monsoon Himalaya Indus River Harappa Mohenjo Daro Sanskrit Hinduism Reincarnation Karma Dharma Buddhism Siddhartha Gautama Nirvana Silk Road Stupa Vedas Brahmin Bhagavad Gita Asoka Faxian Religious toleration 	<ul style="list-style-type: none"> Huang He Chang Jiang Gobi South China Sea Loess Oracle bone Feudalism Aristocracy Mandate of Heaven Tao Filial piety Bureaucracy Pictograph Ideograph Confucianism Kongfuzi Taoism Laozi Yin and yang Legalism Regime Censorate Qin Shihuangdi 	<ul style="list-style-type: none"> Aryan migration Caste system Four Noble Truths Eightfold Path Mauryan empire Kushan empire Gupta empire Xia dynasty Shang dynasty Zhou dynasty Period of Warring States Dynastic cycle Rule of Merit Qin dynasty Han dynasty Unification Liu Pang Autocracy Great Wall Terra Cotta Warriors 	<ul style="list-style-type: none"> Reading and note-taking guides <ul style="list-style-type: none"> Identifying main idea Predicting Summarizing Determining cause and effect Formulating questions Comparing and contrasting Evaluating information Making inferences Drawing conclusions Synthesizing information Writing to learn Word webs Timelines Collaborative learning Discussion Mapping Videos Textbook Supplemental readings <ul style="list-style-type: none"> Literature Arts Humanities Quizzes Unit exam

Competency Topic #2: Golden Age of China		Linked State Performance Standards
Essential Questions/Enduring Understandings <ul style="list-style-type: none"> How and why was foreign trade encouraged? How did the geography of the steppe influence the lifestyle of the nomadic Mongols? What are the costs and benefits of technological innovation? 		A. Geography: 12.3, 12.13 B. History: 12.1, 12.3, 12.4, 12.7, 12.8, 12.10, 12.11, 12.13, 12.14 C. Political Science: D. Economics: E. Behavioral Science:
Student Assessment Expectations – <i>Students meet expectations when they:</i> <ul style="list-style-type: none"> Determine the causes and effects of the Song dynasty's retreat to the south Evaluate the achievements of the Tang and Song empires Analyze changes in Chinese society during this period Explain the relationship between the geography of the steppe and the lifestyle of nomads Rank the Khan's successes Assess the extent of the Mongol empire and its divisions Detail the fall of the Mongol rule 		
Vocabulary and Concepts <ul style="list-style-type: none"> Tibet Hangzhou Changan Mongolia Beijing Wu Zhao Ghengis Khan Kublai Khan Marco Polo Scholar-gentry Civil service Khanate Pagoda Buddhism Taoism Neo-Confucianism Tang dynasty Song dynasty Mongolian or Yuan dynasty Pax Mongolica 		Strategies <ul style="list-style-type: none"> Reading and note-taking guides <ul style="list-style-type: none"> Identifying main idea Predicting Summarizing Determining cause and effect Formulating questions Comparing and contrasting Evaluating information Making inferences Drawing conclusions Synthesizing information Writing to learn Word webs Timelines Collaborative learning Discussion Mapping Videos Textbook Supplemental readings <ul style="list-style-type: none"> Literature Arts Humanities Quizzes & Unit exam
Competency Topic #3: Traditional Japan and Korea		Linked State Performance Standards
Essential Questions/Enduring Understandings <ul style="list-style-type: none"> How has geography played an important role in the growth of Japan and Korea? How were the Japanese and Korean civilizations shaped by cultural borrowing from China? What costs and benefits are there to hereditary government positions? 		A. Geography: 12.3, 12.13 B. History: 12.1, 12.3, 12.4, 12.7, 12.8, 12.10, 12.11, 12.13, 12.14 C. Political Science: D. Economics: E. Behavioral Science:
Student Assessment Expectations – <i>Students meet expectations when they:</i> <ul style="list-style-type: none"> Summarize Japan's early history and culture Draw conclusions about life in the Heian court Compare feudal Japan to feudal Europe Compare the values of Samurai warriors to the contemporary U.S. military Summarize early Korean history 		

Vocabulary and Concepts		Strategies
<ul style="list-style-type: none"> Osaka Kyoto Sea of Japan Archipelago Shotoku Taishi Yi Song-gye Feudalism Samurai Bushido Shogunate Daimyo Shinto Zen 		<ul style="list-style-type: none"> Reading and note-taking guides <ul style="list-style-type: none"> Identifying main idea Predicting Summarizing Determining cause and effect Formulating questions Comparing and contrasting Evaluating information Making inferences Drawing conclusions Synthesizing information Writing to learn Word webs Timelines Collaborative learning Discussion Mapping Videos Textbook Supplemental readings <ul style="list-style-type: none"> Literature Arts Humanities Quizzes Unit exam
Competency Topic #4: Mughal India		Linked State Performance Standards
Essential Questions/Enduring Understandings <ul style="list-style-type: none"> How did religion impact Indian society? How did patterns of religious belief change over time? How does India's culture and society reflect the shared heritage of its people? 		A. Geography: 12.3, 12.13 B. History: 12.1, 12.3, 12.4, 12.7, 12.8, 12.10, 12.11, 12.13, 12.14 C. Political Science: D. Economics: E. Behavioral Science:
Student Assessment Expectations – <i>Students meet expectations when they:</i> <ul style="list-style-type: none"> Describe the rise of the Mughal empire Determine the triumphs and failures of the Mughal leaders Identify examples of cultural blending in Mughal art and architecture Classify current examples of cultural blending in our society and culture Determine the decline of the Mughal empire and its effects 		
Vocabulary and Concepts		Strategies
<ul style="list-style-type: none"> Ghazna Samarqand Delhi Khyber Pass Agra Mahmud of Ghazna Timur Lenk Babur Akbar Shah Jahan Aurangzeb Mughals Theravada Mahayana Jainism Islam Sikh Taj Mahal Suttee 		<ul style="list-style-type: none"> Reading and note-taking guides <ul style="list-style-type: none"> Identifying main idea Predicting Summarizing Determining cause and effect Formulating questions Comparing and contrasting Evaluating information Making inferences Drawing conclusions Synthesizing information Writing to learn Word webs Timelines Collaborative learning Discussion Mapping Videos

			<ul style="list-style-type: none"> • Textbook • Supplemental readings <ul style="list-style-type: none"> ○ Literature ○ Arts Humanities • Quizzes • Unit exam
Competency Topic #5: The Western Intrusion			Linked State Performance Standards
Essential Questions/Enduring Understandings <ul style="list-style-type: none"> • How can a place reflect the philosophy of its rulers? • How did a policy of isolation affect the Chinese Empire? • How did political unification in Japan affect government policy and society? • What led to European exploration of the East? • Why did Europeans struggle to control the spice trade in Southeast Asia? 			A. Geography: 12.3, 12.10, 12.13 B. History: 12.1, 12.3, 12.4, 12.7, 12.8, 12.10, 12.11, 12.13, 12.14 C. Political Science: D. Economics: E. Behavioral Science:
Student Assessment Expectations – <i>Students meet expectations when they:</i> <ul style="list-style-type: none"> • Predict the changes to our society if China had reached the Americas before European explorers • Justify China's policy of isolationism • Differentiate the role of women in Chinese families according to social status • Explain the flourishing of architecture, arts and literature during the Ming and Qing dynasties • Assess the significance of the architecture of the Forbidden City • Evaluate the unification process of feudal Japan • Describe society and culture under the Takugawa Shogunate Determine the cause and effects of Japan's closed country policy <ul style="list-style-type: none"> • Conclude why the mainland states were better able to resist the Europeans than the non-mainland states 			
Vocabulary and Concepts			Strategies
<ul style="list-style-type: none"> • Beijing • Guangzhou • Manchuria • Taiwan • Imperial City • Forbidden City • Zheng He • Kangxi • Hongwu • Qianlong • Yong Le • Manchus • Queue • Banners • Kowtow • Clan • Porcelain • Ming dynasty • Qing dynasty 	<ul style="list-style-type: none"> • Kyoto • Oda Nobunaga • Toyotomi Hideyoshi • Daimyo • Hans • Eta • Haiku • Kabuki • Tokugawa Shogunate • Isolationism 	<ul style="list-style-type: none"> • Philippines • Moluccas • Malacca • Sumatra • Java • Calcutta • Madras • Khmer • Dutch • Trade network • Spice trade 	<ul style="list-style-type: none"> • Reading and note-taking guides <ul style="list-style-type: none"> ○ Identifying main idea ○ Predicting ○ Summarizing ○ Determining cause and effect ○ Formulating questions ○ Comparing and contrasting ○ Evaluating information ○ Making inferences ○ Drawing conclusions ○ Synthesizing information ○ Writing to learn • Word webs • Timelines • Collaborative learning • Discussion • Mapping • Videos • Textbook • Supplemental readings <ul style="list-style-type: none"> ○ Literature ○ Arts ○ Humanities • Quizzes • Unit exam

Competency Topic #6: Colonialism, Imperialism, and Nationalism			Linked State Performance Standards
Essential Questions/Enduring Understandings <ul style="list-style-type: none"> How did the British expand control over India? How can imperialism contribute to unity and the growth of nationalism? Why might a country seek out or resist foreign influence? What demands might foreigners make on countries they trade with? What are the advantages and disadvantages of living in a modern society? Why did Japan turn itself into an imperialist power? 			A. Geography: 12.3, 12.10, 12.13 B. History: 12.1, 12.3, 12.4, 12.7, 12.8, 12.10, 12.11, 12.13, 12.14, 12.15, 12.16 C. Political Science: 12.2, 12.13 D. Economics: E. Behavioral Science: 12.17
Student Assessment Expectations – <i>Students meet expectations when they:</i> <ul style="list-style-type: none"> Evaluate the costs and benefits of British colonial rule in India Compare the nonviolent resistance methods of Gandhi to those of Martin Luther King, Jr. Draw parallels between the nationalist movement and cultural developments in India Discuss China's resistance to foreign influence Compare and contrast the Taiping Rebellion and the Boxer Rebellion Determine the reasons China opened its doors to foreign trade and influence Defend the position that foreign imperialism had more advantages than disadvantages on China Conclude why Japan ended its isolation Trace the growth of Japanese imperialism 			
Vocabulary and Concepts			Strategies
<ul style="list-style-type: none"> Gangzhou Chang Jiang Hong Kong Shanghai Wuhan Tianjin Hong Ziuquan Guang Xu Ci Xi Sun Yat-sen Henry Pu Yi General Yuan Shigai Extraterritoriality Self-strengthening Opium War Taiping Rebellion Boxer Rebellion Provincial Commodities Spheres of Influence Open Door Policy 			<ul style="list-style-type: none"> Reading and note-taking guides <ul style="list-style-type: none"> Identifying main idea Predicting Summarizing Determining cause and effect Formulating questions Comparing and contrasting Evaluating information Making inferences Drawing conclusions Synthesizing information Writing to learn Word webs Timelines Collaborative learning Discussion Mapping Videos Textbook Supplemental readings <ul style="list-style-type: none"> Literature Arts Humanities Quizzes & Unit exam
<ul style="list-style-type: none"> Edo Bay Kyoto Edo Port Arthur Mathew Perry Mutsuhito Ho Hirobumi Treaty of Kanagawa Concessions Prefectures Annexation Zaibatsu Militarism Meiji era Russo-Japanese War 			
<ul style="list-style-type: none"> Kanpur Bombay Queen Victoria Charles Canning Mohandas Gandhi Rabindranath Tagore Sepoys East India Company Viceroy Mutiny Rebellion Raj Rowlatt Acts Amritsar Massacre Salt March Imperialism Nationalism Nonviolent resistance Civil disobedience Satyagraha 			
Competency Topic #7: War in China and Japan			Linked State Performance Standards
Essential Questions/Enduring Understandings <ul style="list-style-type: none"> When does it become necessary to align ourselves with our enemies? Why might some people oppose human equality? How does a republic differ from a monarchy? How can the quest for power lead to conflict? 			A. Geography: 12.3, 12.10, 12.13 B. History: 12.1, 12.3, 12.4, 12.7, 12.8, 12.10, 12.11, 12.13, 12.14, 12.15, 12.16 C. Political Science: 12.2, 12.13 D. Economics: E. Behavioral Science: 12.17

Student Assessment Expectations – *Students meet expectations when they:*

- Justify the alliance between the Communist Party and the Nationalist Party
- Trace the rise of Communism in China
- Determine the successes of Chiang Kai-shek
- Compare urban China to rural China during this period
- Analyze the civil war between the Nationalists and the Communists
- Conclude how Japanese expansionism led to war with the Allies in Asia
- Summarize WWII's major events in the Pacific

Vocabulary and Concepts		Strategies
<ul style="list-style-type: none"> • Shanghai • Chang Jiang • Nanjing • Sun Yat-sen • Chiang Kai-shek • Mao Zedong • Chinese Communist Party • Long March • Shanghai Massacre • People's Liberation Army • Guerilla tactics 	<ul style="list-style-type: none"> • Guam • Wake Island • Manila • Bataan Peninsula • Hong Kong • Malay Peninsula • Indonesia • Burma • Tokyo • Midway Island • Guadalcanal • Iwo Jima • Okinawa • Hiroshima • Nagasaki • Isoroku Yamamoto • Douglas MacArthur • Hideki Tojo • Emperor Hirohito • Kamikazes • Atomic bomb • Occupation • Demilitarization • Democratization • Constitutional monarchy • Parliament • Diet 	<ul style="list-style-type: none"> • Reading and note-taking guides <ul style="list-style-type: none"> ○ Identifying main idea ○ Predicting ○ Summarizing ○ Determining cause and effect ○ Formulating questions ○ Comparing and contrasting ○ Evaluating information ○ Making inferences ○ Drawing conclusions ○ Synthesizing information ○ Writing to learn • Word webs • Timelines • Collaborative learning • Discussion • Mapping • Videos • Textbook • Supplemental readings <ul style="list-style-type: none"> ○ Literature ○ Arts ○ Humanities • Quizzes • Unit exam

Competency Topic #8: Revolution, Revitalization, and Beyond

Essential Questions/Enduring Understandings

- Why did the outcome of the Chinese civil war contribute to Cold War tensions?
- How does India's political and economic success relate to the future of democracy in Asia?
- Why can religious and cultural differences create problems for newly emerging nations?
- How did economic reform introduce new political ideas to China?
- How much power should a government have over its citizens?
- How can world leaders prompt political change?
- How should human rights abuses be handled?
- Why was Japan able to rebound after WWII?

Linked State Performance Standards

- A. Geography: 12.3, 12.10, 12.13
 B. History: 12.1, 12.3, 12.4, 12.7, 12.8, 12.10, 12.11, 12.13, 12.14, 12.15, 12.16
 C. Political Science: 12.2, 12.13
 D. Economics:
 E. Behavioral Science: 12.17

Student Assessment Expectations – *Students meet expectations when they:*

- Interpret the transformation of China under Communism
- Assess the goals of Mao Zedong's Great Leap Forward and Great Proletarian Cultural Revolution
- Examine the transformation of Communism in China
- Determine the effects of Communism on individual rights under Mao and his successors
- Justify the partition of India
- Summarize independence struggles in Bangladesh and Sri Lanka
- Defend which foundation helped postwar Japan the most – political, economic, social.

Vocabulary and Concepts			Strategies
<ul style="list-style-type: none"> • Taiwan • Republic of China • People's Republic of China • Tibet • Singapore • Hong Kong • Tiananmen Square • North Korea • South Korea • Guerrilla tactics • Commune • Red Guard • Cultural Revolution • Great Leap Forward • Redistribution of wealth • Socialism • Marxism • Communism • Soviet-Chinese split • 	<ul style="list-style-type: none"> • Zaibatsu • Capitalism 	<ul style="list-style-type: none"> • Calcutta • Pakistan • Punjab • Kashmir • Bangladesh • Sri Lanka • Congress Party • Muslim League • Muhammad Ali Jinnah • Jawaharlal Nehru • Indira Gandhi • Benazir Bhutto • Discrimination • Sikhs • partition 	<ul style="list-style-type: none"> • Reading and note-taking guides <ul style="list-style-type: none"> ○ Identifying main idea ○ Predicting ○ Summarizing ○ Determining cause and effect ○ Formulating questions ○ Comparing and contrasting ○ Evaluating information ○ Making inferences ○ Drawing conclusions ○ Synthesizing information ○ Writing to learn • Word webs • Timelines • Collaborative learning • Discussion • Mapping • Videos • Textbook • Supplemental readings <ul style="list-style-type: none"> ○ Literature ○ Arts ○ Humanities • Quizzes • Unit exam

WESTERN HISTORY I

Developers: High School Social Studies Staff

Development Date: 2009-2010

Instructional Level: High School

Credits: .5 elective credit

Grade Level: 11/12

Pre-requisites: U.S. History I/II; Social Studies 9

Description: This course explores the early history of the Mediterranean world, Europe, and the Western Hemisphere. Students will concentrate on several major themes: the rise and fall of ancient and classical civilizations; and their cultural, social, political, and economic legacies. Unit topics include Ancient Greece, Ancient Rome, Medieval Europe, and Empires in the Americas.

Definitions:

- Essential Learning Outcomes: The big idea; competency area, major skills, knowledge or attitudes that tell students what they will need to learn; Begin the competency with an action verb.
- State Standards: These are the state performance standards that are addressed in this competency.
- Assessment Expectation: indicates what the student will be able to do because of what they know or can demonstrate.
- Vocabulary & Strategies – The vocabulary words listed with each competency are necessary for understanding and learning. The strategies are supportive of the learning.

Competency Topic #1 - Foundations: Civilizations and Empires Emerge			Linked State Performance Standards 12:
Essential Questions/Enduring Understandings <ul style="list-style-type: none"> One of the earliest technological developments with vast repercussions was the invention of farming and plant/animal domestication; while a world-wide phenomenon, the Neolithic Revolution occurred at varying times and locations. The Neolithic Revolution was the necessary foundation for the civilizations and empires that followed. The production of surplus food and specialization of labor led to the development of new economic organizations and trade; both migration and trade spread goods, technology, languages, ideas and beliefs. 			A. Geography: B. History: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18 C. Political Science: D. Economics: E. Behavioral Science:
Student Assessment Expectations – Students meet expectations when they: <ul style="list-style-type: none"> Trace the development of agriculture and its effects on human societies. Analyze the characteristics/qualities of culture, society, and civilization. Analyze factors that contributed to the rise of urban centers from small farming communities in the Mediterranean/Middle East/Americas. Analyze factors that contributed to both the formation and decline of “states,” civilizations, and empires. Compare/contrast the Mediterranean/Middle East and the Americas considering the development, characteristics, achievements, and impacts of civilizations. 			
Concepts/Vocabulary			Possible Strategies/Materials
<ul style="list-style-type: none"> Nomadic Hunter Gatherer Culture Society Social Stratification/Hierarchy Class Caste Specialization of Labor 	<ul style="list-style-type: none"> Neolithic Revolution Domestication Cultural Diffusion/Exchange Technology Adaptation Innovation Civilization Institution Urban States 	<ul style="list-style-type: none"> Hieroglyph Cuneiform Alphabet Empire Dynasty Monarchy Bureaucracy City-State Theocracy Polytheistic Monotheistic 	<ul style="list-style-type: none"> Analyze a selected civilization/empire considering geography; history; institutions/organization: political, economic, social, cultural; record keeping, achievements; rise and fall.
Competency Topic #2 - Classical Greece: 2000 -300 B.C. (B.C.E.)			Linked State Performance Standards
Essential Questions/Enduring Understandings <ul style="list-style-type: none"> Classical Greek civilization rose from the legacy of ancient societies that preceded it; but classical civilization was more than an elaboration of its predecessors. The infusion of new peoples into the Greek peninsula contributed to the cultural ferment associated with the rise of the Classical Age. Classical civilization saw the development of new ideas, new political and social institutions, and new systems of thought that would characterize its society and subsequent civilizations influenced by it for centuries to come. 			A. Geography: B. History: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18 C. Political Science: D. Economics: E. Behavioral Science:
Student Assessment Expectations – Students meet expectations when they: <ul style="list-style-type: none"> Analyze the influences of Greece’s geography on the development of Greek civilization. Evaluate the contributions of the following to the development of classical Greek civilization: Minoan and Mycenaean civilizations, Bronze Age invaders, and eastern Mediterranean contacts. Compare/contrast the differences between the values of Athens, Sparta, and Corinth that contributed to different forms of government, institutions, culture and eventually war. Assess the role of war as a unifying or destabilizing force considering the Persian and Peloponnesian Wars. Compare/contrast Hellenic and Hellenistic culture: mythology and religion, drama and literature, Olympics, art and architecture, science and philosophy. Assess the successes, failures, and impacts of Alexander the Great. 			

<ul style="list-style-type: none"> Assess the influences of ancient Greece in Western civilization and the modern world. 			
Concepts/Vocabulary			Possible Strategies/Materials
<ul style="list-style-type: none"> Epic Myth Homer: Iliad, Odyssey Dark Ages Hellenic Hellenistic Golden Mean/Triangle Ritual 	<ul style="list-style-type: none"> Oracle Tyrant Oligopoly Democracy Direct Democracy Monarchy Aristocracy Polis 	<ul style="list-style-type: none"> Acropolis Thermopylae Tragedy Comedy Philosophy Socrates: Socratic Method Plato Aristotle 	<ul style="list-style-type: none"> To be developed
Competency Topic #3 - Roman Civilization			Linked State Performance Standards
<p>Essential Questions/Enduring Understandings</p> <ul style="list-style-type: none"> The outcome of Roman imperialism was the fall of the Republic; expansion and economic change with its subsequent social and constitutional failures involved profound political crisis and political upheaval. The creation of the Roman Empire transformed Roman government, society, economy, and culture; it has served throughout history as a model of centralized control and organization. A study of the Roman Empire reveals how law, language, military, bureaucracy, propaganda, religion, trade, and economy helped knit disparate peoples into a vast empire. Roman civilization illustrates a repeating pattern in world history: the rise, decline, and fall of civilizations. The Romans developed many ideas and institutions that became fundamental to Western civilizations. 			<p>A. Geography: B. History: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18 C. Political Science: D. Economics: E. Behavioral Science:</p>
<p>Student Assessment Expectations – <i>Students meet expectations when they:</i></p> <ul style="list-style-type: none"> Analyze how geography influenced Rome's development. Assess the connections between the early history of the Italian peninsula, the development of the Roman Republic, and the strains within the Republic that led to Republic Constitutionalism. Analyze the main institutions and values of the Roman Republic and factors which contributed to its destabilization. Compare/contrast the Roman Republic and the government of the United States. Evaluate factors that increased Roman power and influence in the Mediterranean world. Analyze the formation of the Roman Empire, the spread of its influence, and the abuse of its power. Analyze the factors which promoted the spread of Christianity throughout the Roman Empire. Analyze Roman achievements in art, engineering, science, law, and war. Assess the many complex and inter-related factors which contributed to the "fall" of the Roman Empire, and assess the lessons for modern America. Assess the legacy of Roman civilization and the impact on European/Mediterranean culture, government, and religion. 			
Concepts/Vocabulary			Possible Strategies/Materials
<ul style="list-style-type: none"> Republic Patrician Plebian Senate Tribune Consul Dictator Triumvirate 	<ul style="list-style-type: none"> Legions Civil War Pax Romana Inflation Mercenary Greco-Roman Aqueduct Imperialism 	<ul style="list-style-type: none"> Mercenary Christianity Sect Apostle Constantinople Inflation Barbarian Western Civilization 	<ul style="list-style-type: none"> To be developed

• Citizenship	• Fresco		
Competency Topic #4 - Four Religions			Linked State Performance Standards
Essential Questions/Enduring Understandings <ul style="list-style-type: none"> The destabilization, internal disunity, and conflicts that followed the decline of the Roman Empire had lasting impacts on the spread/conflicts of major religions in the Middle East, Asia Minor, and Europe. Islam, Judaism, Christianity, and the Eastern Orthodox faiths share similarities and fundamental differences in doctrine, practices, symbols, organization, history, and impacts. 			A. Geography: B. History: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18 C. Political Science: D. Economics: E. Behavioral Science:
Student Assessment Expectations – Students meet expectations when they: <ul style="list-style-type: none"> Compare/contrast the basic history and moral principles of Islam, Judaism, Christianity, and the Eastern Orthodox faiths. Analyze the impact that each religion had on its believers, on others due to spread/expansion or internal conflicts, and cultural achievements. 			
Concepts/Vocabulary			Possible Strategies/Materials
<ul style="list-style-type: none"> Bishop Diaspora Pope Jesus Apostle Paul Messiah Bible Basilica Patriarch Icon Cyrillic Alphabet Cross 	<ul style="list-style-type: none"> Islam Allah Mohammed Muslim Mosque Hajj Qur'an Sunni Sh'ia Mecca Five Pillars Caliph Jihad 	<ul style="list-style-type: none"> Dome of The Rock Crescent Moon Palestine Torah Abraham Monotheism Moses Israel Judah Covenant Synagogue Jerusalem Menorah 	<ul style="list-style-type: none"> To be developed
Competency Topic #5 - Transforming the Roman World			Linked State Performance Standards
Essential Questions/Enduring Understandings <ul style="list-style-type: none"> While Western Europe faced decentralizing and destabilizing forces, the Church, the only institution to survive the fall of the Roman Empire, provided order and stability. In the post-Roman world of Western Europe, a new society slowly emerged that had roots in the classical heritage of Rome, the beliefs of the Roman Catholic Church, and the customs/culture of the Germanic tribes. Charlemagne reunited the many Germanic kingdoms that succeeded the Roman Empire and spread Christian civilization throughout Northern Europe where it had a permanent impact. With the division of the Carolingian Empire and attacks by invaders, Western Europeans sought ways to combat the forces of destabilization and decentralization. New social and political orders, feudalism and manorialism (lordship), emerged as means of protection and stability with rights and duties that helped shape future forms of representative government. Feudal warfare dominated Europe for roughly 500 years and had enduring impacts on European culture and values. 			A. Geography: B. History: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18 C. Political Science: D. Economics: E. Behavioral Science:
Student Assessment Expectations – Students meet expectations when they: <ul style="list-style-type: none"> Compare/contrast the major Germanic kingdoms that replaced Roman power in the West. Analyze the economic, political, social and cultural impacts of Germanic invasions. Analyze factors which led to the establishment and decline of the Carolingian Empire. 			

