

**WEBSTER GROVES SCHOOL DISTRICT  
BOARD OF EDUCATION ITEM OF CONSIDERATION**

**DATE: May 11, 2015**

**TOPIC/PROPOSAL:**

Approval of K-12 Social Studies Curriculum

**BACKGROUND INFORMATION:**

Over the past year and a half, numerous staff members have worked to develop a written curriculum that aligns with the most current educational standards for music and the Marzano Teacher Evaluation Model adopted by the district. In addition and most important, teachers and leadership placed an emphasis on developing curriculum that is rigorous and relevant for students.

The K-12 Social Studies Curriculum is attached.

**INSTRUCTIONAL IMPACT/RATIONALE:**

The revised K-12 curriculum will better enable our students to apply their skills and understandings to be positive and productive citizens of both local and global communities.

**CSIP/DISTRICT GOAL ADDRESSED:**

\* WGSD will personalize learning for all students to increase engagement and rigor resulting in improved student achievement.

\*WGSD will make a positive impact on the world by being a model for teaching, learning and practicing sustainability.

**FISCAL NOTE:**

No increase in FTE.

**ADMINISTRATIVE RECOMMENDATION:**

- Action Requested:   X
- Information: \_\_\_\_\_
- Proposed Motion for Approval (if applicable):

I move that the Board of Education adopt the K-12 Social Studies Curriculum for the 2015-16 school year.

**PREPARED BY:** John Simpson

**Motion:** \_\_\_\_\_

**Second:** \_\_\_\_\_

**Board Vote:** \_\_\_(yes) \_\_\_(no) \_\_\_(abstain) \_\_\_(Consent Agenda)

**Standards:** The social studies curricula is aligned to the latest version of standards including the Missouri Learning Standards, National Council for the Social Studies Standards, and the College, Career, and Civic Life Standards (C3).

**Rationale:** It is critical for students today to engage in learning that is relevant, rigorous, and rewarding. In addition to engaging in learning that is cognitively demanding and challenging, students need to be able to apply their knowledge and skills across contents and contexts within the school environment, and more importantly in the “real world.” For it is when this application extends outside the boundaries of the school, that interest, relevance, and value are maximized.

While the curriculum is designed to support the transference of knowledge and skills, district staff working together must learn and work to provide authentic and engaging learning opportunities for students. As they engage in such learning within the social studies curricula, students will develop the skills and knowledge necessary to be responsible, respectful, and contributing members of the communities in which they live, local to global.

**Course  
Changes:**

The following courses were added to the social studies offerings in order to increase the number of offerings for gifted students: Gifted U.S. Government and Gifted Problem Solving and Advanced Research Topics in Social Studies.

The decision was made to discontinue offering the courses, African-American Studies and The African American Experience, at this time in of explicitly embedding the history of African-Americans into courses that all students take such as US History. While implicitly embedded in the former curriculum, the team wanted to be certain it was explicitly included in the current. A secondary factor influencing the decision was the fact that the courses hadn’t generated enough student interest in recent history “to make.” It has been eight years since the African-American Studies had enough students to hold the class and four years since The African-American Experience course had enough.

**Items of note:** The following are items of note regarding the industrial technology curricula:

- With the exception of 6<sup>th</sup> grade, all other grade levels will begin implementation of the new curricula beginning next year. The decision to delay implementation in 6<sup>th</sup> grade by one year was in response to shifts in content in 5<sup>th</sup> and 6<sup>th</sup> grade. The timeline through year one of implementation may be found here: <http://goo.gl/z9hXTb>
- Foundational to the development of the learning goals and proficiency scales were the “Themes of Social Studies” as defined in the National Curriculum Standards for Social Studies. The themes serve as throughlines by which children learn to apply their learning in a variety of contexts. They also demonstrate that the study of social studies encompasses far more than the study of the past. Students will still be engaged in learning tied to particular content (in learning targets section of curricula), and they will demonstrate their understanding of this content through their application of the core concepts (learning goals).
- The “content” portion of the K-8 curriculum (ie: World War II) is found in the “learning targets” section of the curricula. The students will demonstrate their understanding of the

content through their application of the learning goals and proficiency scales. An overview of the K-8 alignment of content may be found here: <http://goo.gl/j8Y5gG>

- Some of the bigger shifts in content include:
  - Greater emphasis on local community issues in 3<sup>rd</sup> grade
  - Greater emphasis on Missouri in 4<sup>th</sup> grade
  - Greater emphasis on American History in 5<sup>th</sup> and 6<sup>th</sup> grade
  - Greater emphasis on Modern Studies in 8<sup>th</sup> grade
- Please click on the following link to receive a brief video overview of the development and implementation of the social studies curricula including an explanation for how the learning goals, proficiency scales, and learning targets will function together:  
<http://goo.gl/XTMGAX>
- Please click here to view the main resource center for staff in support of social studies:  
[hub.wgcloud.org](http://hub.wgcloud.org)



# K-12 Social Studies Curriculum

Presented to the Board of Education on  
Monday, May 11, 2015

*As a learning community, the Webster Groves School District will lead in purposeful innovation that challenges each of us to discover and pursue our passions and make a positive impact on the world.*

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## **Rationale for Curriculum**

It is critical for students today to engage in learning that is relevant, rigorous, and rewarding. In addition to engaging in learning that is cognitively demanding and challenging, students need to be able to apply their knowledge and skills across contents and contexts within the school environment, and more importantly in the “real world.” For it is when this application extends outside the boundaries

While the curriculum is designed to support the transference of knowledge and skills, district staff working together must learn and work to provide authentic and engaging learning opportunities for students. As they engage in such learning within the social studies curricula, students will develop the skills and knowledge necessary to be responsible, respectful, and contributing members of the communities in which they live, local to global.

## Process of Curriculum Review Leading to Board Approval

### Review Checklist for Draft Phase One (curriculum coordinator and/or high school designee):

- The curriculum which includes learning goals and proficiency scales is written using the district template.
- Learning goals are priority, transferable understandings and skills relevant for students within and across disciplines and situations.
- Cultural relevance is evident in the learning goals and/or proficiency scales when applicable (in curriculum, always applicable in design of learning).
- Approximately 8-11 learning goals are created per semester per course or content. *There may be a good reason for more or less.*
- Learning goals are aligned to “governing” curriculum standards.
- Approximately 2-4 sample learning targets are included for each learning goal (optional).
- Proficiency scales clearly articulate a progression of learning with the learning goals and can be understood by students, staff, and families.
- On the proficiency scale:  
Level 4: Includes the statement, “Student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.”(Examples may be included).

Level 3: Student demonstrates mastery with the learning goal as evidenced by...(GRADE LEVEL/COURSE CURRICULUM EXPECTATION)

Level 2: Student demonstrates he/she is nearing the learning goal by...and includes identification of the “discipline- specific vocabulary” directly tied to the learning goal.

Level 1: Student demonstrates a limited understanding or skill with the learning goal by...

- The curriculum is well-written and in the present tense.
- The content, vocabulary, and language are aligned across grade levels and/or courses (if applicable and by curriculum coordinator).

### Review Checklist for Draft Two (Reviewers: Gabrielle Corley or John Simpson)

- The curriculum is written in a manner consistent with district expectations. The “style sheet” will be used to provide feedback.
- The curriculum is written with appropriate conventions and tense. The content and language are aligned across grade levels and/or courses. While the reviewers will examine the vertical progression of the curriculum, they will rely heavily on those developing the curriculum.



Review Checklist for Final Draft (John Simpson)

- If the curriculum is written in a manner consistent with district expectations, it's taken before the CCC for feedback and then the board of education for approval.
- The curriculum is put into digital form following board approval.

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## Kindergarten

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

NCSS

● CIVIC IDEALS AND PRACTICES

- Teachers of the early grades can introduce learners to civic ideals and practices through activities such as involving them in the establishment of classroom rules and expectations and determining how to balance the needs of individuals and the group. In addition, teachers can provide learners the opportunity to view citizenship in other times and places through stories and drama; and in their local community by following current news stories.

C3 STANDARDS

● Dimension 4, Taking Informed Action

- D4.8.K-2. Use listening, consensus-building, and voting procedures to decide on and take action in their classrooms.

● Dimension 2, Participation and Deliberation

- D2.Civ.7.K-2. Apply civic virtues when participating in school settings.
- D2.Civ.8.K-2. Describe democratic principles such as equality, fairness, and respect for legitimate authority and rules.
- D2.Civ.9.K-2. Follow agreed-upon rules for discussions while responding attentively to others when addressing ideas and making decisions as a group.
- D2.Civ.10.K-2. Compare their own point of view with others' perspectives.

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<u>Learning Goal</u>	<u>Proficiency Scale</u>
Students will be able to explain how to participate in society.	<p>4: Student demonstrates an in-depth inference, advanced application or innovates with the learning goal.</p> <p>3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> <li>● applying concepts of decision making during activities in the classroom and at home.</li> <li>● describing citizenship in the classroom and at home.</li> </ul> <p>2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> <li>● recognizing and recalling specific vocabulary, such as: citizenship, dispute.</li> <li>● performing processes such as:               <ul style="list-style-type: none"> <li>○ identifying responsibilities as a member of a group.</li> </ul> </li> </ul> <p>1: Student demonstrates limited understanding or skill with the learning goal.</p>

<u>Learning Targets - Rules</u>
<ul style="list-style-type: none"> <li>● We will use decision making when following school rules.</li> <li>● We will describe what it means to be a citizen at home and school.</li> <li>● We will tell who is in authority in our school community and outside our school community.</li> <li>● We will tell about the roles of people in authority.</li> <li>● We can explain why we have rules inside and outside of school.</li> <li>● As learners we are always changing and working towards our goals. (post as part of class rules/society)</li> <li>● We will tell about what we bring to the class community.</li> <li>● We will follow class rules to be a good learner</li> </ul>

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## 1st Grade

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

NCSS

● CIVIC IDEALS AND PRACTICES

- Teachers of the early grades can introduce learners to civic ideals and practices through activities such as involving them in the establishment of classroom rules and expectations and determining how to balance the needs of individuals and the group. In addition, teachers can provide learners the opportunity to view citizenship in other times and places through stories and drama; and in their local community by following current news stories.

C3 STANDARDS

● Dimension 4, Taking Informed Action

- D4.8.K-2. Use listening, consensus-building, and voting procedures to decide on and take action in their classrooms.

● Dimension 2, Participation and Deliberation

- D2.Civ.7.K-2. Apply civic virtues when participating in school settings.
- D2.Civ.8.K-2. Describe democratic principles such as equality, fairness, and respect for legitimate authority and rules.
- D2.Civ.9.K-2. Follow agreed-upon rules for discussions while responding attentively to others when addressing ideas and making decisions as a group.
- D2.Civ.10.K-2. Compare their own point of view with others' perspectives.

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<u>Learning Goal</u>	<u>Proficiency Scale</u>
Students will be able to explain how to participate in society.	<p>4: Student demonstrates an in-depth inference, advanced application or innovates with the learning goal.</p> <p>3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> <li>● explaining why civic responsibilities play a role in our lives.</li> <li>● explaining how to resolve disputes peacefully in the classroom and on the playground.</li> </ul> <p>2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> <li>● recognizing and recalling specific vocabulary, such as: civic, responsibility.</li> <li>● performing processes such as: <ul style="list-style-type: none"> <li>○ identifying ways to contribute to the community.</li> </ul> </li> </ul> <p>1: Student demonstrates limited understanding or skill with the learning goal.</p>

<u>Learning Targets - Communities</u>
<ul style="list-style-type: none"> <li>● applying civic virtues when participating in school settings.</li> <li>● comparing points of view with peers to begin to understand human diversity.</li> <li>● analyzing how they have changed over time (physical development, personal interests, and ideas about who they are and what they believe they can do and achieve)</li> <li>● analyzing the way they interact with others.</li> <li>● explaining why civic responsibilities play a role in our lives.</li> <li>● explaining how to resolve disputes peacefully in the classroom and on the playground.</li> <li>● identifying how schools, religions, families, governments, and/or businesses play major roles in the lives of people.</li> <li>● identifying the difference between wants and needs of an individual.</li> <li>● listing various ways an individual obtains goods.</li> <li>● identifying elements in their environment that affect their lives.</li> </ul>

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## 3rd Grade

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

NCSS

● CIVIC IDEALS AND PRACTICES

- Teachers of the early grades can introduce learners to civic ideals and practices through activities such as involving them in the establishment of classroom rules and expectations and determining how to balance the needs of individuals and the group. In addition, teachers can provide learners the opportunity to view citizenship in other times and places through stories and drama; and in their local community by following current news stories.

C3 STANDARDS

● Dimension 4, Taking Informed Action

- D4.6.K-2. Identify and explain a range of local, regional, and global problems, and some ways in which people are trying to address these problems.
- D4.7.K-2. Identify ways to take action to help address local, regional, and global problems.
- D4.8.K-2. Use listening, consensus-building, and voting procedures to decide on and take action in their classrooms.
- D4.6.3-5. Draw on disciplinary concepts to explain the challenges people have faced and opportunities they have created, in addressing local, regional, and global problems at various times and places.
- D4.7.3-5. Explain different strategies and approaches students and others could take in working alone and together to address local, regional, and global problems, and predict possible results of their actions.

● Dimension 2, Participation and Deliberation

- D2.Civ.7.3-5. Apply civic virtues and democratic principles in school settings.

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<u>Learning Goal</u>	<u>Proficiency Scale</u>
<p>Students will be able to explain how to participate in society.</p>	<p>4: Student demonstrates an in-depth inference, advanced application or innovates with the learning goal.</p> <p>3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> <li>● explaining challenges people have faced and opportunities they have created, in addressing local and regional problems at various times and places.</li> <li>● utilizing what they know, what they are interested in, and collaborating with institutions or organizations to be active members in society.</li> </ul> <p>2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> <li>● recognizing and recalling specific vocabulary, such as: challenges, local, regional, collaborating, institution, organization, active member.</li> <li>● performing processes such as: <ul style="list-style-type: none"> <li>○ identifying and explaining a range of local civic issues and ways people are trying to address them.</li> </ul> </li> </ul> <p>1: Student demonstrates limited understanding or skill with the learning goal.</p>



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Learning Targets - Building a Community

- Students will visually represent rural, suburban, and urban communities. There is one example of this listed in the resource section for these days.
- Students will engage in skits to show how students depend on one another
- Students will determine how Zoning impacts a community
- Students begin a Core Experience for a Cumulative Project; the project listed is not THE core experience; a project that accomplishes the listed goals is what is required.
- Participate in local government
  - Field trip to City Hall
- Service Projects / Volunteering
  - Students create an understanding that problems can be solved through leadership and organization of solutions rather than just by donation
  - Participate in a national day of service <http://www.nckvc.org/nsdays.htm>

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## 4th Grade

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

NCSS

● CIVIC IDEALS AND PRACTICES

- Teachers of the early grades can introduce learners to civic ideals and practices through activities such as involving them in the establishment of classroom rules and expectations and determining how to balance the needs of individuals and the group. In addition, teachers can provide learners the opportunity to view citizenship in other times and places through stories and drama; and in their local community by following current news stories.

C3 STANDARDS

● Dimension 4, Taking Informed Action

- D4.6.3-5. Draw on disciplinary concepts to explain the challenges people have faced and opportunities they have created, in addressing local, regional, and global problems at various times and places.
- D4.7.3-5. Explain different strategies and approaches students and others could take in working alone and together to address local, regional, and global problems, and predict possible results of their actions.
- D4.8.3-5. Use a range of deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms and schools.

● Dimension 2, Participation and Deliberation

- D2.Civ.7.3-5. Apply civic virtues and democratic principles in school settings.
- D2.Civ.8.3-5. Identify core civic virtues and democratic principles that guide government, society, and communities.
- D2.Civ.9.3-5. Use deliberative processes when making decisions or reaching judgments as a group.
- D2.Civ.10.3-5. Identify the beliefs, experiences, perspectives, and values that underlie their own and others' points of view about civic issues.

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<u>Learning Goal</u>	<u>Proficiency Scale</u>
<p>Students will be able to explain how to participate in society.</p>	<p>4: Student demonstrates an in-depth inference, advanced application or innovates with the learning goal.</p> <p>3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> <li>• explaining different strategies and approaches to conflict resolution.</li> <li>• critiquing strategies and approaches students and others take in working alone and together to address local and regional civic issues and predict possible results of the actions.</li> </ul> <p>2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> <li>• recognizing and recalling specific vocabulary, such as: conflict, strategies, civic issues.</li> <li>• performing processes such as:               <ul style="list-style-type: none"> <li>o identifying ways students can contribute to the state.</li> <li>o identifying local and regional problems and proposing solutions.</li> </ul> </li> </ul> <p>1: Student demonstrates limited understanding or skill with the learning goal.</p>

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Learning Targets - Government and Global Missouri

- What's Missouri's role in the world?
- How does Missouri impact the world?
- What's unique about Missouri's Government?
- Who plays a key role in Missouri's Government?
- What make State Government different than local or national Government?
- How do decisions of Missouri and other States impact us?
- What does it mean to be a "citizen" in the state of Missouri?
- Role of science and technology in Missouri
- Missouri inventions
- STEM movement and how it's impacting education K-20

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## 5th Grade

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

NCSS

- CIVIC IDEALS AND PRACTICES
  - Teachers of the early grades can introduce learners to civic ideals and practices through activities such as involving them in the establishment of classroom rules and expectations and determining how to balance the needs of individuals and the group. In addition, teachers can provide learners the opportunity to view citizenship in other times and places through stories and drama; and in their local community by following current news stories.

C3 STANDARDS

- Dimension 4, Taking Informed Action
  - D4.8.3-5. Use a range of deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms and schools.
- Dimension 2, Participation and Deliberation
  - D2.Civ.7.3-5. Apply civic virtues and democratic principles in school settings.
  - D2.Civ.8.3-5. Identify core civic virtues and democratic principles that guide government, society, and communities.
  - D2.Civ.9.3-5. Use deliberative processes when making decisions or reaching judgments as a group.
  - D2.Civ.10.3-5. Identify the beliefs, experiences, perspectives, and values that underlie their own and others' points of view about civic issues.

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<u>Learning Goal</u>	<u>Proficiency Scale</u>
<p>Students will be able to explain how to participate in society.</p>	<p>4: Student demonstrates an in-depth inference, advanced application or innovates with the learning goal.</p> <p>3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> <li>● using a range of deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms and schools.</li> <li>● investigating deliberative and democratic processes people use to arrive at decisions.</li> <li>● characterizing behaviors of active citizenship.</li> </ul> <p>2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> <li>● recognizing and recalling specific vocabulary, such as: deliberative, democratic.</li> <li>● performing processes such as:               <ul style="list-style-type: none"> <li>○ explaining different strategies and approaches to conflict resolution.</li> <li>○ identifying local, regional and global problems and proposing solutions.</li> <li>○ predicting possible results of their actions.</li> </ul> </li> </ul> <p>1: Student demonstrates limited understanding or skill with the learning goal.</p>

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Learning Targets - Explorers and Foundations

- Study selected European explorers and the territories they explored
- Understand selected geographic, economic, political, and cultural factors that characterized early exploration of the Americas
- Understand why colonial America was settled in regions (everyday life in colonies)
- Knows significant events in the colonization of North America
- Knows significant social and political events that led to and characterized the American Revolution
- Knows significant historical documents and the principal ideas expressed in them
- There were already people living in America (Native Americans)
- People from Spain were first to come seeking riches and opportunity
- People from Spain settled mostly in the southern part of the current U.S. (Florida to California)
- The French and Dutch came shortly after Spain to obtain furs
- The French settled the middle of current U.S and North of Spanish settlements into Canada
- Finally, English settlers came to North America to build new lives for their families
- Religious and political freedom was another reason for settling in a new, loosely governed place
- 13 English colonies were established along the Atlantic Coast
- Colonists depended on Native Americans, Indentured Servants, and African slaves as a source of labor
- Colonists informally established types of governmental procedures, including direct democracy, representative government, and majority rule
- The Mayflower Compact was the first attempt at establishing law and order in the colonies
- The New England colonists were generally religious (Christian), depended on each other, and quickly established centers of communities
- The Middle colonists enjoyed milder climate, were more tolerant of different religious beliefs, and used the fertile soil to grow much agriculture
- The Southern colonists were self-sufficient, depended on African slaves on plantations, and established the House of Burgess, the first attempt at representative government
- American colonists defeated England in the American Revolutionary War. This allowed people living in the colonies to form their own country.

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- During the mid 1700's some colonists became increasingly upset with King George in Great Britain for the "unfair" control he had over the colonies
- Some colonists believed that the taxes demanded of them on their own goods was unreasonable
- The Colonists began making requests of Great Britain to change how it dealt with them, but there was no change
- Disagreement in power led to Great Britain and the colonists going to war
- One reason the colonists were able to defeat England was because they had strong leaders, such as George Washington
- A second reason for the colonists' victory was their personal interest in forming an independent nation
- The colonists received assistance from France, which helped them defeat England
- Colonists were fighting on their own land; this was an advantage over the English
- The Revolutionary War divided families; some thought they should be loyal to the king (Loyalists), even though they disagreed with the rules while others thought they should fight for their rights.
- Patriots were colonists who thought they should fight for freedom from King George and England
- Patriots were not formally trained, used their own equipment and weapons, and were ready at a moment's notice (minutemen)
- Women helped in the war by taking care of farms, helping the injured, and taking care of their homes
- King George and England believed that colonists should obey English laws and support England with taxes because they had supported them in establishing the colonies
- The Declaration of Independence was written by American colonists to tell other countries that the people living in the American colonies were declaring themselves free and independent from England.
- Thomas Jefferson was a chief writer of the Declaration of Independence
- People living in the colonies wanted to establish a country that was run by the people and where the citizens' rights were protected
- Not all colonists thought it was right to rebel and declare independence from King George; they were called Loyalists
- The Constitution outlines the rights and responsibilities of people living in the United States
- The Preamble is an opening statement declaring the rights of all people in the United States
- In later years, the Bill of Rights (amendments) were added to the Constitution to better define or change parts of the Constitution
- The Bill of Rights includes freedoms of religion, speech, press, to assemble peacefully, to petition to government
- The Constitution describes the organization and function of the three branches of the federal government
- Laws and rules are made to promote the common good.
- As a citizen of the United States, you have certain rights and responsibilities



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Learning Targets - Westward Expansion

- Understand geographic, economic, and technological features of the growth and change that occurred in America from 1801-1861
- Louisiana Purchase
- Lewis and Clark expedition
- The United States purchased territory from France, known as the Louisiana Purchase, which became part of the United States of America.
- Thomas Jefferson was President and arranged for the purchase of the Louisiana Territory from France
- Thomas Jefferson developed detailed plans for the exploration of the newly purchased territory
- Meriwether Lewis and William Clark were commissioned to explore the territory purchased, by following the Missouri River to its source, and making detailed records of their findings.
- 45 crew members, including people from many cultures and backgrounds, accompanied Lewis and Clark on their journey
- The Corp of Discovery and others moving Westward later depended on the Earth's natural resources
- During the early 1800's, people living on the Atlantic coast began moving Westward for adventure and opportunity.
- Westward movement can be compared to other historical events, such as the exploration and settlement of the American colonies in the 1400-1700's
- When people move into new and unclaimed territories, controversies often arise
- Because the territory of west was rough and unsettled, travel was dangerous and challenging for families
- People moving West could bring only a few possessions with them
- People rely on the land when moving to unsettled areas
- Sources of information need to be checked for historical accuracy and can be used to create representations of historical events
- Primary sources pertain to sources that are firsthand that may be used by historians in trying to reconstruct the past.
- Examples of primary sources are original documents (journals, letters photos, speeches)
- Secondary sources pertain to those sources that are not first-hand observations.
- Textbooks, books, biographies are examples of secondary sources
- Maps are used to provide information about a place
- Timelines are used to sequence historical events
- People moving and settling in the West had an impact on the people already living there
- Native Americans were living and using the land in the West when Americans started migrating.
- Native Americans were infected by disease, killed, or moved to a different location

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- As people settled in certain territories, they applied to become a state
- It was difficult for Missouri to become a state because there were equal an equal number of slave and non-slave states; Missouri wanted to become a slave state, and this would upset the balance
- The Missouri Compromise allowed Missouri to enter as a slave state (1820) and Maine as a free state.
- The Missouri Compromise declared the 36 degree N parallel line of latitude as the separation between free and slave territory in the United States

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## 6th Grade

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

NCSS

● CIVIC IDEALS AND PRACTICES

- Teachers of the middle grades can help learners expand their ability to analyze and evaluate the relationships between ideals and practice. In addition, they can provide opportunities for learners to envision taking civic roles in their communities. For example, they can monitor news stories of local and national political issues and conflicts, discuss what is happening, explore why it is happening, and compare ideas about what can be, is being, and should be done.

C3 STANDARDS

● Dimension 2, Participation and Deliberation

- D2.Civ.7.6-8. Apply civic virtues and democratic principles in school and community settings.
- D2.Civ.8.6-8. Analyze ideas and principles contained in the founding documents of the United States, and explain how they influence the social and political system.
- D2.Civ.9.6-8. Compare deliberative processes used by a wide variety of groups in various settings.
- D2.Civ.10.6-8. Explain
- the relevance of personal interests and perspectives, civic virtues, and democratic principles when people address issues and problems in government and civil society.

● Dimension 4, Taking Informed Action

- D4.6.6-8. Draw on multiple disciplinary lenses to analyze how a specific problem can manifest itself at local, regional, and global levels over time, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem.

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<u>Learning Goal</u>	<u>Proficiency Scale</u>
<p>Students will be able to explain how to participate in society.</p>	<p>4: Student demonstrates in-depth inferences, advanced application or innovates with the learning goal.</p> <p>3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> <li>● analyzing how a specific problem can manifest itself at local, regional and global levels over time.</li> <li>● displaying acts of citizenship in school or community setting.</li> <li>● analyzing why group of people tend to resist civil change.</li> </ul> <p>2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> <li>● recognizing and recalling specific vocabulary, such as: manifest, citizenship, civil change.</li> <li>● performing processes such as:               <ul style="list-style-type: none"> <li>○ identifying a problem's characteristics and causes.</li> <li>○ Identifying the challenges and opportunities faced by those trying to address the problem.</li> <li>○ characterizing behaviors of active citizenship.</li> </ul> </li> </ul> <p>1: Student demonstrates limited understanding or skill with the learning goal.</p>

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Learning Targets - Modern America Emerges (1890 - 1920)

- 1 - Spanish-American War
  - Students will be able to explain how the United States expanded its role in the world.
    - Spanish-American War DBQ
- 2 - Progressive Era
  - Students will be able to analyze the actions taken by citizens to bring about reforms.
    - Workplace reforms
      - unions, muckrakers
    - Early Civil Rights (NAACP)
    - Women’s Rights
    - Amendments (17,18,19,21)
- 3 - World War I
  - Students will be able to describe the causes of WWI
    - Archduke Ferdinand
  - Students will be able to explain the reasons and the effects of the US entering the war
    - Lusitania, Zimmerman note, alliances, militarism, imperialism, nationalism, Woodrow Wilson
  - Students will understand the advances in technology that affected the war
    - Machine gun, tank, submarine, airplane, poisonous gas, gas mask,
  - Students will be able to explain the effects and consequences of WWI.
    - Reaction of United States to Treaty of Versailles, League of Nations, and Red Scare. (Communism)
    - Geography of countries involved/ changes in boundaries

Learning Targets - World War II and it's Aftermath (1931 - 1960)

- Students will be able to explain the causes of World War II
  - Entry of the United States into the war (Pearl Harbor)
  - locate Allied/ Axis powers on map

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- Joseph Stalin, Adolf Hitler, Benito Mussolini, Winston Churchill
- Students will be able to explain why the Us finally entered the war
  - Pearl Harbor
  - Franklin D. Roosevelt
- Students will be able to explain how life was on the homefront
  - african americans and women’s roles
  - treatment of Japanese Americans
  - retooling of factories from consumer to military production (rationing)
- Students will be able to explain how the end of the war came about.
  - Key Battles: Battles of Normandy, Battle of the Bulge
  - Atomic Bomb
- Students will analyze the human Costs associated with WWII
  - Holocaust
  - military casualties
  - atomic bomb

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## 7th Grade

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

NCSS

● CIVIC IDEALS AND PRACTICES

- Teachers of the middle grades can help learners expand their ability to analyze and evaluate the relationships between ideals and practice. In addition, they can provide opportunities for learners to envision taking civic roles in their communities. For example, they can monitor news stories of local and national political issues and conflicts, discuss what is happening, explore why it is happening, and compare ideas about what can be, is being, and should be done.

C3 STANDARDS

● Dimension 2, Participation and Deliberation

- D2.Civ.7.6-8. Apply civic virtues and democratic principles in school and community settings.
- D2.Civ.8.6-8. Analyze ideas and principles contained in the founding documents of the United States, and explain how they influence the social and political system.
- D2.Civ.9.6-8. Compare deliberative processes used by a wide variety of groups in various settings.
- D2.Civ.10.6-8. Explain
  - the relevance of personal interests and perspectives, civic virtues, and democratic principles when people address issues and problems in government and civil society.

● Dimension 4, Taking Informed Action

- D4.7.6-8. Assess their individual and collective capacities to take action to address local, regional, and global problems, taking into account a range of possible levers of power, strategies, and potential outcomes.
- D4.8.6-8. Apply a range of deliberative and democratic procedures to make decisions and take action in their classrooms and schools, and in out-of-school civic contexts.

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<u>Learning Goal</u>	<u>Proficiency Scale</u>
<p>Students will be able to explain how to participate in society.</p>	<p>4: Student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.</p> <p>3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> <li>● describing historically how people have participated in or against a government.</li> <li>● critiquing democratic procedures that influenced change in a society across time and place.</li> <li>● explaining how citizenship looks different in various times or places.</li> </ul> <p>2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> <li>● recognizing and recalling specific vocabulary, such as: government, society.</li> <li>● performing processes such as:               <ul style="list-style-type: none"> <li>o participating actively in a deliberation.</li> <li>o identifying how a small change on a local level influences the global community.</li> <li>o displaying acts of citizenship in school or community setting.</li> </ul> </li> </ul> <p>1: Student demonstrates limited understanding or skill with the learning goal.</p>



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Learning Targets - Medieval World

- Europe
  - The Power of the Catholic Church
  - Feudal system
  - The Crusades
    - Cross Cultural Influences after the Crusades
  - The Black Death
  - Religions (Christianity, Judaism and Islam)
- Feudal Japan
  - Ninjas?
  - Feudal system
- Medieval African Kingdoms
  - Salt and Gold Trade
  - Mansa Musa

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## 8th Grade

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

NCSS

● CIVIC IDEALS AND PRACTICES

- Teachers of the middle grades can help learners expand their ability to analyze and evaluate the relationships between ideals and practice. In addition, they can provide opportunities for learners to envision taking civic roles in their communities. For example, they can monitor news stories of local and national political issues and conflicts, discuss what is happening, explore why it is happening, and compare ideas about what can be, is being, and should be done.

C3 STANDARDS

● Dimension 2, Participation and Deliberation

- D2.Civ.7.6-8. Apply civic virtues and democratic principles in school and community settings.
- D2.Civ.8.6-8. Analyze ideas and principles contained in the founding documents of the United States, and explain how they influence the social and political system.
- D2.Civ.9.6-8. Compare deliberative processes used by a wide variety of groups in various settings.
- D2.Civ.10.6-8. Explain
- the relevance of personal interests and perspectives, civic virtues, and democratic principles when people address issues and problems in government and civil society.

● Dimension 4, Taking Informed Action

- D4.6.6-8. Draw on multiple disciplinary lenses to analyze how a specific problem can manifest itself at local, regional, and global levels over time, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem.
- D4.7.6-8. Assess their individual and collective capacities to take action to address local, regional, and global problems, taking into account a range of possible levers of power, strategies, and potential outcomes.
- D4.8.6-8. Apply a range of deliberative and democratic procedures to make decisions and take action in their classrooms and schools, and in out-of-school civic contexts.

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<u>Learning Goal</u>	<u>Proficiency Scale</u>
<p>Students will be able to explain how to participate in society.</p>	<p>4: Student demonstrates an in-depth inference, advanced application or innovates with the learning goal.</p> <p>3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> <li>● applying a range of culturally relevant behaviors to make decisions and take action in a variety of societal settings (classrooms, schools, countries and global contexts).</li> <li>● analyzing ways government(s) influence and are influenced by public opinion.</li> <li>● evaluating and interpreting the foundations of civil rights and freedoms.</li> </ul> <p>2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> <li>● recognizing and recalling specific vocabulary, such as: relevant, decisions, public opinion, civil rights.</li> <li>● performing processes such as:               <ul style="list-style-type: none"> <li>o identifying basic rights and freedoms of individuals in a society.</li> </ul> </li> </ul> <p>1: Student demonstrates limited understanding or skill with the learning goal.</p>

<p style="text-align: center;"><u>Learning Targets - Economics</u></p> <ul style="list-style-type: none"> <li>● Developing personal financial awareness to be able manage money in a fiscally responsible manner.</li> <li>● analyze how the institutions operate and find ways that will help them participate more effectively in these institutions</li> <li>● examine the foundations of the institutions that affect their lives</li> <li>● determine how they can contribute to the shared goals and desires of society</li> </ul>
<p style="text-align: center;"><u>Learning Targets - Government and Law</u></p> <ul style="list-style-type: none"> <li>● Acquire an understanding of the basic freedoms and rights of citizens in a democracy</li> <li>● Understand documents that describe the institutions and practices that support and protect freedoms and rights,</li> <li>● Explore civic responsibility in a global context</li> <li>● Practice and apply citizens rights and freedoms within their society</li> </ul>

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## Kindergarten

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

NCSS

- CULTURE AND CULTURAL DIVERSITY
  - Teachers of the early grades can assist learners to explore, comprehend, and apply critical information, ideas, and concepts that are common across societies, social institutions, cultures, and cultural perspectives. They can help learners comprehend cultural universals, such as norms, folkways, sanctions, social institutions, arts, and taboos and use them to analyze their own and other cultures. They can use comparisons of cultures or subcultures and their perspectives, whether they exist in the present or past, to highlight contextual understanding. Socially, the young learner can be actively and frequently interacting in appropriate ways with other students, some of whom are like the learner and some different. These interactions can be encouraged and monitored and can involve rather than avoid dialogues about the substance of one's own culture and perspectives and those of others

C3 STANDARDS

- Dimension 2, Human-Environment Interaction
  - D2.Geo.5.K-2. Describe how human activities affect the cultural and environmental characteristics of places or regions.
  - D2.Geo.6.K-2. Identify some cultural and environmental characteristics of specific places.

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<u>Learning Goal</u>	<u>Proficiency Scale</u>
<p>Students will be able to explain how human beings learn, modify, and adapt their cultures.</p>	<p>4: Student demonstrates an in-depth inference, advanced application or innovates with the learning goal.</p> <p>3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> <li>• comparing similarities cultures share when celebrating or going about their daily life (holidays, food, etc.).</li> <li>• inferring that values and beliefs represented by national symbols.</li> </ul> <p>2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> <li>• recognizing and recalling specific vocabulary, such as: values, traditions, beliefs, culture, identify, symbol, national, values.</li> <li>• performing processes such as:               <ul style="list-style-type: none"> <li>o identifying symbols that the United States uses to illustrate culture and values.</li> <li>o Identifying aspects of culture</li> </ul> </li> </ul> <p>1: Student demonstrates limited understanding or skill with the learning goal.</p>

Learning Targets - Culture, Traditions and Economics

- We will compare cultures and celebrations.
- We will recognize national symbols and know what they stand for.
- We will compare artifacts from today and yesterday.
- We will describe ways people learn about the past.
- We will create a timeline.
- We will identify the difference between needs and wants.
- We will list ways to obtain goods.

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## 1st Grade

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

NCSS

- CULTURE AND CULTURAL DIVERSITY
  - Teachers of the early grades can assist learners to explore, comprehend, and apply critical information, ideas, and concepts that are common across societies, social institutions, cultures, and cultural perspectives. They can help learners comprehend cultural universals, such as norms, folkways, sanctions, social institutions, arts, and taboos and use them to analyze their own and other cultures. They can use comparisons of cultures or subcultures and their perspectives, whether they exist in the present or past, to highlight contextual understanding. Socially, the young learner can be actively and frequently interacting in appropriate ways with other students, some of whom are like the learner and some different. These interactions can be encouraged and monitored and can involve rather than avoid dialogues about the substance of one's own culture and perspectives and those of others

C3 STANDARDS

- Human-Environment Interaction: Place, Regions, and Culture
  - D2.Geo.5.K-2. Describe how human activities affect the cultural and environmental characteristics of places or regions.
  - D2.Geo.6.K-2. Identify some cultural and environmental characteristics of specific places.
  - D2.Geo.8.K-2. Compare how people in different types of communities use local and distant environments to meet their daily needs.

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<u>Learning Goal</u>	<u>Proficiency Scale</u>
<p>Students will be able to explain how human beings learn, modify, and adapt their cultures.</p>	<p>4: Student demonstrates an in-depth inference, advanced application or innovates with the learning goal.</p> <p>3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> <li>• describing ways that cultural values and traditions are formed or developed by where we live.</li> <li>• identifying factors that influence our culture.</li> <li>• describing patterns found in our culture (what we wear, what we eat, etc.)</li> </ul> <p>2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> <li>• recognizing and recalling specific vocabulary, such as: community, contribution.</li> <li>• performing processes such as:               <ul style="list-style-type: none"> <li>○ identifying ways that communities are connected by cultural contributions.</li> </ul> </li> </ul> <p>1: Student demonstrates limited understanding or skill with the learning goal.</p>

<u>Learning Targets - Famous People</u>
<ul style="list-style-type: none"> <li>• identifying how schools, religions, families, governments, and/or businesses play major roles in the lives of people.</li> <li>• describing ways that cultural values and traditions are formed or developed by where we live.</li> <li>• identifying factors that influence our culture.</li> <li>• describing patterns found in our culture (what we wear, what we eat, etc.)</li> <li>• comparing artifacts from today and long ago to begin to understand the concept of time.</li> <li>• describe ways people learn about the past.</li> <li>• creating visuals that illustrate the concept of time in the past and present.</li> <li>• identifying ways inventions have improved their life and society as a whole.</li> </ul>



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## 2nd Grade

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

NCSS

- CULTURE AND CULTURAL DIVERSITY
  - Teachers of the early grades can assist learners to explore, comprehend, and apply critical information, ideas, and concepts that are common across societies, social institutions, cultures, and cultural perspectives. They can help learners comprehend cultural universals, such as norms, folkways, sanctions, social institutions, arts, and taboos and use them to analyze their own and other cultures. They can use comparisons of cultures or subcultures and their perspectives, whether they exist in the present or past, to highlight contextual understanding. Socially, the young learner can be actively and frequently interacting in appropriate ways with other students, some of whom are like the learner and some different. These interactions can be encouraged and monitored and can involve rather than avoid dialogues about the substance of one's own culture and perspectives and those of others

C3 STANDARDS

- Human-Environment Interaction: Place, Regions, and Culture
  - D2.Geo.8.K-2. Compare how people in different types of communities use local and distant environments to meet their daily needs.
  - D2.Geo.9.K-2. Describe the connections between the physical environment of a place and the economic activities found there.
  - D2.Geo.10.K-2. Describe changes in the physical and cultural characteristics of various world regions.
  - D2.Geo.11.K-2. Explain how the consumption of products connects people to distant places.

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<u>Learning Goal</u>	<u>Proficiency Scale</u>
<p>Students will be able to explain how human beings learn, modify, and adapt their cultures.</p>	<p>4: Student demonstrates an in-depth inference, advanced application or innovates with the learning goal.</p> <p>3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> <li>• analyzing how weather, climate, and other environmental characteristics can affect people’s culture in a place or region.</li> <li>• comparing cultures from different time or regions.</li> </ul> <p>2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> <li>• recognizing and recalling specific vocabulary, such as: weather, climate, region, environmental, characteristics, region, place, compare..</li> <li>• performing processes such as: <ul style="list-style-type: none"> <li>o identifying some cultural and environmental characteristics of specific places.</li> <li>o recognizing that cultures change over time and determining possible reasons for changes.</li> </ul> </li> </ul> <p>1: Student demonstrates limited understanding or skill with the learning goal.</p>

<u>Learning Targets - Our Country Long Ago and Today</u>
<ul style="list-style-type: none"> <li>• Using maps, graphs, photographs and other representations to describe places and the relationships and interactions that shape them.</li> <li>• Using maps, globes, and other simple geographic models to identify cultural and environmental characteristics of place.</li> <li>• explaining how geography and the environment influences culture.</li> <li>• Explaining how weather, climate, and other environmental characteristics affect people’s lives in a place or region</li> <li>• Explaining how weather, climate, and other environmental characteristics affect people’s culture in a place or region</li> <li>• Identifying some cultural and environmental characteristics of specific places.(education, family dynamics, and location)</li> <li>• compare and contrast cultures from different time or regions</li> </ul>

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## 3rd Grade

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

NCSS

- CULTURE AND CULTURAL DIVERSITY
  - Teachers of the early grades can assist learners to explore, comprehend, and apply critical information, ideas, and concepts that are common across societies, social institutions, cultures, and cultural perspectives. They can help learners comprehend cultural universals, such as norms, folkways, sanctions, social institutions, arts, and taboos and use them to analyze their own and other cultures. They can use comparisons of cultures or subcultures and their perspectives, whether they exist in the present or past, to highlight contextual understanding. Socially, the young learner can be actively and frequently interacting in appropriate ways with other students, some of whom are like the learner and some different. These interactions can be encouraged and monitored and can involve rather than avoid dialogues about the substance of one's own culture and perspectives and those of others

C3 STANDARDS

- Human-Environment Interaction: Place, Regions, and Culture
  - D2.Geo.4.3-5. Explain how culture influences the way people modify and adapt to their environments.
  - D2.Geo.6.3-5. Describe how environmental and cultural characteristics influence population distribution in specific places or regions.
  - D2.Geo.7.3-5. Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.

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<u>Learning Goal</u>	<u>Proficiency Scale</u>
<p>Students will be able to explain how human beings learn, modify, and adapt their cultures.</p>	<p>4: Student demonstrates an in-depth inference, advanced application or innovates with the learning goal.</p> <p>3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> <li>• comparing cultural universals.</li> <li>• analyzing how communities interact with one another.</li> <li>• creating connections to explore other cultures authentically.</li> </ul> <p>2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> <li>• recognizing and recalling specific vocabulary, such as: universal, interact, authentically, connection, factor, deviate.</li> <li>• performing processes such as:             <ul style="list-style-type: none"> <li>o identifying factors that create a culture.</li> <li>o identifying ways in which community cultures overlap and deviate from others.</li> </ul> </li> </ul> <p>1: Student demonstrates limited understanding or skill with the learning goal.</p>

Learning Targets - Building a Democracy

- What are the beliefs that went into the documents that built the United States Government?
- What are the processes of our government federally and locally?
- How does government impact us and our community?

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## 4th Grade

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

NCSS

- CULTURE AND CULTURAL DIVERSITY

- Teachers of the early grades can assist learners to explore, comprehend, and apply critical information, ideas, and concepts that are common across societies, social institutions, cultures, and cultural perspectives. They can help learners comprehend cultural universals, such as norms, folkways, sanctions, social institutions, arts, and taboos and use them to analyze their own and other cultures. They can use comparisons of cultures or subcultures and their perspectives, whether they exist in the present or past, to highlight contextual understanding. Socially, the young learner can be actively and frequently interacting in appropriate ways with other students, some of whom are like the learner and some different. These interactions can be encouraged and monitored and can involve rather than avoid dialogues about the substance of one's own culture and perspectives and those of others.

C3 STANDARDS

- Human-Environment Interaction: Place, Regions, and Culture

- D2.Geo.4.3-5. Explain how culture influences the way people modify and adapt to their environments.
- D2.Geo.5.3-5. Explain how the cultural and environmental characteristics of places change over time.
- D2.Geo.6.3-5. Describe how environmental and cultural characteristics influence population distribution in specific places or regions.
- D2.Geo.7.3-5. Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.
- D2.Geo.8.3-5. Explain how human settlements and movements relate to the locations and use of various natural resources.
- D2.Geo.9.3-5. Analyze the effects of catastrophic environmental and technological events on human settlements and migration.

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<u>Learning Goal</u>	<u>Proficiency Scale</u>
<p>Students will be able to explain how human beings learn, modify, and adapt their cultures.</p>	<p>4: Student demonstrates an in-depth inference, advanced application or innovates with the learning goal.</p> <p>3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> <li>• comparing cultures or subcultures and their perspectives.</li> <li>• explaining how the cultural and environmental characteristics of places change over time and how human beings interact and respond with the changes.</li> </ul> <p>2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> <li>• recognizing and recalling specific vocabulary, such as: subculture, perspective, characteristic.</li> <li>• performing processes such as:               <ul style="list-style-type: none"> <li>o identifying examples of cultural universals that have changed over time.</li> <li>o identifying ways in which cultures overlap and deviate from others within a state.</li> </ul> </li> </ul> <p>1: Student demonstrates limited understanding or skill with the learning goal.</p>

Learning Targets - Missouri People, Places and Regions

- Missouri is a state-it is on a map
- Maps-Finding Missouri
- Early Missouri-first settlement
- comparing urban, suburban and rural cultures around missouri cities and how they change over time
- how missouri is rooted politically (red state/blue state) and how that has changed over time.
- events that happened in missouri timeline of when they happened Missouri then to Missouri today
- describing how people are affected by, depend on, adapt to and change their environment.(removed from PS#3)
- explaining how natural and human-made catastrophic events in one place affect people living in other places.(removed from PS#3)
- explaining how the cultural and environmental characteristics of places change over time. (removed from PS#3)
- investigating [how the states got their shapes](#).

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- Lewis and Clark
- Family, City, Taxes
- analyzing ideas and principles contained in the founding documents of the governmental systems to explain how they influenced the social and political system. (Pulled from 8th grade. Possible use depending upon content taught.)
- comparing kids in missouri to kids in other states
- investigating the beliefs and values of Missourians
- assessing actions of state officials and the outcomes (intended and unintended) of governmental actions (bills, laws, rules, etc.)
- What does missouri make? produce? Boeing, Monsanto, Anheuser-Busch, etc.
- what does Missouri bring in/send out (trip to grocery store to find things made in missouri)
- Business in the state, trade from state to state
- mystery skype with kids from another state, economic decisions

Learning Targets - Lewis and Clark/Civil War

- Westward Expansion - Independence, MO; St. Joseph - pony express
- Civil War
- Missouri Compromise
- The new state of Missouri

Learning Targets - Government and Global Missouri

- Global Missouri
- Government
- State Government
- State decisions/State citizenship

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## 5th Grade

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

NCSS

- CULTURE AND CULTURAL DIVERSITY
  - Teachers of the middle grades can assist learners to explore and ask questions about the nature of culture that provide a wider range of cultural universals and in-depth study of the specific aspects of particular cultures in similar and different places, times, conditions, and contexts. Teachers can encourage learners to consider the connections between the assumptions, beliefs, and values of a culture and the actions, policies, and products of people in multiple situations. They can help them analyze the ways that a people's cultural ideas and actions influence its members. Through this inquiry, learners can begin to consider such phenomena as cultural lag, assimilation, accommodation, and the strength of the impact traditions have on thought and action within any particular social group.

C3 STANDARDS

- Human-Environment Interaction: Place, Regions, and Culture
  - D2.Geo.7.3-5. Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.
  - D2.Geo.8.3-5. Explain how human settlements and movements relate to the locations and use of various natural resources.
  - D2.Geo.9.3-5. Analyze the effects of catastrophic environmental and technological events on human settlements and migration.
  - D2.Geo.10.3-5. Explain why environmental characteristics vary among different world regions.
  - D2.Geo.12.3-5. Explain how natural and human-made catastrophic events in one place affect people living in other places.



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<u>Learning Goal</u>	<u>Proficiency Scale</u>
<p>Students will be able to explain how human beings learn, modify, and adapt their cultures.</p>	<p>4: Student demonstrates an in-depth inference, advanced application or innovates with the learning goal.</p> <p>3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> <li>● assessing how cultures change when people migrate.</li> <li>● inferring what causes migration and emigration.</li> <li>● exploring and analyzing the political and cultural beliefs that lead people to social change (war/movements/etc.)</li> </ul> <p>2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> <li>● recognizing and recalling specific vocabulary, such as: exploring, comprehending, society, social interaction, migrate, emigration.</li> <li>● performing processes such as: <ul style="list-style-type: none"> <li>○ describing how environmental and cultural characteristics influence population distribution in specific places or regions.</li> <li>○ explaining how the cultural and environmental characteristics of places change over time and how human beings interact and respond with the changes.</li> </ul> </li> </ul> <p>1: Student demonstrates limited understanding or skill with the learning goal.</p>

Learning Targets - Explorers and Foundations

- Study selected European explorers and the territories they explored
- Understand selected geographic, economic, political, and cultural factors that characterized early exploration of the Americas
- Understand why colonial America was settled in regions (everyday life in colonies)
- Knows significant events in the colonization of North America
- Knows significant social and political events that led to and characterized the American Revolution
- Knows significant historical documents and the principal ideas expressed in them
- There were already people living in America (Native Americans)

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- People from Spain were first to come seeking riches and opportunity
- People from Spain settled mostly in the southern part of the current U.S. (Florida to California)
- The French and Dutch came shortly after Spain to obtain furs
- The French settled the middle of current U.S and North of Spanish settlements into Canada
- Finally, English settlers came to North America to build new lives for their families
- Religious and political freedom was another reason for settling in a new, loosely governed place
- 13 English colonies were established along the Atlantic Coast
- Colonists depended on Native Americans, Indentured Servants, and African slaves as a source of labor
- Colonists informally established types of governmental procedures, including direct democracy, representative government, and majority rule
- The Mayflower Compact was the first attempt at establishing law and order in the colonies
- The New England colonists were generally religious (Christian), depended on each other, and quickly established centers of communities
- The Middle colonists enjoyed milder climate, were more tolerant of different religious beliefs, and used the fertile soil to grow much agriculture
- The Southern colonists were self-sufficient, depended on African slaves on plantations, and established the House of Burgess, the first attempt at representative government
- American colonists defeated England in the American Revolutionary War. This allowed people living in the colonies to form their own country.
- During the mid 1700's some colonists became increasingly upset with King George in Great Britain for the "unfair" control he had over the colonies
- Some colonists believed that the taxes demanded of them on their own goods was unreasonable
- The Colonists began making requests of Great Britain to change how it dealt with them, but there was no change
- Disagreement in power led to Great Britain and the colonists going to war
- One reason the colonists were able to defeat England was because they had strong leaders, such as George Washington
- A second reason for the colonists' victory was their personal interest in forming an independent nation
- The colonists received assistance from France, which helped them defeat England
- Colonists were fighting on their own land; this was an advantage over the English
- The Revolutionary War divided families; some thought they should be loyal to the king (Loyalists), even though they disagreed with the rules while others thought they should fight for their rights.
- Patriots were colonists who thought they should fight for freedom from King George and England

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- Patriots were not formally trained, used their own equipment and weapons, and were ready at a moment's notice (minutemen)
- Women helped in the war by taking care of farms, helping the injured, and taking care of their homes
- King George and England believed that colonists should obey English laws and support England with taxes because they had supported them in establishing the colonies
- The Declaration of Independence was written by American colonists to tell other countries that the people living in the American colonies were declaring themselves free and independent from England.
- Thomas Jefferson was a chief writer of the Declaration of Independence
- People living in the colonies wanted to establish a country that was run by the people and where the citizens' rights were protected
- Not all colonists thought it was right to rebel and declare independence from King George; they were called Loyalists
- The Constitution outlines the rights and responsibilities of people living in the United States
- The Preamble is an opening statement declaring the rights of all people in the United States
- In later years, the Bill of Rights (amendments) were added to the Constitution to better define or change parts of the Constitution
- The Bill of Rights includes freedoms of religion, speech, press, to assemble peacefully, to petition to government
- The Constitution describes the organization and function of the three branches of the federal government
- Laws and rules are made to promote the common good.
- As a citizen of the United States, you have certain rights and responsibilities

Learning Targets - Westward Expansion

- Understand geographic, economic, and technological features of the growth and change that occurred in America from 1801-1861
- Louisiana Purchase
- Lewis and Clark expedition
- The United States purchased territory from France, known as the Louisiana Purchase, which became part of the United States of America.
- Thomas Jefferson was President and arranged for the purchase of the Louisiana Territory from France
- Thomas Jefferson developed detailed plans for the exploration of the newly purchased territory
- Meriwether Lewis and William Clark were commissioned to explore the territory purchased, by following the Missouri River to its source, and making detailed records of their findings.
- 45 crew members, including people from many cultures and backgrounds, accompanied Lewis and Clark on their journey

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- The Corp of Discovery and others moving Westward later depended on the Earth's natural resources
- During the early 1800's, people living on the Atlantic coast began moving Westward for adventure and opportunity.
- Westward movement can be compared to other historical events, such as the exploration and settlement of the American colonies in the 1400-1700's
- When people move into new and unclaimed territories, controversies often arise
- Because the territory of west was rough and unsettled, travel was dangerous and challenging for families
- People moving West could bring only a few possessions with them
- People rely on the land when moving to unsettled areas
- Sources of information need to be checked for historical accuracy and can be used to create representations of historical events
- Primary sources pertain to sources that are firsthand that may be used by historians in trying to reconstruct the past.
- Examples of primary sources are original documents (journals, letters photos, speeches)
- Secondary sources pertain to those sources that are not first-hand observations.
- Textbooks, books, biographies are examples of secondary sources
- Maps are used to provide information about a place
- Timelines are used to sequence historical events
- People moving and settling in the West had an impact on the people already living there
- Native Americans were living and using the land in the West when Americans started migrating.
- Native Americans were infected by disease, killed, or moved to a different location
- As people settled in certain territories, they applied to become a state
- It was difficult for Missouri to become a state because there were equal an equal number of slave and non-slave states; Missouri wanted to become a slave state, and this would upset the balance
- The Missouri Compromise allowed Missouri to enter as a slave state (1820) and Maine as a free state.
- The Missouri Compromise declared the 36 degree N parallel line of latitude as the separation between free and slave territory in the United States

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## 6th Grade

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

NCSS

- CULTURE AND CULTURAL DIVERSITY
  - Teachers of the middle grades can assist learners to explore and ask questions about the nature of culture that provide a wider range of cultural universals and in-depth study of the specific aspects of particular cultures in similar and different places, times, conditions, and contexts. Teachers can encourage learners to consider the connections between the assumptions, beliefs, and values of a culture and the actions, policies, and products of people in multiple situations. They can help them analyze the ways that a people's cultural ideas and actions influence its members. Through this inquiry, learners can begin to consider such phenomena as cultural lag, assimilation, accommodation, and the strength of the impact traditions have on thought and action within any particular social group.

C3 STANDARDS

- Human-Environment Interaction: Place, Regions, and Culture
  - D2.Geo.4.6-8. Explain how cultural patterns and economic decisions influence environments and the daily lives of people in both nearby and distant places.
  - D2.Geo.12.6-8. Explain how global changes in population distribution patterns affect changes in land use in particular places.

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<u>Learning Goal</u>	<u>Proficiency Scale</u>
<p>Students will be able to explain how human beings learn, modify, and adapt their cultures.</p>	<p>4: Student demonstrates an in-depth inference, advanced application or innovates with the learning goal.</p> <p>3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> <li>• analyzing how belief systems, traditions and values help develop perspectives, make assumptions, create ideas, and influence people to behave in particular ways.</li> <li>• comparing types of leaders that influences the course of history.</li> <li>• exploring the causes and results of boundary conflicts and internal disputes on human interactions.</li> <li>• analyzing diverse cultural responses to persistent issues.</li> </ul> <p>2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> <li>• recognizing and recalling specific vocabulary, such as: adapt, modify, assumption, influence, conflict, boundary, persistent, clash.</li> <li>• performing processes such as:               <ul style="list-style-type: none"> <li>o summarizing how cultures clash.</li> <li>o assessing how cultures change over time.</li> </ul> </li> </ul> <p>1: Student demonstrates limited understanding or skill with the learning goal.</p>

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Learning Targets - An Era of Growth and Disunion

- Civil War
  - Disunion
    - Students will be able to describe the causes of the Civil War
      - John Brown, Uncle Tom's Cabin, Fugitive slave law, cotton gin, congress, Dred Scott
      - *DBQ or Civil War magazine*
  - Emancipation and battles of war
    - Students will be able to state the meaning and the impact of the emancipation
      - Iron clad, Shiloh, Bull run, Antietam
      - *Group Battle timeline*
  - Life at War (2 day)
    - Students will be able to describe the day to day life of a civil war soldier
      - Who were the soldiers? Homefront, life at war
  - Shifting Tides (Gettysburg)
    - Students will be able to discuss the effects of the battles of Gettysburg, Gettysburg Address and Vicksburg
  - Bringing the war to an end
    - Students will be able to list and discuss the sequence of events leading to the end of the Civil War, paying attention to the election of 1864.
      - 1864, Grand Commander, Sherman, Siege of Petersburg, surrender
  - Effect of the war
    - Students will be able to discuss the effect of the Civil War
- Reconstruction
  - Restoring the Union:
    - Students will be able to evaluate the various plans for Reconstruction.
      - Lincoln's plan bringing south states back to the union, Johnson vs. Stevens (*student debate*)
      - Lincoln's death
  - The Effects of Reconstruction:
    - Students will be able to evaluate the political gains of African Americans in the South under Reconstruction.
      - Amendments 13,14,15
      - Freedman's bureau, KKK, Hiliium Revels

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- *Comic Book*

Learning Targets - Migration and Industrialization Change Society

- The West Transformed
  - Students will be able to understand the conflicts that occurred during the settlement of the Western frontier.
    - Gold and boomtown life, transcontinental railroad
    - Native Americans
      - sand creek massacre, Buffalo soldier, end of the buffalo
      - different native groups
      - ghost dance
    - Dawes Act
    - Farming in west
- Immigration
  - Students will be able to explain how immigrants assimilated and contributed to American life.
    - Population changes/Ellis and Angel Island
    - Interaction and Conflict between cultures (tenement housing, mixing bowl, city growth)
- Industrialization
  - Students will be able to understand the impact of the Industrial Revolution on American Society
    - *group project - everyone take an invention and tell impact on society*
    - steel, electric power, telephone, Henry Ford assembly line, wright brothers, oil and Rockefeller, working conditions (hazardous), labor unions

Learning Targets - Modern America Emerges

- Progressive Era
  - Students will be able to analyze the actions taken by citizens to bring about reforms.
    - Workplace reforms
      - unions, muckrakers
    - Early Civil Rights (NAACP)
    - Women's Rights
    - Amendments (17,18,19,21)
- World War I
  - Students will be able to describe the causes of WWI
    - Archduke Ferdinand



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- Students will be able to explain the reasons and the effects of the US entering the war
  - Lusitania, Zimmerman note, alliances, militarism, imperialism, nationalism, Woodrow Wilson
- Students will understand the advances in technology that affected the war
  - Machine gun, tank, submarine, airplane, poisonous gas, gas mask,
- Students will be able to explain the effects and consequences of WWI.
  - Reaction of United States to Treaty of Versailles, League of Nations, and Red Scare. (Communism)
  - Geography of countries involved/ changes in boundaries

Learning Targets - The Twenties and The Great Depression

The Roaring Twenties

- Students will be able to describe cultural developments and individual contributions in the 1920's
  - Harlem Renaissance
  - Jazz Age
  - Prohibition
- The Great Depression
  - Students will be able to describe what America was like during the Great Depression
    - Dust Bowl (also talked about in science)
  - Students will be able to demonstrate an understanding of relief, reform, and recovery.
    - New Deal

Learning Targets - World War II and it's Aftermath

- Students will be able to explain the causes of World War II
  - Entry of the United States into the war (Pearl Harbor)
  - locate Allied/ Axis powers on map
  - Joseph Stalin, Adolf Hitler, Benito Mussolini, Winston Churchill
- Students will be able to explain why the Us finally entered the war
  - Pearl Harbor
  - Franklin D. Roosevelt
- Students will be able to explain how life was on the homefront
  - african americans and women's roles
  - treatment of Japanese Americans
  - retooling of factories from consumer to military production (rationing)
- Students will be able to explain how the end of the war came about.

