

LaSalle-Peru Township High School District 120



Social Science Curriculum

Adopted by the Board of Education, August 15, 2018

Table of Contents

Acknowledgements.....	3
Introduction.....	4
District Mission.....	6
Subject Area Mission.....	7
Course Purposes.....	7
Curriculum at a Glance	9
World History	29
World History Honors.....	33
United States History	38
United States History Honors	45
American Government.....	53
Principles of Economics	56
Abnormal Psychology.....	59
Contemporary United States History	63
Geography.....	65
Introduction to Psychology	69
Sociology	73
AP United States History	75
AP Comparative Government and Politics	76
AP United States Government and Politics	77
AP Psychology.....	78

Acknowledgements

LaSalle-Peru Township High School District would like to acknowledge the following people for their dedication, support, and hard work put forth during the development of this curriculum:

Social Science Subject Area Committee (SAC):

Kristen Adams
Pat Carney
Rob Clydesdale
Levi Derber
Matt Glupczynski
Ryan Mickley
Diana T. Rathbun
Holly Rathbun
KaiLee Sell
Tyler VanLandeghem
Troy Woods

Troy Woods – Co-Chair of the Social Science SAC
Holly Rathbun – Co-Chair of the Social Science SAC

Margie H. Simmons – Curriculum Leadership Institute

Introduction

The purpose of the LaSalle-Peru Township High School District's Social Science Curriculum is to provide a clear, organized framework on which to base instruction in the classroom. The curriculum includes specific outcomes and components for these outcomes which further clarify the skills necessary to achieve each outcome. Each outcome also describes the depth of knowledge and level of rigor required for students to demonstrate their conceptual understanding of the outlined curriculum.

The *Outcomes and Components* are **grade-level/course specific**. These have been carefully aligned to the Illinois Learning Standards for Social Science, and teachers are expected to align their instruction to the identified outcomes for each course. Outcomes express the essential learning that all students in the grade level/course must know or be able to do in the content area. They make connections among separate concepts or skills described in the components. Outcomes require high cognitive levels and direct assessment. Components state simple and complex concepts or skills that students must know or do in order to perform each outcome. All outcomes and components are to be included within the course of instruction for the year. Assessments will be written at the outcome level.

The study of social science assists students in making informed and reasoned decisions for the public good as citizens in a culturally diverse, democratic society in an independent world and to examine events, trends, personalities, and movements in their community, state, nation, and world.

Each outcome has been assigned a code number consisting of symbols for content area, grade level or course, and outcome number. In the example shown below, SS stands for Social Science (content area) – WH stands for World History (course) – 1 symbolizes that it is the first outcome in this course.

Example:

Outcome SS.WH.1:

Students will ...

SS.WH.1.1

SS.WH.1.2

SS.WH.1.3

SS.WH.1.4

Social Science

World History

1st Outcome, 4th component

At the end of each component, the code number in parentheses indicates the Illinois Learning Standards for Social Science to which it aligns and includes the category, domain, and standard number. The following is a link to the complete Illinois Learning Standards for Social Science –

http://www.isbe.net/ils/social_science/standards.htm

There are many steps to the curriculum implementation process. The draft curriculum will be implemented during the 2015-16 school year. During that time, teachers will provide feedback to validate the draft curriculum. Based on teacher feedback, the SAC will then make revisions as deemed necessary and finalize the curriculum. During the 2016-17 school year, the SAC will select aligned resources and develop common outcome assessments. The following year, 2017-18, teachers will use the assessments and provide feedback to validate them. The SAC will make revisions and finalize the assessments. The curriculum and assessments will be fully implemented for several years before the curriculum development process begins again in 2020-21.

We Are



District Mission Statement

The Mission of LaSalle-Peru Township High School is to educate all students to the highest standards in a safe and challenging environment while developing within each of them:

- The ability to think critically, solve problems, and communicate effectively.
- Pride and respect in themselves, school, and community.
- An inspiration to become life-long learners who meet the challenges of an ever-changing and diverse world.

Vision Statement

Learn... Grow... Lead... Excellence is our Standard.

Beliefs

We believe that...

- Every person should strive for excellence.
- Every person is unique and worthy of respect.
- LPHS is the core of the community.
- Students need a safe school.
- Today's learners must be educated to meet tomorrow's challenges.

Social Science Subject Area Mission

Students completing the LPHS Social Science curriculum will develop college and/or career readiness through the following:

- Attaining the essential skills of a well-rounded, educated citizen
- Understanding how the community, nation, and world we live in came to be
- Developing critical thinking and problem solving skills
- Valuing the diversity of people, places, and the environment throughout the world

Course Purposes

World History

Students will apply the concept of cultural diffusion by comparing, contrasting, and analyzing ancient civilizations to assess the impact on future civilizations. In addition, they will also determine the cause, effect, and influence of various revolutions on past and present peoples.

World History Honors

Students will evaluate the concept of cultural diffusion by assessing and predicting the impact on ancient and future civilizations. In addition, they will also debate and critique the cause, effect, and influence of various revolutions on past and present peoples.

United States History

Students will demonstrate the development of social, political, and economic trends that have shaped the United States and will assess their relationship and impact on modern America.

United States History Honors

Students will demonstrate and evaluate the development of social, political, and economic trends that have shaped the United States and will assess, evaluate, and summarize their relationship and impact on modern America.

American Government

Students will diagram and critique the governmental structure and evaluate the current electoral processes in the United States. In American Government, students will assess the history of civil rights and civil liberties to predict the future of rights in the country.

Principles of Economics

Students will evaluate the problem of scarcity and relate the problem to the everyday world. In addition, they will assess consumer behavior by solving elasticity problems, evaluating utility, and distinguishing different cost curves. Finally, students will evaluate and justify solutions to market imperfections.

Abnormal Psychology

Students will apply psychological theories to formulate possible causes of various mental illnesses. Students will identify a wide variety of mental illnesses and apply proper therapeutic theories

Contemporary United States History

Students will examine civil rights, economic, social-cultural, and political change in the United States from 1945 to the present and will assess and evaluate the impact of these movements on United States History.

Introduction to Psychology

Students will analyze the dynamics of learning, emotions, intellectual development, social relationships, and personality to provide personal and societal examples in a wide variety of environmental situations.

Sociology

Students will examine the principles of sociology to compare, contrast, and evaluate the different types of culture and the impacts on social structure.

World Geography

Students will analyze the world's physical features to connect how they blend with social systems and how they affect world economics, politics, and human interactions.

Curriculum at a Glance

World History

Course Purpose:

Students will apply the concept of cultural diffusion by comparing, contrasting, and analyzing ancient civilizations to assess the impact on future civilizations. In addition, they will also determine the cause, effect, and influence of various revolutions on past and present peoples.

- SS.WH.1 Students will identify and differentiate between Paleolithic and Neolithic periods and will validate early civilizations by using the five basic features that define a civilization. (SS 16.A.4, 16.A.4, 16.B, 16.D, 17.B, 17.C, 17.D.4, 17.D.5, 18.B.4, 18.D.5) (SS.H.4.9-12)
- SS.WH.2 Students will examine the enduring traditions and institutions of Greek culture to identify their impact on the Western world. (14.F, 16.C, 16.D, 17.B, 17.D, 18.B, 18.C, 18.D) (SS.H.12.9-12)
- SS.WH.3 Students will explore the rise and fall of the Roman Empire and evaluate its impact on the Western world. (SS 14F, 16A, 16B, 16C, 16D, 17C, 17D, 18A, 18B) (SS.H.5.9-12)
- SS.WH.4 Students will explore the origin and development of world religions. (16B, 18A, 18C) (SS.H.3.9-12)
- SS.WH.5 Students will compare and contrast the social, political, economic, religious, and cultural changes in Western Europe during the Middle Ages. (14.F, 15.C, 16.A, 16.C, 16.D, 17.C, 17.D) (SS.H.1.9-12)
- SS.WH.6 Students will identify and evaluate how the Renaissance shaped European art, literature, philosophy, and religion between 1300 and 1600. (15.A, 15.B, 15.D, 16.A, 16.B, 16.C, 16.D, 16.E, 17.A, 18.A, 18.B) (SS.H.1.9-12)
- SS.WH.7 Students will identify and evaluate the causes, events, and effects of the French Revolution, Napoleonic Era, and Post-Napoleonic Europe. (14.B, 14.D, 14.E, 14.F, 16.A, 16.B, 16.D, 16.E, 17.A, 17.D, 18.B) (SS.H.7.9-12)
- SS.WH.8 Students will explain how military and political rivalries in Europe led to WWI and evaluate the consequences of the Treaty of Versailles. (14.C, 14.E, 14.F, 15.E, 16.B, 16.E, 17.A, 18.A) (SS.H.5.9-12, SS.H.10.9-12, SS.H.11.9-12)
- SS.WH.9 Students will evaluate political, economic, technological, and social changes surrounding WWII. (14.E, 14.F, 15.A, 15.E, 16.A, 16.B, 16.E, 17.C, 18.B) (SS.H.10.9-12, SS.H.11.9-12)

World History Honors

Course Purpose:

Students will evaluate the concept of cultural diffusion by assessing and predicting the impact on ancient and future civilizations. In addition, they will also debate and critique the cause, effect, and influence of various revolutions on past and present peoples.

- SS.WHH.1 Students will analyze the Paleolithic and Neolithic periods and use this information to research and assess early civilizations by using the five basic features that define a civilization. (16.A.4, 16.A.4, 16.B, 16.D, 17.B, 17.C, 17.D.4, 17.D.5, 18.B.4, 18.D.5) (SS.H.4.9-12)
- SS.WHH.2 Students will examine the enduring traditions and institutions of Greek culture to identify and evaluate their impact on the Western world. (14.F, 16.C, 16.D, 17.B, 17.D, 18.B, 18.C, 18.D) (SS.H.12.9-12)
- SS.WHH.3 Students will explore the rise and fall of the Roman Empire and will analyze and evaluate to determine its impact on culture, government and religion of the Western world. (14.F, 16.A, 16.B, 16.C, 16.D, 17.C, 17.D, 18.A, 18.B) (SS.H.5.9-12)
- SS.WHH.4 Students will explore the origin and development of world religions. Students will evaluate the role that religion has played in historical events and the role that these five religions play in modern day world politics. (16.B, 18.A, 18.C) (SS.H.3.9-12)
- SS.WHH.5 Students will compare and contrast the social, political, economic, religious, and cultural changes in Western Europe between 500 and 1500 and evaluate their impact on the modern world. (14.F, 15.C, 16.A, 16.C, 16.D, 17.C, 17.D) (SS.H.1.9-12)
- SS.WHH.6 Students will identify and analyze how the Renaissance shaped European art, literature, philosophy, and religion between 1300 and 1600 to evaluate the long term effects of these changes on the western world. (15.A, 15.B, 15.D, 16.A, 16.B, 16.C, 16.D, 16.E, 17.A, 18.A, 18.B) (SS.H.1.9-12)
- SS.WHH.7 Students will investigate and demonstrate how Enlightenment thinkers inspired revolutionaries to push for radical changes in exploration, science, government and society. Students will also identify and distinguish where Enlightenment ideas are in practice in the modern world. (14.F, 15.D, 15.E, 16.B, 16.B, 16.C) (SS.H.2.9-12)
- SS.WHH.8 Students will identify and evaluate circumstances that led to the rise of absolute monarchies and the development of centralized nation states in Europe. (14.F, 15.C, 15.D, 15.E, 16.B, 16.D, 17.A, 18.A) (SS.H.4.9-12)

- SS.WHH.9 Students identify and analyze the causes, events, and effects of the French Revolution, Napoleonic Era, and Post-Napoleonic Europe to evaluate the impact on the western world. (14.B, 14.D, 14.E, 14.F, 16.A, 16.B, 16.D, 16.E, 17.A, 17.D, 18.B) (SS.H.7.9-12)
- SS.WHH.10 Students will evaluate how military and political rivalries in Europe led to WWI and assess the impact of the Treaty of Versailles on world politics. (14.C, 14.E, 14.F, 15.E, 16.B, 16.E, 17.A, 18.A) (SS.H.10.9-12, SS.H.11.9-12)
- SS.WHH.11 Students will evaluate how the rise of communism in Russia impacted European and world events and how this led to conflict with the western world. (16.A, 16.B, 16.C) (SS.H.5.9-12)
- SS.WHH.12 Students will evaluate the political, economic, technological and social changes surrounding WWII and the impact of WWII settlements on the post war world. (14.E, 14.F, 15.A, 15.E, 16.A, 16.B, 16.E, 17.C, 18.B) (SS.H.10.9-12, SS.H.11.9-12)

United States History

Course Purpose:

Students will demonstrate the development of social, political, and economic trends that have shaped the United States and will assess their relationship and impact on modern America.

- SS.US.1 Students will evaluate the economic, social, and political growth of the 13 colonies and will compare and contrast the regions of the colonies. (16A.4, 16A.5, 16C.4, 16C.5, 16D.4, 16D.5, 16E.4, 16E.5, 17A.4, 17A.5, 17B.4, 17B.5, 17D.4, 17D.5, 18A.4, 18A.5, 18B.4, 18B.5, 18C.4, 18C.5) (SS.H.1.9-12)
- SS.US.2 Students will assess the causes and effects of the American Revolution, the important events of the war, and the role played by significant individuals during the conflict. (16A.4, 16A.5, 16C.4, 16C.5, 16D.4, 16D.5, 16E.4, 16E.5, 17A.4, 17A.5, 17B.4, 17B.5, 17D.4, 17D.5, 18A.4, 18A.5, 18B.4, 18B.5, 18C.4, 18C.5) (SS.H.11.9-12)
- SS.US.3 Students will evaluate the domestic and foreign challenges faced by the young Republic. (16A.4, 16A.5, 16C.4, 16C.5, 16D.4, 16D.5, 16E.4, 16E.5, 17A.4, 17A.5, 17B.4, 17B.5, 17D.4, 17D.5, 18A.4, 18A.5, 18B.4, 18B.5, 18C.4, 18C.5) (SS.H.12.9-12)
- SS.US.4 Students will compare and contrast the sections that had developed in the North, South, and West and will assess the impact of the expansion of democracy on the common man. (16A.4, 16A.5, 16C.4, 16C.5, 16D.4, 16D.5, 16E.4, 16E.5, 17A.4, 17A.5, 17B.4, 17B.5, 17D.4, 17D.5, 18A.4, 18A.5, 18B.4, 18B.5, 18C.4, 18C.5) (SS.H.5.9-12, SS.H.7.9-12)
- SS.US.5 Students will identify and evaluate the causes and consequences of western settlement and the impact of Manifest Destiny on slavery and other regional tensions that led to the Civil War. (16A.4, 16A.5, 16C.4, 16C.5, 16D.4, 16D.5, 16E.4, 16E.5, 17A.4, 17A.5, 17B.4, 17B.5, 17D.4, 17D.5, 18A.4, 18A.5, 18B.4, 18B.5, 18C.4, 18C.5) (SS.H.12.9-12)
- SS.US.6 Students will identify and compare and contrast the military strategies, the political struggles, and the effects of the Civil War. (16A.4, 16A.5, 16C.4, 16C.5, 16D.4, 16D.5, 16E.4, 16E.5, 17A.4, 17A.5, 17B.4, 17B.5, 17D.4, 17D.5, 18A.4, 18A.5, 18B.4, 18B.5, 18C.4, 18C.5) (SS.H.12.9-12)
- SS.US.7 Students will evaluate the political struggle, accomplishments, and failures of Reconstruction and Westward Expansion in the years following the Civil War. (16A.4, 16A.5, 16C.4, 16C.5, 16D.4, 16D.5, 16E.4, 16E.5, 17A.4, 17A.5, 17B.4, 17B.5, 17D.4, 17D.5, 18A.4, 18A.5, 18B.4, 18B.5, 18C.4, 18C.5) (SS.H.2.9-12, SS.H.9.9-12)

- SS.US.8 Students will evaluate the political, economic, and social effects of mass industrialization within the United States. (16A.4, 16A.5, 16C.4, 16C.5, 16D.4, 16D.5, 16E.4, 16E.5, 17A.4, 17A.5, 17B.4, 17B.5, 17D.4, 17D.5, 18A.4, 18A.5, 18B.4, 18B.5, 18C.4, 18C.5) (SS.H.6.9-12, SS.H.8.9-12)
- SS.US.9 Students will evaluate the political, economic, and social effects of the Progressive Era and the impact of America's involvement in imperialism. (16A.4, 16A.5, 16C.4, 16C.5, 16D.4, 16D.5, 16E.4, 16E.5, 17A.4, 17A.5, 17B.4, 17B.5, 17D.4, 17D.5, 18A.4, 18A.5, 18B.4, 18B.5, 18C.4, 18C.5) (SS.H.3.9-12)
- SS.US.10 Students will assess the causes of World War I, the reasons the United States entered the war in 1917, and the consequences of the war. (16A.4, 16A.5, 16C.4, 16C.5, 16D.4, 16D.5, 16E.4, 16E.5, 17A.4, 17A.5, 17B.4, 17B.5, 17D.4, 17D.5, 18A.4, 18A.5, 18B.4, 18B.5, 18C.4, 18C.5) (SS.H.10.9-12)
- SS.US.11 Students will evaluate the political, economic, and social changes that took place in the United States during the 1920s and 1930s. (16A.4, 16A.5, 16C.4, 16C.5, 16D.4, 16D.5, 16E.4, 16E.5, 17A.4, 17A.5, 17B.4, 17B.5, 17D.4, 17D.5, 18A.4, 18A.5, 18B.4, 18B.5, 18C.4, 18C.5) (SS.H.11.9-12)
- SS.US.12 Students will evaluate the political, economic, and social factors that brought the United States into World War II. (16A.4, 16A.5, 16C.4, 16C.5, 16D.4, 16D.5, 16E.4, 16E.5, 17A.4, 17A.5, 17B.4, 17B.5, 17D.4, 17D.5, 18A.4, 18A.5, 18B.4, 18B.5, 18C.4, 18C.5) (SS.H.10.9-12)
- SS.US.13 Students will evaluate the political, economic, and social changes that took place in the United States during the 1950s and 1960s. (16A.4, 16A.5, 16C.4, 16C.5, 16D.4, 16D.5, 16E.4, 16E.5, 17A.4, 17A.5, 17B.4, 17B.5, 17D.4, 17D.5, 18A.4, 18A.5, 18B.4, 18B.5, 18C.4, 18C.5) (SS.H.4.9-12, SS.H.7.9-12)

United States History Honors

Course Purpose:

Students will demonstrate and evaluate the development of social, political, and economic trends that have shaped the United States and will assess, evaluate, and summarize their relationship and impact on modern America.