- Assess Charlemagne's rule as a centralizing force considering political, economic, social, and cultural impacts.
- Assess the significance of the Pope crowning Charlemagne "emperor."
- Analyze factors which led to the establishment of feudalism and manorialism.
- Evaluate the impacts of feudal relationships, feudal warfare/combat, and the code of chivalry.

Concepts/Vocabulary			Possible Strategies/Materials
<ul style="list-style-type: none"> • Franks • Secular • Carolingian Dynasty • Major Domo • Charlemagne • Pepin • Clovis • Charles Martel • Battle of Tours • Wergild • Middle Ages 	<ul style="list-style-type: none"> • Secular • Excommunication • Vassal • Knight • Fief • Feudal Contract • Chivalry • Lords • Nobility • Peasant • Serf 	<ul style="list-style-type: none"> • Manorialism • Manor • Feudalism • Monasticism • Normandy • Vikings • Tithe • Monasteries • Monk • Missionary • Abbess 	<ul style="list-style-type: none"> • To be developed

WESTERN WORLD HISTORY II

Developers: High School Social Studies Staff

Development Date: 2009-2010

Instructional Level: High School

Credits: .5 elective credit

Grade Level: 11/12

Pre-requisites: U.S. History I/II or AP U.S. History

Description: This course explores the modernization of Europe and the Western Hemisphere from 1600 to the present. Students will concentrate on several major themes: cultural, social, political, and economic continuity/change; and the inter-relatedness of Europe and the Western Hemisphere.

Definitions:

- Essential Learning Outcomes: The big idea; competency area, major skills, knowledge or attitudes that tell students what they will need to learn; Begin the competency with an action verb.
- State Standards: These are the state performance standards that are addressed in this competency.
- Assessment Expectation: indicates what the student will be able to do because of what they know or can demonstrate.
- Vocabulary & Strategies – The vocabulary words listed with each competency are necessary for understanding and learning. The strategies are supportive of the learning.

Competency Topic #1 - Americas: People & Empires 500-1500			Linked State Performance Standards 12:
Essential Questions/Enduring Understandings <ul style="list-style-type: none">Societies in the Americas, ranging from small tribal bands to immense empires, ruled by warrior-kings or priest-kings; each adapted to their environment which created a very diverse set of cultures.While there are few examples of political links among early North American peoples, there are economic and cultural connections: extensive trading networks, similar religious beliefs, and shared social patterns.The peoples of Mesoamerica created sophisticated and complex civilizations based on various factors which led to their rise, dominance, and eventual decline. These civilizations flourished with fully developed political, religious, and social structures; yet technological development lagged behind Eurasian civilizations that had benefitted from the trade/cultural exchanges unifying the Asian, African, and European continents.The Incas and Aztecs built their empires on cultural foundations thousands of years old and, therefore, reflected the influences of earlier civilizations while developing advanced economic, political, social, and cultural advancements of their own.			A. Geography: B. History: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18 C. Political Science: D. Economics: E. Behavioral Science:
Student Assessment Expectations – <i>Students meet expectations when they:</i> <ul style="list-style-type: none">Compare/contrast North American tribal societies: Inuit, Hopewell, Iroquois, Plains, Anasazi.Compare/contrast the Maya and Toltec civilizations: economic, social, political, and cultural.Compare/contrast the Incan and Aztec empires: economic, social, political, and cultural.Evaluate factors which contributed to both the rise and fall of civilizations and empires.			
Concepts		Vocabulary	
<ul style="list-style-type: none">LonghouseClanPotlatchMississippianTotemMoundConfederation		<ul style="list-style-type: none">TepeeAdobePuebloCahokiaMesa VerdeHieroglyphTributeMaizeQuipoMachu PiccuGlyphCodexObsidianTriple Alliance	
Competency Topic #2 - Middle Ages			Linked State Performance Standards 12:
Essential Questions/Enduring Understandings <ul style="list-style-type: none">The Church dominated the intellectual and cultural life of the West, competed with princess/kings for power, and strove to regulate morality.The collapse of empire and waves of invasions forced Europeans to create new social, political, and economic institutions while ancient ideals lived on in the Church, art, law, literature, education, and philosophy.The Crusades, Christian Europe’s response to Islamic expansionism, saw the followers of two world religions, committed to bringing their messages to humankind, repeatedly clash over supremacy in the eastern Mediterranean. While religious in focus, the conflicts also exhibited economic, social, political, and cultural causes and effects.The end of the Middle Ages, marked by war, internal revolt, plague, and religious dissent, formed a crucial period of transformation to the early modern world.			A. Geography: B. History: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18 C. Political Science: D. Economics: E. Behavioral Science:
Student Assessment Expectations – <i>Students meet expectations when they:</i> <ul style="list-style-type: none">Analyze factors which contributed to the power of the Catholic Church during the Middle Ages and the impact that a centralized Church had on Medieval life.Assess the technological advances and innovations of the (Early, Mid, High) Middle Ages and their impacts on Medieval life.Assess the impacts of the plague epidemics that decimated Europe.Assess the causes and effects of religious change and revolt as mysticism, lay piety, papal schisms, and challenges to Church authority developed.Analyze the causes and impacts of the Crusades on Medieval Europe.Analyze the impacts that a revival of trade had during the High Middle Ages.Analyze the causes and effects of Medieval Europe’s architectural and intellectual revival.			

Concepts	Vocabulary	
<ul style="list-style-type: none"> • Feudalism • Manorialism • Lord • Fief • Vassal • Knight • Serf • Peasant • Manor • Tithe • Vikings • Magyars • Muslims • Chivalry • Tournament • Castle • Siege • Epic • Holy Roman Empire • Concordat of Worms • Common Law 	<ul style="list-style-type: none"> • Frederick I • Urban II • Saladin • Richard the Lion-Hearted • Cathedral • Gothic • Romanesque • Three-Field System • Guild • Commercial Revolution • Burgher • Vernacular • Scholastics • Journeymen System • Black Death • Heresy • Icon/Relics • Pope • Excommunication • Interdict 	<ul style="list-style-type: none"> • Lay Investiture • Clergy • Sacrament • Canon Law • Dominicans • Franciscans • Abbey/ Monastery • Abbess/Abbot • Friars • Benedictine Monks • Secular • Crusade • Simony • Avignon • Great Schism • John Wycliffe • Jan Hus • Longbow • Knights Templar • Reconquista • Inquisition

Competency Topic #3 – Early Europe

Essential Questions/Enduring Understandings

- The creation of nation-states and centralization of power under monarchs elicited various reactions from feudal aristocrats who saw their power and privileges appropriated by monarchs.
- The Magna Carta and “rule of law,” the foundation of the English legal system and constitutional liberties, limited the power of English kings; the formation of Parliament furthered the establishment of a constitutional monarchy. This has special significance for the history of the United States.
- While the development of absolutism in France laid the foundation for French monarchical power and served as a model for most European monarchs and nation states, Spain, Germany, Italy, Portugal, and Russia (each faced differing challenges in the process of nation-state building).
- Trade linked to developing nation-states and how has it played an increasing role in regional, national and global development.

Linked State Performance Standards 12:

- A. Geography:
- B. History: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18
- C. Political Science:
- D. Economics:
- E. Behavioral Science:

Student Assessment Expectations – *Students meet expectations when they:*

- Analyze the short and long-term impacts of the Norman Conquest on both England and France.
- Compare and contrast the French and English development of centralized nation-states.
- Analyze the causes and impacts of the Hundred Years’ War.
- Assess why Spain, Germany, Portugal, and Italy lagged behind England and France as they developed into centralized nation-states during the Middle Ages.
- Evaluate the development of the “new monarchies” that developed after the Hundred Years’ War.
- Analyze the forces that gave rise to Absolutism and the impacts of that process.

Concepts	Vocabulary	
<ul style="list-style-type: none"> • Estate • Alfred the Great • Angles/Saxons • Canute • Harold Godwinson • Norman Conquest • Battle of Hastings 	<ul style="list-style-type: none"> • Habeas Corpus • Battle of Agincourt • Henry VIII • Anglican Church • Elizabeth I • Mary Queen of Scots • Edward III 	<ul style="list-style-type: none"> • Commonwealth • Charles I • Cavaliers • Roundheads • Restoration • Capetian Dynasty • Hugh Capet

<ul style="list-style-type: none"> • William of Normandy • Bayeux Tapestry • Henry II • Eleanor of Aquitaine • Thomas Becket • Magna Carta • Parliament • Juries • Common Law 	<ul style="list-style-type: none"> • Longbow • Oliver Cromwell • Puritan • Constitutional Monarchy • Absolutism • Glorious Revolution • Divine Right of Kings 	<ul style="list-style-type: none"> • Phillip II • Estates General • Absolutism • Henry II • Louis XIV • Richelieu • Hundred Years War Joan of Arc
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Competency Topic #4 - Early Modern World: Renaissance, Reformation, Exploration, Scientific Revolution

Linked State Performance Standards 12:

- A. Geography:
 B. History: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18
 C. Political Science
 D. Economics:
 E. Behavioral Science:

Essential Questions/Enduring Understandings

- The Renaissance, Humanism, Scientific Revolution, Protestant Reformation, and European exploration combined to create an age notable for its intellectual, artistic, economic, and religious ferment that had long and short term economic, political, and social repercussions.
- The Protestant Reformation was the first successful European revolution against an established order (religious ideals were joined by powerful economic, social, political, and personal interests that helped bring forth new strains of spirituality and civic ideals while reinvigorating the Roman Catholic Church).
- Capitalistic forms of enterprise, in trade, manufacturing and agriculture, transformed political and social relations while powering European expansion.
- European expansion with worldwide trade and communication brought the Americas into the global network of intercontinental exchanges through conquest and colonization. While bringing vast new wealth to the European economy, the clash of cultures had profound consequences for indigenous people.
- The Renaissance, Humanism, Reformation, and Scientific Revolution illustrated the transformative power of ideas while an expanding population, technological advances, commercial prowess, and military power of competing nation-states rendered European society expansive and dynamic.

Student Assessment Expectations – *Students meet expectations when they:*

- Analyze factors that contributed to the Italian Renaissance and its spread throughout Europe.
- Summarize the values and ideals prized during the Renaissance.
- Evaluate the (artistic/literary/intellectual) achievements of the Renaissance and its legacy.
- Compare/contrast the Italian Renaissance with the Northern Renaissance.
- Analyze historical forces and religious issues that sparked the Reformation and promoted its spread.
- Assess the legacy of the Reformation including the impacts on the Catholic Church.
- Compare/contrast the basic history, beliefs, leaders, practices and locations of various Protestant churches/religions.
- Analyze the factors that led to the Scientific Revolution and contributed to its spread.
- Assess the impacts/significances of the Scientific Revolution.
- Evaluate the factors that caused Spanish and Portuguese exploration.
- Analyze the role that trade, exploration, and land claims had in European conflicts.
- Analyze the impacts of European exploration and colonization on the Americas, Africa, and Europe.
- Formulate connections between the Renaissance, Reformation, Exploration, and the Scientific Revolution.

Concepts	Vocabulary		
<ul style="list-style-type: none"> • Mercenaries • Secular • Leonardo Da Vinci • Machiavelli • Medici • Gutenberg" Press • Renaissance Man • Michelangelo 	<ul style="list-style-type: none"> • Heliocentric • Copernicus • Galileo • Newton • Descartes • Bacon • Luther/Lutheranism • 95 Theses 	<ul style="list-style-type: none"> • Anabaptists • Presbyterian • Jesuits • Prince Henry • Caravel • Astrolabe • Joint Stock Co. • Catholic 	<ul style="list-style-type: none"> • Columbian Exchange • Montezuma • Colony • Mercantilism • Triangular Trade • Middle Passage

<ul style="list-style-type: none"> • Humanism • Fresco • Raphael • Perspective • Shakespeare • Renaissance: Italian, Northern • Erasmus • Rationalism • Scientific Method • Geocentric 	<ul style="list-style-type: none"> • Edict of Worms • Peace of Augsburg • Zwinglian • Calvinism • Theocracy • Council of Trent • Predestination • Baroque 	<ul style="list-style-type: none"> • Treaty of Tordesillas • Dutch East India Co. • Conquistadors • Encomienda • Reformation 	
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Competency Topic #5 - Revolutions: American, French, Russian

Linked State Performance Standards 12:

- A. Geography:
 B. History: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18
 C. Political Science:
 D. Economics:
 E. Behavioral Science:

Essential Questions/Enduring Understandings

- The Enlightenment's application of natural law to human life inspired reforms and revolutions, as did the scientific assumptions, which spread into the realms of politics and economics, of an orderly universe, accessible to rational understanding.
- Throughout history inequities, injustice and illuminating, compelling ideas/philosophies have at times led people to revolt against the status quo (however, the results of revolution often prove difficult to control or predict). History shows that, often in times of turmoil, dictators and totalitarian forces often seize control of nations and people.
- Governments that lack the support of a majority of their people used terror, violence, and other means of control to retain and expand power.
- The American Revolution was both an American and a world event. Inspired by trans-Atlantic ideas concerning natural rights and political authority, it illustrated that three human aspirations were not only right but attainable: national unity and independence, democratic self-government, and equality.
- Revolutions illustrated the power of ideas in history: how do they originate, are they shaped over time, and do they channel the forces of change.

Student Assessment Expectations – *Students meet expectations when they:*

- Analyze the philosophical justification for each revolution.
- Analyze the causes and effects of each revolution.
- Compare and contrast the American, French, and Russian Revolutions.
- Assess each revolution considering ideals versus reality, outcomes, and significance.

Concepts	Vocabulary		
<ul style="list-style-type: none"> • Mercantilism • Adam Smith • Laissez Faire • Social Contract • Separation of Powers • Philosophy • Enlightenment • John Locke • Montesquieu • Voltaire • Rousseau • George Washington • Checks and Balances • Democracy • Republic • Declaration of Independence • Thomas Jefferson • John Adams • Thomas Paine 	<ul style="list-style-type: none"> • Confederation • Federal System • Bill of Rights • Estates • Louis XVI • National Assembly • Taille • Solon • Bourgeoisie • Declaration of Rights • Paris Commune • Jacobins • Elector • Coup D'état • Robespierre • Reign of Terror • The Directory • Napoleon • Consulate 	<ul style="list-style-type: none"> • Napoleonic Code • Grand Empire • Czar • Boyar • Ivan the Great • Peter the Great • Soviets • Catherine the Great • Karl Marx • Socialism • Communism • Lenin • Bolsheviks • Rasputin • Alexandria • Nicholas • Kerensky • Trotsky • War Communism 	<ul style="list-style-type: none"> • Emperor • Continental System • Waterloo • Duma • Civil War

GLOBAL-INSTITUTIONAL ISSUES

(formerly Social Issues)

Developers: High School Social Studies Staff

Development Date: 2009-2010

Instructional Level: High School

Course Description: Global-Societal Issues has an emphasis on current events, this one term course includes the following areas of study: Problems in Education, Family/Changes in the Family, Work and the Economy, Government, Physical/Mental Health, the Environment and War & Terror.

Credit: .5 elective credit

Grade: 11, 12

Pre-requisite: U.S. History I/II or AP U.S. History and Government

Definitions:

- Essential Learning Outcomes: The big idea; competency area, major skills, knowledge or attitudes that tell students what they will need to learn; Begin the competency with an action verb.
- State Standards: These are the state performance standards that are addressed in this competency.
- Assessment Expectation: indicates what the student will be able to do because of what they know or can demonstrate.
- Vocabulary & Strategies – The vocabulary words listed with each competency are necessary for understanding and learning. The strategies are supportive of the learning.

Competency Topic #1 – Global Institutional Foundations				Linked Standards
Essential Questions/Enduring Understandings <ul style="list-style-type: none">What is the difference between personal and social problems?What are some of the fallacies of the rationale in explaining social problems?How are problems researched?What are some examples of research and how are they used to study social problems?			Geography 12.4 12.5 12.6 12.7 12.11 12.13 History 12.9 12.11 12.15 12.16 12.18 Political Science 12.1 12.3 12.5 12.7 12.8 12.9 12.11 12.12 12.13 12.14 12.15 12.16 Economics 12.2 12.4 12.10 Behavioral Science 12.3 12.4 12.5 12.6 12.9 12.10 12.11 12.12 12.17	
Student Assessment Expectations – <i>Students meet expectations when they:</i> <ul style="list-style-type: none">Differentiate between a personal problem and societal problems.Explain different perspectives of problems and the reasoning of the justification for the source.Assess advantages and disadvantages to how problems are studied and evaluated.Be able to understand the various views and why some solutions are more accepted than others.				
Concepts	Vocabulary		Possible Strategies	Materials
<ul style="list-style-type: none">Personal ProblemsSocial ProblemsCauses of ProblemsTheory Based ModelsQuality of LifeSocial ActionOvergeneralizationFallacyCircular ReasoningAuthorityResearch	<ul style="list-style-type: none">AttitudeConflict TheoryContradictionCritical ThinkingVariableIndependentDependentConfoundingStatusPersonal ProblemAuthorityCircular ReasoningDramatic instanceNon SequiturRetrospectiveDistribution	<ul style="list-style-type: none">NormRoleObservationSocial ProblemSurveySignificanceInteractionStratificationSocioeconomic StatusFrequencyMeanMedianMode	<ul style="list-style-type: none">Online NewsPower PointsDiscussion GroupsGuided ReadingResearchCommunity Members	<ul style="list-style-type: none">TextbookOriginal DocumentsPower PointsNewspaperMagazinesFilms/Videos
Competency Topic #2 – Government and Politics				Linked State Performance Standards
Essential Questions/Enduring Understandings <ul style="list-style-type: none">What is the role of government?What is politics?Who should make decisions in government?How do we get the people in government to act for the people?How can we correct some of the mistakes of education?			Geography 12.4 12.5 12.6 12.7 12.11 12.13 History 12.9 12.11 12.15 12.16 12.18 Political Science 12.1 12.3 12.5 12.7 12.8 12.9 12.11 12.12 12.13 12.14 12.15 12.16 Economics 12.2 12.4 12.10 Behavioral Science 12.3 12.4 12.5 12.6 12.9 12.10 12.11 12.12 12.17	
Student Assessment Expectations – <i>Students meet expectations when they:</i> <ul style="list-style-type: none">Describe the functions of government.Assess why government and politics are problems.Analyze why the problems of government and politics affect the quality of life.Explain how economics, the media, interest groups and size contribute to the problems of government and politics.Describe the ways attitude and ideologies contribute to the problems of government.Problem solve problems of government and politics.				

Concepts	Vocabulary		Possible Strategies	Materials
<ul style="list-style-type: none">• Protection• Gridlock• Inequalities of Power• Rights/Freedoms• Funding• Unequal Opportunities• Protection vs Freedom• Totalitarian/ Dictatorship• Democracy• Socialism• Communism• Information/News	<ul style="list-style-type: none">• Interest Group• Power Elite• Political Party• Politics• Alienation• Gridlock	<ul style="list-style-type: none">• Anarchism• Regulatory Agency• Bureaucracy• Pluralism• Patronage• Lobbyist	Online News Power Points Discussion Groups Guided Reading Research	Text Book Original Documents Power Points Newspaper Magazines Films/Videos
Competency Topic #3 – Work and the Economy				Linked State Performance Standards
Essential Questions/Enduring Understandings <ul style="list-style-type: none">• What are the different types of economies?• How is our economy changing?• Why is the work force changing?• Is our economic system unfair?• How does the government contribute to the problems at work?• What is the attitude toward labor in the US?				Geography 12.4 12.5 12.6 12.7 12.11 12.13 History 12.9 12.11 12.15 12.16 12.18 Political Science 12.1 12.3 12.5 12.7 12.8 12.9 12.11 12.12 12.13 12.14 12.15 12.16 Economics 12.2 12.4 12.10 Behavioral Science 12.3 12.4 12.5 12.6 12.9 12.10 12.11 12.12 12.17
Student Assessment Expectations – <i>Students meet expectations when they:</i> <ul style="list-style-type: none">• Identify ways the economy is changing.• Differentiate between the three main economic systems; Capitalism, Communism, Socialism• Identify how work may interfere with a person quality of life.• Describe ways in which the US economic system affects the life of the citizens.• Explain how government and policy contribute to work problems.• Analyze ways to improve the problems of work and opportunity.				
Concepts	Vocabulary		Possible Strategies	Materials
<ul style="list-style-type: none">• The Workforce• Economies• Economic Resources• Production• Distribution• Un/Under-Employed• Job Hazards• Work Environment• Regulations/ Protection	<ul style="list-style-type: none">• Work Ethic• Interpersonal• Capitalism• Labor Force• Socialism• Distribution	<ul style="list-style-type: none">• Capitalism• Production• Downsizing• Division of Labor• Communism	Online News Power Points Discussion Groups Guided Reading Research	Text Book Original Documents Power Points Newspaper Magazines Films/Videos

Competency Topic #4 - Education				Linked State Performance Standards
Essential Questions/Enduring Understandings <ul style="list-style-type: none"> What is the role of education in society? Why did public education develop? How should the United States educational system fit the Global Economy? How is education used as the “gatekeeper” of a society? How can we correct some of the mistakes of education? 				Geography 12.4 12.5 12.6 12.7 12.11 12.13 History 12.9 12.11 12.15 12.16 12.18 Political Science 12.1 12.3 12.5 12.7 12.8 12.9 12.11 12.12 12.13 12.14 12.15 12.16 Economics 12.2 12.4 12.10 Behavioral Science 12.3 12.4 12.5 12.6 12.9 12.10 12.11 12.12 12.17
Student Assessment Expectations – Students meet expectations when they: <ul style="list-style-type: none"> Identify the purposes of education. Discuss the levels of educational attainment and the payoff of that attainment for Americans. Explain how inequalities and mediocrity make education a problem. Suggest ways to deal with some of the problems of education. 				
Concepts	Vocabulary		Possible Strategies	Materials
<ul style="list-style-type: none"> Attainment & Payoff Merit Pay Vouchers National Standards Funding Organization S.A.G.E. Head Start Project Hope <i>Brown v. Board of Education</i> <i>Plessey v. Ferguson</i> Quality of Life Financing school Homeschooling Charter Schools Virtual Schools 	<ul style="list-style-type: none"> Attainment Atmosphere Equality Vouchers Mediocrity Financing Enrollment Achievement Project Star 	<ul style="list-style-type: none"> Parochial Schools Compensatory Programs Ritualized Deprivation Open Enrollment Cognitive Development Charter Schools 	Online News Power Points Discussion Groups Guided Reading Research Book Excerpts	Text Book Original Documents Power Points Newspaper Magazines Films/Videos
Competency Topic #5 – Family				Linked State Performance Standards
Essential Questions/Enduring Understandings <ul style="list-style-type: none"> What is a family? What role does government have in a defining a family? What are some of the problems families face today? How are the elderly treated? 				Geography 12.4 12.5 12.6 12.7 12.11 12.13 History 12.9 12.11 12.15 12.16 12.18 Political Science 12.1 12.3 12.5 12.7 12.8 12.9 12.11 12.12 12.13 12.14 12.15 12.16 Economics 12.2 12.4 12.10 Behavioral Science 12.3 12.4 12.5 12.6 12.9 12.10 12.11 12.12 12.17
Student Assessment Expectations – Students meet expectations when they: <ul style="list-style-type: none"> Define family from different social perspectives including what a “legal” family is. Assess how the American family is changing. Identify functions of a family. Explain the ways in which social arrangements contribute to family problems. Confirm the reasoning of government in defining family. 				