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- Key Battles: Battles of Normandy, Battle of the Bulge
- Atomic Bomb
- Students will analyze the human costs associated with WWII
  - Holocaust
  - military casualties
  - atomic bomb

#### Learning Targets - Civil Rights - Living with Great Turmoil

- Cold War
  - Student will be able to explain the roots of the Cold War.
    - Communism, Marshall plan, Soviet Union, Nuclear weapons after WWII, Nuclear arms race
  - Student will be able to explain how the Korean War led to the Cold War and the Red Scare.
    - McCarthyism, Red Scare, Joseph McCarthy, Korea, Truman, MacArthur
  - Students will be able to explain how the Cold War turned into an arms race and why became a crisis spot.
    - Cuban missile Crisis, Fidel Castro, Sputnik, superpowers, John F. Kennedy
  - Vietnam
- The Civil Rights Movement
  - Students will be able to analyze how African Americans struggled to gain the rights guaranteed them by the Constitution.
    - Martin Luther King Jr., Rosa Parks, Fred Shuttlesworth, John Lewis events, Brown vs. Board of Education, Montgomery Bus Boycott, student protests, Freedom Rides, Malcolm X, I have a dream speech
  - Student will be able to summarize the actions that were taken to keep African Americans from voting.
    - literacy tests, white primaries, restrictions on voter registration, poll taxes.
  - Students will be able to explain the impact of the voting rights marches on the efforts to increase voting rights for minorities.
    - Voting Rights Act of 1965
  - Students will be able to assess how the civil rights movement changed the United States
    - Civil Right Acts
      - 1964
      - 1968 (Fair Housing Act)

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## 7th Grade

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

NCSS

- CULTURE AND CULTURAL DIVERSITY
  - Teachers of the middle grades can assist learners to explore and ask questions about the nature of culture that provide a wider range of cultural universals and in-depth study of the specific aspects of particular cultures in similar and different places, times, conditions, and contexts. Teachers can encourage learners to consider the connections between the assumptions, beliefs, and values of a culture and the actions, policies, and products of people in multiple situations. They can help them analyze the ways that a people's cultural ideas and actions influence its members. Through this inquiry, learners can begin to consider such phenomena as cultural lag, assimilation, accommodation, and the strength of the impact traditions have on thought and action within any particular social group.
  - Social studies students should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of culture and cultural diversity.

C3 STANDARDS

- Human-Environment Interaction: Place, Regions, and Culture
  - D2.Geo.6.6-8. Explain how the physical and human characteristics of places and regions are connected to human identities and cultures.
  - D2.Geo.10.6-8. Analyze the ways in which cultural and environmental characteristics vary among various regions of the world.

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<u>Learning Goal</u>	<u>Proficiency Scale</u>
<p>Students will be able to explain how human beings learn, modify, and adapt their cultures.</p>	<p>4: Student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.</p> <p>3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> <li>• comparing ancient cultures and the role tradition, values and beliefs play in helping people comprehend and make sense of themselves as individuals and members of various groups.</li> <li>• drawing conclusions about how cultures and systems within cultures are dynamic, evolving, and highly influential on the thoughts and actions of those who belong to them.</li> <li>• proving what is/are most important (ideals) to the society based on art and architecture found in various eras/societies.</li> </ul> <p>2: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> <li>• recognizing and recalling specific vocabulary, such as: ancient, comprehend, dynamic, evolving, society, architecture.</li> <li>• performing processes such as:               <ul style="list-style-type: none"> <li>o analyzing how ancient cultures responded to persistent human issues.</li> <li>o Explaining belief systems and their role in cultural norms.</li> </ul> </li> </ul> <p>1: Student demonstrates limited understanding or skill with the learning goal.</p>

<p style="text-align: center;"><u>Learning Targets - Pre-History / Archeology</u></p> <ul style="list-style-type: none"> <li>• Explaining the Scientific Method</li> <li>• Evaluating how do we know what we know</li> <li>• Summarizing what makes a civilization</li> </ul>
<p style="text-align: center;"><u>Learning Targets - Ancient Civilizations</u></p> <ul style="list-style-type: none"> <li>• Mesopotamia</li> </ul>

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- Hammurabi Law Code
- Kingship
- Social Class
- Egypt
  - Religion
  - Technology (Pyramids, Great Buildings)
  - Social Class
- India
  - Caste System
  - Hinduism/Buddhism
- China
  - Technology?

Learning Targets - Ancient World

- Egypt Project (Mummy Book, Choose your own project (multiple intelligences), Essay on Culture)
- Egyptian Tomb Art and burial practices
- Mesopotamia - Big Myth - Creation Myth
- India - Buddhist/Hindu Parables
- India Caste System

Learning Targets - Classical World

- Greece
  - Direct Democracy
  - Government Types (Monarchy, Oligarchy, Democracy)
  - Greek Inventors and Philosophers
- Rome
  - Republican Democracy (Republic)
  - Roman Engineering
  - Inflation Economic Crisis

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Learning Targets - Medieval World

- Europe
  - The Power of the Catholic Church
  - Feudal system
  - The Crusades
    - Cross Cultural Influences after the Crusades
  - The Black Death
  - Religions (Christianity, Judaism and Islam)
- Feudal Japan
  - Ninjas?
  - Feudal system
- Medieval African Kingdoms
  - Salt and Gold Trade
  - Mansa Musa

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## 8th Grade

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

NCSS

- CULTURE AND CULTURAL DIVERSITY

- Teachers of the middle grades can assist learners to explore and ask questions about the nature of culture that provide a wider range of cultural universals and in-depth study of the specific aspects of particular cultures in similar and different places, times, conditions, and contexts. Teachers can encourage learners to consider the connections between the assumptions, beliefs, and values of a culture and the actions, policies, and products of people in multiple situations. They can help them analyze the ways that a people's cultural ideas and actions influence its members. Through this inquiry, learners can begin to consider such phenomena as cultural lag, assimilation, accommodation, and the strength of the impact traditions have on thought and action within any particular social group.

C3 STANDARDS

- Human-Environment Interaction: Place, Regions, and Culture

- D2.Geo.4.6-8. Explain how cultural patterns and economic decisions influence environments and the daily lives of people in both nearby and distant places.
- D2.Geo.5.6-8. Analyze the combinations of cultural and environmental characteristics that make places both similar to and different from other places.
- D2.Geo.6.6-8. Explain how the physical and human characteristics of places and regions are connected to human identities and cultures.
- D2.Geo.7.6-8. Explain how changes in transportation and communication technology influence the spatial connections among human settlements and affect the diffusion of ideas and cultural practices.
- D2.Geo.8.6-8. Analyze how relationships between humans and environments extend or contract spatial patterns of settlement and movement.
- D2.Geo.10.6-8. Analyze the ways in which cultural and environmental characteristics vary among various regions of the world.
- D2.Geo.11.6-8. Explain how the relationship between the environmental characteristics of places and production of goods influences the spatial patterns of world trade.
- D2.Geo.12.6-8. Explain how global changes in population distribution patterns affect changes in land use in particular places.

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<u>Learning Goal</u>	<u>Proficiency Scale</u>
<p>Students will be able to explain how human beings learn, modify, and adapt their cultures.</p>	<p>4: Student demonstrates an in-depth inference, advanced application or innovates with the learning goal.</p> <p>3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> <li>● describing the relationship between geography, economics, and history as a context for events and movements across the world.</li> <li>● comparing multiple cultural perspectives on a given historical or current event.</li> <li>● analyzing how characteristics of culture in various regions have affected or influences responses to major events.</li> </ul> <p>2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> <li>● recognizing and recalling specific vocabulary, such as: geography, economics, history, context.</li> <li>● performing processes such as:               <ul style="list-style-type: none"> <li>○ comparing how various cultures within a region or community help people comprehend and make sense of themselves as individuals and members of various groups.</li> <li>○ investigating how cultures and systems within cultures are dynamic, evolving, and highly influential on the thoughts and actions of those who belong to them.</li> <li>○ analyzing strengths and advantages that diversity offers to a society in general.</li> </ul> </li> </ul> <p>1: Student demonstrates limited understanding or skill of the learning goal.</p>

<p style="text-align: center;"><u>Learning Targets - Global Culture</u></p> <ul style="list-style-type: none"> <li>● Culture as a result of the environment, defining cultures based upon belief systems, values, and practices in different parts of the world.</li> <li>● Understanding how and why personal behavior is tied to our environment.</li> </ul>
<p style="text-align: center;"><u>Learning Targets - Crisis</u></p>



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- Understand the processes that lead to change within societies and institutions that result in the development of new ideas, values, and ways of life.
- Examine the origins, purposes, and impacts of constitutions, laws, treaties and international agreements.
- describe the roles of political, civil, societal and economic organizations in shaping people's lives.

Learning Targets - Civil Rights

- Knowledge and understanding of culture through multiple modes, including fiction and non-fiction
- conduct data analysis of people from divergent backgrounds
- complete research of various cultural systems

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## Kindergarten

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

NCSS

● GLOBAL CONNECTIONS

- Teachers of the early grades can build on learners' first-hand experiences and those presented to them through the media to help them to become aware of and to understand how they are affected by events on a global scale. Within this context, teachers can provide experiences through which learners examine and explore global connections, issues, and concerns. For example, learners might explore ways language or beliefs may facilitate understanding or lead to misunderstanding, or, when given examples of conflict, cooperation, or interdependence among groups, think of reasons that lead to such behavior.

C3 STANDARDS

● Dimension 2, Global Interconnections

- D2.Geo.10.K-2. Describe changes in the physical and cultural characteristics of various world regions.
- D2.Geo.11.K-2. Explain how the consumption of products connects people to distant places.
- D2.Geo.12.K-2. Identify ways that a catastrophic disaster may affect people living in a place.

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<u>Learning Goal</u>	<u>Proficiency Scale</u>
<p>Students will understand how global interdependence affects societies and cultures.</p>	<p>4: Student demonstrates an in-depth inference, advanced application or innovates with the learning goal.</p> <p>3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> <li>● explaining how regions relate to one another.</li> </ul> <p>2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> <li>● recognizing and recalling specific vocabulary, such as: world, regions, identify, various, landforms.</li> <li>● performing processes such as:             <ul style="list-style-type: none"> <li>○ identifying various world regions.</li> <li>○ identifying landforms found across the world.</li> </ul> </li> </ul> <p>1: Student demonstrates limited understanding or skill with the learning goal.</p>

Learning Targets - Global People and Places

- We will make maps and graphs to show our community and information.
- We will describe ways people use their environment to meet their needs.
- We will identify key features of a map; roads, mountains, water etc.
- We will be able to describe why people would or would not want to join a group.
- We will explain how regions relate to one another.

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## 1st Grade

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

NCSS

● GLOBAL CONNECTIONS

- Teachers of the early grades can build on learners' first-hand experiences and those presented to them through the media to help them to become aware of and to understand how they are affected by events on a global scale. Within this context, teachers can provide experiences through which learners examine and explore global connections, issues, and concerns. For example, learners might explore ways language or beliefs may facilitate understanding or lead to misunderstanding, or, when given examples of conflict, cooperation, or interdependence among groups, think of reasons that lead to such behavior.

C3 STANDARDS

● Dimension 2, Global Interconnections

- D2.Geo.10.K-2. Describe changes in the physical and cultural characteristics of various world regions.
- D2.Geo.11.K-2. Explain how the consumption of products connects people to distant places.
- D2.Geo.12.K-2. Identify ways that a catastrophic disaster may affect people living in a place.

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<u>Learning Goal</u>	<u>Proficiency Scale</u>
<p>Students will understand how global interdependence affects societies and cultures.</p>	<p>4: Student demonstrates an in-depth inference, advanced application or innovates with the learning goal.</p> <p>3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> <li>● explaining how events have global causes and effects.</li> <li>● assessing how they can make a change in their community or school to impact a global issue.</li> </ul> <p>2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> <li>● recognizing and recalling specific vocabulary, such as: cause, effect, global, event, issue.</li> <li>● performing processes such as:             <ul style="list-style-type: none"> <li>○ identifying various world regions and how they relate to each other.</li> </ul> </li> </ul> <p>1: Student demonstrates limited understanding or skill with the learning goal.</p>

<u>Learning Targets - Sustainability</u>
<ul style="list-style-type: none"> <li>● identifying elements in their environment that affect their lives.</li> <li>● defining how we use and think about the physical and built environments.</li> <li>● summarizing concerns about the use and abuse of the physical environment.</li> <li>● describing ways people modify and adapt to their environment.</li> <li>● explaining how events have global causes and effects.</li> <li>● assessing how they can make a change in their community or school to impact a global issue.</li> <li>● categorizing products that are produced abroad and sold domestically and products that are produced domestically and sold abroad.</li> <li>● examining why certain things are only made in certain places.</li> </ul>

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## 2nd Grade

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

NCSS

● GLOBAL CONNECTIONS

- Teachers of the early grades can build on learners’ first-hand experiences and those presented to them through the media to help them to become aware of and to understand how they are affected by events on a global scale. Within this context, teachers can provide experiences through which learners examine and explore global connections, issues, and concerns. For example, learners might explore ways language or beliefs may facilitate understanding or lead to misunderstanding, or, when given examples of conflict, cooperation, or interdependence among groups, think of reasons that lead to such behavior.

C3 STANDARDS

● Dimension 2, Global Interconnections

- D2.Geo.10.K-2. Describe changes in the physical and cultural characteristics of various world regions.
- D2.Geo.11.K-2. Explain how the consumption of products connects people to distant places.
- D2.Geo.12.K-2. Identify ways that a catastrophic disaster may affect people living in a place.

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<u>Learning Goal</u>	<u>Proficiency Scale</u>
<p>Students will understand how global interdependence affects societies and cultures.</p>	<p>4: Student demonstrates an in-depth inference, advanced application or innovates with the learning goal.</p> <p>3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> <li>● describing the changes in the physical and cultural characteristics of various world regions.</li> <li>● assessing global connections, issues and concerns.</li> <li>● explaining why environmental characteristics vary among different world regions.</li> <li>● identifying ways culture impacts relations between countries.</li> </ul> <p>2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> <li>● recognizing and recalling specific vocabulary, such as: physical, cultural, characteristic, region, global connections, issues, concerns, environmental, impact, relation, countries.</li> <li>● performing processes such as: <ul style="list-style-type: none"> <li>○ identifying regions and ecosystems and they they are connected.</li> </ul> </li> </ul> <p>1: Student demonstrates limited understanding or skill with the learning goal.</p>

Learning Targets - The US on a Global Scale

- Determining Needs/Wants
- Investigating Global trade (specialties of world regions)
- Comparing how values and abundance of science and technology exists across the world regions
- Comparing rules and decisions around the world - types/styles of government and how that influence culture
- Determining where products are made and how they arrived at your home

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## 3rd Grade

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

NCSS

● GLOBAL CONNECTIONS

- Teachers of the early grades can build on learners' first-hand experiences and those presented to them through the media to help them to become aware of and to understand how they are affected by events on a global scale. Within this context, teachers can provide experiences through which learners examine and explore global connections, issues, and concerns. For example, learners might explore ways language or beliefs may facilitate understanding or lead to misunderstanding, or, when given examples of conflict, cooperation, or interdependence among groups, think of reasons that lead to such behavior.

C3 STANDARDS

● Dimension 2, Global Interconnections

- D2.Geo.10.3-5. Explain why environmental characteristics vary among different world regions.
- D2.Geo.11.3-5. Describe how the spatial patterns of economic activities in a place change over time because of interactions with nearby and distant places.
- D2.Geo.12.3-5. Explain how natural and human-made catastrophic events in one place affect people living in other places.



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<u>Learning Goal</u>	<u>Proficiency Scale</u>
<p>Students will understand how global interdependence affects societies and cultures.</p>	<p>4: Student demonstrates an in-depth inference, advanced application or innovates with the learning goal.</p> <p>3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> <li>● analyzing how a student's community is impacted by an event on a global scale.</li> <li>● explaining our dependence on global markets.</li> <li>● assessing how they can make a change in a global problem from a local platform.</li> </ul> <p>2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> <li>• recognizing and recalling specific vocabulary, such as: community, event, market, platform.</li> <li>• performing processes such as: <ul style="list-style-type: none"> <li>o explaining how environmental characteristics of different world regions can impact locally.</li> <li>o explaining how the consumption of products connects people to distant places.</li> <li>o explain why products are produced abroad and sold domestically, and why products that are produced domestically and sold abroad.</li> </ul> </li> </ul> <p>1: Student demonstrates limited understanding or skill with the learning goal.</p>

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Learning Targets -Building a Community

- Students will visually represent rural, suburban, and urban communities. There is one example of this listed in the resource section for these days.
- Students will engage in skits to show how students depend on one another
- Students will determine how Zoning impacts a community
- Students begin a Core Experience for a Cumulative Project; the project listed is not THE core experience; a project that accomplishes the listed goals is what is required.

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## 4th Grade

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

NCSS

● GLOBAL CONNECTIONS

- Teachers of the early grades can build on learners' first-hand experiences and those presented to them through the media to help them to become aware of and to understand how they are affected by events on a global scale. Within this context, teachers can provide experiences through which learners examine and explore global connections, issues, and concerns. For example, learners might explore ways language or beliefs may facilitate understanding or lead to misunderstanding, or, when given examples of conflict, cooperation, or interdependence among groups, think of reasons that lead to such behavior.

C3 STANDARDS

● Dimension 2, Global Interconnections

- D2.Geo.10.3-5. Explain why environmental characteristics vary among different world regions.
- D2.Geo.11.3-5. Describe how the spatial patterns of economic activities in a place change over time because of interactions with nearby and distant places.
- D2.Geo.12.3-5. Explain how natural and human-made catastrophic events in one place affect people living in other places.

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<u>Learning Goal</u>	<u>Proficiency Scale</u>
<p>Students will understand how global interdependence affects societies and cultures.</p>	<p>4: Student demonstrates an in-depth inference, advanced application or innovates with the learning goal.</p> <p>3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> <li>● drawing conclusions about consequences of economic decisions on themselves, as well as on groups, communities, and our nation.</li> <li>● identifying examples of conflict, cooperation or interdependence across states and in the global context.</li> <li>● assessing the connectedness of state level decisions and events to a global marketplace.</li> </ul> <p>2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> <li>● recognizing and recalling specific vocabulary, such as: economic, nation, cooperation, interdependence, marketplace.</li> <li>● performing processes such as:               <ul style="list-style-type: none"> <li>○ analyzing the ways language or beliefs facilitate understanding or lead to misunderstanding.</li> <li>○ analyzing how a student's community is impacted by an event on a global scale.</li> <li>○ assessing how they can make a change in a global problem from a local perspective.</li> </ul> </li> </ul> <p>1: Student demonstrates limited understanding or skill with the learning goal.</p>

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Learning Targets - Government and Global Missouri

- What's Missouri's role in the world?
- How does Missouri impact the world?
- What's unique about Missouri's Government?
- Who plays a key role in Missouri's Government?
- What make State Government different than local or national Government?
- How do decisions of Missouri and other States impact us?
- What does it mean to be a "citizen" in the state of Missouri?
- Role of science and technology in Missouri
- Missouri inventions
- STEM movement and how it's impacting education K-20

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## 5th Grade

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

NCSS

● GLOBAL CONNECTIONS

- Teachers of the early grades can build on learners' first-hand experiences and those presented to them through the media to help them to become aware of and to understand how they are affected by events on a global scale. Within this context, teachers can provide experiences through which learners examine and explore global connections, issues, and concerns. For example, learners might explore ways language or beliefs may facilitate understanding or lead to misunderstanding, or, when given examples of conflict, cooperation, or interdependence among groups, think of reasons that lead to such behavior.

C3 STANDARDS

● Dimension 2, Global Interconnections

- D2.Geo.10.3-5. Explain why environmental characteristics vary among different world regions.
- D2.Geo.11.3-5. Describe how the spatial patterns of economic activities in a place change over time because of interactions with nearby and distant places.
- D2.Geo.12.3-5. Explain how natural and human-made catastrophic events in one place affect people living in other places.

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<u>Learning Goal</u>	<u>Proficiency Scale</u>
<p>Students will understand how global interdependence affects societies and cultures.</p>	<p>4: Student demonstrates an in-depth inference, advanced application or innovates with the learning goal.</p> <p>3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> <li>● explaining how the establishment of a society or civilization is supported by a global network.</li> <li>● comparing advantages and disadvantages of transition from local trade to a global marketplace.</li> <li>● summarizing the role of government in exchange or trade.</li> </ul> <p>2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> <li>• recognizing and recalling specific vocabulary, such as: society, civilization, advantages, disadvantages, transition, trade, role, exchange.</li> <li>• performing processes such as:               <ul style="list-style-type: none"> <li>o drawing conclusions about consequences of economic decisions on themselves, as well as on groups, communities, and our nation.</li> <li>o identifying examples of conflict, cooperation or interdependence across states and in the global context.</li> <li>o assessing the connectedness of state level decisions and events to a global marketplace.</li> </ul> </li> </ul> <p>1: Student demonstrates limited understanding or skill with the learning goal.</p>

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Learning Targets - Explorers and Foundations

- Study selected European explorers and the territories they explored
- Understand selected geographic, economic, political, and cultural factors that characterized early exploration of the Americas
- Understand why colonial America was settled in regions (everyday life in colonies)
- Knows significant events in the colonization of North America
- Knows significant social and political events that led to and characterized the American Revolution
- Knows significant historical documents and the principal ideas expressed in them
- There were already people living in America (Native Americans)
- People from Spain were first to come seeking riches and opportunity
- People from Spain settled mostly in the southern part of the current U.S. (Florida to California)
- The French and Dutch came shortly after Spain to obtain furs
- The French settled the middle of current U.S and North of Spanish settlements into Canada
- Finally, English settlers came to North America to build new lives for their families
- Religious and political freedom was another reason for settling in a new, loosely governed place
- 13 English colonies were established along the Atlantic Coast
- Colonists depended on Native Americans, Indentured Servants, and African slaves as a source of labor
- Colonists informally established types of governmental procedures, including direct democracy, representative government, and majority rule
- The Mayflower Compact was the first attempt at establishing law and order in the colonies
- The New England colonists were generally religious (Christian), depended on each other, and quickly established centers of communities
- The Middle colonists enjoyed milder climate, were more tolerant of different religious beliefs, and used the fertile soil to grow much agriculture
- The Southern colonists were self-sufficient, depended on African slaves on plantations, and established the House of Burgess, the first attempt at representative government
- American colonists defeated England in the American Revolutionary War. This allowed people living in the colonies to form their own country.
- During the mid 1700's some colonists became increasingly upset with King George in Great Britain for the "unfair" control he had over the colonies



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- Some colonists believed that the taxes demanded of them on their own goods was unreasonable
- The Colonists began making requests of Great Britain to change how it dealt with them, but there was no change
- Disagreement in power led to Great Britain and the colonists going to war
- One reason the colonists were able to defeat England was because they had strong leaders, such as George Washington
- A second reason for the colonists' victory was their personal interest in forming an independent nation
- The colonists received assistance from France, which helped them defeat England
- Colonists were fighting on their own land; this was an advantage over the English
- The Revolutionary War divided families; some thought they should be loyal to the king (Loyalists), even though they disagreed with the rules while others thought they should fight for their rights.
- Patriots were colonists who thought they should fight for freedom from King George and England
- Patriots were not formally trained, used their own equipment and weapons, and were ready at a moment's notice (minutemen)
- Women helped in the war by taking care of farms, helping the injured, and taking care of their homes
- King George and England believed that colonists should obey English laws and support England with taxes because they had supported them in establishing the colonies
- The Declaration of Independence was written by American colonists to tell other countries that the people living in the American colonies were declaring themselves free and independent from England.
- Thomas Jefferson was a chief writer of the Declaration of Independence
- People living in the colonies wanted to establish a country that was run by the people and where the citizens' rights were protected
- Not all colonists thought it was right to rebel and declare independence from King George; they were called Loyalists
- The Constitution outlines the rights and responsibilities of people living in the United States
- The Preamble is an opening statement declaring the rights of all people in the United States
- In later years, the Bill of Rights (amendments) were added to the Constitution to better define or change parts of the Constitution
- The Bill of Rights includes freedoms of religion, speech, press, to assemble peacefully, to petition to government
- The Constitution describes the organization and function of the three branches of the federal government
- Laws and rules are made to promote the common good.
- As a citizen of the United States, you have certain rights and responsibilities

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## 6th Grade

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

NCSS

● GLOBAL CONNECTIONS

- Teachers of the middle grades can encourage learners to initiate analyses of the interactions among states and nations and their cultural complexities as they respond to global events and changes. They might encourage learners to map the locations where various products they own were produced and to explore the causes, consequences, and possible solutions to persistent, contemporary, and emerging global issues or have learners describe and explain various specific instances of tensions between national sovereignty and global interests.

C3 STANDARDS

● Dimension 2, Global Interconnections

- D2.Geo.10.6-8. Analyze the ways in which cultural and environmental characteristics vary among various regions of the world.
- D2.Geo.11.6-8. Explain how the relationship between the environmental characteristics of places and production of goods influences the spatial patterns of world trade.
- D2.Geo.12.6-8. Explain how global changes in population distribution patterns affect changes in land use in particular places.

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<u>Learning Goal</u>	<u>Proficiency Scale</u>
<p>Students will understand how global interdependence affects societies and cultures.</p>	<p>4: Student demonstrates an in-depth inference, advanced application or innovates with the learning goal.</p> <p>3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> <li>● assessing the impact of exchange or trade to improve the well-being of individual groups and the economy.</li> <li>● describing how the spatial patterns of economic activities in a place change over time because of interactions with nearby and distant places.</li> </ul> <p>2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> <li>● recognizing and recalling specific vocabulary, such as: spatial, interaction.</li> <li>● performing processes such as: <ul style="list-style-type: none"> <li>○ explaining how the establishment of a society or civilization is supported by a global network.</li> <li>○ summarizing the role of government in exchange or trade.</li> <li>○ comparing advantages and disadvantages of transition from local trade to a global marketplace.</li> <li>○ developing an argument about the factors that influenced conflict, cooperation or interdependence among global groups.</li> </ul> </li> </ul> <p>1: Student demonstrates limited understanding or skill with the learning goal.</p>

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Learning Targets - World War II and it's Aftermath

- Students will be able to explain the causes of World War II
  - Entry of the United States into the war (Pearl Harbor)
  - locate Allied/ Axis powers on map
  - Joseph Stalin, Adolf Hitler, Benito Mussolini, Winston Churchill
- Students will be able to explain why the Us finally entered the war
  - Pearl Harbor
  - Franklin D. Roosevelt
- Students will be able to explain how life was on the homefront
  - african americans and women’s roles
  - treatment of Japanese Americans
  - retooling of factories from consumer to military production (rationing)
- Students will be able to explain how the end of the war came about.
  - Key Battles: Battles of Normandy, Battle of the Bulge
  - Atomic Bomb
- Students will analyze the human Costs associated with WWII
  - Holocaust
  - military casualties
  - atomic bomb

Learning Targets - Civil Rights - Living with Great Turmoil

- Cold War
  - Student will be able to explain the roots of the Cold War.
    - Communism, Marshall plan, Soviet Union, Nuclear weapons after WWII, Nuclear arms race
  - Student will be able to explain how the Korean War led to the Cold War and the Red Scare.
    - McCarthyism, Red Scare, Joseph McCathy, Korea, Truman, MacArthur
  - Students will be able to explain how the Cold War turned into an arms race and why became a crisis spot.
    - Cuban missile Crisis, Fidel Castro, *Sputnik*, superpowers, John F. Kennedy

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- Vietnam
- The Civil Rights Movement
  - Students will be able to analyze how African Americans struggled to gain the rights guaranteed them by the Constitution.
    - Martin Luther King Jr., Rosa Parks, Fred Shuttlesworth, John Lewis events, Brown vs. Board of Education, Montgomery Bus Boycott, student protests, Freedom Rides, Malcolm X, I have a dream speech
  - Student will be able to summarize the actions that were taken to keep African Americans from voting.
    - literacy tests, white primaries, restrictions on voter registration, poll taxes.
  - Students will be able to explain the impact of the voting rights marches on the efforts to increase voting rights for minorities.
    - Voting Rights Act of 1965
  - Students will be able to assess how the civil rights movement changed the United States
    - Civil Right Acts
      - 1964
      - 1968 (Fair Housing Act)

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## 7th Grade

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

NCSS

● GLOBAL CONNECTIONS

- Teachers of the middle grades can encourage learners to initiate analyses of the interactions among states and nations and their cultural complexities as they respond to global events and changes. They might encourage learners to map the locations where various products they own were produced and to explore the causes, consequences, and possible solutions to persistent, contemporary, and emerging global issues or have learners describe and explain various specific instances of tensions between national sovereignty and global interests.

C3 STANDARDS

● Dimension 2, Global Interconnections

- D2.Geo.10.6-8. Analyze the ways in which cultural and environmental characteristics vary among various regions of the world.
- D2.Geo.11.6-8. Explain how the relationship between the environmental characteristics of places and production of goods influences the spatial patterns of world trade.
- D2.Geo.12.6-8. Explain how global changes in population distribution patterns affect changes in land use in particular places.

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<u>Learning Goal</u>	<u>Proficiency Scale</u>
<p>Students will understand how global interdependence affects societies and cultures.</p>	<p>4: Student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.</p> <p>3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> <li>● analyzing the ways in which cultural and environmental characteristics vary among various regions of the world in various times.</li> <li>● analyzing how nations, societies, and cultures interact and respond to global events and changes.</li> <li>● assessing the impact of trade or exchange to improve the well-being of individuals, groups and the economy.</li> </ul> <p>2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> <li>● recognizing and recalling specific vocabulary, such as: nation.</li> <li>● performing processes such as:               <ul style="list-style-type: none"> <li>○ describing how the spatial patterns of economic activities in a place change over time because of interactions with nearby and distant places.</li> <li>○ explaining how the establishment of a society or civilization is supported by a global network.</li> </ul> </li> </ul> <p>1: Student demonstrates limited understanding or skill with the learning goal.</p>

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Learning Targets - Ancient Civilizations

- Mesopotamia
  - Hammurabi Law Code
  - Kingship
  - Social Class
- Egypt
  - Religion
  - Technology (Pyramids, Great Buildings)
  - Social Class
- India
  - Caste System
  - Hinduism/Buddhism
- China
  - Technology

Learning Targets - Classical World

- Greece
  - Direct Democracy
  - Government Types (Monarchy, Oligarchy, Democracy)
  - Greek Inventors and Philosophers
- Rome
  - Republican Democracy (Republic)
  - Roman Engineering
  - Inflation Economic Crisis

Learning Targets - Medieval World

- Europe
  - The Power of the Catholic Church
  - Feudal system
  - The Crusades



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- Cross Cultural Influences after the Crusades
  - The Black Death
  - Religions (Christianity, Judaism and Islam)
- Feudal Japan
  - Ninjas
  - Feudal system
- Medieval African Kingdoms
  - Salt and Gold Trade
  - Mansa Musa

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## 8th Grade

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

NCSS

● GLOBAL CONNECTIONS

- Teachers of the middle grades can encourage learners to initiate analyses of the interactions among states and nations and their cultural complexities as they respond to global events and changes. They might encourage learners to map the locations where various products they own were produced and to explore the causes, consequences, and possible solutions to persistent, contemporary, and emerging global issues or have learners describe and explain various specific instances of tensions between national sovereignty and global interests.

C3 STANDARDS

● Dimension 2, Global Interconnections

- D2.Geo.10.6-8. Analyze the ways in which cultural and environmental characteristics vary among various regions of the world.
- D2.Geo.11.6-8. Explain how the relationship between the environmental characteristics of places and production of goods influences the spatial patterns of world trade.
- D2.Geo.12.6-8. Explain how global changes in population distribution patterns affect changes in land use in particular places.

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<u>Learning Goal</u>	<u>Proficiency Scale</u>
<p>Students will understand how global interdependence affects societies and cultures.</p>	<p>4: Student demonstrates an in-depth inference, advanced application or innovates with the learning goal.</p> <p>3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> <li>● analyzing the ways in which cultural and environmental characteristics vary among regions of the world in the modern era.</li> <li>● explaining causes, consequences and possible solutions to persistent, contemporary and emerging global issues.</li> <li>● describing and explaining various, specific instances of tensions between national sovereignty and global interests.</li> </ul> <p>2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> <li>● recognizing and recalling specific vocabulary, such as: modern, era, consequences, solution, persistent, contemporary, emerging, tensions, national, sovereignty, interest.</li> <li>● performing processes such as:               <ul style="list-style-type: none"> <li>o analyzing interactions among nations, societies, and cultures.</li> <li>o analyzing how nations, societies, and cultures respond to global events and changes.</li> <li>o assessing the impact of trade or exchange to improve the well-being of individual groups and the economy.</li> <li>o critiquing the role of government in trade or exchange.</li> </ul> </li> </ul> <p>1: Student demonstrates limited understanding or skill with the learning goal.</p>

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Learning Targets - Global Cultures

- Interpret patterns and relationships of increased global interdependence, and its implications for different societies, cultures and institutions,
- examine policy alternatives that have both national and global implications
- internet pipeline map - how has this changed/impacted global issues
- Culture as a result of the environment, defining cultures based upon belief systems, values, and practices in different parts of the world.
- Understanding how and why personal behavior is tied to our environment.

Learning Targets - Human Environment Interaction

- Comparing cultural backgrounds and technological resources explain how the environment means different things to different people
- Discussing the consequences of Human / Environment Interaction helps people plan and manage the environment responsibly
- Understand how new technologies result in broader social change
- Analyze the positives and negatives that new technology brings to society (pace, cost benefit to people, core human values and beliefs, disparity of resources, and medical practices)
- Evaluating areas of Science and Technology impact: agriculture, manufacturing, the production and distribution of goods and services, the use of energy, communication, transportation, information processing, medicine, health care, and warfare.

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## Kindergarten

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

NCSS

● INDIVIDUAL DEVELOPMENT AND IDENTITY

- Teachers of the early grades can provide learners with opportunities to examine the personal changes that have occurred in them over time, especially their physical development, personal interests, and ideas about who they are and what they believe they can do and achieve. They can assist learners in examining how their thinking, feelings, and actions are similar to and different from those of others and to consider what may have contributed to their own thoughts, feelings, and actions and to the thoughts, feelings, and actions of others. They can also help learners to explore their own personalities and views of self and to consider how these may have come about in light of what they have done and how others have reacted toward them.

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<u>Learning Goal</u>	<u>Proficiency Scale</u>
<p>Students will be able to explain how individuals interact and the consequences of these interactions.</p>	<p>4: Student demonstrates an in-depth inference, advanced application or innovates with the learning goal.</p> <p>3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> <li>● describing personal changes over time (physical development, personal interests, and ideas about who they are and what they believe they can do and achieve)</li> <li>● Describing personal connections to place to clarify impact on identity.</li> <li>● analyzing social norms (taking turns, listening attentively, etc.) to understand how they help us grow and learn.</li> </ul> <p>2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> <li>● recognizing and recalling specific vocabulary, such as: physical, development, personal, believe, achieve, norm, clarify, identity.</li> <li>● performing processes such as: <ul style="list-style-type: none"> <li>○ identifying factors that influence how humans learn and grow.</li> <li>○ identifying ways people are alike and different.</li> </ul> </li> </ul> <p>1: Student demonstrates limited understanding or skill with the learning goal.</p>

<u>Learning Targets - Rules</u>
<ul style="list-style-type: none"> <li>● We will use decision making when following school rules.</li> <li>● We will describe what it means to be a citizen at home and school.</li> <li>● We will tell who is in authority in our school community and outside our school community.</li> <li>● We will tell about the roles of people in authority.</li> <li>● We can explain why we have rules inside and outside of school.</li> <li>● As learners we are always changing and working towards our goals. (post as part of class rules/society)</li> </ul>

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- We will tell about what we bring to the class community.
- We will follow class rules to be a good learner

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## 1st Grade

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

NCSS

● INDIVIDUAL DEVELOPMENT AND IDENTITY

- Teachers of the early grades can provide learners with opportunities to examine the personal changes that have occurred in them over time, especially their physical development, personal interests, and ideas about who they are and what they believe they can do and achieve. They can assist learners in examining how their thinking, feelings, and actions are similar to and different from those of others and to consider what may have contributed to their own thoughts, feelings, and actions and to the thoughts, feelings, and actions of others. They can also help learners to explore their own personalities and views of self and to consider how these may have come about in light of what they have done and how others have reacted toward them.

C3 STANDARDS

● Dimension 2, Participation and Deliberation

- D2.Civ.7.K-2. Apply civic virtues when participating in school settings.
- D2.Civ.8.K-2. Describe democratic principles such as equality, fairness, and respect for legitimate authority and rules.
- D2.Civ.9.K-2. Follow agreed-upon rules for discussions while responding attentively to others when addressing ideas and making decisions as a group.
- D2.Civ.10.K-2. Compare their own point of view with others' perspectives.



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<u>Learning Goal</u>	<u>Proficiency Scale</u>
<p>Students will be able to explain how individuals interact and the consequences of these interactions.</p>	<p>4: Student demonstrates an in-depth inference, advanced application or innovates with the learning goal.</p> <p>3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> <li>● applying civic virtues when participating in school settings.</li> <li>● comparing points of view with peers to begin to understand human diversity.</li> <li>● analyzing how they have changed over time (physical development, personal interests, and ideas about who they are and what they believe they can do and achieve)</li> <li>● analyzing the way they interact with others.</li> </ul> <p>2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> <li>● recognizing and recalling specific vocabulary, such as: civic virtues, diversity, analyze.</li> <li>● performing processes such as:               <ul style="list-style-type: none"> <li>○ identifying basic human rights</li> <li>○ explaining why we honor human rights and needs.</li> <li>○ describing their role/position/place in their school, family and classroom.</li> </ul> </li> </ul> <p>1: Student demonstrates limited understanding or skill with the learning goal.</p>

<u>Learning Targets - Communities</u>
<ul style="list-style-type: none"> <li>● applying civic virtues when participating in school settings.</li> <li>● comparing points of view with peers to begin to understand human diversity.</li> <li>● analyzing how they have changed over time (physical development, personal interests, and ideas about who they are and what they believe they can do and achieve)</li> </ul>

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- analyzing the way they interact with others.
- explaining why civic responsibilities play a role in our lives.
- explaining how to resolve disputes peacefully in the classroom and on the playground.
- identifying how schools, religions, families, governments, and/or businesses play major roles in the lives of people.
- identifying the difference between wants and needs of an individual.
- listing various ways an individual obtains goods.
- identifying elements in their environment that affect their lives.

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## 2nd Grade

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

NCSS

● INDIVIDUAL DEVELOPMENT AND IDENTITY

- Teachers of the early grades can provide learners with opportunities to examine the personal changes that have occurred in them over time, especially their physical development, personal interests, and ideas about who they are and what they believe they can do and achieve. They can assist learners in examining how their thinking, feelings, and actions are similar to and different from those of others and to consider what may have contributed to their own thoughts, feelings, and actions and to the thoughts, feelings, and actions of others. They can also help learners to explore their own personalities and views of self and to consider how these may have come about in light of what they have done and how others have reacted toward them.

C3 STANDARDS

● Dimension 2, Participation and Deliberation

- D2.Civ.10.K-2. Compare their own point of view with others' perspectives.

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<u>Learning Goal</u>	<u>Proficiency Scale</u>
<p>Students will be able to explain how individuals interact and the consequences of these interactions.</p>	<p>4: Student demonstrates an in-depth inference, advanced application or innovates with the learning goal.</p> <p>3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> <li>● comparing similarities and differences by examining thinking, feelings, and actions that are similar to and different from those of others.</li> <li>● hypothesizing what may have contributed to their own thoughts, feelings, and actions and to the thoughts, feelings, and actions of others.</li> <li>● critiquing how children in other times or places may have reacted to life events (based on historical or cultural research).</li> </ul> <p>2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> <li>● recognizing and recalling specific vocabulary, such as: similarities, differences, hypothesis, critique.</li> <li>● performing processes such as: <ul style="list-style-type: none"> <li>○ identifying actions that are responsive to particular situations</li> </ul> </li> </ul> <p>1: Student demonstrates limited understanding or skill with the learning goal.</p>

Learning Targets - World Cultures

- Students will identify countries around the world
- Students will learn geographic location
- Students will learn relative location
- Students will learn important characteristics of place such as but not limited to: continent, city, landform, culture, tradition

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## 3rd Grade

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

NCSS

● INDIVIDUAL DEVELOPMENT AND IDENTITY

- Teachers of the early grades can provide learners with opportunities to examine the personal changes that have occurred in them over time, especially their physical development, personal interests, and ideas about who they are and what they believe they can do and achieve. They can assist learners in examining how their thinking, feelings, and actions are similar to and different from those of others and to consider what may have contributed to their own thoughts, feelings, and actions and to the thoughts, feelings, and actions of others. They can also help learners to explore their own personalities and views of self and to consider how these may have come about in light of what they have done and how others have reacted toward them.

C3 STANDARDS

● Dimension 2, Participation and Deliberation

- D2.Civ.7.3-5. Apply civic virtues and democratic principles in school settings.
- D2.Civ.8.3-5. Identify core civic virtues and democratic principles that guide government, society, and communities.
- D2.Civ.10.3-5. Identify the beliefs, experiences, perspectives, and values that underlie their own and others' points of view about civic issues.

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<u>Learning Goal</u>	<u>Proficiency Scale</u>
<p>Students will be able to explain how individuals interact and the consequences of these interactions.</p>	<p>4: Student demonstrates an in-depth inference, advanced application or innovates with the learning goal.</p> <p>3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> <li>● summarizing the physical development, personal interests, and ideas about who they are and what they believe they can do and achieve.</li> <li>● summarizing their views of self and what events or institutions have shaped those views.</li> <li>● use views of self and value opinions of others to resolve conflict.</li> <li>● developing and implementing avenues to contribute to the community.</li> </ul> <p>2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> <li>● recognizing and recalling specific vocabulary, such as: conflict, institutions.</li> <li>● performing processes such as:               <ul style="list-style-type: none"> <li>○ identifying ways to contribute to a community.</li> <li>○ comparing points of view expressed by local community with their own.</li> </ul> </li> </ul> <p>1: Student demonstrates limited understanding or skill with the learning goal.</p>

<ul style="list-style-type: none"> <li>● ??</li> <li>●</li> </ul>	<p><u>Learning Targets -??</u></p>
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## 4th Grade

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

NCSS

● INDIVIDUAL DEVELOPMENT AND IDENTITY

- Teachers of the early grades can provide learners with opportunities to examine the personal changes that have occurred in them over time, especially their physical development, personal interests, and ideas about who they are and what they believe they can do and achieve. They can assist learners in examining how their thinking, feelings, and actions are similar to and different from those of others and to consider what may have contributed to their own thoughts, feelings, and actions and to the thoughts, feelings, and actions of others. They can also help learners to explore their own personalities and views of self and to consider how these may have come about in light of what they have done and how others have reacted toward them.

C3 STANDARDS

● Dimension 2, Participation and Deliberation

- D2.Civ.8.3-5. Identify core civic virtues and democratic principles that guide government, society, and communities.
- D2.Civ.10.3-5. Identify the beliefs, experiences, perspectives, and values that underlie their own and others' points of view about civic issues.



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<u>Learning Goal</u>	<u>Proficiency Scale</u>
<p>Students will be able to explain how individuals interact and the consequences of these interactions.</p>	<p>4: Student demonstrates an in-depth inference, advanced application or innovates with the learning goal.</p> <p>3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> <li>● comparing differences and commonalities that exist among individuals (beliefs, experiences, perspectives and values).</li> <li>● constructing a logical argument to demonstrate how beliefs, experiences and values shape an individual's interactions with their environment.</li> </ul> <p>2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> <li>● recognizing and recalling specific vocabulary, such as: interaction, environment.</li> <li>● performing processes such as:             <ul style="list-style-type: none"> <li>○ identifying cause and effect of personal decisions.</li> </ul> </li> </ul> <p>1: Student demonstrates limited understanding or skill with the learning goal.</p>

<u>Learning Targets - ???</u>
<ul style="list-style-type: none"> <li>● ?</li> <li>● ?</li> <li>● ?</li> <li>● ?</li> <li>● ?</li> <li>● Family, City, Taxes</li> <li>● analyzing ideas and principles contained in the founding documents of the governmental systems to explain how they influenced the social and political system. (Pulled from 8th grade. Possible use depending upon content taught.)</li> <li>● comparing kids in missouri to kids in other states</li> </ul>

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- investigating the beliefs and values of missourians
- assessing actions of state officials and the outcomes (intended and unintended) of governmental actions (bills, laws, rules, etc.)
-

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## 5th Grade

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

NCSS

● INDIVIDUAL DEVELOPMENT AND IDENTITY

- Teachers of the early grades can provide learners with opportunities to examine the personal changes that have occurred in them over time, especially their physical development, personal interests, and ideas about who they are and what they believe they can do and achieve. They can assist learners in examining how their thinking, feelings, and actions are similar to and different from those of others and to consider what may have contributed to their own thoughts, feelings, and actions and to the thoughts, feelings, and actions of others. They can also help learners to explore their own personalities and views of self and to consider how these may have come about in light of what they have done and how others have reacted toward them.

C3 STANDARDS

● Dimension 2, Participation and Deliberation

- D2.Civ.8.3-5. Identify core civic virtues and democratic principles that guide government, society, and communities.
- D2.Civ.9.3-5. Use deliberative processes when making decisions or reaching judgments as a group.
- D2.Civ.10.3-5. Identify the beliefs, experiences, perspectives, and values that underlie their own and others' points of view about civic issues.

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<u>Learning Goal</u>	<u>Proficiency Scale</u>
<p>Students will be able to explain how individuals interact and the consequences of these interactions.</p>	<p>4: Student demonstrates an in-depth inference, advanced application or innovates with the learning goal.</p> <p>3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> <li>● identifying core civic virtues and democratic principles that guide decision making.</li> <li>● critiquing the process used to making decisions or reaching judgements as a group.</li> </ul> <p>2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> <li>● recognizing and recalling specific vocabulary, such as: civic virtues, government, democratic, principle.</li> <li>● performing processes such as:             <ul style="list-style-type: none"> <li>○ applying civic virtues and democratic principles in multiple settings.</li> <li>○ compare differences and commonalities that exist among individuals (beliefs, experiences, perspectives and values).</li> </ul> </li> </ul> <p>1: Student demonstrates limited understanding or skill with the learning goal.</p>

Learning Targets - Explorers and Foundations

- Study selected European explorers and the territories they explored
- Understand selected geographic, economic, political, and cultural factors that characterized early exploration of the Americas
- Understand why colonial America was settled in regions (everyday life in colonies)
- Knows significant events in the colonization of North America
- Knows significant social and political events that led to and characterized the American Revolution
- Knows significant historical documents and the principal ideas expressed in them

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- There were already people living in America (Native Americans)
- People from Spain were first to come seeking riches and opportunity
- People from Spain settled mostly in the southern part of the current U.S. (Florida to California)
- The French and Dutch came shortly after Spain to obtain furs
- The French settled the middle of current U.S and North of Spanish settlements into Canada
- Finally, English settlers came to North America to build new lives for their families
- Religious and political freedom was another reason for settling in a new, loosely governed place
- 13 English colonies were established along the Atlantic Coast
- Colonists depended on Native Americans, Indentured Servants, and African slaves as a source of labor
- Colonists informally established types of governmental procedures, including direct democracy, representative government, and majority rule
- The Mayflower Compact was the first attempt at establishing law and order in the colonies
- The New England colonists were generally religious (Christian), depended on each other, and quickly established centers of communities
- The Middle colonists enjoyed milder climate, were more tolerant of different religious beliefs, and used the fertile soil to grow much agriculture
- The Southern colonists were self-sufficient, depended on African slaves on plantations, and established the House of Burgess, the first attempt at representative government
- American colonists defeated England in the American Revolutionary War. This allowed people living in the colonies to form their own country.
- During the mid 1700's some colonists became increasingly upset with King George in Great Britain for the "unfair" control he had over the colonies
- Some colonists believed that the taxes demanded of them on their own goods was unreasonable
- The Colonists began making requests of Great Britain to change how it dealt with them, but there was no change
- Disagreement in power led to Great Britain and the colonists going to war
- One reason the colonists were able to defeat England was because they had strong leaders, such as George Washington
- A second reason for the colonists' victory was their personal interest in forming an independent nation
- The colonists received assistance from France, which helped them defeat England
- Colonists were fighting on their own land; this was an advantage over the English
- The Revolutionary War divided families; some thought they should be loyal to the king (Loyalists), even though they disagreed with the rules while others thought they should fight for their rights.
- Patriots were colonists who thought they should fight for freedom from King George and England

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- Patriots were not formally trained, used their own equipment and weapons, and were ready at a moment's notice (minutemen)
- Women helped in the war by taking care of farms, helping the injured, and taking care of their homes
- King George and England believed that colonists should obey English laws and support England with taxes because they had supported them in establishing the colonies
- The Declaration of Independence was written by American colonists to tell other countries that the people living in the American colonies were declaring themselves free and independent from England.
- Thomas Jefferson was a chief writer of the Declaration of Independence
- People living in the colonies wanted to establish a country that was run by the people and where the citizens' rights were protected
- Not all colonists thought it was right to rebel and declare independence from King George; they were called Loyalists
- The Constitution outlines the rights and responsibilities of people living in the United States
- The Preamble is an opening statement declaring the rights of all people in the United States
- In later years, the Bill of Rights (amendments) were added to the Constitution to better define or change parts of the Constitution
- The Bill of Rights includes freedoms of religion, speech, press, to assemble peacefully, to petition to government
- The Constitution describes the organization and function of the three branches of the federal government
- Laws and rules are made to promote the common good.
- As a citizen of the United States, you have certain rights and responsibilities

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## 6th Grade

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

NCSS

● INDIVIDUAL DEVELOPMENT AND IDENTITY

- Teachers of the middle grades can provide learners with opportunities to examine instances of human behavior in light of sound discipline-based concepts, principles, and factors associated with human memory, thinking, feeling, and behavior. For instance, learners may examine behaviors associated with peer pressure, conformity, personal identity, self concept, deviance, stereotyping, altruism, social expectations, norms, and roles. They can assist learners to consider personality and individual differences and use sound concepts and principles to interpret and explain them as well as appreciate the commonalities and differences that exist among humans in different and the same cultures, age groups, and social contexts. They can also help learners apply psychological concepts and principles to describe and explain their personal, social, emotional, physical, and cognitive development so far, and the likely and possible changes that may occur over time as they grow older.

C3 STANDARDS

● Dimension 2, Participation and Deliberation

- D2.Civ.7.6-8. Apply civic virtues and democratic principles in school and community settings.
- D2.Civ.8.6-8. Analyze ideas and principles contained in the founding documents of the United States, and explain how they influence the social and political system.
- D2.Civ.9.6-8. Compare deliberative processes used by a wide variety of groups in various settings.
- D2.Civ.10.6-8. Explain the relevance of personal interests and perspectives, civic virtues, and democratic principles when people address issues and problems in government and civil society.

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<u>Learning Goal</u>	<u>Proficiency Scale</u>
<p>Students will be able to explain how individuals interact and the consequences of these interactions.</p>	<p>4: Student demonstrates an in-depth inference, advanced application or innovates with the learning goal.</p> <p>3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> <li>● assessing what happens when civic virtues and/or democratic principles are denied.</li> <li>● summarizing how a society's values have changed over time.</li> <li>● applying knowledge of self to recognize bias, beliefs, and values.</li> </ul> <p>2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> <li>● recognizing and recalling specific vocabulary, such as: denied, bias, values.</li> <li>● performing processes such as:               <ul style="list-style-type: none"> <li>○ applying civic virtues and democratic principles in various settings.</li> <li>○ summarizing how a society's values have changed over time.</li> <li>○ applying psychological concepts and principles to describe and explain personal, social, emotional, physical, and cognitive development so far, and the likely and possible changes that may occur over time as they grow older.</li> </ul> </li> </ul> <p>1: Student demonstrates limited understanding or skill with the learning goal.</p>

Learning Targets - An Era of Growth and Disunion

- Civil War
  - Disunion
    - Students will be able to describe the causes of the Civil War
      - John Brown, Uncle Tom's Cabin, Fugitive slave law, cotton gin, congress, Dred Scott
      - *DBQ or Civil War magazine*
  - Emancipation and battles of war



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- Students will be able to state the meaning and the impact of the emancipation
      - Iron clad, Shiloh, Bull run, Antietam
      - *Group Battle timeline*
  - Life at War (2 day)
    - Students will be able to describe the day to day life of a civil war soldier
      - Who were the soldiers? Homefront, life at war
  - Shifting Tides (Gettysburg)
    - Students will be able to discuss the effects of the battles of Gettysburg, Gettysburg Address and Vicksburg
  - Bringing the war to an end
    - Students will be able to list and discuss the sequence of events leading to the end of the Civil War, paying attention to the election of 1864.
      - 1864, Grand Commander, Sherman, Siege of Petersburg, surrender
  - Effect of the war
    - Students will be able to discuss the effect of the Civil War
- Reconstruction
  - Restoring the Union:
    - Students will be able to evaluate the various plans for Reconstruction.
      - Lincoln's plan bringing south states back to the union, Johnson vs. Stevens (*student debate*)
      - Lincoln's death
  - The Effects of Reconstruction:
    - Students will be able to evaluate the political gains of African Americans in the South under Reconstruction.
      - Amendments 13,14,15
      - Freedman's bureau, KKK, Hiliium Revels
      - *Comic Book*

#### Learning Targets - Migration and Industrialization Change Society

- The West Transformed
  - Students will be able to understand the conflicts that occurred during the settlement of the Western frontier.
    - Gold and boomtown life, transcontinental railroad
    - Native Americans
      - sand creek massacre, Buffalo soldier, end of the buffalo

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- different native groups
    - ghost dance
  - Dawes Act
  - Farming in west
- Immigration
  - Students will be able to explain how immigrants assimilated and contributed to American life.
    - Population changes/Ellis and Angel Island
    - Interaction and Conflict between cultures (tenement housing, mixing bowl, city growth)
- Industrialization
  - Students will be able to understand the impact of the Industrial Revolution on American Society
    - *group project - everyone take an invention and tell impact on society*
    - steel, electric power, telephone, Henry Ford assembly line, wright brothers, oil and Rockefeller, working conditions (hazardous), labor unions

Learning Targets - Modern America Emerges

- Progressive Era
  - Students will be able to analyze the actions taken by citizens to bring about reforms.
    - Workplace reforms
      - unions, muckrakers
    - Early Civil Rights (NAACP)
    - Women's Rights
    - Amendments (17,18,19,21)
- World War I
  - Students will be able to describe the causes of WWI
    - Archduke Ferdinand
  - Students will be able to explain the reasons and the effects of the US entering the war
    - lusitania, Zimmerman note, alliances, militarism, imperialism, nationalism, Woodrow Wilson
  - Students will understand the advances in technology that affected the war
    - Machine gun, tank, submarine, airplane, poisonous gas, gas mask,
  - Students will be able to explain the effects and consequences of WWI.
    - Reaction of United States to Treaty of Versailles, League of Nations, and Red Scare. (Communism)
    - Geography of countries involved/ changes in boundaries

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Learning Targets - The Twenties and The Great Depression

The Roaring Twenties

- Students will be able to describe cultural developments and individual contributions in the 1920's
  - Harlem Renaissance
  - Jazz Age
  - Prohibition
- The Great Depression
  - Students will be able to describe what America was like during the Great Depression
    - Dust Bowl (also talked about in science)
  - Students will be able to demonstrate an understanding of relief, reform, and recovery.
    - New Deal

Learning Targets - World War II and it's Aftermath

- Students will be able to explain the causes of World War II
  - Entry of the United States into the war (Pearl Harbor)
  - locate Allied/ Axis powers on map
  - Joseph Stalin, Adolf Hitler, Benito Mussolini, Winston Churchill
- Students will be able to explain why the Us finally entered the war
  - Pearl Harbor
  - Franklin D. Roosevelt
- Students will be able to explain how life was on the homefront
  - african americans and women's roles
  - treatment of Japanese Americans
  - retooling of factories from consumer to military production (rationing)
- Students will be able to explain how the end of the war came about.
  - Key Battles: Battles of Normandy, Battle of the Bulge
  - Atomic Bomb
- Students will analyze the human costs associated with WWII
  - Holocaust
  - military casualties
  - atomic bomb

Learning Targets - Civil Rights - Living with Great Turmoil

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- Cold War
  - Student will be able to explain the roots of the Cold War.
    - Communism, Marshall plan, Soviet Union, Nuclear weapons after WWII, Nuclear arms race
  - Student will be able to explain how the Korean War led to the Cold War and the Red Scare.
    - McCarthyism, Red Scare, Joseph McCarthy, Korea, Truman, MacArthur
  - Students will be able to explain how the Cold War turned into an arms race and why became a crisis spot.
    - Cuban missile Crisis, Fidel Castro, Sputnik, superpowers, John F. Kennedy
  - Vietnam
- The Civil Rights Movement
  - Students will be able to analyze how African Americans struggled to gain the rights guaranteed them by the Constitution.
    - Martin Luther King Jr., Rosa Parks, Fred Shuttlesworth, John Lewis events, Brown vs. Board of Education, Montgomery Bus Boycott, student protests, Freedom Rides, Malcolm X, I have a dream speech
  - Student will be able to summarize the actions that were taken to keep African Americans from voting.
    - literacy tests, white primaries, restrictions on voter registration, poll taxes.
  - Students will be able to explain the impact of the voting rights marches on the efforts to increase voting rights for minorities.
    - Voting Rights Act of 1965
  - Students will be able to assess how the civil rights movement changed the United States
    - Civil Right Acts
      - 1964
      - 1968 (Fair Housing Act)

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## 7th Grade

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

NCSS

● INDIVIDUAL DEVELOPMENT AND IDENTITY

- Teachers of the middle grades can provide learners with opportunities to examine instances of human behavior in light of sound discipline-based concepts, principles, and factors associated with human memory, thinking, feeling, and behavior. For instance, learners may examine behaviors associated with peer pressure, conformity, personal identity, self concept, deviance, stereotyping, altruism, social expectations, norms, and roles. They can assist learners to consider personality and individual differences and use sound concepts and principles to interpret and explain them as well as appreciate the commonalities and differences that exist among humans in different and the same cultures, age groups, and social contexts. They can also help learners apply psychological concepts and principles to describe and explain their personal, social, emotional, physical, and cognitive development so far, and the likely and possible changes that may occur over time as they grow older.