- SS.US.H.1 Students will analyze the economic, social, and political growth of the 13 colonies to evaluate how the colonies and Britain began to grow apart. Students will also compare and contrast the regions of the colonies. (16A.4, 16A.5, 16C.4, 16C.5, 16D.4, 16D.5, 16E.4, 16E.5, 17A.4, 17A.5, 17B.4, 17B.5, 17D.4, 17D.5, 18A.4, 18A.5, 18B.4, 18B.5, 18C.4, 18C.5) (SS.H.1.9-12)
- SS.US.H.2 Students will assess the causes and effects of the American Revolution, the important events of the war, and the role played by significant individuals during the conflict. (16A.4, 16A.5, 16C.4, 16C.5, 16D.4, 16D.5, 16E.4, 16E.5, 17A.4, 17A.5, 17B.4, 17B.5, 17D.4, 17D.5, 18A.4, 18A.5, 18B.4, 18B.5, 18C.4, 18C.5) (SS.H.11.9-12)
- SS.US.H.3 Students will evaluate the domestic and foreign challenges faced by the young Republic. (16A.4, 16A.5, 16C.4, 16C.5, 16D.4, 16D.5, 16E.4, 16E.5, 17A.4, 17A.5, 17B.4, 17B.5, 17D.4, 17D.5, 18A.4, 18A.5, 18B.4, 18B.5, 18C.4, 18C.5) (SS.H.12.9-12)
- SS.US.H.4 Students will compare and contrast the sections that had developed in the North, South, and West and will assess the impact of the expansion of democracy on the common man. (16A.4, 16A.5, 16C.4, 16C.5, 16D.4, 16D.5, 16E.4, 16E.5, 17A.4, 17A.5, 17B.4, 17B.5, 17D.4, 17D.5, 18A.4, 18A.5, 18B.4, 18B.5, 18C.4, 18C.5) (SS.H.5.9-12, SS.H.7.9-12)
- SS.US.H.5 Students will identify and evaluate the causes and consequences of western settlement and the impact of Manifest Destiny on slavery and other regional tensions that led to the Civil War. (16A.4, 16A.5, 16C.4, 16C.5, 16D.4, 16D.5, 16E.4, 16E.5, 17A.4, 17A.5, 17B.4, 17B.5, 17D.4, 17D.5, 18A.4, 18A.5, 18B.4, 18B.5, 18C.4, 18C.5) (SS.H.12.9-12)
- SS.US.H.6 Students will identify and compare and contrast the military strategies, the political struggles, and the effects of the Civil War. (16A.4, 16A.5, 16C.4, 16C.5, 16D.4, 16D.5, 16E.4, 16E.5, 17A.4, 17A.5, 17B.4, 17B.5, 17D.4, 17D.5, 18A.4, 18A.5, 18B.4, 18B.5, 18C.4, 18C.5) (SS.H.12.9-12)
- SS.US.H.7 Students will evaluate the political struggle, accomplishments, and failures of Reconstruction and Westward Expansion in the years following the Civil War. (16A.4, 16A.5, 16C.4, 16C.5, 16D.4, 16D.5, 16E.4, 16E.5, 17A.4, 17A.5, 17B.4, 17B.5, 17D.4, 17D.5, 18A.4, 18A.5, 18B.4, 18B.5, 18C.4, 18C.5) (SS.H.2.9-12, SS.H.9.9-12)

- SS.US.H.8 Students will evaluate the political, economic, and social effects of mass industrialization within the United States. (16A.4, 16A.5, 16C.4, 16C.5, 16D.4, 16D.5, 16E.4, 16E.5, 17A.4, 17A.5, 17B.4, 17B.5, 17D.4, 17D.5, 18A.4, 18A.5, 18B.4, 18B.5, 18C.4, 18C.5) (SS.H.6.9-1-2, SS.H.8.9-12)
- SS.US.H.9 Students will evaluate the political, economic, and social effects of the Progressive Era and the impact of America's involvement in imperialism. (16A.4, 16A.5, 16C.4, 16C.5, 16D.4, 16D.5, 16E.4, 16E.5, 17A.4, 17A.5, 17B.4, 17B.5, 17D.4, 17D.5, 18A.4, 18A.5, 18B.4, 18B.5, 18C.4, 18C.5) (SS.H.6.9-12, SS.H.8.9-12)
- SS.US.H.10 Students will assess the causes of World War I, the reasons the United States entered the war in 1917, and the consequences of the war. (16A.4, 16A.5, 16C.4, 16C.5, 16D.4, 16D.5, 16E.4, 16E.5, 17A.4, 17A.5, 17B.4, 17B.5, 17D.4, 17D.5, 18A.4, 18A.5, 18B.4, 18B.5, 18C.4, 18C.5) (SS.H.10.9-12)
- SS.US.H.11 Students will evaluate the political, economic, and social changes that took place in the United States during the 1920s and 1930s. (16A.4, 16A.5, 16C.4, 16C.5, 16D.4, 16D.5, 16E.4, 16E.5, 17A.4, 17A.5, 17B.4, 17B.5, 17D.4, 17D.5, 18A.4, 18A.5, 18B.4, 18B.5, 18C.4, 18C.5) (SS.H.11.9-12)
- SS.US.H.12 Students will evaluate the political, economic, and social factors that brought the United States into World War II. (16A.4, 16A.5, 16C.4, 16C.5, 16D.4, 16D.5, 16E.4, 16E.5, 17A.4, 17A.5, 17B.4, 17B.5, 17D.4, 17D.5, 18A.4, 18A.5, 18B.4, 18B.5, 18C.4, 18C.5) (SS.H.4.9-12, SS.H.7.9-12)
- SS.US.H.13 Students will evaluate the political, economic, and social changes that took place in the United States during the 1950s and 1960s. (16A.4, 16A.5, 16C.4, 16C.5, 16D.4, 16D.5, 16E.4, 16E.5, 17A.4, 17A.5, 17B.4, 17B.5, 17D.4, 17D.5, 18A.4, 18A.5, 18B.4, 18B.5, 18C.4, 18C.5) (SS.H.4.9-12, SS.H.7.9-12)
- SS.US.H.14 Students will evaluate the political, economic, and social changes that took place in the United States during the 1970s and 1980s. (16A.4, 16A.5, 16C.4, 16C.5, 16D.4, 16D.5, 16E.4, 16E.5, 17A.4, 17A.5, 17B.4, 17B.5, 17D.4, 17D.5, 18A.4, 18A.5, 18B.4, 18B.5, 18C.4, 18C.5) (SS.H.4.9-12, SS.H.7.9-12)

American Government

Course Purpose:

Students will diagram and critique the governmental structure and evaluate the current electoral processes in the United States. In American Government, students will assess the history of civil rights and civil liberties to predict the future of rights in the country.

- SS.AG.1 Students will examine the purpose of government in order to outline the origins and compromises of the United States Constitution. Students will diagram the separation of powers and checks and balances and Federalist systems. (14.A.4, 14.A.5, 14.B.4, 14.F.4a, 14.F.4b) (SS.CV.3.9-12, SS.CV.4.9-12, SS.CV.6.9-12)
- SS.AG.2 Students will justify the necessity for a bicameral legislature. Students will outline the qualifications, powers, limitations, structure, and functions of the United States Congress. Students will differentiate between the representative structures of the House of Representatives and the Senate. (14.A.4, 14.C.4, 14.C.5, 14.F.4a) (SS.CV.1.9-12, SS.CV.19.9-12)
- SS.AG.3 Students will justify the necessity for an independent executive branch. Students will outline the qualifications, selection, powers, and limitations of the Presidency. Students will defend the necessity of the Presidential Cabinet. Students will critique the size, structure, and expanded powers of bureaucracy. (14.A.4, 14.C.5, 14.F.4a) (SS.CV.9.9-12)
- SS.AG.4 Students will justify the necessity for a judicial branch. Students will outline the powers and limitations of the courts. Students will examine the origins of judicial review and assess its impact on the legislative, executive, and judicial branches, states, and citizens. Students will examine landmark Supreme Court cases to show the impact on the history and future of America. (14.A.4, 14.F.4a) (SS.CV.3.9-12)
- SS.AG.5 Students will assess the amendment process and the 27 Amendments. Students will evaluate the Bill of Rights. Students will critique the limits and freedoms of the Bill of Rights. Students will distinguish the significance of the 14th Amendment among the non-Bill of Rights Amendments. Students will evaluate the impact of the Bill of Rights on Civil Rights and Civil Liberty issues and predict possible future Civil Rights and Civil Liberty issues. (14.A.4, 14.A.5, 14.C.5, 14.F.4b, 14.F.5) (SS.CV.5.9-12)

SS.AG.6 Students will compare and contrast the beliefs of the political spectrum. Students will identify the positions of the major political parties. Students will predict which groups of people will identify with different political parties. Students will outline the election processes for state and national elections. Students will critique and defend the impact of interest groups / PACS on the political process. Students will create a communication to a political official. Students will evaluate the impact of the media and its biases on the political process. (14.B.3, 14.B.5, 14.C.4, 14.C.5, 14.D.4, 14.D.5) (SS.CV.1.9-12, SS.CV.2.9-12, SS.CV.7.9-12)

Principles of Economics

Course Purpose:

Students will evaluate the problem of scarcity and relate the problem to the everyday world. In addition, they will assess consumer behavior by solving elasticity problems, evaluating utility, and distinguishing different cost curves. Finally, students will evaluate and justify solutions to market imperfections.

- SS.E.1 Students will examine the purpose of studying economics and compare and contrast microeconomics and macroeconomics. Students will define and explain the concept of scarcity. Students will differentiate between economic goods, economic bads, and free goods. (15.C.5a, 15.D.4a, 15.D.5b, 15.D.5c, 15.E.4b, 15.E.4c, 15.E.5a, 15.E.5c) (SS.EC.1.9-12, SS.EC.2.9-12)
- SS.E.2 Students will create and evaluate a production possibilities curve. Students will calculate absolute advantage and comparative advantage and use comparative advantage to justify trade and specialization choices. Students will differentiate between trade-offs and opportunity costs. Students will illustrate private property rights and distinguish the difference between the public sector and the private sector. Students will analyze the concepts of supply and demand to determine the relationship between quantity and price. (15.C.5a, 15.B.5c, 15.D.4a, 15.D.5b, 15.D.5c, 15.E.4b, 15.E.4c, 15.E.5a, 15.E.5c) (SS.EC.3.9-12, SS.EC.9.9-12)
- SS.E.3 Students will calculate, categorize, and graph price elasticity of demand, income elasticity, cross-price elasticity, and price elasticity of supply. Students will state the law of diminishing marginal utility and apply the law to consumer behavior. Students will explain how substitution income and diminishing marginal utility shaped the demand curve. Students will draw a supply curve and demand curve, identifying areas of consumer and producer surplus. Students will draw and label average total cost, average variable cost, and marginal cost graphs. Students will draw and label average physical product, marginal physical product, and total physical product graphs. (15.C.5b, 15.E.4a, 15.E.5b, 15.B.4b, 15.D.4b, 15.D.4c, 15.D.5a) (SS.EC.2.9-12)
- SS.E.4 Students will research economic regulation and social regulation. Students will list advantages and disadvantages of privatization and deregulation. Students will draw a graph of a monopoly identifying the socially optimal level and fair rate of return level. Students will hypothesize solutions to public good problems. Students will compare and contrast positive and negative externalities. Students will compare and contrast the relationship between the principles of mutual exclusivity and free-rider concept. Students will define the different economic systems and identify the locations of the systems around the world. (15.C.5a, 15.D.5a, 15.D.5b, 15.E.5a)) (SS.EC.4.9-12, SS.EC.5.9-12, SS.EC.6.9-12, SS.EC. 7, 9-12, SS.EC.8.9-12, SS.EC.10.9-12)

SS.E.5 Students will analyze the costs and benefits of investments to determine levels of risk and safety. Students will research the benefits of informed budgeting of income and spending. Students will compare and contrast different types of invest opportunities. Students will investigate the risks and benefits of open lines of credit. Students will research the costs and benefits of auto, life, health, and other types of insurance. (SS.EC.FL.1.9-12, SS.EC.FL.2.9-12, SS.EC.FL.3.9-12, SS.EC.FL.4.9-12, SS.EC.FL.5.9-12, SS.EC.FL.6.9-12,)

Abnormal Psychology

Course Purpose:

Students will apply psychological theories to formulate possible causes of various mental illnesses. Students will identify a wide variety of mental illnesses and apply proper therapeutic theories.