Concepts	Vocabulary	Possible Strategies	Materials
<ul style="list-style-type: none"> Alternative Family Forms Function of a Family Disrupted Families Family Violence Family Quality of Life Family Continuity Ideology of the Family 	<ul style="list-style-type: none"> Family Nuclear Family Extended Family Hospice Age Stratification Gerontology Stepfamily Baby Boom Divorce Rate Cohabitation Primary Group Social Security Medicare/Medicaid Maladjustment Heterogamy Homogamy 	<ul style="list-style-type: none"> Online News Power Points Discussion Groups Guided Reading Research Book Excerpt 	<ul style="list-style-type: none"> Text Book Original Documents Power Points Newspaper Magazines Films/Videos

Competency Topic #6 – Physical/Mental Health Care

Essential Questions/Enduring Understandings

- What is the nature of the Health Care Crisis in the US?
- How should we protect the quality of life with the health care system?
- What are the moral/ethical outcomes of a health care system?
- Who should be in charge of the Health Care system (Public Policy & Private Action)?

Linked State Performance Standards

Geography 12.4 12.5 12.6 12.7 12.11 12.13
History 12.9 12.11 12.15 12.16 12.18
Political Science 12.1 12.3 12.5 12.7 12.8 12.9 12.11 12.12 12.13 12.14 12.15 12.16
Economics 12.2 12.4 12.10
Behavioral Science 12.3 12.4 12.5 12.6 12.9 12.10 12.11 12.12 12.17

Student Assessment Expectations – *Students meet expectations when they:*

- Define the meanings and extent of physical and mental illness.
- Describe the undesirable consequences of illness.
- Analyze how the definitions, concerns and attitudes for these issues have developed/changed over time.
- Develop a solution to the issue and how it is to be implemented.

Concepts	Vocabulary	Possible Strategies	Materials
<ul style="list-style-type: none"> Health Care Quality of Life Private vs Public Physical Social Structure Stereotyping Mental Norms Health Care Delivery Prevention vs Treatment 	<ul style="list-style-type: none"> AIDS Carcinogenic Deinstitutionalization Life Expectancy Manic-Depressive Universal Health Care Morbidity Pica Prevalence Psychosis Psychosomatic Epidemiology Iatrogenic Incident Neurosis Schizophrenia Socialization Stigma Psychologist Psychiatrist Etiology HMO 	<ul style="list-style-type: none"> Online News Power Points Discussion Groups Guided Reading Research Community Members 	<ul style="list-style-type: none"> Text Book Original Documents Power Points Newspaper Magazines Films/Videos

Competency Topic #7 – Problems in the Environment

Essential Questions/Enduring Understandings

- What are the types and the extent of environmental problems?
- How so/has environmental concerns threatened the quality of life?
- What is the role of government in environmental issues?
- What are ways we could/should deal with environmental concerns?

Linked State Performance Standards

Geography 12.4 12.5 12.6 12.7 12.11 12.13
History 12.9 12.11 12.15 12.16 12.18
Political Science 12.1 12.3 12.5 12.7 12.8 12.9 12.11 12.12 12.13 12.14 12.15 12.16
Economics 12.2 12.4 12.10
Behavioral Science 12.3 12.4 12.5 12.6 12.9 12.10 12.11 12.12 12.17

Student Assessment Expectations – Students meet expectations when they: <ul style="list-style-type: none"> Identify what Global Warming is and how human activity is affecting it. Rationalize the need for cooperation among countries for environmental protection. Assess alternatives for energy. Describe the value and nature of an ecosystem. Discuss how environmental problems affect the quality of life. Suggest some solutions to the environmental problems. 				
Concepts	Vocabulary		Possible Strategies	Materials
<ul style="list-style-type: none"> Pollution Global Warming Acid Rain Cultural Lag Urbanization Whistle Blowers Ecosystems Pollution Carbon Output Health Threat Urbanization 	<ul style="list-style-type: none"> Pollution Depletion Pollutant Ecosystem Tariffs/Trade NAFTA Carbon Footprint Urbanization 	<ul style="list-style-type: none"> Eutrophication Pesticides Herbicides EPA Kyoto Treaty Media Influence Whistle Blower Photosynthesis 	Online News Power Points Discussion Groups Guided Reading Research	Text Book Original Documents Power Points Newspaper Magazines Films/Videos
Competency Topic #8 – War and Terrorism				Linked State Performance Standards Geography 12.4 12.5 12.6 12.7 12.11 12.13 History 12.9 12.11 12.15 12.16 12.18 Political Science 12.1 12.3 12.5 12.7 12.8 12.9 12.11 12.12 12.13 12.14 12.15 12.16 Economics 12.2 12.4 12.10 Behavioral Science 12.3 12.4 12.5 12.6 12.9 12.10 12.11 12.12 12.17
Essential Questions/Enduring Understandings <ul style="list-style-type: none"> What is the difference between War and Civil War? How is War different than Terrorism? What are some of the political and economic factors which contribute to war and terror? What are a few of the ideologies which make terrorism legitimate? 				
Student Assessment Expectations – Students meet expectations when they: <ul style="list-style-type: none"> Compare and contrast Political/Economic ideologies. Compare and contrast War, Civil War and Terrorism. Demonstrate an understanding of the economic/social cost of a military. Identify the psychological fears of terrorism. Describe solutions for the avoidance of war and terror. 				
Concepts	Vocabulary		Possible Strategies	Materials
<ul style="list-style-type: none"> War Freedom Fighter/Terrorist Justifications for War Civil War War Crimes Arms Control Terrorism Proliferation Quality of Life 	<ul style="list-style-type: none"> Liberal Conservative Socialism Capitalism Environmental Consequences Marxist Militarism 	<ul style="list-style-type: none"> Communism United Nations World Court Refugees Migrations War Crimes Collateral Damage Military Parity 	Online News Power Points Discussion Groups Guided Reading Research	Text Book Original Documents Power Points Newspaper Magazines Films/Videos

BEHAVIOR-INEQUITY ISSUES

(formerly Social Issues)

Developers: High School Social Studies Staff

Development Date: 2009-2010

Instructional Level: High School

Course Description: Personal-Social Issues has an emphasis on current events. This one term course includes the following areas of study: Alcohol and other Drugs, Crime/Delinquency/Violence, Sexual Deviance, Gender/Racial/Sexual Discrimination and Poverty.

Credit: .5 elective credit

Grade: 11, 12

Pre-requisite: U.S. History I/II or AP U.S. History **and** Government

Definitions:

- Essential Learning Outcomes: The big idea; competency area, major skills, knowledge or attitudes that tell students what they will need to learn; Begin the competency with an action verb.
- State Standards: These are the state performance standards that are addressed in this competency.
- Assessment Expectation: indicates what the student will be able to do because of what they know or can demonstrate.
- Vocabulary & Strategies – The vocabulary words listed with each competency are necessary for understanding and learning. The strategies are supportive of the learning.

Competency Topic #1 – Foundations				Linked State Performance Standards 12: Geography: 4, 5, 6, 7, 11, 13 History: 9, 11, 15, 16, 18 Political Science: 1, 3, 5, 7, 8, 9, 11, 12, 13, 14, 15, 16 Economics: 2, 4, 10 Behavioral Science: 3, 4, 5, 6, 9, 10, 11, 12, 17
Essential Questions/Enduring Understandings <ul style="list-style-type: none"> What is the difference between personal and social problems? What are some of the fallacies of the rationale in explaining social problems? How are problems researched? What are some examples of research and how are they used to study social problems? 				
Student Assessment Expectations – <i>Students meet expectations when they:</i> <ul style="list-style-type: none"> Understand the difference between a Personal Problem and Societal Problems. Explain different perspectives of problems and the reasoning of the justification for the source. Identify advantages and disadvantages to how problems are studied and evaluated. Recognize the various views and why some solutions are more accepted than others. 				
Concepts	Vocabulary		Possible Strategies	Materials
<ul style="list-style-type: none"> Personal Problems Social Problems Causes of Problems Theory Based Models Quality of Life Social Action Overgeneralization Fallacy Circular Reasoning Authority Research 	<ul style="list-style-type: none"> Frequency Mean Median Mode Norm Role Observation Social Problem Survey Significance Interaction Stratification Socio-economic Status Attitude 	<ul style="list-style-type: none"> Conflict Theory Contradiction Critical Thinking Variable: Independent, Dependent, Confounding Status Personal Problem Authority Circular Reasoning Dramatic instance Non Sequitur Retrospective Distribution 	<ul style="list-style-type: none"> Text Book Original Documents Power Points Newspaper Magazines Films/Videos 	<ul style="list-style-type: none"> Online News Power Points Discussion Groups Guided Reading Research Community Member
Competency Topic #2 - Sexual Deviance				Linked State Performance Standards 12: Geography: 4, 5, 6, 7, 11, 13 History: 9, 11, 15, 16, 18 Political Science: 1, 3, 5, 7, 8, 9, 11, 12, 13, 14, 15, 16 Economics: 2, 4, 10 Behavioral Science: 3, 4, 5, 6, 9, 10, 11, 12, 17
Essential Questions/Enduring Understandings <ul style="list-style-type: none"> What is sexual deviance? How is pornography defined? Why is prostitution legal in some areas but not in others? What are the protections of the 1st Amendment? 				
Student Assessment Expectations – <i>Students meet expectations when they:</i> <ul style="list-style-type: none"> Identify the meaning and some of the types of sexual deviance. Discuss what cybersex is and why it is a problem. Understand factors as to why pornography and prostitution are social problems. Identify ways to address pornography and prostitution. 				
Concepts	Vocabulary		Possible Strategies	Materials
<ul style="list-style-type: none"> Prostitution Cybersex Pornography Pedophiles Obscenity Sex & Violence Dehumanization 1st Amendment 	<ul style="list-style-type: none"> Prostitution Women's Rights Sadomasochism Cybersex Child Pornography 	<ul style="list-style-type: none"> Pimp Promiscuity Pornography Exploitation Erotica Stereotypes 	<ul style="list-style-type: none"> Online News Power Points Discussion Groups Guided Reading Research 	<ul style="list-style-type: none"> Text Book Original Documents Power Points Newspaper Magazines Films/Videos

Competency Topic #3 - Alcohol and Other Drugs				Linked State Performance Standards 12: Geography: 4, 5, 6, 7, 11, 13 History: 9, 11, 15, 16, 18 Political Science: 1, 3, 5, 7, 8, 9, 11, 12, 13, 14, 15, 16 Economics: 2, 4, 10 Behavioral Science: 3, 4, 5, 6, 9, 10, 11, 12, 17
Essential Questions/Enduring Understandings <ul style="list-style-type: none"> Who uses alcohol and other drugs and why? What are some of the contributing factors for addiction and abuse? What are some of the attitudes and ideologies behind the use of alcohol/drugs? Is this a personal or social problem? 				
Student Assessment Expectations – <i>Students meet expectations when they:</i> <ul style="list-style-type: none"> Compare and contrast the types and effects of alcohol and various other drugs. Analyze the patterns of use in the United States. Explain the personal, interpersonal and societal consequences of the use/abuse of alcohol and other drugs. Compare and contrast the various social structures factors which facilitate and perpetuate the problem. Describe the kinds of attitudes and ideologies which underlie America's problems with alcohol and other drugs. 				
Concepts	Vocabulary		Possible Strategies	Materials
<ul style="list-style-type: none"> Abuse Enforcement Psychological Health Addiction Tobacco Use Patterns of Use Treatment Types of Drugs Economic Cost Prescription Drug Abuse 	<ul style="list-style-type: none"> Drug Addiction Abuse Interpersonal Ideology Binge Drinking Cannabinoids Depressants 	<ul style="list-style-type: none"> Hallucinogens Opioids Stimulants Steroids Detoxification Placebo Role Conflict 	<ul style="list-style-type: none"> Online News Power Points Discussion Groups Guided Reading Research Book Excerpts 	<ul style="list-style-type: none"> Text Book Original Documents Power Points Newspaper Magazines Films/Videos
Competency Topic #4 - Crime/Delinquency/Criminals/Violence				Linked State Performance Standards 12: Geography: 4, 5, 6, 7, 11, 13 History: 9, 11, 15, 16, 18 Political Science: 1, 3, 5, 7, 11, 12, 13, 14, 15, 16 Economics: 2, 4, 10 Behavioral Science: 3, 4, 5, 6, 9, 10, 11, 12, 17
Essential Questions/Enduring Understandings <ul style="list-style-type: none"> What are the various types of crimes and criminals? How is crime data collected? What is the role of prisons? Why do we have various consequences to various crimes/behaviors? Are the alternatives to prison better than prison in ethics and cost? How do criminals obtain these values? Why don't victims have a larger role in the judicial process? 				
Student Assessment Expectations – <i>Students meet expectations when they:</i> <ul style="list-style-type: none"> Differentiate between the different kinds of crimes/criminals. Explain how crime data is collected and some of the concerns about how this information is obtained. Identify crime trends and the distribution of crime. Analyze factors that lead to violence, both societal and personal. Identify crimes of violence Identify some of the consequences of the victims of crime. Discuss the varied causes of rape. Discuss solutions and remedies for the problem of crime and violence. 				
Concepts	Vocabulary		Possible Strategies	Materials
<ul style="list-style-type: none"> Predatory Crime Public Disorder Organized Crime Juvenile Delinquency Criminal Justice Process Economic Cost Rehabilitation Imprisonment Violence 	<ul style="list-style-type: none"> White-Collar Crime Negligence Rehabilitation Recidivism Differential Association PTSD – Posttraumatic Stress Disorder Domestic 	<ul style="list-style-type: none"> Retribution Catharsis Distribution Total Institution Dehumanization Trauma Aggression Delinquent Deprivation Rape: Statutory, Forcible 	<ul style="list-style-type: none"> Online News Power Points Discussion Groups Guided Reading Research 	<ul style="list-style-type: none"> Text Book Original Documents Power Points Newspaper Magazines Films/Videos

<ul style="list-style-type: none"> Dehumanization Expunge 	<ul style="list-style-type: none"> Terrorism Adjudication 	<ul style="list-style-type: none"> Incest Violence 		
Competency Topic #5 – Poverty				Linked State Performance Standards 12:
Essential Questions/Enduring Understandings <ul style="list-style-type: none"> What is the extent of poverty in the US? What is the role of the US in world poverty programs? What role should the US play in the Global Economy? How is poverty defined in the US? 				Geography: 4, 5, 6, 11, 13 History: 9, 11, 15, 16, 18 Political Science: 1, 3, 5, 7, 8, 9, 11, 12, 14, 15, 16 Economics: 2, 4, 10 Behavioral Science: 3, 4, 5, 6, 9, 10, 11, 12, 17
Student Assessment Expectations – Students meet expectations when they: <ul style="list-style-type: none"> Identify groups in the US who are poor and reasoning behind it. Analyze the Poverty Line in the US. Compare and contrast Economic ideologies. Identify why and how a Welfare State operates. Can articulate the role of government in the economic system through policy and laws. 				
Concepts	Vocabulary		Possible Strategies	Materials
<ul style="list-style-type: none"> Social/Class Stratification Poverty Line Redistribution Dependent Working Poor Welfare State Dilemma of Poverty CPI Socialism Subsidies Self-Fulfilling Prophecy Communism Ghettos 	<ul style="list-style-type: none"> Poverty Consumer Price Index Fundamental Rights Corporate Welfare Poverty Level 	<ul style="list-style-type: none"> Malnutrition Socialism Subsidies Ghettos Social Security Gross National Product Discrimination 	<ul style="list-style-type: none"> Online News Power Points Discussion Groups Guided Reading Research Book Excerpts 	<ul style="list-style-type: none"> Text Book Original Documents Power Points Newspaper Magazines Films/Videos
Competency Topic #6 - Prejudice, Discrimination, Gender, Inequity				Linked State Performance Standards
Essential Questions/Enduring Understandings <ul style="list-style-type: none"> Are gender differences biological or social? In what ways does the treatment of women affect their view o life's outcomes? How can we explain homosexuality? What makes an Ethnic Group? What is a minority? 				Geography: 4, 5, 7, 11, 13 History: 9, 11, 15, 16, 18 Political Science: 1, 3, 5, 7, 8, 11, 12, 13, 14, 15, 16 Economics: 2, 4, 10 Behavioral Science: 3, 4, 5, 6, 9, 10, 11, 12, 17
Student Assessment Expectations – Students meet expectations when they: <ul style="list-style-type: none"> Identify differences of the genders through biological and social interpretations. Explain social structural factors that contribute to gender inequality. Identify how homophobia affects the quality of life of the homosexual. Demonstrate an understanding of the significance of the 14th Amendment and Due Process. Identify solutions to minority problems. 				
Concepts	Vocabulary		Possible Strategies	Materials
<ul style="list-style-type: none"> Inequality Prejudice Discrimination Racism Assimilation Stereotyping Minority 14th Amendment Sexism Sexism Innate vs Environment Sexual Harassment Sodomy 	<ul style="list-style-type: none"> Innate Sex Gender Bisexual Race Racism Ethnic Minority Exploitation Values Morals Ethnic Group Ethnocentric Morphological 	<ul style="list-style-type: none"> Disenfranchise Prejudice Homophobia Homogeny Sexism Sexual Harassment Homosexuality Gays Lesbians Sanctions Biological Characteristics Institutional Racism 	<ul style="list-style-type: none"> Online News Power Points Discussion Groups Guided Reading Research Community Member 	<ul style="list-style-type: none"> Text Book Original Documents Power Points Newspaper Magazines Films/Videos

SPECIAL TOPICS IN SOCIAL STUDIES

Developers: High School Social Studies Staff

Development Date: 2009-2010

Instructional Level: High School

Credit: .5 elective credit

Grade: 11, 12

Pre-requisite: U.S. History I/II or AP U.S. History

Course Description: This course will give students the opportunity to develop a better understanding of Social Studies through in-depth analysis of selected and varying topics. Due to the nature of the course, course topics will vary and the Wisconsin State Standards will align with the topics. Students will engage in rational, logical based analysis of complex issues and events using a variety of approaches, while recognizing and appreciating diverse perspectives.

The listing below includes standards that each particular topic would universally encompass:
Information and Technology Literacy: All four content standards: The Learning Community, Independent Learning, Information and Inquiry, Media and Technology.

Information and Technology Literacy:

All four content standards: The Learning Community, Independent Learning, Information and Inquiry, Media and Technology

Social Studies Standards:

Standard A - Geography: People, Places, and Environments:

A.12.13 Give examples and analyze conflict and cooperation in the establishment of cultural regions and political boundaries

Standard B-History: Time, Continuity, and Change

- B.12.1 Explain different points of view on the same historical event, using data gathered from various sources, such as letters, journals, diaries, newspapers, government documents, and speeches
- B.12.2 Analyze primary and secondary sources related to a historical question to evaluate their relevance, make comparisons, integrate new information with prior knowledge, and come to a reasoned conclusion
- B.12.3 Recall, select, and analyze significant historical periods and the relationships among them
- B.12.4 Assess the validity of different interpretations of significant historical events
- B.12.5 Gather various types of historical evidence, including visual and quantitative data, to analyze issues of freedom and equality, liberty and order, region and nation, individual and community, law and conscience, diversity and civic duty; form a reasoned conclusion in the light of other possible conclusions; and develop a coherent argument in the light of other possible arguments

- B.12.8 Recall, select, and explain the significance of important people, their work, and their ideas in the areas of political and intellectual leadership, inventions, discoveries, and the arts, within each major era of Wisconsin, United States, and world history
- B.12.11 Compare examples and analyze why governments of various countries have sometimes sought peaceful resolution to conflicts and sometimes gone to war
- B.12.13 Analyze examples of ongoing change within and across cultures, such as the development of ancient civilizations; the rise of nation-states; and social, economic, and political revolutions
- B.12.15 Identify a historical or contemporary event in which a person was forced to take an ethical position, such as a decision to go to war, the impeachment of a president, or a presidential pardon, and explain the issues involved
- B.12.16 Describe the purpose and effects of treaties, alliances, and international organizations that characterize today's interconnected world
- B.12.17 Identify historical and current instances when national interests and global interests have seemed to be opposed and analyze the issues involved

Standard D-Economics: Production, Distribution, Exchange, Consumption

- D.12.6 Use economic concepts to analyze historical and contemporary questions about economic development in the United States and the world

Standard E-Behavioral Sciences:

- E.12.4 Analyze the role of economic, political, educational, familial, and religious institutions as agents of both continuity and change, citing current and past examples
- E.12.6 Analyze the means by which and extent to which groups and institutions can influence people, events, and cultures in both historical and contemporary settings
- E.12.9 Defend a point of view related to an ethical issue such as genetic engineering, declaring conscientious objector status, or restricting immigration
- E.12.14 Use the research procedures and skills of the behavioral sciences (such as gathering, organizing, and interpreting data from several sources) to develop an informed position on an issue

Definitions:

- Essential Learning Outcomes: The big idea; competency area, major skills, knowledge or attitudes that tell students what they will need to learn; Begin the competency with an action verb.
- State Standards: These are the state performance standards that are addressed in this competency.
- Assessment Expectation: indicates what the student will be able to do because of what they know or can demonstrate.
- Vocabulary & Strategies – The vocabulary words listed with each competency are necessary for understanding and learning. The strategies are supportive of the learning.

Competency Topic #1: General overview		Linked State Performance Standards, Grade 12
Essential Questions/Enduring Understandings <ul style="list-style-type: none"> How will you support a point of view on a social studies issue or event? How will the effects of major political, economic, social, and cultural conditions influence historical topics? What are the ethical issues with selected topic in historic, cultural, political, economic, social and cultural contexts? 		A. Geography: 13 B. History:1, 2, 3, 4, 5, 8, 11, 13,16, 17, 18 C. Political Science D. Economics: 6 E. Behavioral Science:4, 6, 9, 14
Student Assessment Expectations – <i>Students meet expectations when they:</i> <ul style="list-style-type: none"> Locate, analyze, organize, synthesize, evaluate, and apply information about selected topic. Identify, describe, and evaluate multiple points of view. Differentiate between primary and secondary sources, and use them appropriately to conduct research and construct arguments. Differentiate between, locate, and use primary and secondary sources such as computer software, databases, media and news services, biographies, interviews, and artifacts to acquire information about a selected topic in social studies. Read narrative texts critically; identify points of view from the social, economic, political, cultural and historical context surrounding an event and the frame of reference that influenced the participants. Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions. Collect visual images (photographs, paintings, political cartoons and other media) to enhance understanding and appreciation of multiple perspectives in a social studies topic. Identify bias in written, oral, and visual material. 		
Concepts/Vocabulary	Strategies	
<ul style="list-style-type: none"> Primary & Secondary Resources Valid Sources Works Cited Documentation Thesis Statement 	<ul style="list-style-type: none"> Use a variety of research and analytical tools to explore questions or issues thoroughly and fairly to include multiple perspectives Use a variety of technologies to access, analyze, interpret, synthesize, apply, and communicate information. Analyze Primary & Secondary Sources Recognizing Bias Transferring information from one medium to another 	

PSYCHOLOGY I

Developers: High School Social Studies Staff

Development Date: 2009-2010

Instructional Level: High School

Credit: .5 elective credit

Grade: 11, 12

Pre-requisite: U.S. History I/II or AP U.S. History

Course Description: Psychology is the scientific study of what it means to be human; it gives students an opportunity to delve into the intricacies of their own lives. Designed for students pursuing a post-secondary education, this course covers the basic concepts of psychology, including the introduction and research methods, biological bases of behavior, sensation and perception, motivation and emotion, stress and coping, life span development, and personality.