C3 STANDARDS

● Dimension 2, Participation and Deliberation

- D2.Civ.7.6-8. Apply civic virtues and democratic principles in school and community settings.
- D2.Civ.9.6-8. Compare deliberative processes used by a wide variety of groups in various settings.
- D2.Civ.10.6-8. Explain the relevance of personal interests and perspectives, civic virtues, and democratic principles when people address issues and problems in government and civil society.

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<u>Learning Goal</u>	<u>Proficiency Scale</u>
<p>Students will be able to explain how individuals interact and the consequences of these interactions.</p>	<p>4: Student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.</p> <p>3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> <li>● defining how a government can affect the identity of a person or group.</li> <li>● comparing personal rights in various societies and cultures in the past.</li> <li>● analyzing strengths and advantages that diversity offers to a society in general, and to their own growth as a human being in particular.</li> </ul> <p>2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> <li>● recognizing and recalling specific vocabulary, such as: government, diversity, society, culture.</li> <li>● performing processes such as:               <ul style="list-style-type: none"> <li>○ identifying civil rights or individual rights in past societies.</li> <li>○ examining instances of human behavior to make connections or inferences.</li> </ul> </li> </ul> <p>1: Student demonstrates limited understanding or skill with the learning goal.</p>

<u>Learning Targets - Ancient Civilizations</u>
<ul style="list-style-type: none"> <li>● Mesopotamia               <ul style="list-style-type: none"> <li>○ Hammurabi Law Code</li> <li>○ Kingship</li> <li>○ Social Class</li> </ul> </li> <li>● Egypt               <ul style="list-style-type: none"> <li>○ Religion</li> </ul> </li> </ul>

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- Technology (Pyramids, Great Buildings)
- Social Class
- India
  - Caste System
  - Hinduism/Buddhism
- China
  - Technology

Learning Targets - Ancient World

- Egypt Project (Mummy Book, Choose your own project (multiple intelligences), Essay on Culture)
- Egyptian Tomb Art and burial practices
- Mesopotamia - Big Myth - Creation Myth
- India - Buddhist/Hindu Parables
- India Caste System

Learning Targets - Classical World

- Greece
  - Direct Democracy
  - Government Types (Monarchy, Oligarchy, Democracy)
  - Greek Inventors and Philosophers
- Rome
  - Republican Democracy (Republic)
  - Roman Engineering
  - Inflation Economic Crisis

Learning Targets - Medieval World

- Europe
  - The Power of the Catholic Church
  - Feudal system
  - The Crusades
    - Cross Cultural Influences after the Crusades

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- The Black Death
- Religions (Christianity, Judaism and Islam)
- Feudal Japan
  - Ninjas?
  - Feudal system
- Medieval African Kingdoms
  - Salt and Gold Trade
  - Mansa Musa



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## 8th Grade

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

NCSS

● INDIVIDUAL DEVELOPMENT AND IDENTITY

- Teachers of the middle grades can provide learners with opportunities to examine instances of human behavior in light of sound discipline-based concepts, principles, and factors associated with human memory, thinking, feeling, and behavior. For instance, learners may examine behaviors associated with peer pressure, conformity, personal identity, self concept, deviance, stereotyping, altruism, social expectations, norms, and roles. They can assist learners to consider personality and individual differences and use sound concepts and principles to interpret and explain them as well as appreciate the commonalities and differences that exist among humans in different and the same cultures, age groups, and social contexts. They can also help learners apply psychological concepts and principles to describe and explain their personal, social, emotional, physical, and cognitive development so far, and the likely and possible changes that may occur over time as they grow older.

C3 STANDARDS

● Dimension 2, Participation and Deliberation

- D2.Civ.7.6-8. Apply civic virtues and democratic principles in school and community settings.
- D2.Civ.8.6-8. Analyze ideas and principles contained in the founding documents of the United States, and explain how they influence the social and political system.
- D2.Civ.9.6-8. Compare deliberative processes used by a wide variety of groups in various settings.
- D2.Civ.10.6-8. Explain the relevance of personal interests and perspectives, civic virtues, and democratic principles when people address issues and problems in government and civil society.

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<u>Learning Goal</u>	<u>Proficiency Scale</u>
<p>Students will be able to explain how individuals interact and the consequences of these interactions.</p>	<p>4: Student demonstrates an in-depth inference, advanced application or innovates with the learning goal.</p> <p>3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> <li>● comparing difference and commonalities that exist among individuals (age, race, gender, sexual orientation, and wealth).</li> <li>● explaining the relevance of personal interests, perspectives, civic virtues, values and belief when people address issues and problems in government and society.</li> <li>● Interpret behaviors associated with peer pressure, conformity, personal identity, self-concept, deviance, stereotyping, altruism, social expectations, norms, and roles.</li> <li>● comparing discipline-based ideas, principles, and factors with/related to human memory, thinking, feeling, and behavior.</li> </ul> <p>2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> <li>● recognizing and recalling specific vocabulary, such as: commonality, personal interests, perspectives, peer pressure, conformity, self-concept, deviance, altruism, role.</li> <li>● performing processes such as:               <ul style="list-style-type: none"> <li>○ analyzing ideas and principles contained in founding documents to explain how they influenced the social and political system.</li> <li>○ analyzing how societal decisions result in consequences (both intended and unintended)</li> <li>○ explaining how society and civilizations expectations influence individual interactions.</li> </ul> </li> </ul> <p>1: Student demonstrates limited understanding or skill with the learning goal.</p>

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Learning Targets - Human Environment Interactions

- explore the influence of peoples, places, and environments on personal development
- demonstrate self-direction when working towards and accomplishing personal goals
- understand others and their beliefs, feelings, and convictions

Learning Targets - Civil Rights

- explore the influence of peoples, places, and environments on personal development
- demonstrate self-direction when working towards and accomplishing personal goals
- understand others and their beliefs, feelings, and convictions

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## Kindergarten

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

NCSS

● INDIVIDUALS, GROUPS, AND INSTITUTIONS

- Teachers of the early grades should provide learners with opportunities to examine various institutions that affect their lives and influence their thinking. At this level, teachers can assist learners in recognizing the tensions that occur when the goals, values, and principles of two or more institutions or groups conflict, for example, when the school board prohibits candy machines in schools versus a class project to install a candy machine to help raise money for the local hospital. They can also help learners explore ways in which institutions such as churches or health care networks are created to respond to changing individual and group needs.

C3 STANDARDS

● Dimension 2, Civic and Political Institutions

- D2.Civ.2.K-2. Explain how all people, not just official leaders, play important roles in a community.

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<u>Learning Goal</u>	<u>Proficiency Scale</u>
<p>Students will understand how institutions that affect their lives are created, maintained, and changed.</p>	<p>4: Student demonstrates an in-depth inference, advanced application or innovates with the learning goal.</p> <p>3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> <li>● describing why people would or would not want to join a group or institution.</li> </ul> <p>2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> <li>● recognizing and recalling specific vocabulary, such as: understanding, group, institution, community.</li> <li>● performing processes such as: <ul style="list-style-type: none"> <li>○ identifying institutions in the community.</li> </ul> </li> </ul> <p>1: Student demonstrates limited understanding or skill with the learning goal.</p>

Learning Targets - Global People and Places

- We will make maps and graphs to show our community and information.
- We will describe ways people use their environment to meet their needs.
- We will identify key features of a map; roads, mountains, water etc.
- We will be able to describe why people would or would not want to join a group.
- We will explain how regions relate to one another.

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## 1st Grade

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

NCSS

● INDIVIDUALS, GROUPS, AND INSTITUTIONS

- Teachers of the early grades should provide learners with opportunities to examine various institutions that affect their lives and influence their thinking. At this level, teachers can assist learners in recognizing the tensions that occur when the goals, values, and principles of two or more institutions or groups conflict, for example, when the school board prohibits candy machines in schools versus a class project to install a candy machine to help raise money for the local hospital. They can also help learners explore ways in which institutions such as churches or health care networks are created to respond to changing individual and group needs.

C3 STANDARDS

● Dimension 2, Civic and Political Institutions

- D2.Civ.2.K-2. Explain how all people, not just official leaders, play important roles in a community.
- D2.Civ.5.K-2. Explain what governments are and some of their functions.
- D2.Civ.6.K-2. Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.

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<u>Learning Goal</u>	<u>Proficiency Scale</u>
<p>Students will understand how institutions that affect their lives are created, maintained, and changed.</p>	<p>4: Student demonstrates an in-depth inference, advanced application or innovates with the learning goal.</p> <p>3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> <li>● identifying how schools, religions, families, governments, and/or businesses play major roles in the lives of people.</li> </ul> <p>2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> <li>● recognizing and recalling specific vocabulary, such as: identify, religion, families, government, business, religion, role.</li> <li>● performing processes such as: <ul style="list-style-type: none"> <li>○ identifying the ways groups or institutions are founded.</li> </ul> </li> </ul> <p>1: Student demonstrates limited understanding or skill with the learning goal.</p>

<u>Learning Targets - Communities</u>
<ul style="list-style-type: none"> <li>● applying civic virtues when participating in school settings.</li> <li>● comparing points of view with peers to begin to understand human diversity.</li> <li>● analyzing how they have changed over time (physical development, personal interests, and ideas about who they are and what they believe they can do and achieve)</li> <li>● analyzing the way they interact with others.</li> <li>● explaining why civic responsibilities play a role in our lives.</li> <li>● explaining how to resolve disputes peacefully in the classroom and on the playground.</li> <li>● identifying how schools, religions, families, governments, and/or businesses play major roles in the lives of people.</li> <li>● identifying the difference between wants and needs of an individual.</li> <li>● listing various ways an individual obtains goods.</li> <li>● identifying elements in their environment that affect their lives.</li> </ul>



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Learning Targets - Famous People

- identifying how schools, religions, families, governments, and/or businesses play major roles in the lives of people.
- describing ways that cultural values and traditions are formed or developed by where we live.
- identifying factors that influence our culture.
- describing patterns found in our culture (what we wear, what we eat, etc.)
- comparing artifacts from today and long ago to begin to understand the concept of time.
- describe ways people learn about the past.
- creating visuals that illustrate the concept of time in the past and present.
- identifying ways inventions have improved their life and society as a whole

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## 2nd Grade

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

NCSS

● INDIVIDUALS, GROUPS, AND INSTITUTIONS

- Teachers of the early grades should provide learners with opportunities to examine various institutions that affect their lives and influence their thinking. At this level, teachers can assist learners in recognizing the tensions that occur when the goals, values, and principles of two or more institutions or groups conflict, for example, when the school board prohibits candy machines in schools versus a class project to install a candy machine to help raise money for the local hospital. They can also help learners explore ways in which institutions such as churches or health care networks are created to respond to changing individual and group needs.

C3 STANDARDS

● Dimension 2, Civic and Political Institutions

- D2.Civ.1.K-2. Describe roles and responsibilities of people in authority.
- D2.Civ.2.K-2. Explain how all people, not just official leaders, play important roles in a community.
- D2.Civ.3.K-2. Explain the need for and purposes of rules in various settings inside and outside of school.
- D2.Civ.5.K-2. Explain what governments are and some of their functions.
- D2.Civ.6.K-2. Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.

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<u>Learning Goal</u>	<u>Proficiency Scale</u>
<p>Students will understand how institutions that affect their lives are created, maintained, and changed.</p>	<p>4: Student demonstrates an in-depth inference, advanced application or innovates with the learning goal.</p> <p>3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> <li>● identifying key values of a group or institution.</li> <li>● describing how organizations are formed and what factors influence them.</li> <li>● summarizing how groups or institutions can be maintained or changed.</li> </ul> <p>2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> <li>● recognizing and recalling specific vocabulary, such as: predicting, summarizing, organizations, values</li> <li>● performing processes such as: <ul style="list-style-type: none"> <li>○ identifying how schools, religions, families, governments, and businesses all play major roles in their lives.</li> </ul> </li> </ul> <p>1: Student demonstrates limited understanding or skill with the learning goal.</p>

Learning Targets - US on the Global Scale

- Determining Needs/Wants
- Investigating Global trade (specialties of world regions)
- Comparing how values and abundance of science and technology exists across the world regions
- Comparing rules and decisions around the world - types/styles of government and how that influence culture

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## 3rd Grade

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

NCSS

● INDIVIDUALS, GROUPS, AND INSTITUTIONS

- Teachers of the early grades should provide learners with opportunities to examine various institutions that affect their lives and influence their thinking. At this level, teachers can assist learners in recognizing the tensions that occur when the goals, values, and principles of two or more institutions or groups conflict, for example, when the school board prohibits candy machines in schools versus a class project to install a candy machine to help raise money for the local hospital. They can also help learners explore ways in which institutions such as churches or health care networks are created to respond to changing individual and group needs.

C3 STANDARDS

● Dimension 2, Civic and Political Institutions

- D2.Civ.1.3-5. Distinguish the responsibilities and powers of government officials at various levels and branches of government and in different times and places.
- D2.Civ.2.3-5. Explain how a democracy relies on people’s responsible participation, and draw implications for how individuals should participate.
- D2.Civ.4.3-5. Explain how groups of people make rules to create responsibilities and protect freedoms.
- D2.Civ.5.3-5. Explain the origins, functions, and structure of different systems of government, including those created by the U.S. and state constitutions.
- D2.Civ.6.3-5. Describe ways in which people benefit from and are challenged by working together, including through government, work-places, voluntary organizations, and families.

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<u>Learning Goal</u>	<u>Proficiency Scale</u>
<p>Students will understand how institutions that affect their lives are created, maintained, and changed.</p>	<p>4: Student demonstrates an in-depth inference, advanced application or innovates with the learning goal.</p> <p>3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> <li>● analyzing various institutions in their community and how they impact their lives.</li> <li>● distinguishing the powers and responsibilities of citizens, political parties, interest groups and the media in a variety of local contexts.</li> <li>● explaining specific roles played by local citizens as group members (such as voters, jurors, taxpayers, members of the armed forces, petitioners, protesters and office-holders).</li> </ul> <p>2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> <li>● recognizing and recalling specific vocabulary, such as: power, responsibility, citizen, political party, media, context.</li> <li>● performing processes such as: <ul style="list-style-type: none"> <li>○ identifying how institutions are formed.</li> <li>○ identifying groups that students belong to.</li> </ul> </li> </ul> <p>1: Student demonstrates limited understanding or skill with the learning goal.</p>

Learning Targets - Building a democracy

- Determining the beliefs that went into the documents that built the United States Government
- Comparing the processes of our government federally and locally
- explaining how government impact us and our community

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## 4th Grade

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

NCSS

● INDIVIDUALS, GROUPS, AND INSTITUTIONS

- Teachers of the early grades should provide learners with opportunities to examine various institutions that affect their lives and influence their thinking. At this level, teachers can assist learners in recognizing the tensions that occur when the goals, values, and principles of two or more institutions or groups conflict, for example, when the school board prohibits candy machines in schools versus a class project to install a candy machine to help raise money for the local hospital. They can also help learners explore ways in which institutions such as churches or health care networks are created to respond to changing individual and group needs.

C3 STANDARDS

● Dimension 2, Civic and Political Institutions

- D2.Civ.1.3-5. Distinguish the responsibilities and powers of government officials at various levels and branches of government and in different times and places.
- D2.Civ.2.3-5. Explain how a democracy relies on people’s responsible participation, and draw implications for how individuals should participate.
- D2.Civ.4.3-5. Explain how groups of people make rules to create responsibilities and protect freedoms.
- D2.Civ.5.3-5. Explain the origins, functions, and structure of different systems of government, including those created by the U.S. and state constitutions.
- D2.Civ.6.3-5. Describe ways in which people benefit from and are challenged by working together, including through government, work-places, voluntary organizations, and families.

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<u>Learning Goal</u>	<u>Proficiency Scale</u>
<p>Students will understand how institutions that affect their lives are created, maintained, and changed.</p>	<p>4: Student demonstrates an in-depth inference, advanced application or innovates with the learning goal.</p> <p>3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> <li>● connecting groups' and institutions' influence on an individual's thinking.</li> <li>● recognizing that institutions are created and changed when the goals, values, and principles of two or more groups conflict.</li> <li>● distinguishing the powers and responsibilities of citizens, political parties, interest groups and the media in a variety of state-level contexts.</li> <li>● explaining specific roles played by state-level citizens as members of groups (such as voters, jurors, taxpayers, members of the armed forces, petitioners, protesters and office-holders).</li> </ul> <p>2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> <li>● recognizing and recalling specific vocabulary, such as: principle.</li> <li>● performing processes such as: <ul style="list-style-type: none"> <li>○ identifying how various institutions in their community impact their lives.</li> </ul> </li> </ul> <p>1: Student demonstrates limited understanding or skill with the learning goal.</p>

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Learning Targets - Government and Global Missouri

- What's Missouri's role in the world?
- How does Missouri impact the world?
- What's unique about Missouri's Government?
- Who plays a key role in Missouri's Government?
- What make State Government different than local or national Government?
- How do decisions of Missouri and other States impact us?
- What does it mean to be a "citizen" in the state of Missouri?



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## 5th Grade

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

NCSS

● INDIVIDUALS, GROUPS, AND INSTITUTIONS

- Teachers of the early grades should provide learners with opportunities to examine various institutions that affect their lives and influence their thinking. At this level, teachers can assist learners in recognizing the tensions that occur when the goals, values, and principles of two or more institutions or groups conflict, for example, when the school board prohibits candy machines in schools versus a class project to install a candy machine to help raise money for the local hospital. They can also help learners explore ways in which institutions such as churches or health care networks are created to respond to changing individual and group needs.

C3 STANDARDS

● Dimension 2, Civic and Political Institutions

- D2.Civ.2.3-5. Explain how a democracy relies on people’s responsible participation, and draw implications for how individuals should participate.
- D2.Civ.3.3-5. Examine the origins and purposes of rules, laws, and key U.S. constitutional provisions.
- D2.Civ.4.3-5. Explain how groups of people make rules to create responsibilities and protect freedoms.
- D2.Civ.5.3-5. Explain the origins, functions, and structure of different systems of government, including those created by the U.S. and state constitutions.
- D2.Civ.6.3-5. Describe ways in which people benefit from and are challenged by working together, including through government, work-places, voluntary organizations, and families.

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<u>Learning Goal</u>	<u>Proficiency Scale</u>
<p>Students will understand how institutions that affect their lives are created, maintained, and changed.</p>	<p>4: Student demonstrates an in-depth inference, advanced application or innovates with the learning goal.</p> <p>3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> <li>● analyzing ways in which institutions such as churches or health care networks (Ex: non-profits, charities, food pantries, etc.) are created to respond to changing individual and group needs.</li> <li>● distinguishing the powers and responsibilities of citizens, political parties, interest groups and the media in a variety of governmental and non-governmental contexts.</li> <li>● critiquing how the Constitution protects the rights of individuals and institutions and how those can be in competition with one another.</li> </ul> <p>2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> <li>● recognizing and recalling specific vocabulary, such as: health care, needs, Constitution, critique, right.</li> <li>● performing processes such as: <ul style="list-style-type: none"> <li>○ summarizing the tensions that occur when the goals, values, and principles of two or more institutions or groups conflict.</li> <li>○ identifying groups' and institutions' influence on an individual's thinking.</li> <li>○ explaining specific roles played by citizens as members of a group (such as voters, jurors, taxpayers, members of the armed forces, petitioners, protesters and office-holders).</li> </ul> </li> </ul> <p>1: Student demonstrates limited understanding or skill with the learning goal.</p>

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Learning Targets - Explorers and Foundations

- Study selected European explorers and the territories they explored
- Understand selected geographic, economic, political, and cultural factors that characterized early exploration of the Americas
- Understand why colonial America was settled in regions (everyday life in colonies)
- Knows significant events in the colonization of North America
- Knows significant social and political events that led to and characterized the American Revolution
- Knows significant historical documents and the principal ideas expressed in them
- There were already people living in America (Native Americans)
- People from Spain were first to come seeking riches and opportunity
- People from Spain settled mostly in the southern part of the current U.S. (Florida to California)
- The French and Dutch came shortly after Spain to obtain furs
- The French settled the middle of current U.S and North of Spanish settlements into Canada
- Finally, English settlers came to North America to build new lives for their families
- Religious and political freedom was another reason for settling in a new, loosely governed place
- 13 English colonies were established along the Atlantic Coast
- Colonists depended on Native Americans, Indentured Servants, and African slaves as a source of labor
- Colonists informally established types of governmental procedures, including direct democracy, representative government, and majority rule
- The Mayflower Compact was the first attempt at establishing law and order in the colonies
- The New England colonists were generally religious (Christian), depended on each other, and quickly established centers of communities
- The Middle colonists enjoyed milder climate, were more tolerant of different religious beliefs, and used the fertile soil to grow much agriculture
- The Southern colonists were self-sufficient, depended on African slaves on plantations, and established the House of Burgess, the first attempt at representative government
- American colonists defeated England in the American Revolutionary War. This allowed people living in the colonies to form their own country.
- During the mid 1700's some colonists became increasingly upset with King George in Great Britain for the "unfair" control he had over the colonies
- Some colonists believed that the taxes demanded of them on their own goods was unreasonable

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## DRAFT 57

- The Colonists began making requests of Great Britain to change how it dealt with them, but there was no change
- Disagreement in power led to Great Britain and the colonists going to war
- One reason the colonists were able to defeat England was because they had strong leaders, such as George Washington
- A second reason for the colonists' victory was their personal interest in forming an independent nation
- The colonists received assistance from France, which helped them defeat England
- Colonists were fighting on their own land; this was an advantage over the English
- The Revolutionary War divided families; some thought they should be loyal to the king (Loyalists), even though they disagreed with the rules while others thought they should fight for their rights.
- Patriots were colonists who thought they should fight for freedom from King George and England
- Patriots were not formally trained, used their own equipment and weapons, and were ready at a moment's notice (minutemen)
- Women helped in the war by taking care of farms, helping the injured, and taking care of their homes
- King George and England believed that colonists should obey English laws and support England with taxes because they had supported them in establishing the colonies
- The Declaration of Independence was written by American colonists to tell other countries that the people living in the American colonies were declaring themselves free and independent from England.
- Thomas Jefferson was a chief writer of the Declaration of Independence
- People living in the colonies wanted to establish a country that was run by the people and where the citizens' rights were protected
- Not all colonists thought it was right to rebel and declare independence from King George; they were called Loyalists
- The Constitution outlines the rights and responsibilities of people living in the United States
- The Preamble is an opening statement declaring the rights of all people in the United States
- In later years, the Bill of Rights (amendments) were added to the Constitution to better define or change parts of the Constitution
- The Bill of Rights includes freedoms of religion, speech, press, to assemble peacefully, to petition to government
- The Constitution describes the organization and function of the three branches of the federal government
- Laws and rules are made to promote the common good.

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## 6th Grade

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

NCSS

● INDIVIDUALS, GROUPS, AND INSTITUTIONS

- Teachers of the middle grades can provide learners with varied experiences through which they can examine the ways in which institutions address human needs, change over time, promote social conformity, and influence cultures. At this level, teachers can encourage learners to use this understanding to suggest how groups and institutions may be used to promote the common good but sometimes fail to do so.

C3 STANDARDS

● Dimension 2, Civic and Political Institutions

- D2.Civ.1.6-8. Distinguish the powers and responsibilities of citizens, political parties, interest groups, and the media in a variety of governmental and nongovernmental contexts.
- D2.Civ.2.6-8. Explain specific roles played by citizens (such as voters, jurors, taxpayers, members of the armed forces, petitioners, protesters, and office-holders).
- D2.Civ.6.6-8. Describe the roles of political, civil, and economic organizations in shaping people's lives.

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<u>Learning Goal</u>	<u>Proficiency Scale</u>
<p>Students will understand how institutions that affect their lives are created, maintained, and changed.</p>	<p>4: Student demonstrates an in-depth inference, advanced application or innovates with the learning goal.</p> <p>3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> <li>● critiquing how groups and institution may be used to promote the common good but sometimes fail to do so.</li> <li>● analyzing the ways in which institutions address human needs, change over time, promote social-conformity, and influence cultures.</li> <li>● analyzing how institutions impact the lives of those involved both in the institution and outside.</li> </ul> <p>2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> <li>● recognizing and recalling specific vocabulary, such as: group, common good, conformity, culture.</li> <li>● performing processes such as: <ul style="list-style-type: none"> <li>○ describing ways in which people benefit from and are challenged by working together, including through government, workplace, voluntary organizations and families.</li> </ul> </li> </ul> <p>1: Student demonstrates limited understanding or skill with the learning goal.</p>

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Learning Targets - Migration & Industrialization Change Society (1867-1917)

- The West Transformed
  - Students will be able to understand the conflicts that occurred during the settlement of the Western frontier.
    - Gold and boomtown life, transcontinental railroad
    - Native Americans
      - sand creek massacre, Buffalo soldier, end of the buffalo
      - different native groups
      - ghost dance
    - Dawes Act
    - Farming in west
- Immigration
  - Students will be able to explain how immigrants assimilated and contributed to American life.
    - Population changes/Ellis and Angel Island
    - Interaction and Conflict between cultures (tenement housing, mixing bowl, city growth)
- Industrialization
  - Students will be able to understand the impact of the Industrial Revolution on American Society
    - *group project - everyone take an invention and tell impact on society*
    - steel, electric power, telephone, Henry Ford assembly line, wright brothers, oil and Rockefeller, working conditions (hazardous), labor unions

Learning Targets - Modern America Emerges (1890-1920)

- Progressive Era
  - Students will be able to analyze the actions taken by citizens to bring about reforms.
    - Workplace reforms
      - unions, muckrakers
    - Early Civil Rights (NAACP)
    - Women's Rights
    - Amendments (17,18,19,21)
- World War I
  - Students will be able to describe the causes of WWI
    - Archduke Ferdinand

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- Students will be able to explain the reasons and the effects of the US entering the war
  - Lusitania, Zimmerman note, alliances, militarism, imperialism, nationalism, Woodrow Wilson
- Students will understand the advances in technology that affected the war
  - Machine gun, tank, submarine, airplane, poisonous gas, gas mask,
- Students will be able to explain the effects and consequences of WWI.
  - Reaction of United States to Treaty of Versailles, League of Nations, and Red Scare. (Communism)
  - Geography of countries involved/ changes in boundaries

Learning Targets - The Twenties & The Great Depression (1920-1940)

The Roaring Twenties

- Students will be able to describe cultural developments and individual contributions in the 1920's
  - Harlem Renaissance
  - Jazz Age
  - Prohibition
- The Great Depression
  - Students will be able to describe what America was like during the Great Depression
    - Dust Bowl (also talked about in science)
  - Students will be able to demonstrate an understanding of relief, reform, and recovery.
    - New Deal

Learning Targets - World War II and it's Aftermath (1931-1960)

- Students will be able to explain the causes of World War II
  - Entry of the United States into the war (Pearl Harbor)
  - locate Allied/ Axis powers on map
  - Joseph Stalin, Adolf Hitler, Benito Mussolini, Winston Churchill
- Students will be able to explain why the Us finally entered the war
  - Pearl Harbor
  - Franklin D. Roosevelt
- Students will be able to explain how life was on the homefront
  - african americans and women's roles
  - treatment of Japanese Americans
  - retooling of factories from consumer to military production (rationing)
- Students will be able to explain how the end of the war came about.



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- Key Battles: Battles of Normandy, Battle of the Bulge
- Atomic Bomb
- Students will analyze the human Costs associated with WWII
  - Holocaust
  - military casualties
  - atomic bomb

Learning Targets -

- Cold War
  - Student will be able to explain the roots of the Cold War.
    - Communism, Marshall plan, Soviet Union, Nuclear weapons after WWII, Nuclear arms race
  - Student will be able to explain how the Korean War led to the Cold War and the Red Scare.
    - McCarthyism, Red Scare, Joseph McCarthy, Korea, Truman, MacArthur
  - Students will be able to explain how the Cold War turned into an arms race and why became a crisis spot.
    - Cuban missile Crisis, Fidel Castro, *Sputnik*, superpowers, John F. Kennedy
  - Vietnam
- The Civil Rights Movement
  - Students will be able to analyze how African Americans struggled to gain the rights guaranteed them by the Constitution.
    - Martin Luther King Jr., Rosa Parks, Fred Shuttlesworth, John Lewis events, Brown vs. Board of Education, Montgomery Bus Boycott, student protests, Freedom Rides, Malcolm X, I have a dream speech
  - Student will be able to summarize the actions that were taken to keep African Americans from voting.
    - literacy tests, white primaries, restrictions on voter registration, poll taxes.
  - Students will be able to explain the impact of the voting rights marches on the efforts to increase voting rights for minorities.
    - Voting Rights Act of 1965
  - Students will be able to assess how the civil rights movement changed the United States
    - Civil Right Acts
      - 1964
      - 1968 (Fair Housing Act)

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## 7th Grade

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

NCSS

● INDIVIDUALS, GROUPS, AND INSTITUTIONS

- Teachers of the middle grades can provide learners with varied experiences through which they can examine the ways in which institutions address human needs, change over time, promote social conformity, and influence cultures. At this level, teachers can encourage learners to use this understanding to suggest how groups and institutions may be used to promote the common good but sometimes fail to do so.

C3 STANDARDS

● Dimension 2, Civic and Political Institutions

- D2.Civ.5.6-8. Explain the origins, functions, and structure of government with reference to the U.S. Constitution, state constitutions, and selected other systems of government.
- D2.Civ.6.6-8. Describe the roles of political, civil, and economic organizations in shaping people's lives.

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<u>Learning Goal</u>	<u>Proficiency Scale</u>
<p>Students will understand how institutions that affect their lives are created, maintained, and changed.</p>	<p>4: Student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.</p> <p>3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> <li>● Comparing social groups and institutions in different times and places.</li> <li>● Assessing how groups and institutions are/were created, operate and evolve to meet the needs of communities, members and civilizations.</li> </ul> <p>2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> <li>• recognizing and recalling specific vocabulary, such as: maintain, operate, evolve.</li> <li>• performing processes such as: <ul style="list-style-type: none"> <li>o critiquing how groups and institution may be used to promote the common good but sometimes fail to do so.</li> <li>o identifying the ways in which institutions address human needs, change over time, promote social-conformity, and influence cultures in the past.</li> </ul> </li> </ul> <p>1: Student demonstrates limited understanding or skill with the learning goal.</p>

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Learning Targets - PreHistory/Archeology

- How the Scientific Method impacts how we learn about the social sciences
- Evaluating how do we know what we know
- Discussion what makes a civilization

Learning Targets - Ancient Civilizations

- Mesopotamia
  - Hammurabi Law Code
  - Kingship
  - Social Class
- Egypt
  - Religion
  - Technology (Pyramids, Great Buildings)
  - Social Class
- India
  - Caste System
  - Hinduism/Buddhism
- China
  - Technology?

Learning Targets - Classical World

- Greece
  - Direct Democracy
  - Government Types (Monarchy, Oligarchy, Democracy)
  - Greek Inventors and Philosophers
- Rome
  - Republican Democracy (Republic)
  - Roman Engineering
  - Inflation Economic Crisis

Learning Targets - Medieval World

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- Europe
  - The Power of the Catholic Church
  - Feudal system
  - The Crusades
    - Cross Cultural Influences after the Crusades
  - The Black Death
  - Religions (Christianity, Judaism and Islam)
- Feudal Japan
  - Ninjas?
  - Feudal system
- Medieval African Kingdoms
  - Salt and Gold Trade
  - Mansa Musa

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## 8th Grade

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

NCSS

● INDIVIDUALS, GROUPS, AND INSTITUTIONS

- Teachers of the middle grades can provide learners with varied experiences through which they can examine the ways in which institutions address human needs, change over time, promote social conformity, and influence cultures. At this level, teachers can encourage learners to use this understanding to suggest how groups and institutions may be used to promote the common good but sometimes fail to do so.

C3 STANDARDS

● Dimension 2, Civic and Political Institutions

- D2.Civ.1.6-8. Distinguish the powers and responsibilities of citizens, political parties, interest groups, and the media in a variety of governmental and nongovernmental contexts.
- D2.Civ.2.6-8. Explain specific roles played by citizens (such as voters, jurors, taxpayers, members of the armed forces, petitioners, protesters, and office-holders).
- D2.Civ.3.6-8. Examine the origins, purposes, and impact of constitutions, laws, treaties, and international agreements.
- D2.Civ.4.6-8. Explain the powers and limits of the three branches of government, public officials, and bureaucracies at different levels in the United States and in other countries.
- D2.Civ.5.6-8. Explain the origins, functions, and structure of government with reference to the U.S. Constitution, state constitutions, and selected other systems of government.
- D2.Civ.6.6-8. Describe the roles of political, civil, and economic organizations in shaping people's lives.

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<u>Learning Goal</u>	<u>Proficiency Scale</u>
<p>Students will understand how institutions that affect their lives are created, maintained, and changed.</p>	<p>4: Student demonstrates an in-depth inference, advanced application or innovates with the learning goal.</p> <p>3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> <li>● summarizing beliefs, norms, values and traditions that form the foundations of social and political institutions.</li> <li>● evaluating how people and groups organize themselves around common needs, beliefs, and interests.</li> <li>● assess how the formation of groups and institutions affect societies.</li> </ul> <p>2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> <li>● recognizing and recalling specific vocabulary, such as: tradition, foundation, political, social.</li> <li>● performing processes such as:               <ul style="list-style-type: none"> <li>○ comparing social groups and institutions.</li> <li>○ identifying how groups and institutions are/were created, operate and evolve to meet the needs of communities or members.</li> </ul> </li> </ul> <p>1: Student demonstrates limited understanding or skill with the learning goal.</p>

<u>Learning Targets - Economics</u>
<ul style="list-style-type: none"> <li>● Developing personal financial awareness to be able manage money in a fiscally responsible manner.</li> <li>● analyze how the institutions operate and find ways that will help them participate more effectively in these institutions</li> <li>● examine the foundations of the institutions that affect their lives</li> <li>● determine how they can contribute to the shared goals and desires of society.</li> </ul>

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Learning Targets - Government and Law

- analyze how the institutions operate and find ways that will help them participate more effectively in these institutions
- examine the foundations of the institutions that affect their lives
- determine how they can contribute to the shared goals and desires of society.
- summarizing beliefs, norms, values and traditions that form the foundations of social and political institutions.
- evaluating how people and groups organize themselves around common needs, beliefs, and interests.
- assess how the formation of groups and institutions either promote or harm societies.



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## Kindergarten

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

NCSS

● PEOPLE, PLACES, AND ENVIRONMENTS

- Teachers of the early grades can use learners' immediate personal experiences to have them reflect upon elements in their environment and how we use and think about the physical and built environment. They can also stimulate learners' interest in things distant and unfamiliar and help lay the foundation for concern about the use and abuse of the physical environment.

C3 STANDARDS

● Dimension 2, Geographic Representations

- D2.Geo.1.K-2. Construct maps, graphs, and other representations of familiar places.
- D2.Geo.2.K-2. Use maps, graphs, photographs, and other representations to describe places and the relationships and interactions that shape them.
- D2.Geo.3.K-2. Use maps, globes, and other simple geographic models to identify cultural and environmental characteristics of places.

● Dimension 2, Global Interconnections

- D2.Geo.10.K-2. Describe changes in the physical and cultural characteristics of various world regions.

● Dimension 2, Human-Environment Interaction

- D2.Geo.4.K-2. Explain how weather, climate, and other environmental characteristics affect people's lives in a place or region.
- D2.Geo.5.K-2. Describe how human activities affect the cultural and environmental characteristics of places or regions.
- D2.Geo.6.K-2. Identify some cultural and environmental characteristics of specific places.

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<u>Learning Goal</u>	<u>Proficiency Scale</u>
<p>Students will understand the relationships between human beings and their environment.</p>	<p>4: Student demonstrates an in-depth inference, advanced application or innovates with the learning goal.</p> <p>3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> <li>● constructing maps, graphs, and other representations of familiar places, information or events.</li> <li>● describing ways people use their environment to meet their needs.</li> <li>● using geographic tools to communicate locations of events or objects.</li> </ul> <p>2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> <li>● recognizing and recalling specific vocabulary, such as: maps, graphs, representation, place, environment, geographic.</li> <li>● performing processes such as:               <ul style="list-style-type: none"> <li>○ using positional words (above/below, next to, up/down) to identify areas in the classroom</li> <li>○ identifying ways that humans impact the environment.</li> <li>○ identifying symbols used in maps and globes.</li> </ul> </li> </ul> <p>1: Student demonstrates limited understanding or skill with the learning goal.</p>

Learning Targets - GLobal People and Places

- We will make maps and graphs to show our community and information.
- We will describe ways people use their environment to meet their needs.
- We will identify key features of a map; roads, mountains, water etc.
- We will be able to describe why people would or would not want to join a group.
- We will explain how regions relate to one another.

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## 1st Grade

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

NCSS

● PEOPLE, PLACES, AND ENVIRONMENTS

- Teachers of the early grades can use learners' immediate personal experiences to have them reflect upon elements in their environment and how we use and think about the physical and built environment. They can also stimulate learners' interest in things distant and unfamiliar and help lay the foundation for concern about the use and abuse of the physical environment.

C3 STANDARDS

● Dimension 2, Geographic Representations

- D2.Geo.1.K-2. Construct maps, graphs, and other representations of familiar places.
- D2.Geo.2.K-2. Use maps, graphs, photographs, and other representations to describe places and the relationships and interactions that shape them.
- D2.Geo.3.K-2. Use maps, globes, and other simple geographic models to identify cultural and environmental characteristics of places.

● Dimension 2, Global Interconnections

- D2.Geo.10.K-2. Describe changes in the physical and cultural characteristics of various world regions.

● Dimension 2, Human-Environment Interaction

- D2.Geo.4.K-2. Explain how weather, climate, and other environmental characteristics affect people's lives in a place or region.
- D2.Geo.5.K-2. Describe how human activities affect the cultural and environmental characteristics of places or regions.
- D2.Geo.6.K-2. Identify some cultural and environmental characteristics of specific places.

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<u>Learning Goal</u>	<u>Proficiency Scale</u>
<p>Students will understand the relationships between human beings and their environment.</p>	<p>4: Student demonstrates an in-depth inference, advanced application or innovates with the learning goal.</p> <p>3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> <li>● identifying elements in their environment that affect their lives.</li> <li>● defining how we use and think about the physical and built environments.</li> <li>● summarizing concerns about the use and abuse of the physical environment.</li> <li>● describing ways people modify and adapt to their environment.</li> </ul> <p>2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> <li>● recognizing and recalling specific vocabulary, such as: physical, abuse, modify, adapt.</li> <li>● performing processes such as:               <ul style="list-style-type: none"> <li>○ constructing and using maps, graphs, and other representations of familiar places.</li> <li>○ describe ways people use and misuse the environment to meet their needs.</li> </ul> </li> </ul> <p>1: Student demonstrates limited understanding or skill with the learning goal.</p>

Learning Targets - Sustainability

- identifying elements in their environment that affect their lives.
- defining how we use and think about the physical and built environments.
- summarizing concerns about the use and abuse of the physical environment.
- describing ways people modify and adapt to their environment.
- explaining how events have global causes and effects.
- assessing how they can make a change in their community or school to impact a global issue.
- categorizing products that are produced abroad and sold domestically and products that are produced domestically and sold abroad.
- examining why certain things are only made in certain places.

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## 2nd Grade

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

NCSS

● PEOPLE, PLACES, AND ENVIRONMENTS

- Teachers of the early grades can use learners' immediate personal experiences to have them reflect upon elements in their environment and how we use and think about the physical and built environment. They can also stimulate learners' interest in things distant and unfamiliar and help lay the foundation for concern about the use and abuse of the physical environment.

C3 STANDARDS

● Dimension 2, Geographic Representations

- D2.Geo.1.K-2. Construct maps, graphs, and other representations of familiar places.
- D2.Geo.2.K-2. Use maps, graphs, photographs, and other representations to describe places and the relationships and interactions that shape them.
- D2.Geo.3.K-2. Use maps, globes, and other simple geographic models to identify cultural and environmental characteristics of places.

● Dimension 2, Global Interconnections

- D2.Geo.10.K-2. Describe changes in the physical and cultural characteristics of various world regions.
- D2.Geo.11.K-2. Explain how the consumption of products connects people to distant places.
- D2.Geo.12.K-2. Identify ways that a catastrophic disaster may affect people living in a place.

● Dimension 2, Human-Environment Interaction

- D2.Geo.4.K-2. Explain how weather, climate, and other environmental characteristics affect people's lives in a place or region.
- D2.Geo.5.K-2. Describe how human activities affect the cultural and environmental characteristics of places or regions.
- D2.Geo.6.K-2. Identify some cultural and environmental characteristics of specific places.

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<u>Learning Goal</u>	<u>Proficiency Scale</u>
<p>Students will understand the relationships between human beings and their environment.</p>	<p>4: Student demonstrates an in-depth inference, advanced application or innovates with the learning goal.</p> <p>3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> <li>● using maps, globes, and other simple geographic models to describe places and the relationships and interactions that shape them.</li> <li>● using maps, graphs, photographs and other representations to identify cultural and environmental characteristics of place.</li> <li>● explaining how weather, climate, and other environmental characteristics affect people’s lives in a place or region.</li> </ul> <p>2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> <li>● recognizing and recalling specific vocabulary, such as: globes, model, places, interactions, cultural, catastrophic, disaster.</li> <li>● performing processes such as: <ul style="list-style-type: none"> <li>○ identifying how catastrophic disasters affect people.</li> <li>○ describing how human activities affect the cultural and environmental characteristics of places or regions.</li> </ul> </li> </ul> <p>1: Student demonstrates limited understanding or skill with the learning goal.</p>

Learning Targets - Our Country: Long Ago and Today

- Using maps, graphs, photographs and other representations to describe places and the relationships and interactions that shape them.
- Using maps, globes, and other simple geographic models to identify cultural and environmental characteristics of place.
- explaining how geography and the environment influences culture.
- Explaining how weather, climate, and other environmental characteristics affect people’s lives in a place or region
- Explaining how weather, climate, and other environmental characteristics affect people’s culture in a place or region

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- Identifying some cultural and environmental characteristics of specific places.(education, family dynamics, and location)
- compare and contrast cultures from different time or regions

Learning Targets - World Cultures

- Students will identify countries around the world
- Students will learn geographic location
- Students will learn relative location
- Students will learn important characteristics of place such as but not limited to: continent, city, landform, culture, tradition

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## 3rd Grade

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

NCSS

- PEOPLE, PLACES, AND ENVIRONMENTS
  - Teachers of the early grades can use learners' immediate personal experiences to have them reflect upon elements in their environment and how we use and think about the physical and built environment. They can also stimulate learners' interest in things distant and unfamiliar and help lay the foundation for concern about the use and abuse of the physical environment.

C3 STANDARDS

- Dimension 2, Geographic Representations
  - D2.Geo.1.3-5. Construct maps and other graphic representations of both familiar and unfamiliar places.
  - D2.Geo.2.3-5. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics.
  - D2.Geo.3.3-5. Use maps of different scales to describe the locations of cultural and environmental characteristics.



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<u>Learning Goal</u>	<u>Proficiency Scale</u>
<p>Students will understand the relationships between human beings and their environment.</p>	<p>4: Student demonstrates an in-depth inference, advanced application or innovates with the learning goal.</p> <p>3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> <li>• comparing maps and other graphic representations of distant and unfamiliar places to our local environment.</li> <li>• analyzing maps, graphs, photographs and other representations to make inferences about a community.</li> <li>• applying concepts of geography and coordinate systems.</li> </ul> <p>2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> <li>• recognizing and recalling specific vocabulary, such as: community, cities, suburban, towns, villages.</li> <li>• performing processes such as:               <ul style="list-style-type: none"> <li>o describing life in different places (cities, suburbs, towns, villages).</li> <li>o using maps, graphs, photographs and other representations to communicate place.</li> </ul> </li> </ul> <p>1: Student demonstrates limited understanding or skill with the learning goal.</p>

Learning Targets - Building an Economy

- I will understand how I interact with goods and services each day.
- I will be able to make decisions about my relationship with my environment.
- I will understand how the government functions in society and affects my life.

Learning Targets - Building a Community

- Students will visually represent rural, suburban, and urban communities.

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- Students will engage in skits to show how students depend on one another
- Students will investigate city/community Zoning.

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## 4th Grade

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

NCSS

● PEOPLE, PLACES, AND ENVIRONMENTS

- Teachers of the early grades can use learners' immediate personal experiences to have them reflect upon elements in their environment and how we use and think about the physical and built environment. They can also stimulate learners' interest in things distant and unfamiliar and help lay the foundation for concern about the use and abuse of the physical environment.

C3 STANDARDS

● Dimension 2, Geographic Representations

- D2.Geo.1.3-5. Construct maps and other graphic representations of both familiar and unfamiliar places.
- D2.Geo.2.3-5. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics.
- D2.Geo.3.3-5. Use maps of different scales to describe the locations of cultural and environmental characteristics.

● Dimension 2, Global Interconnections

- D2.Geo.10.3-5. Explain why environmental characteristics vary among different world regions.
- D2.Geo.11.3-5. Describe how the spatial patterns of economic activities in a place change over time because of interactions with nearby and distant places.
- D2.Geo.12.3-5. Explain how natural and human-made catastrophic events in one place affect people living in other places.

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<u>Learning Goal</u>	<u>Proficiency Scale</u>
<p>Students will understand the relationships between human beings and their environment.</p>	<p>4: Student demonstrates an in-depth inference, advanced application or innovates with the learning goal.</p> <p>3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> <li>● choosing and using the correct tool to analyze and communicate geographic information.</li> <li>● creating geographic representations to communicate information.</li> <li>● drawing conclusions about how an ecosystem impacts the people that live in different areas of the state.</li> <li>● judging the significance of the relative location of a place.</li> </ul> <p>2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> <li>● recognizing and recalling specific vocabulary, such as: tool, analyze, representation, ecosystem, significance.</li> <li>● performing processes such as: <ul style="list-style-type: none"> <li>○ assessing how political lines are drawn.</li> <li>○ identifying what makes a region or area unique.</li> <li>○ using maps and geographic skills to determine absolute location of a place.</li> </ul> </li> </ul> <p>1: Student demonstrates limited understanding or skill with the learning goal.</p>

Learning Targets - Missouri People, Places and Regions

- Missouri is a state-it is on a map
- Maps-Finding Missouri
- Early Missouri-first settlement
- comparing urban, suburban and rural cultures around missouri cities and how they change over time
- how missouri is rooted politically (red state/blue state) and how that has changed over time.

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- events that happened in missouri timeline of when they happened Missouri then to Missouri today
- describing how people are affected by, depend on, adapt to and change their environment.(removed from PS#3)
- explaining how natural and human-made catastrophic events in one place affect people living in other places.(removed from PS#3)
- explaining how the cultural and environmental characteristics of places change over time. (removed from PS#3)
- investigating [how the states got their shapes](#).
- Lewis and Clark
- Family, City, Taxes
- analyzing ideas and principles contained in the founding documents of the governmental systems to explain how they influenced the social and political system. (Pulled from 8th grade. Possible use depending upon content taught.)
- comparing kids in missouri to kids in other states
- investigating the beliefs and values of Missourians
- assessing actions of state officials and the outcomes (intended and unintended) of governmental actions (bills, laws, rules, etc.)
- What does missouri make? produce? Boeing, Monsanto, Anheuser-Busch, etc.
- what does Missouri bring in/send out (trip to grocery store to find things made in missouri)
- Business in the state, trade from state to state
- mystery skype with kids from another state, economic decisions

Learning Targets - Lewis and Clark / Civil War

- Students will learn Missouri's role in Westward Expansion - Independence, MO; St. Joseph - pony express
- Students will investigate how Missouri was involved in the Civil War
- Students will outline the Missouri Compromise
- Students will learn of the early role of the new state of Missouri

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## 5th Grade

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

NCSS

● PEOPLE, PLACES, AND ENVIRONMENTS

- Teachers of the early grades can use learners' immediate personal experiences to have them reflect upon elements in their environment and how we use and think about the physical and built environment. They can also stimulate learners' interest in things distant and unfamiliar and help lay the foundation for concern about the use and abuse of the physical environment.

C3 STANDARDS

● Dimension 2, Geographic Representations

- D2.Geo.1.3-5. Construct maps and other graphic representations of both familiar and unfamiliar places.
- D2.Geo.2.3-5. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics.
- D2.Geo.3.3-5. Use maps of different scales to describe the locations of cultural and environmental characteristics.

● Dimension 2, Global Interconnections

- D2.Geo.10.3-5. Explain why environmental characteristics vary among different world regions.
- D2.Geo.11.3-5. Describe how the spatial patterns of economic activities in a place change over time because of interactions with nearby and distant places.
- D2.Geo.12.3-5. Explain how natural and human-made catastrophic events in one place affect people living in other places.

● Dimension 2, Human-Environment Interaction

- D2.Geo.4.3-5. Explain how culture influences the way people modify and adapt to their environments.
- D2.Geo.5.3-5. Explain how the cultural and environmental characteristics of places change over time.
- D2.Geo.6.3-5. Describe how environmental and cultural characteristics influence population distribution in specific places or regions.

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<u>Learning Goal</u>	<u>Proficiency Scale</u>
<p>Students will understand the relationships between human beings and their environment.</p>	<p>4: Student demonstrates an in-depth inference, advanced application or innovates with the learning goal.</p> <p>3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> <li>● describing how environmental and cultural characteristics influence population distribution in specific places or regions.</li> <li>● assessing how environment and geography play an important role in events long ago and today.</li> <li>● explaining how regions of the United States relate to one another and change over time.</li> </ul> <p>2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> <li>● recognizing and recalling specific vocabulary, such as: characteristics, population, distribution, region.</li> <li>● performing processes such as: <ul style="list-style-type: none"> <li>○ Identifying how people have affected the physical change of the land around them.</li> <li>○ drawing conclusions about how an ecosystem impacts the people that live there.</li> <li>○ using maps of different scales, satellite images, photographs and other representations to explain relationships between the locations of places and regions and their environmental characteristics.</li> </ul> </li> </ul> <p>1: Student demonstrates limited understanding or skill with the learning goal.</p>

Learning Targets - Westward Expansion

- Understand geographic, economic, and technological features of the growth and change that occurred in America from 1801-1861
- Investigate the impact of the Louisiana Purchase
- Outline the Lewis and Clark expedition beyond missouri

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- The United States purchased territory from France, known as the Louisiana Purchase, which became part of the United States of America.
- Thomas Jefferson was President and arranged for the purchase of the Louisiana Territory from France
- Thomas Jefferson developed detailed plans for the exploration of the newly purchased territory
- Meriwether Lewis and William Clark were commissioned to explore the territory purchased, by following the Missouri River to its source, and making detailed records of their findings.
- 45 crew members, including people from many cultures and backgrounds, accompanied Lewis and Clark on their journey
- The Corp of Discovery and others moving Westward later depended on the Earth's natural resources
- During the early 1800's, people living on the Atlantic coast began moving Westward for adventure and opportunity.
- Westward movement can be compared to other historical events, such as the exploration and settlement of the American colonies in the 1400-1700's
- When people move into new and unclaimed territories, controversies often arise
- Because the territory of west was rough and unsettled, travel was dangerous and challenging for families
- People moving West could bring only a few possessions with them
- People rely on the land when moving to unsettled areas
- Sources of information need to be checked for historical accuracy and can be used to create representations of historical events
- Primary sources pertain to sources that are firsthand that may be used by historians in trying to reconstruct the past.
- Examples of primary sources are original documents (journals, letters photos, speeches)
- Secondary sources pertain to those sources that are not first-hand observations.
- Textbooks, books, biographies are examples of secondary sources
- Maps are used to provide information about a place
- Timelines are used to sequence historical events
- People moving and settling in the West had an impact on the people already living there
- Native Americans were living and using the land in the West when Americans started migrating.
- Native Americans were infected by disease, killed, or moved to a different location
- As people settled in certain territories, they applied to become a state
- It was difficult for Missouri to become a state because there were equal an equal number of slave and non-slave states; Missouri wanted to become a slave state, and this would upset the balance
- The Missouri Compromise allowed Missouri to enter as a slave state (1820) and Maine as a free state.
- The Missouri Compromise declared the 36 degree N parallel line of latitude as the separation between free and slave territory in the United States



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Learning Targets - Civil War

- Understands economic and philosophical differences between the North and South prior to the Civil War
- Know the causes, key events and effects of the Civil War
- Knows roles and accomplishments of leaders on both sides of the Civil War
- The Civil War was a result of controversial beliefs between people living in the Northern part of the United States and those living in the Southern states in the mid 1800's
- Southern states were in favor of having strong state government and control
- Northern states were in favor of having a stronger federal government
- Southern states depended on agriculture for its economy
- Northern states were becoming less dependent on the land and more dependent on goods and services it could provide for its economy; they were trading for many needs
- Southern states relied on slaves to support their economy
- Northern states did not depend on slaves and believed slavery was unconstitutional
- Missouri played an important role in the Civil War
- Missouri proposed to Congress to enter the Union as a Slave state
- The Missouri Compromise was a result of Missouri becoming a state during this time. The Compromise stated MO entered as slave, Maine as free, and all other states applying to enter the Union would be free if north of MO's southern border.
- Missouri was a "border" state, meaning it was a slave state that did not secede from the Union during the war. This meant some people in Missouri fought for the North, some for the South.
- Conflicts were resolved in a variety of ways leading up to the Civil War
- Wars within a country are called Civil Wars
- Civil Wars are usually a result of differing beliefs or principles between groups of people living in the same place
- Negotiation, compromise, and physical battle were all means of settling conflict during the Civil War period in our country
- Constitutions and laws are used to help resolve conflict
- Artifacts (building structures, art work, song, clothing, tools) can be used to understand the Civil War Period.
- Quilts and songs often carried messages between slaves and free men.
- Women wore dresses even to work in
- Farming tools were simple, so required the work of many to make a profit

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## 6th Grade

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

NCSS

● PEOPLE, PLACES, AND ENVIRONMENTS

- Teachers of the middle grades can help learners relate their personal experiences to happenings in other environmental contexts. They can provide learning experiences which encourage increasingly abstract thought as learners use data and apply skills in analyzing human behavior in relation to its physical and cultural environments.

C3 STANDARDS

● Dimension 2, Geographic Representations

- D2.Geo.1.6-8. Construct maps to represent and explain the spatial patterns of cultural and environmental characteristics.
- D2.Geo.2.6-8. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions, and changes in their environmental characteristics.
- D2.Geo.3.6-8. Use paper based and electronic map- ping and graphing techniques to represent and analyze spatial patterns of different environmental and cultural characteristics.

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<u>Learning Goal</u>	<u>Proficiency Scale</u>
<p>Students will understand the relationships between human beings and their environment.</p>	<p>4: Student demonstrates an in-depth inference, advanced application or innovates with the learning goal.</p> <p>3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> <li>● relating personal experiences to happenings in other environmental contexts.</li> <li>● using data and applying geographic skills to analyze human behavior in relation to its physical and cultural environments.</li> <li>● explaining how culture influences the way people modify and adapt to their environments.</li> </ul> <p>2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> <li>● recognizing and recalling specific vocabulary, such as: context, influence.</li> <li>● performing processes such as:               <ul style="list-style-type: none"> <li>○ applying the concepts of the five themes of geography.</li> <li>○ using maps to visually communicate information.</li> <li>○ using absolute location to locate places.</li> <li>○ listing factors that cause people, products and ideas to migrate.</li> <li>○ explaining how regions of the United States relate to one another and change over time.</li> </ul> </li> </ul> <p>1: Student demonstrates limited understanding or skill with the learning goal.</p>

Learning Targets - An Era of Growth and Disunion

- Civil War
  - Disunion
    - Students will be able to describe the causes of the Civil War
      - John Brown, Uncle Tom's Cabin, Fugitive slave law, cotton gin, congress, Dred Scott

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- *DBQ or Civil War magazine*
- Emancipation and battles of war
  - Students will be able to state the meaning and the impact of the emancipation
    - Iron clad, Shiloh, Bull run, Antietam
    - *Group Battle timeline*
- Life at War (2 day)
  - Students will be able to describe the day to day life of a civil war soldier
    - Who were the soldiers? Homefront, life at war
- Shifting Tides (Gettysburg)
  - Students will be able to discuss the effects of the battles of Gettysburg, Gettysburg Address and Vicksburg
- Bringing the war to an end
  - Students will be able to list and discuss the sequence of events leading to the end of the Civil War, paying attention to the election of 1864.
    - 1864, Grand Commander, Sherman, Siege of Petersburg, surrender
- Effect of the war
  - Students will be able to discuss the effect of the Civil War
- Reconstruction
  - Restoring the Union:
    - Students will be able to evaluate the various plans for Reconstruction.
      - Lincoln's plan bringing south states back to the union, Johnson vs. Stevens (*student debate*)
      - Lincoln's death
  - The Effects of Reconstruction:
    - Students will be able to evaluate the political gains of African Americans in the South under Reconstruction.
      - Amendments 13,14,15
      - Freedman's bureau, KKK, Hiliium Revels
      - *Comic Book*

Learning Targets - Migration and Industrialization Change Society

- The West Transformed
  - Students will be able to understand the conflicts that occurred during the settlement of the Western frontier.
    - Gold and boomtown life, transcontinental railroad

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- Native Americans
    - sand creek massacre, Buffalo soldier, end of the buffalo
    - different native groups
    - ghost dance
  - Dawes Act
  - Farming in west
- Immigration
  - Students will be able to explain how immigrants assimilated and contributed to American life.
    - Population changes/Ellis and Angel Island
    - Interaction and Conflict between cultures (tenement housing, mixing bowl, city growth)
- Industrialization
  - Students will be able to understand the impact of the Industrial Revolution on American Society
    - *group project - everyone take an invention and tell impact on society*
    - steel, electric power, telephone, Henry Ford assembly line, wright brothers, oil and Rockefeller, working conditions (hazardous), labor unions

Learning Targets - Modern America Emerges

- Progressive Era
  - Students will be able to analyze the actions taken by citizens to bring about reforms.
    - Workplace reforms
      - unions, muckrakers
    - Early Civil Rights (NAACP)
    - Women's Rights
    - Amendments (17,18,19,21)
- World War I
  - Students will be able to describe the causes of WWI
    - Archduke Ferdinand
  - Students will be able to explain the reasons and the effects of the US entering the war
    - Lusitania, Zimmerman note, alliances, militarism, imperialism, nationalism, Woodrow Wilson
  - Students will understand the advances in technology that affected the war
    - Machine gun, tank, submarine, airplane, poisonous gas, gas mask,
  - Students will be able to explain the effects and consequences of WWI.