- SS.AP.1 Students will state the various views of abnormal behavior throughout history, providing examples for each historical era. Students will outline different sources of stress and classify examples of each. Students will apply specific coping strategies to the different stressors in their lives. (SS.Psy.6.9-12, SS.Psy.7.9-12, SS.Psy.8.9-12, SS.Psy.8.4-12)
- SS.AP.2 Students will explain the various types of treatment used in today's society. Students will apply different treatment methods to specific disorders assigned by the instructor. Students will organize the different classifications of psychiatric medications, uses, and side effects. (SS.Psy.6.9-12, SS.Psy.7.9-12, SS.Psy.8.9-12, SS.Psy.8.4-12)
- SS.AP.3 Students will identify and explain various childhood disorders and their characteristics. Students will apply different assessment techniques specific to the disorder and recognize which assessment technique or techniques should be used with a particular individual. Students will formulate a treatment strategy based on the disorder and the individual. (SS.Psy.6.9-12, SS.Psy.7.9-12, SS.Psy.8.9-12, SS.Psy.8.4-12)
- SS.AP.4 Students will identify and explain various anxiety disorders and their characteristics. Students will apply different assessment techniques specific to the disorder and recognize which assessment technique or techniques should be used with a particular individual. Students will construct a treatment strategy based on the disorder and the individual. (SS.Psy.6.9-12, SS.Psy.7.9-12, SS.Psy.8.9-12, SS.Psy.8.4-12)
- SS.AP.5 Students will identify and explain various mood disorders and their characteristics. Students will apply different assessment techniques specific to the disorder and recognize which assessment technique or techniques should be used with a particular individual. Students will construct a treatment strategy based on the disorder and the individual. (SS.Psy.6.9-12, SS.Psy.7.9-12, SS.Psy.8.9-12, SS.Psy.8.4-12)
- SS.AP.6 Students will identify and explain various sexual disorders and their characteristics. Students will apply different assessment techniques specific to the disorder and be able to recognize which assessment technique or techniques should be used with a particular individual. Students will construct a treatment strategy based on the disorder and the individual. (SS.Psy.6.9-12, SS.Psy.7.9-12, SS.Psy.8.9-12, SS.Psy.8.4-12)

- SS.AP.7 Students will identify and explain various personality disorders and their characteristics. Students will apply different assessment techniques specific to the disorder and be able to recognize which assessment technique or techniques should be used with a particular individual. Students will construct a treatment strategy based on the disorder and the individual. (SS.Psy.6.9-12, SS.Psy.7.9-12, SS.Psy.8.9-12, SS.Psy.8.4-12)
- SS.AP.8 Students will identify and explain various dissociative disorders and their characteristics. Students will apply different assessment techniques specific to the disorder and be able to recognize which assessment technique or techniques should be used with a particular individual. Students will construct a treatment strategy based on the disorder and the individual. (SS.Psy.6.9-12, SS.Psy.7.9-12, SS.Psy.8.9-12, SS.Psy.8.4-12)
- SS.AP.9 Students will identify and explain various substance related disorders and their characteristics. Students will apply different assessment techniques specific to the disorder and be able to recognize which assessment technique or techniques should be used with a particular individual. Students will construct a treatment strategy based on the disorder and the individual. (SS.Psy.6.9-12, SS.Psy.7.9-12, SS.Psy.8.9-12, SS.Psy.8.4-12)
- SS.AP.10 Students will identify and explain various schizophrenic disorders and their characteristics. Students will apply different assessment techniques specific to the disorder and be able to recognize which assessment technique or techniques should be used with a particular individual. Students will construct a treatment strategy based on the disorder and the individual. (SS.Psy.6.9-12, SS.Psy.7.9-12, SS.Psy.8.9-12, SS.Psy.8.4-12)
- SS.AP.11 Students will identify and explain various cognitive disorders and their characteristics. Students will apply different assessment techniques specific to the disorder and be able to recognize which assessment technique or techniques should be used with a particular individual. Students will construct a treatment strategy based on the disorder and the individual. (SS.Psy.6.9-12, SS.Psy.7.9-12, SS.Psy.8.9-12, SS.Psy.8.4-12)

Contemporary United States History

Course Purpose:

Students will examine civil rights, economic, social-cultural, and political change in the United States from 1945 to the present and will assess and evaluate the impact of these movements on United States history.

- SS.CUS.1 Students will define various civil rights movements from 1950 to the present, evaluate the current state of civil rights in the United States, and predict the future of civil rights and civil liberties in the United States. (14.F.5, 16.A.4a, 16.A.5a, 16.D.4a) (SS.H.2.9-12, SS.H.3.9-12, SS.H.7.9-12, SS.H.8.9-12)
- SS.CUS.2 Students will compare and contrast American presidents from 1945 to the present and analyze the role of world events on American politics to predict the future of American politics based on historical precedence. (14.B.4, 14.B.5, 14.E.4, 14.E.5, 15.A.4a, 15.A.5a, 15.A.5c, 15.B.4b, 15.B.5b, 16.A.4a, 16.A.5a, 16.B.5a, 16.B.5b, 16.C.5a, 16.C.5b) (SS.H.5.9-12)
- SS.CUS.3 Students will examine changes in the social and cultural attitudes of the United States from 1950 to the present and predict future changes in the social and cultural climate. (16.A.4a, 16.A.5a, 16.D.4b, 16.D.5, 16.E.5a, 16.E.5b, 18.A.4, 18.A.5, 18.B.4, 18.B.5) (SS.H.6.9-12, SS.H.7.9-12)
- SS.CUS.4 Students will dissect, evaluate, and critique the technological advancements in the United States from 1950 to the present, and predict future technological advancements. (15A.5a, 15D.5c, 15E.4c, 18A.5, 18C.4b) (SS.H.4.9-12)

Geography

Course Purpose:

Students will analyze the world's physical features to connect how they blend with social systems and how they affect world economics, politics, and human interactions.

- SS.G.1 Students will define geography, evaluate the processes that shape the earth, and compare and contrast the relationships between people and places. c(14 B, 15A, 15C, 16 C, 17 A, 17 B, 17 C, 17 D)) (SS.G.1.9-12, SS.G.3.9-12, SS.G.8.9-12, SS.G.10.9-12)
- SS.G.2 Students will examine the physical and human characteristics to assess the geography of the United States and Canada. (14 B, 15A, 15C, 16 C, 17 A, 17 B, 17 C, 17 D) (SS.G.1.9-12, SS.G.2.9-12, SS.G.3.9-12, SS.G.4.9-12, SS.G.5.9-12, SS.G.6.9-12, SS.G.7.9-12, SS.G.8.9-12, SS.G.9.9-12, SS.G.10.9-12, SS.G.11.9-12, SS.G.12.9-12)
- SS.G.3 Students will examine the physical and human characteristics to assess the geography of Latin America. (14 B, 15A, 15C, 16 C, 17 A, 17 B, 17 C, 17 D) (SS.G.1.9-12, SS.G.2.9-12, SS.G.3.9-12, SS.G.4.9-12, SS.G.5.9-12, SS.G.6.9-12, SS.G.7.9-12, SS.G.8.9-12, SS.G.9.9-12, SS.G.10.9-12, SS.G.11.9-12, SS.G.12.9-12)
- SS.G.4 Students will examine the physical and human characteristics to assess the geography of Western Europe. (14 B, 15A, 15C, 16 C, 17 A, 17 B, 17 C, 17 D) (SS.G.1.9-12, SS.G.2.9-12, SS.G.3.9-12, SS.G.4.9-12, SS.G.5.9-12, SS.G.6.9-12, SS.G.7.9-12, SS.G.8.9-12, SS.G.9.9-12, SS.G.10.9-12, SS.G.11.9-12, SS.G.12.9-12)
- SS.G.5 Students will examine the physical and human characteristics to assess the geography of Central Europe and Northern Eurasia. (14 B, 15A, 15C, 16 C, 17 A, 17 B, 17 C, 17 D) (SS.G.1.9-12, SS.G.2.9-12, SS.G.3.9-12, SS.G.4.9-12, SS.G.5.9-12, SS.G.6.9-12, SS.G.7.9-12, SS.G.8.9-12, SS.G.9.9-12, SS.G.10.9-12, SS.G.11.9-12, SS.G.12.9-12)
- SS.G.6 Students will examine the physical and human characteristics to assess the geography of Central and Southwest Asia. (14 B, 15A, 15C, 16 C, 17 A, 17 B, 17 C, 17 D) (SS.G.1.9-12, SS.G.2.9-12, SS.G.3.9-12, SS.G.4.9-12, SS.G.5.9-12, SS.G.6.9-12, SS.G.7.9-12, SS.G.8.9-12, SS.G.9.9-12, SS.G.10.9-12, SS.G.11.9-12, SS.G.12.9-12)

- SS.G.7 Students will examine the physical and human characteristics to assess the geography of Africa. (14 B, 15A, 15C, 16 C, 17 A, 17 B, 17 C, 17 D) (SS.G.1.9-12, SS.G.2.9-12, SS.G.3.9-12, SS.G.4.9-12, SS.G.5.9-12, SS.G.6.9-12, SS.G.7.9-12, SS.G.8.9-12, SS.G.9.9-12, SS.G.10.9-12, SS.G.11.9-12, SS.G.12.9-12)
- SS.G.8 Students will examine the physical and human characteristics to assess the geography of South East Asia and The Pacific World. (14 B, 15A, 15C, 16 C, 17 A, 17 B, 17 C, 17 D) (SS.G.1.9-12, SS.G.2.9-12, SS.G.3.9-12, SS.G.4.9-12, SS.G.5.9-12, SS.G.6.9-12, SS.G.7.9-12, SS.G.8.9-12, SS.G.9.9-12, SS.G.10.9-12, SS.G.11.9-12, SS.G.12.9-12)

Introduction to Psychology

Course Purpose:

Students will analyze the dynamics of learning, emotions, intellectual development, social relationships, and personality to provide personal and societal examples in a wide variety of environmental situations.

- SS.IP.1 Students will identify the various types of research processes, provide examples of statistical tools used in the field of social science, and explain when a certain type of research method should be used. Students will distinguish between the different types of data collection and design their own experiments while classmates critique those experiments. (SS.Psy.1.9-12, SS.Psy.2.9-12, SS.Psy.8.9-12)
- SS.IP.2 Students will differentiate types of learning, examine terminology associated with the various types of learning, and apply them to their lives. Students will compare and contrast the different areas of memory, identify problems with memory storage and retrieval, and provide examples of the interplay of memory areas and retrieval and storage problems in everyday-life. (SS.Psy.2.9-12, SS.Psy.3.9-12, SS.Psy.5.9-12, SS.Psy.7.9-12, SS.Psy.8.9-12)
- SS.IP.3 Students will compare and contrast the various levels of cognitive and physical development throughout the life span. Students will identify issues faced during the various stages of development. Students will assess the impacts (positive and negative) that parents and other socialization agents have on future behavior. (SS.Psy.5.9-12, SS.Psy.6.9-12, SS.Psy.7.9-12, SS.Psy.8.9-12)
- SS.IP.4 Students will compare and contrast various theories of intelligence. Students will describe what is involved with IQ testing and potential problems related to IQ testing. Students will compare and contrast the different levels of intellectual disability. Students will provide examples of giftedness and problem solving skills.
- SS.IP.5 Students will identify potential personality traits, compare and contrast the different theories of personality, evaluate which theories of personality and components of those theories are the most legitimate, and illustrate the differences between the two categories of personality assessment. (SS.Psy.1.9-12, SS.Psy.4.9-12, SS.Psy.7.9-12, SS.Psy.8.9-12)
- SS.IP.6 Students will compare and contrast consciousness, unconsciousness, and altered states of consciousness. Students will state and describe the four stages of sleep and REM sleep and discuss and apply procedures to achieving a better night's rest. (SS.PSY.1.9-12, SS.PSY.2.9-12, SS.PSY.4.9-12, SS.PSY.7.9-12, SS.PSY.8.9-12)

- SS.IP.7 Students will describe and cite examples of norms, mores, and folkways. Students will list the various reasons people are obedient, citing examples of each. Students will compare and contrast friendly and coercive persuasion. Students will describe the pros and cons for competition and cooperation. Students will describe the importance of altruism in a society. (SS.PSY.1.9-12, SS.PSY.5.9-12, SS.PSY.7.9-12, SS.PSY.8.9-12)
- SS.IP.8 Students will explain how various anatomical and biological factors affect behavior and emotion. (SS.Psy.1.9-12, SS.Psy.2.9-12, SS.Psy.4.9-12, SS.Psy.8.9-12)

Sociology

Course Purpose:

Students will examine the principles of sociology to compare, contrast, and evaluate the different types of culture and the impacts on social structure.

- SS.SOC.1 Students will summarize the development of sociology and apply the three theoretical perspectives and the four norms to American and World culture. (18.A, 18.B, 18.C) (SS.Soc.1.9-12, SS.Soc.2.9-12, SS.Anth.1.9-12)
- SS.SOC.2 Students will analyze the role of family, school, peer groups, and media in the process of socialization. (18.A, 18.B) (SS.Soc.3.9-12, SS.Soc.4.9-12, SS.Soc.5.9-12)
- SS.SOC.3 Students will compare and contrast the six different societies and analyze the different groups, and statuses found within societies. (15.E, 14.F, 16.E, 18.A, 18.C) (SS.Soc.2.9-12, SS.Anth.2.9-12)
- SS.SOS.4 Students will compare and contrast the four theories of deviance and apply these theories to American culture. (18.A, 18.B) (SS.Soc.3.9-12)
- SS.SOC.5 Students will evaluate social stratification in America today and critique past and present examples of segregation. (14.D, 15.A, 15.E, 18.A, 18.B) (SS.Soc.6.9-12)

World History

SS.WH.1 Students will identify and differentiate between Paleolithic and Neolithic periods and will validate early civilizations by using the five basic features that define a civilization. (SS 16.A.4, 16.A.4, 16.B, 16.D, 17.B, 17.C, 17.D.4, 17.D.5, 18.B.4, 18.D.5) (SS.H.4.9-12)

- SS.WH.1.1 Define terms related to the development of early civilizations and use the terms appropriately.
- SS.WH.1.2 Compare and contrast the Paleolithic and Neolithic periods.
- SS.WH.1.3 Research and define the five basic features of civilization.
- SS.WH.1.4 Apply, identify, and validate the five basic features of civilization to an early civilization.

SS.WH.2 Students will examine the enduring traditions and institutions of Greek culture to identify their impact on the Western world. (SS 14 F, 16 C, 16 D, 17 B, 17 D, 18 B, 18 C, 18 D) (SS.H.12.9-12)

- SS.WH.2.1 Identify and explain the geography, values, cultural achievements, and early Greek governments.
- SS.WH.2.2 Describe and evaluate the impact of trade on the culture and economy of ancient Greece.
- SS.WH.2.3 Compare and contrast the similarities and differences between Athens and Sparta to show how these led to conflict.
- SS.WH.2.4 Explain the impact of Alexander the Great's Empire on the spread of Greek culture in the Western World.

SS.WH.3 Students will explore the rise and fall of the Roman Empire and evaluate its impact on the Western world. (SS 14F, 16A, 16B, 16C, 16D, 17C, 17D, 18A, 18B) (SS.H.5.9-12)

- SS.WH.3.1 Describe the formation of the Roman Republic and the spread of its influence.
- SS.WH.3.2 Evaluate the causes and effects of the collapse of the Roman Republic as well as the growth and influence of the Roman Empire.
- SS.WH.3.3 Describe and evaluate the internal and external problems that led to the fall of the Roman Empire.
- SS.WH.3.4 Evaluate the impact of the Roman world on later Western civilizations and identify examples of Roman influence in the modern world.

SS.WH.4 Students will explore the origin and development of world religions. (16B, 18A, 18C) (SS.H.3.9-12)

- SS.WH.4.1 Define terms related to the five major world religions.
- SS.WH.4.2 Describe the origins and growth of the five major world religions.
- SS.WH.4.3 Evaluate the similarities and differences of the five major world religions.

SS.WH.5 Students will compare and contrast the social, political, economic, religious, and cultural changes in Western Europe during the Middle Ages. (14F, 15C, 16A, 16C, 16D, 17C, 17D) (SS.H.1.9-12)

- SS.WH.5.1 Identify and describe the impact of Germanic invasions after the fall of the Roman Empire.
- SS.WH.5.2 Assess the purpose of the feudal system in Western Europe during the Middle Ages.
- SS.WH.5.3 Identify the rising power of the Church and evaluate its influence on the politics of Western Europe during the Middle Ages.
- SS.WH.5.4 Describe and summarize the effects of church reform and the Crusades on Western Europe in the Middle Ages.
- SS.WH.5.5 Compare and contrast Gothic and Romanesque architecture.
- SS.WH.5.6 Identify, describe, and assess the circumstances that led to the rise of absolute monarchies in Europe.

SS.WH.6 Students will identify and evaluate how the Renaissance shaped European art, literature, philosophy, and religion between 1300 and 1600. (15A, 15B, 15D, 16A, 16B, 16C, 16D, 16E, 17A, 18A, 18B) (SS.H.1.9-12)

- SS.WH.6.1 Evaluate the new ideas and values that led to the Renaissance.
- SS.WH.6.2 Identify significant characteristics of Renaissance art, literature, philosophy.
- SS.WH.6.3 Identify causes and explain how discontent within the Catholic Church led to the Protestant Reformation.
- SS.WH.6.4 Evaluate the Renaissance and Reformation and their influence on cultural interactions within Europe.
- SS.WH.6.5 Analyze Enlightenment ideas to outline how they challenged the traditional order in Europe.
- SS.WH.6.6 Assess the impact of the scientific method on different fields of study.