Definitions:

- **Essential Learning Outcomes:** The big idea; competency area, major skills, knowledge or attitudes that tell students what they will need to learn; Begin the competency with an action verb.
- **State Standards:** These are the state performance standards that are addressed in this competency.
- **Assessment Expectation:** indicates what the student will be able to do because of what they know or can demonstrate.
- **Vocabulary & Strategies** – The vocabulary words listed with each competency are necessary for understanding and learning. The strategies are supportive of the learning.

Competency Topic #1: Introduction and Research Methods of Psychology			Linked State Performance Standards
Essential Questions/Enduring Understandings <ul style="list-style-type: none"> What is psychology and what makes it a science? How do schools of psychology complement each other? How has psychology changed the study of human and animal behavior? How do the different perspectives in psychology compare and contrast? What does a correlation prove? How do psychologists use scientific method to study behavior and mental processes? Which methods of research are appropriate for the study of different behaviors? How do psychologists make ethical decisions about researching behavior with human and animal subjects? 			A. Geography: B. History: C. Political Science: D. Economics: E. Behavioral Science: 12.1; 12.7; 12.9; 12.14; 12.16
Student Assessment Expectations – <i>Students meet Psychology I expectations when they:</i> <ul style="list-style-type: none"> Describe and compare the biological, behavioral, cognitive, sociocultural, humanistic, and psychodynamic perspectives. List and explain the major subfields of psychology. Describe the elements of an experiment. Explain the importance of sampling and random assignment in psychological research. Describe and compare quantitative and qualitative research strategies. Define descriptive statistics and explain how they are used by behavioral scientists. Explain and describe measures of central tendency and variability. Describe the concept of correlation and explain how it is used in psychology. Recognize how inferential statistics are used in psychological research. Identify ethical issues in psychological research. Discuss psychology's roots in philosophy and natural science. Describe the emergence of experimental psychology. Recognize the diversity of psychological theories in the 20th and 21st centuries Describe psychology's increasing inclusiveness of diverse interests and constituents. 			
Vocabulary			Strategies
<ul style="list-style-type: none"> psychology basic research applied research functionalism psychoanalysis behaviorism cognitive perspective biological perspective social-cultural perspective behavior genetics positive psychology scientific method confirmation bias critical thinking participant bias norms naturalistic observation case study correlational study survey method skewed standard deviation 	<ul style="list-style-type: none"> structuralism Gestalt psychology Wilhelm Wundt E.B. Titchener William James Sigmund Freud Ivan Pavlov John Watson B.F. Skinner Abraham Maslow experiment hypothesis operational definition dependent variable experimental group control group random assignment normal distribution percentage percentile rank mean inferential statistics longitudinal study mode population random sample 	<ul style="list-style-type: none"> Carl Rogers Jean Piaget behavior genetics genes environment chromosomes humanistic psychology DNA mutation identical twins fraternal twins heritability independent variable culture individualism collectivism confounding variable double-blind variable placebo replicate frequency distribution statistical significance median correlation coefficient range cross-sectional study 	<ul style="list-style-type: none"> reading guide discussion unit quiz unit exam <i>Discovering Psychology</i> Stranger Paper

Competency Topic #2: Biological Bases of Behavior			Linked State Performance Standards
Essential Questions/Enduring Understandings <ul style="list-style-type: none"> Are the brain and the mind different? How do structures of the brain control behavior and mental processes? How do biological processes work to create and sustain behavior? 			A. Geography: B. History: C. Political Science: D. Economics: E. Behavioral Science: 12.1; 12.9; 12.14; 12.16
Student Assessment Expectations – Students meet <i>Psychology I</i> expectations when they: <ul style="list-style-type: none"> Identify the neuron as the basis for neural communication. Describe how information is transmitted and integrated in the nervous system. Analyze how the process of neurotransmission can be modified by heredity and environment. Classify the major divisions and subdivisions of the nervous system. Differentiate the functions of the various subdivisions of the nervous system. Identify the structure and function of the major regions of the brain. Recognize that specific functions are centered in specific lobes of the cerebral cortex. Describe lateralization of brain functions. Explain how research and technology have provided methods to analyze brain behavior and disease. Describe how the endocrine glands are linked to the nervous system Assess the effects of heredity and environment on behavior. Explain how evolved tendencies interact with the present environment and culture to determine behavior. 			
Vocabulary			Strategies
<ul style="list-style-type: none"> neuron dendrite soma axon axon terminal action potential refractory period resting potential all-or-none principal endocrine system hormone pituitary gland position emission tomography (PET) scan thalamus cerebellum limbic system hypothalamus occipital lobes temporal lobes motor cortex 	<ul style="list-style-type: none"> synapse neurotransmitter excitatory effect inhibitory effect receptor cells sensory nerves interneurons acetylcholine (ACh) antagonist brainstem medulla reticular formation case study computerized axial tomography (CAT) magnetic resonance imaging (MRI) electroencephalogram (EEG) somatosensory cortex Broca's area Wernicke's area 	<ul style="list-style-type: none"> agonist dopamine serotonin motor nerves central nervous system peripheral nervous system somatic nervous system autonomic nervous system sympathetic division parasympathetic division hippocampus amygdala cerebral cortex longitudinal fissure corpus callosum frontal lobes parietal lobes 	<ul style="list-style-type: none"> reading guide discussion unit quiz unit exam <i>Discovering Psychology</i> Neuron and Brain labeling quiz
Competency Topic #3: Sensation and Perception			Linked State Performance Standards
Essential Questions/Enduring Understandings <ul style="list-style-type: none"> How do the five senses receive and translate signals to the brain for processing? Can we trust our senses and perception? How does each of the senses affect behavior? What are the limitations of each sense and how do those limitations affect behavior? How do sensation and perception differ? 			A. Geography: B. History: C. Political Science: D. Economics: E. Behavioral Science: 12.1; 12.7; 12.14
Student Assessment Expectations – Students meet <i>Psychology I</i> expectations when they: <ul style="list-style-type: none"> Explain the concepts of threshold, adaptation, and constancy. Describe the operation of sensory systems. 			

<ul style="list-style-type: none"> List forms of energy for which we do and do not have sensory receptors. Relate knowledge of sensory processes to applications in areas such as engineering psychology, advertising, music, architecture, and so on. Explain Gestalt concepts and principles, such as figure-ground, continuity, similarity, proximity, closure, and so on. Describe binocular and monocular depth cues. Describe the influence on perception of environmental variables, motivation, past experiences, culture, and expectations. Explain what is meant by attention. Describe how attention differs for demanding versus simple tasks. 			
Vocabulary		Strategies	
<ul style="list-style-type: none"> sensation bottom-up processing perception top-down processing absolute threshold difference threshold signal detection theory sensory adaptation selective attention convergence perceptual constancy 	<ul style="list-style-type: none"> cornea iris pupil lens retina receptor cells rods cones optic nerve blind spot trichromatic theory opponent-process theory extrasensory perception (ESP) 	<ul style="list-style-type: none"> pitch cochlea hair cells auditory nerve kinesthetic sense vestibular sense gestalt figure-ground grouping depth perception visual cliff binocular cues monocular cues perceptual set retinal disparity 	<ul style="list-style-type: none"> reading guide discussion unit quiz unit exam <i>Discovering Psychology</i> Senses labeling quiz
Competency Topic #4: Motivation and Emotion			Linked State Performance Standards
Essential Questions/Enduring Understandings <ul style="list-style-type: none"> How important are emotions to our sense of self? Do emotions serve a purpose or do they just get in the way? How does society influence expressing emotions? What methods of motivation are more effective than others? How can one increase their motivation to behave in various ways? How can people reduce stress? How do social factors affect the influence of stress on health and behavior? 			A. Geography: B. History: C. Political Science: D. Economics: E. Behavioral Science: 12.1; 12.2; 12.4; 12.5; 12.6; 12.7; 12.14; 12.15; 12.16
<ul style="list-style-type: none"> Student Assessment Expectations – <i>Students meet Psychology I expectations when they:</i> Apply motivational concepts to the behavior of humans and other animals. Describe the interaction of internal cues and learning on basic drives. Describe the situational cues giving rise to anger and fear. Describe the situational cues and individual characteristics giving rise to curiosity and anxiety. Describe one or more theories of motivation, such as expectancy value, cognitive dissonance, arousal, Maslow's hierarchy of needs, and drive reduction. Explain how common motives and emotions develop. Use expectancy-value theory to explain their own and others' behavior. Describe theories of emotion, such as James-Lange, Cannon-Bard, or cognitive theories. Explaining how emotions and behaviors are related. Describe differences in perception between individuals differing in motivation. Explain how learning, memory, problem-solving, and decision-making strategies are influenced by motivation and emotion. 			

Vocabulary			Strategies
<ul style="list-style-type: none"> motivation instinct drive-reduction theory Yerkes-Dodson law homeostasis extrinsic motivation intrinsic motivation hierarchy of needs Richard Lazarus 	<ul style="list-style-type: none"> self-actualization achievement motivation set point basal metabolic rate anorexia nervosa bulimia nervosa Abraham Maslow 	<ul style="list-style-type: none"> Henry Murray emotions James-Lange theory Cannon-Bard theory two-factor theory autonomic nervous system display rules William James Carl Lange Walter Cannon Robert Zajonc Stanley Schachter 	<ul style="list-style-type: none"> reading guide discussion unit quiz unit exam <i>Discovering Psychology</i> History Project
Competency Topic #5: Stress, Coping, and Health			Linked State Performance Standards
Essential Questions/Enduring Understandings			A. Geography: B. History: C. Political Science: D. Economics: E. Behavioral Science: 12.1; 12.2; 12.5; 12.6; 12.7; 12.14; 12.16
Student Assessment Expectations – Students meet <i>Psychology I</i> expectations when they: <ul style="list-style-type: none"> Identify and explain major sources of stress. List and explain possible physiological reactions to stress. List and explain possible psychological reactions to stress. Identify and explain cognitive strategies to deal with stress and promote health. Identify and explain behavioral strategies to deal with stress and promote health. 			
Vocabulary			Strategies
<ul style="list-style-type: none"> Stress health psychology general adaptation syndrome (GAS) burnout 	<ul style="list-style-type: none"> Type A Type B Walter Cannon Hans Selye Martin Seligman set point 	<ul style="list-style-type: none"> wellness positive psychology flow explanatory style body mass index (BMI) 	<ul style="list-style-type: none"> reading guide discussion unit quiz unit exam <i>Discovering Psychology</i>
Competency Topic #6: Life Span Development			Linked State Performance Standards
Essential Questions/Enduring Understandings			A. Geography: B. History: C. Political Science: D. Economics: E. Behavioral Science: 12.1; 12.2; 12.4; 12.6; 12.7; 12.12; 12.14; 12.16
Student Assessment Expectations – Students meet <i>Psychology I</i> expectations when they: <ul style="list-style-type: none"> Describe physical, social, and cognitive changes from the prenatal period throughout the life span. Examine the nature of change over the life span. Identify the complex cognitive structures found in the early development of infants and young children. Apply life span principles to personal experience. Explain the distinguishing characteristics of the longitudinal and cross-sectional methods of study. Explain various developmental models. Recognize how biological and cultural notions of gender shape the experiences of men and women. Examine the development of ethnic identity. Explore developmental theories as they relate to cultural bias. Describe the role of critical periods in development. Explain the issues of continuity/discontinuity and stability/instability in development. 			

Vocabulary			Strategies
<ul style="list-style-type: none"> zygote genes embryo fetus teratogens fetal alcohol syndrome (FAS) rooting reflex temperament maturation cognition schemas assimilation accommodation sensorimotor stage object permanence 	<ul style="list-style-type: none"> Jean Piaget Konrad Lorenz adolescence puberty primary sex characteristics secondary sex characteristics sexual orientation identity intimacy Lawrence Kohlberg Erik Erikson formal operational stage 	<ul style="list-style-type: none"> social clock menopause Alzheimer's disease senile dementia fluid intelligence crystallized intelligence critical period imprinting authoritarian parenting permissive parenting authoritative parenting egocentrism concrete operational stage conservation stranger anxiety preoperational stage attachment 	<ul style="list-style-type: none"> reading guide discussion unit quiz unit exam <i>Discovering Psychology</i> Developmental Psychology Project
Competency Topic #7: Individual Differences in Personality and Assessment			Linked State Performance Standards
Essential Questions/Enduring Understandings <ul style="list-style-type: none"> Are personalities constant over time or do they change with each new experience? How do psychologists define and study personality? What advantages and limitations exist for each theory's description of personality? How do psychologists reliably measure personality and interpret personality's role in behavior? 			A. Geography: B. History: C. Political Science: D. Economics: E. Behavioral Science: 12.1; 12.2; 12.4; 12.5; 12.7; 12.14; 12.15; 12.16
Student Assessment Expectations – Students meet <i>Psychology I</i> expectations when they: <ul style="list-style-type: none"> Define personality as the individual's unique way of thinking, feeling, and acting. Explain the role of personality constructs as a framework for organizing behavioral phenomena. Explain the characteristics of the psychodynamic, cognitive-behavioral, humanistic, and trait approaches. Identify important contributions to the understanding of personality. Distinguish between objective and projective techniques of personality assessment. Describe tests used in personality assessment. 			
Vocabulary			Strategies
<ul style="list-style-type: none"> personality psychoanalysis psychodynamic perspective free association defense mechanisms psychosexual stages inferiority complex collective unconscious social-cognitive perspective personality inventories external locus of control Hans Eysenck 	<ul style="list-style-type: none"> preconscious unconscious id superego ego projective test Thematic Apperception Test (TAT) Rorschach inkblot test trait validity Gordon Allport Raymond Cattell 	<ul style="list-style-type: none"> humanistic psychology self-actualization unconditioned positive regard self-concept Sigmund Freud Alfred Adler Carl Jung Karen Horney Abraham Maslow Carl Rogers Minnesota Multiphasic Personality Inventory (MMPI) reciprocal determinism positive psychology Martin Seligman learned helplessness Albert Bandura internal locus of control 	<ul style="list-style-type: none"> reading guide discussion unit quiz unit exam <i>Discovering Psychology</i> Personality tests Who Am I? paper

PSYCHOLOGY II

Developers: High School Social Studies Staff

Development Date: 2009-2010

Instructional Level: High School

Credit: .5 elective credit

Grade: 11, 12

Pre-requisite: U.S. History I/II or AP U.S. History

Course Description: Psychology is the scientific study of what it means to be human; it gives students an opportunity to delve into the intricacies of their own lives. This elective course covers the basic concepts of psychology, including learning, memory, thinking and language, states of consciousness, individual differences, psychological disorders, treatment of psychological disorders, and social and cultural dimensions of behavior. This course is designed for students pursuing a post-secondary education.

Definitions:

- **Essential Learning Outcomes:** The big idea; major skills, knowledge or attitudes that tell students what they will need to learn; Begin the competency with an action verb.
- **State Standards:** These are the state performance standards that are addressed in this competency.
- **Assessment Expectation:** indicates what the student will be able to do because of what they know or can demonstrate.
- **Vocabulary & Strategies** – The vocabulary words listed with each competency are necessary for understanding and learning. The strategies are supportive of the learning.

CompetencyTopic #1: Learned and Unlearned Behavior			Linked State Performance Standards
Essential Questions/Enduring Understandings <ul style="list-style-type: none"> Is punishment effective in deterring unwanted behavior? Do rewards influence behavior? How do psychologists define learning? How do principles of classical conditioning work to create learning? How do principles of operant conditioning work to create learning? How do principles of observational learning work to create learning? 			A. Geography: B. History: C. Political Science: D. Economics: E. Behavioral Science: 12.1; 12.7; 12.9; 12.14;
Student Assessment Expectations – Students meet <i>Psychology II</i> expectations when they: <ul style="list-style-type: none"> Discuss learning from a psychological viewpoint. Recognize learning as a vehicle to promote adaptation through experience. Describe the classical conditioning paradigm. Describe the operant conditioning paradigm. Explain how observational learning works. Describe cognitive learning approaches. Identify biological contributions to learning. Speculate on the role of culture in determining what behaviors will be learned. Explore how biological and cultural factors interact to impede or enhance learning. Describe the collaborative nature of some forms of learning within cultures. 			
Vocabulary		Strategies	
<ul style="list-style-type: none"> learning classical conditioning unconditioned stimulus (UCS) unconditioned response (UCR) conditioned stimulus (CS) conditioned response (CR) partial reinforcement schedule fixed-interval schedule variable-interval schedule fixed-ratio schedule 	<ul style="list-style-type: none"> stimulus response acquisition extinction generalization discrimination behaviorism cognition reinforcement punishment shaping latent learning cognitive map observational learning model modeling vicarious learning 	<ul style="list-style-type: none"> spontaneous recovery Ivan Pavlov John Watson Rosalie Rayner Robert Rescoria John Garcia operant conditioning positive reinforcement negative reinforcement secondary reinforcement continuous reinforcement overjustification effect Edward Thordike B.F. Skinner Albert Bandura antisocial behavior prosocial behavior variable-ratio schedule mirror neurons 	<ul style="list-style-type: none"> reading guide discussion unit quiz unit exam <i>Discovering Psychology</i>
Competency Topic #2: Memory			Linked State Performance Standards
Essential Questions/Enduring Understandings <ul style="list-style-type: none"> Is memory accurate? Are repressed memories valid? How are decisions made? How much do emotions interfere with decisions? How do humans encode, store, and retrieve information from memory? 			A. Geography: B. History: C. Political Science: D. Economics: E. Behavioral Science: 12.1; 12.7; 12.14
Student Assessment Expectations – Students meet <i>Psychology II</i> expectations when they: <ul style="list-style-type: none"> Characterize the difference between surface and deep (elaborate) processing. Identify other factors that influence encoding. Describe the operation of sensory memory. Describe the operation of short-term memory and working memory. Describe the operation of long-term memory. Analyze the importance of retrieval cues in memory. Explain the role that interference plays in retrieval. Relate difficulties created by reconstructive memory processes. 			

<ul style="list-style-type: none"> Identify the brain structures most important to memory. Identify factors that interfere with memory. Describe strategies for improving memory based on our understanding of memory. Describe the processes that lead to inaccuracies in memory. 			
Vocabulary		Strategies	
<ul style="list-style-type: none"> automatic processing effortful processing serial position effect semantic encoding implicit memory context effect state-dependent memory Hermann Ebbinghaus 	<ul style="list-style-type: none"> encoding storage retrieval rehearsal overlearning chunking recall recognition permanence proactive interference retroactive interference 	<ul style="list-style-type: none"> self-reference effect mnemonic device method of loci peg-word system sensory memory short-term memory long-term memory flashbulb memory long-term potentiation explicit memory misinformation effect Elizabeth Loftus Sigmund Freud repression 	<ul style="list-style-type: none"> reading guide discussion unit quiz unit exam <i>Discovering Psychology</i>
Competency Topic #3: Thinking and Language			Linked State Performance Standards
Essential Questions/Enduring Understandings			A. Geography: B. History: C. Political Science: D. Economics: E. Behavioral Science: 12.1; 12.7; 12.9; 12.14;
Student Assessment Expectations – Students meet <i>Psychology II</i> expectations when they: <ul style="list-style-type: none"> Define thinking as a mental process involved in the manipulation and understanding of information. Recognize that information is classified into categories containing similar properties known as concepts. Identify problem solving as a directed and productive example of thinking. Explain the use of creative thinking in problem solving. Analyze the obstacles that inhibit problem solving and decision-making. Define language as symbols and sounds that convey meaning and facilitate communication. Recognize that language is organized in a hierarchical structure. Discuss the effects of development on language acquisition. Evaluate the theories of language acquisition. Speculate on whether animals acquire and use language. Examine the influence of language on thought and behavior. 			
Vocabulary		Strategies	
<ul style="list-style-type: none"> cognitive abilities mental set overconfidence grammar Daniel Kahneman Noam Chomsky B.F. Skinner 	<ul style="list-style-type: none"> concept prototype algorithm heuristic insight framing language 	<ul style="list-style-type: none"> fixation functional fixedness confirmation bias availability heuristic morpheme phoneme 	<ul style="list-style-type: none"> reading guide discussion unit quiz unit exam <i>Discovering Psychology</i> <i>Wild Child</i> Video
Competency Topic #4: States of Consciousness			Linked State Performance Standards
Essential Questions/Enduring Understandings			A. Geography: B. History: C. Political Science: D. Economics: E. Behavioral Science: 12.1; 12.7; 12.14; 12.16
<ul style="list-style-type: none"> Why do we dream? Is hypnosis valid and effective? How do drugs affect mental processing and everyday functioning? How do psychologists define consciousness? What happens during the sleep cycle? 			

Student Assessment Expectations – Students meet *Psychology II* expectations when they:

- Define states of consciousness.
- Describe levels of consciousness.
- Describe the sleep cycle.
- Compare theories that explain why we sleep.
- Assess types of sleep disorders.
- Demonstrate an understanding of individual differences in dream content and recall.
- Compare different theories about the use and meaning of dreams.
- Describe several hypnotic phenomena.
- Explain possible uses of hypnosis in psychology.
- Characterize the major categories of psychoactive drugs and their effects.
- Evaluate the effects of narcotic, depressant, stimulant, and hallucinogenic drugs.

Vocabulary			Strategies
<ul style="list-style-type: none"> consciousness pseudoscientific claim biological rhythms circadian rhythms ultradian rhythms infradian rhythms electroencephalograph (EEG) William Dement divided consciousness theory lysergic acid diethylamide (LSD) 	<ul style="list-style-type: none"> ecstasy melatonin REM sleep insomnia hypnosis social influence theory posthypnotic suggestion Ernest Hilgard cocaine amphetamines hallucinogens 	<ul style="list-style-type: none"> sleep apnea narcolepsy somnambulism night terrors psychoactive drug dependence withdrawal tolerance depressants stimulants caffeine nicotine marijuana 	<ul style="list-style-type: none"> reading guide discussion unit quiz unit exam <i>Discovering Psychology</i>

Competency Topic #5: Individual Differences

Essential Questions/Enduring Understandings

- Are personalities constant over time or do they change with each new experience?
- How do psychologists define and study personality?
- What advantages and limitations exist for each theory's description of personality?
- How do psychologists reliably measure personality and interpret personality's role in behavior?
- Are intelligence tests culturally biased?
- What accounts for the group differences in intelligence scores?
- Can creativity be assessed through a test?
- How do psychologists define and study intelligence?

Linked State Performance Standards

- A. Geography:
- B. History:
- C. Political Science:
- D. Economics:
- E. Behavioral Science: 12.1; 12.2; 12.7; 12.14; 12.15; 12.16

Student Assessment Expectations – Students meet *Psychology II* expectations when they:

- Define and understand the nature of test constructs, such as intelligence, personality, and creativity.
- Describe basic statistical concepts in testing.
- Explain how intelligence and personality may be influenced by heredity and environment.
- Link intelligence to the use of cognitive skills and strategies.
- Describe theories of intelligence.
- Explain why intelligence tests predict achievement.
- Explain issues of using conventional intelligence tests.