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- Reaction of United States to Treaty of Versailles, League of Nations, and Red Scare. (Communism)
- Geography of countries involved/ changes in boundaries

Learning Targets - The Twenties and The Great Depression

The Roaring Twenties

- Students will be able to describe cultural developments and individual contributions in the 1920's
  - Harlem Renaissance
  - Jazz Age
  - Prohibition
- The Great Depression
  - Students will be able to describe what America was like during the Great Depression
    - Dust Bowl (also talked about in science)
  - Students will be able to demonstrate an understanding of relief, reform, and recovery.
    - New Deal

Learning Targets - World War II and it's Aftermath

- Students will be able to explain the causes of World War II
  - Entry of the United States into the war (Pearl Harbor)
  - locate Allied/ Axis powers on map
  - Joseph Stalin, Adolf Hitler, Benito Mussolini, Winston Churchill
- Students will be able to explain why the Us finally entered the war
  - Pearl Harbor
  - Franklin D. Roosevelt
- Students will be able to explain how life was on the homefront
  - african americans and women's roles
  - treatment of Japanese Americans
  - retooling of factories from consumer to military production (rationing)
- Students will be able to explain how the end of the war came about.
  - Key Battles: Battles of Normandy, Battle of the Bulge
  - Atomic Bomb
- Students will analyze the human costs associated with WWII
  - Holocaust
  - military casualties

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- atomic bomb

Learning Targets - Civil Rights - Living with Great Turmoil

- Cold War
  - Student will be able to explain the roots of the Cold War.
    - Communism, Marshall plan, Soviet Union, Nuclear weapons after WWII, Nuclear arms race
  - Student will be able to explain how the Korean War led to the Cold War and the Red Scare.
    - McCarthyism, Red Scare, Joseph McCarthy, Korea, Truman, MacArthur
  - Students will be able to explain how the Cold War turned into an arms race and why became a crisis spot.
    - Cuban missile Crisis, Fidel Castro, Sputnik, superpowers, John F. Kennedy
  - Vietnam
- The Civil Rights Movement
  - Students will be able to analyze how African Americans struggled to gain the rights guaranteed them by the Constitution.
    - Martin Luther King Jr., Rosa Parks, Fred Shuttlesworth, John Lewis events, Brown vs. Board of Education, Montgomery Bus Boycott, student protests, Freedom Rides, Malcolm X, I have a dream speech
  - Student will be able to summarize the actions that were taken to keep African Americans from voting.
    - literacy tests, white primaries, restrictions on voter registration, poll taxes.
  - Students will be able to explain the impact of the voting rights marches on the efforts to increase voting rights for minorities.
    - Voting Rights Act of 1965
  - Students will be able to assess how the civil rights movement changed the United States
    - Civil Right Acts
      - 1964
      - 1968 (Fair Housing Act)

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## 7th Grade

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

NCSS

● PEOPLE, PLACES, AND ENVIRONMENTS

- Teachers of the middle grades can help learners relate their personal experiences to happenings in other environmental contexts. They can provide learning experiences which encourage increasingly abstract thought as learners use data and apply skills in analyzing human behavior in relation to its physical and cultural environments.

C3 STANDARDS

● Dimension 2, Geographic Representations

- D2.Geo.1.6-8. Construct maps to represent and explain the spatial patterns of cultural and environmental characteristics.
- D2.Geo.2.6-8. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions, and changes in their environmental characteristics.
- D2.Geo.3.6-8. Use paper based and electronic map- ping and graphing techniques to represent and analyze spatial patterns of different environmental and cultural characteristics.

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<u>Learning Goal</u>	<u>Proficiency Scale</u>
<p>Students will understand the relationships between human beings and their environment.</p>	<p>4: Student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.</p> <p>3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> <li>● using geography to understand trends, sources of conflict, and patterns of growth.</li> <li>● determining cause and effect of access to natural resources on expansion and development.</li> <li>● analyzing geography’s influence on conflict, wars, alliances and colonization.</li> </ul> <p>2: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> <li>● recognizing and recalling specific vocabulary, such as: trend, conflict, growth, cause and effect, natural resource, expansion, development, alliance, colonization.</li> <li>● Performing processes such as:               <ul style="list-style-type: none"> <li>○ using data and applying geographic skills to analyze human behavior in relation to its physical and cultural environments in past civilizations.</li> <li>○ relating personal experiences to happenings in other environmental contexts in past civilizations.</li> <li>○ analyzing how geography impacts world cultures and modern history.</li> <li>○ explaining how culture influences the way people modify and adapt to their environments.</li> </ul> </li> </ul> <p>1: Student demonstrates limited understanding or skill with the learning goal.</p>

<ul style="list-style-type: none"> <li>● Mesopotamia</li> </ul>	<p><u>Learning Targets - Ancient Civilizations</u></p>
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- Hammurabi Law Code
- Kingship
- Social Class
- Egypt
  - Religion
  - Technology (Pyramids, Great Buildings)
  - Social Class
- India
  - Caste System
  - Hinduism/Buddhism
- China
  - Technology

Learning Targets - Ancient World

- Egypt Project (Mummy Book, Choose your own project (multiple intelligences), Essay on Culture)
- Egyptian Tomb Art and burial practices
- Mesopotamia - Big Myth - Creation Myth
- India - Buddhist/Hindu Parables
- India Caste System

Learning Targets - Classical World

- Greece
  - Direct Democracy
  - Government Types (Monarchy, Oligarchy, Democracy)
  - Greek Inventors and Philosophers
- Rome
  - Republican Democracy (Republic)
  - Roman Engineering
  - Inflation Economic Crisis

Learning Targets - Medieval World

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- Europe
  - The Power of the Catholic Church
  - Feudal system
  - The Crusades
    - Cross Cultural Influences after the Crusades
  - The Black Death
  - Religions (Christianity, Judaism and Islam)
- Feudal Japan
  - Ninjas?
  - Feudal system
- Medieval African Kingdoms
  - Salt and Gold Trade
  - Mansa Musa

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## 8th Grade

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

NCSS

● PEOPLE, PLACES, AND ENVIRONMENTS

- Teachers of the middle grades can help learners relate their personal experiences to happenings in other environmental contexts. They can provide learning experiences which encourage increasingly abstract thought as learners use data and apply skills in analyzing human behavior in relation to its physical and cultural environments.

C3 STANDARDS

● Dimension 2, Geographic Representations

- D2.Geo.1.6-8. Construct maps to represent and explain the spatial patterns of cultural and environmental characteristics.
- D2.Geo.2.6-8. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions, and changes in their environmental characteristics.
- D2.Geo.3.6-8. Use paper based and electronic map- ping and graphing techniques to represent and analyze spatial patterns of different environmental and cultural characteristics.

● Dimension 2, Global Interconnections

- D2.Geo.10.6-8. Analyze the ways in which cultural and environmental characteristics vary among various regions of the world.
- D2.Geo.11.6-8. Explain how the relationship between the environmental characteristics of places and production of goods influences the spatial patterns of world trade.
- D2.Geo.12.6-8. Explain how global changes in population distribution patterns affect changes in land use in particular places.

● Dimension 2, Human-Environment Interaction

- D2.Geo.4.6-8. Explain how cultural patterns and economic decisions influence environments and the daily lives of people in both nearby and distant places.
- D2.Geo.5.6-8. Analyze the combinations of cultural and environmental characteristics that make places both similar to and different from other places.
- D2.Geo.6.6-8. Explain how the physical and human characteristics of places and regions are connected to hu- man identities and cultures.

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<u>Learning Goal</u>	<u>Proficiency Scale</u>
<p>Students will understand the relationships between human beings and their environment.</p>	<p>4: Student demonstrates an in-depth inference, advanced application or innovates with the learning goal.</p> <p>3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> <li>● constructing maps to analyze, represent, and explain patterns of cultural and environmental characteristics.</li> <li>● tracing the influence environment has upon society and the impact society has upon the environment.</li> <li>● analyzing how geography impacts world cultures and modern history.</li> </ul> <p>2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> <li>● recognizing and recalling specific vocabulary, such as: represent, pattern, society, modern.</li> <li>● performing processes such as: <ul style="list-style-type: none"> <li>o using multiple resources (maps, satellite images, and photographs) to explain relationships between the location of places, regions, and changes in their environmental characteristics.</li> <li>o connecting geography to understand trends, sources of conflict, and patterns of growth.</li> <li>o determining cause and effect of access to natural resources on expansion and development.</li> <li>o analyzing geographic tools to determine geography’s influence on conflict, wars, alliances and colonization.</li> <li>o analyzing physical and human characteristics of place or region.</li> </ul> </li> </ul> <p>1: Student demonstrates limited understanding or skill with the learning goal.</p>

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Learning Targets - Global Culture

- Culture as a result of the environment, defining cultures based upon belief systems, values, and practices in different parts of the world.
- Understanding how and why personal behavior is tied to our environment.
- identify the key social, economic and cultural characteristics of populations in different locations
- develop an understanding of the growth of national and global regions
- identify technological advances of national and global regions that connect the world to individual
- Constructing maps to analyze, represent, and explain patterns of cultural and environmental characteristics.
- Use multiple resources (maps, satellite images, and photographs) to explain relationships between the location of places, regions, and changes in their environmental characteristics.
- Understand the influence environment has upon society and the impact society has upon the environment.

Learning Targets - Human Environment Interaction

- identify the key social, economic and cultural characteristics of populations in different locations
- develop an understanding of the growth of national and global regions
- identify technological advances of national and global regions that connect the world to individuals

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## Kindergarten

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

NCSS

● POWER, AUTHORITY, AND GOVERNANCE

- Teachers of the early grades can assist learners in exploring their natural and developing sense of fairness and order as they experience relationships with others. Learners should develop an increasingly comprehensive awareness of rights and responsibilities. For example, learners can examine the rules, types of authority, and governmental structures of their schools and communities. They can be asked to explore why certain rules exist and what might happen if they did not; why principals, teachers, and other adults at school have particular types of authority; and how rules are made at school and who enforces them. They can investigate rights and responsibilities as they apply to themselves as participants in their schools and communities.

C3 STANDARDS

● Dimension 2, Civic and Political Institutions

- D2.Civ.1.K-2. Describe roles and responsibilities of people in authority.
- D2.Civ.3.K-2. Explain the need for and purposes of rules in various settings inside and outside of school.

● Dimension 2, Processes, Rules, and Laws

- D2.Civ.12.K-2. Identify and explain how rules function in public (classroom and school) settings.

● Dimension 2, Participation and Deliberation

- D2.Civ.7.K-2. Apply civic virtues when participating in school settings.
- D2.Civ.8.K-2. Describe democratic principles such as equality, fairness, and respect for legitimate authority and rules.
- D2.Civ.9.K-2. Follow agreed-upon rules for discussions while responding attentively to others when addressing ideas and making decisions as a group.



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<u>Learning Goal</u>	<u>Proficiency Scale</u>
<p>Students will understand how power, authority, and governance function in societies and affect their lives.</p>	<p>4: Student demonstrates an in-depth inference, advanced application or innovates with the learning goal.</p> <p>3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> <li>● describing roles and responsibilities of people in authority.</li> <li>● explaining the need for and purposes of rules in various settings inside and outside of school.</li> </ul> <p>2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> <li>● recognizing and recalling specific vocabulary such as: role, responsibility, rule, power, authority.</li> <li>● performing processes such as:               <ul style="list-style-type: none"> <li>○ identifying roles and people in authority.</li> <li>○ describing why certain rules exist.</li> <li>○ comparing school and home norms.</li> <li>○ assessing fairness.</li> </ul> </li> </ul> <p>1: Student demonstrates limited understanding or skill with the learning goal.</p>

Learning Targets - Rules

- We will use decision making when following school rules.
- We will describe what it means to be a citizen at home and school.
- We will tell who is in authority in our school community and outside our school community.
- We will tell about the roles of people in authority.
- We can explain why we have rules inside and outside of school.
- As learners we are always changing and working towards our goals. (post as part of class rules/society)
- We will tell about what we bring to the class community.
- We will follow class rules to be a good learner

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## 1st Grade

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

NCSS

● POWER, AUTHORITY, AND GOVERNANCE

- Teachers of the early grades can assist learners in exploring their natural and developing sense of fairness and order as they experience relationships with others. Learners should develop an increasingly comprehensive awareness of rights and responsibilities. For example, learners can examine the rules, types of authority, and governmental structures of their schools and communities. They can be asked to explore why certain rules exist and what might happen if they did not; why principals, teachers, and other adults at school have particular types of authority; and how rules are made at school and who enforces them. They can investigate rights and responsibilities as they apply to themselves as participants in their schools and communities.

C3 STANDARDS

● Dimension 2, Civic and Political Institutions

- D2.Civ.1.K-2. Describe roles and responsibilities of people in authority.
- D2.Civ.2.K-2. Explain how all people, not just official leaders, play important roles in a community.
- D2.Civ.3.K-2. Explain the need for and purposes of rules in various settings inside and outside of school.

● Dimension 2, Processes, Rules, and Laws

- D2.Civ.12.K-2. Identify and explain how rules function in public (classroom and school) settings.

● Dimension 2, Participation and Deliberation

- D2.Civ.7.K-2. Apply civic virtues when participating in school settings.
- D2.Civ.8.K-2. Describe democratic principles such as equality, fairness, and respect for legitimate authority and rules.

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<u>Learning Goal</u>	<u>Proficiency Scale</u>
<p>Students will understand how power, authority, and governance function in societies and affect their lives.</p>	<p>4: Student demonstrates an in-depth inference, advanced application or innovates with the learning goal.</p> <p>3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> <li>● identifying power and authority that institutions have that affect their lives.</li> <li>● describing the responsibilities of those in leadership/power roles.</li> <li>● describing ways people can be leaders in different areas of life.</li> </ul> <p>2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> <li>● recognizing and recalling specific vocabulary, such as: institution, leadership.</li> <li>● performing processes such as:               <ul style="list-style-type: none"> <li>○ identifying ways people acquire power and authority.</li> </ul> </li> </ul> <p>1: Student demonstrates limited understanding or skill with the learning goal.</p>

<u>Learning Targets - Communities</u>
<ul style="list-style-type: none"> <li>● applying civic virtues when participating in school settings.</li> <li>● comparing points of view with peers to begin to understand human diversity.</li> <li>● analyzing how they have changed over time (physical development, personal interests, and ideas about who they are and what they believe they can do and achieve)</li> <li>● analyzing the way they interact with others.</li> <li>● explaining why civic responsibilities play a role in our lives.</li> <li>● explaining how to resolve disputes peacefully in the classroom and on the playground.</li> <li>● identifying how schools, religions, families, governments, and/or businesses play major roles in the lives of people.</li> <li>● identifying the difference between wants and needs of an individual.</li> <li>● listing various ways an individual obtains goods.</li> <li>● identifying elements in their environment that affect their lives.</li> </ul>

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## 3rd Grade

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

NCSS

● POWER, AUTHORITY, AND GOVERNANCE

- Teachers of the early grades can assist learners in exploring their natural and developing sense of fairness and order as they experience relationships with others. Learners should develop an increasingly comprehensive awareness of rights and responsibilities. For example, learners can examine the rules, types of authority, and governmental structures of their schools and communities. They can be asked to explore why certain rules exist and what might happen if they did not; why principals, teachers, and other adults at school have particular types of authority; and how rules are made at school and who enforces them. They can investigate rights and responsibilities as they apply to themselves as participants in their schools and communities.

C3 STANDARDS

● Dimension 2, Civic and Political Institutions

- D2.Civ.1.3-5. Distinguish the responsibilities and powers of government officials at various levels and branches of government and in different times and places.
- D2.Civ.2.3-5. Explain how a democracy relies on people’s responsible participation, and draw implications for how individuals should participate.
- D2.Civ.4.3-5. Explain how groups of people make rules to create responsibilities and protect freedoms.
- D2.Civ.5.3-5. Explain the origins, functions, and structure of different systems of government, including those created by the U.S. and state constitutions.
- D2.Civ.6.3-5. Describe ways in which people benefit from and are challenged by working together, including through government, work-places, voluntary organizations, and families.

● Dimension 2, Processes, Rules, and Laws

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- D2.Civ.12.3-5. Explain how rules and laws change society and how people change rules and laws.
- D2.Civ.13.3-5. Explain how policies are developed to address public problems.
- Dimension 2, Participation and Deliberation
  - D2.Civ.7.3-5. Apply civic virtues and democratic principles in school settings.
  - D2.Civ.8.3-5. Identify core civic virtues and democratic principles that guide government, society, and communities.
  - D2.Civ.9.3-5. Use deliberative processes when making decisions or reaching judgments as a group.
  - D2.Civ.10.3-5. Identify the beliefs, experiences, perspectives, and values that underlie their own and others' points of view about civic issues.

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<u>Learning Goal</u>	<u>Proficiency Scale</u>
<p>Students will understand how power, authority, and governance function in societies and affect their lives.</p>	<p>4: Student demonstrates an in-depth inference, advanced application or innovates with the learning goal.</p> <p>3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> <li>● identifying the responsibilities and powers of community government officials at various levels and times.</li> <li>● explaining how a democracy relies on people's responsible participation.</li> <li>● explaining how all people, not just official leaders, play important roles in a community.</li> </ul> <p>2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> <li>● recognizing and recalling specific vocabulary, such as: government, democracy, responsible, participation, official, community.</li> <li>● performing processes such as:             <ul style="list-style-type: none"> <li>○ identifying what our local government is and some of their functions.</li> <li>○ describing how the local community works to accomplish common tasks, responsibilities, and fulfill roles of authority.</li> </ul> </li> </ul> <p>1: Student demonstrates limited understanding or skill with the learning goal.</p>

<p><u>Learning Targets -Building a Community</u></p> <ul style="list-style-type: none"> <li>● What are the beliefs that went into the documents that built the United States Government?</li> <li>● What are the processes of our government federally and locally?</li> <li>● How does government impact us and our community?</li> </ul>
<p><u>Learning Targets - Building an Economy</u></p> <ul style="list-style-type: none"> <li>● I will understand how I interact with goods and services each day.</li> <li>● I will be able to make decisions about my relationship with my environment.</li> </ul>

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- I will understand how the government functions in society and affects my life.

Learning Targets - Building a Community

- Students will visually represent rural, suburban, and urban communities. There is one example of this listed in the resource section for these days.
- Students will engage in skits to show how students depend on one another
- Students will determine how Zoning impacts a community
- Students begin a Core Experience for a Cumulative Project; the project listed is not THE core experience; a project that accomplishes the listed goals is what is required.

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## 4th Grade

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

NCSS

● POWER, AUTHORITY, AND GOVERNANCE

- Teachers of the early grades can assist learners in exploring their natural and developing sense of fairness and order as they experience relationships with others. Learners should develop an increasingly comprehensive awareness of rights and responsibilities. For example, learners can examine the rules, types of authority, and governmental structures of their schools and communities. They can be asked to explore why certain rules exist and what might happen if they did not; why principals, teachers, and other adults at school have particular types of authority; and how rules are made at school and who enforces them. They can investigate rights and responsibilities as they apply to themselves as participants in their schools and communities.

C3 STANDARDS

● Dimension 2, Civic and Political Institutions

- D2.Civ.1.3-5. Distinguish the responsibilities and powers of government officials at various levels and branches of government and in different times and places.
- D2.Civ.2.3-5. Explain how a democracy relies on people’s responsible participation, and draw implications for how individuals should participate.
- D2.Civ.3.3-5. Examine the origins and purposes of rules, laws, and key U.S. constitutional provisions.
- D2.Civ.4.3-5. Explain how groups of people make rules to create responsibilities and protect freedoms.
- D2.Civ.5.3-5. Explain the origins, functions, and structure of different systems of government, including those created by the U.S. and state constitutions.

● Dimension 2, Processes, Rules, and Laws

- D2.Civ.12.3-5. Explain how rules and laws change society and how people change rules and laws.
- D2.Civ.13.3-5. Explain how policies are developed to address public problems.

● Dimension 2, Participation and Deliberation

- D2.Civ.8.3-5. Identify core civic virtues and democratic principles that guide government, society, and communities.
- D2.Civ.10.3-5. Identify the beliefs, experiences, perspectives, and values that underlie their own and others’ points of view about civic issues.



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<u>Learning Goal</u>	<u>Proficiency Scale</u>
<p>Students will understand how power, authority, and governance function in societies and affect their lives.</p>	<p>4: Student demonstrates an in-depth inference, advanced application or innovates with the learning goal.</p> <p>3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> <li>● explaining the origins and purposes of rules, laws and provisions.</li> <li>● explaining how groups of people make laws to create responsibilities and protect freedoms.</li> <li>● distinguishing the responsibilities and powers of state government officials at various levels and branches of government and in different times and places.</li> </ul> <p>2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> <li>● recognizing and recalling specific vocabulary, such as: rules, laws, provisions, protect, freedom, branch.</li> <li>● performing processes such as: <ul style="list-style-type: none"> <li>○ explaining how a democracy relies on people's responsible participation.</li> <li>○ identifying the levels of authority in our state government.</li> <li>○ drawing implications for how individuals should participate in government/society.</li> <li>○ identifying how all people, not just official leaders, play important roles in a community.</li> </ul> </li> </ul> <p>1: Student demonstrates limited understanding or skill with the learning goal.</p>

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Learning Targets - Government and Global Missouri

- What's Missouri's role in the world?
- How does Missouri impact the world?
- What's unique about Missouri's Government?
- Who plays a key role in Missouri's Government?
- What make State Government different than local or national Government?
- How do decisions of Missouri and other States impact us?
- What does it mean to be a "citizen" in the state of Missouri?

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## 5th Grade

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

NCSS

● POWER, AUTHORITY, AND GOVERNANCE

- Teachers of the early grades can assist learners in exploring their natural and developing sense of fairness and order as they experience relationships with others. Learners should develop an increasingly comprehensive awareness of rights and responsibilities. For example, learners can examine the rules, types of authority, and governmental structures of their schools and communities. They can be asked to explore why certain rules exist and what might happen if they did not; why principals, teachers, and other adults at school have particular types of authority; and how rules are made at school and who enforces them. They can investigate rights and responsibilities as they apply to themselves as participants in their schools and communities.

C3 STANDARDS

● Dimension 2, Civic and Political Institutions

- D2.Civ.1.3-5. Distinguish the responsibilities and powers of government officials at various levels and branches of government and in different times and places.
- D2.Civ.3.3-5. Examine the origins and purposes of rules, laws, and key U.S. constitutional provisions.
- D2.Civ.4.3-5. Explain how groups of people make rules to create responsibilities and protect freedoms.
- D2.Civ.5.3-5. Explain the origins, functions, and structure of different systems of government, including those created by the U.S. and state constitutions.
- D2.Civ.6.3-5. Describe ways in which people benefit from and are challenged by working together, including through government, work-places, voluntary organizations, and families.

● Dimension 2, Processes, Rules, and Laws

- D2.Civ.12.3-5. Explain how rules and laws change society and how people change rules and laws.
- D2.Civ.13.3-5. Explain how policies are developed to address public problems.

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<u>Learning Goal</u>	<u>Proficiency Scale</u>
<p style="text-align: center;">Students will understand how power, authority, and governance function in societies and affect their lives.</p>	<p>4: Student demonstrates an in-depth inference, advanced application or innovates with the learning goal.</p> <p>3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> <li>● explaining the origins, functions and structures of different systems of government, including those created by the U.S. and state constitutions.</li> <li>● describing ways in which people benefit from and are challenged by working together.</li> <li>● distinguishing the responsibilities and powers of federal government officials at various levels and branches of government and in different times and places.</li> </ul> <p>2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> <li>● recognizing and recalling specific vocabulary, such as: origin, system, constitution.</li> <li>● performing processes such as:               <ul style="list-style-type: none"> <li>○ identifying the origins and purposes of federal rules, laws and provisions.</li> <li>○ explaining how groups of people make laws to create responsibilities and protect freedoms.</li> <li>○ comparing the federal government with state and local structures.</li> </ul> </li> </ul> <p>1: Student demonstrates limited understanding or skill with the learning goal.</p>

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Learning Targets - Explorers and Foundations

- Study selected European explorers and the territories they explored
- Understand selected geographic, economic, political, and cultural factors that characterized early exploration of the Americas
- Understand why colonial America was settled in regions (everyday life in colonies)
- Knows significant events in the colonization of North America
- Knows significant social and political events that led to and characterized the American Revolution
- Knows significant historical documents and the principal ideas expressed in them
- There were already people living in America (Native Americans)
- People from Spain were first to come seeking riches and opportunity
- People from Spain settled mostly in the southern part of the current U.S. (Florida to California)
- The French and Dutch came shortly after Spain to obtain furs
- The French settled the middle of current U.S and North of Spanish settlements into Canada
- Finally, English settlers came to North America to build new lives for their families
- Religious and political freedom was another reason for settling in a new, loosely governed place
- 13 English colonies were established along the Atlantic Coast
- Colonists depended on Native Americans, Indentured Servants, and African slaves as a source of labor
- Colonists informally established types of governmental procedures, including direct democracy, representative government, and majority rule
- The Mayflower Compact was the first attempt at establishing law and order in the colonies
- The New England colonists were generally religious (Christian), depended on each other, and quickly established centers of communities
- The Middle colonists enjoyed milder climate, were more tolerant of different religious beliefs, and used the fertile soil to grow much agriculture
- The Southern colonists were self-sufficient, depended on African slaves on plantations, and established the House of Burgess, the first attempt at representative government
- American colonists defeated England in the American Revolutionary War. This allowed people living in the colonies to form their own country.
- During the mid 1700's some colonists became increasingly upset with King George in Great Britain for the "unfair" control he had over the colonies

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- Some colonists believed that the taxes demanded of them on their own goods was unreasonable
- The Colonists began making requests of Great Britain to change how it dealt with them, but there was no change
- Disagreement in power led to Great Britain and the colonists going to war
- One reason the colonists were able to defeat England was because they had strong leaders, such as George Washington
- A second reason for the colonists' victory was their personal interest in forming an independent nation
- The colonists received assistance from France, which helped them defeat England
- Colonists were fighting on their own land; this was an advantage over the English
- The Revolutionary War divided families; some thought they should be loyal to the king (Loyalists), even though they disagreed with the rules while others thought they should fight for their rights.
- Patriots were colonists who thought they should fight for freedom from King George and England
- Patriots were not formally trained, used their own equipment and weapons, and were ready at a moment's notice (minutemen)
- Women helped in the war by taking care of farms, helping the injured, and taking care of their homes
- King George and England believed that colonists should obey English laws and support England with taxes because they had supported them in establishing the colonies
- The Declaration of Independence was written by American colonists to tell other countries that the people living in the American colonies were declaring themselves free and independent from England.
- Thomas Jefferson was a chief writer of the Declaration of Independence
- People living in the colonies wanted to establish a country that was run by the people and where the citizens' rights were protected
- Not all colonists thought it was right to rebel and declare independence from King George; they were called Loyalists
- The Constitution outlines the rights and responsibilities of people living in the United States
- The Preamble is an opening statement declaring the rights of all people in the United States
- In later years, the Bill of Rights (amendments) were added to the Constitution to better define or change parts of the Constitution
- The Bill of Rights includes freedoms of religion, speech, press, to assemble peacefully, to petition to government
- The Constitution describes the organization and function of the three branches of the federal government
- Laws and rules are made to promote the common good.
- As a citizen of the United States, you have certain rights and responsibilities

Learning Targets - Civil War

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- Understands economic and philosophical differences between the North and South prior to the Civil War
- Know the causes, key events and effects of the Civil War
- Knows roles and accomplishments of leaders on both sides of the Civil War
- The Civil War was a result of controversial beliefs between people living in the Northern part of the United States and those living in the Southern states in the mid 1800's
- Southern states were in favor of having strong state government and control
- Northern states were in favor of having a stronger federal government
- Southern states depended on agriculture for its economy
- Northern states were becoming less dependent on the land and more dependent on goods and services it could provide for its economy; they were trading for many needs
- Southern states relied on slaves to support their economy
- Northern states did not depend on slaves and believed slavery was unconstitutional
- Missouri played an important role in the Civil War
- Missouri proposed to Congress to enter the Union as a Slave state
- The Missouri Compromise was a result of Missouri becoming a state during this time. The Compromise stated MO entered as slave, Maine as free, and all other states applying to enter the Union would be free if north of MO's southern border.
- Missouri was a "border" state, meaning it was a slave state that did not secede from the Union during the war. This meant some people in Missouri fought for the North, some for the South.
- Conflicts were resolved in a variety of ways leading up to the Civil War
- Wars within a country are called Civil Wars
- Civil Wars are usually a result of differing beliefs or principles between groups of people living in the same place
- Negotiation, compromise, and physical battle were all means of settling conflict during the Civil War period in our country
- Constitutions and laws are used to help resolve conflict
- Artifacts (building structures, art work, song, clothing, tools) can be used to understand the Civil War Period.
- Quilts and songs often carried messages between slaves and free men.
- Women wore dresses even to work in
- Farming tools were simple, so required the work of many to make a profit

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## 6th Grade

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

NCSS

● POWER, AUTHORITY, AND GOVERNANCE

- Teachers of the middle grades can help learners apply these rights and responsibilities in specific contexts, including their studies of American history. During these years, learners can play an important role in developing rules for their own classrooms. They can also apply these rights and responsibilities in increasingly complex situations with emphasis upon new applications. For example, learners can be asked to develop hypothetical communities in which certain students play different power and authority roles and they can engage in enforcing rules when infractions are constructed through simulation. Finally, they can also begin or expand on their studies of power and authority in their local communities.

C3 STANDARDS

● Dimension 2, Civic and Political Institutions

- D2.Civ.1.6-8. Distinguish the powers and responsibilities of citizens, political parties, interest groups, and the media in a variety of governmental and nongovernmental contexts.
- D2.Civ.2.6-8. Explain specific roles played by citizens (such as voters, jurors, taxpayers, members of the armed forces, petitioners, protesters, and office-holders).
- D2.Civ.3.6-8. Examine the origins, purposes, and impact of constitutions, laws, treaties, and international agreements.
- D2.Civ.4.6-8. Explain the powers and limits of the three branches of government, public officials, and bureaucracies at different levels in the United States and in other countries.
- D2.Civ.5.6-8. Explain the origins, functions, and structure of government with reference to the U.S. Constitution, state constitutions, and selected other systems of government.
- D2.Civ.6.6-8. Describe the roles of political, civil, and economic organizations in shaping people's lives.

● Dimension 2, Processes, Rules, and Laws

- D2.Civ.12.6-8. Assess specific rules and laws (both actual and proposed) as means of addressing public problems.
- D2.Civ.13.6-8. Analyze the purposes, implementation, and consequences of public policies in multiple settings.



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- D2.Civ.14.6-8. Compare historical and contemporary means of changing societies, and promoting the common good.
- Dimension 2, Participation and Deliberation
  - D2.Civ.7.6-8. Apply civic virtues and democratic principles in school and community settings.
  - D2.Civ.8.6-8. Analyze ideas and principles contained in the founding documents of the United States, and explain how they influence the social and political system.
  - D2.Civ.9.6-8. Compare deliberative processes used by a wide variety of groups in various settings.
  - D2.Civ.10.6-8. Explain the relevance of personal interests and perspectives, civic virtues, and democratic principles when people address issues and problems in government and civil society.

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<u>Learning Goal</u>	<u>Proficiency Scale</u>
<p>Students will understand how power, authority, and governance function in societies and affect their lives.</p>	<p>4: Student demonstrates an in-depth inference, advanced application or innovates with the learning goal.</p> <p>3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> <li>● comparing systems of authority.</li> <li>● analyzing governmental power and authority across regions.</li> <li>● assessing how societies, movements and social unrest can influence government functions and policies.</li> <li>● critiquing how institutions have changed over time.</li> <li>● explaining how power and authority can be given and taken away.</li> </ul> <p>2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> <li>● recognizing and recalling specific vocabulary, such as: region, movement, unrest, function, policy.</li> <li>● performing processes such as: <ul style="list-style-type: none"> <li>○ identifying civil unrest and the changes it can bring about.</li> <li>○ identifying ways in which people benefit from and are challenged by working together, including through government, workplace, voluntary organizations and families.</li> </ul> </li> </ul> <p>1: Student demonstrates limited understanding or skill with the learning goal.</p>

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Learning Targets - An Era of Growth and Disunion (1860-1877)

- Civil War
  - Disunion
    - Students will be able to describe the causes of the Civil War
      - John Brown, Uncle Tom's Cabin, Fugitive slave law, cotton gin, congress, Dred Scott
      - *DBQ or Civil War magazine*
  - Emancipation and battles of war
    - Students will be able to state the meaning and the impact of the emancipation
      - Iron clad, Shiloh, Bull run, Antietam
      - *Group Battle timeline*
  - Life at War (2 day)
    - Students will be able to describe the day to day life of a civil war soldier
      - Who were the soldiers? Homefront, life at war
  - Shifting Tides (Gettysburg)
    - Students will be able to discuss the effects of the battles of Gettysburg, Gettysburg Address and Vicksburg
  - Bringing the war to an end
    - Students will be able to list and discuss the sequence of events leading to the end of the Civil War, paying attention to the election of 1864.
      - 1864, Grand Commander, Sherman, Siege of Petersburg, surrender
  - Effect of the war
    - Students will be able to discuss the effect of the Civil War
- Reconstruction
  - Restoring the Union:
    - Students will be able to evaluate the various plans for Reconstruction.
      - Lincoln's plan bringing south states back to the union, Johnson vs. Stevens (*student debate*)
      - Lincoln's death
  - The Effects of Reconstruction:
    - Students will be able to evaluate the political gains of African Americans in the South under Reconstruction.
      - Amendments 13,14,15
      - Freedman's bureau, KKK, Hiliium Revels

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- *Comic Book*

Learning Targets - Migration & Industrialization Change Society (1867-1917)

- The West Transformed
  - Students will be able to understand the conflicts that occurred during the settlement of the Western frontier.
    - Gold and boomtown life, transcontinental railroad
    - Native Americans
      - sand creek massacre, Buffalo soldier, end of the buffalo
      - different native groups
      - ghost dance
    - Dawes Act
    - Farming in west
- Immigration
  - Students will be able to explain how immigrants assimilated and contributed to American life.
    - Population changes/Ellis and Angel Island
    - Interaction and Conflict between cultures (tenement housing, mixing bowl, city growth)
- Industrialization
  - Students will be able to understand the impact of the Industrial Revolution on American Society
    - *group project - everyone take an invention and tell impact on society*
    - steel, electric power, telephone, Henry Ford assembly line, wright brothers, oil and Rockefeller, working conditions (hazardous), labor unions

Learning Targets - Modern America Emerges (1890-1920)

- Progressive Era
  - Students will be able to analyze the actions taken by citizens to bring about reforms.
    - Workplace reforms
      - unions, muckrakers
    - Early Civil Rights (NAACP)
    - Women's Rights
    - Amendments (17,18,19,21)
- World War I
  - Students will be able to describe the causes of WWI

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- Archduke Ferdinand
- Students will be able to explain the reasons and the effects of the US entering the war
  - Lusitania, Zimmerman note, alliances, militarism, imperialism, nationalism, Woodrow Wilson
- Students will understand the advances in technology that affected the war
  - Machine gun, tank, submarine, airplane, poisonous gas, gas mask,
- Students will be able to explain the effects and consequences of WWI.
  - Reaction of United States to Treaty of Versailles, League of Nations, and Red Scare. (Communism)
  - Geography of countries involved/ changes in boundaries

Learning Targets - The Twenties & The Great Depression (1920-1940)

The Roaring Twenties

- Students will be able to describe cultural developments and individual contributions in the 1920's
  - Harlem Renaissance
  - Jazz Age
  - Prohibition
- The Great Depression
  - Students will be able to describe what America was like during the Great Depression
    - Dust Bowl (also talked about in science)
  - Students will be able to demonstrate an understanding of relief, reform, and recovery.
    - New Deal

Learning Targets - World War II and it's Aftermath (1931-1960)

- Students will be able to explain the causes of World War II
  - Entry of the United States into the war (Pearl Harbor)
  - locate Allied/ Axis powers on map
  - Joseph Stalin, Adolf Hitler, Benito Mussolini, Winston Churchill
- Students will be able to explain why the Us finally entered the war
  - Pearl Harbor
  - Franklin D. Roosevelt
- Students will be able to explain how life was on the homefront
  - african americans and women's roles
  - treatment of Japanese Americans
  - retooling of factories from consumer to military production (rationing)

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- Students will be able to explain how the end of the war came about.
  - Key Battles: Battles of Normandy, Battle of the Bulge
  - Atomic Bomb
- Students will analyze the human Costs associated with WWII
  - Holocaust
  - military casualties
  - atomic bomb

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## 7th Grade

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

NCSS

● POWER, AUTHORITY, AND GOVERNANCE

- Teachers of the middle grades can help learners apply these rights and responsibilities in specific contexts, including their studies of American history. During these years, learners can play an important role in developing rules for their own classrooms. They can also apply these rights and responsibilities in increasingly complex situations with emphasis upon new applications. For example, learners can be asked to develop hypothetical communities in which certain students play different power and authority roles and they can engage in enforcing rules when infractions are constructed through simulation. Finally, they can also begin or expand on their studies of power and authority in their local communities.

C3 STANDARDS

● Dimension 2, Civic and Political Institutions

- D2.Civ.2.6-8. Explain specific roles played by citizens (such as voters, jurors, taxpayers, members of the armed forces, petitioners, protesters, and office-holders).
- D2.Civ.3.6-8. Examine the origins, purposes, and impact of constitutions, laws, treaties, and international agreements.
- D2.Civ.6.6-8. Describe the roles of political, civil, and economic organizations in shaping people's lives.

● Dimension 2, Processes, Rules, and Laws

- D2.Civ.12.6-8. Assess specific rules and laws (both actual and proposed) as means of addressing public problems.
- D2.Civ.13.6-8. Analyze the purposes, implementation, and consequences of public policies in multiple settings.
- D2.Civ.14.6-8. Compare historical and contemporary means of changing societies, and promoting the common good.

● Dimension 2, Participation and Deliberation

- D2.Civ.10.6-8. Explain the relevance of personal interests and perspectives, civic virtues, and democratic principles when people address issues and problems in government and civil society.

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<u>Learning Goal</u>	<u>Proficiency Scale</u>
<p style="text-align: center;">Students will understand how power, authority, and governance function in societies and affect their lives.</p>	<p>4: Student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.</p> <p>3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> <li>● explaining the powers and limits of government, officials, and bureaucracies at different levels in other civilizations.</li> <li>● explaining the origins, functions and structures of government.</li> <li>● assessing systems of authority that model productive societies.</li> <li>● analyzing the power and authority across time and place.</li> </ul> <p>2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> <li>● recognizing and recalling specific vocabulary, such as: bureaucracy, civilization, productive.</li> <li>● performing processes such as: <ul style="list-style-type: none"> <li>○ critiquing how institutions, with power and authority, have changed over time.</li> <li>○ explaining how power and authority can be given and can be taken away.</li> </ul> </li> </ul> <p>1: Student demonstrates limited understanding or skill with the learning goal.</p>



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Learning Targets - Ancient Civilizations

- Mesopotamia
  - Hammurabi Law Code
  - Kingship
  - Social Class
- Egypt
  - Religion
  - Technology (Pyramids, Great Buildings)
  - Social Class
- India
  - Caste System
  - Hinduism/Buddhism
- China
  - Technology?

Learning Targets - Classical World

- Greece
  - Direct Democracy
  - Government Types (Monarchy, Oligarchy, Democracy)
  - Greek Inventors and Philosophers
- Rome
  - Republican Democracy (Republic)
  - Roman Engineering
  - Inflation Economic Crisis

Learning Targets - Medieval World

- Europe
  - The Power of the Catholic Church
  - Feudal system
  - The Crusades
    - Cross Cultural Influences after the Crusades

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- The Black Death
- Religions (Christianity, Judaism and Islam)
- Feudal Japan
  - Ninjas?
  - Feudal system
- Medieval African Kingdoms
  - Salt and Gold Trade
  - Mansa Musa

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## 8th Grade

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

NCSS

● POWER, AUTHORITY, AND GOVERNANCE

- Teachers of the middle grades can help learners apply these rights and responsibilities in specific contexts, including their studies of American history. During these years, learners can play an important role in developing rules for their own classrooms. They can also apply these rights and responsibilities in increasingly complex situations with emphasis upon new applications. For example, learners can be asked to develop hypothetical communities in which certain students play different power and authority roles and they can engage in enforcing rules when infractions are constructed through simulation. Finally, they can also begin or expand on their studies of power and authority in their local communities.

C3 STANDARDS

● Dimension 2, Civic and Political Institutions

- D2.Civ.1.6-8. Distinguish the powers and responsibilities of citizens, political parties, interest groups, and the media in a variety of governmental and nongovernmental contexts.
- D2.Civ.2.6-8. Explain specific roles played by citizens (such as voters, jurors, taxpayers, members of the armed forces, petitioners, protesters, and office-holders).
- D2.Civ.3.6-8. Examine the origins, purposes, and impact of constitutions, laws, treaties, and international agreements.
- D2.Civ.4.6-8. Explain the powers and limits of the three branches of government, public officials, and bureaucracies at different levels in the United States and in other countries.
- D2.Civ.5.6-8. Explain the origins, functions, and structure of government with reference to the U.S. Constitution, state constitutions, and selected other systems of government.
- D2.Civ.6.6-8. Describe the roles of political, civil, and economic organizations in shaping people's lives.

● Dimension 2, Processes, Rules, and Laws

- D2.Civ.11.6-8. Differentiate among procedures for making decisions in the classroom, school, civil society, and local, state, and national government in terms of how civic purposes are intended.
- D2.Civ.12.6-8. Assess specific rules and laws (both actual and proposed) as means of addressing public problems.
- D2.Civ.13.6-8. Analyze the purposes, implementation, and consequences of public policies in multiple settings.

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- D2.Civ.14.6-8. Compare historical and contemporary means of changing societies, and promoting the common good.
- Dimension 2, Participation and Deliberation
  - D2.Civ.8.6-8. Analyze ideas and principles contained in the founding documents of the United States, and explain how they influence the social and political system.
  - D2.Civ.10.6-8. Explain the relevance of personal interests and perspectives, civic virtues, and democratic principles when people address issues and problems in government and civil society.

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<u>Learning Goal</u>	<u>Proficiency Scale</u>
<p style="text-align: center;">Students will understand how power, authority, and governance function in societies and affect their lives.</p>	<p>4: Student demonstrates an in-depth inference, advanced application or innovates with the learning goal.</p> <p>3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> <li>● examining the origins, purposes, and impacts of constitutions, laws, treaties and international agreements.</li> <li>● describing the roles of political, civil, societal and economic organizations in shaping people's lives.</li> <li>● explaining the origins, functions and structures of government with reference to the U.S. Constitution and selected other systems of government.</li> </ul> <p>2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> <li>● recognizing and recalling specific vocabulary, such as: law, treaty, international, civil.</li> <li>● performing processes such as: <ul style="list-style-type: none"> <li>○ identifying the powers and limits of government, public officials, and bureaucracies at different levels in other civilizations.</li> <li>○ comparing the origins, functions and structures of government with reference to selected other systems of government.</li> <li>○ creating systems of authority to model productive societies.</li> <li>○ analyzing the power and authority across time and place..</li> </ul> </li> </ul> <p>1: Student demonstrates limited understanding or skill with the learning goal.</p>

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Learning Targets - Crisis

- Understand the processes that lead to change within societies and institutions that result in the development of new ideas, values, and ways of life.
- Examine the origins, purposes, and impacts of constitutions, laws, treaties and international agreements.
- describe the roles of political, civil, societal and economic organizations in shaping people's lives.

Learning Targets - Government and Law

- apply concepts and methods of political science and law,
- understand and analyze how people work to promote positive societal change
- Examine the origins, purposes, and impacts of constitutions, laws, treaties and international agreements.
- describe the roles of political, civil, societal and economic organizations in shaping people's lives.

Learning Targets - Civil Rights

- apply concepts and methods of political science and law,
- understand and analyze how people work to promote positive societal change
- Examine the origins, purposes, and impacts of constitutions, laws, treaties and international agreements.
- describe the roles of political, civil, societal and economic organizations in shaping people's lives.

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## Kindergarten

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

NCSS

- PRODUCTION, DISTRIBUTION, AND CONSUMPTION
  - Teachers of the early grades can help learners identify human wants common to all societies as well as unique to individuals. They can introduce learners to basic economic concepts and have them explore economic decisions as they compare their personal economic decisions with those of others and consider the consequences of those decisions on themselves, as well as on groups, communities, the nation, and the world.

C3 Standards

- Dimension 2, Exchange and Markets
  - D2.Eco.3.K-2. Describe the skills and knowledge required to produce certain goods and services.
  - D2.Eco.5.K-2. Identify prices of products in a local market.
  - D2.Eco.6.K-2. Explain how people earn income.

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<u>Learning Goal</u>	<u>Proficiency Scale</u>
<p>Students will understand how people organize for the production, distribution, and consumption of goods and services.</p>	<p>4: Student demonstrates an in-depth inference, advanced application or innovates with the learning goal.</p> <p>3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> <li>● identifying the difference between wants and needs of an individual.</li> <li>● listing various ways an individual obtains goods.</li> </ul> <p>2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> <li>● recognizing and recalling specific vocabulary, such as: identify, difference, wants, needs, individual, obtain, goods, various.</li> <li>● performing processes such as: <ul style="list-style-type: none"> <li>○ identifying examples of needs and wants of individuals or groups.</li> </ul> </li> </ul> <p>1: Student demonstrates limited understanding or skill with the learning goal.</p>

Learning Targets - Culture, Traditions and Economics

- We will compare cultures and celebrations.
- We will recognize national symbols and know what they stand for.
- We will compare artifacts from today and yesterday.
- We will describe ways people learn about the past.
- We will create a timeline.
- We will identify the difference between needs and wants.
- We will list ways to obtain goods



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## 1st Grade

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

NCSS

● PRODUCTION, DISTRIBUTION, AND CONSUMPTION

- Teachers of the early grades can help learners identify human wants common to all societies as well as unique to individuals. They can introduce learners to basic economic concepts and have them explore economic decisions as they compare their personal economic decisions with those of others and consider the consequences of those decisions on themselves, as well as on groups, communities, the nation, and the world.

C3 Standards

● Dimension 2, Exchange and Markets

- D2.Eco.3.K-2. Describe the skills and knowledge required to produce certain goods and services.
- D2.Eco.4.K-2. Describe the goods and services that people in the local community produce and those that are produced in other communities.

● Dimension 2, The Global Economy.

- D2.Eco.14.K-2. Describe why people in one country trade goods and services with people in other countries.
- D2.Eco.15.K-2. Describe products that are produced abroad and sold domestically and products that are produced domestically and sold abroad.

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<u>Learning Goal</u>	<u>Proficiency Scale</u>
<p>Students will understand how people organize for the production, distribution, and consumption of goods and services.</p>	<p>4: Student demonstrates an in-depth inference, advanced application or innovates with the learning goal.</p> <p>3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> <li>● categorizing products that are produced abroad and sold domestically and products that are produced domestically and sold abroad.</li> <li>● examining why certain things are only made in certain places.</li> </ul> <p>2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> <li>● recognizing and recalling specific vocabulary, such as: domestic, sold, produce, abroad.</li> <li>● performing processes such as: <ul style="list-style-type: none"> <li>○ identify the difference between wants and needs of an individual.</li> <li>○ list various ways an individual obtains goods.</li> </ul> </li> </ul> <p>1: Student demonstrates limited understanding or skill with the learning goal.</p>

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Learning Targets - Communities

- applying civic virtues when participating in school settings.
- comparing points of view with peers to begin to understand human diversity.
- analyzing how they have changed over time (physical development, personal interests, and ideas about who they are and what they believe they can do and achieve)
- analyzing the way they interact with others.
- explaining why civic responsibilities play a role in our lives.
- explaining how to resolve disputes peacefully in the classroom and on the playground.
- identifying how schools, religions, families, governments, and/or businesses play major roles in the lives of people.
- identifying the difference between wants and needs of an individual.
- listing various ways an individual obtains goods.
- identifying elements in their environment that affect their lives.

Learning Targets - Sustainability

- identifying elements in their environment that affect their lives.
- defining how we use and think about the physical and built environments.
- summarizing concerns about the use and abuse of the physical environment.
- describing ways people modify and adapt to their environment.
- explaining how events have global causes and effects.
- assessing how they can make a change in their community or school to impact a global issue.
- categorizing products that are produced abroad and sold domestically and products that are produced domestically and sold abroad.
- examining why certain things are only made in certain places.

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## 2nd Grade

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

NCSS

● PRODUCTION, DISTRIBUTION, AND CONSUMPTION

- Teachers of the early grades can help learners identify human wants common to all societies as well as unique to individuals. They can introduce learners to basic economic concepts and have them explore economic decisions as they compare their personal economic decisions with those of others and consider the consequences of those decisions on themselves, as well as on groups, communities, the nation, and the world.

C3 Standards

● Dimension 2, Exchange and Markets

- D2.Eco.3.K-2. Describe the skills and knowledge required to produce certain goods and services.
- D2.Eco.4.K-2. Describe the goods and services that people in the local community produce and those that are produced in other communities.

● Dimension 2, The Global Economy.

- D2.Eco.14.K-2. Describe why people in one country trade goods and services with people in other countries.
- D2.Eco.15.K-2. Describe products that are produced abroad and sold domestically and products that are produced domestically and sold abroad.

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<u>Learning Goal</u>	<u>Proficiency Scale</u>
<p>Students will understand how people organize for the production, distribution, and consumption of goods and services.</p>	<p>4: Student demonstrates an in-depth inference, advanced application or innovates with the learning goal.</p> <p>3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> <li>• explaining how the consumption of products connects people to distant places.</li> <li>● describing why people in one country or region trade goods and services with people in other countries or regions.</li> </ul> <p>2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> <li>• recognizing and recalling specific vocabulary, such as: consumption, country, region, trade.</li> <li>• performing processes such as: <ul style="list-style-type: none"> <li>o identifying products that are produced abroad and sold domestically and products that are produced domestically and sold abroad.</li> </ul> </li> </ul> <p>1: Student demonstrates limited understanding or skill with the learning goal.</p>

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Learning Targets - The US on a global Scale

- Determining Needs/Wants
- Investigating Global trade (specialties of world regions)
- Comparing how values and abundance of science and technology exists across the world regions
- Comparing rules and decisions around the world - types/styles of government and how that influence culture
- Determining where products are made and how they arrived at your home

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## 3rd Grade

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

NCSS

- PRODUCTION, DISTRIBUTION, AND CONSUMPTION
  - Teachers of the early grades can help learners identify human wants common to all societies as well as unique to individuals. They can introduce learners to basic economic concepts and have them explore economic decisions as they compare their personal economic decisions with those of others and consider the consequences of those decisions on themselves, as well as on groups, communities, the nation, and the world.

C3 Standards

- Dimension 2, Exchange and Markets
  - D2.Eco.9.K-2. Describe the role of banks in an economy.
  - D2.Eco.3.3-5. Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used to produce goods and services.
  - D2.Eco.4.3-5. Explain why individuals and businesses specialize and trade.
  - D2.Eco.5.3-5. Explain the role of money in making exchange easier.
  - D2.Eco.7.3-5. Explain how profits influence sellers in markets.
  - D2.Eco.9.3-5. Describe the role of other financial institutions in an economy.

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<u>Learning Goal</u>	<u>Proficiency Scale</u>
<p>Students will understand how people organize for the production, distribution, and consumption of goods and services.</p>	<p>4: Student demonstrates an in-depth inference, advanced application or innovates with the learning goal.</p> <p>3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> <li>● connecting environmental decisions to production of items.</li> <li>● analyzing factors that create an informed consumer.</li> <li>● comparing how business, near and far, and citizens impact the local economy.</li> <li>● creating models of productive types of business that benefit both consumer and producer.</li> </ul> <p>2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> <li>● recognizing and recalling specific vocabulary, such as: environmental, production, informed, consumer, economy, citizen, business.</li> <li>● performing processes such as: <ul style="list-style-type: none"> <li>○ identifying how the consumption of local products benefits the economy.</li> <li>○ identifying the role of banks in the local and regional community.</li> </ul> </li> </ul> <p>1: Student demonstrates limited understanding or skill with the learning goal.</p>

Learning Targets - Building an economy

- I will understand how I interact with goods and services each day.
- I will be able to make decisions about my relationship with my environment.
- I will understand how the government functions in society and affects my life.



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## 4th Grade

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

NCSS

● PRODUCTION, DISTRIBUTION, AND CONSUMPTION

- Teachers of the early grades can help learners identify human wants common to all societies as well as unique to individuals. They can introduce learners to basic economic concepts and have them explore economic decisions as they compare their personal economic decisions with those of others and consider the consequences of those decisions on themselves, as well as on groups, communities, the nation, and the world.

C3 Standards

● Dimension 2, Exchange and Markets

- D2.Eco.4.3-5. Explain why individuals and businesses specialize and trade.

● Dimension 2, The Global Economy.

- D2.Eco.14.3-5. Explain how trade leads to increasing economic interdependence among nations.
- D2.Eco.15.3-5. Explain the effects of increasing economic interdependence on different groups within participating nations.

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<u>Learning Goal</u>	<u>Proficiency Scale</u>
<p>Students will understand how people organize for the production, distribution, and consumption of goods and services.</p>	<p>4: Student demonstrates an in-depth inference, advanced application or innovates with the learning goal.</p> <p>3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> <li>● explaining how trade creates economic interdependence among groups (tribes, states, and nations).</li> <li>● explaining state economies and the factors that influence them.</li> <li>● assessing how economic decisions impact communities.</li> </ul> <p>2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> <li>• recognizing and recalling specific vocabulary, such as trade, community.</li> <li>• performing processes such as:             <ul style="list-style-type: none"> <li>o connecting environmental decisions to production of items.</li> <li>o critiquing how business impacts the local economy.</li> </ul> </li> </ul> <p>1: Student demonstrates limited understanding or skill with the learning goal.</p>

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Learning Targets - Missouri People, Places, and Regions

- Missouri is a state-it is on a map
- Maps-Finding Missouri
- Early Missouri-first settlement
- comparing urban, suburban and rural cultures around missouri cities and how they change over time
- how missouri is rooted politically (red state/blue state) and how that has changed over time.
- events that happened in missouri timeline of when they happened Missouri then to Missouri today
- describing how people are affected by, depend on, adapt to and change their environment.(removed from PS#3)
- explaining how natural and human-made catastrophic events in one place affect people living in other places.(removed from PS#3)
- explaining how the cultural and environmental characteristics of places change over time. (removed from PS#3)
- investigating [how the states got their shapes](#).
- Lewis and Clark
- Family, City, Taxes
- analyzing ideas and principles contained in the founding documents of the governmental systems to explain how they influenced the social and political system. (Pulled from 8th grade. Possible use depending upon content taught.)
- comparing kids in missouri to kids in other states
- investigating the beliefs and values of Missourians
- assessing actions of state officials and the outcomes (intended and unintended) of governmental actions (bills, laws, rules, etc.)
- What does missouri make? produce? Boeing, Monsanto, Anheuser-Busch, etc.
- what does Missouri bring in/send out (trip to grocery store to find things made in missouri)
- Business in the state, trade from state to state
- mystery skype with kids from another state, economic decisions

Learning Targets - Government and Global Missouri

- What's Missouri's role in the world?
- How does Missouri impact the world?
- What's unique about Missouri's Government?
- Who plays a key role in Missouri's Government?
- What make State Government different than local or national Government?

- How do decisions of Missouri and other States impact us?
- What does it mean to be a "citizen" in the state of Missouri?

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## 5th Grade

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

NCSS

● PRODUCTION, DISTRIBUTION, AND CONSUMPTION

- Teachers of the early grades can help learners identify human wants common to all societies as well as unique to individuals. They can introduce learners to basic economic concepts and have them explore economic decisions as they compare their personal economic decisions with those of others and consider the consequences of those decisions on themselves, as well as on groups, communities, the nation, and the world.

C3 Standards

● Dimension 2, Exchange and Markets

- D2.Eco.3.3-5. Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used to produce goods and services.
- D2.Eco.4.3-5. Explain why individuals and businesses specialize and trade.
- D2.Eco.5.3-5. Explain the role of money in making exchange easier.
- D2.Eco.6.3-5. Explain the relationship between investment in human capital, productivity, and future incomes.
- D2.Eco.7.3-5. Explain how profits influence sellers in markets.
- D2.Eco.8.3-5. Identify examples of external benefits and costs.
- D2.Eco.9.3-5. Describe the role of other financial institutions in an economy.