SS.WH.7 Students will identify and evaluate the causes, events, and effects of the French Revolution, Napoleonic Era, and Post-Napoleonic Europe. (14B, 14D, 14E, 14F, 16A, 16B, 16D, 16E, 17A, 17D, 18B) (SS.H.7.9-12)

- SS.WH.7.1 Describe the factors that led to the French Revolution.
- SS.WH.7.2 Identify, describe, and evaluate the political reforms in France and describe the Reign of Terror.

- SS.WH.7.3 Identify, describe, and evaluate the rise and fall of the Napoleonic Empire.
- SS.WH.7.4 Evaluate the influence of the Congress of Vienna on the structure of European power.

SS.WH.8 Students will explain how military and political rivalries in Europe led to WWI, the rise of communism in Russia, and evaluate the consequences of the Treaty of Versailles. (14C, 14E, 14F, 15E, 16B, 16E, 17A, 18A) (SS.H.5.9-12, SS.H.10.9-12, SS.H.11.9-12)

- SS.WH.8.1 Identify the factors and events in Europe that led to WWI.
- SS.WH.8.2 Describe military strategies of both the Allies and Central Powers during WWI.
- SS.WH.8.3 Evaluate the impact of WWI on technological, political, and economic changes in the world.
- SS.WH.8.4 Identify and describe how revolutions and civil war brought about communist control of Russia in the early 20th century.
- SS.WH.8.5 Analyze the Treaty of Versailles to evaluate its influence on future world events.

SS.WH.9 Students will evaluate political, economic, technological, and social changes surrounding WWII. (14E, 14F, 15A, 15E, 16A, 16B, 16E, 17C, 18B) (SS.H.10.9-12, SS.H.11.9-12)

- SS.WH.9.1 Identify and describe the factors that led to WWII.
- SS.WH.9.2 Identify the military strategies used in WWII.
- SS.WH.9.3 Evaluate the conception, implementation, and impact of the Holocaust during WWII.
- SS.WH.9.4 Evaluate and assess the Allied campaigns that led to the defeat of Germany and Japan in WWII.
- SS.WH.9.5 Evaluate the results of WWII.

World History Honors

SS.WHH.1 Students will analyze the Paleolithic and Neolithic periods and use this information to research and assess early civilizations by using the five basic features that define a civilization. (SS 16.A.4, 16.A.4, 16.B, 16.D, 17.B, 17.C, 17.D.4, 17.D.5, 18.B.4, 18.D.5) (SS.H.4.9-12)

SS.WHH.1.1 Define terms related to the development of early civilizations and use the terms appropriately in given situations.

SS.WHH.1.2 Compare and contrast the Paleolithic and Neolithic periods

SS.WHH.1.3 Research and define the five basic features of civilization.

SS.WHH.1.4 Apply, identify, and validate the five basic features of civilization to an early civilization.

SS.WHH.2 Students will examine the enduring traditions and institutions of Greek culture to identify and evaluate their impact on the Western world. (SS 14 F, 16 C, 16 D, 17 B, 17 D, 18 B, 18 C, 18 D) (SS.H.12.9-12)

SS.WHH.2.1 Analyze the geography, values, cultural achievements, and early Greek governments to compare them with later societies.

SS.WHH.2.2 Describe and evaluate the impact of trade on the culture and economy of ancient Greece.

SS.WHH.2.3 Identify and explain the similarities and differences between Athens and Sparta and how these led to conflict.

SS.WHH.2.4 Explain the impact of Alexander the Great's Empire on spreading Greek culture.

SS.WHH.2.5 Identify and analyze examples of ancient Greek and Hellenistic culture to determine the impact on the United States today.

SS.WHH.3 Students will explore the rise and fall of the Roman Empire and will analyze and evaluate to determine its impact on culture, government and religion of the Western world. (SS 14F, 16A, 16B, 16C, 16D, 17C, 17D, 18A, 18B) (SS.H.5.9-12)

SS.WHH.3.1 Describe the formation of the Roman Republic and the spread of its influence.

SS.WHH.3.2 Evaluate the causes and effects of the collapse of the Roman Republic as well as the growth and influence of the Roman Empire.

SS.WHH.3.3 Debate the internal and external problems that led to the fall of Roman Empire.

SS.WHH.3.4 Evaluate the impact of the Roman world on later western civilizations and create examples of Roman influence in the modern world.

SS.WHH.4 Students will explore the origin and development of world religions. Students will evaluate the role that religion has played in historical events and the role that these five religions play in modern day world politics. (16B, 18A, 18C)
(SS.H.3.9-12)

- SS.WHH.4.1 Define terms related to the five major world religions.
- SS.WHH.4.2 Describe the origins and growth of the five major world religions.
- SS.WHH.4.3 Evaluate the similarities and differences of the five major world religions.
- SS.WHH.4.4 Analyze the impact of the five major world religions to determine the effect on historical events.
- SS.WHH.4.5 Create a proposal for resolving conflict between world religions.

SS.WHH.5 Students will compare and contrast the social, political, economic, religious, and cultural changes in Western Europe between 500 and 1500 and evaluate their impact on the modern world. (14F, 15C, 16A, 16C, 16D, 17C, 17D)
(SS.H.1.9-12)

- SS.WHH.5.1 Identify and describe the impact of Germanic invasions after the fall of the Roman Empire and assess how these invasions led to the rise of the Carolingian Dynasty.
- SS.WHH.5.2 Analyze to determine the purpose and efficacy of the feudal system in Western Europe during the Middle Ages.
- SS.WHH.5.3 Evaluate the rising power of the Church and its influence on the politics of Europe during the Middle Ages.
- SS.WHH.5.4 Describe, summarize and analyze to determine the effects of church reform, and the Crusades on Europe in the Middle Ages.
- SS.WHH.5.5 Compare and contrast Gothic and Romanesque architecture and identify examples in the real world.
- SS.WHH.5.6 Analyze changes in social, cultural and economic systems in Medieval Europe to compare and contrast these with modern systems.
- SS.WHH.5.7 Develop and defend an historical interpretation of the Middle Ages.

SS.WHH.6 Students will identify and analyze how the Renaissance shaped European art, literature, philosophy, and religion between 1300 and 1600 to evaluate the long term effects of these changes on the western world. (15A, 15B, 15D, 16A, 16B, 16C, 16D, 16E, 17A, 18A, 18B) (SS.H.1.9-12)

SS.WHH.6.1 Evaluate the new ideas and values that led to the Renaissance and Reformation.

SS.WHH.6.2 Identify causes and explain how discontent within the Catholic Church led to the Protestant Reformation.

SS.WHH.6.3 Evaluate the expansion of cultural interaction within Europe and the rest of the world.

SS.WHH.6.4 Identify significant characteristics of Renaissance art, literature and philosophy.

SS.WHH.6.5 Research and role play an aspect of the Renaissance and Reformation that demonstrates a significant aspect of this time period.

SS.WHH.7 Students will investigate and demonstrate how Enlightenment thinkers inspired revolutionaries to push for radical changes in exploration, science, government and society. Students will also identify and distinguish where Enlightenment ideas are in practice in the modern world. (14F, 15D, 15E, 16B, 16C) (SS.H.2.9-12)

SS.WHH.7.1 Analyze Enlightenment ideas to determine how they challenged the traditional order in Europe.

SS.WHH.7.2 Describe how Enlightenment philosophies created change in European governments.

SS.WHH.7.3 Determine how Enlightenment ideas affect modern politics.

SS.WHH.7.4 Analyze the development of the Scientific Revolution to evaluate the impact of the scientific method on different fields of study.

SS.WHH.8 Students will identify and evaluate circumstances that led to the rise of absolute monarchies and the development of centralized nation states in Europe. (14F, 15C, 15D, 15E, 16B, 16D, 17A, 18A) (SS.H.4.9-12)

SS.WHH.8.1 Identify, describe and assess the circumstances that led to the rise of absolute monarchies in Europe.

SS.WHH.8.2 Evaluate the development of centralized nation states in Europe.

SS.WHH.8.3 Describe the conflicts that led to the changes in the English political system.

SS.WHH.9 Students identify and analyze the causes, events, and effects of the French Revolution, Napoleonic Era, and Post-Napoleonic Europe to evaluate the impact on the western world. (14B, 14D, 14E, 14F, 16A, 16B, 16D, 16E, 17A, 17D, 18B) (SS.H.7.9-12)

SS.WHH.9.1 Describe the factors that led to the French Revolution.

SS.WHH.9.2 Identify, describe, and evaluate the political reforms in France and describe the Reign of Terror.

SS.WHH.9.3 Identify, describe, and evaluate the rise and fall of the Napoleonic Empire.

SS.WHH.9.4 Evaluate the impact of the Napoleonic Wars on the western world.

SS.WHH.9.5 Evaluate the influence of the Congress of Vienna on the structure of European power.

SS.WHH.10 Students will explain how military and political rivalries in Europe led to WWI, the rise of communism in Russia, and evaluate the consequences of the Treaty of Versailles. (14C, 14E, 14F, 15E, 16B, 16E, 17A, 18A) (SS.H.5.9-12, SS.H.10.9-12, SS.H.11.9-12)

SS.WHH.10.1 Identify and categorize the factors and events that led to WWI.

SS.WHH.10.2 Describe military strategies of both the Allies and Central Powers during WWI.

SS.WHH.10.3 Evaluate the impact of WWI on technological, political, social and economic changes in the world.

SS.WHH.10.4 Identify and describe how revolutions and civil war brought about communist control of Russia in the early 20th century.

SS.WHH.10.5 Analyze the Treaty of Versailles to evaluate its influence on future world events and politics.

SS.WHH.11 Students will evaluate the political, economic, technological and social changes surrounding WWII and the impact of WWII settlements on the post war world. (14E, 14F, 15A, 15E, 16A, 16B, 16E, 17C, 18B) (SS.H.10.9-12, SS.H.11.9-12)

SS.WHH.11.1 Determine the political and economic factors that led to a second global war.

SS.WHH.11.2 Describe and assess the military strategies used by Germany and Japan to overrun the European, North African and Pacific theaters.

SS.WHH.11.3 Describe and evaluate the conception, implementation and impact of the Holocaust during WWII.

SS.WHH.11.4 Evaluate and assess the Allied campaigns that led to the defeat of Germany and Japan in WWII.

SS.WHH.11.5 Evaluate the results of WWII.

SS.WHH.11.6 Compare and contrast pre and postwar governments in Europe and Japan.

United States History

SS.US.1 Students will evaluate the economic, social, and political growth of the 13 colonies and will compare and contrast the regions of the colonies. (16A.4, 16A.5, 16C.4, 16C.5, 16D.4, 16D.5, 16E.4, 16E.5, 17A.4, 17A.5, 17B.4, 17B.5, 17D.4, 17D.5, 18A.4, 18A.5, 18B.4, 18B.5, 18C.4, 18C.5) (SS.H.1.9-12)

- SS.US.1.1 Identify the 13 colonies and their regions.
- SS.US.1.2 Evaluate the economic growth and development of the colonies.
- SS.US.1.3 Evaluate the social growth and development of the colonies.
- SS.US.1.4 Evaluate the political growth and development of the colonies.
- SS.US.1.5 Compare and contrast the regions of the colonies.

SS.US.2 Students will assess the causes and effects of the American Revolution, the important events of the war, and the role played by significant individuals during the conflict. (16A.4, 16A.5, 16C.4, 16C.5, 16D.4, 16D.5, 16E.4, 16E.5, 17A.4, 17A.5, 17B.4, 17B.5, 17D.4, 17D.5, 18A.4, 18A.5, 18B.4, 18B.5, 18C.4, 18C.5) (SS.H.11.9-12)

- SS.US.2.1 Identify and explain the multiple causes of the American Revolution.
- SS.US.2.2 Summarize the philosophical and political ideas of the Declaration of Independence.
- SS.US.2.3 Contrast the attitudes of the loyalists and patriots.
- SS.US.2.4 Organize the progress of the American Revolution by key events such as the Declaration of Independence, the turning point at Saratoga, and the British defeat at Yorktown
- SS.US.2.5 Identify the terms of the Treaty of Paris.
- SS.US.2.6 Identify the effects of the American Revolution on the United States and the world.

SS.US.3 Students will evaluate the domestic and foreign challenges faced by the young Republic. (16A.4, 16A.5, 16C.4, 16C.5, 16D.4, 16D.5, 16E.4, 16E.5, 17A.4, 17A.5, 17B.4, 17B.5, 17D.4, 17D.5, 18A.4, 18A.5, 18B.4, 18B.5, 18C.4, 18C.5) (SS.H.12.9-12)

- SS.US.3.1 Assess the strengths and weaknesses of the Articles of Confederation.
- SS.US.3.2 Describe the Land Ordinance of 1785 and Northwest Ordinance of 1787.
- SS.US.3.3 Compare and contrast the Constitution and the Articles of the Confederation.
- SS.US.3.4 Compare and contrast Federalists and Antifederalists.
- SS.US.3.5 Describe how political differences evolved into a two party system.
- SS.US.3.6 Identify problems that developed in foreign policy with France, Great Britain, and Spain.
- SS.US.3.7 Identify the deep divisions between Federalists and the Democratic-Republicans.
- SS.US.3.8 Identify the important effects of the Louisiana Purchase and the Lewis & Clark expedition.
- SS.US.3.9 Summarize and evaluate the events that lead to the War of 1812.

SS.US.4 Students will compare and contrast the sections that had developed in the North, South, and West and will assess the impact of the expansion of democracy on the common man. (16A.4, 16A.5, 16C.4, 16C.5, 16D.4, 16D.5, 16E.4, 16E.5, 17A.4, 17A.5, 17B.4, 17B.5, 17D.4, 17D.5, 18A.4, 18A.5, 18B.4, 18B.5, 18C.4, 18C.5) (SS.H.5.9-12, SS.H.7.9-12)

- SS.US.4.1 Identify regional differences that led to sectionalism.
- SS.US.4.2 Identify the impact of the Second Great Awakening.
- SS.US.4.3 Assess the impact of the expansion of democracy on the common man.
- SS.US.4.4 Compare and contrast the reformers and reform movements.
- SS.US.4.5 Examine the changes that occurred in America in the early 1800s to determine how they influenced government and society.

- SS.US.5 Students will identify and evaluate the causes and consequences of western settlement and the impact of Manifest Destiny on slavery and other regional tensions that led to the Civil War. (16A.4, 16A.5, 16C.4, 16C.5, 16D.4, 16D.5, 16E.4, 16E.5, 17A.4, 17A.5, 17B.4, 17B.5, 17D.4, 17D.5, 18A.4, 18A.5, 18B.4, 18B.5, 18C.4, 18C.5) (SS.H.12.9-12)**
- SS.US.5.1 Summarize the reasons American settlers headed west during the mid-1800s.
 - SS.US.5.2 Identify the westward trails and some of the people who used them.
 - SS.US.5.3 Analyze the Mexican American War to determine the impact on the United States and the world.
 - SS.US.5.4 Describe how industrialization and capitalism impacted the U.S. economy.
 - SS.US.5.5 Compare and contrast the growing differences between the North and South in their economies and ways of life.
- SS.US.6 Students will identify and compare and contrast the military strategies, the political struggles, and the effects of the Civil War. (16A.4, 16A.5, 16C.4, 16C.5, 16D.4, 16D.5, 16E.4, 16E.5, 17A.4, 17A.5, 17B.4, 17B.5, 17D.4, 17D.5, 18A.4, 18A.5, 18B.4, 18B.5, 18C.4, 18C.5) (SS.H.12.9-12)**
- SS.US.6.1 Identify and evaluate the government policies the U.S. Government put into place prior to the Civil War.
 - SS.US.6.2 Identify key military and political leaders during the American Civil War.
 - SS.US.6.3 Create a political boundary map of the United States during the American Civil War and label the territories, Union States, Confederate States, and Border States.
 - SS.US.6.4 Identify key battles during the American Civil War.
 - SS.US.6.5 Analyze the effects of the Civil War.
 - SS.US.6.6 Assess the reasons for issuing the Emancipation Proclamation and the document's effects.
- SS.US.7 Students will evaluate the political struggle, accomplishments, and failures of Reconstruction and Westward Expansion in the years following the Civil War. (16A.4, 16A.5, 16C.4, 16C.5, 16D.4, 16D.5, 16E.4, 16E.5, 17A.4, 17A.5, 17B.4, 17B.5, 17D.4, 17D.5, 18A.4, 18A.5, 18B.4, 18B.5, 18C.4, 18C.5) (SS.H.2.9-12, SS.H.9.9-12)**
- SS.US.7.1 Identify the various plans for Reconstruction.
 - SS.US.7.2 Assess the Reconstruction legislation.
 - SS.US.7.3 Assess the social and economic achievements and failures of Reconstruction.
 - SS.US.7.4 Identify the reasons for Westward Expansion.
 - SS.US.7.5 Identify and assess government policies that promoted Westward Expansion.
 - SS.US.7.6 Assess the social and economic achievements and failures of Westward Expansion.