Vocabulary			Strategies
<ul style="list-style-type: none"> intelligence emotional intelligence general intelligence (g) mental age (MA) 	<ul style="list-style-type: none"> intelligence quotient (IQ) achievement tests reliability validity 	<ul style="list-style-type: none"> Howard Gardner Robert Sternberg Charles Spearman Alfred Binet Lewis Terman David Wechsler 	<ul style="list-style-type: none"> reading guide discussion unit quiz unit exam <i>Discovering Psychology</i> IQ Test

Competency Topic #6: Psychological Disorders			Linked State Performance Standards
Essential Questions/Enduring Understandings <ul style="list-style-type: none"> What is “normal” or “abnormal”? How does society view the mentally ill? How do psychologists measure and define abnormal behavior? How are the various psychological disorders identified and studied? What impact do these psychological disorders have on individuals, families, communities, and society? 			A. Geography: B. History: C. Political Science: D. Economics: E. Behavioral Science: 12.1; 12.2; 12.4; 12.6; 12.7; 12.9; 12.12; 12.14; 12.15; 12.16
Student Assessment Expectations – Students meet <i>Psychology II</i> expectations when they: <ul style="list-style-type: none"> Distinguish the common characteristics of abnormal behavior. Cite examples of abnormal behavior. Relate judgments of abnormality to contexts in which those judgments occur. Describe major explanations for the origins of abnormality. Identify the purpose of different research methods. Characterize the advantages and limitations of different research methods for studying abnormal behavior. Discuss major categories of abnormal behavior. Explore the challenges associated with accurate diagnosis. Consider factors that influence vulnerability to abnormal behavior. Discuss the stigma associated with abnormal behavior. Speculate about means for promoting greater understanding of abnormal behavior 			
Vocabulary <ul style="list-style-type: none"> psychological disorder bio-psycho-social model Diagnostic and Statistical Manual of Mental Disorders (DSM-IV-TR) dissociative identity disorder hallucinations Philippe Pinel anxiety generalized anxiety disorder panic disorder phobia obsessive-compulsive disorder hypochondriasis schizophrenia delusions posttraumatic stress disorder major depressive disorder bipolar disorder dissociative disorders dissociative amnesia dissociative fugue medical model personality disorders antisocial personality disorder somatoform disorders 			Strategies <ul style="list-style-type: none"> reading guide discussion unit quiz unit exam <i>Discovering Psychology</i> Psychological Disorders Project
Competency Topic #7: Treatment of Psychological Disorders			Linked State Performance Standards
Essential Questions/Enduring Understandings <ul style="list-style-type: none"> Is there one type of treatment that works best for most disorders? Why do therapists use an eclectic approach when treating patients? How are the various psychological disorders treated? What impact do treatment options have on individuals, families, and society? 			A. Geography: B. History: C. Political Science: D. Economics: E. Behavioral Science: 12.1; 12.2; 12.4; 12.6; 12.7; 12.9; 12.12; 12.14; 12.15; 12.16
Student Assessment Expectations – Students meet <i>Psychology II</i> expectations when they: <ul style="list-style-type: none"> Describe availability and appropriateness of various modes of treatment for individuals (e.g., children, adolescents, and adults) with psychological disorders. Describe characteristics of effective treatment and prevention. Identify therapists according to training. Describing strategies for locating appropriate therapists. Describe the intersection between mental health and law. Examine the influence of ethics and professional practice. 			

Vocabulary			Strategies
<ul style="list-style-type: none"> psychotherapy eclectic approach psychoanalysis client-centered therapy systematic desensitization aversive conditioning deinstitutionalization 	<ul style="list-style-type: none"> resistance interpretation transference token economy cognitive therapy antipsychotic drugs anxiety 	<ul style="list-style-type: none"> active listening behavior therapy cognitive-behavior therapy family therapy Sigmund Freud Carl Rogers biomedical therapy antidepressant drugs lobotomy electroconvulsive therapy (ECT) 	<ul style="list-style-type: none"> reading guide discussion unit quiz unit exam <i>Discovering Psychology</i>
Competency Topic #8: Social and Cultural Dimensions of Behavior			Linked State Performance Standards
Essential Questions/Enduring Understandings <ul style="list-style-type: none"> How do attitudes influence actions? Why is conformity valued so highly in society? Why are people attracted to each other? How are individuals affected by groups? How do attitudes and actions influence individual and group behavior? How do psychologists define culture? What influence does culture have on individuals and groups? 			A. Geography: B. History: C. Political Science: D. Economics: E. Behavioral Science: 12.1; 12.2; 12.3; 12.5; 12.6; 12.9; 12.12; 12.15
Student Assessment Expectations – Students meet <i>Psychology II</i> expectations when they: <ul style="list-style-type: none"> Demonstrate an understanding of person perception. Identify sources of attitude formation. Assess some methods used to change attitudes. Identify basic social and cultural categories and how they affect behavior. Describe effects of the presence of others on individual behavior. Describe how social structure can affect intergroup relations. Explore the nature and effects of bias and discrimination. Describe circumstances under which conformity and obedience are likely to occur. Discuss the nature of altruism in society. Discuss the significance of aggression. Discuss factors influencing attraction. 			
Vocabulary			Strategies
<ul style="list-style-type: none"> social psychology attribution theory fundamental attribution theory foot-in-the-door phenomenon cognitive dissonance theory self-fulfilling prophecy just-world phenomenon cross-cultural research culture specific locus of control individualism ethnocentrism 	<ul style="list-style-type: none"> attitude conformity obedience deindividuation groupthink equity self-disclosure altruism prejudice stereotype discrimination ingroup outgroup ingroup bias aggression culture 	<ul style="list-style-type: none"> social facilitation social loafing group polarization Solomon Asch Stanley Milgram mere exposure effect passionate love compassionate love bystander effect scapegoat theory superordinate goals John Darley Bibb Latane Muzafer Sherif David Matsumoto collectivism 	<ul style="list-style-type: none"> reading guide discussion unit quiz unit exam <i>Discovering Psychology</i>

AP PSYCHOLOGY

Developers: High School Social Studies Staff

Development Date: 2009-2010

Instructional Level: High School

Credit: 1.0 elective credit

Grade: 11/12

Pre-requisite: U.S. History I/II or AP U.S. History and/or AP Requirements

Description: AP Psychology covers the areas listed in Psychology I and II at a much more in-depth study. The five domains of Psychology (methods, bio-psychological, developmental, cognitive, and variations in individual and group behavior) are at the forefront of the topics discussed in this course. This 45 minute, year-long course requires extensive reading and nightly homework. At the conclusion of this class, students may elect to take the AP Psychology exam that will give them college credit if they pass.

Definitions:

- Essential Learning Outcomes: The big idea; competency area, major skills, knowledge or attitudes that tell students what they will need to learn; Begin the competency with an action verb.
- State Standards: These are the state performance standards that are addressed in this competency.
- Assessment Expectation: indicates what the student will be able to do because of what they know or can demonstrate.
- Vocabulary & Strategies – The vocabulary words listed with each competency are necessary for understanding and learning. The strategies are supportive of the learning.

Competency Topic #1: History and Theoretical Approaches to Psychology		Linked State Performance Standards
Essential Questions/Enduring Understandings <ul style="list-style-type: none"> What is psychology and what makes it a science? How do schools of psychology complement each other? How has psychology changed the study of human and animal behavior? How do the different perspectives in psychology compare and contrast? 		A. Geography: B. History: C. Political Science: D. Economics: E. Behavioral Science: 12.1; 12.9; 12.16
Student Assessment Expectations – Students meet AP Psychology expectations when they: <ul style="list-style-type: none"> Define <i>psychology</i> and trace its historical development. Describe psychology's concerns regarding stability and change, rationality and irrationality, nature and nurture. Briefly describe the different perspectives from which psychologists examine behavior and mental processes and explain their complementarities. Identify some of the basic and applied research subfields of psychology. Describe the mental health professions of clinical psychology and psychiatry. 		
Vocabulary <ul style="list-style-type: none"> psychology behavior clinical psychologist neuroscience perspective behavioral perspective psychodynamic perspective mental processes psychiatrist evolutionary perspective cognitive perspective behavior genetic perspective social-cultural perspective 		Strategies <ul style="list-style-type: none"> reading guide discussion vocabulary quiz exam <i>Discovering Psychology</i> <i>PsykTrek</i>
Competency Topic #2: Research Methods of Psychology		Linked State Performance Standards
Essential Questions/Enduring Understandings <ul style="list-style-type: none"> What does a correlation prove? How do psychologists use the scientific method to study behavior and mental processes? Which methods of research are appropriate for the study of different behaviors? How do psychologists make ethical decisions about researching behavior with human and animal subjects? 		A. Geography: B. History: C. Political Science: D. Economics: E. Behavioral Science: 12.1; 12.7; 12.14
Student Assessment Expectations – Students meet AP Psychology expectations when they: <ul style="list-style-type: none"> Describe the hindsight bias and explain how it often leads us to perceive psychological research as merely common sense. Discuss how overconfidence contaminates our everyday judgments. Explain how the scientific attitude encourages critical thinking. Describe the relationship between psychological theories and scientific research. Compare and contrast case studies, surveys, and naturalistic observation, and explain the importance of proper sampling. Describe both positive and negative correlations, and explain how correlational measures can aid the process of prediction. Explain why correlational research fails to provide evidence of cause-effect relationships. Discuss how people form illusory correlations and perceive order in random sequences. Identify the basic elements of an experiment, and discuss how experimental control contributes to causal explanation. Explain how bar graphs can be designed to make a small difference appear to be large. Describe the three measures of central tendency and the two measures of variation. Discuss three important principles in making generalizations from samples and describe how psychologists make inferences about differences between groups. Explain the value of artificially simplified laboratory conditions in learning about principles of behavior, and discuss the generalizability of psychological research in terms of culture and gender. Explain why psychologists study animals, and discuss the ethics of experimentation with both animals and humans. Describe how personal values can influence psychologists' research and its application, and discuss the possibility for misuse of research findings. 		

Vocabulary		Strategies
<ul style="list-style-type: none"> hindsight bias false consensus effect correlation coefficient double blind procedure dependent variable control condition culture placebo theory replication survey random sample experiment statistical significance standard deviation scatter plot 		<ul style="list-style-type: none"> critical thinking operational definition naturalistic observation illusory correlation placebo effect independent variable random assignment experimental condition hypothesis case study population median mode mean range
		<ul style="list-style-type: none"> reading guide discussion vocabulary quiz exam <i>Discovering Psychology</i> <i>PsykTrek</i> Stranger Paper
Competency Topic #3: Biological Bases of Behavior		Linked State Performance Standards
Essential Questions/Enduring Understandings <ul style="list-style-type: none"> Are the brain and the mind different? How do structures of the brain control behavior and mental processes? How do biological processes work to create and sustain behavior? 		A. Geography: B. History: C. Political Science: D. Economics: E. Behavioral Science: 12.1; 12.9; 12.14; 12.16
Student Assessment Expectations – Students meet AP Psychology expectations when they: <ul style="list-style-type: none"> Explain why psychologists are concerned with human biology. Describe the structure of a neuron, and explain how neural impulses are generated. Describe how nerve cells communicate, and discuss the impact of neurotransmitters and drugs on human behavior. Identify the major divisions of the nervous system and describe their functions, noting the three types of neurons that transmit information through the system. Contrast the simplicity of the neural pathways involved in reflexes with the complexity of neural networks. Identify and describe several techniques for studying the brain. Describe the functions of the brainstem, thalamus, cerebellum, and limbic system. Identify the four lobes of the cerebral cortex and describe the sensory and motor functions of the cortex. Discuss the importance of the association areas, and describe how damage to several different cortical areas can impair language functioning. Discuss the capacity of the brain to reorganize following injury or illness. Describe research on the split brain, and discuss what it reveals regarding normal brain functioning. Discuss the relationships among brain organization, right- and left-handedness, and physical health. Describe the nature and functions of the endocrine system and its interaction with the nervous system. 		
Vocabulary		Strategies
<ul style="list-style-type: none"> peripheral nervous system motor neurons dendrite parasympathetic nervous system interneurons sensory neurons autonomic nervous system threshold neural networks central nervous system endorphins PET scan sympathetic nervous system somatic nervous system 		<ul style="list-style-type: none"> reticular formation plasticity hypothalamus parietal lobes pituitary gland Broca's area corpus callosum sensory cortex motor cortex endocrine system temporal lobes association area's Wernicke's area frontal lobes glial cells
		<ul style="list-style-type: none"> reading guide discussion vocabulary quiz exam <i>Discovering Psychology</i> <i>PsykTrek</i> Neuron and Brain labeling quiz Brain Model Project

<ul style="list-style-type: none"> CT scan action potential synapse EEG neurotransmitters myelin sheath MRI biological psychology reflex axon acetylcholine lesion 		<ul style="list-style-type: none"> cerebral cortex limbic system medulla occipital lobe brainstem hormones adrenal glands aphasia split brain thalamus cerebellum amygdala 	
Competency Topic #4: Sensation and Perception			Linked State Performance Standards
Essential Questions/Enduring Understandings <ul style="list-style-type: none"> How do the five senses receive and translate signals to the brain for processing? Can we trust our senses and perception? How does each of the senses affect behavior? What are the limitations of each sense and how do those limitations affect behavior? How do sensation and perception differ? 			A. Geography: B. History: C. Political Science: D. Economics: E. Behavioral Science: 12.1; 12.7; 12.14
Student Assessment Expectations – <i>Students meet AP Psychology expectations when they:</i> <ul style="list-style-type: none"> Contrast the processes of sensation and perception. Distinguish between absolute and difference thresholds, and discuss research findings on subliminal stimulation. Describe the phenomenon of sensory adaptation, and explain its functional value. Explain the visual process, including the stimulus input, the structure of the eye, and the transduction of light energy. Discuss the different levels of visual information processing and the value of parallel processing. Explain the Young-Helmholtz and opponent-process theories of color vision, and describe the nature of color constancy. Explain the auditory process, including the stimulus input and the structure and function of the ear. Explain the place and frequency theories of pitch perception, and describe how we locate sounds. Discuss the nature and causes of hearing loss, and describe the effects of noise on hearing and behavior. Describe the sense of touch, and the basis of pain. Describe the senses of taste and smell, and comment on the nature of sensory interaction. Distinguish between kinesthesia and the vestibular sense. Discuss the effects of sensory restriction. Describe how the process of perception is directed and limited by selective attention. Explain how illusions help us to understand perception. Discuss Gestalt psychology's contribution to our understanding of perception. Explain the figure-ground relationship, and identify principles of perceptual grouping in form perception. Discuss research on depth perception involving the use of the visual cliff, and describe the binocular and monocular cues in depth perception. Describe stroboscopic movement and the phi phenomenon. Describe the perceptual constancies, and show how the perceived size-distance relationship operates in visual illusions. Describe the debate over the role of nature and nurture in perception, and discuss what research findings on sensory deprivation and restored vision have contributed to this debate. Explain what the use of distorting goggles indicates regarding the adaptability of perception. Discuss the effects of experiences, assumptions, expectations, and context on our perceptions. State the claims of ESP, and explain why most research psychologists remain skeptical. 			
Vocabulary		Strategies	
<ul style="list-style-type: none"> feature detectors optic nerve parallel processing middle ear 		<ul style="list-style-type: none"> perceptual constancy perceptual adaptation selective attention figure-ground 	
		<ul style="list-style-type: none"> reading guide discussion vocabulary quiz exam 	

<ul style="list-style-type: none"> • gate-control theory • frequency • pitch • color constancy • audition • opponent-process theory • blind spot • sensory interaction • place theory • conduction hearing loss • frequency theory • inner ear • kinesthesia • fovea • sensorineural hearing loss • cochlea • vestibular sense • Young-Helmholtz trichromatic theory • difference threshold • Weber's law • subliminal • bottom-up processing • sensation • hue • absolute threshold • intensity • rods • cones 	<ul style="list-style-type: none"> • binocular cues • monocular cues • visual capture • depth perception • phi phenomenon • retinal disparity • perceptual set • grouping • extrasensory perception • gestalt • convergence • visual cliff • parapsychology • top-down processing • retina • acuity • sensory adaptation • wavelength • iris • signal detection theory • perception • lens • accommodation • psychophysics • pupil • farsightedness • transduction • nearsightedness 	<ul style="list-style-type: none"> • <i>Discovering Psychology</i> • <i>PsykTrek</i> • Senses labeling quiz • illusions
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Competency Topic #5: States of Consciousness

Essential Questions/Enduring Understandings

- Why do we dream?
- Is hypnosis valid and effective?
- How do drugs affect mental processing and everyday functioning?
- How do psychologists define consciousness?
- What happens during the sleep cycle?

Linked State Performance Standards

- A. Geography:
- B. History:
- C. Political Science:
- D. Economics:
- E. Behavioral Science: 12.1; 12.7; 12.14; 12.16

Student Assessment Expectations – *Students meet AP Psychology expectations when they:*

- Discuss the nature of consciousness and its significance in the history of psychology.
- Contrast conscious and subconscious information processing.
- Discuss the content and potential functions of daydreams and fantasies, and describe the fantasy-prone personality.
- Discuss the importance of seasonal, monthly, and daily biological rhythms.
- Describe the cyclical nature and possible functions of sleep.
- Identify the major sleep disorders.
- Discuss the content and possible functions of dreams.
- Discuss hypnosis, noting the behavior of hypnotized people and claims regarding its uses.
- Discuss the controversy over whether hypnosis is an altered state of consciousness.
- Discuss the nature of drug dependence and identify some common misconceptions about addiction.
- Describe the physiological and psychological effects of depressants, stimulants, and hallucinogens.
- Discuss the factors that contribute to drug use.
- Describe the near-death experience and the controversy over whether it provides evidence for a mind-body dualism.

Vocabulary		Strategies
<ul style="list-style-type: none"> consciousness sleep night terrors fantasy-prone personality hallucinations dream biological rhythms delta waves manifest content circadian rhythms insomnia latent content REM sleep narcolepsy REM rebound alpha waves sleep apnea hypnosis posthypnotic amnesia 	<ul style="list-style-type: none"> posthypnotic suggestion physical dependence opiates dissociation psychological dependence amphetamines hidden observer depressants LSD psychoactive drug stimulants THC tolerance hallucinogens near-death experience withdrawal barbiturates dualism monism 	<ul style="list-style-type: none"> reading guide discussion vocabulary quiz exam <i>Discovering Psychology</i> <i>PsykTrek</i> Sleep Study project
Competency Topic #6: Learned and Unlearned Behavior		Linked State Performance Standards
Essential Questions/Enduring Understandings <ul style="list-style-type: none"> Is punishment effective in deterring unwanted behavior? Do rewards influence behavior? How do psychologists define learning? How do principles of classical conditioning work to create learning? How do principles of operant conditioning work to create learning? How do principles of observational learning work to create learning? 		A. Geography: B. History: C. Political Science: D. Economics: E. Behavioral Science: 12.1; 12.7; 12.9; 12.14;
Student Assessment Expectations – Students meet AP Psychology expectations when they: <ul style="list-style-type: none"> Discuss the nature and importance of learning, and describe how behaviorism approached the study of learning. Describe the general process of classical conditioning as demonstrated by Pavlov's experiments. Explain the processes of acquisition, extinction, spontaneous recovery, generalization, and discrimination. Discuss the importance of cognitive processes and biological predispositions in classical conditioning. Explain the importance of Pavlov's work, and describe how it might apply to an understanding of human health and well-being. Describe the process of operant conditioning, including the procedure of shaping, as demonstrated by Skinner's experiments. Identify the different types of reinforcers, and describe the major schedules of partial reinforcement. Discuss the effects of punishment on behavior. Discuss the importance of cognitive processes and biological predispositions in operant conditioning. Explain why Skinner's ideas were controversial, and describe some major applications of operant conditioning. Describe the process of observational learning as demonstrated by Bandura's experiments, and discuss the impact of antisocial and prosocial modeling. 		
Vocabulary		Strategies
<ul style="list-style-type: none"> learning unconditioned stimulus spontaneous recovery associative learning conditioned response generalization behaviorism conditioned stimulus discrimination classical conditioning 	<ul style="list-style-type: none"> law of effect partial reinforcement latent learning operant chamber fixed-ratio schedule overjustification effect shaping variable-ratio schedule observational learning reinforcement 	<ul style="list-style-type: none"> reading guide discussion vocabulary quiz exam <i>Discovering Psychology</i> <i>PsykTrek</i>

<ul style="list-style-type: none"> • acquisition • operant conditioning • unconditioned response • extinction • respondent behavior • operant behavior • continuous reinforcement • cognitive map • fixed-interval schedule • modeling • primary reinforce • variable-interval schedule • prosocial behavior • conditioned reinforce • punishment 	
<p>Competency Topic #7: Cognitive Domain</p> <p>Essential Questions/Enduring Understandings</p> <ul style="list-style-type: none"> • Is memory accurate? • Are repressed memories valid? • How are decisions made? • How much do emotions interfere with decisions? • How do humans encode, store, and retrieve information from memory? • How do humans think? • How do humans use language to communicate ideas? 	<p>Linked State Performance Standards</p> <p>A. Geography: B. History: C. Political Science: D. Economics: E. Behavioral Science: 12.1; 12.7; 12.14</p>
<p>Student Assessment Expectations – <i>Students meet AP Psychology expectations when they:</i></p> <ul style="list-style-type: none"> • Describe memory in terms of information processing, and distinguish among sensory memory, short-term memory, and long-term memory. • Distinguish between automatic and effortful processing, and discuss the importance of rehearsal. • Explain the importance of meaning, imagery, and organization in the encoding process. • Describe the limited nature of sensory memory and short-term memory. • Describe the capacity and duration of long-term memory, and discuss the biological changes that may underlie memory formation and storage. • Distinguish between implicit and explicit memory, and identify the different brain structures associated with each. • Contrast recall, recognition, and relearning measures of memory. • Describe the importance of retrieval cues and the impact on environmental contexts and internal emotional state of retrieval. • Explain why the capacity to forget can be beneficial, and discuss the role of encoding failure and storage decay in the process of forgetting. • Explain what is meant by retrieval failure, and discuss the effects of interference and motivated forgetting on retrieval. • Describe the evidence for the constructive nature of memory and the impact of imagination and leading questions on eyewitness recall. • Describe the difficulties in discerning true memories from false ones and the reliability of children's eyewitness recall. • Discuss the controversy over reports of repressed and recovered memories of childhood sexual abuse. • Explain how an understanding of memory can contribute to effective study techniques. • Describe the nature of concepts and the role of prototypes in concept formation. • Discuss how we use trial and error, algorithms, heuristics, and insight to solve problems. • Describe how the confirmation bias and fixation can interfere with effective problem solving. • Explain how the representativeness and availability heuristics influence our judgments. • Describe the effects that overconfidence and framing can have on our judgments and decisions. • Discuss how our beliefs distort logical reasoning, and describe the belief perseverance phenomenon. • Describe artificial intelligence, and contrast the human mind and computer as information processors. • Describe the structure of language in terms of sounds, meanings, and grammar. • Trace the course of language acquisition from the babbling stage through the two-word stage. • Explain how the nature-nurture debate is illustrated in the theories of language development. • Discuss Whorf's linguistic relativity hypothesis and the relationship between thought and language. • Describe the research on animal cognition and communication, and discuss the controversy over whether animals can use language. 	

Vocabulary		Strategies
<ul style="list-style-type: none"> Memory sensory memory rehearsal flashbulb memory short-term memory spacing effect encoding long-term memory serial position effect storage automatic processing semantic encoding retrieval effortful processing acoustic encoding visual encoding amnesia priming imagery implicit memory déjà vu mnemonics explicit memory mood-congruent memory chunking hippocampus proactive interference iconic memory recall retroactive interference echoic memory recognition repression 	<ul style="list-style-type: none"> cognition insight representativeness heuristic concept confirmation bias availability heuristic prototype fixation overconfidence algorithm mental set framing heuristic functional fixedness belief bias belief perseverance morpheme one-word stage artificial intelligence grammar two-word stage computer neural networks semantics telegraphic speech language syntax linguistic relativity phoneme babbling stage misinformation effect source amnesia long-term potentiation relearning 	<ul style="list-style-type: none"> reading guide discussion vocabulary quiz exam <i>Discovering Psychology</i> <i>PsyTrek</i>
Competency Topic #8: Motivation and Emotion		Linked State Performance Standards
Essential Questions/Enduring Understandings <ul style="list-style-type: none"> How important are emotions to our sense of self? Do emotions serve a purpose or do they just get in the way? How does society influence expressing emotions? What methods of motivation are more effective than others? How can one increase their motivation to behave in various ways? How can people reduce stress? How do social factors affect the influence of stress on health and behavior? 		A. Geography: B. History: C. Political Science: D. Economics: E. Behavioral Science: 12.1; 12.2; 12.4; 12.5; 12.6; 12.7; 12.14; 12.15; 12.16
Student Assessment Expectations – Students meet AP Psychology expectations when they: <ul style="list-style-type: none"> Define motivation, and identify several theories of motivated behavior. Describe Maslow's hierarchy of motives. Describe the physiological determinants of hunger. Discuss the impact of external incentives and culture on hunger, and describe the symptoms of anorexia nervosa and bulimia nervosa. Describe how researchers have attempted to assess common sexual practices. Describe the human sexual response cycle, and discuss the impact of both hormones and psychological factors on sexual motivation. Identify factors contributing to increased rates of pregnancy and sexually transmitted disease among today's adolescents. Describe research findings on the nature and dynamics of sexual orientation, and discuss the place of values in sex 		

research and education.