● Dimension 2, The Global Economy.

- D2.Eco.14.3-5. Explain how trade leads to increasing economic interdependence among nations.
- D2.Eco.15.3-5. Explain the effects of increasing economic interdependence on different groups within participating nations.

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<u>Learning Goal</u>	<u>Proficiency Scale</u>
<p>Students will understand how people organize for the production, distribution, and consumption of goods and services.</p>	<p>4: Student demonstrates an in-depth inference, advanced application or innovates with the learning goal.</p> <p>3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> <li>● Describing how the spatial patterns of economic activities in a place change over time because of interactions with nearby and distant places.</li> <li>● determining factors that influence the national economy.</li> <li>● critiquing how the national economy has changed over time.</li> </ul> <p>2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> <li>● recognizing and recalling specific vocabulary, such as: spatial, interaction, influence, national.</li> <li>● performing processes such as: <ul style="list-style-type: none"> <li>○ identifying how trade creates economic interdependence nationally.</li> <li>○ explaining how state economies influence the national economy.</li> <li>○ listing the events that can affect a national economy.</li> </ul> </li> </ul> <p>1: Student demonstrates limited understanding or skill with the learning goal.</p>

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Learning Targets - Westward Expansion

- Understand geographic, economic, and technological features of the growth and change that occurred in America from 1801-1861
- Summarizing the Louisiana Purchase
- Summarizing the Lewis and Clark expedition
- The United States purchased territory from France, known as the Louisiana Purchase, which became part of the United States of America.
- Thomas Jefferson was President and arranged for the purchase of the Louisiana Territory from France
- Thomas Jefferson developed details plans for the exploration of the newly purchased territory
- Meriwether Lewis and William Clark were commissioned to explore the territory purchased, by following the Missouri River to its source, and making detailed records of their findings.
- 45 crew members, including people from many cultures and backgrounds, accompanied Lewis and Clark on their journey
- The Corp of Discovery and others moving Westward later depended on the Earth's natural resources
- During the early 1800's, people living on the Atlantic coast began moving Westward for adventure and opportunity.
- Westward movement can be compared to other historical events, such as the exploration and settlement of the American colonies in the 1400-1700's
- When people move into new and unclaimed territories, controversies often arise
- Because the territory of west was rough and unsettled, travel was dangerous and challenging for families
- People moving West could bring only a few possessions with them
- People rely on the land when moving to unsettled areas
- Sources of information need to be checked for historical accuracy and can be used to create representations of historical events
- Primary sources pertain to sources that are firsthand that may be used by historians in trying to reconstruct the past.
- Examples of primary sources are original documents (journals, letters photos, speeches)
- Secondary sources pertain to those sources that are not first-hand observations.
- Textbooks, books, biographies are examples of secondary sources
- Maps are used to provide information about a place
- Timelines are used to sequence historical events
- People moving and settling in the West had an impact on the people already living there
- Native Americans were living and using the land in the West when Americans started migrating.

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- Native Americans were infected by disease, killed, or moved to a different location
- As people settled in certain territories, they applied to become a state
- It was difficult for Missouri to become a state because there were equal an equal number of slave and non-slave states; Missouri wanted to become a slave state, and this would upset the balance
- The Missouri Compromise allowed Missouri to enter as a slave state (1820) and Maine as a free state.
- The Missouri Compromise declared the 36 degree N parallel line of latitude as the separation between free and slave territory in the United States

Learning Targets - Civil War

- Understands economic and philosophical differences between the North and South prior to the Civil War
- Know the causes, key events and effects of the Civil War
- Knows roles and accomplishments of leaders on both sides of the Civil War
- The Civil War was a result of controversial beliefs between people living in the Northern part of the United States and those living in the Southern states in the mid 1800's
- Southern states were in favor of having strong state government and control
- Northern states were in favor of having a stronger federal government
- Southern states depended on agriculture for its economy
- Northern states were becoming less dependent on the land and more dependent on goods and services it could provide for its economy; they were trading for many needs
- Southern states relied on slaves to support their economy
- Northern states did not depend on slaves and believed slavery was unconstitutional
- Missouri played an important role in the Civil War
- Missouri proposed to Congress to enter the Union as a Slave state
- The Missouri Compromise was a result of Missouri becoming a state during this time. The Compromise stated MO entered as slave, Maine as free, and all other states applying to enter the Union would be free if north of MO's southern border.
- Missouri was a "border" state, meaning it was a slave state that did not secede from the Union during the war. This meant some people in Missouri fought for the North, some for the South.
- Conflicts were resolved in a variety of ways leading up to the Civil War
- Wars within a country are called Civil Wars
- Civil Wars are usually a result of differing beliefs or principles between groups of people living in the same place
- Negotiation, compromise, and physical battle were all means of settling conflict during the Civil War period in our country



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- Constitutions and laws are used to help resolve conflict
- Artifacts (building structures, art work, song, clothing, tools) can be used to understand the Civil War Period.
- Quilts and songs often carried messages between slaves and free men.
- Women wore dresses even to work in
- Farming tools were simple, so required the work of many to make a profit

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## 6th Grade

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

NCSS

● PRODUCTION, DISTRIBUTION, AND CONSUMPTION

- Teachers of the middle grades can help learners expand their knowledge of economic concepts and principles, and use economic reasoning processes in addressing issues related to the four fundamental economic questions. They can expose their students to dilemmas that require difficult economic choices, help them analyze the implications and underlying values of those choices, and help them make reasoned economic decisions.

C3 Standards

● Dimension 2, Exchange and Markets

- D2.Eco.4.6-8. Describe the role of competition in the determination of prices and wages in a market economy.
- D2.Eco.5.6-8. Explain ways in which money facilitates exchange by reducing transactional costs.
- D2.Eco.6.6-8. Explain how changes in supply and demand cause changes in prices and quantities of goods and services, labor, credit, and foreign currencies.
- D2.Eco.8.6-8. Explain how external benefits and costs influence market outcomes.
- D2.Eco.9.6-8. Describe the roles of institutions such as corporations, non-profits, and labor unions in a market economy.

● Dimension 2, The Global Economy.

- D2.Eco.14.6-8. Explain barriers to trade and how those barriers influence trade among nations.
- D2.Eco.15.6-8. Explain the benefits and the costs of trade policies to individuals, businesses, and society.

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<u>Learning Goal</u>	<u>Proficiency Scale</u>
<p>Students will understand how people organize for the production, distribution, and consumption of goods and services.</p>	<p>4: Student demonstrates an in-depth inference, advanced application or innovates with the learning goal.</p> <p>3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> <li>● explaining barriers to trade and how those barriers influence trade amongst nations.</li> <li>● summarizing the effects of increasing economic interdependence on different groups within participating nations.</li> <li>● explaining how trade and the economy are impacted in times of unrest.</li> </ul> <p>2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> <li>• recognizing and recalling specific vocabulary, such as: barriers, nation, interdependence, unrest.</li> <li>• performing processes such as: <ul style="list-style-type: none"> <li>o describing how the spatial patterns of economic activities in a place change over time because of interactions with nearby and distant places.</li> <li>o explaining the effects of increasing economic interdependence on different groups within participating nations.</li> </ul> </li> </ul> <p>1: Student demonstrates limited understanding or skill with the learning goal.</p>

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Learning Targets - Migration & Industrialization Change Society (1867-1917)

- The West Transformed
  - Students will be able to understand the conflicts that occurred during the settlement of the Western frontier.
    - Gold and boomtown life, transcontinental railroad
    - Native Americans
      - sand creek massacre, Buffalo soldier, end of the buffalo
      - different native groups
      - ghost dance
    - Dawes Act
    - Farming in west
- Immigration
  - Students will be able to explain how immigrants assimilated and contributed to American life.
    - Population changes/Ellis and Angel Island
    - Interaction and Conflict between cultures (tenement housing, mixing bowl, city growth)
- Industrialization
  - Students will be able to understand the impact of the Industrial Revolution on American Society
    - *group project - everyone take an invention and tell impact on society*
    - steel, electric power, telephone, Henry Ford assembly line, wright brothers, oil and Rockefeller, working conditions (hazardous), labor unions

Learning Targets - Modern America Emerges (1890-1920)

- Progressive Era
  - Students will be able to analyze the actions taken by citizens to bring about reforms.
    - Workplace reforms
      - unions, muckrakers
    - Early Civil Rights (NAACP)
    - Women's Rights
    - Amendments (17,18,19,21)
- World War I
  - Students will be able to describe the causes of WWI
    - Archduke Ferdinand

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- Students will be able to explain the reasons and the effects of the US entering the war
  - Lusitania, Zimmerman note, alliances, militarism, imperialism, nationalism, Woodrow Wilson
- Students will understand the advances in technology that affected the war
  - Machine gun, tank, submarine, airplane, poisonous gas, gas mask,
- Students will be able to explain the effects and consequences of WWI.
  - Reaction of United States to Treaty of Versailles, League of Nations, and Red Scare. (Communism)
  - Geography of countries involved/ changes in boundaries

Learning Targets - The Twenties & The Great Depression (1920-1940)

The Roaring Twenties

- Students will be able to describe cultural developments and individual contributions in the 1920's
  - Harlem Renaissance
  - Jazz Age
  - Prohibition
- The Great Depression
  - Students will be able to describe what America was like during the Great Depression
    - Dust Bowl (also talked about in science)
  - Students will be able to demonstrate an understanding of relief, reform, and recovery.
    - New Deal

Learning Targets - World War II and it's Aftermath (1931-1960)

- Students will be able to explain the causes of World War II
  - Entry of the United States into the war (Pearl Harbor)
  - locate Allied/ Axis powers on map
  - Joseph Stalin, Adolf Hitler, Benito Mussolini, Winston Churchill
- Students will be able to explain why the Us finally entered the war
  - Pearl Harbor
  - Franklin D. Roosevelt
- Students will be able to explain how life was on the homefront
  - african americans and women's roles
  - treatment of Japanese Americans
  - retooling of factories from consumer to military production (rationing)
- Students will be able to explain how the end of the war came about.

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- Key Battles: Battles of Normandy, Battle of the Bulge
- Atomic Bomb
- Students will analyze the human Costs associated with WWII
  - Holocaust
  - military casualties
  - atomic bomb

Learning Targets - Civil Rights

- Cold War
  - Student will be able to explain the roots of the Cold War.
    - Communism, Marshall plan, Soviet Union, Nuclear weapons after WWII, Nuclear arms race
  - Student will be able to explain how the Korean War led to the Cold War and the Red Scare.
    - McCarthyism, Red Scare, Joseph McCarthy, Korea, Truman, MacArthur
  - Students will be able to explain how the Cold War turned into an arms race and why became a crisis spot.
    - Cuban missile Crisis, Fidel Castro, *Sputnik*, superpowers, John F. Kennedy
  - Vietnam
- The Civil Rights Movement
  - Students will be able to analyze how African Americans struggled to gain the rights guaranteed them by the Constitution.
    - Martin Luther King Jr., Rosa Parks, Fred Shuttlesworth, John Lewis events, Brown vs. Board of Education, Montgomery Bus Boycott, student protests, Freedom Rides, Malcolm X, I have a dream speech
  - Student will be able to summarize the actions that were taken to keep African Americans from voting.
    - literacy tests, white primaries, restrictions on voter registration, poll taxes.
  - Students will be able to explain the impact of the voting rights marches on the efforts to increase voting rights for minorities.
    - Voting Rights Act of 1965
  - Students will be able to assess how the civil rights movement changed the United States
    - Civil Right Acts
      - 1964
      - 1968 (Fair Housing Act)

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## 7th Grade

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

NCSS

● PRODUCTION, DISTRIBUTION, AND CONSUMPTION

- Teachers of the middle grades can help learners expand their knowledge of economic concepts and principles, and use economic reasoning processes in addressing issues related to the four fundamental economic questions. They can expose their students to dilemmas that require difficult economic choices, help them analyze the implications and underlying values of those choices, and help them make reasoned economic decisions.

C3 Standards

● Dimension 2, Exchange and Markets

- D2.Eco.4.6-8. Describe the role of competition in the determination of prices and wages in a market economy.
- D2.Eco.5.6-8. Explain ways in which money facilitates exchange by reducing transactional costs.
- D2.Eco.6.6-8. Explain how changes in supply and demand cause changes in prices and quantities of goods and services, labor, credit, and foreign currencies.

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<u>Learning Goal</u>	<u>Proficiency Scale</u>
<p>Students will understand how people organize for the production, distribution, and consumption of goods and services.</p>	<p>4: Student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.</p> <p>3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> <li>● using economic reasoning processes.</li> <li>● analyzing issues using economic theories.</li> <li>● predicting economic consequences based on decisions made.</li> </ul> <p>2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> <li>● recognizing and recalling specific vocabulary, such as: consequences.</li> <li>● performing processes such as:               <ul style="list-style-type: none"> <li>o explaining barriers to trade and how those barriers influence trade amongst nations.</li> <li>o analyzing the effects of increasing economic interdependence on different groups within participating nations in past eras.</li> <li>o explaining how trade and the economy are impacted in times of unrest historically.</li> </ul> </li> </ul> <p>1: Student demonstrates limited understanding or skill with the learning goal.</p>



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Learning Targets - Ancient Civilizations

- Mesopotamia
  - Hammurabi Law Code
  - Kingship
  - Social Class
- Egypt
  - Religion
  - Technology (Pyramids, Great Buildings)
  - Social Class
- India
  - Caste System
  - Hinduism/Buddhism
- China
  - Technology?

Learning Targets - Classical World

- Greece
  - Direct Democracy
  - Government Types (Monarchy, Oligarchy, Democracy)
  - Greek Inventors and Philosophers
- Rome
  - Republican Democracy (Republic)
  - Roman Engineering
  - Inflation Economic Crisis

Learning Targets - Medieval World

- Europe
  - The Power of the Catholic Church
  - Feudal system
  - The Crusades
    - Cross Cultural Influences after the Crusades
  - The Black Death

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- Religions (Christianity, Judaism and Islam)
- Feudal Japan
  - Ninjas?
  - Feudal system
- Medieval African Kingdoms
  - Salt and Gold Trade
  - Mansa Musa

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## 8th Grade

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

NCSS

● PRODUCTION, DISTRIBUTION, AND CONSUMPTION

- Teachers of the middle grades can help learners expand their knowledge of economic concepts and principles, and use economic reasoning processes in addressing issues related to the four fundamental economic questions. They can expose their students to dilemmas that require difficult economic choices, help them analyze the implications and underlying values of those choices, and help them make reasoned economic decisions.

C3 Standards

● Dimension 2, Exchange and Markets

- D2.Eco.3.6-8. Explain the roles of buyers and sellers in product, labor, and financial markets.
- D2.Eco.4.6-8. Describe the role of competition in the determination of prices and wages in a market economy.
- D2.Eco.5.6-8. Explain ways in which money facilitates exchange by reducing transactional costs.
- D2.Eco.6.6-8. Explain how changes in supply and demand cause changes in prices and quantities of goods and services, labor, credit, and foreign currencies.
- D2.Eco.7.6-8. Analyze the role of innovation and entrepreneurship in a market economy.
- D2.Eco.8.6-8. Explain how external benefits and costs influence market outcomes.
- D2.Eco.9.6-8. Describe the roles of institutions such as corporations, non-profits, and labor unions in a market economy.

● Dimension 2, The Global Economy.

- D2.Eco.14.6-8. Explain barriers to trade and how those barriers influence trade among nations.
- D2.Eco.15.6-8. Explain the benefits and the costs of trade policies to individuals, businesses, and society.

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<u>Learning Goal</u>	<u>Proficiency Scale</u>
<p>Students will understand how people organize for the production, distribution, and consumption of goods and services.</p>	<p>4: Student demonstrates an in-depth inference, advanced application or innovates with the learning goal.</p> <p>3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> <li>● explaining how the relationship between the environmental characteristics of places and production of goods influences the patterns of world trade.</li> <li>● evaluating the benefits and the costs of trade policies to individuals, business, and society.</li> </ul> <p>2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> <li>● recognizing and recalling specific vocabulary, such as: environmental, costs.</li> <li>● performing processes such as:               <ul style="list-style-type: none"> <li>○ using economic reasoning processes.</li> </ul> </li> </ul> <p>1: Student demonstrates limited understanding or skill with the learning goal.</p>

<p><u>Learning Targets - Economics</u></p> <ul style="list-style-type: none"> <li>● Developing personal financial awareness to be able manage money in a fiscally responsible manner.</li> <li>● analyze how the institutions operate and find ways that will help them participate more effectively in these institutions</li> <li>● examine the foundations of the institutions that affect their lives</li> <li>● determine how they can contribute to the shared goals and desires of society</li> </ul>
<p><u>Learning Targets - Human Environment and Interactions</u></p> <ul style="list-style-type: none"> <li>● Comparing cultural backgrounds and technological resources explain how the environment means different things to different people</li> <li>● Discussing the consequences of Human / Environment Interaction helps people plan and manage the environment responsibly</li> </ul>

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## Kindergarten

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

NCSS

● SCIENCE, TECHNOLOGY, AND SOCIETY

- Teachers of the early grades can help learners use their own experiences with science and technology to develop an understanding of the role that science and technology play in their lives and the lives of others. They can have them consider how inventions have altered the course of history and how society has employed technologies to modify the physical environment. They can also provide opportunities for learners to consider instances in which changes in values, beliefs, and attitudes have resulted from the communication and acceptance of scientific and technological knowledge. Teachers of young learners can also challenge them to consider ways to understand how science and technology may be used to protect the physical environment, and promote the common good.

<u>Learning Goal</u>	<u>Proficiency Scale</u>
Students will understand how science and technology affect society.	<p>4: Student demonstrates an in-depth inference, advanced application or innovates with the learning goal.</p> <p>3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> <li>● drawing conclusions about how science and technology have improved their life.</li> </ul> <p>2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> <li>● recognizing and recalling specific vocabulary, such as: conclusions, science, technology, improve.</li> <li>● performing processes such as: <ul style="list-style-type: none"> <li>○ identifying examples of technology in their lives.</li> </ul> </li> </ul> <p>1: Student demonstrates limited understanding or skill with the learning goal.</p>

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Learning Targets - Culture, Tradition and Economics

- We will compare cultures and celebrations.
- We will recognize national symbols and know what they stand for.
- We will compare artifacts from today and yesterday.
- We will describe ways people learn about the past.
- We will create a timeline.
- We will identify the difference between needs and wants.
- We will list ways to obtain goods.
- Where do people go when they get sick
- How do we travel now vs. the past

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## 1st Grade

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

NCSS

● SCIENCE, TECHNOLOGY, AND SOCIETY

- Teachers of the early grades can help learners use their own experiences with science and technology to develop an understanding of the role that science and technology play in their lives and the lives of others. They can have them consider how inventions have altered the course of history and how society has employed technologies to modify the physical environment. They can also provide opportunities for learners to consider instances in which changes in values, beliefs, and attitudes have resulted from the communication and acceptance of scientific and technological knowledge. Teachers of young learners can also challenge them to consider ways to understand how science and technology may be used to protect the physical environment, and promote the common good.

<u>Learning Goal</u>	<u>Proficiency Scale</u>
Students will understand how science and technology affect society.	<p>4: Student demonstrates an in-depth inference, advanced application or innovates with the learning goal.</p> <p>3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> <li>● identifying ways inventions have improved their life and society as a whole.</li> </ul> <p>2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> <li>● recognizing and recalling specific vocabulary, such as: assessing, inventions, society.</li> <li>● performing processes such as: <ul style="list-style-type: none"> <li>○ drawing conclusions about how science and technology have improved their life.</li> </ul> </li> </ul> <p>1: Student demonstrates limited understanding or skill with the learning goal.</p>

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Learning Targets - Famous People

- identifying how schools, religions, families, governments, and/or businesses play major roles in the lives of people.
- describing ways that cultural values and traditions are formed or developed by where we live.
- identifying factors that influence our culture.
- describing patterns found in our culture (what we wear, what we eat, etc.)
- comparing artifacts from today and long ago to begin to understand the concept of time.
- describe ways people learn about the past.
- creating visuals that illustrate the concept of time in the past and present.
- identifying ways inventions have improved their life and society as a whole.



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## 2nd Grade

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

NCSS

● SCIENCE, TECHNOLOGY, AND SOCIETY

- Teachers of the early grades can help learners use their own experiences with science and technology to develop an understanding of the role that science and technology play in their lives and the lives of others. They can have them consider how inventions have altered the course of history and how society has employed technologies to modify the physical environment. They can also provide opportunities for learners to consider instances in which changes in values, beliefs, and attitudes have resulted from the communication and acceptance of scientific and technological knowledge. Teachers of young learners can also challenge them to consider ways to understand how science and technology may be used to protect the physical environment, and promote the common good.

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<u>Learning Goal</u>	<u>Proficiency Scale</u>
Students will understand how science and technology affect society.	<p>4: Student demonstrates an in-depth inference, advanced application or innovates with the learning goal.</p> <p>3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> <li>● summarizing how values, beliefs and attitudes have changed as a result of science and technology.</li> <li>● analyzing how everyday lives of people living in countries with advanced science and technology.</li> </ul> <p>2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> <li>● recognizing and recalling specific vocabulary, such as: summarizing, values, beliefs, attitudes.</li> <li>● performing processes such as:               <ul style="list-style-type: none"> <li>○ identifying global views on the use of technology.</li> </ul> </li> </ul> <p>1: Student demonstrates limited understanding or skill with the learning goal.</p>

Learning Targets - US on a Global Scale

- Determining Needs/Wants
- Investigating Global trade (specialties of world regions)
- Comparing how values and abundance of science and technology exists across the world regions
- Comparing rules and decisions around the world - types/styles of government and how that influence culture
- Determining where products are made and how they arrived at your home

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## 3rd Grade

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

NCSS

● SCIENCE, TECHNOLOGY, AND SOCIETY

- Teachers of the early grades can help learners use their own experiences with science and technology to develop an understanding of the role that science and technology play in their lives and the lives of others. They can have them consider how inventions have altered the course of history and how society has employed technologies to modify the physical environment. They can also provide opportunities for learners to consider instances in which changes in values, beliefs, and attitudes have resulted from the communication and acceptance of scientific and technological knowledge. Teachers of young learners can also challenge them to consider ways to understand how science and technology may be used to protect the physical environment, and promote the common good.

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<u>Learning Goal</u>	<u>Proficiency Scale</u>
Students will understand how science and technology affect society.	<p>4: Student demonstrates an in-depth inference, advanced application or innovates with the learning goal.</p> <p>3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> <li>● analyzing how science and technology can be used to protect the physical environment and promote the common good.</li> <li>● predicting future and identifying current pros and cons of technology and science in their own lives.</li> </ul> <p>2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> <li>● recognizing and recalling specific vocabulary, such as: physical environment, common good.</li> <li>● performing processes such as:               <ul style="list-style-type: none"> <li>○ listing ways technology can harm us and or environment.</li> </ul> </li> </ul> <p>1: Student demonstrates limited understanding or skill with the learning goal.</p>

Learning Targets - Building a Community

- Students will visually represent rural, suburban, and urban communities. There is one example of this listed in the resource section for these days.
- Students will engage in skits to show how students depend on one another
- Students will determine how Zoning impacts a community
- Students begin a Core Experience for a Cumulative Project; the project listed is not THE core experience; a project that accomplishes the listed goals is what is required.

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## 4th Grade

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

NCSS

● SCIENCE, TECHNOLOGY, AND SOCIETY

- Teachers of the early grades can help learners use their own experiences with science and technology to develop an understanding of the role that science and technology play in their lives and the lives of others. They can have them consider how inventions have altered the course of history and how society has employed technologies to modify the physical environment. They can also provide opportunities for learners to consider instances in which changes in values, beliefs, and attitudes have resulted from the communication and acceptance of scientific and technological knowledge. Teachers of young learners can also challenge them to consider ways to understand how science and technology may be used to protect the physical environment, and promote the common good

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<u>Learning Goal</u>	<u>Proficiency Scale</u>
Students will understand how science and technology affect society.	<p>4: Student demonstrates an in-depth inference, advanced application or innovates with the learning goal.</p> <p>3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> <li>● describing how science and technology influences a region or local community.</li> <li>● analyzing the impact of science and technology on our local community or region.</li> </ul> <p>2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> <li>● recognizing and recalling specific vocabulary, such as: interaction, interdependence, cultural, setting, community, region.</li> <li>● performing processes such as: <ul style="list-style-type: none"> <li>○ listing ways science and technology can be used to protect the physical environment and promote the common good.</li> </ul> </li> </ul> <p>1: Student demonstrates limited understanding or skill with the learning goal.</p>

Learning Targets - Government and Global Missouri

- What's Missouri's role in the world?
- How does Missouri impact the world?
- What's unique about Missouri's Government?
- Who plays a key role in Missouri's Government?
- What make State Government different than local or national Government?
- How do decisions of Missouri and other States impact us?
- What does it mean to be a "citizen" in the state of Missouri?
- Role of science and technology in missouri

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- Missouri inventions
- STEM movement and how it's impacting education K-20

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## 5th Grade

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

NCSS

● SCIENCE, TECHNOLOGY, AND SOCIETY

- Teachers of the early grades can help learners use their own experiences with science and technology to develop an understanding of the role that science and technology play in their lives and the lives of others. They can have them consider how inventions have altered the course of history and how society has employed technologies to modify the physical environment. They can also provide opportunities for learners to consider instances in which changes in values, beliefs, and attitudes have resulted from the communication and acceptance of scientific and technological knowledge. Teachers of young learners can also challenge them to consider ways to understand how science and technology may be used to protect the physical environment, and promote the common good



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<u>Learning Goal</u>	<u>Proficiency Scale</u>
<p style="text-align: center;">Students will understand how science and technology affect society.</p>	<p>4: Student demonstrates an in-depth inference, advanced application or innovates with the learning goal.</p> <p>3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> <li>● describing both current and historical examples of the interaction and interdependence of science, technology and society in a variety of cultural settings and different times.</li> <li>● assessing how science and technology influenced society throughout history.</li> </ul> <p>2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> <li>● recognizing and recalling specific vocabulary, such as: history.</li> <li>● performing processes such as: <ul style="list-style-type: none"> <li>○ identifying current and historical examples of the interaction and interdependence of science, technology and society in a variety of cultural settings.</li> </ul> </li> </ul> <p>1: Student demonstrates limited understanding or skill with the learning goal.</p>

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Learning Targets - Civil War

- Understands economic and philosophical differences between the North and South prior to the Civil War
- Know the causes, key events and effects of the Civil War
- Knows roles and accomplishments of leaders on both sides of the Civil War
- The Civil War was a result of controversial beliefs between people living in the Northern part of the United States and those living in the Southern states in the mid 1800's
- Southern states were in favor of having strong state government and control
- Northern states were in favor of having a stronger federal government
- Southern states depended on agriculture for its economy
- Northern states were becoming less dependent on the land and more dependent on goods and services it could provide for its economy; they were trading for many needs
- Southern states relied on slaves to support their economy
- Northern states did not depend on slaves and believed slavery was unconstitutional
- Missouri played an important role in the Civil War
- Missouri proposed to Congress to enter the Union as a Slave state
- The Missouri Compromise was a result of Missouri becoming a state during this time. The Compromise stated MO entered as slave, Maine as free, and all other states applying to enter the Union would be free if north of MO's southern border.
- Missouri was a "border" state, meaning it was a slave state that did not secede from the Union during the war. This meant some people in Missouri fought for the North, some for the South.
- Conflicts were resolved in a variety of ways leading up to the Civil War
- Wars within a country are called Civil Wars
- Civil Wars are usually a result of differing beliefs or principles between groups of people living in the same place
- Negotiation, compromise, and physical battle were all means of settling conflict during the Civil War period in our country
- Constitutions and laws are used to help resolve conflict
- Artifacts (building structures, art work, song, clothing, tools) can be used to understand the Civil War Period.
- Quilts and songs often carried messages between slaves and free men.
- Women wore dresses even to work in
- Farming tools were simple, so required the work of many to make a profit

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## 6th Grade

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

NCSS

● SCIENCE, TECHNOLOGY, AND SOCIETY

- Teachers of the middle grades can provide opportunities for learners to extend their understanding of the roles that science and technology play in their own lives and in the lives of others. They can help learners identify examples of how science and technology have transformed individuals' lives and social institutions and how they have changed people's perceptions of and beliefs about the natural and social world. They can ask learners to weigh the need for laws and policies to govern scientific activities and technological applications.

<u>Learning Goal</u>	<u>Proficiency Scale</u>
Students will understand how science and technology affect society.	<p>4: Student demonstrates an in-depth inference, advanced application or innovates with the learning goal.</p> <p>3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> <li>● assessing the roles science and technology play in war and how it shapes reform movements.</li> </ul> <p>2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> <li>● recognizing and recalling specific vocabulary, such as: reform.</li> <li>● performing processes such as: <ul style="list-style-type: none"> <li>○ identifying examples of how science and technology have transformed individuals lives and social institutions.</li> </ul> </li> </ul> <p>1: Student demonstrates limited understanding or skill with the learning goal.</p>

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Learning Targets - Migration & Industrialization Change Society (1867-1917)

- The West Transformed
  - Students will be able to understand the conflicts that occurred during the settlement of the Western frontier.
    - Gold and boomtown life, transcontinental railroad
    - Native Americans
      - sand creek massacre, Buffalo soldier, end of the buffalo
      - different native groups
      - ghost dance
    - Dawes Act
    - Farming in west
- Immigration
  - Students will be able to explain how immigrants assimilated and contributed to American life.
    - Population changes/Ellis and Angel Island
    - Interaction and Conflict between cultures (tenement housing, mixing bowl, city growth)
- Industrialization
  - Students will be able to understand the impact of the Industrial Revolution on American Society
    - *group project - everyone take an invention and tell impact on society*
    - steel, electric power, telephone, Henry Ford assembly line, wright brothers, oil and Rockefeller, working conditions (hazardous), labor unions

Learning Targets - Modern America Emerges (1890-1920)

- Progressive Era
  - Students will be able to analyze the actions taken by citizens to bring about reforms.
    - Workplace reforms
      - unions, muckrakers
    - Early Civil Rights (NAACP)
    - Women's Rights
    - Amendments (17,18,19,21)
- World War I
  - Students will be able to describe the causes of WWI
    - Archduke Ferdinand

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- Students will be able to explain the reasons and the effects of the US entering the war
  - Lusitania, Zimmerman note, alliances, militarism, imperialism, nationalism, Woodrow Wilson
- Students will understand the advances in technology that affected the war
  - Machine gun, tank, submarine, airplane, poisonous gas, gas mask,
- Students will be able to explain the effects and consequences of WWI.
  - Reaction of United States to Treaty of Versailles, League of Nations, and Red Scare. (Communism)
  - Geography of countries involved/ changes in boundaries

Learning Targets - The Twenties & The Great Depression (1920-1940)

The Roaring Twenties

- Students will be able to describe cultural developments and individual contributions in the 1920's
  - Harlem Renaissance
  - Jazz Age
  - Prohibition
- The Great Depression
  - Students will be able to describe what America was like during the Great Depression
    - Dust Bowl (also talked about in science)
  - Students will be able to demonstrate an understanding of relief, reform, and recovery.
    - New Deal

Learning Targets - World War II and it's Aftermath (1931-1960)

- Students will be able to explain the causes of World War II
  - Entry of the United States into the war (Pearl Harbor)
  - locate Allied/ Axis powers on map
  - Joseph Stalin, Adolf Hitler, Benito Mussolini, Winston Churchill
- Students will be able to explain why the Us finally entered the war
  - Pearl Harbor
  - Franklin D. Roosevelt
- Students will be able to explain how life was on the homefront
  - african americans and women's roles
  - treatment of Japanese Americans
  - retooling of factories from consumer to military production (rationing)
- Students will be able to explain how the end of the war came about.

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- Key Battles: Battles of Normandy, Battle of the Bulge
- Atomic Bomb
- Students will analyze the human Costs associated with WWII
  - Holocaust
  - military casualties
  - atomic bomb

Learning Targets - Civil Rights

- Cold War
  - Student will be able to explain the roots of the Cold War.
    - Communism, Marshall plan, Soviet Union, Nuclear weapons after WWII, Nuclear arms race
  - Student will be able to explain how the Korean War led to the Cold War and the Red Scare.
    - McCarthyism, Red Scare, Joseph McCathy, Korea, Truman, MacArthur
  - Students will be able to explain how the Cold War turned into an arms race and why became a crisis spot.
    - Cuban missile Crisis, Fidel Castro, *Sputnik*, superpowers, John F. Kennedy
  - Vietnam
- The Civil Rights Movement
  - Students will be able to analyze how African Americans struggled to gain the rights guaranteed them by the Constitution.
    - Martin Luther King Jr., Rosa Parks, Fred Shuttlesworth, John Lewis events, Brown vs. Board of Education, Montgomery Bus Boycott, student protests, Freedom Rides, Malcolm X, I have a dream speech
  - Student will be able to summarize the actions that were taken to keep African Americans from voting.
    - literacy tests, white primaries, restrictions on voter registration, poll taxes.
  - Students will be able to explain the impact of the voting rights marches on the efforts to increase voting rights for minorities.
    - Voting Rights Act of 1965
  - Students will be able to assess how the civil rights movement changed the United States
    - Civil Right Acts
      - 1964
      - 1968 (Fair Housing Act)

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## 7th Grade

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

NCSS

● SCIENCE, TECHNOLOGY, AND SOCIETY

- Teachers of the middle grades can provide opportunities for learners to extend their understanding of the roles that science and technology play in their own lives and in the lives of others. They can help learners identify examples of how science and technology have transformed individuals' lives and social institutions and how they have changed people's perceptions of and beliefs about the natural and social world. They can ask learners to weigh the need for laws and policies to govern scientific activities and technological applications.

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<u>Learning Goal</u>	<u>Proficiency Scale</u>
<p>Students will understand how science and technology affect society.</p>	<p>4: Student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.</p> <p>3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> <li>● explaining how science and technology have influenced and have been influenced by individuals, societies and cultures.</li> <li>● critiquing how science and technology have transformed the physical world and human society.</li> <li>● comparing how our understanding of time, space, place and human environment interactions has changed as a result of science and technology.</li> </ul> <p>2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> <li>● recognizing and recalling specific vocabulary, such as: physical world, space, place, interactions.</li> <li>● performing processes such as:               <ul style="list-style-type: none"> <li>○ identifying examples of how science and technology have transformed individuals lives and social institutions.</li> </ul> </li> </ul> <p>1: Student demonstrates limited understanding or skill with the learning goal.</p>



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Learning Targets - PreHistory / Archeology

- Explaining the Scientific Method
- Evaluating how do we know what we know
- Summarizing what makes a civilization

Learning Targets - Ancient Civilizations

- Mesopotamia
  - Hammurabi Law Code
  - Kingship
  - Social Class
- Egypt
  - Religion
  - Technology (Pyramids, Great Buildings)
  - Social Class
- India
  - Caste System
  - Hinduism/Buddhism
- China
  - Technology?

Learning Targets - Classical World

- Greece
  - Direct Democracy
  - Government Types (Monarchy, Oligarchy, Democracy)
  - Greek Inventors and Philosophers
- Rome
  - Republican Democracy (Republic)
  - Roman Engineering
  - Inflation Economic Crisis

Learning Targets - Medieval World

- Europe

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- The Power of the Catholic Church
- Feudal system
- The Crusades
  - Cross Cultural Influences after the Crusades
- The Black Death
- Religions (Christianity, Judaism and Islam)
- Feudal Japan
  - Ninjas?
  - Feudal system
- Medieval African Kingdoms
  - Salt and Gold Trade
  - Mansa Musa

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## 8th Grade

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

NCSS

● SCIENCE, TECHNOLOGY, AND SOCIETY

- Teachers of the middle grades can provide opportunities for learners to extend their understanding of the roles that science and technology play in their own lives and in the lives of others. They can help learners identify examples of how science and technology have transformed individuals' lives and social institutions and how they have changed people's perceptions of and beliefs about the natural and social world. They can ask learners to weigh the need for laws and policies to govern scientific activities and technological applications.

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<u>Learning Goal</u>	<u>Proficiency Scale</u>
<p>Students will understand how science and technology affect society.</p>	<p>4: Student demonstrates an in-depth inference, advanced application or innovates with the learning goal.</p> <p>3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> <li>● assessing how science and technology influence decision-making.</li> <li>● critiquing the need for laws and policies to govern scientific activities and technological applications.</li> <li>● assessing how science and technology promote and expand reform movement and communication.</li> </ul> <p>2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> <li>● recognizing and recalling specific vocabulary, such as: influence, govern, application.</li> <li>● performing processes such as:               <ul style="list-style-type: none"> <li>o explaining how science and technology have influenced and have been influenced by individuals, societies and cultures.</li> <li>o critiquing how science and technology have transformed the physical world and human society.</li> <li>o comparing how our understanding of time, space, place and human environment interactions has changed as a result of science and technology.</li> </ul> </li> </ul> <p>1: Student demonstrates limited understanding or skill with the learning goal.</p>

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Learning Targets - Human Environment and Interactions

- Comparing cultural backgrounds and technological resources explain how the environment means different things to different people
- Discussing the consequences of Human / Environment Interaction helps people plan and manage the environment responsibly
- Understand how new technologies result in broader social change
- Analyze the positives and negatives that new technology brings to society (pace, cost benefit to people, core human values and beliefs, disparity of resources, and medical practices)
- Evaluating areas of Science and Technology impact: agriculture, manufacturing, the production and distribution of goods and services, the use of energy, communication, transportation, information processing, medicine, health care, and warfare.

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## Kindergarten

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

NCSS

- TIME, CONTINUITY, AND CHANGE
  - Teachers of the early grades can provide learners experience with sequencing to help establish a sense of order and time. Teachers at this level can make stories of the recent past as well as of long ago available to learners. In addition, they can help learners recognize that individuals may hold different views about the past and understand the linkages between human decisions and consequences. Teachers of these grades can lay the foundation for the development of historical knowledge, skills, and values.

C3 STANDARDS

- Dimension 2, Change, Continuity, and Context
  - D2.His.2.K-2. Compare life in the past to life today.

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<u>Learning Goal</u>	<u>Proficiency Scale</u>
<p>Students will be able to understand their historical roots and locate themselves in time.</p>	<p>4: Student demonstrates an in-depth inference, advanced application or innovates with the learning goal.</p> <p>3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> <li>● comparing artifacts from today and long ago to begin to understand the concept of time.</li> <li>● describe ways people learn about the past.</li> <li>● creating visuals that illustrate the concept of time in the past and present.</li> </ul> <p>2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> <li>● recognizing and recalling specific vocabulary, such as: comparing, artifacts, describe, concept, past, visual, illustrate.</li> <li>● performing processes such as:               <ul style="list-style-type: none"> <li>○ exploring artifacts and inferring their use..</li> <li>○ distinguish between yesterday, today, and tomorrow.</li> </ul> </li> </ul> <p>1: Student demonstrates limited understanding or skill with the learning goal.</p>

Learning Targets - Cultures, Traditions and Economics

- We will compare cultures and celebrations.
- We will recognize national symbols and know what they stand for.
- We will compare artifacts from today and yesterday.
- We will describe ways people learn about the past.
- We will create a timeline.
- We will identify the difference between needs and wants.
- We will list ways to obtain goods.

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## 1st Grade

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

NCSS

- TIME, CONTINUITY, AND CHANGE
  - Teachers of the early grades can provide learners experience with sequencing to help establish a sense of order and time. Teachers at this level can make stories of the recent past as well as of long ago available to learners. In addition, they can help learners recognize that individuals may hold different views about the past and understand the linkages between human decisions and consequences. Teachers of these grades can lay the foundation for the development of historical knowledge, skills, and values.

C3 STANDARDS

- Dimension 2, Change, Continuity, and Context
  - D2.His.1.K-2. Create a chronological sequence of multiple events.
  - D2.His.3.K-2. Generate questions about individuals and groups who have shaped a significant historical change.



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<u>Learning Goal</u>	<u>Proficiency Scale</u>
<p>Students will be able to understand their historical roots and locate themselves in time.</p>	<p>4: Student demonstrates an in-depth inference, advanced application or innovates with the learning goal.</p> <p>3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> <li>● sequencing events to establish a sense of order and time.</li> <li>● evaluating the historic impact of individuals and explaining how they had an effect on today's life.</li> </ul> <p>2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> <li>● recognizing and recalling specific vocabulary, such as: sequencing, event, order, time, effect.</li> <li>● performing processes such as:               <ul style="list-style-type: none"> <li>○ comparing artifacts to modern day counterparts to develop a sense of change over time.</li> <li>○ exploring the past using multiple modes.</li> </ul> </li> </ul> <p>1: Student demonstrates limited understanding or skill with the learning goal.</p>

Learning Targets - Famous People

- identifying how schools, religions, families, governments, and/or businesses play major roles in the lives of people.
- describing ways that cultural values and traditions are formed or developed by where we live.
- identifying factors that influence our culture.
- describing patterns found in our culture (what we wear, what we eat, etc.)
- comparing artifacts from today and long ago to begin to understand the concept of time.
- describe ways people learn about the past.
- creating visuals that illustrate the concept of time in the past and present.
- identifying ways inventions have improved their life and society as a whole

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## 2nd Grade

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

NCSS

- TIME, CONTINUITY, AND CHANGE
  - Teachers of the early grades can provide learners experience with sequencing to help establish a sense of order and time. Teachers at this level can make stories of the recent past as well as of long ago available to learners. In addition, they can help learners recognize that individuals may hold different views about the past and understand the linkages between human decisions and consequences. Teachers of these grades can lay the foundation for the development of historical knowledge, skills, and values.

C3 STANDARDS

- Dimension 2, Change, Continuity, and Context
  - D2.His.1.K-2. Create a chronological sequence of multiple events.
  - D2.His.2.K-2. Compare life in the past to life today.
  - D2.His.3.K-2. Generate questions about individuals and groups who have shaped a significant historical change.

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<u>Learning Goal</u>	<u>Proficiency Scale</u>
<p>Students will be able to understand their historical roots and locate themselves in time.</p>	<p>4: Student demonstrates an in-depth inference, advanced application or innovates with the learning goal.</p> <p>3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> <li>● comparing and contrasting life in the past to life today in various places in the world.</li> <li>● analyzing how their place in time relates to their ancestors.</li> <li>● using authentic (primary) resources to establish a sense of past.</li> </ul> <p>2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> <li>● recognizing and recalling specific vocabulary, such as: comparing, chronological, sequence, ancestor, resource.</li> <li>● performing processes such as: <ul style="list-style-type: none"> <li>○ sequencing events to establish a sense of order and time.</li> </ul> </li> </ul> <p>1: Student demonstrates limited understanding or skill with the learning goal.</p>

Learning Targets - Our country long ago and today

- Using maps, graphs, photographs and other representations to describe places and the relationships and interactions that shape them.
- Using maps, globes, and other simple geographic models to identify cultural and environmental characteristics of place.
- explaining how geography and the environment influences culture.
- Explaining how weather, climate, and other environmental characteristics affect people's lives in a place or region
- Explaining how weather, climate, and other environmental characteristics affect people's culture in a place or region
- Identifying some cultural and environmental characteristics of specific places.(education, family dynamics, and location)
- compare and contrast cultures from different time or regions

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## 3rd Grade

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

NCSS

● TIME, CONTINUITY, AND CHANGE

- Teachers of the early grades can provide learners experience with sequencing to help establish a sense of order and time. Teachers at this level can make stories of the recent past as well as of long ago available to learners. In addition, they can help learners recognize that individuals may hold different views about the past and understand the linkages between human decisions and consequences. Teachers of these grades can lay the foundation for the development of historical knowledge, skills, and values.

C3 STANDARDS

● Dimension 2, Change, Continuity, and Context

- D2.His.1.3-5. Create and use a chronological sequence of related events to compare developments that happened at the same time.

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<u>Learning Goal</u>	<u>Proficiency Scale</u>
<p>Students will be able to understand their historical roots and locate themselves in time.</p>	<p>4: Student demonstrates an in-depth inference, advanced application or innovates with the learning goal.</p> <p>3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> <li>● analyzing a range of local events at various times to determine cause and result.</li> <li>● identifying points of view of historical events that impact our local community.</li> <li>● comparing past and present local maps.</li> </ul> <p>2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> <li>● recognizing and recalling specific vocabulary, such as: cause, result, point of view, community, historical.</li> <li>● performing processes such as: <ul style="list-style-type: none"> <li>○ creating a chronological sequence of multiple events.</li> <li>○ comparing and contrasting life in the past to life today.</li> <li>○ critiquing how their place in time relates to their ancestors.</li> <li>○ identifying historical events that impact our local community.</li> </ul> </li> </ul> <p>1: Student demonstrates limited understanding or skill with the learning goal.</p>

Learning Targets - Building a Democracy

- What are the beliefs that went into the documents that built the United States Government?
- What are the processes of our government federally and locally?
- How does government impact us and our community?

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## 4th Grade

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

NCSS

● TIME, CONTINUITY, AND CHANGE

- Teachers of the early grades can provide learners experience with sequencing to help establish a sense of order and time. Teachers at this level can make stories of the recent past as well as of long ago available to learners. In addition, they can help learners recognize that individuals may hold different views about the past and understand the linkages between human decisions and consequences. Teachers of these grades can lay the foundation for the development of historical knowledge, skills, and values.

C3 STANDARDS

● Dimension 2, Change, Continuity, and Context

- D2.His.1.3-5. Create and use a chronological sequence of related events to compare developments that happened at the same time.
- D2.His.2.3-5. Compare life in specific historical time periods to life today.
- D2.His.3.3-5. Generate questions about individuals and groups who have shaped significant historical changes and continuities.

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<u>Learning Goal</u>	<u>Proficiency Scale</u>
<p>Students will be able to understand their historical roots and locate themselves in time.</p>	<p>4: Student demonstrates an in-depth inference, advanced application or innovates with the learning goal.</p> <p>3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> <li>● comparing the connections between human decisions and consequences.</li> <li>● citing the reasons people may view an event from different viewpoints.</li> </ul> <p>2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> <li>● recognizing and recalling specific vocabulary, such as: connection, consequences, viewpoint.</li> <li>● performing processes such as: <ul style="list-style-type: none"> <li>○ identifying historical events that shaped our community or region.</li> </ul> </li> </ul> <p>1: Student demonstrates limited understanding or skill with the learning goal.</p>

<u>Learning Targets - Missouri People, Places and Regions</u>
<ul style="list-style-type: none"> <li>● Missouri is a state-it is on a map</li> <li>● Maps-Finding Missouri</li> <li>● Early Missouri-first settlement</li> <li>● comparing urban, suburban and rural cultures around missouri cities and how they change over time</li> <li>● how missouri is rooted politically (red state/blue state) and how that has changed over time.</li> <li>● events that happened in missouri timeline of when they happened Missouri then to Missouri today</li> <li>● describing how people are affected by, depend on, adapt to and change their environment.(removed from PS#3)</li> <li>● explaining how natural and human-made catastrophic events in one place affect people living in other places.(removed from PS#3)</li> <li>● explaining how the cultural and environmental characteristics of places change over time. (removed from PS#3)</li> <li>● investigating <a href="#">how the states got their shapes</a>.</li> <li>● Lewis and Clark</li> </ul>

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- Family, City, Taxes
- analyzing ideas and principles contained in the founding documents of the governmental systems to explain how they influenced the social and political system. (Pulled from 8th grade. Possible use depending upon content taught.)
- comparing kids in missouri to kids in other states
- investigating the beliefs and values of Missourians
- assessing actions of state officials and the outcomes (intended and unintended) of governmental actions (bills, laws, rules, etc.)
- What does missouri make? produce? Boeing, Monsanto, Anheuser-Busch, etc.
- what does Missouri bring in/send out (trip to grocery store to find things made in missouri)
- Business in the state, trade from state to state
- mystery skype with kids from another state, economic decisions

Learning Targets - Lewis and Clark / Civil War

- Westward Expansion - Independence, MO; St. Joseph - pony express
- Civil War
- Missouri Compromise
- The new state of Missouri



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## 5th Grade

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

NCSS

- TIME, CONTINUITY, AND CHANGE
  - Teachers of the early grades can provide learners experience with sequencing to help establish a sense of order and time. Teachers at this level can make stories of the recent past as well as of long ago available to learners. In addition, they can help learners recognize that individuals may hold different views about the past and understand the linkages between human decisions and consequences. Teachers of these grades can lay the foundation for the development of historical knowledge, skills, and values.

C3 STANDARDS

- Dimension 1, Constructing Compelling Questions
  - D1.1.3-5. Explain why compelling questions are important to others (e.g., peers, adults).
  - D1.2.3-5. Identify disciplinary concepts and ideas associated with a compelling question that are open to different interpretations.
- Dimension 2, Change, Continuity, and Context
  - D2.His.1.3-5. Create and use a chronological sequence of related events to compare developments that happened at the same time.
  - D2.His.2.3-5. Compare life in specific historical time periods to life today.
  - D2.His.3.3-5. Generate questions about individuals and groups who have shaped significant historical changes and continuities.

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<u>Learning Goal</u>	<u>Proficiency Scale</u>
<p>Students will be able to understand their historical roots and locate themselves in time.</p>	<p>4: Student demonstrates an in-depth inference, advanced application or innovates with the learning goal.</p> <p>3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> <li>● creating and using a chronological sequence of related events to compare developments that happened at the same time.</li> <li>● summarizing how individuals and groups have shaped significant historical changes and continuities over time.</li> <li>● creating compelling questions to investigate historical events.</li> </ul> <p>2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> <li>● recognizing and recalling specific vocabulary, such as: continuity, compelling.</li> <li>● performing processes such as: <ul style="list-style-type: none"> <li>○ identifying past events or objects that affect our lives today.</li> <li>○ exploring multiple viewpoints on the same event or topic.</li> <li>○ interpreting timelines.</li> </ul> </li> </ul> <p>1: Student demonstrates limited understanding or skill with the learning goal.</p>

<u>Learning Targets - Civil War</u>
<ul style="list-style-type: none"> <li>● Understands economic and philosophical differences between the North and South prior to the Civil War</li> <li>● Know the causes, key events and effects of the Civil War</li> <li>● Knows roles and accomplishments of leaders on both sides of the Civil War</li>   <li>● The Civil War was a result of controversial beliefs between people living in the Northern part of the United States and those living in the Southern states in the mid 1800's</li> <li>● Southern states were in favor of having strong state government and control</li> </ul>

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- Northern states were in favor of having a stronger federal government
- Southern states depended on agriculture for its economy
- Northern states were becoming less dependent on the land and more dependent on goods and services it could provide for its economy; they were trading for many needs
- Southern states relied on slaves to support their economy
- Northern states did not depend on slaves and believed slavery was unconstitutional
- Missouri played an important role in the Civil War
- Missouri proposed to Congress to enter the Union as a Slave state
- The Missouri Compromise was a result of Missouri becoming a state during this time. The Compromise stated MO entered as slave, Maine as free, and all other states applying to enter the Union would be free if north of MO's southern border.
- Missouri was a "border" state, meaning it was a slave state that did not secede from the Union during the war. This meant some people in Missouri fought for the North, some for the South.
- Conflicts were resolved in a variety of ways leading up to the Civil War
- Wars within a country are called Civil Wars
- Civil Wars are usually a result of differing beliefs or principles between groups of people living in the same place
- Negotiation, compromise, and physical battle were all means of settling conflict during the Civil War period in our country
- Constitutions and laws are used to help resolve conflict
- Artifacts (building structures, art work, song, clothing, tools) can be used to understand the Civil War Period.
- Quilts and songs often carried messages between slaves and free men.
- Women wore dresses even to work in
- Farming tools were simple, so required the work of many to make a profit

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## 6th Grade

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

NCSS

● TIME, CONTINUITY, AND CHANGE

- Teachers of the middle grades can provide a beginning level of a formal study of history so that learners can continue to expand their understanding of the past and of historical concepts and inquiry. At this level, teachers can facilitate the understanding and appreciation of differences in historical perspectives, and the recognition that interpretations are influenced by individual experiences, societal values, and cultural traditions. They can also help students understand the values of individuals in shaping historical events, their motives, challenges, and accomplishments, as well as the role of irrational and unpredictable factors

C3 STANDARDS

● Dimension 1, Constructing Compelling Questions

- D1.1.6-8. Explain how a question represents key ideas in the field.
- D1.2.6-8. Explain points of agreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.

● Dimension 2, Change, Continuity, and Context

- D2.His.1.6-8. Analyze connections among events and developments in broader historical contexts.
- D2.His.2.6-8. Classify series of historical events and developments as examples of change and/or continuity.
- D2.His.3.6-8. Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant.

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<u>Learning Goal</u>	<u>Proficiency Scale</u>
<p>Students will be able to understand their historical roots and locate themselves in time.</p>	<p>4: Student demonstrates an in-depth inference, advanced application or innovates with the learning goal.</p> <p>3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> <li>● comparing scales of time to develop an understanding of when an event occurred.</li> <li>● analyzing spans of time that causes ideas, beliefs, values and points of view to change.</li> <li>● exploring self-generated compelling questions to conduct historical research.</li> </ul> <p>2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> <li>● recognizing and recalling specific vocabulary, such as: timeline, scales, beliefs, values, generated, research.</li> <li>● performing processes such as: <ul style="list-style-type: none"> <li>○ identifying and using primary sources to learn about the past.</li> </ul> </li> </ul> <p>1: Student demonstrates limited understanding or skill with the learning goal.</p>

Learning Targets - An Era of Growth and Disunion

- Civil War
  - Disunion
    - Students will be able to describe the causes of the Civil War
      - John Brown, Uncle Tom's Cabin, Fugitive slave law, cotton gin, congress, Dred Scott
      - *DBQ or Civil War magazine*
  - Emancipation and battles of war
    - Students will be able to state the meaning and the impact of the emancipation
      - Iron clad, Shiloh, Bull run, Antietam
      - *Group Battle timeline*

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- Life at War (2 day)
  - Students will be able to describe the day to day life of a civil war soldier
    - Who were the soldiers? Homefront, life at war
- Shifting Tides (Gettysburg)
  - Students will be able to discuss the effects of the battles of Gettysburg, Gettysburg Address and Vicksburg
- Bringing the war to an end
  - Students will be able to list and discuss the sequence of events leading to the end of the Civil War, paying attention to the election of 1864.
    - 1864, Grand Commander, Sherman, Siege of Petersburg, surrender
- Effect of the war
  - Students will be able to discuss the effect of the Civil War
- Reconstruction
  - Restoring the Union:
    - Students will be able to evaluate the various plans for Reconstruction.
      - Lincoln's plan bringing south states back to the union, Johnson vs. Stevens (*student debate*)
      - Lincoln's death
  - The Effects of Reconstruction:
    - Students will be able to evaluate the political gains of African Americans in the South under Reconstruction.
      - Amendments 13,14,15
      - Freedman's bureau, KKK, Hiliium Revels
      - *Comic Book*

Learning Targets - Migration and Industrialization Change Society

- The West Transformed
  - Students will be able to understand the conflicts that occurred during the settlement of the Western frontier.
    - Gold and boomtown life, transcontinental railroad
    - Native Americans
      - sand creek massacre, Buffalo soldier, end of the buffalo
      - different native groups
      - ghost dance

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- Dawes Act
  - Farming in west
- Immigration
  - Students will be able to explain how immigrants assimilated and contributed to American life.
    - Population changes/Ellis and Angel Island
    - Interaction and Conflict between cultures (tenement housing, mixing bowl, city growth)
- Industrialization
  - Students will be able to understand the impact of the Industrial Revolution on American Society
    - *group project - everyone take an invention and tell impact on society*
    - steel, electric power, telephone, Henry Ford assembly line, wright brothers, oil and Rockefeller, working conditions (hazardous), labor unions

Learning Targets - Modern America Emerges

- Progressive Era
  - Students will be able to analyze the actions taken by citizens to bring about reforms.
    - Workplace reforms
      - unions, muckrakers
    - Early Civil Rights (NAACP)
    - Women's Rights
    - Amendments (17,18,19,21)
- World War I
  - Students will be able to describe the causes of WWI
    - Archduke Ferdinand
  - Students will be able to explain the reasons and the effects of the US entering the war
    - Lusitania, Zimmerman note, alliances, militarism, imperialism, nationalism, Woodrow Wilson
  - Students will understand the advances in technology that affected the war
    - Machine gun, tank, submarine, airplane, poisonous gas, gas mask,
  - Students will be able to explain the effects and consequences of WWI.
    - Reaction of United States to Treaty of Versailles, League of Nations, and Red Scare. (Communism)
    - Geography of countries involved/ changes in boundaries

Learning Targets - The Twenties and The Great Depression

The Roaring Twenties

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- Students will be able to describe cultural developments and individual contributions in the 1920's
  - Harlem Renaissance
  - Jazz Age
  - Prohibition
- The Great Depression
  - Students will be able to describe what America was like during the Great Depression
    - Dust Bowl (also talked about in science)
  - Students will be able to demonstrate an understanding of relief, reform, and recovery.
    - New Deal

Learning Targets - World War II and it's Aftermath

- Students will be able to explain the causes of World War II
  - Entry of the United States into the war (Pearl Harbor)
  - locate Allied/ Axis powers on map
  - Joseph Stalin, Adolf Hitler, Benito Mussolini, Winston Churchill
- Students will be able to explain why the Us finally entered the war
  - Pearl Harbor
  - Franklin D. Roosevelt
- Students will be able to explain how life was on the homefront
  - african americans and women's roles
  - treatment of Japanese Americans
  - retooling of factories from consumer to military production (rationing)
- Students will be able to explain how the end of the war came about.
  - Key Battles: Battles of Normandy, Battle of the Bulge
  - Atomic Bomb
- Students will analyze the human costs associated with WWII
  - Holocaust
  - military casualties
  - atomic bomb

Learning Targets - Civil Rights - Living with Great Turmoil

- Cold War
  - Student will be able to explain the roots of the Cold War.