SS.US.8 Students will evaluate the political, economic, and social effects of mass industrialization within the United States. (16A.4, 16A.5, 16C.4, 16C.5, 16D.4, 16D.5, 16E.4, 16E.5, 17A.4, 17A.5, 17B.4, 17B.5, 17D.4, 17D.5, 18A.4, 18A.5, 18B.4, 18B.5, 18C.4, 18C.5) (SS.H.6.9-12, SS.H.8.9-12)

- SS.US.8.1 Identify the factors that led to America's industrial growth at the turn of the century.
- SS.US.8.2 Identify the key Robber Barons/Captains of Industry and the business practices they put into place.
- SS.US.8.3 Summarize the emergence and growth of labor unions and the response from management and the government.
- SS.US.8.4 Compare and contrast the political response to the growth of industry.
- SS.US.8.5 Describe the impact of technological advances on turn of the century urban planning.
- SS.US.8.6 Summarize the turn of the century race relations in the United States.
- SS.US.8.7 Give examples of turn of the century leisure activities and popular sports.
- SS.US.8.8 Describe turn of the century innovations in marketing and advertising.
- SS.US.8.9 Compare and contrast the two major waves of immigration and analyze the impact on the US.

SS.US.9 Students will evaluate the political, economic, and social effects of the Progressive Era and the impact of America's involvement in imperialism. (16A.4, 16A.5, 16C.4, 16C.5, 16D.4, 16D.5, 16E.4, 16E.5, 17A.4, 17A.5, 17B.4, 17B.5, 17D.4, 17D.5, 18A.4, 18A.5, 18B.4, 18B.5, 18C.4, 18C.5) (SS.H.3.9-12)

- SS.US.9.1 Identify and summarize the political reforms and the effects on America during the Progressive Era.
- SS.US.9.2 Identify and summarize the social reforms in America during the Progressive Era.
- SS.US.9.3 Explain the economic and cultural factors that fueled the growth of American imperialism.
- SS.US.9.4 Compare and contrast the views on imperialism.
- SS.US.9.5 Identify areas the US acquired through imperialism.
- SS.US.9.6 Analyze the effects of the Spanish American War.
- SS.US.9.7 Analyze the effects of the Spanish American War.

SS.US.10 **Students will assess the causes of World War I, the reasons the United States entered the war in 1917, and the consequences of the war. (16A.4, 16A.5, 16C.4, 16C.5, 16D.4, 16D.5, 16E.4, 16E.5, 17A.4, 17A.5, 17B.4, 17B.5, 17D.4, 17D.5, 18A.4, 18A.5, 18B.4, 18B.5, 18C.4, 18C.5) (SS.H.10.9-12)**

- SS.US.10.1 Identify the long-term causes and the immediate consequences that led to World War I.
- SS.US.10.2 Summarize United States public opinion about the war
- SS.US.10.3 Explain why the United States entered the war.
- SS.US.10.4 Describe how the United States mobilized for war.
- SS.US.10.5 Identify new weapons and medical problems during the war.
- SS.US.10.6 Describe the attacks on civil liberties that occurred in the United States during the war.
- SS.US.10.7 Compare and contrast Wilson’s Fourteen Points and the Treaty of Versailles.
- SS.US.10.8 Analyze the effects of World War.

SS.US.11 **Students will evaluate the political, economic, and social changes that took place in the United States during the 1920s and 1930s. (16A.4, 16A.5, 16C.4, 16C.5, 16D.4, 16D.5, 16E.4, 16E.5, 17A.4, 17A.5, 17B.4, 17B.5, 17D.4, 17D.5, 18A.4, 18A.5, 18B.4, 18B.5, 18C.4, 18C.5) (SS.H.11.9-12)**

- SS.US.11.1 Identify, summarize, and evaluate the political and economic changes in the United States during the 1920s.
- SS.US.11.2 Examine the political, economic, and social changes of the 1920s to determine their impact on the Great Depression.
- SS.US.11.3 Evaluate the impact the Great Depression had on the United States and the world.
- SS.US.11.4 Analyze the presidency of Franklin Delano Roosevelt to determine how he changed the role of the executive branch.
- SS.US.11.5 Compare and contrast the various programs of the New Deal.

SS.US.12 **Students will evaluate the political, economic, and social factors that brought the United States into World War II. (16A.4, 16A.5, 16C.4, 16C.5, 16D.4, 16D.5, 16E.4, 16E.5, 17A.4, 17A.5, 17B.4, 17B.5, 17D.4, 17D.5, 18A.4, 18A.5, 18B.4, 18B.5, 18C.4, 18C.5) (SS.H.10.9-12)**

- SS.US.12.1 Identify key military and political leaders during World War II.
- SS.US.12.2 Identify and evaluate key battles the United States was involved in during World War II.
- SS.US.12.3 Identify the important contributions of the home-front to the war effort.
- SS.US.12.4 Evaluate the arguments behind using the atomic bomb and the impact of the atomic bomb on the United States and the world.
- SS.US.12.5 Diagnose the causes and effects of the Holocaust.
- SS.US.12.6 Analyze World War II to determine its impact on the United States and the world.
- SS.US.12.7 Diagnose the causes and effects of the Holocaust.
- SS.US.12.8 Analyze World War II to determine its impact on the United States and the world.

SS.US.13 **Students will evaluate the political, economic, and social changes that took place in the United States during the 1950s and 1960s. (16A.4, 16A.5, 16C.4, 16C.5, 16D.4, 16D.5, 16E.4, 16E.5, 17A.4, 17A.5, 17B.4, 17B.5, 17D.4, 17D.5, 18A.4, 18A.5, 18B.4, 18B.5, 18C.4, 18C.5) (SS.H.4.9-12, SS.H.7.9-12)**

- SS.US.13.1 Identify the political, economic, and social changes in the United States during the 1950s and 1960s.
- SS.US.13.2 Identify the growing tensions between the United States and the communist nations that happened at the end of World War II.
- SS.US.13.6 Identify key events and leaders in the history of the Civil Rights Movement.

United States History Honors

SS.US.H.1 Students will analyze the economic, social, and political growth of the 13 colonies to evaluate how the colonies and Britain began to grow apart. Students will also compare and contrast the regions of the colonies. (16A.4, 16A.5, 16C.4, 16C.5, 16D.4, 16D.5, 16E.4, 16E.5, 17A.4, 17A.5, 17B.4, 17B.5, 17D.4, 17D.5, 18A.4, 18A.5, 18B.4, 18B.5, 18C.4, 18C.5) (SS.H.1.9-12)

- SS.US.H.1.1 Identify the 13 colonies and their regions.
- SS.US.H.1.2 Evaluate the economic growth and development of the colonies.
- SS.US.H.1.3 Evaluate the social growth and development of the colonies.
- SS.US.H.1.4 Evaluate the political growth and development of the colonies.
- SS.US.H.1.5 Distinguish the economic, social, and political growth of each colony and region.

SS.US.H.2 Students will assess the causes and effects of the American Revolution, the important events of the war, and the role played by significant individuals during the conflict. (16A.4, 16A.5, 16C.4, 16C.5, 16D.4, 16D.5, 16E.4, 16E.5, 17A.4, 17A.5, 17B.4, 17B.5, 17D.4, 17D.5, 18A.4, 18A.5, 18B.4, 18B.5, 18C.4, 18C.5) (SS.H.11.9-12)

- SS.US.H.2.1 Identify and explain the causes of the American Revolution.
- SS.US.H.2.2 Assess efforts made by key individuals to avoid bloodshed as the colonies hovered between war and peace.
- SS.US.H.2.3 Summarize the philosophical and political ideas of the Declaration of Independence.
- SS.US.H.2.4 Diagram the course of events that led from the French & Indian War to the signing of the Declaration of Independence.
- SS.US.H.2.5 Contrast the attitudes of the loyalists and patriots.
- SS.US.H.2.6 Organize the progress of the war through the turning point at Saratoga and the winter at Valley Forge.
- SS.US.H.2.7 Summarize the Revolution in the southern colonies and the British surrender at Yorktown.
- SS.US.H.2.8 Identify the terms of the Treaty of Paris.
- SS.US.H.2.9 Assess the political, economic, and social impact of the American Revolution on the United States and the world.

SS.US.H.3 Students will evaluate the domestic and foreign challenges faced by the young Republic. (16A.4, 16A.5, 16C.4, 16C.5, 16D.4, 16D.5, 16E.4, 16E.5, 17A.4, 17A.5, 17B.4, 17B.5, 17D.4, 17D.5, 18A.4, 18A.5, 18B.4, 18B.5, 18C.4, 18C.5) (SS.H.12.9-12)

- SS.US.H.3.1 Assess the strengths and weaknesses of the Articles of Confederation.
- SS.US.H.3.2 Describe the Land Ordinance of 1785 and Northwest Ordinance of 1787.
- SS.US.H.3.3 Describe the form of government established by the Constitution.
- SS.US.H.3.4 Compare and contrast Federalists and Antifederalists.
- SS.US.H.3.5 Describe how political differences evolved into a two party system.
- SS.US.H.3.6 Summarize the nation's developing foreign policy with France, Great Britain, and Spain.
- SS.US.H.3.7 Identify the deep divisions and how they developed between Federalists and the Democratic-Republicans.
- SS.US.H.3.8 Survey the importance of the Louisiana Purchase and the Lewis and Clark expedition.
- SS.US.H.3.9 Summarize and evaluate the events that lead to the War of 1812 and analyze its impact on the United States and the American system.
- SS.US.H.3.10 Synthesize the events that led to the rise of the United States of America.

SS.US.H.4 Students will compare and contrast the sections that had developed in the North, South, and West and will assess the impact of the expansion of democracy on the common man. (16A.4, 16A.5, 16C.4, 16C.5, 16D.4, 16D.5, 16E.4, 16E.5, 17A.4, 17A.5, 17B.4, 17B.5, 17D.4, 17D.5, 18A.4, 18A.5, 18B.4, 18B.5, 18C.4, 18C.5) (SS.H.5.9-12, SS.H.7.9-12)

- SS.US.H.4.1 Identify regional differences that led to sectionalism and the problems they created.
- SS.US.H.4.2 Analyze the impact of the Second Great Awakening on American government and society to determine how it led to the reform movement of the Antebellum period.
- SS.US.H.4.3 Analyze the impact of Andrew Jackson's Presidency and the expansion of democracy on the common man to determine how it changed the political process.
- SS.US.H.4.4 Compare and contrast the reformers and reform movements.
- SS.US.H.4.5 Describe how political differences led to the end of the Era of Good Feelings and the formation of the Democratic and Whig Parties.
- SS.US.H.4.6 Examine the changes that occurred in America in the early 1800s to determine how they influenced government and society.
- SS.US.H.4.7 Assess and evaluate the major decisions of the Marshall Court.

SS.US.H.5 Students will identify and evaluate the causes and consequences of western settlement and the impact of Manifest Destiny on slavery and other regional tensions that led to the Civil War. (16A.4, 16A.5, 16C.4, 16C.5, 16D.4, 16D.5, 16E.4, 16E.5, 17A.4, 17A.5, 17B.4, 17B.5, 17D.4, 17D.5, 18A.4, 18A.5, 18B.4, 18B.5, 18C.4, 18C.5) (SS.H.12.9-12)

- SS.US.H.5.1 Summarize the reasons American settlers headed west during the mid-1800s.
- SS.US.H.5.2 Identify the westward trails and some of the people who used them.
- SS.US.H.5.3 Analyze the Mexican American War to determine the impact on the United States and the world.
- SS.US.H.5.4 Assess the problems created by territorial expansion in the West as they related to slavery.
- SS.US.H.5.5 Describe how industrialization and capitalism impacted the U.S. economy.
- SS.US.H.5.6 Compare and contrast the growing differences between the North and South in their economies and ways of life.
- SS.US.H.5.7 Evaluate the impact of slavery on the political parties and two-party system in the U.S.
- SS.US.H.5.8 Identify and evaluate the government policies the U.S. Government put into place prior to the Civil War.

SS.US.H.6 Students will identify and compare and contrast the military strategies, the political struggles, and the effects of the Civil War. (16A.4, 16A.5, 16C.4, 16C.5, 16D.4, 16D.5, 16E.4, 16E.5, 17A.4, 17A.5, 17B.4, 17B.5, 17D.4, 17D.5, 18A.4, 18A.5, 18B.4, 18B.5, 18C.4, 18C.5) (SS.H.12.9-12)

- SS.US.H.6.1 Identify key military and political leaders during the American Civil War.
- SS.US.H.6.2 Identify the diplomatic dilemmas and strategies of Abraham Lincoln's Presidency.
- SS.US.H.6.3 Create a political boundary map of the United States during the American Civil War and label the territories, Union States, Confederate States, and Border States.
- SS.US.H.6.4 Identify key battles during the American Civil War and analyze their impact.
- SS.US.H.6.5 Compare and contrast the military strategies, the political struggles, and the effects of the Civil War.
- SS.US.H.6.6 Assess the reasons for issuing the Emancipation Proclamation and the 13th Amendment and assess the document's effects.
- SS.US.H.6.7 Analyze the American Civil War to determine its impact on the United States and the world.

SS.US.H.7 Students will evaluate the political struggle, accomplishments, and failures of Reconstruction and Westward Expansion in the years following the Civil War. (16A.4, 16A.5, 16C.4, 16C.5, 16D.4, 16D.5, 16E.4, 16E.5, 17A.4, 17A.5, 17B.4, 17B.5, 17D.4, 17D.5, 18A.4, 18A.5, 18B.4, 18B.5, 18C.4, 18C.5) (SS.H.2.9-12, SS.H.9.9-12)

- SS.US.H.7.1 Identify the various plans for Reconstruction.
- SS.US.H.7.2 Explain and defend Reconstruction legislation.
- SS.US.H.7.3 Explain and defend the social and economic achievements and failures of Reconstruction.
- SS.US.H.7.4 Assess the impact of the Compromise of 1877 and the development of Jim Crow in the South.
- SS.US.H.7.5 Compare and contrast Booker T. Washington and W.E.B. Dubois responses to race relations, Jim Crow, and segregation.
- SS.US.H.7.6 Identify the reasons for Westward Expansion.
- SS.US.H.7.7 Identify and assess government policies that promoted Westward Expansion.
- SS.US.H.7.8 Explain and defend the social and economic achievements and failures of Westward Expansion.

SS.US.H.8 Students will evaluate the political, economic, and social effects of mass industrialization within the United States. (16A.4, 16A.5, 16C.4, 16C.5, 16D.4, 16D.5, 16E.4, 16E.5, 17A.4, 17A.5, 17B.4, 17B.5, 17D.4, 17D.5, 18A.4, 18A.5, 18B.4, 18B.5, 18C.4, 18C.5) (SS.H.6.9-1-2, SS.H.8.9-12)

- SS.US.H.8.1 Identify the factors that led to America's industrial growth at the turn of the century.
- SS.US.H.8.2 Compare and contrast the key Robber Barons/Captains of Industry and the business practices they put into place.
- SS.US.H.8.3 Summarize the emergence and growth of labor unions and the response from management and the government.
- SS.US.H.8.4 Compare and contrast the political response to the growth of industry.
- SS.US.H.8.5 Describe the impact of technological advances on turn of the century urban planning.
- SS.US.H.8.6 Compare and contrast the two major waves of immigration and analyze the impact of immigrants to determine their political, economic, and social impact on the U.S.
- SS.US.H.8.7 Give examples of turn of the century leisure activities and popular sports.
- SS.US.H.8.8 Describe turn of the century innovations in marketing and advertising.
- SS.US.H.8.9 Assess the impact of the key ideas, philosophies, and concepts such as Laissez Fair Capitalism, Social Darwinism, Gospel of Wealth, Socialism, etc.