- Describe the adaptive value of social attachments, and identify both healthy and unhealthy consequences of our need to belong.
- Describe the nature and sources of achievement motivation.
- Distinguish between extrinsic and intrinsic achievement motivation, and identify factors that encourage each.
- Discuss how managers can create and maintain a motivated, productive, and satisfied work force, and identify two styles of management.
- Identify the three components of emotion, and contrast the James-Lange and Cannon-Bard theories of emotion.
- Describe Schachter's two-factor theory of emotion, and discuss evidence suggesting that some emotional reactions involve no conscious thought.
- Describe how emotions can be differentiated along the dimensions of valence and arousal level.
- Describe the physiological changes that occur during emotional arousal, and discuss the relationship between arousal and performance.
- Describe the relationship between physiological states and specific emotions, and discuss the effectiveness of the polygraph in detecting lies.
- Describe some nonverbal indicators of emotion, and discuss the extent to which people from different cultures display and interpret facial expressions of emotion in a similar manner.
- Describe the effects of facial expressions on emotional experience.
- Discuss the significance of environmental and biological factors in the acquisition of fear.
- Discuss the catharsis hypothesis, and identify some advantages and disadvantages of openly expressing anger.
- Identify some potential causes and consequences of happiness, and describe how happiness is influenced by our prior experiences and by others' attainments.
- Identify the major concerns of health psychology.
- Describe the biology of the "fight-or-flight" response to stress and the physical characteristics and phases of the general adaptation syndrome.
- Discuss the health consequences of catastrophes, significant life changes, and daily hassles.
- Describe the effects of a perceived lack of control, economic inequality, and a pessimistic outlook on health.
- Discuss the role of stress in causing coronary heart disease, and contrast Type A and Type B personalities.
- Describe how stress increases the risk of disease by inhibiting the activity of the body's immune system.
- Describe the impact of learning on immune system functioning.
- Identify and discuss different strategies for coping with stress, and explain why people should be skeptical about the value of complementary and alternative medicine.
- Explain why people smoke, and discuss ways of preventing and reducing this health hazard.
- Discuss the relationship between nutrition and physical well-being, and describe the research findings on obesity and weight control.

Vocabulary		Strategies
<ul style="list-style-type: none"> • motivation • incentive • basal metabolic rate • instinct • hierarchy of needs • anorexia nervosa • drive-reduction theory • glucose • bulimia nervosa • homeostasis • set point • sexual response cycle • refractory period • achievement motivation • task leadership • estrogen • intrinsic motivation • social leadership • Theory Y • psychophysiological illness 	<ul style="list-style-type: none"> • emotion • Cannon-Bard theory • two-factor theory • James-Lange theory • polygraph • adaptation-level phenomenon • catharsis • subjective well-being • relative deprivation • feel-good, do-good phenomenon • sexual disorder • extrinsic motivation • Theory X • sexual orientation • industrial/organizational psychology • behavioral medicine • coronary heart disease • general adaptation 	<ul style="list-style-type: none"> • reading guide • discussion • vocabulary quiz • exam • <i>Discovering Psychology</i> • <i>PsykJTrek</i>

<ul style="list-style-type: none"> • complementary and alternative medicine • aerobic exercise • burnout • lymphocytes • Type B 	<ul style="list-style-type: none"> • syndrome • health psychology • Type A • biofeedback • stress 	
Competency Topic #9: Developmental Psychology		Linked State Performance Standards
<p style="text-align: center;">Essential Questions/Enduring Understandings</p> <ul style="list-style-type: none"> • Are gender differences a product of genetics or society? • How do people grow and develop physically throughout the lifespan? • How do people grow and develop intellectually throughout the lifespan? • How do people grow and develop socially throughout the lifespan? • How do people grow and develop morally throughout the lifespan? • How do people grow and develop personality throughout the lifespan? 		<p>A. Geography: B. History: C. Political Science: D. Economics: E. Behavioral Science: 12.1; 12.2; 12.4; 12.6; 12.7; 12.12; 12.14; 12.16</p>
<p style="text-align: center;">Student Assessment Expectations – <i>Students meet AP Psychology expectations when they:</i></p> <ul style="list-style-type: none"> • Describe the composition and physical location of genes. • Discuss the impact of evolutionary history on genetically predisposed behavior tendencies. • Identify gender differences in sexual behavior, and describe and evaluate evolutionary explanations for those differences. • Describe how twin and adoption studies help us differentiate hereditary and environmental influences on human traits. • Discuss how differences in infant temperament illustrate the effect of heredity on development. • Describe how behavior geneticists estimate trait heritability, and discuss the interaction of genetic and environmental influences. • Discuss the potential promise and perils of molecular genetics. • Explain why we should be cautious about attributing children's successes and failures to parental influence. • Explain how twins may experience different prenatal environments, and describe the effect of experience on brain development. • Describe how development is influenced by the individual's peer group and culture. • Explain how biological sex is determined, and describe the role of sex hormones in biological development and gender differences. • Discuss the importance of gender roles, and explain how social and cognitive factors contribute to gender identity and gender-typing. • Discuss the danger of blaming nature and nurture for our own personal failings. • Discuss the course of prenatal development and the destructive impact of teratogens. • Describe the capacities of the newborn and the use habituation for assessing infant cognition. • Discuss the influence of maturation and experience on brain and motor development. • Describe Piaget's view of how the mind develops, and discuss his stage theory of cognitive development, noting current thinking regarding cognitive stages. • Discuss the effect of body contact, familiarity, and responsive parenting on infant social attachments. • Describe the benefits of a secure attachment and the impact of parental neglect and separation as well as day care on childhood development. • Describe the early development of a self-concept, and discuss possible effects of different parenting styles on children. • Define adolescence, and identify the major physical changes that occur during this period of life. • Describe the adolescent's growing reasoning power and Kohlberg's theory of moral development, noting the relationship between thoughts and actions. • Discuss the search for identity and the development of intimate social relationships during the adolescent years. • Identify the major physical changes that occur in middle and older adulthood. • Describe the impact of aging on adult memory and intelligence. • Explain why the path of adult development need not be tightly linked to one's chronological age. • Describe the importance of family and work commitments in adult development. • Describe people's life satisfaction across the life span and their reactions to death or the prospect of dying. • Summarize current views regarding continuity versus stages and stability versus change in lifelong development. 		

Vocabulary		Strategies
<ul style="list-style-type: none"> natural selection gender schema theory gender typing evolutionary psychology mutations role heritability behavior genetics gender molecular genetics gender roles temperament gender identity social learning theory norm chromosomes environment X chromosome genome interaction personal space fraternal twins testosterone culture Y chromosome genes memes DNA identical twins nucleotides intimacy fluid intelligence critical period menopause cross sectional study stranger anxiety 		<ul style="list-style-type: none"> developmental psychology accommodation zygote fetal alcohol syndrome assimilation embryo sensorimotor stage theory of mind fetus object permanence egocentrism schema concrete operational stage conservation cognition formal operational stage rooting reflex maturation preoperational stage habituation teratogens primary sex characteristics social clock puberty crystallized intelligence attachment imprinting longitudinal study adolescence identity Alzheimer's disease self-concept menarche secondary sex characteristics basic trust
		<ul style="list-style-type: none"> reading guide discussion vocabulary quiz exam <i>Discovering Psychology</i> <i>PsykTrek</i> Developmental Psychology project
Competency Topic #10: Individual Differences in Personality		Linked State Performance Standards
Essential Questions/Enduring Understandings <ul style="list-style-type: none"> Are personalities constant over time or do they change with each new experience? How do psychologists define and study personality? What advantages and limitations exist for each theory's description of personality? How do psychologists reliably measure personality and interpret personality's role in behavior? 		A. Geography: B. History: C. Political Science: D. Economics: E. Behavioral Science: 12.1; 12.2; 12.4; 12.5; 12.7; 12.14; 12.15; 12.16
Student Assessment Expectations – Students meet AP Psychology expectations when they: <ul style="list-style-type: none"> Describe what is meant by personality and explain how Freud's treatment of psychological disorders led to his study of the unconscious. Describe personality structure in terms of the interactions of the id, ego, and superego. Identify Freud's psychosexual stages of development, and describe the effects of fixation on behavior. Explain how defense mechanisms protect the individual from anxiety. Explain how projective tests used to assess personality. Discuss the contributions of the neo-Freudians, and describe the strengths and weaknesses of Freud's ideas. Discuss psychologists' descriptions of personality in terms of types and traits. Explain how personality inventories are used to assess traits, and discuss research regarding the consistency of 		

behavior over time and across situations. <ul style="list-style-type: none"> Describe the humanistic perspective on personality in terms of Maslow's focus on self-actualization and Rogers' emphasis on people's potential for growth. Describe humanistic psychologists' approach to personality assessment, and discuss the benefits and liabilities of self-esteem and self-serving bias. Describe the impact of individualism and collectivism on self-identity and social relations. Discuss the criticisms of the humanistic perspective. Describe the social-cognitive perspective on personality, and explain reciprocal determinism. Discuss the important consequences of personal control, learned helplessness, and optimism. Describe how social-cognitive researchers assess behavior in realistic situations, and evaluate the social-cognitive perspective on personality. 		
Vocabulary		Strategies
<ul style="list-style-type: none"> personality Superego repression free association psychosexual stages regression psychoanalysis Oedipus complex reaction formation unconscious identification projection preconscious fixation rationalization id defense mechanisms displacement ego empirically derived test sublimation 	<ul style="list-style-type: none"> collectivism projective test self-actualization reciprocal determinism Thematic Apperception Test unconditioned positive regard personal control Rorschach inkblot test self-concept external locus of control collective unconscious self-esteem internal locus of control trait self-serving bias learned helplessness personality inventory individualism positive psychology MMPI 	<ul style="list-style-type: none"> reading guide discussion vocabulary quiz exam <i>Discovering Psychology</i> <i>PsykTrek</i> Who Am I? paper personality tests
Competency Topic #11: Measurement of Testing and Individual Differences		Linked State Performance Standards
Essential Questions/Enduring Understandings <ul style="list-style-type: none"> Are intelligence tests culturally biased? What accounts for the group differences in intelligence scores? Can creativity be assessed through a test? How do psychologists define and study intelligence? 		A. Geography: B. History: C. Political Science: D. Economics: E. Behavioral Science: 12.1; 12.2; 12.7; 12.14; 12.15; 12.16
Student Assessment Expectations – Students meet AP Psychology expectations when they: <ul style="list-style-type: none"> Trace the origins of intelligence testing, and describe Stern's formula for the intelligence quotient. Describe the nature of intelligence, and discuss whether intelligence should be considered a general mental ability or many specific abilities. Describe efforts to correlate intelligence with brain anatomy, brain functioning, and cognitive processing speed. Distinguish between aptitude and achievement tests, and describe modern tests of mental abilities such as the WAIS. Describe test standardization, and explain the importance of appropriate standardization samples for effectively interpreting intelligence test scores. Distinguish between the reliability and validity of intelligence tests, and explain how reliability and validity are assessed. Discuss the stability of intelligence scores, and describe the two extremes of the normal distribution of intelligence. Identify the factors associated with creativity, and describe the relationship between creativity and intelligence. Discuss evidence for both genetic and environmental influences on intelligence. Describe group differences in intelligence test scores, and show how they can be explained in terms of environmental factors. Discuss whether intelligence tests are culturally biased. 		

Vocabulary		Strategies
<ul style="list-style-type: none"> intelligence test emotional intelligence reliability mental age aptitude test validity Stanford-Binet achievement test content validity intelligence quotient savant syndrome criterion 		<ul style="list-style-type: none"> intelligence mental retardation predictive validity factor analysis standardization Down syndrome general intelligence normal curve creativity Wechsler Adult Intelligence Scale
		<ul style="list-style-type: none"> reading guide discussion vocabulary quiz exam <i>Discovering Psychology</i> <i>PsykTrek</i>
Competency Topic #12: Psychological Disorders		Linked State Performance Standards
Essential Questions/Enduring Understandings <ul style="list-style-type: none"> What is “normal” or “abnormal”? How does society view the mentally ill? How do psychologists measure and define abnormal behavior? How are the various psychological disorders identified and studied? What impact do these psychological disorders have on individuals, families, communities, and society? 		A. Geography: B. History: C. Political Science: D. Economics: E. Behavioral Science: 12.1; 12.2; 12.4; 12.6; 12.7; 12.9; 12.12; 12.14; 12.15; 12.16
Student Assessment Expectations – Students meet AP Psychology expectations when they: <ul style="list-style-type: none"> Identify the criteria for judging whether behavior is psychologically disordered. Describe the medical model of psychological disorders, and discuss the bio-psycho-social perspective offered by critics of this model. Describe the aims of DSM-IV, and discuss the potential dangers associated with the use of diagnostic labels. Describe the symptoms of generalized anxiety disorder, phobias, and obsessive-compulsive disorder. Explain the development of anxiety disorders from both a learning and a biological perspective. Describe major depressive disorder and bipolar disorder. Explain the development of mood disorders, paying special attention to the biological and social-cognitive perspectives. Describe the characteristics and possible causes of dissociative identity disorder. Describe the various symptoms and types of schizophrenia, and discuss research on its causes. Describe the nature of personality disorders, focusing on the characteristics of the antisocial personality disorder. Describe the prevalence of various disorders and the timing of their onset. 		
Vocabulary		Strategies
<ul style="list-style-type: none"> psychological disorder phobia bio-psycho-social perspective medical model mood disorders generalized anxiety disorder DSM-IV major depressive disorder obsessive-compulsive disorder neurotic disorder 		<ul style="list-style-type: none"> manic episode dissociative identity disorder psychotic disorder bipolar disorder delusions anxiety disorders dissociative disorders personality disorders panic disorder schizophrenia antisocial personality disorder
		<ul style="list-style-type: none"> reading guide discussion vocabulary quiz exam <i>Discovering Psychology</i> <i>PsykTrek</i>

Competency Topic #13: Treatment for Psychological Disorders		Linked State Performance Standards
Essential Questions/Enduring Understandings <ul style="list-style-type: none"> Is there one type of treatment that works best for most disorders? Why do therapists use an eclectic approach when treating patients? How are the various psychological disorders treated? What impact do treatment options have on individuals, families, communities, and society? 		A. Geography: B. History: C. Political Science: D. Economics: E. Behavioral Science: 12.1; 12.2; 12.4; 12.6; 12.7; 12.9; 12.12; 12.14; 12.15; 12.16
Student Assessment Expectations – Students meet AP Psychology expectations when they: <ul style="list-style-type: none"> Discuss the aims and methods of psychoanalysis, and explain the critic's concerns with this form of therapy, noting how psychodynamic therapists have tried to answer the criticisms. Identify the basic characteristics of the humanistic therapies as well as the specific goals and techniques of client-centered therapy. Identify the basic assumptions of behavior therapy, and discuss the classical conditioning techniques of systematic desensitization, flooding, and aversive conditioning. Describe therapeutic applications of operant conditioning principles, and explain the critics' concerns with this behavior modification process. Describe the assumptions and goals of the cognitive therapies and their application to the treatment of depression. Discuss the rationale and benefits of group therapy, including family therapy. Discuss the findings regarding the effectiveness of the psychotherapies, and explain why ineffective therapies are often mistakenly perceived to be of value. Describe the commonalities among psychotherapies, and discuss the role of values and cultural differences in the therapeutic process. Identify the common forms of drug therapy. Describe the use of electroconvulsive therapy and psychosurgery in the treatment of psychological disorders. Explain the rationale of preventive mental health programs. 		
Vocabulary		Strategies
<ul style="list-style-type: none"> Psychotherapy behavior therapy regression toward the mean eclectic approach counter conditioning meta-analysis psychoanalysis systematic desensitization psychopharmacology resistance aversive conditioning lithium interpretation token economy electroconvulsive therapy transference cognitive therapy psychosurgery client-centered therapy family therapy lobotomy active learning cognitive-behavior therapy 		<ul style="list-style-type: none"> reading guide discussion vocabulary quiz exam <i>Discovering Psychology</i> <i>PsykTrek</i>
Competency Topic #14: Social Dimension of Behavior		Linked State Performance Standards
Essential Questions/Enduring Understandings <ul style="list-style-type: none"> How do attitudes influence actions? Why is conformity valued so highly in society? Why are people attracted to each other? How are individuals affected by groups? How do attitudes and actions influence individual and group behavior? How do psychologists define culture? What influence does culture have on individuals and groups? 		A. Geography: B. History: C. Political Science: D. Economics: E. Behavioral Science: 12.1; 12.2; 12.3; 12.5; 12.6; 12.9; 12.12; 12.15
Student Assessment Expectations – Students meet AP Psychology expectations when they: <ul style="list-style-type: none"> Describe the importance of attribution in social behavior and the dangers of the fundamental attribution error. Identify the conditions under which attitudes have a strong impact on actions. 		

- Explain the foot-in-the-door phenomenon and the effect of role-playing on attitudes in terms of cognitive dissonance theory.
- Discuss the results of experiments on conformity, and distinguish between normative and informational social influence.
- Describe Milgram's controversial experiments on obedience, and discuss their implications for understanding our susceptibility to social influence.
- Describe conditions in which the presence of others is likely to result in social facilitation, social loafing, or deindividuation.
- Discuss how group interaction can facilitate group polarization and groupthink, and describe how self-fulfilling prophecies and minority influence illustrate the power of individuals.
- Describe the social, emotional, and cognitive factors that contribute to the persistence of cultural, ethnic, and gender prejudice and discrimination.
- Describe the impact of biological factors, aversive events, and learning experiences on aggressive behavior.
- Discuss the effects of observing filmed violence and pornography on social attitudes and relationships.
- Explain how social traps and mirror-image perceptions fuel social conflict.
- Describe the influence of proximity, physical attractiveness, and similarity on interpersonal attraction.
- Explain the impact of physical arousal on passionate love, and discuss how companionate love is nurtured by equity and self-disclosure.
- Describe and explain the bystander effect, and explain altruistic behavior in terms of social exchange theory and social norms.
- Discuss effective ways of encouraging peaceful cooperation and reducing social conflict.

Vocabulary		Strategies
<ul style="list-style-type: none"> • social psychology • attitude • fundamental attribution error • attribution theory • social facilitation • informational social influence • conformity • social loafing • deindividuation • cognitive dissonance theory • group polarization • self-fulfilling prophecy • normative social influence • groupthink • prejudice • foot-in-the-door phenomenon 	<ul style="list-style-type: none"> • stereotype • aggression • self-disclosure • ingroup • conflict • altruism • outgroup • social trap • bystander effect • ingroup bias • mere exposure effect • social exchange theory • scapegoat theory • passionate love • superordinate goals • just-world phenomenon • companionate love • GRIT • frustration-aggression principle • equity 	<ul style="list-style-type: none"> • reading guide • discussion • vocabulary quiz • exam • <i>Discovering Psychology</i> • <i>PsykTrek</i>

Instructional Strategies and Assessment Information

Curriculum and assessment are connected by the teaching and learning that takes place day to day and year to year. The improvement of integrated language arts achievement for all students requires effective teaching in all classrooms. Effective teaching means that students use a variety of processes to deepen their understanding, engage in thoughtful conversations and reflection, and connect previous learning and strategies to new knowledge. These processes on the following pages will be used in classrooms across the District.

Vocabulary Instruction

A SIX-STEP PROCESS FOR TEACHING ACADEMIC VOCABULARY

1. Provide a description, explanation or example of the new term.
2. Ask students to restate the description, explanation, or example in their own words.
3. Ask students to construct a picture, symbol, or graphic representing the term or phrase.
4. Engage students periodically in activities that help them add to their knowledge of the terms in their notebooks.
5. Periodically ask students to discuss the terms with one another.
6. Involve students periodically in games that allow them to play with terms.

Source: *Building Academic Vocabulary, Marzano and Pickering, ASCD, 2005.*

School District of Holmen

Social Studies

Curriculum

Appendices

2009-2010

Appendix A: Wisconsin's Model Academic Standards for Social Studies	
Appendix B: Bloom's Taxonomy	
Appendix C: Glossary of curriculum-related terms	
Appendix D: Statutes and Policies Addressing Student Needs	
Appendix E: Resources/References	

Wisconsin Model Academic Standards for Social Studies

Overview of Social Studies

I know of no safe depository of the ultimate powers of the society but with the people themselves; and if we think them not enlightened enough to exercise their control with a wholesome discretion, the remedy is not to take power from them, but to inform their discretion through instruction. —Thomas Jefferson (1820)

In order to ensure our survival as a free nation, students at all grade levels in Wisconsin are required to learn about the principles and ideals upon which the United States is founded and understand the world in which they live.

Definition of Social Studies

“Social studies” is the title used to describe the study of the social sciences and humanities. Within the curriculum, social studies provides coordinated, systematic study of information, skills, and concepts from the disciplines of history, geography, political science, economics, anthropology, psychology, law, archaeology, and sociology with attention also given to connections among the peoples and nations of the world, the effect of science and technology on society (and vice versa), and the ways to practice good citizenship. Social studies helps young people develop the knowledge and skills necessary to make informed and reasoned decisions as citizens of a culturally diverse, democratic society in an interdependent world.

Knowledge and Skills

Students at all levels should develop skills and understandings in all five strands found in the Wisconsin Model Academic Standards for Social Studies. These skills and understandings are embedded in the performance standards. The curriculum in elementary and middle schools establishes the foundation for the entire social studies program. Without this foundation, students cannot develop the attitudes nor acquire the knowledge and skills necessary to participate in a democratic society and understand an increasingly complex world. It is also important to recognize that the designated levels, by grade four, by grade eight, and by grade twelve, lead students to higher and deeper levels of knowledge and skills as they progress through school.

Connections in Social Studies

The organization of these standards allows the social studies curriculum to be developed as separate disciplines or in an integrated course. In elementary, middle, and junior high schools, the five strands of social studies are usually integrated in a time during the day called “social studies.” In high schools, the social studies courses are given names such as United States History, Geography, Global Studies, World History, Economics, Civics, Social Studies, Current Events, Sociology, Psychology, and so on. Courses with these names might include performance standards from one, several, or all of the social studies strands.

A. GEOGRAPHY: People, Places, and Environments

Content Standard

Students in Wisconsin will learn about geography through the study of the relationships among people, places, and environments.

Rationale:

Students gain geographical perspectives on the world by studying the earth and the interactions of people with places where they live, work, and play. Knowledge of geography helps students to address the various cultural, economic, social, and civic implications of life in earth’s many environments. In Wisconsin schools, the content, concepts, and skills related to geography may be taught in units and courses that deal with geography, history, global studies, anthropology, sociology, psychology, current events, and world religions.

Additional information for developing a curriculum is available in:

--*A Guide to Curriculum Planning in Social Studies*, Wisconsin Department of Public Instruction (1-800-243-8782).