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- Communism, Marshall plan, Soviet Union, Nuclear weapons after WWII, Nuclear arms race
- Student will be able to explain how the Korean War led to the Cold War and the Red Scare.
  - McCarthyism, Red Scare, Joseph McCarthy, Korea, Truman, MacArthur
- Students will be able to explain how the Cold War turned into an arms race and why became a crisis spot.
  - Cuban missile Crisis, Fidel Castro, Sputnik, superpowers, John F. Kennedy
- Vietnam
- The Civil Rights Movement
  - Students will be able to analyze how African Americans struggled to gain the rights guaranteed them by the Constitution.
    - Martin Luther King Jr., Rosa Parks, Fred Shuttlesworth, John Lewis events, Brown vs. Board of Education, Montgomery Bus Boycott, student protests, Freedom Rides, Malcolm X, I have a dream speech
  - Student will be able to summarize the actions that were taken to keep African Americans from voting.
    - literacy tests, white primaries, restrictions on voter registration, poll taxes.
  - Students will be able to explain the impact of the voting rights marches on the efforts to increase voting rights for minorities.
    - Voting Rights Act of 1965
  - Students will be able to assess how the civil rights movement changed the United States
    - Civil Right Acts
      - 1964
      - 1968 (Fair Housing Act)

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## 7th Grade

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

NCSS

● TIME, CONTINUITY, AND CHANGE

- Teachers of the middle grades can provide a beginning level of a formal study of history so that learners can continue to expand their understanding of the past and of historical concepts and inquiry. At this level, teachers can facilitate the understanding and appreciation of differences in historical perspectives, and the recognition that interpretations are influenced by individual experiences, societal values, and cultural traditions. They can also help students understand the values of individuals in shaping historical events, their motives, challenges, and accomplishments, as well as the role of irrational and unpredictable factors

C3 STANDARDS

● Dimension 1, Constructing Compelling Questions

- D1.1.6-8. Explain how a question represents key ideas in the field.
- D1.2.6-8. Explain points of agreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.

● Dimension 2, Change, Continuity, and Context

- D2.His.1.6-8. Analyze connections among events and developments in broader historical contexts.
- D2.His.2.6-8. Classify series of historical events and developments as examples of change and/or continuity.
- D2.His.3.6-8. Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant.

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<u>Learning Goal</u>	<u>Proficiency Scale</u>
<p>Students will be able to understand their historical roots and locate themselves in time.</p>	<p>4: Student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.</p> <p>3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> <li>● analyzing connections among events and developments in broader historical context.</li> <li>● classifying series of historical events and developments as examples of change and/or continuity.</li> <li>● using questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant.</li> </ul> <p>2: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> <li>● recognizing and recalling specific vocabulary, such as: significant.</li> <li>● Performing processes such as:               <ul style="list-style-type: none"> <li>○ comparing scales of time to develop an understanding of when an event occurred.</li> <li>○ analyzing spans of time that cause ideas, beliefs, values and points of view to change.</li> </ul> </li> </ul> <p>1: Student demonstrates limited understanding or skill with the learning goal.</p>

<p><u>Learning Targets - Pre-History / Archeology</u></p> <ul style="list-style-type: none"> <li>● Scientific Method</li> <li>● How do we know what we know?</li> <li>● What makes a civilization?</li> </ul>
<p><u>Learning Targets - Ancient World</u></p>

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- Egypt Project (Mummy Book, Choose your own project (multiple intelligences), Essay on Culture)
- Egyptian Tomb Art and burial practices
- Mesopotamia - Big Myth - Creation Myth
- India - Buddhist/Hindu Parables
- India Caste System

Learning Targets - Medieval World

- Europe
  - The Power of the Catholic Church
  - Feudal system
  - The Crusades
    - Cross Cultural Influences after the Crusades
  - The Black Death
  - Religions (Christianity, Judaism and Islam)
- Feudal Japan
  - Ninjas?
  - Feudal system
- Medieval African Kingdoms
  - Salt and Gold Trade
  - Mansa Musa

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## 8th Grade

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

NCSS

● TIME, CONTINUITY, AND CHANGE

- Teachers of the middle grades can provide a beginning level of a formal study of history so that learners can continue to expand their understanding of the past and of historical concepts and inquiry. At this level, teachers can facilitate the understanding and appreciation of differences in historical perspectives, and the recognition that interpretations are influenced by individual experiences, societal values, and cultural traditions. They can also help students understand the values of individuals in shaping historical events, their motives, challenges, and accomplishments, as well as the role of irrational and unpredictable factors

C3 STANDARDS

● Dimension 1, Constructing Compelling Questions

- D1.1.6-8. Explain how a question represents key ideas in the field.
- D1.2.6-8. Explain points of agreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.

● Dimension 2, Change, Continuity, and Context

- D2.His.1.6-8. Analyze connections among events and developments in broader historical contexts.
- D2.His.2.6-8. Classify series of historical events and developments as examples of change and/or continuity.
- D2.His.3.6-8. Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant.

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Learning Goal	Proficiency Scale
<p>Students will be able to understand their historical roots and locate themselves in time.</p>	<p>4: Student demonstrates an in-depth inference, advanced application or innovates with the learning goal.</p> <p>3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> <li>● analyzing how historical perspectives is influenced by individual experiences, societal values, and cultural traditions.</li> <li>● understanding the values, motives, challenges and accomplishments of individuals in shaping historical events.</li> </ul> <p>2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> <li>● recognizing and recalling specific vocabulary, such as: perspective, tradition, context.</li> <li>● performing processes such as:                             <ul style="list-style-type: none"> <li>○ analyzing connections among events and developments in broader historical context.</li> <li>○ classifying series of historical events and developments as examples of change and/or continuity.</li> <li>○ analyzing why people, and the developments they shaped, are seen as historically significant.</li> </ul> </li> </ul> <p>1: Student demonstrates limited understanding or skill with the learning goal.</p>

Learning Targets - Crisis

- Understand the processes that lead to change within societies and institutions that result in the development of new ideas, values, and ways of life.
- Examine the origins, purposes, and impacts of constitutions, laws, treaties and international agreements.
- describe the roles of political, civil, societal and economic organizations in shaping people's lives.

Learning Targets - Civil Rights

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- Students will be able to identify constants over time in core institutions, values, ideals, and traditions
- Students will understand the processes that lead to change within societies and institutions that result in the development of new ideas, values, and ways of life.

# WGSD Curriculum -- Comparative Government & Politics ACC

## Framework 1

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### High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

SS2 Knowledge of the principles and processes of governance systems

SS7 Knowledge of the use of tools of social science inquiry (such as surveys, statistics, maps, and documents)

#### Learning Goal

Students will be able to develop a framework to compare political systems and understand their interactions in a global environment.

#### Proficiency Scale

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal by

- analyzing the strengths and weaknesses of the various conceptual frameworks available to compare modern political systems. (SS2B)
- describing the operational principles of the Structural Functional Systems Framework. (SS7E)
- drawing conclusions about the strengths and limitations of this conceptual framework. (SS7C)

2: The student demonstrates he/she is nearing the learning goal by

- recognizing and recalling specific vocabulary, such as *adjudication, distribution, extraction, implementations, inputs, interest aggregation, interest articulation, Large N studies, outcomes, political outcomes, policymaking, political communication, political socialization, political systems, process functions, Small N studies, structural functional approach, systems functions.*



	<ul style="list-style-type: none"><li>● performing specific processes, such as<ul style="list-style-type: none"><li>○ identifying the three elements in the comparison of political systems: describing, explaining, and predicting.</li><li>○ identifying the structures within the political systems.</li><li>○ identifying the activities necessary for policy to be made and implemented in the political systems.</li></ul></li></ul> <p>1: The student demonstrates a limited understanding or skill with the learning goal.</p>

<p style="text-align: center;"><u>Learning Targets</u></p> <ul style="list-style-type: none"><li>●</li></ul>
<p style="text-align: center;"><u>Learning Design</u></p>

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## Geography 2

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### High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

SS5 Knowledge of major elements of geographical study and analysis (such as location, place, movement, and regions) and their relationship to changes in society and the environment

#### Learning Goal

Students will be able to draw conclusions about the relationship between the physical/geographical features of a country and its political forms.

#### Proficiency Scale

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal by

- distinguishing between core areas and peripheries. (SS5F 1.6)
- drawing conclusions about the relative importance of important geographical features. (SS5E 1.6)
- defending the statement that geographical features permit, but do not cause, political forms. (SS5E 3.7, 3.1)

2: The student demonstrates he/she is nearing the learning goal by

- recognizing and recalling specific vocabulary, such as *capital resources, confederation, cores, legitimacy, mountains, nation, penetration, peripheries, rivers, federation, human resources, identify, national-state, natural resources, participation, seacoasts, size, unitary.*
- performing specific processes, such as
  - identifying the four attributes of a nation-state: territory, population,

	<p>independence, and government.</p> <ul style="list-style-type: none"><li>○ identifying the five crises of nation building: identify legitimacy, penetration, participation, and distribution.</li><li>○ relating a country's political structure in relation to being unitary, federation, or confederation.</li><li>○ identifying voting patterns to geographic features such as urban/rural and core/periphery.</li></ul> <p>1: The student demonstrates a limited understanding or skill with the learning goal.</p>

<p><u>Learning Targets</u></p> <ul style="list-style-type: none"><li>•</li></ul>
<p><u>Learning Design</u></p>

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## Expansion and Development 3

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

SS5 Knowledge of major elements of geographical study and analysis (such as location, place, movement, and regions) and their relationship to changes in society and the environment

SS6 Knowledge of relationships of the individual and groups to institutions and cultural traditions

Learning Goal

Students will be able to trace the major events of the several countries' expansion and development from their early history to their current place in the complex, multi-cultural, multi-polar world.

Proficiency Scale

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal by

- tracing and evelationing the various means and forces that have led to the current territorial acquisitions of each country. (SS5E)
- tracing and evaluating the various means and forces that have led to the current political forms and institutions of each country. (SS6K, M,O)

2: The student demonstrates he/she is nearing the learning goal by

- recognizing and recalling specific vocabulary, such as *elites, ethnic minorities, extending the franchise, geographic setting, historical junctures, industrialization, inequality, masses, political themes, society and economy, unification, urbanization.*
- performing specific processes, such as

	<ul style="list-style-type: none"><li>○ identifying the forces and means that led to the current territorial boundaries of each country.</li><li>○ identifying the forces and means that led to the current political forms of each country.</li></ul> <p>1: The student demonstrates a limited understanding or skill with the learning goal.</p>

<p style="text-align: center;"><u>Learning Targets</u></p> <p>Countries studied vary from year to year.</p>
<p style="text-align: center;"><u>Learning Design</u></p>

WGSD Curriculum -- Comparative Government & Politics ACC  
 Political Institutions 4  
 DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

SS2 Knowledge of the principles and processes of governance systems

SS3 Knowledge of continuity and change in the history of the world.

SS4 Knowledge of economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)

Learning Goal

Students will be able to compare the role and importance of political institutions and processes across countries and to derive generalizations about the political institutions.

Proficiency Scale

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal by

- identifying and qualifying the institutions of national governments, including the major formal and informal institutional arrangements of power and their relationships (SS2A 1.6, 1.9)
- differentiating among the different types of regimes (democratic, authoritarian, totalitarian). (SS2B 1.9)
- evaluating the scope of government activity (social and economic planning, planning and control). (SS4K 1.10, SS3R 1.10)

2: The student demonstrates he/she is nearing the learning goal by

- recognizing and recalling specific vocabulary, such as *authoritarian*,

	<p><i>bureaucracy, centralized planning, coalition, constitution, conflictual political culture, consensual political culture, defacto, dejure, democratic, direct socialization, executive department, ideology, indirect socialization, interest groups, judicial department, legislative department, legitimacy, market forces, military, strong/weak state.</i></p> <ul style="list-style-type: none"> <li>● performing specific processes, such as <ul style="list-style-type: none"> <li>○ identifying the kind and type of governmental systems for respective countries.</li> <li>○ determining the relationship between the federal and state levels of authority.</li> <li>○ determining which of the political institutions control power in the government.</li> </ul> </li> </ul> <p>1: The student demonstrates a limited understanding or skill with the learning goal.</p>

<p><u>Learning Targets</u></p> <ul style="list-style-type: none"> <li>●</li> </ul>
<p><u>Learning Design</u></p>

WGSD Curriculum -- Comparative Government & Politics ACC  
 Behavioral Politics 5  
 DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

SS2 Knowledge of the principles and processes of governance systems

SS6 Knowledge of relationships of the individual and groups to institutions and cultural traditions

Learning Goal

Students will be able to deduce the set of attitudes, beliefs, and sentiments that give meaning to a political process that provides the underlying assumptions and rules that govern behavior in political systems.

Proficiency Scale

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal by

- identifying the nature and sources of the various governments' legitimacy (Social Contract, Constitutionalism, Ideologies, other claims). (SS6K)
- identifying the different political leaderships, their recruitment and succession. (SS2C 1.10)
- analyzing the impact of the military on the political structure and legitimacy of administrations. (SS6 N)
- comparing the political participation of the various polities of the respective countries. (SS2C 1.6, 3.6)
- distinguishing between the internal and external sources of political change. (SS6 O)

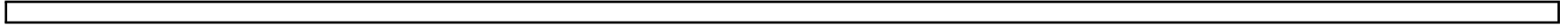
2: The student demonstrates he/she is nearing the learning goal by

- recognizing and recalling specific vocabulary, such as agents of political



	<p>socialization, conflictual political culture, consensual political culture, democratization, direct and indirect socialization, ethnicity, fundamentalism, ideology, legitimacy, marketization, parochials, participant, political socialization, political subcultures, post-material values.</p> <ul style="list-style-type: none"> <li>● performing specific processes, such as <ul style="list-style-type: none"> <li>○ identifying the source of a government's legitimacy.</li> <li>○ identifying the political leaders of their respective governments, as well as their recruitment and succession.</li> <li>○ identifying the impact of the military on the political structures and legitimacy of governments.</li> <li>○ identifying the level of political participation of the various polities of the respective countries.</li> <li>○ distinguishing between political change brought about by internal and external forces in the respective countries.</li> </ul> </li> </ul> <p>1: The student demonstrates a limited understanding or skill with the learning goal.</p>

<p><u>Learning Targets</u></p> <ul style="list-style-type: none"> <li>●</li> </ul>
<p><u>Learning Design</u></p>



# WGSD Curriculum -- Comparative Government & Politics ACC

## Patterns 6

DRAFT

### High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

SS3 Knowledge of continuity and change in the history of the world.

#### Learning Goal

Students will be able to demonstrate an understanding of various patterns of political processes and behaviors and their consequences.

#### Proficiency Scale

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal by

- evaluating the beliefs that citizens hold about their governments and leaders.
- evaluating the process by which citizens learn about politics, the way in which citizens vote and otherwise participate in political life.
- comparing the strengths and weaknesses of political parties and interest groups in various countries.
- determining the basis of social cleavages and analyzing the depth and consequences of such cleavages.

2: The student demonstrates he/she is nearing the learning goal by

- recognizing and recalling specific vocabulary, such as *agents of political socialization, bureaucracy, civil society, distributive taxation, dual-party government, ideological, interest groups, local party, multi-party government, national party, party image, pragmatic, redistributive taxation, rule of anticipated reactions, single-party governments, social cleavages.*

	<ul style="list-style-type: none"><li>● performing specific processes, such as<ul style="list-style-type: none"><li>○ describing the variety of factors that influence citizens one from another in terms of their political beliefs and behaviors.</li><li>○ describing the range of interests that are and are not represented in each country.</li><li>○ describing who and who are not allowed to vote in each country studied and at which level.</li></ul></li></ul> <p>1: The student demonstrates a limited understanding or skill with the learning goal.</p>

<p><u>Learning Targets</u></p> <ul style="list-style-type: none"><li>●</li></ul>
<p><u>Learning Design</u></p>

# WGSD Curriculum GIFTED US GOVERNMENT

## Three Branches of Government

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

SS1 A: Principles of constitutional democracy in the United States

SS1 B: Roles of citizens and governments in carrying out constitutional principles

SS2 A: Principles and purposes of government

Learning Goal

Students will be able to evaluate the roles of the three branches of government in terms of their responsibilities, checks and balances, and how they reflect constitutional principles.

Proficiency Scales

4: The student demonstrates an in-depth inference of advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal by

- investigating and interpreting the responsibilities of the each branch of government and analyzing the ways in which they interact. (SS2A.b)
- deducing the ways in which the checks and balances on each branch affect the other two branches. (SS1A.c, SS2A.b)
- researching and analyzing the progression of the relationship between the three branches of government. (SS1A.c, SS2A.b)
- inferring the relevance and connection of constitutional principles in the U.S. Constitution, Federalist Papers, Bill of Rights, and significant Supreme Court cases. (SS1A.D)
- citing specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole. (CCSS.ELA-

LITERACY.RH.11-12.1)

- Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. CCSS.ELA-LITERACY.RH.11-12.2

2: The student demonstrates he/she is nearing the learning goal by

- recognizing or recalling specific vocabulary, such as: Constitutional Democracy , The Living Constitution, American Federalism, Political Culture and Ideology, The American Political Landscape, Interest Groups, Political Parties, Public Opinion, Participation, And Voting, Campaigns and Elections, The Media and American Politics, Congress, The Presidency, The Federal Administrative System, The Judiciary, First Amendment Freedoms, Rights to Life, Liberty, and Property, Equal Rights under the Law, Making Economic and Regulatory Policy, Making Social Policy, Making Foreign and Defense Policy.

- performing specific processes, such as:

- identifying the responsibilities of each branch of government.
- listing the checks and balances on each branch of government.
- explaining the most significant constitutional principles.

1: The student demonstrates a limited understanding or skill with the learning goal.

### Learning Targets

- Students learn the process of how a bill becomes a law.
- Students learn the responsibilities of each branch.
- Students learn the checks and balances associated with each branch.
- Students understand the political ideas expressed in the U.S. Constitution.

<u>Learning Design</u>

# WGSD Curriculum – GIFTED US GOVERNMENT

## Constitutional Principles

DRAFT

### High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

SS1A Principles of republic in the United States

SS2A Principles and purposes of government

SS1B Explain the relevance and connection of constitutional principles in the following documents: U.S. Constitution, Federalist Papers, Amendments to Constitution, emphasizing Bill of Rights, Key Supreme Court decisions Marbury v. Madison, McCulloch v. Maryland, Miranda v. Arizona, Plessy v. Ferguson, Brown v. Topeka Board of Education.

### Learning Goal

Students will be able to analyze the influence of constitutional principles on the U.S. Constitution, Federalist Papers, Amendments to Constitution, Bill of Rights, and key Supreme Court decisions.

### Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal by

- synthesizing theories about the influence of the Constitution, Federalist Papers, Amendments, Bill of Rights, and key Supreme Court decisions on contemporary U.S. politics. (SS1A.c)
- taking a position on the U.S. Constitution as a living document that has changed due to key Supreme Court Cases and the amendment process. (SS1A.c, SS2A.a)
- evaluating the evolution of the changing definition of civil and voting rights. (SS1A.c, SS2A.a)



- evaluating various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain. CCSS.ELA-LITERACY.RH.11-12.3

- determining the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10). CCSS.ELA-LITERACY.RH.11-12.4

- analyzing in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole. CCSS.ELA-LITERACY.RH.11-12.5

2: The student demonstrates he/she is nearing proficiency by

- recognizing or recalling specific vocabulary, such as: *U.S. Constitution, Federalist Papers, Amendments to Constitution, emphasizing Bill of Rights, Key Supreme Court decisions; Marbury v. Madison, McCulloch v. Maryland, Miranda v. Arizona, Plessy v. Ferguson, Brown v. Topeka Board of Education.*
- recognizing or recalling specific Supreme Court Decisions, such as:
  - Brown v. Board of Education (1954)
  - Dred Scott v. Sandford (1857)
  - Gibbons v. Ogden (1824)
  - Gideon v. Wainwright (1963)
  - Hazelwood v. Kuhlmeier (1988)
  - Korematsu v. United States (1944)
  - Mapp v. Ohio (1961)
  - Marbury v. Madison (1803)
  - McCulloch v. Maryland (1819)
  - Miranda v. Arizona (1966)
  - New Jersey v. T.L.O. (1985)
  - Plessy v. Ferguson (1896)
  - Regents of the U. of California v. Bakke (1978)
  - Roe v. Wade (1973)
  - Texas v. Johnson (1989)
  - Tinker v. Des Moines (1969)
  - United States v. Nixon (1974)

- performing specific processes, such as:
  - identifying historical documents associated with the U.S. Constitution.
  - naming the influences of the historical documents.
  - naming the issues at stake in key Supreme Court decisions.
  - identifying the significance of the rights named in the Bill of Rights and amendments delineating civil and voting rights.

1: The student demonstrates limited understanding or skill with the learning goal.

### Learning Targets

- Students learn why certain key Supreme Court decisions have shaped life in America today.
- Students learn some ways in which key debates were framed by documents such as the Federalist Papers.
- Students learn the Bill of Rights and the legal evolution of voting rights and civil rights.

### Learning Design

GIFTED US GOVERNMENT  
Historical Foundations of American Democracy  
DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

SS1A Principles of republic in the United States

Learning Goal

Students will be able to analyze the contribution of seminal historical documents to the development of U.S. Government.

Proficiency Scales

4: The student demonstrates in in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery with the learning goal by

- researching and evaluating the influence of the Enlightenment writers on early colonial government. (SS1A.d, SS1A.e)
- tracing and analyzing the development of U.S. Government beginning with the Mayflower Compact. (SS1A.d)
- investigating and drawing conclusions about the influence of the Magna Carta and Mayflower Compact on the Declaration of Independence and the Articles of Confederation. (SS1A.d, SS1A.e)
- evaluating authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence. (CCSS.ELA-LITERACY.RH.11-12.6)

2: The student demonstrates he/she is nearing proficiency by

- recognizing and recalling specific vocabulary, such as: *Magna Carta, Hobbes, Locke, Rousseau, Montesquieu, Social Contract Theory, Mayflower Compact, Declaration of Independence, Articles of*

*Confederation.*

- recognizing and recalling specific break down of the US constitution:
  - Preamble ["We the people..."]
  - Article I [The Legislative Branch]
  - ..Section 1. [Legislative Power Vested]
  - ..Section 2. [House of Representatives]
  - ..Section 3. [Senate]
  - ..Section 4. [Elections of Senators and Representatives]
  - ..Section 5. [Rules of House and Senate]
  - ..Section 6. [Compensation and Privileges of Members]
  - ..Section 7. [Passage of Bills]
  - ..Section 8. [Scope of Legislative Power]
  - ..Section 9. [Limits on Legislative Power]
  - ..Section 10. [Limits on States]
  - Article II [The Presidency]
  - ..Section 1. [Election, Installation, Removal]
  - ..Section 2. [Presidential Power]
  - ..Section 3. [State of the Union, Receive Ambassadors, Laws Faithfully Executed, Commission Officers]
  - ..Section 4. [Impeachment]
  - Article III [The Judiciary]
  - ..Section 1. [Judicial Power Vested]
  - ..Section 2. [Scope of Judicial Power]
  - ..Section 3. [Treason]
  - Article IV [The States]
  - ..Section 1. [Full Faith and Credit]
  - ..Section 2. [Privileges and Immunities, Extradiction, Fugitive Slaves]
  - ..Section 3. [Admission of States]
  - ..Section 4. [Guarantees to States]
  - Article V [The Amendment Process]
  - Article VI [Legal Status of the Constitution]
  - Article VII [Ratification]
  - Amendment I
- recognizing and recalling specific amendments to the constitution, such as:
  - Amendment I [Religion, Speech, Press, Assembly, Petition]

(1791)]

- Amendment II [Right to Bear Arms (1791)]
- Amendment III [Quartering of Troops (1791)]
- Amendment IV [Search and Seizure (1791)]
- Amendment V [Grand Jury, Double Jeopardy, Self-Incrimination, Due Process (1791)]
- Amendment VI [Criminal Prosecutions - Jury Trial, Right to Confront and to Counsel (1791)]
- Amendment VII [Common Law Suits - Jury Trial (1791)]
- Amendment VIII [Excess Bail or Fines, Cruel and Unusual Punishment (1791)]
- Amendment IX [Non-Enumerated Rights (1791)]
- Amendment X [Rights Reserved to States (1791)]
- Amendment XI [Suits Against a State (1795)]
- Amendment XII [Election of President and Vice-President

(1804)]

- Amendment XIII [Abolition of Slavery (1865)]
- Amendment XIV [Privileges and Immunities, Due Process, Equal Protection, Apportionment of Representatives, Civil War Disqualification and Debt (1868)]
- Amendment XV [Rights Not to Be Denied on Account of Race

(1870)]

- Amendment XVI [Income Tax (1913)]
- Amendment XVII [Election of Senators (1913)]
- Amendment XVIII [Prohibition (1919)]
- Amendment XIX [Women's Right to Vote (1920)]
- Amendment XX [Presidential Term and Succession (1933)]
- Amendment XXI [Repeal of Prohibition (1933)]
- Amendment XXII [Two Term Limit on President (1951)]
- Amendment XXIII [Presidential Vote in D.C. (1961)]
- Amendment XXIV [Poll Tax (1964)]
- Amendment XXV [Presidential Succession (1967)]
- Amendment XXVI [Right to Vote at Age 18 (1971)]
- Amendment XXVII [Compensation of Members of Congress

(1992)]

- performing specific processes

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|--|---|
|  | <ul style="list-style-type: none"><li>● identifying seminal historical documents.</li><li>● naming the influences of the historical documents.</li><li>● chronologically ordering major government documents and writings leading to the U.S. Constitution.</li></ul> |
|--|---|

1: The student demonstrates limited understanding or skill with the learning goal.

<p style="text-align: center;"><u>Learning Targets</u></p> <ul style="list-style-type: none"><li>● Students learn the premises of the major philosophical and historical writings that underpin U.S. Government.</li><li>● Students learn how the premises influenced the foundations of U.S. Government.</li><li>● Students interpret and trace the influences in the government documents themselves.</li></ul>
<p style="text-align: center;"><u>Learning Design</u></p>

# WGHS Curriculum -- GIFTED US GOVERNMENT

## Historical Skills

DRAFT

### High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

SS7 Knowledge and the use of tools of social science inquiry (such as surveys, statistics, maps, and documents)

High School TILS Strand II: Information Literacy: Students will be able to research and synthesize information; use a variety of digital resources; retrieve and evaluate reliability and accuracy from appropriately cited sources; draw evidence-based conclusions in order to prove comprehension of course objectives.

High School TILS Strand IV: Tools of the Trade: Students will be able to use appropriate digital tools within and across content areas in preparation for post-secondary experiences.

### Learning Goal

Students will be able to apply the skills necessary for the effective study of history.

### Proficiency Scales

4: Student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: Student demonstrates mastery of the learning goal by

- accessing a variety of sources including primary and secondary sources for specific research tasks. (SS7.A, SS7.E)
- analyzing research materials for relevance and credibility. (SS7.C)
- differentiating between fact and opinion and detecting perspective and bias in historical materials. (SS7.C)
- interpreting maps, graphs, diagrams, pictures, and political cartoons to infer the meaning and purpose of each in a historical context. (SS7.B, SS7.F)
- integrating and evaluating multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem. (CCSS.ELA-LITERACY.RH.11-12.7)

- evaluating an author's premises, claims, and evidence by corroborating or challenging them with other information. (CCSS.ELA-LITERACY.RH.11-12.8)
- demonstrating an ability to integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources. (CCSS.ELA-LITERACY.RH.11-12.9)

2: Student demonstrates he/she is nearing the learning goal by

- recognizing or recalling specific vocabulary, such as:
  - Constitution
  - Socialization
  - Separation of Powers
  - Opinion formation
  - Checks and Balances
  - Party identification
  - Federalism
  - Voting
  - Judicial review
  - Amendment procedures
  - Electoral system
  - Talking politics
  - Presidency
  - Running for office
  - Congress
  - Campaigning
  - Senate Polling
  - House of Representatives
  - Fund raising
  - Courts
  - Parading/Demonstrating
  - Supreme Court
  - Nonviolent direct action
  - Appellate Courts
  - District Courts
  - Agenda setting
  - Parties
  - Lobbying
  - National committees



	<ul style="list-style-type: none"> <li>● Logrolling</li> <li>● Conventions</li> <li>● Deciding</li> <li>● State and local organizations</li> <li>● Budgeting</li> <li>● Press and Television</li> <li>● Adjudicating</li> </ul> <ul style="list-style-type: none"> <li>● performing specific processes, such as: <ul style="list-style-type: none"> <li>○ recognizing the existence of a variety of sources including primary and secondary sources.</li> <li>○ explaining why relevance and credibility is important when conducting research.</li> <li>○ describing the difference between fact and opinion and realizing the existence of perspective and bias in historical materials.</li> <li>○ identifying how maps, graphs, diagrams, pictures, and political cartoons can function as a means to express historical content.</li> </ul> </li> </ul> <p>1: Student demonstrates limited understanding or skill with the learning goal.</p>
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<p><u>Learning Targets</u></p> <ul style="list-style-type: none"> <li>● The student learns through the use of primary and secondary source documents.</li> <li>● The student learns how to interpret primary vs. secondary source documents.</li> <li>● The student learns how to interpret the map of the electoral college.</li> </ul>
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<p><u>Learning Design</u></p>
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WGSD Curriculum -- GIFTED US GOVERNMENT  
 Roles and Responsibilities of Groups and Individuals  
 DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

SS1A Principles of constitutional democracy in the United States

SS6 Knowledge of relationships of the individual and groups to institutions and cultural traditions

<u>Learning Goal</u>	<u>Proficiency Scales</u>
<p>Students will be able to critically interpret the roles of special interest groups, institutions, and individual citizens in maintaining a functional participatory democracy.</p>	<p>4: The student demonstrates an in-depth inference or advanced application, or innovations with the learning goal.</p> <p>3: The student demonstrates mastery of the learning goal as evidenced by</p> <ul style="list-style-type: none"> <li>● analyzing how the roles of class, ethnic, racial, gender and age groups have changed in society, including causes and effects. (SS6.L)</li> <li>● predicting the consequences that can occur when institutions fail to meeting the needs of individuals and groups. (SS6.N.1)</li> <li>● analyzing the role of citizenship in a successful participatory democracy and reflecting on their own responsibility as a citizen. (SS6.N.2)</li> <li>● investigating and critically evaluating the interactions of existing PACS, parties, and special interest groups in order to take a position on a major issue. (SS6.N)</li> </ul> <p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"> <li>● recognizing or recalling specific vocabulary, such as: <i>special interest group, PACS, citizenship, political parties, lobbyists, participatory democracy.</i></li> </ul>

- performing specific processes, such as:
  - identifying the voting and civil rights amendments.
  - identifying the effects that special interest groups play in a democracy.
  - explaining the responsibilities of good citizenship.

1: The student demonstrates limited understanding or skill with the learning goal.

Learning Targets

- Students learn about the function of PACs, political parties, and special interest groups.
- Students trace the influence of certain interest groups on the development of civil rights.
- Students explore the responsibilities of their citizenship in a participatory democracy.

# WGSD Curriculum -- (Problem Solving: Building Identity)

## National Association of Gifted Children: Pre-K –Grade 12 Gifted Programming Standards

Educators, recognizing the learning and developmental differences of students with gifts and talents, promote ongoing self-understanding, awareness of their needs, and cognitive and affective growth of these students in school, home, and community settings to ensure specific student outcomes . (Gifted Programing Standards, NAGC: Standard 1)

### Essential Learning Goal

Students will be able to identify their interests, strengths, identities, and needs in socio-emotional development and in intellectual, academic, creative, leadership, and artistic domains. (NAGC: Self Understanding 1.1)

### Proficiency Scales

4: Student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: Student demonstrates mastery of the learning goal by:

- demonstrating ability to identify interests, strengths, and gifts. (NAGC 1.1.1)
- participating in activities that match each student’s developmental level and culture-based learning needs. (NAGC 1.2.1)
- demonstrating a variety of research-based grouping practices for students with gifts and talents that allow them to interact with individuals of various gifts, talents, abilities, and strengths. (NAGC 1.3.1)
- exploring college and career choices that are consistent with their strengths. (NAGC 1.8.1)

2: Student demonstrates he/she is nearing the learning goal by:

- participating in a variety of research-based grouping with other students with gifts and talents that allows them to interact with individuals of various gifts, talents, abilities, and strengths. (NAGC 1.3.1)

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|  | <ul style="list-style-type: none"><li>• attempting to identify out-of-school learning opportunities that match students' abilities and interests. (NAGC 1.4.2)</li><li>• attempting to identify college and career choices that are consistent with their strengths. (NAGC 1.8.1)</li><li>• attempting to identify their own person/social awareness and adjustment, academic planning, and vocational and career awareness. (NAGC 1.8.2)</li></ul> |
|--|---|

1: Student demonstrates limited understanding or skill with the learning goal.

<u>Objectives</u>
<u>Learning Design</u>

# WGSD Curriculum -- (Gifted Problem Solving: Gifted Curriculum and Skills)

## National Association of Gifted Children: Pre-K –Grade 12 Gifted Programming Standards

Educators apply the theory and research-based models of curriculum and instruction related to students with gifts and talents and respond to their needs by planning, selecting, adapting, and creating culturally relevant curriculum and by using a repertoire of evidence-based instructional strategies to ensure specific student outcomes. (Gifted Programming Standards, NAGC: Standard 3)

### Essential Learning Goal

Students will be able to demonstrate advanced and complex learning as a result of using multiple, appropriate, and ongoing assessments. (NAGC, 2.4)

### Proficiency Scales

4: Student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: Student demonstrates mastery of the learning goal by demonstrating the skills

- participating in environments and instructional activities that encourage them to express diverse characteristics and behaviors that are associated with giftedness. (NAGC, 2.1.1)
- exploring their gifts and talents and develop, or research their areas of interest and/or talent. (NAGC, 3.3.3)
- demonstrating critical-thinking strategies to meet the needs of students with gifts and talents. (NAGC, 3.4.1)
- demonstrating creative-thinking strategies to meet the needs of students with gifts and talents. (NAGC, 3.4.2)
- demonstrating problem-solving model strategies to meet the needs of students with gifts and talents. (NAGC, 3.4.3)
- demonstrating inquiry models to meet the needs of students with gifts and talents. (NAGC, 3.4.4)
- demonstrating culturally responsive projects. (NAGC, 3.5.1)

2: Student demonstrates he/she is nearing the learning goal by:

- identifying critical-thinking strategies. (NAGC, 3.4.1)
- identifying creative-thinking strategies. (NAGC, 3.4.2)
- identifying problem-solving model strategies. (NAGC, 3.4.3)
- Students will identify inquiry models. (NAGC, 3.4.4)

1: Student demonstrates limited understanding or skill with the learning goal.

Objectives

Learning Design



# WGSD Curriculum -- (Problem Solving: Cultural Competence)

## National Association of Gifted Children: Pre-K –Grade 12 Gifted Programming Standards

Learning environments foster personal and social responsibility, multicultural competence, and interpersonal and technical communication skills for leadership in the 21st century to ensure specific student outcomes. (Gifted Programming Standards, NAGC: Standard 4)

### Essential Learning Goal

Students will be able to demonstrate cultural competence. (NAGC: Learning Environments, 4.4)

### Proficiency Scales

4: Student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: Student demonstrates mastery of the learning goal by demonstrating the skills:

- Evaluating traditional and electronic sources (1.1,1.2,1.4,1.7) GLE 7A
- Gathering, analyzing and organizing ideas to support a thesis. (1.4, 1.8). GLE 7A
- Documenting sources. (1.8). GLE 7B
- Using popular and scholarly journals as well as current magazines (4.1, 4.2, 4.3, 4.4, 4.7)
- Recognizing how the workplace is shifting with more and more women and minorities entering the workforce (1.2, 1.4, 1.5, 2.3, 3.5, 4.1) GLE 6B
- Analyzing how race, class and gender play out in the workplace (1.2, 1.4, 1.5, 2.3, 3.5, 4.1) GLE 6B Recognize the contribution of women and minority groups in the United States. (1.2, 1.4, 1.5, 2.3, 3.5, 4.1) GLE 6B
- Establishing tolerance and respect for all cultures. (4.3) GLE 7E

2: Student demonstrates he/she is nearing the learning goal by

demonstrating:

- Basic Research skills (CA1, CA3, CA4)
  - Establishment of an Internship
  - Interview of a colleague
  - Self-Evaluation
  - Mentor Evaluation
  - Future of the Profession
- Understanding of Women and Minorities in academic and the labor market here in America (SS6)
- 16 hrs. Hours at an approved internship site.
- Mandatory Journals (4) and optional journals as a response to teacher generated questions.
- Creation of a PowerPoint “selling” their internship

1: Student demonstrates limited understanding or skill with the learning goal.

Objectives

Learning Design

# WGSD Curriculum -- (Problem Solving: Exploring Giftedness)

## National Association of Gifted Children: Pre-K –Grade 12 Gifted Programming Standards

Educators are aware of empirical evidence regarding (a) the cognitive, creative, and affective development of learners with gifts and talents, and (b) programming that meets their concomitant needs. Educators use this expertise systematically and collaboratively to develop, implement, and effectively manage comprehensive services for students with a variety of gifts and talents to ensure specific student outcomes. (Gifted Programming Standards, NAGC: Standard 5)

### Essential Learning Goal

Students will be able to demonstrate skills to improve their performance in cognitive and affective areas. (NAGC 5.1)

### Proficiency Scales

4: Student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: Student demonstrates mastery of the learning goal by:

- Demonstrating with regularity an understanding of enrichment options to extend and deepen learning opportunities within and outside of the school setting. (NAGC 5.1.2)
- Demonstrating an understanding of individualized learning options such as mentorships, internships, online courses, and independent study. (NAGC 5.1.4)
- Identifying mentorships, internships, and vocational programming experiences that match student interests and aptitudes. (NAGC 5.7.2)

2: Student demonstrates he/she is nearing the learning goal by demonstrating the skills:

- Analyzing the impact of economic situations on workplace decisions. (1.2, 1.3, 2.1, 3.4) GLE 5E
- Understanding the economy of the United States, how an individual field fits into it, and its effect on its citizens. (1.2, 1.4, 1.5, 2.3, 3.5, 4.1) GLE 5F

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|  | <ul style="list-style-type: none"><li>• Establishing tolerance and respect for all cultures. (4.3) GLE 7E</li><li>• Knowing and understanding interactions that can take place when different societies interact. (2.3) GLE 6E</li><li>• Appreciate the variety of human experiences and issues around the world and use it to gain insight into self and others. (2.3, 4.3) GLE 6C</li></ul> |
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1: Student demonstrates limited understanding or skill with the learning goal.

<u>Objectives</u>
<u>Learning Design</u>



**WGSD Curriculum  
Social Studies**

Course: Introduction to Law  
Grade Level: 10-12  
LG 1 Jurisprudence

**HIGH PRIORITY STANDARDS**

- Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts. (CCSS.ELA-Literacy.RI.9-10.9)
- Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text. (CCSS.ELA-Literacy.RH.11-12.4)

**LEARNING GOAL**

Students will understand jurisprudence.

**PROFICIENCY SCALE**

Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.

Level 3: Student demonstrates mastery with the learning goal as evidenced by:

- Forming and explaining conclusions about the sources of criminal law.
- Comparing different legal philosophies about jurisprudence, and explaining conclusions.
- Contrasting the policies on human rights as established by the UN Convention on Human Rights, and Constitutional rights as defined by the constitution and US Supreme court.
- Developing critical analysis of legal cases that changed American history and culture, such as Roe vs. Wade and Plessy vs. Ferguson.

Level 2: Student demonstrates he/she is nearing proficiency by:

- Recognizing and recalling specific vocabulary, such as: accuse, acquit, act, action, advocate, affirm, allege, appeal, arrest, attorney, award, ban, barrister, bench, bill, bind, break (a law), break in, bring (an action), burden of proof, burglar, capital punishment, case, cause of action, charge, civil, claim, commit, common law,

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complaint, condemn, contract, convict, copyright, counsel, court, crime, custody, damages, decision, defendant, dissent, dock (the), duty, enact, enforce, estate, evidence, fault, felony, file, fine, guilty, hearing, hold, homicide, House of Commons, House of Lords, House of Representatives, human rights, illegal, imprison, indict, infraction, infringe, innocent, intellectual property, judge, judgment, judicial review, jurisdiction, jury, landlord, landmark, law, lawful, lawsuit, lawyer, lease, legal, legislate, liability, litigate, magistrate, manslaughter, misdemeanor, murder, Negligence, offense, onus of proof, overrule, overturn, own, patent, personal property, plaintiff, plea, precedent, probate, proof, property, prosecute, real estate, remedy, responsibility, reverse, right, rob, rule, sale, sentence, settle, solicitor, standard of proof, statute, steal, sue, suit, swear, tenant, testify, theft, title, tort, trial, tribunal, Uphold, Violate, will, witness.

- Performing processes such as:
  - Differentiating between municipal, state and federal courts.
  - Identifying Supreme Court justices.

Level 1: Student demonstrates a limited understanding or skill with the learning goal by:

### **LEARNING DESIGN**

- Form conclusions concerning the sources of criminal law:
  - Common law of England.
  - Judge-made law.
  - Slowly replaced by statutes.
  - Codified, statutory criminal law in all 50 states and in the federal system.
- Differentiate between municipal, state and federal courts.
- Identify Supreme Court justices.
- Compare and contrast various legal philosophy's towards jurisprudence list:
  - Natural law: rational objective limits to the power of legislative rulers.
  - Legal positivism: no necessary connection between law and morality and that the force of law comes from some basic social facts.
  - Legal : realism is a third theory of jurisprudence which argues that the real world practice of law is what determines what law is; the law has the force that it does because of what legislators, judges, and executives do with it.
  - Originalism: a thesis that the constitution should be interpreted in light of the founders intentions.

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### Social Studies

- Critical legal studies: a negative thesis that holds that the law is largely contradictory, and can be best analyzed as an expression of the policy goals of the dominant social group.
- Differentiate between human rights as established by the UN Convention on Human Rights and Constitutional rights as defined by the constitution and US Supreme court.
- Trace the development of *Stare decisis*.
- Critiques via a research project, important supreme court cases like: Marbury v. Madison (1803), Gibbons v. Ogden (1824), Dred Scott v. Sandford (1857), Plessy v. Ferguson (1896), Brown v. Board of Education (1954), Mapp v. Ohio (1961), Gideon v. Wainwright (1963), Miranda v. Arizona (1966), Roe v. Wade (1973), and Texas v. Johnson (1989).
- Evaluate Jurisprudence in relation to:
  - Problems internal to law and legal systems as such.
  - Problems of law as a particular social institution as it relates to the larger political and social situation in which it exists.
- Classify and organize legal research utilizing the law school model of:
  - Frame the Issue (try to figure out what the case is about/ what legal issue or issues you will need to research).
  - Brainstorm search terms (think up synonyms - assisted suicide? right to die? euthanasia?)
  - Determine jurisdiction and time frame.
  - Decide which format to use.
  - Locate, read, and update secondary sources.
  - Locate read and update primary authority (cases, statutes, and regulations).
  - Look up rules of procedure, ethics, non-legal and other materials if needed.



## WGSD Curriculum Social Studies

Course: Intro to Law

Grade Level: 10-12

LG 2 Constitutional Law

### HIGH PRIORITY STANDARDS

- Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. (CCSS.ELA-Literacy.RI.11-12.2)
- Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. (CCSS ELA Literacy RI9-10.3)

#### LEARNING GOAL

Students will understand the basis of constitutional law.

#### PROFICIENCY SCALE

Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.

Level 3: Student demonstrates mastery with the learning goal as evidenced by:

- Developing critical analyses of legal cases that changed American history and culture, such as: Dred Scott v. Sandford (1857), Brown v. Board of Education (1954).
- Evaluating jurisprudence in relation to Federal civil rights law.
- Organizing and evaluating legal research concerning the basic constitutional law principles.
- Differentiating between the core of the constitution, amendments and proposed amendments.
- Applying and justifying the court's interpretation of discrimination law concerning race, national origin, gender, sexual orientation, age, disability, familial status, veteran status.

Level 2: Student demonstrates he/she is nearing proficiency by:

- Recognizing and recalling specific vocabulary, such as: The Bill of Rights, The Supreme Court, Jurisprudence, Liberty, Due Process, Equal Protection, Freedom of

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**Social Studies**

Speech, Freedom of Press, Freedom of Religion, Right to Bear Arms, Top & Frisk, Probable Cause, Search & Seizure, Affidavits & Warrants, Privacy, CyberSpace, Confession, Miranda, Interrogation, Self-Incrimination, Pretrial Procedures, Right to Counsel, Trial Procedures, Double Jeopardy, Death Penalty and Cruel & Unusual Punishment

- Performing processes such as:
  - Identifying Individual freedoms.
  - Comparing various legal philosophies and tensions between individual and states' rights.
  - Identifying and discussing the right to privacy.

Level 1: Student demonstrates a limited understanding or skill with the learning goal by:

**WGSD Curriculum  
Social Studies**

Course: Intro to Law  
Grade Level: 10-12  
LG 3 Criminal Law

**HIGH PRIORITY STANDARDS**

- Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem. (CCSS.ELA-Literacy.RH.11-12.7)

**LEARNING GOAL**

Students will understand the basis of criminal law.

**PROFICIENCY SCALE**

Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.

Level 3: Student demonstrates mastery with the learning goal as evidenced by:

- Discriminating between various levels of causation and levels of responsibility.
- Categorize various kinds of crimes, such as:
  - Crimes against the state: treason, counterfeiting, bribery, perjury
  - Crimes against persons: assault, Assault Battery Criminal negligence, False imprisonment Kidnapping, Mayhem Rape, Robbery Sexual assault, Homicide, Murder Felony murder, Manslaughter, Negligent homicide and Vehicular homicide
  - Crimes against property: Arson Blackmail Burglary, Embezzlement Extortion, False pretenses Fraud Larceny, Possessing stolen property, Robbery Theft.
- Categorizing various kinds of Criminal Law Defenses.
- Distinguishing between the “beyond a reasonable doubt” standard as opposed to “preponderance”?

Level 2: Student demonstrates he/she is nearing proficiency by:

- Recognizing and recalling specific vocabulary, such as: Actus Reus, Mens Rea, Beyond A Reasonable Doubt, Incapacitation, Infancy, Insanity, Justification,

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**Health**

Mistake (of law), Necessity Provocation Self-defense, Carjacking, Circumstantial Evidence, Criminal Civil Rights Violation , Deterrence, Due Process Clause, Exclusionary Rule, Felony, Guilty Verdict, Insanity, M'naghten Test, Misdemeanor, Motive, Murder, Preponderance Of The Evidence, Procedural, Prosecution, Public Defender, Reasonable Doubt Reasonable Suspicion, Recidivism Rico (Racketeer Influenced And Corrupt Organization Act), Search And Seizure, Speedy Trial, Substantive, Testimony and Witness.

- Performing processes such as:
  - Identifying the various justifications for punishment, such as, retribution and rehabilitation.

Level 1: Student demonstrates a limited understanding or skill with the learning goal by:

**WGSD Curriculum  
Social Studies**

Course: Intro to Law  
Grade Level: 10-12  
LG 4 Civil Law

**HIGH PRIORITY STANDARDS**

- Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem. (CCSS.ELA-Literacy.RH.11-12.7)
- Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. (CCSS.ELA-Literacy.SL.11-12.1b)

**LEARNING GOAL**

Students will understand the basis of Civil Law.

**PROFICIENCY SCALE**

Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.

Level 3: Student demonstrates mastery with the learning goal as evidenced by:

- Evaluating jurisprudence in relation to contracts, warranties, credit, etc.
- Organizing and analyzing legal research concerning family laws, such as adoption, marriage, divorce, inheritance.
- Applying and justifying the court’s interpretation of civil law concerning torts and public policy.

Level 2: Student demonstrates he/she is nearing proficiency by:

- Recognizing and recalling specific vocabulary, such as: Allege, Arbitration, Arraignment, Burden of Proof, Case, Case number, Complaint, Damages, Deposition, Disability, Discovery, Family Law, Impairment, Lawsuit, Liability, Malpractice, Negligence, No Fault, Plaintiff, Pleading, Preponderance of the evidence, Product Liability, Property Damage, Reasonable doubt, Rebuttal, Settlement, Statute, Statute of Limitations, Tort, Verdict, Workers’ Compensation, and Wrongful death.
- Performing processes such as:

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**Health**

- Identifying important Supreme Court cases on civil law .
- Identifying civil law tort, such as intentional, negligence, duty, breach of duty, and strict liability.

Level 1: Student demonstrates a limited understanding or skill with the learning goal by:

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Social Studies**

Course: Intro to Law  
Grade Level: 10-12  
LG 5 International Law

**HIGH PRIORITY STANDARDS**

- Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. (CCSS.ELA-Literacy.SL.11-12.1b)

**LEARNING GOAL**

Students will develop an understanding of  
International law

**PROFICIENCY SCALE**

Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.

Level 3: Student demonstrates mastery with the learning goal as evidenced by:

- Explaining various forms of International Law, such as environmental law and law of the sea.
- Differentiating between and describing different internal courts and tribunal, such as International Court of Justice, International Criminal Court, Ad hoc Criminal Tribunals (International Criminal Tribunal for the Former Yugoslavia (ICTY), International Criminal Tribunal for Rwanda (ICTR)).

Level 2: Student demonstrates he/she is nearing proficiency by:

- Recognizing and recalling specific vocabulary, such as: Hague Conventions, Geneva Conventions, customary law , local custom, treaty , multilateral treaty, bilateral treaty, general principles of law, resolutions of international organizations, decisions of international tribunals, opinio juris, state practice, acquiescence, equity , equitable principles, jus cogens, fundamental norm, unilateral act/declaration, self-executing treaty, justiciable dispute, non justiciable dispute, and act of state doctrine, international criminal courts, international trade law, judicial system, law of treaties, space law, war crimes. International Residual Mechanism for Criminal Tribunals (UNMICT), UN Administration of Justice, International Tribunal for the

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**Health**

Law of the Sea.

- Performing processes such as:
  - Identifying The Rules, Practice, and Jurisprudence of International Courts and Tribunals.

Level 1: Student demonstrates a limited understanding or skill with the learning goal by:



WGSD Curriculum  
Social Studies

- Understand the value of money.
- Describe the difference between floating and fixed exchange rates.
- Identify how national deficits arise.
- Recognize less-developed countries on a global map.
- Calculate birth and date rates.
- Understand the role of government and global entities in managing less-developed countries.

**Course: AP Macroeconomics**

**Grade Level: 11-12**

**LG 1 Basic Concepts**

<b>High Priority Standards</b>	
<p><b>NBEA Standards</b> Economics <b>II. Economic Systems</b> <b>Achievement Standard:</b> Explain why societies develop economic systems, identify the basic features of different economic systems, and analyze the major features of the U.S. economic system.</p>	
<b>Learning Goal</b>	<b>Proficiency Scale</b>
<p>Students will understand fundamental economic concepts.</p>	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> <li>• Explaining the distinction between absolute and comparative costs, and absolute and comparative advantage.</li> </ul>

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Social Studies

- Applying the principle of comparative advantage to determine the basis on which mutually advantageous trade can take place between individuals and/or countries.
- Explaining the conflict between limited resources and unlimited wants.
- Interpreting the business cycle by explaining the dynamics of unemployment, inflation, and economic growth.

Level 2: Student demonstrates he/she is nearing proficiency by:

- Recognizing and recalling specific vocabulary, such as: efficiency, equality, opportunity cost, rational consumers, marginal changes, incentives, inflation, unemployment, economic models, circular-flow, production possibilities, microeconomics, macroeconomics, positive and normative statements, labor specialization, absolute and comparative advantage, imports and exports.
- Performing processes such as:
  - Identifying how different types of economies determine which goods and services to produce, how to produce them, and to whom to distribute them.
  - Identifying comparative advantage from differences in opportunity cost.
  - Identifying the principles of supply and demand.

Level 1: Student demonstrates a limited understanding or skill with the learning goal.

**Learning Targets**

**Students know how to:**

- Write a positive and normative economic statement.
- Calculate absolute and comparative advantages.
- Describe how consumers, businesses, and government decision-makers face scarcity of resources and must make trade-offs and incur opportunity costs.
- Illustrate the concepts of opportunity costs and trade-offs using an analytical example, such as a production possibilities curve.
- Compare and making correlations between the 10 principles of economics.

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- Draw conclusions between the concepts of scarcity and opportunity costs.
- Reflect on the uses and applications of the circular flow model of economics.
- Interpret the conclusions of the production possibilities frontier for an economy.
- Critique the relationship between slope and production possibilities.
- Compare and contrast the value of international trade with respect to production possibilities for an economy.
- Judge the value of labor specialization to economic production.
- Draw conclusions from calculations of absolute and comparative advantages.

**Course: AP Macroeconomics**

**Grade Level: 11-12**

**LG 2 Economic Performance**

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### High Priority Standards

**NBEA Standards**

Economics

**IV. Markets and Prices**

**Achievement Standard:** Analyze the role of markets and prices in the U.S. economy.

**V. Market Structures**

**Achievement Standard:** Analyze the different types of market structures and the effect they have on the price and the quality of the goods and services produced.

Learning Goal	Proficiency Scale
Students will understand how the economy	Level 4: Student demonstrates an in-depth inference or advanced application or innovates

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<p>functions.</p>	<p>with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> <li>• Explaining aggregate supply and demand and how they determine the equilibrium of national output and general price levels.</li> <li>• Explaining consumption, investment, government spending and net exports as components of aggregate demand.</li> <li>• Determining aggregate supply by examining the shape of the supply curve both in the short and long run.</li> <li>• Explaining the effects of public policy on the economy.</li> </ul> <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> <li>• Recognizing and recalling specific vocabulary, such as: markets quantity demanded, law of demand, demand schedules, demand curve, quantity supplied, law of supply, supply schedules, supply curve, equilibrium, surplus, shortage, normal good, inferior good, substitute and complementary goods, market demand, elasticity, total revenue, income elasticity, cross-price elasticity, price ceilings, price floors.</li> <li>• Performing processes such as:             <ul style="list-style-type: none"> <li>○ Discussing the nature of aggregate demand and aggregate supply.</li> <li>○ Identifying factors that affect supply and demand.</li> </ul> </li> </ul> <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
<p><b>Learning Targets</b></p>	
<p><b>Students know how to:</b></p> <ul style="list-style-type: none"> <li>• Generate examples that illustrate the law of demand and the law of supply.</li> <li>• Interpret demand and supply schedules and their corresponding graphs.</li> </ul>	

## WGSD Curriculum Social Studies

- Differentiate between a change in quantity demanded/supplied and a shift in demand/supply
- Evaluate and create situations to determine the factors that shift a demand curve or a supply curve.
- Detect equilibrium price and quantity and making inferences from various market outcomes.
- Judge when surpluses and shortages occur and evaluating their implications.
- Diagnose products based upon their price elasticity of demand and supply measures.
- Interpret elasticity calculation results both in the long-run and the short-run.
- Connect the relationship between price elasticity and total revenue.
- Differentiate elasticity conclusions based upon slope and graphs.
- Reflect on the differences between income-elasticity and cross-price elasticity.
- Differentiate between price ceilings and price floors.
- Identify concerns with interventions in free markets.
- Generate tax incidence graphically.
- Interpret the impact of a tax buyers, sellers, and the overall market.
- Diagnose the relationship between elasticity and tax incidence.
- Graph a demand and supply schedule.
- Explain calculations of surpluses and shortages.
- Depict equilibrium price and quantity.
- Explain calculations of price elasticity of demand and supply.
- Understand elasticity numerical results.
- Graph and label price floors and ceilings.
- Illustrate tax incidence on a graph
- Identify pre/post prices and quantities after a tax is imposed upon a given market.

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**Course: AP Macroeconomics**  
**Grade Level: 11-12**  
**LG 3 Monetary Supply**

**High Priority Standards**

**NBEA Standards**

Economics

**III. Economic Institutions and Incentives**

**Achievement Standard:** Analyze the role of core economic institutions and incentives in the U.S. economy.

**IV. Markets and Prices**

**Achievement Standard:** Analyze the role of markets and prices in the U.S. economy.

**V. Market Structures**

**Achievement Standard:** Analyze the different types of market structures and the effect they have on the price and the quality of the goods and services produced.

<b>Learning Goal</b>	<b>Proficiency Scale</b>
<p>Students will understand market interactions and monetary supply and demand.</p>	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> <li>• Examining how public policy can affect the economy’s output, price level, and level of employment.</li> </ul>

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	<ul style="list-style-type: none"> <li>• Explaining the impacts of fiscal policy and monetary policy on the economies output and price level.</li> <li>• Determining how respond to government deficits and the burden of national debt.</li> </ul> <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> <li>• Recognizing and recalling specific vocabulary, such as: welfare economics, willingness to pay, consumer surplus, producer surplus, efficiency, equality, deadweight loss, the Laffer curve, supply-side economics, tax revenue, world price, tariff, exports, imports, domestic price/quantity, comparative advantage.</li> <li>• Performing processes such as:             <ul style="list-style-type: none"> <li>○ Identifying the relationships between deficits, interest rates, and inflation.</li> <li>○ Distinguishing between the short-run and long-run impacts of monetary and fiscal policies.</li> </ul> </li> </ul> <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
<b>Learning Targets</b>	
<p><b>Students know how to:</b></p> <ul style="list-style-type: none"> <li>• Critique how the allocation of resources affects economic well-being.</li> <li>• Interpret calculations of producer and consumer surpluses.</li> <li>• Draw conclusions from the increases and decreases in total surplus.</li> <li>• Develop arguments for various economic policies based upon the concept of total surplus maximization.</li> <li>• Detect the causes and implications of deadweight loss in taxation.</li> <li>• Generate deadweight loss values and interpreting market implications.</li> <li>• Relate deadweight loss size and incidence to concepts such as elasticity and tax revenue.</li> <li>• Judge whether or not policies and taxation can be justified through an analysis of the laffer curve, tax revenue, and deadweight loss.</li> <li>• Make inferences about supply-side economics as a policy to reduce deadweight loss.</li> <li>• Generate arguments for restricting and allowing international trade in a variety of economic settings.</li> <li>• Draw conclusions for when it is advisable to import or export based upon domestic welfare arguments.</li> <li>• Diagram and calculate changes in producer, consumer, and total surplus.</li> <li>• Produce a graph that illustrates deadweight loss and tax revenue.</li> </ul>	

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Social Studies

- Explain when to trade and when to not open international borders.
- Summarize the purpose and effects of a tariff.
- Diagram and calculate deadweight loss and surplus loss of a tariff.