SS.US.H.9 Students will evaluate the political, economic, and social effects of the Progressive Era and the impact of America’s involvement in imperialism. (16A.4, 16A.5, 16C.4, 16C.5, 16D.4, 16D.5, 16E.4, 16E.5, 17A.4, 17A.5, 17B.4, 17B.5, 17D.4, 17D.5, 18A.4, 18A.5, 18B.4, 18B.5, 18C.4, 18C.5) (SS.H.6.9-12, SS.H.8.9-12)

- SS.US.H.9.1 Compare and contrast the attempts to regulate big business and to challenge the power of political machines.
- SS.US.H.9.2 Identify, summarize, and evaluate the political reforms and effects on America during the Progressive Era.
- SS.US.H.9.3 Identify, summarize, and evaluate the economic reforms and effects on America during the Progressive Era.
- SS.US.H.9.4 Identify, summarize, and evaluate the social reforms and effects on America during the Progressive Era.
- SS.US.H.9.5 Compare and contrast the various reformers and reform movements of the Progressive Era.
- SS.US.H.9.6 Explain the economic and cultural factors that fueled the growth of American imperialism.
- SS.US.H.9.7 Compare and contrast the reasons behind imperialism and the views on imperialism.
- SS.US.H.9.8 Describe how the United States acquired new territory in North America, the Caribbean, Pacific, and Asia during the time period.
- SS.US.H.9.9 Analyze the Spanish American War to determine its impact on the United States and the world.
- SS.US.H.9.10 Compare and contrast the domestic and foreign policies of the Presidents of the era.

SS.US.H.10 Students will assess the causes of World War I, the reasons the United States entered the war in 1917, and the consequences of the war. (16A.4, 16A.5, 16C.4, 16C.5, 16D.4, 16D.5, 16E.4, 16E.5, 17A.4, 17A.5, 17B.4, 17B.5, 17D.4, 17D.5, 18A.4, 18A.5, 18B.4, 18B.5, 18C.4, 18C.5) (SS.H.10.9-12)

- SS.US.H.10.1 Identify the long-term causes and the immediate consequences that led to World War I.
- SS.US.H.10.2 Summarize United States public opinion about the war and identify opponents to the war.
- SS.US.H.10.3 Explain why the United States entered the war.
- SS.US.H.10.4 Describe how the United States mobilized for war.
- SS.US.H.10.5 Identify new weapons and technology that developed during the war.
- SS.US.H.10.6 Explain how US business and government cooperated and promoted the war.
- SS.US.H.10.7 Assess the changes that took place on the home-front during the war.
- SS.US.H.10.8 Describe the attacks on civil liberties that occurred in the United States during the war.
- SS.US.H.10.9 Compare and contrast Wilson's Fourteen Points and the Treaty of Versailles.
- SS.US.H.10.10 Analyze World War I to determine its impact on the United States and the world.

SS.US.H.11 Students will evaluate the political, economic, and social changes that took place in the United States during the 1920s and 1930s. (16A.4, 16A.5, 16C.4, 16C.5, 16D.4, 16D.5, 16E.4, 16E.5, 17A.4, 17A.5, 17B.4, 17B.5, 17D.4, 17D.5, 18A.4, 18A.5, 18B.4, 18B.5, 18C.4, 18C.5) (SS.H.11.9-12)

- SS.US.H.11.1 Identify, summarize, and evaluate the political and economic changes in the United States during the 1920s.
- SS.US.H.11.2 Identify, summarize, and evaluate the social changes in the United States during the 1920s.
- SS.US.H.11.3 Examine the political, economic, and social changes of the 1920s to determine their impact on the Great Depression.
- SS.US.H.11.4 Create a presentation/project describing a specific cultural change or challenge of the 1920's.
- SS.US.H.11.4 Diagnose the causes and consequences of the Great Depression.
- SS.US.H.11.5 Evaluate the impact the Great Depression had on the United States and the world
- SS.US.H.11.6 Analyze the presidency of Franklin Delano Roosevelt to determine how he changed the role of the executive branch.
- SS.US.H.11.7 Compare and contrast the various opponents and critics of Franklin Delano Roosevelt and the New Deal.
- SS.US.H.11.8 Compare and contrast the various programs of the New Deal.

SS.US.H.12 Students will evaluate the political, economic, and social factors that brought the United States into World War II. (16A.4, 16A.5, 16C.4, 16C.5, 16D.4, 16D.5, 16E.4, 16E.5, 17A.4, 17A.5, 17B.4, 17B.5, 17D.4, 17D.5, 18A.4, 18A.5, 18B.4, 18B.5, 18C.4, 18C.5) (SS.H.4.9-12, SS.H.7.9-12)

- SS.US.H.12.1 Identify and assess the impact of U.S. foreign policy in Europe and Asia prior to their entry into World War II.
- SS.US.H.12.2 Identify key military and political leaders and the key battles the United States was involved in during World War II.
- SS.US.H.12.3 Compare and contrast the military strategies, the political struggles, and the effects of World War II.
- SS.US.H.12.4 Identify the important contributions of the home-front to the war effort.
- SS.US.H.12.5 Identify and evaluate how women and minorities contributed to the war effort.
- SS.US.H.12.6 Evaluate the arguments behind using the atomic bomb and the impact of the atomic bomb on the United States and the world.
- SS.US.H.12.7 Diagnose the causes and effects of the Holocaust.
- SS.US.H.12.8 Analyze World War II to determine its impact on the United States and the world.

SS.US.H.13 Students will evaluate the political, economic, and social changes that took place in the United States during the 1950s and 1960s. (16A.4, 16A.5, 16C.4, 16C.5, 16D.4, 16D.5, 16E.4, 16E.5, 17A.4, 17A.5, 17B.4, 17B.5, 17D.4, 17D.5, 18A.4, 18A.5, 18B.4, 18B.5, 18C.4, 18C.5) (SS.H.4.9-12, SS.H.7.9-12)

- SS.US.H.13.1 Identify, summarize, and evaluate the political and economic changes in the United States during the 1950s and 1960s.
- SS.US.H.13.2 Identify, summarize, and evaluate the social changes in the United States during the 1950s and 1960s.
- SS.US.H.13.3 Identify the growing tensions between the United States and the Soviet Union that happened at the end of World War II.
- SS.US.H.13.4 Assess the key conflicts that occurred between the United States and communist nations.
- SS.US.H.13.5 Evaluate the internal conflicts and crisis that occurred in the United States that centered on the Cold War and communism.
- SS.US.H.13.6 Trace the history of the Civil Rights Movement and include its proponents and opponents.
- SS.US.H.13.7 Compare and contrast the various leaders of the Civil Rights Movement.
- SS.US.H.13.8 Assess and evaluate the Presidencies of Truman, Eisenhower, Kennedy, Lyndon B. Johnson, and Nixon.

SS.US.14 Students will evaluate the political, economic, and social changes that took place in the United States during the 1970s and 1980s. (16A.4, 16A.5, 16C.4, 16C.5, 16D.4, 16D.5, 16E.4, 16E.5, 17A.4, 17A.5, 17B.4, 17B.5, 17D.4, 17D.5, 18A.4, 18A.5, 18B.4, 18B.5, 18C.4, 18C.5) **(SS.H.4.9-12, SS.H.7.9-12)**

SS.US.14.1 Identify and evaluate the impact of Watergate on the Presidencies of Nixon and Ford.

SS.US.14.2 Compare and contrast the Presidencies of Carter and Reagan.

SS.US.14.3 Evaluate the factors and events that led to the end of the Cold War.

American Government

SS.AG.1 **Students will examine the purpose of government in order to outline the origins and compromises of the United States Constitution. Students will diagram the separation of powers and checks and balances and Federalist systems. (14.A.4, 14.A.5, 14.B.4, 14.F.4a, 14.F.4b) (SS.CV.3.9-12, SS.CV.4.9-12, SS.CV.6.9-12)**

- SS.AG.1.1 Describe the purpose of government.
- SS.AG.1.2 Summarize the European influences on the United States Constitution.
- SS.AG.1.3 Diagram the Preamble of the United States Constitution.
- SS.AG.v.4 Defend the compromises made in the creation of the United States Constitution.
- SS.AG.1.5 Outline the separation of powers.
- SS.AG.1.6 Create a visual representation of the checks and balances system.
- SS.AG.1.7 Critique the changes of the Federalist system from the origins of the United States Constitution to present day.

SS.AG.2 **Students will justify the necessity for a bicameral legislature. Students will outline the qualifications, powers, limitations, structure, and functions of the United States Congress. Students will differentiate between the representative structures of the House of Representatives and the Senate. (14.A.4, 14.C.4, 14.C.5, 14.F.4a) (SS.CV.1.9-12, SS.CV.19.9-12)**

- SS.AG.2.1 Identify the purpose of the House of Representatives and the Senate.
- SS.AG.2.2 Compare and contrast the qualifications for a United States Representative and a United States Senator.
- SS.AG.2.3 Illustrate the process of how a bill becomes a law.
- SS.AG.2.4 List and identify the powers and limitations of the United States Congress.
- SS.AG.2.5 Explain the process of gerrymandering.
- SS.AG.2.6 Classify the importance of Congressional committees and Congressional positions of power (i.e. Speaker of the House, Majority Leaders, etc.)

- SS.AG.3 Students will justify the necessity for an independent executive branch. Students will outline the qualifications, selection, powers, and limitations of the Presidency. Students will defend the necessity of the Presidential Cabinet. Students will critique the size, structure, and expanded powers of bureaucracy. (14.A.4, 14.C.5, 14.F.4a) (SS.CV.9.9-12)**
- SS.AG.3.1 Identify and justify the purpose of the United States President and the Executive Branch.
 - SS.AG.3.2 Categorize the powers of the United States Presidency.
 - SS.AG.3.3 Assess the limitations of the United States Presidency.
 - SS.AG.3.4 Compare the pros and cons of the Electoral College.
 - SS.AG.3.5 Evaluate the roles of the Presidential Cabinet.
 - SS.AG.3.6 Evaluate the expanded powers of the bureaucracy.
- SS.AG.4 Students will justify the necessity for a judicial branch. Students will outline the powers and limitations of the courts. Students will examine the origins of judicial review and assess its impact on the legislative, executive, and judicial branches, states, and citizens. Students will examine landmark Supreme Court cases to show the impact on the history and future of America. (14.A.4, 14.F.4a) (SS.CV.3.9-12)**
- SS.AG.4.1 Categorize the primary power for the judicial branch including circuit, appellate, and the Supreme Court.
 - SS.AG.4.2 Assess the limitations of the judicial branch.
 - SS.AG.4.3 Justify the practice of judicial review.
 - SS.AG.4.4 Evaluate the role that Marbury v. Madison played in shaping the Supreme Court's power in the Federal Government.
- SS.AG.5 Students will assess the amendment process and the 27 Amendments. Students will evaluate the Bill of Rights. Students will critique the limits and freedoms of the Bill of Rights. Students will distinguish the significance of the 14th Amendment among the non-Bill of Rights Amendments. Students will evaluate the impact of the Bill of Rights on Civil Rights and Civil Liberty issues and predict possible future Civil Rights and Civil Liberty issues. (14.A.4, 14.A.5, 14.C.5, 14.F.4b, 14.F.5) (SS.CV.5.9-12)**
- SS.AG.5.1 Explain the amendment process.
 - SS.AG.5.2 Rephrase each amendment of the Bill of Rights.
 - SS.AG.5.3 Dissect, defend, and critique each amendment of the Bill of Rights.
 - SS.AG.5.4 Integrate the 14th Amendment into the Bill of Rights.
 - SS.AG.5.5 Define and give examples of Civil Rights and Civil Liberties.
 - SS.AG.5.6 Hypothesize future issues in American Civil Rights and Civil Liberties.

SS.AG.6 Students will compare and contrast the beliefs of the political spectrum. Students will identify the positions of the major political parties. Students will predict which groups of people will identify with different political parties. Students will outline the election processes for state and national elections. Students will critique and defend the impact of interest groups / PACS on the political process. Students will create a communication to a political official. Students will evaluate the impact of the media and its biases on the political process. (14.B.3, 14.B.5, 14.C.4, 14.C.5, 14.D.4, 14.D.5)
(SS.CV.1.9-12, SS.CV.2.9-12, SS.CV.7.9-12)

- SS.AG.6.1 Diagram the different beliefs of the political spectrum.
- SS.AG.6.2 Categorize the major political issues in America into the beliefs of major political parties.
- SS.AG.6.3 Predict how groups of people will identify with different political parties.
- SS.AG.6.4 Illustrate the election process for state and national elections, including primaries and general elections.
- SS.AG.6.5 Compare and contrast the responsibilities of major offices in Illinois State Government to the corresponding offices in the United States Government.
- SS.AG.6.6 Critique and defend the impact of interest groups / PACS on the political process.
- SS.AG.6.7 Craft a communication to an elected official.
- SS.AG.6.8 Compare, contrast, and evaluate media reports from different outlets.

Principles of Economics

SS.E.1 **Students will examine the purpose of studying economics and compare and contrast microeconomics and macroeconomics. Students will define and explain the concept of scarcity. Students will differentiate between economic goods, economic bads, and free goods. (15.C.5a, 15.D.4a, 15.D.5b, 15.D.5c, 15.E.4b, 15.E.4c, 15.E.5a, 15.E.5c) (SS.EC.1.9-12, SS.EC.2.9-12)**

SS.E.1.1 Justify why economics is taught in social science.

SS.E.1.2 Compare, contrast, and classify concepts into microeconomics and macroeconomics.

SS.E.1.3 Create visual representation of scarcity to define and explain the concept.

SS.E.1.4 Differentiate and categorize economic goods, economic bads, and free goods.

SS.E.2. **Students will create and evaluate a production possibilities curve. Students will calculate absolute advantage and comparative advantage and use comparative advantage to justify trade and specialization choices. Students will differentiate between trade-offs and opportunity costs. Students will illustrate private property rights and distinguish the difference between the public sector and the private sector. Students will analyze the concepts of supply and demand to determine the relationship between quantity and price. (15.C.5a, 15.B.5c, 15.D.4a, 15.D.5b, 15.D.5c, 15.E.4b, 15.E.4c, 15.E.5a, 15.E.5c) (SS.EC.3.9-12, SS.EC.9.9-12)**

SS.E.2.1 Graph a production possibilities curve for several businesses and label the inefficient, efficient, and unattainable areas.

SS.E.2.2 Summarize the historical use of absolute advantage.

SS.E.2.3 Solve marginal opportunity cost problems in order to determine comparative advantage and justify specialization and trade.

SS.E.2.4 Compare and contrast trade-offs and opportunity costs.

SS.E.2.5 Explain the principle of private property rights emphasizing the necessity and advantage of these rights in a market system.

SS.E.2.6 Distinguish between and categorize goods as public goods or private goods.

SS.E.2.8 Differentiate between quantity of demand and demand.

SS.E.2.9 Differentiate between quantity of supply and supply.

SS.E.2.10 Dissect the law of demand.

SS.E.2.11 Dissect the law of supply.

SS.E.2.12 Construct demand and supply curves identifying the equilibrium point, surpluses, and shortages.

SS.E.3 **Students will calculate, categorize, and graph price elasticity of demand, income elasticity, cross-price elasticity, and price elasticity of supply. Students will state the law of diminishing marginal utility and apply the law to consumer behavior. Students will explain how substitution income and diminishing marginal utility shaped the demand curve. Students will draw a supply curve and demand curve, identifying areas of consumer and producer surplus. Students will draw and label average total cost, average variable cost, and marginal cost graphs. Students will draw and label average physical product, marginal physical product, and total physical product graphs. (15.C.5b, 15.E.4a, 15.E.5b, 15.B.4b, 15.D.4b, 15.D.4c, 15.D.5a) (SS.EC.2.9-12)**

- SS.E.3.1 Calculate the price elasticity of demand, income elasticity, cross-price elasticity, and price elasticity of supply.
- SS.E.3.2 Categorize and graph the elastic, unit elastic, and inelastic regions of a demand curve.
- SS.E.3.3 Discuss how elasticity is used to determine whether total revenue will rise or fall with price changes.
- SS.E.3.4 Analyze price elasticity of demand to determine the correct price discriminations.
- SS.E.3.5 Identify effective price floors and ceilings.
- SS.E.3.6 State the law of diminishing marginal utility.
- SS.E.3.7 Create a product/presentation that demonstrates the concept of diminishing marginal utility.
- SS.E.3.8 Illustrate consumer surplus areas and producer surplus areas on demand and supply curves.
- SS.E.3.9 Calculate total costs, variable costs, and marginal costs in order to calculate average total cost, average variable cost, and marginal cost.
- SS.E.3.10 Draw and label average total cost, average variable cost, and marginal cost curves.
- SS.E.3.11 Calculate average physical product, marginal physical product, and total physical product.
- SS.E.3.12 Graph and label average physical product, marginal physical product, and total physical product curves.