--*Curriculum Standards for Social Studies*. National Council for the Social Studies Publications, P.O. Box 79078, Baltimore, MD 21279-0078 (1-800-683-0812)

--*Geography for Life: National Geography Standards 1994*. National Geographic Society, P.O. Box 1640, Washington, D.C. 20013-1640, USA (1-800-368-2728)

PERFORMANCE STANDARDS

By the end of grade 4 students will:

- A.4.1 Use reference points, latitude and longitude, direction, size, shape, and scale to locate positions on various representations of the earth's surface
- A.4.2 Locate on a map or globe physical features such as continents, oceans, mountain ranges, and land forms; natural features such as resources, flora, and fauna; and human features such as cities, states, and national borders
- A.4.3 Construct a map of the world from memory, showing the location of major land masses, bodies of water, and mountain ranges
- A.4.4 Describe and give examples of ways in which people interact with the physical environment, including use of land, location of communities, methods of construction, and design of shelters
- A.4.5 Use atlases, databases, grid systems, charts, graphs, and maps to gather information about the local community, Wisconsin, the United States, and the world
- A.4.6 Identify and distinguish between predictable environmental changes, such as weather patterns and seasons, and unpredictable changes, such as floods and droughts, and describe the social and economic effects of these changes
- A.4.7 Identify connections between the local community and other places in Wisconsin, the United States, and the world
- A.4.8 Identify major changes in the local community that have been caused by human beings, such as a construction project, a new highway, a building torn down, or a fire; discuss reasons for these changes; and explain their probable effects on the community and the environment
- A.4.9 Give examples to show how scientific and technological knowledge has led to environmental changes, such as pollution prevention measures, air-conditioning, and solar heating

By the end of grade 8 students will:

- A.8.1 Use a variety of geographic representations, such as political, physical, and topographic maps, a globe, aerial photographs, and satellite images, to gather and compare information about a place
- A.8.2 Construct mental maps of selected locales, regions, states, and countries and draw maps from memory, representing relative location, direction, size, and shape
- A.8.3 Use an atlas to estimate distance, calculate scale, identify dominant patterns of climate and land use, and compute population density
- A.8.4 Conduct a historical study to analyze the use of the local environment in a Wisconsin community and to explain the effect of this use on the environment
- A.8.5 Identify and compare the natural resource bases of different states and regions in the United States and elsewhere in the world, using a statistical atlas, aerial photographs, satellite images, and computer databases
- A.8.6 Describe and distinguish between the environmental effects on the earth of short-term physical changes, such as those caused by floods, droughts, and snowstorms, and long-term physical changes, such as those caused by plate tectonics, erosion, and glaciation
- A.8.7 Describe the movement of people, ideas, diseases, and products throughout the world
- A.8.8 Describe and analyze the ways in which people in different regions of the world interact with their physical environments through vocational and recreational activities
- A.8.9 Describe how buildings and their decoration reflect cultural values and ideas, providing examples such as cave paintings, pyramids, sacred cities, castles, and cathedrals
- A.8.10 Identify major discoveries in science and technology and describe their social and economic effects on the physical and human environment
- A.8.11 Give examples of the causes and consequences of current global issues, such as the expansion of global markets, the urbanization of the developing world, the consumption of natural resources, and the extinction of species, and suggest possible responses by various individuals, groups, and nations

By the end of grade 12 students will:

- A.12.1 Use various types of atlases and appropriate vocabulary to describe the physical attributes of a place or region, employing such concepts as climate, plate tectonics, volcanism, and landforms, and to describe the human attributes, employing such concepts as demographics, birth and death rates, doubling time, emigration, and immigration
- A.12.2 Analyze information generated from a computer about a place, including statistical sources, aerial and satellite images, and three-dimensional models
- A.12.3 Construct mental maps of the world and the world's regions and draw maps from memory showing major physical and human features
- A.12.4 Analyze the short-term and long-term effects that major changes in population in various parts of the world have had or might have on the environment
- A.12.5 Use a variety of geographic information and resources to analyze and illustrate the ways in which the unequal global distribution of natural resources influences trade and shapes economic patterns
- A.12.6 Collect and analyze geographic information to examine the effects that a geographic or environmental change in one part of the world, such as volcanic activity, river diversion, ozone depletion, air pollution, deforestation, or desertification, may have on other parts of the world

- A.12.7 Collect relevant data to analyze the distribution of products among global markets and the movement of people among regions of the world
- A.12.8 Identify the world's major ecosystems and analyze how different economic, social, political, religious, and cultural systems have adapted to them
- A.12.9 Identify and analyze cultural factors, such as human needs, values, ideals, and public policies, that influence the design of places, such as an urban center, an industrial park, a public project, or a planned neighborhood
- A.12.10 Analyze the effect of cultural ethics and values in various parts of the world on scientific and technological development
- A.12.11 Describe scientific and technological development in various regions of the world and analyze the ways in which development affects environment and culture
- A.12.12 Assess the advantages and disadvantages of selected land use policies in the local community, Wisconsin, the United States, and the world
- A.12.13 Give examples and analyze conflict and cooperation in the establishment of cultural regions and political boundaries

B. HISTORY: Time, Continuity, and Change

Content Standard

Students in Wisconsin will learn about the history of Wisconsin, the United States, and the world, examining change and continuity over time in order to develop historical perspective, explain historical relationships, and analyze issues that affect the present and the future.

Rationale:

Students need to understand their historical roots and how past events have shaped their world. In developing these insights, students must know what life was like in the past and how things change and develop over time.

Reconstructing and interpreting historical events provides a needed perspective in addressing the past, the present, and the future. In Wisconsin schools, the content, concepts, and skills related to history may be taught in units and courses in United States and world history, global studies, geography, economics, anthropology, sociology, psychology, current events, and the humanities.

Additional information for developing a curriculum is available in:

--*A Guide to Curriculum Planning in Social Studies*, Wisconsin Department of Public Instruction (1-800-243-8782)

--*Curriculum Standards for Social Studies*. National Council for the Social Studies Publications, P.O. Box 79078, Baltimore, MD 21279-0078 (1-800-683-0812)

--*National Standards for History*. National Center for History in the Schools, University of California, Los Angeles, 1100 Glendon Avenue, Suite 927, Box 951588, Los Angeles, CA 90095-1588 (1-310-825-4702)

--*Building a History Curriculum: Guidelines for Teaching History in Schools*. National Council for History Education, 26915 Westwood Rd., B-2, Westlake, OH 44145 (1-440-835-1776)

--*Building a United States History Curriculum*. National Council for History Education, 26915 Westwood Rd., B-2, Westlake, OH 44145 (1-440-835-1776)

--*Building a World History Curriculum*. National Council for History Education, 26915 Westwood Rd., B-2, Westlake, OH 44145 (1-440-835-1776)

HISTORICAL ERAS AND THEMES

Fourth-twelfth grade students studying Wisconsin history will learn about:

- the prehistory and the early history of Wisconsin's native people
- early explorers, traders, and settlers to 1812
- the transition from territory to statehood, 1787-1848
- immigration and settlement
- Wisconsin's role in the Civil War, 1860-1865
- mining, lumber, and agriculture
- La Follette and the Progressive Era, 1874-1914
- the world wars and conflicts
- prosperity, depression, industrialization, and urbanization
- Wisconsin's response to 20th century change

Fifth-twelfth grade students studying United States history will learn about:

- the prehistory and early history of the Americas to 1607
- colonial history and settlement, 1607-1763
- the American Revolution and the early national period, 1763-1815
- the paradox of nationalism and sectionalism in an expanding nation, 1815-1860
- the Civil War and Reconstruction, 1861-1877
- the growth of industrialization and urbanization, 1865-1914
- World War I and America's emergence as a world power, 1890-1920
- prosperity, depression, and the New Deal, 1920-1941
- World War II, the Cold War, the Korean War, and the Vietnamese conflict, 1941-1975

- the search for prosperity and equal rights in Cold War and post-Cold War America, 1945-present

Fifth-twelfth grade students studying world history will learn about:

- prehistory to 2000 BC
- early pastoral civilizations, nonwestern empires, and tropical civilizations
- classical civilizations, including China, India, Egypt, Greece, and Rome, 1000 BC to 500 AD
- multiple religions (Judaism, Christianity, Islam, Buddhism, Hinduism) and civilizations to 1100
- expansion and centralization of power, including the decline of feudalism, 1000-1500
- the early modern world, 1450-1800
- global unrest, change, and revolution, 1750-1850
- global encounters, industrialization, urbanization, and imperialism, 1850-1914
- wars, revolutions, and ideologies, 1900-1945
- post-industrialism, global interdependence, and fragmentation in the contemporary world, 1945-present

PERFORMANCE STANDARDS

By the end of grade 4 students will:

- B.4.1 Identify and examine various sources of information that are used for constructing an understanding of the past, such as artifacts, documents, letters, diaries, maps, textbooks, photos, paintings, architecture, oral presentations, graphs, and charts
- B.4.2 Use a timeline to select, organize, and sequence information describing eras in history
- B.4.3 Examine biographies, stories, narratives, and folk tales to understand the lives of ordinary and extraordinary people, place them in time and context, and explain their relationship to important historical events
- B.4.4 Compare and contrast changes in contemporary life with life in the past by looking at social, economic, political, and cultural roles played by individuals and groups
- B.4.5 Identify the historical background and meaning of important political values such as freedom, democracy, and justice
- B.4.6 Explain the significance of national and state holidays, such as Independence Day and Martin Luther King, Jr. Day, and national and state symbols, such as the United States flag and the state flags
- B.4.7 Identify and describe important events and famous people in Wisconsin and United States history
- B.4.8 Compare past and present technologies related to energy, transportation, and communications, and describe the effects of technological change, either beneficial or harmful, on people and the environment
- B.4.9 Describe examples of cooperation and interdependence among individuals, groups, and nations
- B.4.10 Explain the history, culture, tribal sovereignty, and current status of the American Indian tribes and bands in Wisconsin

By the end of grade 8 students will:

- B.8.1 Interpret the past using a variety of sources, such as biographies, diaries, journals, artifacts, eyewitness interviews, and other primary source materials, and evaluate the credibility of sources used
- B.8.2 Employ cause-and-effect arguments to demonstrate how significant events have influenced the past and the present in United States and world history
- B.8.3 Describe the relationships between and among significant events, such as the causes and consequences of wars in United States and world history
- B.8.4 Explain how and why events may be interpreted differently depending upon the perspectives of participants, witnesses, reporters, and historians
- B.8.5 Use historical evidence to determine and support a position about important political values, such as freedom, democracy, equality, or justice, and express the position coherently
- B.8.6 Analyze important political values such as freedom, democracy, equality, and justice embodied in documents such as the Declaration of Independence, the United States Constitution, and the Bill of Rights
- B.8.7 Identify significant events and people in the major eras of United States and world history
- B.8.8 Identify major scientific discoveries and technological innovations and describe their social and economic effects on society
- B.8.9 Explain the need for laws and policies to regulate science and technology
- B.8.10 Analyze examples of conflict, cooperation, and interdependence among groups, societies, or nations
- B.8.11 Summarize major issues associated with the history, culture, tribal sovereignty, and current status of the American Indian tribes and bands in Wisconsin
- B.8.12 Describe how history can be organized and analyzed using various criteria to group people and events chronologically, geographically, thematically, topically, and by issues

By the end of grade 12 students will:

- B.12.1 Explain different points of view on the same historical event, using data gathered from various sources, such as letters, journals, diaries, newspapers, government documents, and speeches
- B.12.2 Analyze primary and secondary sources related to a historical question to evaluate their relevance, make comparisons, integrate new information with prior knowledge, and come to a reasoned conclusion
- B.12.3 Recall, select, and analyze significant historical periods and the relationships among them
- B.12.4 Assess the validity of different interpretations of significant historical events

- B.12.5 Gather various types of historical evidence, including visual and quantitative data, to analyze issues of freedom and equality, liberty and order, region and nation, individual and community, law and conscience, diversity and civic duty; form a reasoned conclusion in the light of other possible conclusions; and develop a coherent argument in the light of other possible arguments
- B.12.6 Select and analyze various documents that have influenced the legal, political, and constitutional heritage of the United States
- B.12.7 Identify major works of art and literature produced in the United States and elsewhere in the world and explain how they reflect the era in which they were created
- B.12.8 Recall, select, and explain the significance of important people, their work, and their ideas in the areas of political and intellectual leadership, inventions, discoveries, and the arts, within each major era of Wisconsin, United States, and world history
- B.12.9 Select significant changes caused by technology, industrialization, urbanization, and population growth, and analyze the effects of these changes in the United States and the world
- B.12.10 Select instances of scientific, intellectual, and religious change in various regions of the world at different times in history and discuss the impact those changes had on beliefs and values
- B.12.11 Compare examples and analyze why governments of various countries have sometimes sought peaceful resolution to conflicts and sometimes gone to war
- B.12.12 Analyze the history, culture, tribal sovereignty, and current status of the American Indian tribes and bands in Wisconsin
- B.12.13 Analyze examples of ongoing change within and across cultures, such as the development of ancient civilizations; the rise of nation-states; and social, economic, and political revolutions
- B.12.14 Explain the origins, central ideas, and global influence of religions, such as Buddhism, Islam, Hinduism, Judaism, and Christianity
- B.12.15 Identify a historical or contemporary event in which a person was forced to take an ethical position, such as a decision to go to war, the impeachment of a president, or a presidential pardon, and explain the issues involved
- B.12.16 Describe the purpose and effects of treaties, alliances, and international organizations that characterize today's interconnected world
- B.12.17 Identify historical and current instances when national interests and global interests have seemed to be opposed and analyze the issues involved
- B.12.18 Explain the history of slavery, racial and ethnic discrimination, and efforts to eliminate discrimination in the United States and elsewhere in the world

C. POLITICAL SCIENCE AND CITIZENSHIP: Power, Authority, Governance, and Responsibility

Content Standard

Students in Wisconsin will learn about political science and acquire the knowledge of political systems necessary for developing individual civic responsibility by studying the history and contemporary uses of power, authority, and governance.

Rationale:

Knowledge about the structures of power, authority, and governance and their evolving functions in contemporary society is essential if young citizens are to develop civic responsibility. Young people become more effective citizens and problem solvers when they know how local, state, and national governments and international organizations function and interact. In Wisconsin schools, the content, concepts, and skills related to political science may be taught in units and courses dealing with government, history, law, political science, global studies, civics, and current events.

Additional information for developing a curriculum is available in:

--*A Guide to Curriculum Planning in Social Studies*, Wisconsin Department of Public Instruction (1-800-243-8782)

--*Curriculum Standards for Social Studies*. National Council for the Social Studies Publications, P.O. Box 79078, Baltimore, MD 21279-0078 (1-800-683-0812)

--*National Standards for Civics and Government*. The Center for Civic Education, 5146 Douglas Fir Road, Calabasas, CA 91302-1467 (1-800-350-4223)

PERFORMANCE STANDARDS

By the end of grade 4 students will:

- C.4.1 Identify and explain the individual's responsibilities to family, peers, and the community, including the need for civility and respect for diversity
- C.4.2 Identify the documents, such as the Declaration of Independence, the Constitution, and the Bill of Rights, in which the rights of citizens in our country are guaranteed
- C.4.3 Explain how families, schools, and other groups develop, enforce, and change rules of behavior and explain how various behaviors promote or hinder cooperation
- C.4.4 Explain the basic purpose of government in American society, recognizing the three levels of government
- C.4.5 Explain how various forms of civic action such as running for political office, voting, signing an initiative, and speaking at hearings, can contribute to the well-being of the community
- C.4.6 Locate, organize, and use relevant information to understand an issue in the classroom or school, while taking into account the viewpoints and interests of different groups and individuals

By the end of grade 8 students will:

- C.8.1 Identify and explain democracy's basic principles, including individual rights, responsibility for the common good, equal opportunity, equal protection of the laws, freedom of speech, justice, and majority rule with protection for minority rights
- C.8.2 Identify, cite, and discuss important political documents, such as the Constitution, the Bill of Rights, and landmark decisions of the Supreme Court, and explain their function in the American political system
- C.8.3 Explain how laws are developed, how the purposes of government are established, and how the powers of government are acquired, maintained, justified, and sometimes abused
- C.8.4 Describe and explain how the federal system separates the powers of federal, state, and local governments in the United States, and how legislative, executive, and judicial powers are balanced at the federal level
- C.8.5 Explain how the federal system and the separation of powers in the Constitution work to sustain both majority rule and minority rights
- C.8.6 Explain the role of political parties and interest groups in American politics
- C.8.7 Locate, organize, and use relevant information to understand an issue of public concern, take a position, and advocate the position in a debate
- C.8.8 Identify ways in which advocates participate in public policy debates
- C.8.9 Describe the role of international organizations such as military alliances and trade associations

By the end of grade 12 students will:

- C.12.1 Identify the sources, evaluate the justification, and analyze the implications of certain rights and responsibilities of citizens
- C.12.2 Describe how different political systems define and protect individual human rights
- C.12.3 Trace how legal interpretations of liberty, equality, justice, and power, as identified in the United States Constitution, the Bill of Rights, and other United States Constitutional Amendments, have changed and evolved over time
- C.12.4 Explain the multiple purposes of democratic government, analyze historical and contemporary examples of the tensions between those purposes, and illustrate how governmental powers can be acquired, used, abused, or legitimized
- C.12.5 Analyze different theories of how governmental powers might be used to help promote or hinder liberty, equality, and justice, and develop a reasoned conclusion
- C.12.6 Identify and analyze significant political benefits, problems, and solutions to problems related to federalism and the separation of powers
- C.12.7 Describe how past and present American political parties and interest groups have gained or lost influence on political decision-making and voting behavior
- C.12.8 Locate, organize, analyze, and use information from various sources to understand an issue of public concern, take a position, and communicate the position
- C.12.9 Identify and evaluate the means through which advocates influence public policy
- C.12.10 Identify ways people may participate effectively in community affairs and the political process
- C.12.11 Evaluate the ways in which public opinion can be used to influence and shape public policy
- C.12.12 Explain the United States' relationship to other nations and its role in international organizations, such as the United Nations, North Atlantic Treaty Organization, World Bank, International Monetary Fund, and North American Free Trade Agreement
- C.12.13 Describe and evaluate ideas of how society should be organized and political power should be exercised, including the ideas of monarchism, anarchism, socialism, fascism, and communism; compare these ideas to those of representative democracy; and assess how such ideas have worked in practice
- C.12.14 Explain and analyze how different political and social movements have sought to mobilize public opinion and obtain governmental support in order to achieve their goals
- C.12.15 Describe and analyze the origins and consequences of slavery, genocide, and other forms of persecution, including the Holocaust
- C.12.16 Describe the evolution of movements to assert rights by people with disabilities, ethnic and racial groups, minorities, and women

D. ECONOMICS: Production, Distribution, Exchange, Consumption

Content Standard

Students in Wisconsin will learn about production, distribution, exchange, and consumption so that they can make informed economic decisions.

Rationale:

Individuals, families, businesses, and governments must make complex economic choices as they decide what goods and services to provide and how to allocate limited resources for distribution and consumption. In a global economy marked by rapid technological change, students must learn how to be better producers, consumers, and economic citizens. In Wisconsin schools, the content, concepts, and skills related to economics may be taught in units and courses including economics, history, government, global studies, and current events.

Additional information for developing a curriculum is available in:

--*A Guide to Curriculum Planning in Social Studies*, Wisconsin Department of Public Instruction (1-800-243-8782)

--*Curriculum Standards for Social Studies*. National Council for the Social Studies Publications, P.O. Box 79078, Baltimore, MD 21279-0078 (1-800-683-0812)

--*National Content Standards in Economics*. National Council on Economic Education, 1140 Avenue of the Americas, New York, NY 10036 (1-800-338-1192)

PERFORMANCE STANDARDS

By the end of grade 4 students will:

- D.4.1 Describe and explain of the role of money, banking, and savings in everyday life
- D.4.2 Identify situations requiring an allocation of limited economic resources and appraise the opportunity cost (for example, spending one's allowance on a movie will mean less money saved for a new video game)
- D.4.3 Identify local goods and services that are part of the global economy and explain their use in Wisconsin
- D.4.4 Give examples to explain how businesses and industry depend upon workers with specialized skills to make production more efficient
- D.4.5 Distinguish between private goods and services (for example, the family car or a local restaurant) and public goods and services (for example, the interstate highway system or the United States Postal Service)
- D.4.6 Identify the economic roles of various institutions, including households, businesses, and government
- D.4.7 Describe how personal economic decisions, such as deciding what to buy, what to recycle, or how much to contribute to people in need, can affect the lives of people in Wisconsin, the United States, and the world

By the end of grade 8 students will:

- D.8.1 Describe and explain how money makes it easier to trade, borrow, save, invest, and compare the value of goods and services
- D.8.2 Identify and explain basic economic concepts: supply, demand, production, exchange, and consumption; labor, wages, and capital; inflation and deflation; market economy and command economy; public and private goods and services
- D.8.3 Describe Wisconsin's role in national and global economies and give examples of local economic activity in national and global markets
- D.8.4 Describe how investments in human and physical capital, including new technology, affect standard of living and quality of life
- D.8.5 Give examples to show how government provides for national defense; health, safety, and environmental protection; defense of property rights; and the maintenance of free and fair market activity
- D.8.6 Identify and explain various points of view concerning economic issues, such as taxation, unemployment, inflation, the national debt, and distribution of income
- D.8.7 Identify the location of concentrations of selected natural resources and describe how their acquisition and distribution generates trade and shapes economic patterns
- D.8.8 Explain how and why people who start new businesses take risks to provide goods and services, considering profits as an incentive
- D.8.9 Explain why the earning power of workers depends on their productivity and the market value of what they produce
- D.8.10 Identify the economic roles of institutions such as corporations and businesses, banks, labor unions, and the Federal Reserve System
- D.8.11 Describe how personal decisions can have a global impact on issues such as trade agreements, recycling, and conserving the environment

By the end of grade 12 students will:

- D.12.1 Explain how decisions about spending and production made by households, businesses, and governments determine the nation's levels of income, employment, and prices
- D.12.2 Use basic economic concepts (such as supply and demand; production, distribution, and consumption; labor, wages, and capital; inflation and deflation; market economy and command economy) to compare and contrast local, regional, and national economies across time and at the present time
- D.12.3 Analyze and evaluate the role of Wisconsin and the United States in the world economy
- D.12.4 Explain and evaluate the effects of new technology, global economic interdependence, and competition on the development of national policies and on the lives of individuals and families in the United States and the world
- D.12.5 Explain how federal budgetary policy and the Federal Reserve System's monetary policies influence overall levels of employment, interest rates, production, and prices
- D.12.6 Use economic concepts to analyze historical and contemporary questions about economic development in the United States and the world
- D.12.7 Compare, contrast, and evaluate different types of economies (traditional, command, market, and mixed) and analyze how they have been affected in the past by specific social and political systems and important historical events
- D.12.8 Explain the basic characteristics of international trade, including absolute and comparative advantage, barriers to trade, exchange rates, and balance of trade
- D.12.9 Explain the operations of common financial instruments (such as stocks and bonds) and financial institutions (such as credit companies, banks, and insurance companies)

- D.12.10 Analyze the ways in which supply and demand, competition, prices, incentives, and profits influence what is produced and distributed in a competitive market system
- D.12.11 Explain how interest rates are determined by market forces that influence the amount of borrowing and saving done by investors, consumers, and government officials
- D.12.12 Compare and contrast how values and beliefs, such as economic freedom, economic efficiency, equity, full employment, price stability, security, and growth, influence decisions in different economic systems
- D.12.13 Describe and explain global economic interdependence and competition, using examples to illustrate their influence on national and international policies
- D.12.14 Analyze the economic roles of institutions, such as corporations and businesses, banks, labor unions, and the Federal Reserve System

E. THE BEHAVIORAL SCIENCES: Individuals, Institutions, and Society

Content Standard

Students in Wisconsin will learn about the behavioral sciences by exploring concepts from the discipline of sociology, the study of the interactions among individuals, groups, and institutions; the discipline of psychology, the study of factors that influence individual identity and learning; and the discipline of anthropology, the study of cultures in various times and settings.

Rationale:

Learning about the behavioral sciences helps students to understand people in various times and places. By examining cultures, students are able to compare our ways of life and those of other groups of people in the past and present. As citizens, students need to know how institutions are maintained or changed and how they influence individuals, cultures, and societies. Knowledge of the factors that contribute to an individual's uniqueness is essential to understanding the influences on self and on others. In Wisconsin schools, the content, concepts, and skills related to the study of psychology, sociology, and anthropology may be taught in units and courses dealing with anthropology, sociology, psychology, government, history, geography, civics, global studies, current events, and the humanities.