**Course: AP Macroeconomics**

**Grade Level: 11-12**

**LG 4 Data**

<b>High Priority Standards</b>	
<p><b>NBEA Standards</b> Economics <b>IX. Aggregate Supply and Aggregate Demand</b> <b>Achievement Standard:</b> Analyze how the U.S. economy functions as a whole and describe selected macroeconomic measures of economic activity.</p>	
<b>Learning Goal</b>	<b>Proficiency Scale</b>
<p>Students will understand the key measures of economic performance.</p>	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> <li>• Differentiating between nominal and real measures of GDP.</li> <li>• Applying the GDP deflator and inflation calculations to make economic inferences.</li> </ul>



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Social Studies

- Explaining the relationship between GDP and inflation.
- Explaining the key measures of economic performance such as gross domestic product, unemployment, and inflation.

Level 2: Student demonstrates he/she is nearing proficiency by:

- Recognizing and recalling specific vocabulary, such as: microeconomics, macroeconomics, gross domestic product (GDP), final goods, intermediate goods, consumption, investment, government purchases, transfer payments, net exports, nominal vs. real GDP, GDP deflator, inflation, consumer price index (CPI).
- Performing processes such as:
  - Defining the natural rate of unemployment and the factors that affect it.
  - Describing inflation and how it is measured.
  - Identifying how price indices are constructed.

Level 1: Student demonstrates a limited understanding or skill with the learning goal.

**Learning Targets**

**Students know how to:**

- Detect changes and adjustments in GDP calculations and numerical values.
- Detect how policy changes will affect current GDP measures.
- Correlate GDP with various economic well-being factors in the short and long-run.
- Critique the value of GDP as an economic tool for data management.
- Investigate the various methods of determining CPI measures.
- Make correlations between CPI and economic utility.
- Judge the effectiveness of using CPI as an economic data tool.
- Describe the various components for measuring a nation's GDP.
- Understand the impact of GDP numbers/calculations.

## WGSD Curriculum Social Studies

- Show the differences between nominal and real GDP.
- Understand how to make calculations of CPI.
- Outline the benefits and limitations of CPI.

**Course: AP Macroeconomics**  
**Grade Level: 9-12**  
**LG 5 Successful Economies**

### High Priority Standards

#### **NBEA Standards**

Economics

#### **VI. Productivity**

**Achievement Standard:** Explain the importance of productivity and analyze how specialization, division of labor, investment in physical and human capital, and technological change affect productivity and global trade.

#### **VIII. Global Economic Concepts**

**Achievement Standard:** Examine the role of trade, protectionism, and monetary markets in the global economy.

#### **IX. Aggregate Supply and Aggregate Demand**

**Achievement Standard:** Analyze how the U.S. economy functions as a whole and describe selected macroeconomic measures of economic activity.

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<b>Learning Goal</b>	<b>Proficiency Scale</b>
<p style="text-align: center;">Students will understand how successful and unsuccessful economies function in the long-run.</p>	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> <li>• Explaining monetary policy with concepts such as the definition of money and the time value of money, measures of the money supply, fractional reserve banking and the Federal Reserve System.</li> <li>• Explaining how equilibrium in the money market determines the equilibrium nominal interest rate.</li> <li>• Establishing a link between changes in the real interest rate and changes in aggregate demand.</li> <li>• Explaining how changes in aggregate demand affect real output and price level.</li> </ul> <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> <li>• Recognizing and recalling specific vocabulary, such as: productivity, physical capital per worker (K/L), human capital per worker (H/L), natural resources per worker (N/L), technological knowledge (TK), saving, investment, diminishing returns, catch-up effect, property rights, free trade, capital stock, outward/inward-oriented trade policies, financial markets, bonds, stocks, financial intermediaries, mutual funds, national saving, private saving, public saving, budget surplus/deficit, market for loanable funds, saving incentive, investment incentive, labor force, unemployment rate, labor-force participation rate, natural rate of employment, cyclical unemployment, discouraged workers, frictional vs. structural unemployment, unions, efficiency wages, liquidity, commodity money, fiat money, demand deposits, reserves, Federal Reserve, fractional-reserve banking, reserve ratio, money multiplier, open-market operations, reserve requirements</li> </ul>

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Social Studies

- Performing processes such as:
  - Identifying the role of the Federal Reserve in the United States monetary system.
  - Describing the effects of trade restrictions.
  - Identify the basic determinants of productivity.

Level 1: Student demonstrates a limited understanding or skill with the learning goal.

**Learning Targets**

**Students know how to:**

- Generalize an economic outlook for a less developed country based upon determinants of productivity.
- Hypothesize methods for improving aspects of economic performance to enhance productivity for a nation.
- Judge the effectiveness of trade policies.
- Critique the vicious cycle of poverty in the global scene.
- Diagnose benefits and limitations to the financial intermediaries and systems at play in the current economy.
- Interpret the results of national savings calculations and making inferences about economic status.
- Compare and contrast the supply and demand for the market for loanable funds.
- Develop arguments justifying an economic need for saving incentives, investment incentives, or budget surplus/deficit management policies.
- Judge the effectiveness of current United States loanable funds management.
- Connect current United States unemployment statistics with implications of unemployment data limitations.
- Justify policies that affect unemployment rates to varying degrees.
- Critique the concept of unions and the theory of introducing efficiency wages into an economy.
- Apply concepts learned into an unemployment plan for a nation, while demonstrating an understanding of the tradeoff between inflation and unemployment.
- Differentiate between Federal Reserve policies for money manipulation.
- Identify problems with the money multiplier effect and judging the effectiveness of fractional-reserve banking, especially in light of current events.
- Make a case for a specific monetary policy that the Federal Reserve could/should employ.

## WGSD Curriculum Social Studies

- Critique United States' policies for managing the money stock (M1 and M2).
- Paraphrase the 4 basic determinants of productivity.
- Understand the impact of the catch-up effect on less developed countries.
- Describe the 9 long-run determinants of productivity for an economy.
- Outline the various financial intermediaries and systems at play.
- Understand the national savings equation and manipulating the variables within it.
- Explain the differences between a budget surplus and deficit.
- Summarize the mechanics of supply and demand for loanable funds
- Diagram the differences between saving or investment incentive fiscal policies.
- Measure the labor force, the labor-force participation rate, and the unemployment rate.
- Outline the differences between frictional and structural unemployment.
- Describe the impact that unions and policy laws (such as minimum wage) affect the unemployment scenario in an economy.
- Describe the limitations of using unemployment to measure economic well-being.
- Explain the various functions and definitions of money.
- Clarify the concepts of demand deposits and t-charts.
- Exhibit knowledge of how fractional-reserve banking contrasts with 100% reserve banking.
- Explain how to calculate reserve ratios and the money multiplier.

WGSD Curriculum  
Social Studies

**Course: AP Microeconomics**

**Grade Level: 11-12**

**LG 1 Basic Concepts**

<b>High Priority Standards</b>	
<p><b>NBEA Standards</b> Economics <b>II. Economic Systems</b> <b>Achievement Standard:</b> Explain why societies develop economic systems, identify the basic features of different economic systems, and analyze the major features of the U.S. economic system.</p>	
<b>Learning Goal</b>	<b>Proficiency Scale</b>
<p>Students will understand fundamental economic concepts.</p>	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> <li>• Explaining the concepts of opportunity costs and trade-offs using the production possibilities curve or other analytical examples.</li> <li>• Determining the basis under which mutually advantageous trade can take place between countries.</li> <li>• Explaining why and how specialization and exchange increase total output of goods and services.</li> <li>• Applying knowledge of economic systems to analyze the United States economy and the events and items that influence it.</li> </ul> <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> <li>• Recognizing and recalling specific vocabulary, such as: opportunity cost, economic models, circular-flow, production possibilities, microeconomics, macroeconomics, positive and normative statements, factors of production (labor, land, capital, entrepreneurship), human capital, capitalist, socialist, sustenance, comparative</li> </ul>

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Social Studies

advantage, labor specialization markets, quantity demanded, law of demand, demand schedules, demand curve, quantity supplied, law of supply, supply schedules, supply curve, equilibrium, surplus, shortage, market demand.

- Performing processes such as:
  - Identifying the basic concepts that guide decision makers in an economy.
  - Identifying comparative advantage from differences in opportunity costs.
  - Identifying the differences between micro and macroeconomic topics of study.
  - Describing how environmental, cultural, and world event factors affect economies function.

Level 1: Student demonstrates a limited understanding or skill with the learning goal.

**Learning Targets**

**Students know how to:**

- Draw conclusions between the concepts of scarcity and opportunity costs.
- Reflect on the uses and applications of the circular flow model of economics.
- Interpret the conclusions of the production possibilities frontier for an economy.
- Justify the economic rationale for the vicious cycle of poverty.
- Critique the relationship between slope and production possibilities.
- Generate statements surrounding the four factors of production.
- Develop arguments for war, trade, national security good production, and innovation as related to the production possibilities frontier.
- Generate examples that illustrate the law of demand and the law of supply.
- Interpret demand and supply schedules and their corresponding graphs.
- Differentiate between a change in quantity demanded/supplied and a shift in demand/supply.
- Evaluate and create situations to determine the factors that shift a demand curve or a supply curve
- Describe the parts of the circular flow model and the production possibilities model.
- Write a positive and normative economic statement.

## WGSD Curriculum Social Studies

- Diagram the various factors of production in an economy.
- Describe the effects of war on economies.
- Calculate comparative advantages.
- Show the ability to graph a demand and supply schedule.
- Explain calculations of surpluses and shortages.
- Depict equilibrium price and quantity.
- Explain calculations of price elasticity of demand and supply.



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Social Studies

**Course: AP Microeconomics**

**Grade Level: 11-12**

**LG 2 Process and Theories**

<b>High Priority Standards</b>	
<p><b>NBEA Standards</b> Economics <b>II. Economic Systems</b> <b>Achievement Standard:</b> Explain why societies develop economic systems, identify the basic features of different economic systems, and analyze the major features of the U.S. economic system.</p>	
<b>Learning Goal</b>	<b>Proficiency Scale</b>
<p>Students will understand microeconomic theories and concepts</p>	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> <li>• Applying the concepts of elasticity such as calculating price, cross-price, demand and supply.</li> <li>• Explaining the theories that guide microeconomics, such as consumer choice, production theory, market theory, and game theory.</li> </ul> <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> <li>• Recognizing and recalling specific vocabulary, such as: normal good, inferior good, substitute and complementary goods, elasticity, total revenue, income elasticity, cross-price elasticity, utility/utilities, marginal utility, MU/P, rational consumer, consumer surplus, producer surplus, price ceilings, price floors, surplus, shortage, sole proprietorship, partnership, corporation, limited/unlimited liability.</li> <li>• Performing processes such as:</li> </ul>

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Social Studies

- Determining the result of interventions in markets.
- Demonstrating an understanding of limited vs. unlimited liability.
- Identifying concerns with interventions in free markets.

Level 1: Student demonstrates a limited understanding or skill with the learning goal.

**Learning Targets**

**Students know how to:**

- Diagnose products based upon their price elasticity of demand and supply measures.
- Interpret elasticity calculation results both in the long-run and the short-run.
- Connect the relationship between price elasticity and total revenue.
- Differentiate elasticity conclusions based upon slope and graphs.
- Reflect on the differences between income-elasticity and cross-price elasticity.
- Debate the truth behind the theory of diminishing marginal utility.
- Diagnose paradoxical relationships between utility and varying economic situations.
- Dissect rational consumer behaviors related to marginal utility to price ratios differentiating between price ceilings and price floors.
- Dissect the arguments behind the formation and implementation of various business entities.
- Differentiate between limited and unlimited liability.
- Understand elasticity numerical results.
- Locate the law of diminishing marginal utility graphically and hypothetically.
- Calculate  $\mu/p$  ratio and predicting/analyzing consumer behaviors.
- Explain consumer and producer surplus.
- Produce graphs and labeling price floors and ceilings.

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Social Studies

**Course: AP Microeconomics**

**Grade Level: 11-12**

**LG 3 Product Markets**

**High Priority Standards**

**NBEA Standards**

Economics

**IV. Markets and Prices**

**Achievement Standard:** Analyze the role of markets and prices in the U.S. economy.

**V. Market Structures**

**Achievement Standard:** Analyze the different types of market structures and the effect they have on the price and the quality of the goods and services produced.

Learning Goal	Proficiency Scale
<p>Students will understand product markets.</p>	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> <li>• Explaining both the demand and supply sides of product markets and how they interact.</li> <li>• Demonstrate and understanding of production and cost analysis by applying formulas such as the <math>MR=MC</math> rule, price elasticity, and the law of diminishing returns.</li> </ul> <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> <li>• Recognizing and recalling specific vocabulary, such as: fixed costs, variable costs, diminishing returns, average costs, marginal cost, economies of scale, constant</li> </ul>

## WGSD Curriculum Social Studies

	<p>returns to scale, diseconomies of scale, long-run, short-run, rightsizing, downsizing, outsourcing, profit-maximization, MR=MC rule, marginal revenue, loss minimization, economic externalities, free rider, third party, property rights, market failure, obligatory controls, public good, asymmetric information, moral hazard, private vs. social cost.</p> <ul style="list-style-type: none"> <li>• Performing processes such as:             <ul style="list-style-type: none"> <li>○ Identifying concepts that affect product markets, both positively and negatively, such as moral hazard, price ceilings, and outsourcing.</li> <li>○ Recognizing the various solutions the government has for firms involved in market failure.</li> <li>○ Identifying when firms are in a state of economy, diseconomy, or constant returns to scale.</li> </ul> </li> </ul> <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
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### Learning Targets

**Students know how to:**

- Generate analytical statements based upon calculations of fixed, variable, and average cost structures of firms.
- Hypothesize when and if the law of diminishing returns sets in for a firm.
- Debate production decisions for firms based upon their cost structures and whether they operate as an economy of scale, a diseconomy of scale, or at constant returns to scale.
- Interpret the implications of outsourcing, rightsizing, downsizing, in both the long-run and short-run economic situations for a firm.
- Investigate the relationship between marginal revenue and marginal cost for firms.
- Develop a strategy for a firm to maximize profit and minimize loss to avoid economic shutdown.
- Simulate economic externalities of firms and market failure scenarios.
- Diagnose firms that have high social cost and contrasting them with firms not in danger of market failure.
- Generate scenarios where moral hazard occurs.
- Critique government solutions for handling market failure.

## WGSD Curriculum Social Studies

- Calculate fixed and variable costs.
- Graph fixed and variable costs.
- Calculate average fixed and average variable costs.
- Graph average fixed and average variable costs.
- Describe when a firm should increase, maintain, or decrease production and output.
- Demonstrate an understanding of when a firm should outsource labor or resources.
- Calculate total and marginal revenue.
- Describe situations when profit maximization or loss minimization need to be employed.
- Label positive and negative externalities.
- Examine firms in market failure.
- Identify asymmetric information and deciding when moral hazard may occur.

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Social Studies

**Course: AP Microeconomics**

**Grade Level: 11-12**

**LG 4 Market Structures**

<b>High Priority Standards</b>	
<p><b>NBEA Standards</b> Economics <b>IV. Markets and Prices</b> <b>Achievement Standard:</b> Analyze the role of markets and prices in the U.S. economy. <b>V. Market Structures</b> <b>Achievement Standard:</b> Analyze the different types of market structures and the effect they have on the price and the quality of the goods and services produced.</p>	
<b>Learning Goal</b>	<b>Proficiency Scale</b>
<p>Students will understand market structures within the product markets.</p>	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> <li>• Generating price strategies for firms based upon an understanding of their market structure.</li> <li>• Explaining concentration ratios and the HHI index for various market structures.</li> <li>• Comparing and describing various market structures of firms such as firm entry, product differentiation, price control, market power, and number of competitors.</li> </ul> <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> <li>• Recognizing and recalling specific vocabulary, such as: relevant market, cross-elasticity, market structure, monopoly, oligopoly, monopolistic competition, perfect competition, market share, market position, product differentiation, innovators, imitators, patents, concentration ratio, market power, horizontal merger, vertical</li> </ul>

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Social Studies

merger, conglomerate merger, joint venture, cartel, game theory of pricing, price makers/takers, brand multiplication, brand loyalty, antitrust.

- Performing processes such as:
  - Describing the four main types of market structures.
  - Identifying the three types of mergers.
  - Describing the various methods the government has to handle monopoly situations.

Level 1: Student demonstrates a limited understanding or skill with the learning goal.

**Learning Targets**

**Students know how to:**

- Research a specific firm and hypothesizing its market structure.
- Investigate the various factors that influence a firm's market structure.
- Diagnose markets' pricing options and strategies based upon their market structure.
- Hypothesize whether or not perfect competition exists in natural markets.
- Invent hypothetical situations where various categories of mergers could/would occur.
- Compare and contrast cartels and game theories of pricing.
- Develop rationales for nationalizing, ignoring, encouraging, splitting up, and prohibiting monopolies.
- Calculate cross-elasticity measures.
- Understand how to read cross-elasticity results and interpreting whether or not a firms share a relevant market.
- Categorize different firms into different market structures.
- Calculate concentration ratios in oligopolistic markets.
- Demonstrate an understanding of cartels and price limitations for firms.
- Understand branding and advertising concerns for oligopolistic markets.

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**Course: AP Microeconomics**

**Grade Level: 11-12**

**LG 5 Factor Markets**

**High Priority Standards**

**NBEA Standards**

Economics

**IV. Markets and Prices**

**Achievement Standard:** Analyze the role of markets and prices in the U.S. economy.

**VI. Productivity**

**Achievement Standard:** Explain the importance of productivity and analyze how specialization, division of labor, investment in physical and human capital, and technological change affect productivity and global trade.

**V. Market Structures**

**Achievement Standard:** Analyze the different types of market structures and the effect they have on the price and the quality of the goods and services produced.

<b>Learning Goal</b>	<b>Proficiency Scale</b>
<p>Students will understand factor markets.</p>	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> <li>• Applying the concepts of supply and demand to markets for factors such as labor, capital, and land.</li> <li>• Explaining how a factor’s marginal product and the marginal revenue product affect the demand for the factor.</li> </ul> <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> <li>• Recognizing and recalling specific vocabulary, such as: revenue, marginal labor</li> </ul>



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Social Studies

cost, marginal revenue product, wage rate, backward-bending supply curve, minimum wage, efficiency wages, monopsony, union, closed shop, union shop, craft union, industrial union, loanable funds market, capital equipment, interest rate, present value, rent, profit, Lorenz curve, Gini coefficient, wealth, life-cycle wealth, median income, poverty threshold., negative income tax.

- Performing processes such as:
  - Identifying the role of factor prices in the allocation of scarce resources.
  - Identifying the sources of income inequality in a market economy.
  - Describing the factors that shift the demand and supply curves for labor.

Level 1: Student demonstrates a limited understanding or skill with the learning goal.

**Learning Targets**

**Students know how to:**

- Compare and contrast output curves and marginal product curves for various firms.
- Develop strategies for firms with situations of diminishing returns.
- Draw conclusions from revenue, marginal revenue product, and wage rate calculations.
- Experiment with firm decisions surrounding wage rate changes and marginal physical product.
- Deduce factors that shift supply and demand curves for the labor markets.
- Identify concerns with wage rate differentials in economies.
- Construct arguments for and against minimum wage legislation and efficiency wages.
- Devise situations where a monopsony would arise.
- Draw economic conclusions from return to monopsony power calculations.
- Research the economic benefit and history of unions.
- Construct arguments for why firms need utilize the loanable funds market.
- Debate the ethics behind interest rate profiting by firms in an economy.
- Classify various types of rent.
- Investigate the best ways to profit in an economy.

## WGSD Curriculum Social Studies

- Rank economic standing based upon Lorenz curves.
- Investigate Gini-coefficients for economies and comparing their implications.
- Dissect arguments for and against wealth distribution equality for economies.
- Research poverty thresholds and developing a position for possible economic solutions.
- Calculate output and marginal physical product.
- Recognize marginal physical product and output curves graphically.
- Paraphrase the law of diminishing returns.
- Demonstrate an understanding of how wage rates are determined and recognizing when to stop hiring laborers and making output.
- Reproduce a backward-bending supply curve graphically.
- Explain wage rate differentials.
- Explain the role of loanable funds to the economy as a whole and the firm.
- Calculate the interest rate on loanable funds.
- Describe the present value.
- Understand various types of rent.
- Graph and explaining a Lorenz curve.
- Interpret Gini-coefficients.
- Observe wealth distribution inequality globally and nationally.
- Recognize negative income tax and other corrective income policies.

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**Course: AP Microeconomics**  
**Grade Level: 9-12**  
**LG 6 World Economy**

**High Priority Standards**

**NBEA Standards**

Economics

**IV. Markets and Prices**

**Achievement Standard:** Analyze the role of markets and prices in the U.S. economy.

<b>Learning Goal</b>	<b>Proficiency Scale</b>
<p>Students will understand the world economy.</p>	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> <li>• Explaining how market forces and public policy affect currency demand and currency supply in the foreign exchange markets</li> </ul> <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> <li>○ Recognizing and recalling specific vocabulary, such as: free trade, international specialization, absolute advantage, comparative advantage, imports, exports, tariff, quota, GATT, NAFTA, EEC, WTO, EU, forex market, exchange rate, floating exchange rate, appreciation, depreciation, arbitrage, fixed exchange rate, devaluation, international monetary fund,</li> </ul>

WGSD Curriculum  
Social Studies

balance of trade, debt, less developed countries, infrastructure, big push, forward and backward linkages

- Performing processes such as:  
Level 1: Student demonstrates a limited understanding or skill with the learning goal.

**Learning Targets**

**Students know how to:**

- Decipher various trade options for economies based upon calculations of economic advantages and export/import data.
- Hypothesize various trade scenarios based upon various policies/arguments for or against trading with other economies.
- Compare and contrasting the effects of initiating trade tariff and trade quotas.
- Critique the purpose and value of different trade organizations.
- Judge the value of manipulating foreign exchange markets.
- Justify the process of arbitrage and the ethics of currency trading.
- Determine solutions for national deficits.
- Investigate economic statistics such as birth and death rate to defend less-developed country status.
- Develop plans of action for less-developed countries based upon the factors and economic “traps” that occur.
- Justify the argument for a “big push” from the government/global decision-makers.
- Gather information about intra/inter-state trade.
- Define free trade.
- Calculate absolute and comparative advantages.
- Identify a nation’s imports and exports in terms of trade and advantage.
- Summarize the arguments for and against international trade.
- Clarify the need for tariffs and quotas, along with various trade organizations.
- Summarize the purpose and function of the forex market.
- Calculate exchange rates for various currencies.
- Describing the factors that shift supply and demand curves relating to foreign exchange markets.

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Social Studies

- Understand the value of money.
- Describe the difference between floating and fixed exchange rates.
- Identify how national deficits arise.
- Recognize less-developed countries on a global map.
- Calculate birth and date rates.
- Understand the role of government and global entities in managing less-developed countries.

**Course: AP Macroeconomics**

**Grade Level: 11-12**

**LG 1 Basic Concepts**

<b>High Priority Standards</b>	
<p><b>NBEA Standards</b> Economics <b>II. Economic Systems</b> <b>Achievement Standard:</b> Explain why societies develop economic systems, identify the basic features of different economic systems, and analyze the major features of the U.S. economic system.</p>	
<b>Learning Goal</b>	<b>Proficiency Scale</b>
<p>Students will understand fundamental economic concepts.</p>	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> <li>• Explaining the distinction between absolute and comparative costs, and absolute and comparative advantage.</li> </ul>

# WGSD Curriculum - American Military History I

## American Revolution (Unit 5)

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

SS3a Knowledge of continuity and change in the history of Missouri and the United States

SS3b Knowledge of continuity and change in the history of the world

Learning Goal

Students will be able to evaluate the causes and effects of the American Revolution and draw parallels between the American Revolution and the Mexican-American War.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery with the learning goal as evidenced by

- analyzing the impact of the major historical figures of the time period.
- analyzing leadership and diplomatic decisions in terms of post-war outcomes.
- synthesizing multiple sources of information in order to present information on specific battles.

	<ul style="list-style-type: none"> <li>● dramatizing specific battles given the historical conditions.</li> <li>● drawing conclusions about the ways in which each conflict drove the development of specific medical and tactical innovations.</li> </ul> <p>2: The student demonstrates he/she is nearing proficiency by</p> <ul style="list-style-type: none"> <li>● recognizing and recalling specific vocabulary, such as <i>continental army, battalions, regiments, George Washington, Bunker Hill, musket.</i></li> <li>● performing specific processes, such as <ul style="list-style-type: none"> <li>○ summarizing primary source documents.</li> <li>○ providing an objective summary of the important battles, events, and people during the American Revolution.</li> <li>○ identifying specific medical and tactical innovations caused by the wars.</li> <li>○ performing research with teacher-provided templates.</li> </ul> </li> </ul> <p>1: The student demonstrates limited understanding or skill with the learning goal.</p>

### Learning Targets

- Students learn the causes of the American Revolution and Mexican-American War.
- Students learn about the battles, weapons, historical leaders, and contemporary events specific to the two wars.
- Students research a specific battle and present it.
- Students compare the two wars.

Learning Design



# WGSD Curriculum - US Military History

## Civil War (Unit 3)

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

SS3a Knowledge of continuity and change in the history of Missouri and the United States  
SS3b Knowledge of continuity and change in the history of the world

Learning Goal

Students will be able to draw parallels between advanced technology of the mid 19th century with cause/effect on the battlefield yesterday and today.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: Student will demonstrate a critical understanding of the actions, events, terms, battles, strategies and leaders during the Civil War.

\* Students will recognize and recall specific vocabulary, such as: Smooth bore, Arlington cemetery, USS. Maine

\* Initiating and participating effectively in a range of collaborative discussions about innovations with weaponry and medicine.

\* Propel conversations by posing and responding to questions that broaden the topics under study. Questions such as "how did medicine of the time period affect modern medicine?"

\* Analyze the topic of discussion and demonstrate a keen understanding of what, where, how and why.

	<ul style="list-style-type: none"> <li>* Use a variety of media options to demonstrate the battles, strategies, leaders of the Civil War.</li> <li>* Students will take a comprehensive exam demonstrating their understanding of the particular topics discussed during the unit.</li> </ul> <p>2: The student demonstrates he/she is nearing proficiency by recognizing or recalling specific vocabulary, such as slavery, compromises, Abraham Lincoln.</p> <p>performing specific processes</p> <ul style="list-style-type: none"> <li>* Students will listen, see and interpret various media tools, such as: videos, internet for future discussion and articulating the Civil War as a whole.</li> <li>* Describe specific battles, weapons and events during this time period.</li> <li>* Providing a brainstorm/overview of a text.</li> <li>* Providing textual evidence of teacher-identified themes about the Civil War and technological innovations.</li> <li>* Provide an objective summary of battles, events and people during this time period.</li> </ul> <p>1: The student demonstrates limited understanding or skill with the learning goal.</p>

Targets
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- \*Students will learn about weapons of the time.
- \*Students will learn the causes of the Civil War.
- \*Students will study, research and present information about specific battles.
- \*Students will learn the impacts of medicine during the 19th century and how it changed medicine of the 21st century.

Learning Design

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# WGSD Curriculum - American Military History I

## Expansion (Unit 2)

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

SS3a Knowledge of continuity and change in the history of Missouri and the United States  
SS3b Knowledge of continuity and change in the history of the world

Learning Goal

Students will be able to analyze the causes and effects of American Imperialism, both foreign and domestic, during the turn of the 20th century and its impact on American global influence in the 21st century

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal as evidenced by

- demonstrating a critical understanding of the actions, events, terms, battles, and implications of the imperialism/manifest destiny time period at the turn of the 20th century.
- analyzing cause and effect with regards to expansion and its effect on the current global market.

2: The student demonstrates he/she is nearing proficiency by

	<ul style="list-style-type: none"> <li>● recognizing or recalling specific vocabulary, such as <i>Buffalo Soldiers</i>, <i>Custer</i>, <i>yellow journalism</i>, <i>Manifest Destiny</i>, <i>globalization</i>, and <i>Fetterman's massacre</i>.</li>   <li>● performing basic processes, such as <ul style="list-style-type: none"> <li>○ synthesizing multiple sources of information in order to articulate the rise of American expansion around the globe.</li> <li>○ describing specific battles, weapons and events during this time period.</li> <li>○ providing a brainstorm/overview of a text.</li> <li>○ providing textual evidence of teacher-identified themes about war in general.</li> <li>○ providing an objective summary of battles, events and people during this time period.</li> </ul> </li> </ul> <p>1: The student demonstrates limited understanding or skill with the learning goal.</p>

### Learning Targets

- Students will learn and understand about the effects of Yellow Journalism.
- Students will study causes, weapons, leaders, tactics and effects of the Spanish American war.
- Students will draw the parallels between foreign imperialism and domestic imperialism (Indian wars).
- Students will study principles of a strong economy and how it impacts a country as a whole and the effects it has on the global market.

<u>Learning Design</u>

# WGSD Curriculum - American Military History I

## Mexican-American War (Unit 4)

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

SS3a Knowledge of continuity and change in the history of Missouri and the United States

SS3b Knowledge of continuity and change in the history of the world

Learning Goal

Students will be able to draw parallels between the War of 1812 and Mexican American war with the American revolution and the continued fight for independence from the English.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal as evidenced by

- demonstrating a critical understanding of the actions, events, terms, battles, strategies, and leaders of both wars.
- articulating an opinion about the meaning of American independence informed by the study of the two wars.
- writing an original researched narrative to demonstrate American independence well after the American revolution of the 18th century.

	<p>2: The student demonstrates he/she is nearing proficiency by</p> <ul style="list-style-type: none"> <li>● recognizing or recalling specific vocabulary, such as <i>The Alamo</i>, <i>artillery</i>, <i>muskets</i>, <i>impressment</i>, <i>USS Constitution</i>, <i>Vera Cruz</i>.</li> <li>● performing specific processes such as <ul style="list-style-type: none"> <li>○ summarizing multiple sources of information about both wars.</li> <li>○ providing an objective summary of battles, events, and people during the time period.</li> <li>○ writing a research composition following a teacher-provided template.</li> </ul> </li> </ul> <p>1: The student demonstrates limited understanding or skill with the learning goal.</p>

### Learning Targets

- Students will choose a particular topic.
- Students are instructed in effective research methods.
- Students collect resources.
- Students evaluate sources for relevancy and reliability.
- Students will write a research paper based on their topic and sources.



Learning Design

# WGSD Curriculum - American Military History I

## WWI (Unit I)

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

SS3a Knowledge of continuity and change in the history of Missouri and the United States  
SS3b Knowledge of continuity and change in the history of the world

Essential Learning Goal

Students will be able to analyze the effects of technological innovations during WWI and draw parallels about its impact on modern weaponry.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery with the learning goal as evidenced by

- demonstrating a critical understanding of the causes, actions, events, terms, battles, and conditions of World War I.
- evaluating, based on primary sources, the conditions of trench warfare from 1914-1918.
- analyzing the mechanized weapons of the 20th century to provide an overview that demonstrates a keen understanding of what, where, how and why it changed weaponry/tactics that we know today.
- synthesizing a variety of media options to demonstrate the life of a

	<p>common soldier in the on the Allies side vs. the Central Powers (conditions, theater of conflict, similarities, differences).</p> <p>2: The student demonstrates he/she is nearing proficiency by</p> <ul style="list-style-type: none"> <li>● recognizing and recalling specific vocabulary, such as <i>trenches, bayonets, gas warfare, Enfield rifle, dugout, parapet.</i></li> <li>● performing specific processes, such as <ul style="list-style-type: none"> <li>○ summarizing various media sources, including text, about trench warfare.</li> <li>○ describing specific battles, weapons and events in World War I.</li> <li>○ providing textual evidence of teacher-identified themes about war in general.</li> <li>○ providing an objective summary of battles, events and people during World War I.</li> </ul> </li> </ul> <p>1: The student demonstrates limited understanding or skill with the learning goal.</p>

### Learning Targets

- Students will learn about the effects of propaganda and life on the homefront.
- Students will learn about specific battles, weapons and tactics.
- Students will take an exam based on role playing about life in the trenches.
- Students will learn about weapons that began in WWI (tanks, planes etc..) and they're evolution with modern

weaponry.

Learning Design

# WGSD Curriculum -- American Military History II

## 80s and 90s: Unit II

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

SS3a Knowledge of continuity and change in the history of Missouri and the United States

SS3b Knowledge of continuity and change in the history of the world

Learning Goal

Students will be able to analyze the causes and effects of American military skirmishes of the 1980's and 1990's.

Proficiency Scales

4: In addition to score 3.0 performance, the student demonstrates in-depth inferences and advanced applications that go beyond what was taught.

3: The student demonstrates mastery with the learning goal as evidenced by

- analyzing the wars in Kuwait and Iraq.
- explaining the general and specific causes of the skirmishes in the 1980's and how they differ from a full scale war (Desert Storm).
- synthesizing multiple sources in order to present information about the life of a common soldier in the 1990's vs. a soldier in the 1980's (conditions, theater of conflict, similarities, differences).

2: The student demonstrates he/she is nearing proficiency by

	<ul style="list-style-type: none"> <li>● recognizing and recalling specific vocabulary, such as Desert Shield, Desert Storm, Saddam Hussein, B-52, A-10's, Kafji, Highway of Death.</li> <li>● performing specific processes, such as, <ul style="list-style-type: none"> <li>○ summarizing various sources of information about the wars in the 1990's and 1980's.</li> <li>○ identifying specific battles, weapons and events with the war on terror.</li> </ul> </li> </ul> <p>1: The student demonstrates limited understanding or skill with the learning goal.</p>

Learning Targets

- Students will learn the cause and effects of diplomacy and how it affects American foreign policy.
- Students will draw parallels between a skirmish and a full scale war.
- Students will study causes, weapons, leaders, tactics and effects of the 1980's and 90's.

Learning Design


WGSD Curriculum -- American Military History II  
Iraq & Afghanistan Unit I  
DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

SS3a Knowledge of continuity and change in the history of Missouri and the United States  
SS3b Knowledge of continuity and change in the history of the world

Learning Goal

The student will be able to trace the development of American weaponry and modern military strategy up to and including the wars in Iraq and Afghanistan.

Proficiency Scales

4: In addition to score 3.0 performance, the student demonstrates in-depth inferences and advanced applications that go beyond what was taught.

3: The student demonstrates mastery of the learning goal as evidenced by

- demonstrating a critical understanding of the wars in Afghanistan and Iraq.
- analyzing the war on terror and how it shaped and changed modern military policy.
- interpreting the profound changes in the modern military involving women as soldiers and other social issues.
- describing the life of a common soldier in the modern military (including deployment to a theater of conflict).
- drawing conclusions about weapons and strategies from the twenty first century vs. the eighteenth century, specifically how strategies and weapons have evolved as our enemy has evolved



	<p>with its strategies and weapons.</p> <p>2: The student demonstrates he/she is nearing proficiency by</p> <ul style="list-style-type: none"> <li>● recognizing and recalling specific vocabulary, such as: <i>B-52, Taliban, Al Qaeda, SEALS, Bunker Buster, GPS, Enduring Freedom, Abu Graib.</i></li> <li>● performing specific processes, such as: <ul style="list-style-type: none"> <li>○ summarizing multiple sources of information, including guest speakers, about the wars in Iraq and Afghanistan.</li> <li>○ describing specific battles, weapons and events with the war on terror.</li> <li>○ using a teacher-provided template for planning and organizing an essay on the use of modern weapons in Iraq and Afghanistan.</li> </ul> </li> </ul> <p>1: The student demonstrates limited understanding or skill with the learning goal.</p>

<p style="text-align: center;"><u>Learning Targets</u></p> <ul style="list-style-type: none"> <li>● Students learn the cause and effects of weapons and strategies over the course of two hundred years of American military history.</li> <li>● Students learn about the battles, weapons, historical leaders and contemporary events specific to the two wars.</li> <li>● Students compare the two wars (Iraq and Afghanistan).</li> </ul>
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<u>Learning Design</u>

# WGSD Curriculum -- American Military History II

## Cold War Unit 4

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

SS3a Knowledge of continuity and change in the history of Missouri and the United States

SS3b Knowledge of continuity and change in the history of the world

### Learning Goal

Students will study the cause and effects of American foreign policy against Communism using the Korean and Vietnam conflicts as a backdrop.

### Proficiency Scales

4: In addition to score 3.0 performance, the student demonstrates in-depth inferences and advanced applications that go beyond what was taught.

3: The student demonstrates mastery of the learning goal as evidenced by

- demonstrating a critical understanding of the Korean and Vietnam conflicts.
- analyzing the effect of the Korean and Vietnam conflicts on the nation's attempt to combat communism.
- dramatizing specific causes and battles of the Korean and Vietnam war.
- using a variety of media options to demonstrate the life of a common soldier in the Korean war vs. the Vietnam war (conditions, theater of conflict, similarities, differences).

2: The student demonstrates he/she is nearing proficiency by

	<ul style="list-style-type: none"> <li>● recognizing and recalling specific vocabulary, such as: Vietnam, Cold War, jets, Bouncing Betty, Tet, Kent State, M-16.</li> <li>● performing specific processes, such as <ul style="list-style-type: none"> <li>○ summarizing multiple sources of information the wars in Korea and Vietnam.</li> <li>○ describing specific battles, weapons and events in Korea and Vietnam.</li> <li>○ using a teacher-provided template for planning and organizing an essay on the Korean and Vietnam conflicts.</li> </ul> </li> </ul> <p>1: The student demonstrates limited understanding or skill with the learning goal.</p>

<p><u>Learning Targets</u></p> <ul style="list-style-type: none"> <li>● Students will learn the cause and effects of the Korean and Vietnam conflicts.</li> <li>● Students will study the effects of foreign policy against an ideology (communism) and not a country.</li> <li>● Students will research a specific battle of either the Korean or Vietnam war and present it.</li> <li>● Students will compare and contrast the two wars.</li> </ul>
<p><u>Learning Design</u></p>


# WGSD Curriculum -- American Military History II

## WWII Unit 4

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

SS3a Knowledge of continuity and change in the history of Missouri and the United States

SS3b Knowledge of continuity and change in the history of the world

Learning Goal

Students will evaluate American neutrality during the 1930's and its impact on American Foreign policy during the 1940's against the Axis powers.

Proficiency Scales

4: In addition to score 3.0 performance, the student demonstrates in-depth inferences and advanced applications that go beyond what was taught.

3: The student demonstrates mastery of the learning goal as evidenced by

- demonstrating a critical understanding of the events, battles, conditions, weapons of World War II
- analyzing the war on terror and how it shaped and changed modern military policy.
- synthesizing various sources about the foreign policies of the 1930's and their effects on full scale war of the 1940's.
- analyzing the wars in the European theater and the Pacific theater, including key differences.
- synthesize and evaluate information about specific battles, weapons and strategies used during the time period.
- using a variety of media options to demonstrate the life of a common soldier in the Pacific theater vs. the European theater (conditions, theater of conflict, similarities, differences).

	<p>2: The student demonstrates he/she is nearing proficiency by</p> <ul style="list-style-type: none"><li>● recognizing and recalling specific vocabulary, such as: <i>Nazi, Hitler, Stalin, Roosevelt, flame throwers, tanks, M-1, B-17's, Bastogne, Patton.</i></li><li>● performing specific processes, such as<ul style="list-style-type: none"><li>○ summarizing multiple sources of information about the wars in the Pacific and Europe.</li><li>○ describing specific battles, weapons and events from WWII.</li></ul></li></ul> <p>1: The student demonstrates a limited understanding or skill with the learning goal.</p>

### Learning Targets

- Students will learn the causes of World War II.
- Students will study the actions of the Axis powers globally during the 1930's.
- Students will learn about the battles, weapons, historical leaders and the contemporary events of World War II.
- Students will draw the parallels and differences between the wars in the Pacific and European theaters.

Learning Design



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Social Studies

**Grade Level: 10-12**

**LG 1 Career Exploration**

<b>High Priority Standards</b>	
<p>National Standards for Business Education: Personal Finance.</p> <p><b>I. Personal Decision Making</b> <b>Achievement Standard:</b> Use a rational decision-making process as it applies to the roles of citizens, workers, and consumers.</p>	
<b>Learning Goal</b>	<b>Proficiency Scale</b>
<p>Students will be able to develop a career path based on rational decision making, research, and self-reflection.</p>	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> <li>• Comparing and contrasting career choices, education, skills with the economic effect on income.</li> <li>• Examining personal characteristics to determine interests, skills, and knowledge related to career choices.</li> </ul> <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> <li>• Recognizing and recalling specific vocabulary, such as: benefits, networking, self-assessment inventories, salary, promotion, work history, cover letter, resume, interview, disposable income.</li> <li>• Performing processes such as:               <ul style="list-style-type: none"> <li>○ Identifying the six steps in the decision-making process.</li> <li>○ Recognizing that choices made today will affect the future.</li> <li>○ Identifying different types of benefits provided by employers and</li> </ul> </li> </ul>

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- their effects on disposable income.
- Recognizing the relationship between education and potential income.

Level 1: Student demonstrates a limited understanding or skill with the learning goal.

**Learning Targets**

**Students know how to:**

- Create a resume and cover letter.
- Conduct themselves at an interview.
- Apply a decision making process to financial choices.

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**Course: Personal Finance**

**Grade Level: 10-12**

**LG 2 Money Management**

<b>High Priority Standards</b>	
<p>National Standards for Business Education: Personal Finance.</p> <p><b>II. Earning and Reporting Income</b> <b>Achievement Standard:</b> Identify various forms of income and analyze factors that affect income as a part of the career decision-making process.</p> <p><b>III. Managing Finances and Budgeting</b> <b>Achievement Standard:</b> Develop and evaluate a spending/savings plan.</p>	
<b>Learning Goal</b>	<b>Proficiency Scale</b>
<p>Students will be able to make sound financial decisions.</p>	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> <li>• Evaluating how insurance and other risk management strategies protect against financial loss.</li> <li>• Evaluating the consequences of personal financial decisions.</li> <li>• Applying a budget (financial plan) for earning, spending, saving and investing.</li> </ul> <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> <li>• Recognizing and recalling specific vocabulary, such as: budget, gross pay, net pay, investments, opportunity costs, inflation, insurance,</li> </ul>

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	<p>financial loss, money supply, Federal Reserve.</p> <ul style="list-style-type: none"><li>• Performing processes such as:<ul style="list-style-type: none"><li>○ Identifying the opportunity cost in a financial decision.</li><li>○ Identifying the differences between types of insurance.</li><li>○ Identifying the components of a budget.</li><li>○ Identifying the relationship between inflation and savings decisions.</li></ul></li></ul> <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
<p style="text-align: center;"><b>Learning Targets</b></p> <p><b>Students know how to:</b></p> <ul style="list-style-type: none"><li>○ Create and use a personal budget plan.</li></ul>	

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**Course: Personal Finance**

**Grade Level: 10-12**

**LG 3 Saving and Investing**

<b>High Priority Standards</b>	
<p>National Standards for Business Education: Personal Finance.</p> <p><b>IV. Saving and Investing</b> <b>Achievement Standard:</b> Evaluate savings and investment options to meet short- and long-term goals.</p>	
<b>Learning Goal</b>	<b>Proficiency Scale</b>
<p>Students will understand how to create a financial plan for the future.</p>	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> <li>• Evaluating consumer choices for saving and investing.</li> <li>• Explaining concepts such as evaluating sources of investment information, the rate of return on investment, and buying and selling investments using online resources.</li> <li>• Examining agencies that regulate financial markets protect investors.</li> </ul> <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> <li>• Recognizing and recalling specific vocabulary, such as: Rule of 72, simple interest, compound interest, risk, return, liquidity, manageability, return rate.</li> <li>• Performing processes such as:               <ul style="list-style-type: none"> <li>○ Identifying types of investments and investment sources.</li> </ul> </li> </ul>

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	<p>○ Explaining the relationship between saving and investing.</p> <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
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**Course: Personal Finance**

**Grade Level: 10-12**

**LG 4 Spending and Credit**

**High Priority Standards**

National Standards for Business Education:

Personal Finance.

**V. Buying Goods and Services**

**Achievement Standard:** Apply a decision-making model to maximize consumer satisfaction when buying goods and services.

**VII. Using Credit**

**Achievement Standard:** Analyze factors that affect the choice of credit, the cost of credit, and the legal aspects of using credit.

<b>Learning Goal</b>	<b>Proficiency Scale</b>
Students will be able to make good choices about spending and credit	Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.  Level 3: Student demonstrates mastery with the learning goal as evidenced by: <ul style="list-style-type: none"><li>• Examining different types of payment types such as cash, debit card, check, money order, cashier’s check, wire transfers and credit cards.</li><li>• Comparing and contrasting sources of consumer credit such as credit cards, consumer loans, business loans, auto loans, and student loans.</li><li>• Evaluating terms and conditions of credit cards, consumer loans, and student loans.</li><li>• Analyzing the importance of having good credit and a good credit record.</li><li>• Analyzing the impact of identity theft, phishing and scams on individuals.</li></ul>

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	<p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"><li>• Recognizing and recalling specific vocabulary, such as: consumer credit, spending, loans, identify theft, phishing, payment types.</li><li>• Performing processes such as:<ul style="list-style-type: none"><li>○ Identifying different sources of credit and the benefits/disadvantages of each.</li><li>○ Planning to avoid identity theft.</li><li>○ Describing rights and responsibilities of buyers and sellers.</li></ul></li></ul> <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
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**WGSD Curriculum  
Social Studies**

Course: Philosophy  
Grade Level: 11-12  
LG 1 Academic Pursuit

**HIGH PRIORITY STANDARDS**

- Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. ([CCSS.ELA-Literacy.SL.11-12.1a](#))
- Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. ([CCSS.ELA-Literacy.SL.11-12.1b](#))
- Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. ([CCSS.ELA-Literacy.SL.11-12.1c](#))
- Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. ([CCSS.ELA-Literacy.SL.11-12.1d](#))
- Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. ([CCSS ELA Literacy RI 9-10.8](#))
- Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases. ([CCSS.ELA-Literacy.WHST.11-12.1b](#))

**LEARNING GOAL**

Students will understand philosophy as an academic pursuit.

**PROFICIENCY SCALE**

Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.

Level 3: Student demonstrates mastery with the learning goal as evidenced by:

- Examining and critiquing classic philosophical questions such as:
  - How did we get to where were at?

## WGSD Curriculum

### Social Studies

- Where are we exactly?
- What is Post-Modernism and are we all Post-modernists?
- What is going on in philosophy today?

Level 2: Student demonstrates he/she is nearing proficiency by:

- Recognizing and recalling specific vocabulary, such as: The Branches of Philosophy: Aesthetics, Epistemology, Ethics, Logic, Metaphysics, Political philosophy, Social philosophy, Plato, Aristotle, Kant, Hume, Descartes, Socrates, Wittenstein, Aquinas, Hegel, Spinoza, Mill, Hobbes Augustine, Marx, Nietzsche, Kierkegaard, Rousseau, Nick Bornstrom, Cornel West, Avital Ronell, Peter Singer, Kwame Anthony Appiah, Martha Nussbaum, Michael Hardt, Slavoj Žižek, Judith Butler.
- Performing processes such as:
  - Identifying and summarizing the most significant individuals in historical philosophy.
  - Identifying and summarizing some of the most significant individuals in philosophy today.

Level 1: Student demonstrates a limited understanding or skill with the learning goal by:

### LEARNING DESIGN

Critique the following questions in Post-Modernism and World of Today

- How did we get to where were at?
- Where are we exactly?
- What is Post-Modernism and are we all Post-modernists?
- What is going on in philosophy today?

Reading, Quiz and discussion of the following possible articles:

- [Plato's Cave](#). From Mortimer J. Adler Ed, et al. Great Books of the Western World. Encyclopedia Britannica, Incorporated; 2nd edition (March 1, 1994)
- Walter Truett Anderson. Reality Isn't What Is Used to Be. "[Welcome to the Postmodern World](#)." Harper Collins, New York. 1990.
- Baudrillard, J., [The Evil Demon of Images](#), The Power Institute of Fine Arts, Sydney, 1987, pp. 28—31, 33.

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- Baudrillard, J., [Simulations](#), Semiotext(e) Inc., New York, 1983, pp. 10—13. 38—44
- Albert Camus “[Suicide and the Absurd](#).” [The Myth of Sisyphus and Other Essays](#). Vintage Books, USA. Reissue edition. 1991
- Albert Camus “[The Myth of Sisyphus](#)” [The Myth of Sisyphus and Other Essays](#). Vintage Books, USA. Reissue edition. 1991
- Umberto Eco. “[The City of Robots](#).” [Travels in Hyperreality](#). Harcourt Brace Jovanovic, Orlando, FL. 1986, pp. 39-48
- Shems Friedlander. “[The Zebra](#).” [Talks on Sufism: When You Hear Hoofbeats Think of Zebra’s](#). Mazda Publishers, Costa Mesa. 1992
- Stanley Grenz. [A Primer on Postmodernism](#). 2000.
- Jaakko Hintikka “[Questioning as a Philosophical Method](#).” [The Logic of Epistemology and the Epistemology of Logic](#). Synthese Library Volume 200, 1988, pp 215-233
- David Mamet “[Gems from a Gambler’s Bookshelf](#).” [Make-Believe Town: Essays and Remembrances](#). Little, Brown and Company, New York. 1996
- [The Shift from Plato to Aristotle](#). 1999.
- Jean Paul Sartre. “[Existentialism and Freedom](#).” [Jean Paul Sartre: Basic Writing](#). Routledge, 2001
- Peter Singer. “[The Visable Man](#).” [Harpers](#). August 2011. 31-36.
- “[Translating the Untranslatable](#).” Morning Edition, [National Public Radio](#). January 19, 2005

**WGSD Curriculum  
Social Studies**

Course: Philosophy  
Grade Level: 11-12  
LG 2 Ethics

**HIGH PRIORITY STANDARDS**

- Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. ([CCSS.ELA-Literacy.SL.11-12.1a](#))
- Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. ([CCSS.ELA-Literacy.SL.11-12.1b](#))
- Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. ([CCSS.ELA-Literacy.SL.11-12.1c](#))
- Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. ([CCSS.ELA-Literacy.SL.11-12.1d](#))
- Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. ([CCSS ELA Literacy RI 9-10.8](#))
- Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases. ([CCSS.ELA-Literacy.WHST.11-12.1b](#))

**LEARNING GOAL**

**PROFICIENCY SCALE**

Students will understand the basis of the field of  
Ethics

- Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.
- Level 3: Student demonstrates mastery with the learning goal as evidenced by:
- Examining and critiquing the following questions in Ethics:
    - How should we act?

## WGSD Curriculum

### Social Studies

- What is the nature of morality?
- What is the Good? What is the Good life?
- Are there things we strictly ought or ought not to do and why?
- How does technology alter our sense of ethical behavior?

- Explaining the major psychological explanations for ethical theory, such as Lawrence Kohlberg, Carol Gilligan and Jonathan Haidt.
- Explaining the major philosophical explanations for ethical theory, such as Moral Subjectivism, Cultural Relativism, Ethical Egoism, Divine Command, Utilitarianism, Kant, Social Contract, Virtue theory and Feminist Ethics.
- Explaining the major philosophical approaches to justice, such as the marketplace, animal rights, infant euthanasia, abortion, poverty, the death penalty and discrimination.

Level 2: Student demonstrates he/she is nearing proficiency by:

- Recognizing and recalling specific vocabulary, such as: Morals, ethics, virtue, piety, justice, moral responsibility, moral development, moral character, altruism, psychological egoism, moral luck, moral disagreement.
- Performing processes such as:
  - Identifying and summarizing some of the most significant particular fields of application, such as: Bioethics, Geoethics, Business ethics, Relational ethics, Machine ethics, Military ethics, Political ethics and Public sector ethics.
  - Identifying the four major fields of the study of Ethics.

Level 1: Student demonstrates a limited understanding or skill with the learning goal by:

### LEARNING DESIGN

Reading, Quiz and discussion of the following possible articles:

- [Crimes and Misdemeanors](#)-Woody Allen. 1989.
- Lori Andrews. [People as Products. The Conflict Between Technology and Social Values.](#) [The Hedgehog Review.](#) Fall 2002
- Aristotle. "[The Nicomachean Ethics.](#)" Russ Shafter-Landau, ed. [The Ethical Life: Fundamental Readings in Ethics and Moral Problems.](#)

## WGSD Curriculum

### Social Studies

Oxford University Press, 2010.

- Beckett, C (1989) Forbidden Knowledge, New Scientist 121(1649), 76.
- Bikel, Ofra and Fanning, David. “[When Kids get Life.](#)” Ofra Bikel Productions: WGBH, PBS Home Video. 2007
- Dr. Denise Dimon. “[Theories of Morality.](#)” 2000.
- Pamela Foa -“[What’s wrong with Rape.](#)” From Alan Soble and Nick Power. The Philosophy of Sex: Contemporary Readings. Rowman and Littlefield, 2008.
- Paul Fussell. “Class.” New York: Ballantine Books. 1983. 191-202.
- Alan Goldman- “[Plain Sex](#)” Philosophy and Public Affairs, Vol. 6, No. 3. (Spring, 1977), pp. 267-287.
- Jonathan Haidt. “[Morality.](#)” Perspectives on Psychological Science 2008 3: 65
- S. Hampshire. “[Fallacies in Moral Philosophy.](#)” Mind, New Series, Vol. 58, No. 232 (Oct., 1949), pp. 466-482.
- Garrett Hardin . [Lifeboat Ethics: the Case Against Helping the Poor.](#) Psychology Today, September 1974
- Garrett Hardin. “[Lifeboat Ethics: the Case Against Helping the Poor.](#)” Psychology Today, September 1974
- Johnson, DG (1999) Reframing the Question of Forbidden Knowledge for Modern Science, Science and Engineering Ethics 5(4), 445.
- Harriet McBryde Johnson-“[Unspeakable Conversations](#)” The New York Times. February 16, 2003
- Immanuel Kant. “[The Good Will and the Categorical Imperative.](#)” Russ Shafter-Landau, ed. The Ethical Life: Fundamental Readings in Ethics and Moral Problems. Oxford University Press, 2010.
- Kempner, J., Merz, J. F. and Bosk, C. L. (2011), Forbidden Knowledge: Public Controversy and the Production of Nonknowledge. Sociological Forum, 26: 475–500. doi:10.1111/j.1573-7861.2011.01259.x [1]
- Lawrence Kohlberg- [Levels of Moral Development](#)
- Donald B. Kraybill, Steven M. Nolt, David L. Weaver-Zercher. “[The Shooting.](#)” Amish Grace: How Forgiveness Transcended Tragedy. Jossey-Bass; 2010. pp. 18-29
- Frederick Nietzsche-[Packet](#)
  - Aphorism: 1015-1016
  - Joyful Wisdom- The Madmen and the Death of God: 1016
  - Beyond Good and Evil: 1017-1022
  - Twilight of the Idols: 1022-1024
  - The Problem of Socrates: 1024-1028
  - How the True World Ultimately Became a Fable: 1028-1029
  - Morality as the Enemy of Nature: 1029-1031

## WGSD Curriculum

### Social Studies

- The Four Great Errors: 1031-1034
- The Anti-Christ: 1034-1044
- Robert Nozick. "[The Experience Machine](#)." Russ Shafter-Landu, ed. The Ethical Life: Fundamental Readings in Ethics and Moral Problems. Oxford University Press, 2010.
- Dennis Overbye. "[Free Will: Now You Have It, Now You Don't](#)." The New York Times. January 2, 2007.
- Edward O Wilson- [The Biological Basis of Morality](#). The Atlantic. April 1998.
- Michael Pollan- "[An Animals Place](#)" The New York Times. November 10, 2002
- Vincent Punzo - "[Morality and Human Sexuality](#)." From Alan Soble and Nick Power. The Philosophy of Sex: Contemporary Readings. Rowman and Littlefield, 2008.
- Ayn Rand. "[Howard Roark's Courtroom Speech](#)." The Fountainhead. 1943
- Michael J. Sandel. "[Justice](#)" Harvard University. Online.
- Michael Sandel, "[What Money Shouldn't Buy](#)," Hedgehog Review 5.2 (2003) 77-97
- Michael J. Sandel. "[What Money Can't Buy: The Moral Limits of Markets](#)." The Tanner Lectures on Human Values. Brasenose College, Oxford. May 11, 12, 1998.
- Schrag, B et al. (2003) Forbidden Knowledge – A Case Study with Commentaries Exploring Ethical Issues and Genetic Research, Science and Engineering Ethics 9(3), 409.
- Roger Shattuck. "[Six Categories of Forbidden Knowledge](#)." Forbidden Knowledge. Mariner Books; 1997.
- Peter Singer. "[Famine, Affluence, and Morality](#)." Philosophy and Public Affairs, vol. 1, no. 1 (Spring 1972), pp. 229-243 [revised edition]
- Wendl, MC (2005) The Question of Forbidden Knowledge, Science 308(5728), 1549.
- Alan Wolfe- "[The Final Freedom](#)" New York Times. March 18, 2001.
- The Four Major Fields of Study:
  - Meta-ethics: theoretical meaning and reference of moral propositions and how their truth values (if any) may be determined;
  - Normative ethics: practical means of determining a moral course of action;
  - Applied ethics: how moral outcomes can be achieved in specific situations;
  - Descriptive ethics: the study of people's beliefs about morality;

**WGSD Curriculum  
Social Studies**

Course: Philosophy  
Grade Level: 11-12  
LG 3 Epistemology

**HIGH PRIORITY STANDARDS**

- Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. ([CCSS.ELA-Literacy.SL.11-12.1a](#))
- Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. ([CCSS.ELA-Literacy.SL.11-12.1b](#))
- Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. ([CCSS.ELA-Literacy.SL.11-12.1c](#))
- Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. ([CCSS.ELA-Literacy.SL.11-12.1d](#))
- Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. ([CCSS ELA Literacy RI 9-10.8](#))
- Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases. ([CCSS.ELA-Literacy.WHST.11-12.1b](#))

**LEARNING GOAL**

Students will understand the field of Epistemology.

**PROFICIENCY SCALE**

Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.

Level 3: Student demonstrates mastery with the learning goal as evidenced by:

- Examining and critiquing the following questions in Epistemology and the theory of knowledge:



## WGSD Curriculum

### Social Studies

- Does the external world really exist? Can you prove it to me?
- Did the world exist 5 minutes ago? Could it all be a simulation?
- What does quantum mechanics tell us about the world?
- Are we shifting from a Newtonian vision of the universe to a quantum vision? What does that mean? Does mathematics exist independent of the world?
- How do we say what we mean and mean what we say?
- Examining and explaining the major issues in the Philosophy of Science.
- Developing a statement about Feyerbrand's complaints about science as another form of religion.