SS.E.4 **Students will research economic regulation and social regulation. Students will list advantages and disadvantages of privatization and deregulation. Students will draw a graph of a monopoly identifying the socially optimal level and fair rate of return level. Students will hypothesize solutions to public good problems. Students will compare and contrast positive and negative externalities. Students will compare and contrast the relationship between the principles of mutual exclusivity and free-rider concept. Students will define the different economic systems and identify the locations of the systems around the world. (15.C.5a, 15.D.5a, 15.D.5b, 15.E.5a) (SS.EC.4.9-12, SS.EC.5.9-12, SS.EC.6.9-12, SS.EC. 7, 9-12, SS.EC.8.9-12, SS.EC.10.9-12)**

- SS.E.4.1 Research past instances of government regulation in America.
- SS.E.4.2 List the positives and negatives of privatization/deregulation.
- SS.E.4.3 Differentiate a monopoly from an oligopoly.
- SS.E.4.4 Illustrate the socially optimal level and fair rate of return level on a graph of a monopoly.
- SS.E.4.5 Evaluate a fictitious public good problem and hypothesize possible solutions.
- SS.E.4.5 Compare and contrast positive and negative externalities.
- SS.E.4.6 Compare and contrast mutual exclusivity and free-rider concept.
- SS.E.4.7 Define and construct a visual representation of different market systems around the world.

SS.E.5 **Students will analyze the costs and benefits of investments to determine levels of risk and safety. Students will research the benefits of informed budgeting of income and spending. Students will compare and contrast different types of invest opportunities. Students will investigate the risks and benefits of open lines of credit. Students will research the costs and benefits of auto, life, health, and other types of insurance. (SS.EC.FL.1.9-12, SS.EC.FL.2.9-12, SS.EC.FL.3.9-12, SS.EC.FL.4.9-12, SS.EC.FL.5.9-12, SS.EC.FL.6.9-12,)**

- SS.E.5.1 Research the costs and benefits of investments to determine levels of risk and safety.
- SS.E.5.2 Create a balanced budget based on the income and expenditures of a family of four for one month.
- SS.E.5.3 Investigate investment opportunities from at least three different financial institutions in order to compare and contrast the rates and terms of each.
- SS.E.5.4 Analyze the contracts of at least three different credit card companies to determine the optimal card for a given situation.
- SS.E.5.5 Calculate the differences between paying the minimums on credit cards and paying the balance on credit cards.
- SS.E.5.6 Research the costs and rates of different types of insurance in order to determine the best choices for a situation.

Abnormal Psychology

SS.AP.1 **Students will state the various views of abnormal behavior throughout history, providing examples for each historical era. Students will outline different sources of stress and classify examples of each. Students will apply specific coping strategies to the different stressors in their lives.**
(SS.Psy.6.9-12, SS.Psy.7.9-12, SS.Psy.8.9-12, SS.Psy.8.4-12)

- SS.AP.1.1 State the different explanations for abnormal behavior throughout history and provide examples from each historical era.
- SS.AP.1.2 Identify and classify sources of stress.
- SS.AP.1.3 Design examples of the four sources of stress.
- SS.AP.1.4 Compare and contrast the correct and incorrect ways of coping with various stressors in their lives
- SS.AP.1.5 Assess the effects of stress on their lives and the lives of others.

SS.AP.2 **Students will explain the various types of treatment used in today's society. Students will apply different treatment methods to specific disorders assigned by the instructor. Students will organize the different classifications of psychiatric medications, uses, and side effects. (SS.Psy.6.9-12, SS.Psy.7.9-12, SS.Psy.8.9-12, SS.Psy.8.4-12)**

- SS.AP.2.1 Identify and explain the various types of treatments.
- SS.AP.2.2 Compare and Contrast the many different talk therapies used in today's society.
- SS.AP.2.2 Apply these therapies to certain mental illnesses assigned by the instructor.
- SS.AP.2.3 Construct a chart outlining the different types of talk therapies and categories of psychiatric medications and what those medications treat, along with any possible side effects.

SS.AP.3 **Students will identify and explain various childhood disorders and their characteristics. Students will apply different assessment techniques specific to the disorder and recognize which assessment technique or techniques should be used with a particular individual. Students will formulate a treatment strategy based on the disorder and the individual. (SS.Psy.6.9-12, SS.Psy.7.9-12, SS.Psy.8.9-12, SS.Psy.8.4-12)**

SS.AP.3.1 Explain the various childhood disorders and their characteristics as outlined in the DSM V.

SS.AP.3.2 Diagnose individual cases (presented to them by the instructor), based on the characteristics as outlined in the DSM V.

SS.AP.3.3 Formulate a treatment strategy for the individual based on the diagnosis and the individual's characteristics.

SS.AP.4 **Students will identify and explain various anxiety disorders and their characteristics. Students will apply different assessment techniques specific to the disorder and recognize which assessment technique or techniques should be used with a particular individual. Students will construct a treatment strategy based on the disorder and the individual. (SS.Psy.6.9-12, SS.Psy.7.9-12, SS.Psy.8.9-12, SS.Psy.8.4-12)**

SS.AP.4.1 Identify and explain the various anxiety disorders and their characteristics as outlined in the DSM V.

SS.AP.4.2 Diagnose anxiety disorders based on DSM V characteristics.

SS.AP.4.3 Formulate a treatment strategy for specified anxiety disorders based on the diagnosis and the individual's characteristics.

SS.AP.5 **Students will identify and explain various mood disorders and their characteristics. Students will apply different assessment techniques specific to the disorder and recognize which assessment technique or techniques should be used with a particular individual. Students will construct a treatment strategy based on the disorder and the individual. (SS.Psy.6.9-12, SS.Psy.7.9-12, SS.Psy.8.9-12, SS.Psy.8.4-12)**

SS.AP.5.1 Identify and explain the various mood disorders and their characteristics as outlined in the DSM V.

SS.AP.5.2 Diagnose individual cases (presented to them by the instructor), based on the characteristics outlined in the DSM V.

SS.AP.5.3 Formulate a treatment strategy for the individual based on the diagnosis and the individual's characteristics.

SS.AP.6 Students will identify and explain various sexual disorders and their characteristics. Students will apply different assessment techniques specific to the disorder and be able to recognize which assessment technique or techniques should be used with a particular individual. Students will construct a treatment strategy based on the disorder and the individual.

(SS.Psy.6.9-12, SS.Psy.7.9-12, SS.Psy.8.9-12, SS.Psy.8.4-12)

- SS.AP.6.1 Identify and explain the various sexual disorders outlined in the DSM V.
- SS.AP.6.2 Diagnose individual cases (presented to them by the instructor), based on the characteristics outlined in the DSM V.
- SS.AP.6.3 Formulate a treatment strategy for the individual based on the diagnosis and the individual's characteristics.

SS.AP.7 Students will identify and explain various personality disorders and their characteristics. Students will apply different assessment techniques specific to the disorder and be able to recognize which assessment technique or techniques should be used with a particular individual. Students will construct a treatment strategy based on the disorder and the individual.

(SS.Psy.6.9-12, SS.Psy.7.9-12, SS.Psy.8.9-12, SS.Psy.8.4-12)

- SS.AP.7.1 Identify and explain the various personality disorders and their characteristics as outlined in the DSM V.
- SS.AP.7.2 Diagnose individual cases (presented to them by the instructor) , based on the characteristics outlined in the DSM V.
- SS.AP.7.3 Formulate a treatment strategy for the individual based on the diagnosis and the individual's characteristics.

SS.AP.8 Students will identify and explain various dissociative disorders and their characteristics. Students will apply different assessment techniques specific to the disorder and be able to recognize which assessment technique or techniques should be used with a particular individual. Students will construct a treatment strategy based on the disorder and the individual.

(SS.Psy.6.9-12, SS.Psy.7.9-12, SS.Psy.8.9-12, SS.Psy.8.4-12)

- SS.AP.8.1 Identify and explain the various dissociative disorders and their characteristics as outlined in the DSM V.
- SS.AP.8.2 Diagnose individual cases (presented to them by the instructor), based on the characteristics outlined in the DSM V.
- SS.AP.8.3 Formulate a treatment strategy for the individual based on the diagnosis and the individual's characteristics.

SS.AP.9 Students will identify and explain various substance related disorders and their characteristics. Students will apply different assessment techniques specific to the disorder and be able to recognize which assessment technique or techniques should be used with a particular individual. Students will construct a treatment strategy based on the disorder and the individual.
(SS.Psy.6.9-12, SS.Psy.7.9-12, SS.Psy.8.9-12, SS.Psy.8.4-12)

SS.AP.9.1 Identify and explain the various substance-related disorders and their characteristics as outlined in the DSM V.

SS.AP.9.2 Diagnose individual cases (presented to them by the instructor) , based on the characteristics outlined in the DSM V.

SS.AP.9.3 Formulate a treatment strategy for the individual based on the diagnosis and the individual's characteristics.

SS.AP.10 Students will identify and explain various schizophrenic disorders and their characteristics. Students will apply different assessment techniques specific to the disorder and be able to recognize which assessment technique or techniques should be used with a particular individual. Students will construct a treatment strategy based on the disorder and the individual.
(SS.Psy.6.9-12, SS.Psy.7.9-12, SS.Psy.8.9-12, SS.Psy.8.4-12)

SS.AP.10.1 Identify and explain the various schizophrenic disorders and their characteristic as outlined in the DSM V.

SS.AP.10.2 Diagnose individual cases (presented to them by the instructor) , based on the characteristics outlined in the DSM V.

SS.AP.10.3 Formulate a treatment strategy for the individual based on the diagnosis and the individual's characteristics.

SS.AP.11 Students will identify and explain various cognitive disorders and their characteristics. Students will apply different assessment techniques specific to the disorder and be able to recognize which assessment technique or techniques should be used with a particular individual. Students will construct a treatment strategy based on the disorder and the individual.
(SS.Psy.6.9-12, SS.Psy.7.9-12, SS.Psy.8.9-12, SS.Psy.8.4-12)

SS.AP.11.1 Identify and explain the various cognitive disorders and their characteristics as outlined in the DSM V.

SS.AP.11.2 Diagnose individual cases (presented to them by the instructor) , based on the characteristics outlined in the DSM V.

SS.AP.11.3 Formulate a treatment strategy for the individual based on the diagnosis and the individual's characteristics.

Contemporary United States History

SS.CUS.1 Students will define various civil rights movements from 1950 to the present, evaluate the current state of civil rights in the United States, and predict the future of civil rights and civil liberties in the United States. (14.F.5, 16.A.4a, 16.A.5a, 16.D.4a) (SS.H.2.9-12, SS.H.3.9-12, SS.H.7.9-12, SS.H.8.9-12)

- SS.CUS.1.1 Define and determine the difference between civil rights and civil liberties.
- SS.CUS.1.2 Outline the events of the African American civil rights movement.
- SS.CUS.1.3 Evaluate the impact of the African American civil rights on American history since 1950.
- SS.CUS.1.4 Determine the causes of the Hispanic civil rights movement.
- SS.CUS.1.5 Evaluate the women's civil rights movement.
- SS.CUS.1.6 Assess the rise of the LGBT movement in America.
- SS.CUS.1.7 Investigate how the African American civil rights movement led to other major civil rights movements in America from 1950 to present.
- SS.CUS.1.8 Predict the future of American civil rights.

SS.CUS.2 Students will compare and contrast American presidents from 1945 to the present and analyze the role of world events on American politics to predict the future of American politics based on historical precedence. (14.B.4, 14.B.5, 14.E.4, 14.E.5, 15.A.4a, 15.A.5a, 15.A.5c, 15.B.4b, 15.B.5b, 16.A.4a, 16.A.5a, 16.B.5a, 16.B.5b, 16.C.5a, 16.C.5b) (SS.H.5.9-12)

- SS.CUS.2.1 Identify and compile basic information about American presidents from 1945 to the present.
- SS.CUS.2.2 Evaluate the domestic policies of American presidents since 1945.
- SS.CUS.2.3 Analyze American foreign policy since 1945 to determine effects on national policy.
- SS.CUS.2.4 Justify and critique American military action since 1945.
- SS.CUS.2.5 Predict the outcome of the next presidential election based on the current economic and political climate in the United States.

SS.CUS.3 Students will examine changes in the social and cultural attitudes of the United States from 1950 to the present and predict future changes in the social and cultural climate. (16.A.4a, 16.A.5a, 16.D.4b, 16.D.5, 16.E.5a, 16.E.5b, 18.A.4, 18.A.5, 18.B.4, 18.B.5) (SS.H.6.9-12, SS.H.7.9-12)

SS.CUS.3.1 Identify and evaluate social and cultural attitudes in a post-World War II America.

SS.CUS.3.2 Identify and evaluate changes in social and cultural attitudes from 1960-1975.

SS.CUS.3.3 Identify and evaluate changes in social and cultural attitudes from 1970-1990.

SS.CUS.3.4 Identify and evaluate changes in social and cultural attitudes from 1990-the present.

SS.CUS.3.5 Predict possible changes in social and cultural attitudes in the United States.

SS.CUS.4 Students will dissect, evaluate, and critique the technological advancements in the United States from 1950 to the present, and predict future technological advancements. (15A.5a, 15D.5c, 15E.4c, 18A.5, 18C.4b) (SS.H.4.9-12)

SS.CUS.4.1 Dissect technological progress from 1950 to the present.

SS.CUS.4.2 Evaluate the impact of technological progress from 1950 to the present.

SS.CUS.4.3 Critique the impact of technological progress on individuals and the nation.

SS.CUS.4.4 Predict changes in technology over the next decade.

Geography

SS.G.1 Students will define geography, evaluate the processes that shape the earth, and compare and contrast the relationships between people and places. (14 B, 15A, 15C, 16 C, 17 A, 17 B, 17 C, 17 D) (SS.G.1.9-12, SS.G.3.9-12, SS.G.8.9-12, SS.G.10.9-12)

- SS.G.1.1 Define geography, physical geography, and human geography.
- SS.G.1.2 Identify and explain the Five Themes of Geography.
- SS.G.1.3 Describe both internal and external structures of the earth.
- SS.G.1.4 Compare the process of mechanical and chemical weathering.
- SS.G.1.5 Evaluate how weather and climate are affected by the relative position of the earth and sun.
- SS.G.1.6 Identify the main factors that influence climate.
- SS.G.1.7 Compare and contrast the major ecosystems in the world.
- SS.G.1.8 Define and apply culture.
- SS.G.1.9 Distinguish population size from population density.
- SS.G.1.10 Differentiate the different government and economic structures.

SS.G.2 Students will examine the physical and human characteristics to assess the geography of the United States and Canada. (14 B, 15A, 15C, 16 C, 17 A, 17 B, 17 C, 17 D) (SS.G.1.9-12, SS.G.2.9-12, SS.G.3.9-12, SS.G.4.9-12, SS.G.5.9-12, SS.G.6.9-12, SS.G.7.9-12, SS.G.8.9-12, SS.G.9.9-12, SS.G.10.9-12, SS.G.11.9-12, SS.G.12.9-12)

- SS.G.2.1 Describe the significant events and developments in the history of the United States and Canada.
- SS.G.2.2 Identify and label the major physical characteristics of the United States and Canada.
- SS.G.2.3 Compare the climate regions in the United States and Canada.
- SS.G.2.4 Describe characteristics of major ecosystems in the United States and Canada.
- SS.G.2.5 Assess the elements of culture in the United States and Canada.
- SS.G.2.6 Compare and contrast the economy, technology, and how the environment interact in the United States and Canada.