Additional information for developing a curriculum is available in:

- A Guide to Curriculum Planning in Social Studies*, Wisconsin Department of Public Instruction (1-800-243-8782)
- Curriculum Standards for Social Studies*. National Council for the Social Studies Publications, P.O. Box 79078, Baltimore, MD 21279-0078 (1-800-683-0812)
- American Anthropological Association*, 4350 N. Fairfax Dr., Suite 640, Arlington, VA 22203 (703-528-1902)
- American Psychological Association*, 750 First St. NE, Washington, DC 20002-4242 (202-336-5500)
- American Sociological Association*, 1722 N St. NW, Washington, DC 20036 (202-833-3410)

PERFORMANCE STANDARDS

By the end of grade 4 students will:

- E.4.1 Explain the influence of prior knowledge, motivation, capabilities, personal interests, and other factors on individual learning
- E.4.2 Explain the influence of factors such as family, neighborhood, personal interests, language, likes and dislikes, and accomplishments on individual identity and development
- E.4.3 Describe how families are alike and different, comparing characteristics such as size, hobbies, celebrations, where families live, and how they make a living
- E.4.4 Describe the ways in which ethnic cultures influence the daily lives of people
- E.4.5 Identify and describe institutions such as school, church, police, and family, and describe their contributions to the well being of the community, state, nation, and global society
- E.4.6 Give examples of group and institutional influences such as laws, rules, and peer pressure on people, events, and culture
- E.4.7 Explain the reasons why individuals respond in different ways to a particular event and the ways in which interactions among individuals influence behavior
- E.4.8 Describe and distinguish among the values and beliefs of different groups and institutions
- E.4.9 Explain how people learn about others who are different from themselves
- E.4.10 Give examples and explain how the media may influence opinions, choices, and decisions
- E.4.11 Give examples and explain how language, stories, folk tales, music, and other artistic creations are expressions of culture and how they convey knowledge of other peoples and cultures
- E.4.12 Give examples of important contributions made by Wisconsin citizens, United States citizens, and world citizens
- E.4.13 Investigate and explain similarities and differences in ways that cultures meet human needs
- E.4.14 Describe how differences in cultures may lead to understanding or misunderstanding among people
- E.4.15 Describe instances of cooperation and interdependence among individuals, groups, and nations, such as helping others in famines and disasters

By the end of grade 8 students will:

- E.8.1 Give examples to explain and illustrate the influence of prior knowledge, motivation, capabilities, personal interests, and other factors on individual learning
- E.8.2 Give examples to explain and illustrate how factors such as family, gender, and socioeconomic status contribute to individual identity and development

- E.8.3 Describe the ways in which local, regional, and ethnic cultures may influence the everyday lives of people
- E.8.4 Describe and explain the means by which individuals, groups, and institutions may contribute to social continuity and change within a community
- E.8.5 Describe and explain the means by which groups and institutions meet the needs of individuals and societies
- E.8.6 Describe and explain the influence of status, ethnic origin, race, gender, and age on the interactions of individuals
- E.8.7 Identify and explain examples of bias, prejudice, and stereotyping, and how they contribute to conflict in a society
- E.8.8 Give examples to show how the media may influence the behavior and decision-making of individuals and groups
- E.8.9 Give examples of the cultural contributions of racial and ethnic groups in Wisconsin, the United States, and the world
- E.8.10 Explain how language, art, music, beliefs, and other components of culture can further global understanding or cause misunderstanding
- E.8.11 Explain how beliefs and practices, such as ownership of property or status at birth, may lead to conflict among people of different regions or cultures and give examples of such conflicts that have and have not been resolved
- E.8.12 Describe conflict resolution and peer mediation strategies used in resolving differences and disputes
- E.8.13 Select examples of artistic expressions from several different cultures for the purpose of comparing and contrasting the beliefs expressed
- E.8.14 Describe cooperation and interdependence among individuals, groups, and nations, such as helping others in times of crisis

By the end of grade 12 students will:

- E.12.1 Summarize research that helps explain how the brain's structure and function influence learning and behavior
- E.12.2 Explain how such factors as physical endowment and capabilities, family, gender, ethnicity, religion, socioeconomic status, attitudes, beliefs, work, and motivation contribute to individual identity and development
- E.12.3 Compare and describe similarities and differences in the ways various cultures define individual rights and responsibilities, including the use of rules, folkways, mores, and taboos
- E.12.4 Analyze the role of economic, political, educational, familial, and religious institutions as agents of both continuity and change, citing current and past examples
- E.12.5 Describe the ways cultural and social groups are defined and how they have changed over time
- E.12.6 Analyze the means by which an extent to which groups and institutions can influence people, events, and cultures in both historical and contemporary settings
- E.12.7 Use scientific methods to assess the influence of media on people's behavior and decisions
- E.12.8 Analyze issues of cultural assimilation and cultural preservation among ethnic and racial groups in Wisconsin, the United States, and the world
- E.12.9 Defend a point of view related to an ethical issue such as genetic engineering, declaring conscientious objector status, or restricting immigration
- E.12.10 Describe a particular culture as an integrated whole and use that understanding to explain its language, literature, arts, traditions, beliefs, values, and behaviors
- E.12.11 Illustrate and evaluate ways in which cultures resolve conflicting beliefs and practices
- E.12.12 Explain current and past efforts of groups and institutions to eliminate prejudice and discrimination against racial, ethnic, religious, and social groups such as women, children, the elderly, and individuals who are disabled
- E.12.13 Compare the ways in which a universal theme is expressed artistically in three different world cultures
- E.12.14 Use the research procedures and skills of the behavioral sciences (such as gathering, organizing, and interpreting data from several sources) to develop an informed position on an issue
- E.12.15 Identify the skills needed to work effectively alone, in groups, and in institutions
- E.12.16 Identify and analyze factors that influence a person's mental health
- E.12.17 Examine and describe various belief systems that exist in the world, such as democracy, socialism, and capitalism

Historian

- How are we connected to events and people of the past?
- What has changed? What has remained the same?
- Where could you gather other information? What type of information?
- What are facts and what are opinions?
- How did past decision or actions affect future choices?
- What impact did this have? What were the effects?

Economist

- Why do we have to make choices?
- What are the costs involved?
- What do we need to make things change?
- What incentives do people face?
- How have past economic choices affected this?
- Is there a relationship between the type of economy and the situation?
- What are the economic consequences of this on the future?
- How are people making voluntary exchanges?

Geographer

- How and why does location matter?
- How do people use maps to help them understand the world?
- How does the environment affect people's lives, and what changes do people make to their environment?
- What is this place like and why? How is this place changing?
- How are people in this place connected to people in other places and regions?

Political Scientist

- How do people govern themselves?
- Why do people need so many levels of government?
- What can I do to help?
- If this happens then what are the political consequence?
- What rules do they live by? Where do they come from?
- What is the political structure? How did it impact the situation?
- Who has emerged with the situation with more/less power?
- What events changed the political relationships?
- Did the situation require a response from government? If so, why? If not, why not?
- If the situation requires action by government, which level is appropriate?
- How has society changed as a result of the actions undertaken/or not undertaken by government?

Thinking Like A...

Psychologist

- What were the situational factors (e.g., location, culture, etc.) that caused/contributed to this event taking place?
How did the personalities of the key participants play a role?
- What mental/cognitive processes played a role (e.g., patterns in thinking, attitudes)?
- What emotional processes played a role (e.g., fear)?
- How did the biological/neurological make-up of the individuals concerned contribute to behavior seen

Behavioral Scientist

- How are people alike and different?
- Why do people act the way they do?
- What do people do to get along?
- When does the present become the past?
- What impact does this have on the society?
- How did the make up of the society impact the situation?

Anthropologist

- What are the value and belief systems of the cultures involved?
- How are the people involved related?
- What diversity of cultures exist and how does this impact the issue?
- What are the fact and opinions?
- How and what ways does the past become important to this issue?

Sociologist

- How are personal troubles related to public issues?
- How does social structure enable and constrain individual action?
- What can we learn by looking at multiple points of view when looking at a social issue or situation?
- How do people interact and relate to one another in social groups, such as families, organizations, religious institutions, voluntary associations, and neighborhoods?
- In what ways is human social diversity, by class, race, ethnicity, gender, physical ability, language and so forth, both a barrier and a bridge to people living cooperatively with one another?

School District of Holmen

Bloom's Taxonomy

COGNITIVE DOMAIN VERBS					
Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
Cite Count Define Describe Draw Enumerate Identify Index Indicate Label List Match Meet Name Outline Point Quote Read Recall Recite Recognize Record Repeat Reproduce Review Select State Study Tabulate Trace Write	Add Approximate Articulate Associate Characterize Clarify Classify Compare Compute Contrast Convert Defend Describe Detail Differentiate Discuss Distinguish Elaborate Estimate Example Explain Express Extend Extrapolate Factor Generalize Give Infer Interact Interpolate Interpret Observe Paraphrase Picture graphically Predict Review Rewrite Subtract Summarize Translate Visualize	Acquire Adapt Allocate Alphabetize Apply Ascertain Assign Attain Avoid Back up Calculate Capture Change Classify Complete Compute Construct Customize Demonstrate Depreciate Derive Determine Diminish Discover Draw Employ Examine Exercise Explore Expose Express Factor Figure Graph Handle Illustrate Interconvert Investigate Manipulate Modify Operate Personalize Plot Practice Predict Prepare Price Process Produce Project Protect Provide Relate Round off Sequence Show Simulate Sketch Solve Subscribe Tabulate Transcribe Translate Use	Analyze Audit Blueprint Breadboard Break down Characterize Classify Compare Confirm Contrast Correlate Detect Diagnose Diagram Differentiate Discriminate Dissect Distinguish Document Ensure Examine Explain Explore Figure out File Group Identify Illustrate Infer Interrupt Inventory Investigate Lay out Manage Maximize Minimize Optimize Order Outline Point out Prioritize Proofread Query Relate Select Separate Size up Subdivide Summarize Train Transform	Abstract Animate Arrange Assemble Budget Categorize Code Combine Compile Compose Construct Cope Correspond Create Cultivate Debug Depict Design Develop Devise Dictate Enhance Explain Facilitate Format Formulate Generalize Generate Handle Import Improve Incorporate Integrate Interface Join Lecture Model Modify Network Organize Outline Overhaul Plan Portray Prepare Prescribe Produce Program Rearrange Reconstruct Reference Relate Reorganize Revise Rewrite Specify Summarize Write	Appraise Assess Compare Conclude Contrast Counsel Critique Critique Defend Determine Discriminate Estimate Evaluate Explain Grade Hire Interpret Judge Justify Measure Predict Prescribe Rank Rate Recommend Release Select Summarize Support Test Validate Verify

School District of Holmen Bloom's Taxonomy

Affective Domain Verbs				
Receiving	Responding	Valuing	Organization	Internalization
Ask Choose Follow Give Hold Select Show interest	Accept responsibility Answer Assist Be willing to comply Conform Enjoy Greet Help Obey Perform Practice Present Report Select Tell	Associate with Assume responsibility Believe in Be convinced Complete Describe Differentiate Have faith in Initiate Invite Join Justify Participate Propose Select Share Subscribe to Work	Adhere to Alter Arrange Classify Combine Defend Establish Form judgments Identify with Integrate Organize Weigh alternatives	Act Change behavior Develop code of behavior Develop philosophy Influence Judge problems / issues Listen Propose Qualify Question Serve Show mature attitude Solve Verify

Psychomotor Domain Verbs			
Activate Adjust Align Apply Arrange Assemble Balance Break down Build Calibrate Change Clean Close Combine Compose Connect Construct	Correct Create Demonstrate Design Dismantle Drill Fasten Fix Follow Grind Grip Hammer Heat Hook Identify Load Locate	Loosen Make Manipulate Mend Mix Nail Operate Paint Press Produce Pull Push Remove Repair Replace Rotate Sand	Transfer Troubleshoot Tune Turn on/off Type Saw Sharpen Set Sew Sketch Start Stir Use Weigh Wrap

Glossary of Terms

alternative assessment – Assessments that ask students to construct, perform, or demonstrate their learning in manner that allows for a full understanding of their learning to be measured. Also termed performance assessment.

authentic assessment – Assessment that takes place in a real-life context or one that approximates how the skill or knowledge would be used in the “real world”.

benchmark or target – Assessments administered throughout the school year to give teachers formative feedback on how their students are performing. A benchmark is the target at any particular time.

common assessment – An assessment given by two or more instructors with the intention of collaboratively examining the results for instructional planning for individual students and curriculum instruction, and/or assessment modifications.

content standards – Those standards that describe the information or skills children should learn that are specific to a particular discipline or content area.

course standards – Statements that define what students at a specific school level or in a specific course should achieve by the time they leave that particular level of school.

exit standards - The academic standards that students should achieve by the time they graduate from high school; these standards set the tone and give focus for what students should learn at the underlying grade levels.

formative assessment – This is an assessment **for** learning and is a check of understanding and application so that, if need be, adjustments can be made to the teaching and learning activities. These are often frequent and ongoing assessments. The results are used to gain an understanding of what students know and do not know to make responsive changes in teaching and learning. Benchmarks are clearly defined in order to provide interventions/enrichments.

lesson standards – Statements that define goals for instruction and students’ learning over the course of a lesson.

performance – Observable affective or psychomotor behaviors demonstrated by students.

performance indicators – The part of the content standard that defines the skill or performance desired for students to demonstrate.

performance standards- The measure of how well students know and are able to work with (apply) the desired content standards. The standards describe what students must do, and how well they must do this, in order to show they have achieved the content standard.

performance task – used interchangeably with alternative assessment task and performance assessment task; those specific assessment tasks that require students to apply or do something with their learning in order to show their progress toward meeting desired standards.

portfolio – A collection of a student’s work over time that demonstrates his or her progress toward the attainment of specific learning standards.

program standards – Broad statements that delineate the overall K-12 goals for a specific subject area for students in a particular state or district.

progress monitoring – A quick, frequent & consistent measure used to assess student progress and to evaluate the effectiveness of interventions. Instruction and intervention decisions are made based on these results.

Response to Intervention (RtI) - RtI is an individualized, comprehensive assessment and intervention process, utilizing a problem-solving framework to identify and address student academic difficulties using effective, efficient, research-based instruction

running record - observation notes made by the teacher about a student’s oral reading ability. By looking at the running record, the teacher can analyze the type of reading and instruction that is best suited for the student.

rubric – A scale of criteria that explains in detail the possible levels of performance for an alternative assessment task.

Screening – A quick (to be defined) universal assessment given at the beginning of new learning; used to identify students who may be “potentially at risk.”

standards – Statements that delineate what students should know and be able to do by the time they graduate from K-12 education.

S.M.A.R.T. goals – Originally coined by Peter Drucker in 1954, this acronym is used to help educators write quality goals. Specific or Strategic, Measurable, Attainable, Results-focused, Time-bound. An example: By the end of this year, at least 90% of students will meet the grade-level benchmark for running records.

summative assessment – This is an assessment **of** learning and is intended to measure end-of-unit or end-of-course knowledge and understanding; usually require students to demonstrate proficiency of all the essential knowledge and skills.

School District of Holmen Statutes and Policies Addressing Student Needs

American Indian Studies Program

§115.28(17)(d), Wis Stats. AMERICAN INDIAN LANGUAGE AND CULTURE EDUCATION.

(d) Develop a curriculum for grades 4 to 12 on the Chippewa Indians' treaty-based, off-reservation rights to hunt, fish and gather.

§121.02, Wis Stats. School district standards. (1) Except as provided in §118.40 (2r)(d), each school board shall: (L) 4. Beginning September 1, 1991, as part of the social studies curriculum, include instruction in the history, culture and tribal sovereignty of the federally recognized American Indian tribes and bands located **in this state** at least twice in the elementary grades and at least once in the high school grades.

2005 ASSEMBLY BILL 314 - AN ACT to amend 118.01 (2) (c) 6. of the statutes; **relating to:** directing school boards to provide instruction about the recent history of the Hmong people.

Current law requires each school board to provide an instructional program designed to give pupils knowledge of state, nation, and world history. This bill directs school boards to include the role of the Hmong in fighting for the United States in the Vietnam War, the persecution of the Hmong by the Laotian government after the Vietnam War, and the reasons for the emigration of many Hmong to the United States.

The people of the state of Wisconsin, represented in senate and assembly, do enact as follows:

SECTION 1. 118.01 (2) (c) 6. of the statutes is amended to read: 118.01 **(2)** (c) 6. Knowledge of state, national, and world history, including the role of the Hmong in fighting for the United States in the Vietnam War, the persecution of the Hmong by the Laotian government after the Vietnam War, and the reasons for the emigration of many Hmong to the United States.

CHILDREN AT RISK Standard n (statute under WI Statute 118.153)

Definition: Pupils in grades 5-12 who are at risk of not graduating from high school because they are dropouts, or they can be defined in two or more of the following areas: one or more years behind their age group in the number of high school credits attained; two or more years behind their age group in basic skill levels; habitual truants (as defined in s.118.16(1)(a); parents; adjudicated delinquents; 8th grade students whose scores in each subject area on the WKCE was below the basic level and who failed to be promoted to the ninth grade.

Children at risk, Standard n – Interventions for Struggling Learners - The School District of Holmen uses a variety of interventions to meet the needs of struggling learners. MAP and common assessment data is used to determine which students would benefit from extra support (reading, writing, Pathways, and Auto Skills). This data is used to differentiate instruction through flex grouping, small groups and working 1-on-1 with students. Team taught classes are used to differentiate instruction. Some teachers adjust the pace of their instruction or use supplemental materials to enhance their instruction.

ENGLISH LANGUAGE LEARNERS (ELL), (PI 13 and WI Statute 115.95)

PI 13 states that a district establishes identification, assessment, classification, and reporting requirements if pupil population includes one or more LEP pupils. This subchapter also establishes criteria and procedures to be used by a school district in determining whether to administer a test under s. [118.30](#) or [121.02 \(1\) \(r\)](#), Stats., to an LEP pupil. Further, according to State Statute 115.96, a district must “provide equal educational opportunities by ensuring that necessary programs are available for limited-English proficient pupils while allowing each school district maximum flexibility in establishing programs suited to its particular needs.”

ELL staff will help support and provide guidance to teachers when working with LEP pupils. Teachers should look for ways to enrich, add to, and accelerate ELLs' language development with the curriculum and learning activities. A variety of student-centered methodologies such as small group learning or thematic instruction can enhance the context for learning.

English Language Learners (ELL) – Teachers and staff in the School District of Holmen offer a variety of services to meet the needs of English Language Learners in the classroom. In the upper-most grades, the district offers a wide variety of courses meant to meet students where they are individually. The instruction can be tailored to be accessible to the learner at almost any level, and the learners who need the most support are often placed in the smallest groups or team taught classes so as to receive more explicit instruction. Additionally, a variety of concrete and experiential learning techniques are used district-wide to support language arts. Other strategies include the deliberate use of common vocabulary and explicit instruction of those terms, real-life connections, and for the neediest students, some forms of assistive technology are used to scaffold the students learning based on the level of proficiency. Finally, the district ESL staff continues to work to educate all staff on the specific needs of the English Language Learner. ESL staff continues to work toward incorporating the WIDA Standards for English Language Development into the Social Studies curriculum that every student receives.

TALENTED AND GIFTED (TAG) Standard t (statute under WI Statute 118.53)

Talented and gifted students are those individuals at an elementary or secondary level who, because of outstanding abilities, are capable of high performance. Students who are capable of high performance include those with demonstrated achievement and/or potential in any of the following areas, singly or in combination: (1) general intellectual ability, (2) specific academic aptitude, (3) creative or productive thinking, (4) leadership ability, (5) visual arts, (6) performing arts, (7) psychomotor ability, (8) talent associated with the student's cultural heritage, (9) psycho-social ability.

It is understood that task commitment on the part of the student is an integral ingredient in the delivery of services. TAG staff will help provide support and guidance to teachers when working with TAG students. A variety of methodologies such as small group learning, acceleration and differentiation can enhance the context of learning.

Talented and Gifted, Standard t – Talented and Gifted (TAG) students are served by the regular education teachers and in conjunction with the Talented and Gifted teachers of the District. These students are identified based on a combination of standardized tests and nominations. TAG programming aligns with the Wisconsin Pyramid Model of delivery. Services include but are not limited to: Differentiation, flexible grouping, compacting, and advanced placement courses. In addition, there are a number of events that create and promote mathematics sponsored by the district and the Mississippi Valley Gifted and Talented Network. The academic performance of the program is assessed by identified student performance on standardized tests.

INFUSED CURRICULAR AREAS

COMPUTER LITERACY and TECHNOLOGY

Students in the School District of Holmen use technology as a tool and have many opportunities to develop technology literacy. Students develop the ability to find generate, evaluate and apply information through the use of technology and prepare for life-long learning while developing 21st Century skills.

On May 27, 2009, the School Board approved a District Combined Information and Technology Plan. ***The vision is "Embracing 21st Century Learning for All."***

Definitions:

Digital Literacy is the ability to responsibly use appropriate technology to communicate, solve problems, and access, manage, integrate, evaluate and create information to improve learning in all subject areas and to acquire lifelong knowledge and skills in the 21st century.

21st Century Skills: 21st Century Skills represent the perspective required in light of historical events, globalization, and the idiosyncrasies of the Digital Age (digital age literacy, inventive thinking, effective communication and high productivity).

Computer literacy and technology - Teachers use a variety of technology applications and tools to research, report, compile, and inquire about. Multiple forms of assistive technology also support the special needs learner.

DIVERSITY

The vision of diversity in the School District of Holmen is to provide a nurturing environment in which each individual has the opportunity to reach his/her full human potential. This will be supported through strategic planning and building goals; curriculum planning and implementation, staff development, and resource selection and allocation. The plan will be monitored through data collection and analysis.

Diversity – By including language arts content from a variety of cultures and personal experiences, teachers enhance the learning experience for all students. Recognizing the diversity within a classroom enriches the learning for all.

EDUCATION FOR EMPLOYMENT (formerly SCHOOL TO WORK) – PI 26.01

Education for employment is one of Wisconsin's 20 school district standards. It is often referred to as Standard (m) and its purpose is to ensure that all students, regardless of career objective are given the skills, attitudes, and knowledge needed for future employment. It begins as early as kindergarten and is infused throughout the K-12 curriculum.

In Wisconsin education for employment initiatives are led by a series of mandates, dating back to September 1988:

WI Educational Standard, Education for Employment, WI Statute 121.02(1)(m)

WI Educational Standard, Curriculum WI Statute. 121.02(1)(k)

WI Educational Standard, Developmental Guidance Services, WI Statute 121.02 (1)(e)

"The purpose of education for employment programs is to prepare elementary and secondary pupils for future employment; to ensure technological literacy; to promote lifelong learning; to promote good citizenship; to promote cooperation among business, industry, labor, postsecondary schools, and public schools; and to establish in a role for public schools in the economic development of Wisconsin."

Education for Employment (E4E) – Social Studies activities that include experiences built on real information and data help students to make connections and apply learning in a contextual environment. E4E involves the business community in educational issues and enriches the school curriculum. It promotes increased student achievement by expanding educational experiences.

ENVIRONMENTAL EDUCATION – PI 8.01

It is required that "every school district develop and implement a written, sequential curriculum plan incorporating instruction in environmental education into all subject area curriculum plans, with the greatest emphasis in plans for art, health, science, and social studies education." (Admin. Code PI 8.01 (2)(k).

Holmen's Environment Education Implementation Plan supports an integrated approach to a heightened awareness and program improvement plan for environmental education. The program goals include (1) increase students' knowledge of environmental education, (2) develop the values and behaviors to be stewards of the environment, (3) develop an understanding and appreciation of the environment, (4) develop an aesthetic awareness of the environment, (5) develop the students' understanding of and skills related to environmental education, (6) provide students with the understanding that Environmental Education is a part of their everyday life, and (7) integrate Environmental Education into other existing curricular areas.

Environmental Education – Environmental education is supported by the knowledge and skills that students learn in social studies classrooms through seamless integration of various units. Teachers use additional resources such as newspapers, Scholastic, Weekly Reader, and Earth Day activities to support environmental education learning.

School District of Holmen Resources and References

Department of Education, No Child Left Behind - <http://www.ed.gov/nclb/landing.jhtml>.

National Council of Social Studies - <http://www.socialstudies.org/>.

National History Day - <http://www.nhd.org/>

Wisconsin Historical Society - 816 State Street, Madison, WI 53706
<http://www.wisconsinhistory.org/>

Wisconsin's Model Academic Standards for Social Studies. Wisconsin Department of Public Instruction, © 1997.