SS.G.3 **Students will examine the physical and human characteristics to assess the geography of Latin America. (14 B, 15A, 15C, 16 C, 17 A, 17 B, 17 C, 17 D)**
(SS.G.1.9-12, SS.G.2.9-12, SS.G.3.9-12, SS.G.4.9-12, SS.G.5.9-12, SS.G.6.9-12, SS.G.7.9-12, SS.G.8.9-12, SS.G.9.9-12, SS.G.10.9-12, SS.G.11.9-12, SS.G.12.9-12)

- SS.G.3.1 Describe the significant events and developments in the history of Latin America.
- SS.G.3.2 Identify and label the major physical characteristics of Latin America.
- SS.G.3.3 Compare the climate regions in Latin America.
- SS.G.3.4 Describe characteristics of major ecosystems in Latin America.
- SS.G.3.5 Assess the elements of culture in Latin America.
- SS.G.3.6 Compare and contrast the economy, technology, and how the environment interact in Latin America.

SS.G.4 **Students will examine the physical and human characteristics to assess the geography of Western Europe. (14 B, 15A, 15C, 16 C, 17 A, 17 B, 17 C, 17 D)**
(SS.G.1.9-12, SS.G.2.9-12, SS.G.3.9-12, SS.G.4.9-12, SS.G.5.9-12, SS.G.6.9-12, SS.G.7.9-12, SS.G.8.9-12, SS.G.9.9-12, SS.G.10.9-12, SS.G.11.9-12, SS.G.12.9-12)

- SS.G.4.1 Describe the significant events and developments in the history of Western Europe.
- SS.G.4.2 Identify and label the major physical characteristics of Western Europe.
- SS.G.4.3 Compare the climate regions in Western Europe.
- SS.G.4.4 Describe characteristics of major ecosystems in Western Europe.
- SS.G.4.5 Assess the elements of culture in Western Europe.
- SS.G.4.6 Compare and contrast the economy, technology, and how the environment interact in Western Europe.

SS.G.5 **Students will examine the physical and human characteristics to assess the geography of Central Europe and Northern Eurasia. (14 B, 15A, 15C, 16 C, 17 A, 17 B, 17 C, 17 D) (SS.G.1.9-12, SS.G.2.9-12, SS.G.3.9-12, SS.G.4.9-12, SS.G.5.9-12, SS.G.6.9-12, SS.G.7.9-12, SS.G.8.9-12, SS.G.9.9-12, SS.G.10.9-12, SS.G.11.9-12, SS.G.12.9-12)**

- SS.G.5.1 Describe the significant events and developments in the history of Central Europe and Northern Eurasia.
- SS.G.5.2 Identify and label the major physical characteristics of Central Europe and Northern Eurasia.
- SS.G.5.3 Compare the climate regions in Central Europe and Northern Eurasia.
- SS.G.5.4 Describe characteristics of major ecosystems in Central Europe and Northern Eurasia.
- SS.G.5.5 Assess the elements of culture in Central Europe and Northern Eurasia.
- SS.G.5.6 Compare and contrast the economy, technology, and how the environment interact in Central Europe and Northern Eurasia.

SS.G.6 **Students will examine the physical and human characteristics to assess the geography of Central and Southwest Asia. (14 B, 15A, 15C, 16 C, 17 A, 17 B, 17 C, 17 D) (SS.G.1.9-12, SS.G.2.9-12, SS.G.3.9-12, SS.G.4.9-12, SS.G.5.9-12, SS.G.6.9-12, SS.G.7.9-12, SS.G.8.9-12, SS.G.9.9-12, SS.G.10.9-12, SS.G.11.9-12, SS.G.12.9-12)**

- SS.G.6.1 Describe the significant events and developments in the history of Central and Southwest Asia.
- SS.G.6.2 Identify and label the major physical characteristics of Central and Southwest Asia.
- SS.G.6.3 Compare the climate regions in Central and Southwest Asia.
- SS.G.6.4 Describe characteristics of major ecosystems in Central and Southwest Asia.
- SS.G.6.5 Assess the elements of culture in Central and Southwest Asia.
- SS.G.6.6 Compare and contrast the economy, technology, and how the environment interact in Central and Southwest Asia.

.

SS.G.7 **Students will examine the physical and human characteristics to assess the geography of Africa. (14 B, 15A, 15C, 16 C, 17 A, 17 B, 17 C, 17 D) (SS.G.1.9-12, SS.G.2.9-12, SS.G.3.9-12, SS.G.4.9-12, SS.G.5.9-12, SS.G.6.9-12, SS.G.7.9-12, SS.G.8.9-12, SS.G.9.9-12, SS.G.10.9-12, SS.G.11.9-12, SS.G.12.9-12)**

- SS.G.7.1 Describe the significant events and developments in the history of Africa.
- SS.G.7.2 Identify and label the major physical characteristics of Africa.
- SS.G.7.3 Compare the climate regions in Africa.
- SS.G.7.4 Describe characteristics of major ecosystems in Africa.
- SS.G.7.5 Assess the elements of culture in Africa.
- SS.G.7.6 Compare and contrast the economy, technology, and how the environment interact in Africa.

SS.G.8 **Students will examine the physical and human characteristics to assess the geography of South East Asia and The Pacific World. (14.B, 15.A, 15.C, 16.C, 17.A, 17.B, 17.C, 17.D) (SS.G.1.9-12, SS.G.2.9-12, SS.G.3.9-12, SS.G.4.9-12, SS.G.5.9-12, SS.G.6.9-12, SS.G.7.9-12, SS.G.8.9-12, SS.G.9.9-12, SS.G.10.9-12, SS.G.11.9-12, SS.G.12.9-12)**

- SS.G.8.1 Describe the significant events and developments in the history of
- SS.G.8.2 Identify and label the major physical characteristics of South East Asia and The Pacific World.
- SS.G.8.3 Compare the climate regions in South East Asia and the Pacific World.
- SS.G.8.4 Describe characteristics of major ecosystems in South East Asia and The Pacific World.
- SS.G.8.5 Assess the elements of culture in South East Asia and the Pacific World.
- SS.G.8.6 Compare and contrast the economy, technology, and how the environment interacts in South East Asia and The Pacific World.

Introduction to Psychology

SS.IP.1 **Students will identify the various types of research processes, provide examples of statistical tools used in the field of social science, and explain when a certain type of research method should be used. Students will distinguish between the different types of data collection and design their own experiments while classmates critique those experiments. (SS.Psy.1.9-12, SS.Psy.2.9-12, SS.Psy.8.9-12)**

- SS.IP.1.1 Identify the various types of research processes.
- SS.IP.1.2 Create examples of each research method.
- SS.IP.1.3 Apply the necessary statistical measures when presented with instructor-derived case and group studies.
- SS.IP.1.4 State the seven steps in the experimental process.
- SS.IP.1.5 Compare and contrast the different types of data collection.
- SS.IP.1.6 Design experiments which will be presented in class.
- SS.IP.1.7 Evaluate student-designed experiments, looking for all experimental terminology and proper identification of those terms.

SS.IP.2 **Students will differentiate types of learning, examine terminology associated with the various types of learning, and apply them to their lives. Students will compare and contrast the different areas of memory, identify problems with memory storage and retrieval, and provide examples of the interplay of memory areas and retrieval and storage problems in everyday-life. (SS.Psy.2.9-12, SS.Psy.3.9-12, SS.Psy.5.9-12, SS.Psy.7.9-12, SS.Psy.8.9-12)**

- SS.IP.2.1 Differentiate the types of learning.
- SS.IP.2.2 Provide examples of the four types of learning.
- SS.IP.2.3 Compare and contrast the four types of learning.
- SS.IP.2.4 Create a presentation providing self-derived examples of classical conditioning.
- SS.IP.2.5 Compare and contrast the different areas of memory.
- SS.IP.2.6 Provide self-developed examples of storage and retrieval issues related to memory.
- SS.IP.2.7 Design a demonstration for the class regarding storage and retrieval issues related to memory.

SS.IP.3 **Students will compare and contrast the various levels of cognitive and physical development throughout the life span. Students will identify issues faced during the various stages of development. Students will assess the impacts (positive and negative) that parents and other socialization agents have on future behavior. (SS.Psy.5.9-12, SS.Psy.6.9-12, SS.Psy.7.9-12, SS.Psy.8.9-12)**

- SS.IP.3.1 State Piaget's levels of cognitive development.
- SS.IP.3.2 Provide examples of individuals making moral decisions at different stages of life (based on Kohlberg's model of moral development).
- SS.IP.3.3 State the different effects that various toxins can have on pre-natal development.
- SS.IP.3.4 Develop three different examples for each of the three different parenting styles.
- SS.IP.3.5 Evaluate the potential outcomes of the three types of parenting.
- SS.IP.3.6 Use empathy skills to create a list of stressors faced by adults.
- SS.IP.3.7 Based on research, formulate a plan for coping with issues faced by older adults.
- SS.IP.3.8 Demonstrate several different issues frequently dealt with by adolescents.

SS.IP.4 **Students will compare and contrast various theories of intelligence. Students will describe what is involved with IQ testing and potential problems related to IQ testing. Students will compare and contrast the different levels of intellectual disability. Students will provide examples of giftedness and problem solving skills. (SS.Psy.1.9-12, SS.Psy.2.9-12, SS.Psy.3.9-12, SS.Psy.8.9-12)**

- SS.IP.4.1 Compare and contrast the different types of intelligence and intelligence theories.
- SS.IP.4.2 Evaluate the validity of IQ testing and its consequences.
- SS.IP.4.3 Explain the consequences of poor pre-natal and neo-natal care.
- SS.IP.4.4 Provide examples of differences in IQ based on sex, race, and ethnic background and devise a plan to enhance IQ and academic achievement.
- SS.IP.4.5 Identify the categories of giftedness and devise a plan to enhance their areas of giftedness.
- SS.IP.4.6 Provide examples of problem solving skills.

SS.IP.5 **Students will identify potential personality traits, compare and contrast the different theories of personality, evaluate which theories of personality and components of those theories are the most legitimate, and illustrate the differences between the two categories of personality assessment.**
(SS.Psy.1.9-12, SS.Psy.2.9-12, SS.Psy.3.9-12, SS.Psy.8.9-12)

- SS.IP.5.1 Identify and outline the personality theorists.
- SS.IP.5.2 Demonstrate various personality traits.
- SS.IP.5.3 Compare and contrast biological theories of personality conflict with all other theories of personality.
- SS.IP.5.4 Categorize individuals as introverted or extroverted and explain reasoning behind their categorization.
- SS.IP.5.5 Identify and illustrate the rationale and purpose for objective and subjective personality assessment.

SS.IP.6 **Students will compare and contrast consciousness, unconsciousness, and altered states of consciousness. Students will state and describe the four stages of sleep and REM sleep and discuss and apply procedures to achieving a better night's rest. (SS.Psy.1.9-12, SS.Psy.2.9-12, SS.Psy.4.9-12, SS.Psy.7.9-12, SS.Psy.8.9-12)**

- SS.IP.6.1 Identify consciousness, unconsciousness, and altered states of consciousness.
- SS.IP.6.2 Identify and describe the different altered states of consciousness.
- SS.IP.6.3 State and describe the different stages of sleep and REM sleep.
- SS.IP.6.4 Explore the consequences of various sleep disorders and describe methods of treatment for sleep disorders.
- SS.IP.6.5 Justify the uses of hypnosis.
- SS.IP.6.6 Define and classify the various categories of drugs.

SS.IP.7 **Students will describe and cite examples of norms, mores, and folkways. Students will list the various reasons people are obedient, citing examples of each. Students will compare and contrast friendly and coercive persuasion. Students will describe the pros and cons for competition and cooperation. Students will describe the importance of altruism in a society. (SS.Psy.1.9-12, SS.Psy.5.9-12, SS.Psy.7.9-12, SS.Psy.8.9-12)**

- SS.IP.7.1 Describe and cite examples of norms, mores, and folkways.
- SS.IP.7.2 Identify and categorize examples of obedience.
- SS.IP.7.2 Compare, contrast, and provide examples in society of the uses of friendly and coercive persuasion
- SS.IP.7.3 Describe the possible consequences of coercive persuasion.
- SS.IP.7.5 Describe the pros and cons of competition and cooperation.
- SS.IP.7.4 Create a product/presentation citing the need for team cooperation.
- SS.IP.7.7 Describe altruism and its necessity.

SS.IP.8 **Students will explain how various anatomical and biological factors affect behavior and emotion. (SS.Psy.1.9-12, SS.Psy.2.9-12, SS.Psy.4.9-12, SS.Psy.8.9-12)**

- SS.IP.8.1 Describe functions of different areas of the brain and nervous system.
- SS.IP.8.2 Explain the organization of the nervous system.
- SS.IP.8.3 Compare and contrast the endocrine system and nervous system as they relate to transmission of neurotransmitters and hormones.
- SS.IP.8.4 Explain the role of genetics in regard to inherited traits and mental illnesses.

Sociology

SS.SOC.1 Students will summarize the development of sociology and apply the three theoretical perspectives and the four norms to American and World culture. (18.A, 18.B, 18.C) (SS.Soc.1.9-12, SS.Soc.2.9-12, SS.Anth.1.9-12)

- SS.SOC.1.1 Identify and define the six social sciences.
- SS.SOC.1.2 Identify and evaluate the founding fathers and mothers of Sociology.
- SS.SOC.1.3 Compare and contrast the three theoretical perspectives.
- SS.SOC.1.4 Identify and define culture and norms.
- SS.SOC.1.5 Apply the four norms found in society to American culture.

SS.SOC.2 Students will analyze the role of family, school, peer groups, and media in the process of socialization. (18.A, 18.B) (SS.Soc.3.9-12, SS.Soc.4.9-12, SS.Soc.5.9-12)

- SS.SOC.2.1 Identify and define the process of socialization.
- SS.SOC.2.2 Examine the roles nature and nurture play during socialization.
- SS.SOC.2.3 Evaluate the role of family, school, peer groups, and media during the process of socialization
- SS.SOC.2.4 Debate the positive and negative impacts peers and media has on socialization
- SS.SOC.2.5 Compare and contrast the roles family plays during the process of socialization.

SS.SOC.3 Students will compare and contrast the six different societies and analyze the different groups, and statuses found within societies. (15.E, 14.F, 16.E, 18.A, 18.C) (SS.Soc.2.9-12, SS.Anth.2.9-12)

- SS.SOC.3.1 Identify and define the six different societies.
- SS.SOC.3.2 Identify and define the different groups and statuses.
- SS.SOC.3.3 Compare and contrast formal and informal organizations.
- SS.SOC.3.4 Compare and contrast the role conflict and role strain.
- SS.SOC.3.5 Create their own society containing specific groups, statuses, and social interaction.

SS.SOC.4 Students will compare and contrast the four theories of deviance and apply these theories to American culture. (18.A, 18.B) (SS.Soc.3.9-12)

- SS.SOC.4.1 Identify and define deviance.
- SS.SOC.4.2 Evaluate the criminal justice system in America.
- SS.SOC.4.3 Compare and Contrast the four theories of deviance.
- SS.SOC.4.4 Analyze the reasons why someone would not commit deviance.
- SS.SOC.4.5 Compare and Contrast white collar crime and victim discounting.
- SS.SOC.4.6 Apply the theories of deviance to present day examples of crime in America.

SS.SOC.5 Students will evaluate social stratification in America today, and critique past and present examples of segregation. (14.D, 15.A, 15.E, 18.A, 18.B) (SS.Soc.6.9-12)

- SS.SOC.5.1 Explain the relationship between stratification and social class.
- SS.SOC.5.2 Compare and contrast absolute and relative poverty, and American vs. Global poverty.
- SS.SOC.5.3 Create a poverty budget for a family of four in America today.
- SS.SOC.5.4 Compare and contrast de jure and de facto segregation.
- SS.SOC.5.5 Identify the different methods of assimilation.
- SS.SOC.5.6 Critique examples of discrimination in segregation in America's past and

Advance Placement United States History

The AP United States History curriculum follows the topics outlined in the course description as set forth by the AP College Board.

Advanced Placement Comparative Government and Politics

The AP Comparative Government and Politics curriculum follows the topics outlined in the course description as set forth by the AP College Board.

Advanced Placement United States Government and Politics

The AP United States Government and Politics curriculum follows the topics outlined in the course description as set forth by the AP College Board.

Advance Placement Psychology

The AP Psychology curriculum follows the topics outlined in the course description as set forth by the AP College Board.