Level 2: Student demonstrates he/she is nearing proficiency by:

- Recognizing and recalling specific vocabulary, such as: Objective vs. subjective reality, science, faith, belief, perception, skepticism, introspection, memory, reason, testimony, awareness, intelligence, metacognition and creativity.
- Performing processes such as:
  - Identifying some of the most significant texts in epistemology, such as: Mortimer J. Adler Ed, et al. Great Books of the Western World. "[Rene Descartes: Meditations on the First Philosophy](#)" Encyclopedia Britannica, Incorporated; 2nd edition (March 1, 1994).
  - Identifying the major issues presented by Descartes's *Cogito* argument.
  - Identify and Critique the major issues presented by the Simulation argument, such as questions about Justified True Belief, and Nagal's Bat argument.

Level 1: Student demonstrates a limited understanding or skill with the learning goal by:

### LEARNING DESIGN

Reading, Quiz and discussion of the following possible articles:

- Edwin A Abbott. [Flatland: A Romance of Many Dimensions](#). 1884

## WGSD Curriculum

### Social Studies

- Mortimer J. Adler Ed, et al. Great Books of the Western World. "[Rene Descartes: Meditations on the First Philosophy](#)" Encyclopedia Britannica, Incorporated; 2nd edition (March 1, 1994)
  - Meditation #1 75-77
  - Meditation #2 77-81
  - Meditation #3 81-89
  - Meditation #4 89-93
  - Meditation #5 93-96
  - Meditation #6 96-103
- Daniel Bor. "[When Do We Become Truly Conscious? The new science of consciousness should change how we think about thorny ethical dilemmas](#)". Slate. Sept. 4, 2012.
- Nick Bostrom. "[Are You Living In a Computer Simulation?](#)" Philosophical Quarterly, 2003, Vol. 53, No. 211, pp. 243-255.
- Nick Bostrom "[The Simulation Argument: Why the Probability that You are Living in the Matrix is Quite High](#)". Times Higher Educational Supplement, May 16, 2003.
- Code, L. B. (1981), "[Is the Sex of the Knower Epistemologically Significant?](#)" Metaphilosophy, 12: 267–276.
- Barry Dainton. "[Innocence Lost-Simulation Scenarios: Prospects and Consequences](#)." (2002, October), The University of Liverpool.
- Paul K. Feyerabend. "[How To Defend Society Against Science](#)". Radical Philosophy no. 11, Summer 03 1975.
- Edmund Gettier. "[Is Justified True Belief Knowledge?](#)" Analysis 23.6 June 1963. pp. 121-123
- Brian Green. (1999) "[The Elegant Universe: Superstrings, Hidden Dimensions and the Quest for the Ultimate Theory](#)". PBS NOVA: WGBH Educational Foundation. 155 minutes.
- Sohail Inayatullah. "[The Rights of Your Robots: Exclusion and Inclusion in History and Future](#)." Originally published August 6, 2001 from an essay begun in 1994. Published on KurzweilAI.net August 6, 2001.
- Peter S. Jenkins. "[Historical Simulations –Motivational, Ethical and Legal Issues](#)." Journal of Futures Studies, August 2006, 11(1): 23 - 42
- Richard Linklater. (2001) Waking Life. 99 minutes
- John Markoff. "[Scientists Worry Machines May Outsmart Man](#)." New York Times. July 26, 2009
- Nagel, T. (1974) "[What Is It Like to be a Bat?](#)", Philosophical Review, 83, pp. 435-450.
- Dennis Overbye. "[Far Out, Man. But Is It Quantum Physics?](#)" New York Times. March 14, 2006
- United States Patent. "[Device for Preserving an Animal Head](#)." Patent Number: 4,666,425. Date of Patent: May 19, 1987
- Bruce Sterling. "[Design Fiction: The Design Fiction Slider-Bar of Disbelief](#)." Wired. April 11, 2013
- Ludwig Wittgenstein. Tractatus Logico-Philosophicus Published (1922)

## WGSD Curriculum

### Social Studies

- How do scientific experiments work?
  - What is the relation between theories and experiments?
  - How are competing theories evaluated?
  - What is the nature of scientific explanation?
  - How are different scientific fields related to each other? For example, is psychology reducible to biology?
  - The role of evolution in science education
  - Realism: Does science find out how the world really is, or is science merely a useful instrument for making predictions?
  - What does science reveal about the fundamental constituents of reality, e.g. things, events, space, time?
  - How do cognitive, logical, and social factors interact to produce the development of scientific knowledge?
  - Is string theory a theory or philosophy

**WGSD Curriculum  
Social Studies**

Course: Philosophy

Grade Level: 11-12

LG 4 Government and Economics

**HIGH PRIORITY STANDARDS**

- Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. ([CCSS.ELA-Literacy.SL.11-12.1a](#))
- Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. ([CCSS.ELA-Literacy.SL.11-12.1b](#))
- Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. ([CCSS.ELA-Literacy.SL.11-12.1c](#))
- Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. ([CCSS.ELA-Literacy.SL.11-12.1d](#))
- Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. ([CCSS ELA Literacy RI 9-10.8](#))
- Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases. ([CCSS.ELA-Literacy.WHST.11-12.1b](#))

**LEARNING GOAL**

Students will understand the philosophy of government and economics.

**PROFICIENCY SCALE**

Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.

Level 3: Student demonstrates mastery with the learning goal as evidenced by:

- Examining and discussing the following questions in Politics-Economics and Education

## WGSD Curriculum Health

- How should we govern ourselves?
  - Who should be in charge?
  - Is there such a thing as "rights"?
  - How should wealth be distributed?
  - Describing Plato's Republic and Crito in terms of governmental structures such as timocracy, tyranny, democracy and oligarchy.
- Level 2: Student demonstrates he/she is nearing proficiency by:
- Recognizing and recalling specific vocabulary, such as: Politics, liberty, justice, property, rights, law.
  - Performing processes such as:
    - Identifying the elements of enforcement of a legal code by authority: what they are, why they are needed, what makes a government legitimate, what rights and freedoms it should protect, what the law is, and what duties citizens owe to a legitimate government and when it may be legitimately overthrown.
- Level 1: Student demonstrates a limited understanding or skill with the learning goal by:

### LEARNING DESIGN

Reading, Quiz and discussion of the following possible articles:

- Haidt, J., Koller, S., & Dias, M. (1993). [Affect, culture, and morality, or is it wrong to eat your dog?](#) Journal of Personality and Social Psychology, 65, 613-628.
- Garrett Hardin. "[Lifeboat Ethics: the Case Against Helping the Poor.](#)" *Psychology Today*, September 1974
- Harriet McBryde Johnson. "[Unspeakable Conversations.](#)" *The New York Times*. February 16, 2004
- Jeffery Rosen. "[In Lieu of Manners.](#)" *The New York Times Magazine*. February 4, 2001. 46-51
- Niccolo Machiavelli. "[On Those Things Which Men, and Particularly Princes, are praise or Blamed.](#)" *The Prince*.
- Karl Marx. "[The Communist Manifesto.](#)" 1848.
- Robert Nozick. "[Why do Intellectuals Oppose Capitalism?](#)" Cato Policy Report, January/February 1998.
- Plato. "[Chapter 5: The Guardians.](#)" *The Republic*. From Mortimer J. Adler Ed, et al. *Great Books of the Western World*. Encyclopedia

## WGSD Curriculum Health

Britannica, Incorporated; 2nd edition (March 1, 1994)

- Plato. "[Crito](#)" From Mortimer J. Adler Ed, et al. Great Books of the Western World. Encyclopedia Britannica, Incorporated; 2nd edition (March 1, 1994)
- Michael Pollan. "[An Animal's Place](#)" The New York Times. February 10, 2002.
- Peter Singer. "[Famine, Affluence, and Morality](#)." Philosophy and Public Affairs, vol. 1, no. 1 (Spring 1972), pp. 229-243 [revised edition]
- Peter Singer. "[Famine, Affluence, and Morality](#)", Philosophy and Public Affairs, vol. 1, no. 3 (Spring 1972), pp. 229-243.
- Alan Wolfe. "[The Final Freedom](#)." The New York Times. March 18, 2001.

**WGSD Curriculum  
Social Studies**

Course: Social Studies  
Grade Level: 11-12  
LG 5 Religion

**HIGH PRIORITY STANDARDS**

- Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. ([CCSS.ELA-Literacy.SL.11-12.1a](#))
- Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. ([CCSS.ELA-Literacy.SL.11-12.1b](#))
- Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. ([CCSS.ELA-Literacy.SL.11-12.1c](#))
- Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. ([CCSS.ELA-Literacy.SL.11-12.1d](#))
- Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. ([CCSS ELA Literacy RI 9-10.8](#))
- Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases. ([CCSS.ELA-Literacy.WHST.11-12.1b](#))

**LEARNING GOAL**

**PROFICIENCY SCALE**

Students will understand the field of religious philosophy.

- Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.
- Level 3: Student demonstrates mastery with the learning goal as evidenced by:
- Critiquing questions in Philosophy of Religion: such as:
    - Is there a god? Questions about the existence of God.

## WGSD Curriculum

### Social Studies

- If there is, what are our responsibilities?
- How does the question of evil figure into our existence?
- Examining concepts within the historical tradition of philosophy of religion, such as:
  - Questions regarding religion, including the nature and supernatural.
  - The examination of religious experience.
  - Analysis of religious vocabulary and texts.
  - The relationship of religion and science.

Level 2: Student demonstrates he/she is nearing proficiency by:

- Recognizing and recalling specific vocabulary, such as: Theism, Pantheism, Pantheism, Deism, Monotheism, Polytheism, Agnosticism, Atheism, natural law, logical positivism, theocracy, and the teleological suspension of the ethical.
- Performing processes such as:
  - Identifying the ideologies of various belief and faith systems.

Level 1: Student demonstrates a limited understanding or skill with the learning goal by:

### LEARNING DESIGN

Reading, Quiz and discussion of the following possible articles:

- Thomas Aquinas. “Question II.” [Summa Theologica](#). 1265–1274. Pg. 442-446.
- Arthur Cohen. [Why I Choose to be A Jew](#). Harper’s Magazine. April 1959.
- Joshua Cohen and Thomas Nagel. “[John Rawls: On My Religion. How Rawls's political philosophy was influenced by his religion](#)” [The Times Literary Supplement](#). March 18, 2009.
- Paul Davies. “[E.T AND GOD: Could earthly religions survive the discovery of life elsewhere in the universe](#)” [The Atlantic Monthly](#). September 2003.
- Cornelia Dean. [Believing Scripture but Playing by Science?s Rules](#). [The New York Times](#). March 4, 2007
- Fyodor Dostoyevsky. [The Brothers Karamazov](#) (Братья Карамазовы Brat'ya) Chapter 4: Rebellion. 1880
- Fyodor Dostoyevsky. [The Brothers Karamazov](#) (Братья Карамазовы Brat'ya) Chapter 5: The Grand Inquisitor. 1880
- Don W. Dotson. [Annotated Bibliography of Philosophy of Religion: The Problem of Evil](#). 1995.



## WGSD Curriculum

### Social Studies

- Sigmund Freud. "[Religion as Mass Delusion](#)," and "Civilization". From Mortimer J. Adler Ed, et al. Great Books of the Western World. Encyclopedia Britannica, Incorporated; 2nd edition (March 1, 1994)
- Martin Gardner. "[Proofs of God](#)." The Whys of a Philosophical Scrivener. St. Martin's Griffin; 1999.
- Harry Harrison. "[The Streets of Ashkelon](#)." Science Fiction Novellas.
- Robin Marantz Henig. [Darwin's God](#). The New York Times. March 4, 2007.
- Robin Marantz Henig. "[Darwin's God](#)" New York Times. March 4, 2007.
- [Proofs of God](#)
- [The Nicene Creed](#)
- [The Beatitudes](#)
- [The Ten Commandments](#)
- [The Deer Park Sermon](#). The Sacred Books and Early Literature of the East, J. Horne, ed., Volume 10 [London: 1917]
- William James. [The Will to Believe](#). The Will to Believe and Other Essays. New York: Longmans, Green and Company. 1897). pp. 2-4.
- "[The Judeo-Christian Tradition](#)." Theories of Moral Conduct.
- Soren Kierkegaard, "[Don Juan's Secret](#)." Either/Or. Princeton University Press. 1959
- Soren Kierkegaard. [The Teleological Suspension of the Ethical](#). Fear and Trembling and Sickness unto Death. Translated with introduction Walter Lowrie. 1941
- Karl Marx. "[The Abolition of Religion](#)". From Towards a Critique of Hegel's Philosophy of Right, in Lewis S. Feuer: Marx and Engels: Basic Writings on Politics and Philosophy (Garden City. N. Y.: Doubleday. 1959). pp. 262-263.
- John Stuart Mill. "[The Notion of a Limited God](#)." Three Essays on Religion. (New York: AMS Press, 1970), pp. 176-195.
- Odds and Ends-[Proofs of God](#). 2004
- Bertrand Russell . [Why I Am Not a Christian: An Examination of the God-Idea and Christianity](#). March 6, 1927.
- Gary Wolf. "[The Church of the Non-Believer](#)." Wired. November 11, 2006. Pg. 182-193.
- James Wood. [Holiday in Hellmouth: God may be dead, but the question of why he permits suffering lives on](#)." The New Yorker. June9, 2008.
- Michael Zimmerman. [Intelligent Design: Scientifically and Religiously Bankrupt](#). The Clergy Letter Project. May 11, 2010

**WGSD Curriculum  
Social Studies**

Course: Philosophy  
Grade Level: 11-12  
LG 6 Art and Aesthetics

**HIGH PRIORITY STANDARDS**

- Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. ([CCSS.ELA-Literacy.SL.11-12.1a](#))
- Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. ([CCSS.ELA-Literacy.SL.11-12.1b](#))
- Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. ([CCSS.ELA-Literacy.SL.11-12.1c](#))
- Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. ([CCSS.ELA-Literacy.SL.11-12.1d](#))
- Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. ([CCSS ELA Literacy RI 9-10.8](#))
- Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases. ([CCSS.ELA-Literacy.WHST.11-12.1b](#))

**LEARNING GOAL**

Students will develop an understanding of the philosophy of art and aesthetics.

**PROFICIENCY SCALE**

Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.

Level 3: Student demonstrates mastery with the learning goal as evidenced by:

- Examining questions in Art and Aesthetics, such as:
  - What is beautiful?

## WGSD Curriculum

### Social Studies

- What is art?
- Can we define either of these?
- Are they universal or culturally dependent?
- What should we judge when we judge art?
- What should art be like?
- What is the value of art
- Critique Denis Dutton's definition of aesthetics:
  - Expertise or virtuosity.
  - Non Utilitarian pleasure.
  - Style.
  - Criticism.
  - Imitation.
  - Special focus

Level 2: Student demonstrates he/she is nearing proficiency by:

- Recognizing and recalling specific vocabulary, such as: Art, aesthetics, Truth as beauty, mathematics, analytic philosophy, and physics, aesthetic judgment, cross cultural aesthetics, multi-cultural and tolerance.
- Performing processes such as:
  - Identifying the theories that discuss art and aesthetics.

Level 1: Student demonstrates a limited understanding or skill with the learning goal by:

### LEARNING DESIGN

Reading, Quiz and discussion of the following possible articles:

- Theodor Adorno and Max Horkheimer. "The Culture Industry," Dialectic of Enlightenment. trans. John Cummins. New York: Herder and Herder. Copyright (c) 1972.
- Aristotle. "The Nature of Tragedy," from The Oxford Translation of Aristotle, Poetics, ed. W. D. Ross, trans. Ingram Bywater, Vol. 11, Chs. VI-XVI, sec. 1449b-1454b. Oxford University Press, 1925.
- Mary Deveraux. "The Male Gaze," Journal of Aesthetics and Art Criticism, Vol. 48 (1990).
- The Hays Commission. "The Motion Picture Production Code," reprinted from C. Gardener, "Censorship Papers" (Dodd Mead, New York).

## WGSD Curriculum

### Social Studies

1987. pp. 207-212.

- Kathleen Higgins. "The Music of Our Lives," from The Music of Our Lives by Kathleen Higgins. Temple University Press, 1990, pp. 1-3, 150-154.
- David Hume. "Of the Standard of Taste," Essays: Moral, Political, and Literary, Volume I, eds. T. H. Green and T. H. Grose, London: Logmans, Green & Co. Ltd., 1882.
- Paul Mattick. "Who Should Support the Arts?" from the October, 1, 1990. The Nation. 1990.
- Susan Sontag. "Regarding The Torture of Others." The New York Times. May 23, 2004
- Leo Tolstoy. "What is Art?" What Is Art? translated by Alymer Maude. Indianapolis: Bobbs-Merrill, 1960. pp. 49-51, 139-142.
- Lawrence Weschler. "Art and Money," from "Onward and Upward with the Arts," Shapinsky's Karma, Bogg's Bolls, and Other True-Life Tales by Lawrence Weschler. Reprinted by permission of Sterling Lord Literistic, Inc. Copyright (c) 1988 by Lawrence Weschler.
- Tom Wolf. "The Worship of Art: Notes on the New God," from Harper's Magazine, October, 1984.

# WGSD Curriculum -- Psychology Curriculum

## Biological Foundations and Connections

### DRAFT

#### High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

NSHSP Biological Bases of Behavior Content Standard 1: Structure and function of the nervous system in human and non-human animals

NSHSP Biological Bases of Behavior Content Standard 2: Structure and function of the endocrine system

NSHSP Biological Bases of Behavior Content Standard 3: Interaction between biological factors and experience

NSHSP Biological Bases of Behavior Content Standard 4: Methods and issues related to biological advances

NSHSP Sensation and Perception Content Standard 1: The processes of sensation and perception

NSHSP Sensation and Perception Content Standard 2: The capabilities and limitations of sensory processes

NSHSP Sensation and Perception Content Standard 3: Interaction of the person and the environment in determining perception

NSHSP Consciousness Content Standard 3: Categories of psychoactive drugs and their effects

#### Learning Goal

Students will be able to synthesize biological structures and functions with related consequential psychological phenomena.

#### Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal by

- describing the various biological structures that are important in psychological processes and function.
- describing ways the biology impacts psychological processes.
- predicting the psychological effects of biological shortcomings or damage.

	<p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"><li>• recognizing or recalling specific vocabulary, such as <i>hippocampus, amygdala, frontal lobe, dopamine, tolerance, absolute threshold, cochlea, and retina.</i></li><li>• performing specific processes, such as identifying structures in the brain, parts of a neuron, or anatomy of the eye and/or ear.</li></ul> <p>1: The student demonstrates a limited understanding or skill with the learning goal.</p>
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Learning Targets

- Identify parts of the neuron and describe basics of neural transmission
- Differentiate between the structures and functions of the various parts of the central nervous system
- Describe lateralization of brain functions
- Discuss the mechanisms and the importance of plasticity of the nervous system
- Describe how the endocrine glands are linked to the nervous system
- Describe the effects of hormones on behavior and mental processes
- Describe hormone effects on the immune system
- Describe concepts in genetic transmission
- Describe the interactive effects of heredity and environment
- Explain how evolved tendencies influence behavior
- Identify tools used to study the nervous system
- Describe advances made in neuroscience
- Describe the visual sensory system
- Describe the other sensory systems (audition, gustation, etc)

Learning Design

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# WGSD Curriculum -- Psychology Curriculum Psychology

## Cognition and Learning

### DRAFT

#### High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- NSHSP Learning Content Standard 1: Classical Conditioning
- NSHSP Learning Content Standard 2: Operant Conditioning
- NSHSP Learning Content Standard 3: Observational and Cognitive Learning
- NSHSP Memory Content Standard 1: Encoding of Memory
- NSHSP Memory Content Standard 2: Storage of Memory
- NSHSP Memory Content Standard 3: Retrieval of Memory
- NSHSP Thinking Content Standard 1: Basic Elements Comprising Thoughts
- NSHSP Thinking Content Standard 2: Obstacles Related to Thought

<u>Learning Goal</u>	<u>Proficiency Scales</u>
<p>Students will be able to analyze the methodology of learning, including the creation, interpretation, and permeation of thought.</p>	<p>4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.</p> <p>3: The student demonstrates mastery of the learning goal by</p> <ul style="list-style-type: none"> <li>• comparing the effectiveness and methodology of each of the learning types.</li> <li>• describing the processes of memory encoding, storage and retrieval with each stages' potential for fallibility.</li> <li>• connecting learning and memory to the creation, permeation, and misconceptions of thought.</li> </ul>

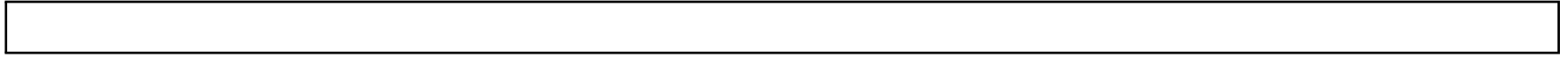
	<p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"> <li>• recognizing or recalling specific vocabulary, such as <i>neutral stimulus, social learning theory, encoding, elaborative rehearsal, metacognition, heuristic, and confirmation bias.</i></li> <li>• performing specific processes, such as identifying the three parts of memory or several examples of problem-solving errors.</li> </ul> <p>1: The student demonstrates a limited understanding or skill with the learning goal.</p>
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### Learning Targets

- Describe the principles of classical conditioning
- Describe clinical and experimental examples of classical conditioning
- Apply classical conditioning to everyday life
- Describe the Law of Effect
- Describe the principles of operant conditioning
- Describe clinical and experimental examples of operant conditioning
- Apply operant conditioning to everyday life
- Describe the principles of observational and cognitive learning
- Apply observational and cognitive learning to everyday life
- Describe the differences between working memory and long-term memory
- Identify and explain biological processes related to how memory is stored
- Discuss types of memory and memory disorders (e.g., amnesias, dementias)
- Discuss strategies for improving the storage of memories
- Analyze the importance of retrieval cues in memory
- Explain the role that interference plays in retrieval
- Discuss the factors influencing how memories are retrieved
- Explain how memories can be malleable
- Discuss strategies for improving the retrieval of memories
- Define cognitive processes involved in understanding information
- Define processes involved in problem solving and decision making
- Discuss non-human problem-solving abilities
- Describe obstacles to problem solving
- Describe obstacles to decision making
- Describe obstacles to making good judgments

### Learning Design





# WGSD Curriculum -- Psychology Curriculum

## Development and Personality

### DRAFT

#### High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

NSHSP Life Span Development Content Standard 1: Methods and issues in life span development

NSHSP Life Span Development Content Standard 2: Theories of life span development

NSHSP Life Span Development Content Standard 3: Prenatal Development

NSHSP Life Span Development Content Standard 4: Infancy

NSHSP Life Span Development Content Standard 5: Childhood

NSHSP Life Span Development Content Standard 6: Adolescence

NSHSP Life Span Development Content Standard 7: Adulthood and aging

NSHSP Personality Content Standard 1: Perspectives on Personality

NSHSP Personality Content Standard 2: Assessment of Personality

NSHSP Personality Content Standard 3: Issues in Personality

#### Learning Goal

Students will be able to describe and assess the theoretical propositions of social, moral, cognitive, physical, and personality development.

#### Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal by

- describing the developmental benchmarks of the various facets of development
- predicting the outcome of proper or improper development in one facet on related facets of development

	<ul style="list-style-type: none"> <li>• assessing the theoretical propositions of personality development and stability</li> </ul> <p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"> <li>• recognizing or recalling specific vocabulary, such as <i>assimilation, preconventional, archetypes, latent content, teratogens, and formal operational</i>.</li> <li>• performing specific processes, such as identifying the stages of Kohlberg's Moral Development, Piaget's Cognitive Development, and/or Freudian Personality Theory.</li> </ul> <p>1: The student demonstrates a limited understanding or skill with the learning goal.</p>
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### Learning Targets

- Explain the interaction of environmental and biological factors in development, including the role of the brain in all aspects of development
- Explain issues of continuity/discontinuity and stability/change
- Distinguish methods used to study development
- Describe the role of sensitive and critical periods in development
- Discuss issues related to the end of life
- Discuss theories of cognitive development
- Discuss theories of moral development
- Discuss theories of social development
- Describe physical development from conception through birth and identify influences on prenatal development
- Describe newborns' reflexes, temperament, and abilities
- Describe physical and motor development
- Describe the development of attachment and the role of the caregiver
- Describe the development of communication and language
- Describe physical and motor development
- Describe social, cultural, and emotional development through childhood
- Identify major physical changes
- Describe identity formation
- Discuss the role of family and peers in adolescent development
- Discuss social, cultural, and emotional issues in aging
- Examine the various theories of personality formation
- Differentiate personality assessment techniques
- Discuss biological and situational influences on personality

Learning Design

# WGSD Curriculum -- Psychology Curriculum

## Perspectives, Research, and Vocational Applications

### DRAFT

#### High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

NSHSP Perspectives in Psychology Science Content Standard 1: Development of psychology as an empirical science

NSHSP Perspectives in Psychology Science Content Standard 2: Major subfields within psychology

NSHSP Research Methods Content Standard 1: Research methods and measurements used to study behavior and mental processes

NSHSP Research Methods Content Standard 2: Ethical issues in research with human and non-human animals

NSHSP Vocational Applications Content Standard 1: Career Options

NSHSP Vocational Applications Content Standard 2: Educational Requirements

NSHSP Vocational Applications Content Standard 3: Vocational Applications of psychological science

#### Learning Goal

Students will be able to identify the various perspectives in psychology while understanding their origins, methodology, and vocational applications.

#### Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal by

- identifying the ways in which the various career fields in psychology study the mind and behavior
- synthesizing the various fields of study in psychology to global and domestic issues
- describing the necessary route(s) to a career path in psychology or a related field

2: The student demonstrates he/she is nearing the learning goal by

- recognizing or recalling specific vocabulary, such as *industrial/organizational psychology, humanistic psychology, applied psychology, and clinical applications*.
- performing specific processes, such as identifying and discussing the major fields of

psychology and what they study.

1: The student demonstrates a limited understanding or skill with the learning goal.

### Learning Targets

- Recognize how philosophical perspectives shaped the development of psychological thought
- Recognize the strengths and limitations of applying theories to explain behaviors
- Distinguish the different domains of psychology: biological, clinical, cognitive, counseling, developmental, educational, experimental, industrial-organizational (human factors), personality, psychometric, and social
- Identify the major historical figures in psychology
- Discuss ways in which psychological science addresses domestic and global issues
- Identify careers in psychological science that have evolved as a result of domestic and global issues
- Identify the careers fields in psychology as well as related fields (ex. sociology, anthropology)
- Investigate, using the Occupational Outlook Handbook as well as other websites, the career paths to the various jobs in psychology and related fields

### Learning Design

# WGSD Curriculum -- Psychology Curriculum

## Social Psychology and Psychological Disorders

### DRAFT

#### High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

NSHSP Social Interactions Content Standard 1: Social Cognition

NSHSP Social Interactions Content Standard 2: Social Influence

NSHSP Social Interactions Content Standard 3: Social Relations

NSHSP Psychological Disorders Content Standard 1: Perspectives on Abnormal Behavior

NSHSP Psychological Disorders Content Standard 2: Categories of Psychological Disorders

#### Learning Goal

Students will be able to describe the influence of societal expectations on the individual, including an understanding of how it creates 'normal' and thus abnormal behavior.

#### Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal by

- assessing the impact of group membership on individual behavior.
- describing the various phenomena related to social experience and expectations.
- describing the theoretical propositions and categories of the diagnoses of mental disorders.

2: The student demonstrates he/she is nearing the learning goal by

- recognizing or recalling specific vocabulary, such as *bystander apathy, conformity, group polarization, attitude, persuasion, DSM, biopsychosocial approach, schizophrenia*.
- performing specific processes, such as identifying phenomena related to social psychology or the categories of mental disorders.
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1: The student demonstrates a limited understanding or skill with the learning goal.

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### Learning Targets

- Describe attributional explanations of behavior
- Describe the relationship between attitudes (implicit and explicit) and behavior
- Describe the power of the situation
- Describe effects of others' presence on individuals' behavior
- Describe how group dynamics influence behavior
- Discuss how an individual influences group behavior
- Discuss the nature and effects of stereotyping, prejudice, and discrimination
- Describe determinants of prosocial behavior
- Discuss influences upon aggression and conflict
- Discuss factors influencing attraction and relationships
- Define psychologically abnormal behavior
- Describe historical and cross-cultural views of abnormality
- Describe major models of abnormality
- Discuss how stigma relates to abnormal behavior
- Describe the classification of psychological disorders
- Discuss the challenges associated with diagnosis
- Describe symptoms and causes of major categories of psychological disorders (including schizophrenic, mood, anxiety, and personality disorders)
- Evaluate how different factors influence an individual's experience of psychological disorders

### Learning Design

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# AP Psychology Curriculum - Abnormal Psychology (Unit 14)

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## High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

NSHSP VA-1 Characteristics and origins of abnormal behavior

NSHSP VA-2 Methods used in exploring abnormal behavior

NSHSP VA-3 Major categories of abnormal behavior

NSHSP VA-4 Impact of mental disorders

### Learning Goal

Students will be able to evaluate and analyze the process of the categorical diagnoses of mental disorders.

### Proficiency Scales

- 4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.
- 3: The student demonstrates mastery of the learning goal by
  - analyze and critique the various approaches and subsequent challenges associated with accurate diagnosis of mental disorders.
  - evaluating the process of diagnosing abnormality along with its potential for value judgments.
- 2: The student demonstrates he/she is nearing the learning goal by
  - recognizing or recalling specific vocabulary, such as *anxiety disorder*, *mood disorder*, *delusions*, *schizophrenias*, *ADHD*, and *mania*.
  - performing specific processes, such as identifying and discussing the major categories of psychological disorders with their associated symptoms.
- 1: The student demonstrates a limited understanding or skill with the learning goal.

## Learning Targets

- Distinguish the common characteristics of abnormal behavior (VA-1.1)
- Cite examples of abnormal behavior (VA-1.2)
- Relate judgments of abnormality to contexts in which those judgments occur (VA-1.3)
- Describe major explanations for the origins of abnormality (VA-1.4)
- Identify the purpose of different research methods (VA-2.1)
- Characterize the advantages and limitations of different research methods for studying abnormal behavior (VA-2.2)
- Discuss major categories of abnormal behavior (VA-3.1)
- Explore the challenges associated with accurate diagnosis (VA-3.2)
- Consider factors that influence vulnerability to abnormal behavior (VA-4.1)
- Discuss the stigma associated with abnormal behavior (VA-4.2)
- Speculate about means for promoting greater understanding of abnormal behavior (VA-4.3)

## Learning Design

# AP Psychology Curriculum - Biological Bases of Behavior (Unit 4)

## DRAFT

### High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

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NSHSP IIA-1 Structure and function of the neuron

NSHSP IIA-2 Organization of the nervous system

NSHSP IIA-3 Hierarchical organization of the structure and function of the brain

NSHSP IIA-4 Technologies and clinical methods for studying the brain

NSHSP IIA-5 Structure and function of the endocrine system

NSHSP IIA-6 How heredity interacts with environment to influence behavior

#### Learning Goal

Students will be able to critically evaluate the various links between biology and behavior.

#### Proficiency Scales

4: In addition to score 3.0 performance, the student demonstrates in-depth inferences and advanced applications that go beyond what was taught.

3: The student demonstrates mastery of the learning goal by

- connect the structures and functions of the different brain regions and analyze their potential cognitive and behavioral consequences.
- synthesizing brain function with specific case studies of damage where relevant.

2: The student demonstrates he/she is nearing the learning goal by

- recognizing or recalling specific vocabulary, such as *limbic system, cerebrum, cerebral cortex, neurotransmitters, sympathetic nervous system, amygdala, and heritability*.
- performing specific processes, such as describing the various structures and regions of the brain and describing how certain drugs act at the synapse.

	1: The student demonstrates a limited understanding or skill with the learning goal.
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### Learning Targets

- Identify basic processes and systems in the biological bases of behavior, including parts of the neuron and the process of transmission of a signal between neurons
- Analyze the effect of the following on behavior, endocrine system, central and peripheral nervous systems, major brain regions, lobes, and cortical areas, brain lateralization and hemispheric specialization
- Discuss and analyze historic and contemporary research strategies and technologies that support research (ex. case studies, split-brain research, imaging techniques)
- Discuss psychology's abiding interest in how heredity, environment, and evolution work together to shape behavior
- Predict how traits and behavior can be selected for their adaptive value

### Learning Design

# AP Psychology Curriculum - Cognition (Unit 8/9)

DRAFT

## High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

NSHSP IVB-1 Encoding, or getting information into memory

NSHSP IVB-2 Sensory, working or short-term, and long-term memory systems

NSHSP IVB-3 Retrieval, or getting information out of memory

NSHSP IVC-1 Basic elements comprising thought

NSHSP IVC-2 Strategies and obstacles involved in problem solving and decision-making

NSHSP IVC-3 Structural features of language

NSHSP IVC-4 Theories and developmental stages of language acquisition

NSHSP IVC-5 Links between thinking and language

### Learning Goal

Students will be able to integrate the concepts of language, memory, and perception to explain the development of cognition.

### Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal by

- evaluating the effect of information processing and context on later recall.
- analyzing the effectiveness of various problem-solving strategies.
- tracing the development of language from structure to acquisition.

2: The student demonstrates he/she is nearing the learning goal by

- recognizing or recalling specific vocabulary, such as *schema*, *concept*, *cognition*, *memory*, *semantics*, *confirmation bias*, and *functional fixedness*.

- |  |   |
|--|---|
|  | <ul style="list-style-type: none"><li>• performing specific processes, such as illustrating the various parts and steps of the human memory system.</li></ul> |
|--|---|

1: The student demonstrates a limited understanding or skill with the learning goal.

### Learning Targets

- Describe and differentiate psychological and physiological systems of memory (ex. short-term memory, procedural memory)
- Outline the principles that underlie effective encoding, storage, and construction of memories
- Describe strategies for memory improvement
- Compare and contrast various cognitive processes: effortful versus automatic processing, deep versus shallow processing, focused versus divided attention
- Synthesize how biological, cognitive, and cultural factors converge to facilitate acquisition, development, and use of language
- Identify problem-solving strategies as well as factors that influence their effectiveness
- List the characteristics of creative thought and creative thinkers

### Learning Design

# AP Psychology Curriculum - Developmental Psychology (Unit 11)

## High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

NSHSP IIIA-1 Development as a lifelong process

NSHSP IIIA-2 Research techniques used to gather data on the developmental process

NSHSP IIIA-3 Theories of development

NSHSP IIIA-4 Issues surrounding the developmental process (nature/nurture, continuity/discontinuity, stability/instability, critical periods)

### Essential Learning Goal

Students will be able to analyze how change, influenced by biology, environment, and social interaction, comes to shape human physical, moral, social, and cognitive development.

### Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal by

- evaluating the various developmental theories (continuous vs. discontinuous) for their empirical validity and genuine application
- synthesizing the importance of each facet of development in terms of reciprocal influences as well as within the framework of the nature vs. nurture debate

2: The student demonstrates he/she is nearing the learning goal by

- recognizing or recalling specific vocabulary, such as: *habituation, social learning theory, formal operational stage, imprinting, fluid vs. crystallized intelligence, and collectivism.*
- performing specific processes, such as: describing the various theories of cognitive, moral, social, and physical development.

1: The student demonstrates a limited understanding or skill with the learning goal.

## Learning Targets

- Describe physical, social, and cognitive changes from the prenatal period throughout the lifespan (IIIA-1.1)
- Examine the nature of change over the lifespan (IIIA-1.2)
- Identify the complex cognitive structures found in the early development of infants and young children (IIIA-1.3)
- Apply lifespan principles to personal experience (IIIA-1.4)
- Explain the distinguishing characteristics of the longitudinal and cross-sectional methods of study. (IIIA-2.1)
- Explain various developmental models (IIIA-3.1)
- Recognize how biological and cultural notions of gender shape the experiences of men and women (IIIA-3.2)
- Examine the development of ethnic identity (IIIA-3.3)
- Explore developmental theories as they relate to cultural bias (IIIA-3.4)
- Describe the role of critical periods in development (IIIA-4.1)
- Explain the issues of continuity/discontinuity and stability/instability in development (IIIA-4.2)

## Learning Design



# AP Psychology Curriculum - History & Approaches (Unit 1)

## DRAFT

### High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

NSHSP IA-1: Contemporary perspectives used by psychologists to understand behavior and mental processes in context

NSHSP 1A-2: Major subfields and career opportunities that comprise psychology

<u>Learning Goal</u>	<u>Proficiency Scales</u>
<p>Students will be able to differentiate between the major perspectives in psychology in order to approach and explain psychological phenomena.</p>	<p>4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.</p> <p>3: The student demonstrates mastery of the learning goal by</p> <ul style="list-style-type: none"> <li>• organizing and analyzing the methodology of psychological research in respect to the diversity of the approaches.</li> <li>• comparing and differentiating theoretical approaches in explaining behavior, such as: structuralism, functionalism, behaviorism, Gestalt, psychoanalytic/ psychodynamic, humanism, evolutionary, biological, and cognitive.</li> </ul> <p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"> <li>• recognizing or recalling specific vocabulary, such as <i>psychology, levels of analysis, empiricism, biopsychological approach, structuralism, functionalism, humanistic psychology, basic research, applied research, counseling psychology, clinical psychology, nature-nurture, natural selection, psychiatry, behaviorism.</i></li> <li>• performing specific processes, such as describing the key parts of psychology in regards to the their individual methodologies (biological, behavioral, Gestalt, psychoanalytic, evolutionary, cognitive, and humanism).</li> </ul> <p>1: The student demonstrates a limited understanding or skill with the learning goal.</p>

## Learning Targets

- Recognize how philosophical perspectives shaped the development of psychological thought
- Recognize the strengths and limitations of applying theories to explain behaviors
- Distinguish the different domains of psychology: biological, clinical, cognitive, counseling, developmental, educational, experimental, industrial-organizational (human factors), personality, psychometric, and social
- Identify the major historical figures in psychology

## Learning Design

# AP Psychology Curriculum - Learning (Unit 7)

DRAFT

## High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

NSHSP IVA-1 Characteristics of learning

NSHSP IVA-2 Principles of classical conditioning

NSHSP IVA-3 Principles of operant conditioning

NSHSP IVA-4 Components of cognitive learning

NSHSP IVA-5 Roles of biology and culture in determining learning

### Learning Goal

Students will be able to assess the theoretical development of learning acquisition, including analysis of factors such as biological predisposition and cognition.

### Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal by

- judging the applications and validity of each type of learning.
- predicting behavioral outcomes within the various types of learning.

2: The student demonstrates he/she is nearing the learning goal by

- recognizing or recalling specific vocabulary, such as *classical conditioning, neutral stimulus, operant conditioning, reinforcement, social learning theory, and extinction*.

- performing specific processes, such as describing the basic phenomena of each type of learning.

1: The student demonstrates a limited understanding or skill with the learning goal.

## Learning Targets

- Distinguish general differences between principles of classical conditioning, operant conditioning, and observational learning (ex. contingencies)
- Describe basic classical conditioning phenomena, such as acquisition, extinction, spontaneous recovery, generalization, discrimination, and higher-order learning
- Predict the effects of operant conditioning (e.g., positive reinforcement, negative reinforcement, punishment, schedules of reinforcement)
- Predict how practice, schedules of reinforcement, and motivation will influence quality of learning
- Interpret graphs that exhibit the results of learning experiments
- Provide examples of how biological constraints create learning predispositions
- Describe the essential characteristics of insight learning, latent learning, and social learning
- Apply learning principles to explain emotional learning, taste aversion, superstitious behavior, and learned helplessness
- Suggest how behavior modification, biofeedback, coping strategies, and self-control can be used to address behavioral problems

## Learning Design

# AP Psychology Curriculum - Motivation and Emotion (Unit 10)

## DRAFT

### High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

NSHSP IIC-1 Motivational concepts

NSHSP IIC-2 The role of biology and learning in motivation and emotion

NSHSP IIC-3 Major theories of motivation

NSHSP IIC-4 Interaction of biological and cultural factors in emotions and motivations

NSHSP IIC-5 Role of values and expectancies in determining choice and strength of motivation

NSHSP IIC-6 Physiological, affective, cognitive, and behavioral aspects of emotions and the interactions among these aspects

NSHSP IIC-7 Effects of motivation and emotion on perception, cognition, and behavior

#### Learning Goal

Students will be able to integrate concepts, situational cues, and theories of motivation and emotion in order to explain cognitive action.

#### Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal by

- evaluating the interaction of internal and situational cues on motivation.
- analyzing the interaction of cognitive functions and motivations in decision-making.
- evaluating the applicability of each of the theories of emotion.

2: The student demonstrates he/she is nearing the learning goal by

- recognizing or recalling specific vocabulary, such as *drive-reduction theory*, *incentive theory*, *set point*, *James-Lange theory of emotion*, and *Cannon-Bard Theory of emotion*.

- performing specific processes, such as comparing and contrasting the differences between the James-Lange and Cannon-Bard, and Schacter Two-Factor theories of emotional response.

1: The student demonstrates a limited understanding or skill with the learning goal.

## Learning Targets

- Apply motivational concepts to the behavior of humans and other animals (IIC-1.1)
- Describe the interaction of internal cues and learning on basic drives (IIC-2.1)
- Describe the situational cues giving rise to anger and fear (IIC-2.2)
- Describe the situational cues and individual characteristics giving rise to curiosity and anxiety (IIC-2.3)
- Describe one or more theories of motivation, such as expectancy value, cognitive dissonance, arousal, Maslow's hierarchy of needs, and drive reduction (IIC-3.1)
- Explain how common motives and emotions develop (IIC-4.1)
- Use expectancy-value theory to explain their own and others' behavior (IIC-5.1)
- Describe theories of emotion, such as James-Lange, Cannon-Bard, or cognitive theories (IIC-6.1)
- Explaining how emotions and behaviors are related (IIC-6.2)
- Describe differences in perception between individuals differing in motivation (IIC-7.1)
- Explain how learning, memory, problem solving, and decision-making strategies are influenced by motivation and emotion (IIC-7.2)

## Learning Design

# AP Psychology Curriculum - Personality (Unit 12)

DRAFT

## High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

NSHSP IIIB-1 Distinguish between personality and personality constructs

NSHSP IIIB-2 Personality approaches and theories

NSHSP IIIB-3 Assessment tools used in personality

### Learning Goal

Students will be able integrate the theories, constructs, and assessments of personality in order to trace its development across the lifespan.

### Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal by

- evaluating the effectiveness and applicability of the various measures of personality testing.
- relating the different approaches to psychological study to personality, identifying their unique understandings and implications.

2: The student demonstrates he/she is nearing the learning goal by

- recognizing or recalling specific vocabulary, such as: *self-efficacy, unconditional positive regard, free association, loci of control, and Thematic Apperception Test.*
- performing specific processes, such as: describing and comparing the various personality testing measures.

1: The student demonstrates a limited understanding or skill with the learning goal.

## Learning Targets

- Define personality as the individual's unique way of thinking, feeling, and acting (IIIB-1.1)
- Explain the role of personality constructs as a framework for organizing behavioral phenomena (IIIB-1.2)
- Explain the characteristics of the psychodynamic, cognitive-behavioral, humanistic, and trait approaches (IIIB-2.1)
- Identify important contributions to the understanding of personality (IIIB-2.2)
- Distinguish between objective and projective techniques of personality assessment (IIIB-3.1)
- Describe tests used in personality assessment (IIIB-3.2)

## Learning Design



# AP Psychology Curriculum - Research Methods (Unit 3)

## DRAFT

### High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

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NSHSP IA-3 Research strategies used by psychologists to explore behavior and mental processes

NSHSP IA-4 Purpose and basic concepts of statistics

NSHSP IA-5 Ethical issues in research with human and other animals that are important to psychologists

NSHSP IA-6 Development of psychology as an empirical science

<u>Learning Goal</u>	<u>Proficiency Scales</u>
<p>Students will be able to explain how and why psychologists choose particular research methodology and the factors involved in the analysis and interpretation of subsequent data collected.</p>	<p>4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.</p> <p>3: The student demonstrates mastery of the learning goal by</p> <ul style="list-style-type: none"> <li>• distinguishing between the appropriate and ethical uses and results of each method of psychological research (such as experimental, correlative, case study, naturalistic observation, and cross-sectional).</li> <li>• evaluating the shortcomings of utilizing each method of psychological research.</li> </ul> <p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"> <li>• recognizing or recalling specific vocabulary, such as: <i>population, sample, control group, placebo effect, random assignment, independent and dependent variable.</i></li> <li>• performing specific processes, such as describing how each of the different research methodologies are used and their relationship to different fields of psychology.</li> </ul> <p>1: The student demonstrates a limited understanding or skill with the learning goal.</p>

## Learning Targets

- Differentiate types of research (ex. experiments, correlational studies, survey research, naturalistic observations, and case studies) with regard to purpose, strengths, and weaknesses
- Describe how research design drives the reasonable conclusions that can be drawn
- (ex. experiments are useful for determining cause and effect; experimental controls reduces alternative explanations)
- Identify independent, dependent, confounding, and control variables in experimental designs
- Distinguish between random assignment of participants to conditions in experiments and random selection of participants, primarily in correlational studies and surveys
- Predict the validity of behavioral explanations based on the quality of research design (ex. confounding variables limit confidence in research conclusions)
- Discuss the value of reliance on operational definitions and measurement in behavioral research
- Identify how ethical issues inform and constrain research practices
- Describe how ethical and legal guidelines (ex. those provided by the American Psychological Association, federal regulations, local institutional review boards) protect research participants and promote sound ethical practice

## Learning Design

# AP Psychology Curriculum - Sensation and Perception (Unit 5)

## DRAFT

### High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

NSHSP IIB-1 Basic concepts explaining the capabilities and limitations of sensory processes

NSHSP IIB-2 Interaction of the person and environment in determining perception

NSHSP IIB-3 Nature of attention

#### Learning Goal

Students will be able to critically assess sensory and perceptual processes and synthesize these to environment and experience.

#### Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal by

- classifying and integrating sensation with principles of organization in order to promote stable awareness of the external world.
- assessing the development of individualized perceptions by synthesizing sensation, experience, attention, and environment.

2: The student demonstrates he/she is nearing the learning goal by

- recognizing or recalling specific vocabulary, such as *absolute threshold, just noticeable difference, Gestalt, transduction, signal detection, and sensory adaptation.*
- performing specific processes, such as
  - describing basic principles of sensory transduction.
  - describing general principles of perceptual organization.

1: The student demonstrates a limited understanding or skill with the learning goal.

### Learning Targets

- Discuss basic principles of sensory transduction, including absolute threshold, difference threshold, signal detection, and sensory adaptation
- Describe sensory processes (e.g., hearing, vision, touch, taste, smell, vestibular, kinesthesia, pain), including the specific nature of energy transduction, relevant anatomical structures, and specialized pathways in the brain for each of the senses
- Explain common sensory disorders (e.g., visual and hearing impairments)
- Describe general principles of organizing and integrating sensation to promote stable awareness of the external world (e.g., Gestalt principles, depth perception)
- Discuss how experience and culture can influence perceptual processes (ex. perceptual set, context effects)
- Explain the role of top-down processing in producing vulnerability to illusion
- Discuss the role of attention in behavior
- Challenge common beliefs in parapsychological phenomena (ex. ESP)
- Identify the major historical figures in sensation and perception

## Learning Design

# AP Psychology Curriculum - Social Psychology (Unit 2)

DRAFT

## High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

NSHSP V.C-1 Social judgment and attitudes

NSHSP V.C-2 Social and cultural categories

NSHSP V.C-3 Social influence and relationships

### Learning Goal

Students will be able to assess the reciprocal relationship between individual and group behavior.

### Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal by assessing real world applications of various psychological phenomena within group interaction (such as diffusion of responsibility, conformity, self-serving bias, deindividuation, group polarization, groupthink, social loafing and facilitation) and predicting potential consequences on both the group and the individual.

2: The student demonstrates he/she is nearing the learning goal by

- recognizing or recalling specific vocabulary, such as *social cognition, fundamental attribution error, pluralistic ignorance, social facilitation and loafing, conformity, aggression, and attributions.*
- performing specific processes, such as describing the structure and function of different kinds of group behavior (such as deindividuation, group polarization, bystander effect, conformity, and obedience).

1: The student demonstrates a limited understanding or skill with the learning goal.

## Learning Targets

- Apply attribution theory to explain motives (ex. fundamental attribution error, self-serving bias)
- Describe the structure and function of different kinds of group behavior (ex. deindividuation, group polarization)
- Explain how individuals respond to expectations of others, including groupthink, conformity, and obedience to authority
- Discuss attitudes and how they change (ex. central route to persuasion)
- Predict the impact of the presence of others on individual behavior (ex. bystander effect, social facilitation)
- Describe processes that contribute to differential treatment of group members (ex. in-group/out-group dynamics, ethnocentrism, prejudice)
- Articulate the impact of social and cultural categories (ex. gender, race, ethnicity) on self-concept and relations with others
- Anticipate the impact of behavior on a self-fulfilling prophecy
- Describe the variables that contribute to altruism, aggression, and attraction
- Discuss attitude formation and change, including persuasion strategies and cognitive dissonance
- Identify important figures in social psychology (ex. Solomon Asch, Leon Festinger, Stanley Milgram, Philip Zimbardo)

## Learning Design

# AP Psychology Curriculum - States of Consciousness (Unit 6)

## DRAFT

### High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

NSHSP IVD-1 Understand the nature of consciousness

NSHSP IVD-2 Characteristics of sleep and theories that explain why we sleep

NSHSP IVD-3 Theories used to explain and interpret dreams

NSHSP IVD-4 Basic phenomena and uses of hypnosis

NSHSP IVD-5 Categories of psychoactive drugs and their effects

#### Learning Goal

Students will be able to analyze the behavioral impact of the various states of consciousness.

#### Proficiency Scales

- 4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.
- 3: The student demonstrates mastery of the learning goal by
- distinguishing between the various stages of consciousness and their subsequent impact on behavior.
  - explaining “alternate” states of consciousness and their psychological and physiological effects on behavior.
- 2: The student demonstrates he/she is nearing the learning goal by
- recognizing or recalling specific vocabulary, such as *circadian rhythm, activation synthesis model, hypnosis, psychoactive drugs, physical and psychological dependence.*
  - performing specific processes, such as describing the various states of consciousness and sleep stages.

1: The student demonstrates a limited understanding or skill with the learning goal.

### Learning Targets

- Describe various states of consciousness and their impact on behavior
- Discuss aspects of sleep and dreaming:
  - stages and characteristics of the sleep cycle
  - theories of sleep and dreaming
  - symptoms and treatments of sleep disorders
- Describe historic and contemporary uses of hypnosis (ex. pain control, psychotherapy)
- Explain hypnotic phenomena (ex. suggestibility, dissociation)
- Identify the major psychoactive drug categories (ex. depressants, stimulants) and classify specific drugs, including their psychological and physiological effects
- Discuss drug dependence, addiction, tolerance, and withdrawal

### Learning Design



# AP Psychology Curriculum - Testing and Individual Differences (Unit 13)

## DRAFT

### High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

NSHSP IVE-1 Concepts related to measurement of individual differences

NSHSP IVE-2 Influence and interaction of heredity and environment on individual differences

NSHSP IVE-3 Nature of intelligence

NSHSP IVE-4 Nature of intelligence testing

<u>Learning Goal</u>	<u>Proficiency Scales</u>
<p>Students will be able to evaluate the links between intelligence and the use of cognitive skills, strategies, and testing.</p>	<p>4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.</p> <p>3: The student demonstrates mastery of the learning goal by</p> <ul style="list-style-type: none"> <li>• evaluating the reliability and validity of formative, performance, and summative assessments.</li> <li>• analyzing the predictive validity and applications of achievement and projective testing.</li> <li>• evaluating the applicability of each of the various theories of intelligence(s).</li> </ul> <p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"> <li>• recognizing or recalling specific vocabulary, such as: <i>mental age, factor analysis, generalized intelligence, multiple intelligences, and content validity.</i></li> <li>• performing specific processes, such as: describing the various theories of intelligence.</li> </ul> <p>1: The student demonstrates a limited understanding or skill with the learning goal.</p>

## Learning Targets

- Define and understand the nature of test constructs, such as intelligence, personality, and creativity (IVE-1.1)
- Describe basic statistical concepts in testing (IVE-1.2)
- Explain how intelligence and personality may be influenced by heredity and environment (IVE-2.1)
- Describe theories of intelligence (IVE-3.2)
- Explain why intelligence tests predict achievement (IVE-4.1)
- Explain issues of using conventional intelligence tests (IVE-4.2)

## Learning Design

# WGSD Curriculum -- Sociology

## Culture and Social Structure

### DRAFT

#### High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

SS6 - Relationships of the individual and groups to institutions and cultural institutions.  
 SS7 - The use of tools of social science inquiry (such as surveys, statistics, maps, documents).

<u>Learning Goal</u>	<u>Proficiency Scales</u>
<p>Students will be able to analyze how social structure creates culture and thus guides human behavior and interaction.</p>	<p>4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.</p> <p>3: The student demonstrates mastery of the learning goal by</p> <ul style="list-style-type: none"> <li>● describing the methodology of sociological study.</li> <li>● synthesizing the universality of societies' creation of culture with the variations that exist within them.</li> </ul> <p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"> <li>● recognizing or recalling specific vocabulary, such as <i>counterculture, subculture, material and nonmaterial culture, social class, and social facilitation</i>.</li> <li>● performing specific processes, such as             <ul style="list-style-type: none"> <li>○ identifying the different parts of culture, such as technology and values.</li> <li>○ recognizing the various types, such as counter and sub cultures.</li> </ul> </li> </ul> <p>1: The student demonstrates a limited understanding or skill with the learning goal.</p>

#### Learning Targets

- Students will understand the research methodology of sociological design, including what is meant by the sociological imagination.
- Students will describe the creation of culture and how it has both universality and variation.
- Students will analyze the various components of culture and their various impacts on the society in which they exist.
- Students will examine the role that social structure plays in guiding human behavior and interaction.
- Students will analyze the various pieces of social structure, including things such as class, education, government, and the workplace.

<u>Learning Design</u>

# WGSD Curriculum -- Sociology

## Social Inequality

### DRAFT

#### High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

SS1 - principles expressed in the documents shaping constitutional democracy in the United States

SS2 - continuity and change in the history of Missouri, the United States and the world

SS3 - principles and processes of governance systems

SS4 - the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment

SS6 - relationships of the individual and groups to institutions and cultural traditions

#### Learning Goal

Students will be able to analyze the consequences of societal hierarchies and the concerns and discrimination resulting from distinguishing among members of society.

#### Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal by

- analyzing the process of how (and analyzing potential why) all societies distinguish among their members on the basis of various characteristics.
- analyzing concerns and discrimination that are related to gender, age, disability and health care within the United States.
- explaining how racial and ethnic relations are an essential part of life in America.

2: The student demonstrates he/she is nearing the learning goal by

- recognizing or recalling specific vocabulary, such as *health care, prejudice, discrimination, social stratification, caste system, and social mobility*.
- performing specific processes, such as recognizing the trends of social inequality tied to social structure or describing racial and ethnic problems in America.

1: The student demonstrates a limited understanding or skill with the learning goal.

#### Learning Targets

- Students will examine how societies distinguish among its members.
- Students will hypothesize why all societies create hierarchies among its members and the potential purposes behind variations.
- Students will examine how racial and ethnic relations, while often difficult and full of tensions, are essential to the function of life in America.
- Students will analyze the issues in the United States that are immediately prevalent in terms of discrimination, such as gender, age, and health care.

### Learning Design

# WGSD Curriculum -- Sociology Sociology

## Social Institutions

### DRAFT

#### High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

SS1 - principles expressed in the documents shaping constitutional democracy in the United States

SS2 - continuity and change in the history of Missouri, the United States and the world

SS3 - principles and processes of governance systems

SS4 - the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment

SS6 - relationships of the individual and groups to institutions and cultural traditions

<u>Learning Goal</u>	<u>Proficiency Scales</u>
<p>Students will be able to examine the various social institutions and analyze their impact on society and culture.</p>	<p>4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.</p> <p>3: The student demonstrates mastery of the learning goal by</p> <ul style="list-style-type: none"> <li>• analyzing the configuration variations of the family and the impacts and influences they have on the individual and society.</li> <li>• examining the influence of economic and political institutions on other social institutions</li> <li>• examining the impact of sports and mass media on society.</li> <li>• analyzing the importance of religion and education on American society and beliefs.</li> </ul> <p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"> <li>• recognizing or recalling specific vocabulary, such as <i>kinship</i>, <i>sandwich generation</i>, <i>primary vs. secondary sector</i>, <i>hidden curriculum</i>, and <i>ethicalism</i>.</li> <li>• performing specific processes, such as identifying the various institutions that make up a society and discussing their individual functions.</li> </ul> <p>1: The student demonstrates a limited understanding or skill with the learning goal.</p>

#### Learning Targets

- Students will discuss the importance of family as a basic unit of society, as well as examine the various forms it can embody
- Students will analyze the impacts of governance and economic sanctions/laws on a country's other social institutions
- Students will identify the importance of sport and mass media on a society's identity as well as the identities of individuals within
- Students will examine the impact of education, as well as analyze what is meant by a hidden curriculum in schooling
- Students will discuss the role of religion with varying societies, including the formation, continuation, and conflict amongst various societies

## Learning Design



# WGSD Curriculum -- Sociology

## The Changing Social World

### DRAFT

#### High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

SS2 - continuity and change in the history of Missouri, the United States and the world

SS4 - the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment

SS6 - relationships of the individual and groups to institutions and cultural traditions

#### Learning Goal

Students will be able to examine the changing social landscape as well as the shifting ideologies and behaviors resulting from the growing world population.

#### Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal by

- examining how the increasing world population is shifting ideologies and social behaviors.
- analyzing the increasing importance of collective behavior, especially in how it may alter perceptions and ideologies.

2: The student demonstrates he/she is nearing the learning goal by

- recognizing or recalling specific vocabulary, such as *urbanization, ethnic neighborhoods, social movement, terrorism, demography, and public opinion.*
- performing specific processes, such as
  - recognizing that the world population is becoming more urban
  - identifying the ways the social landscape is changing.

1: The student demonstrates a limited understanding or skill with the learning goal.

#### Learning Targets

- Students will examine the growing world's population, paying specific attention to trends and areas of social change as a result (ex. increasing urban populations).
- Students will analyze the increase of what is known as "collective behavior".
- Students will understand how collective behavior has a great affect on society (ex. current gay marriage movement).
- Students will identify how collective behavior may and can affect the social landscape and change cultural understandings/practices.

## Learning Design

# WGSD Curriculum -- Sociology

## The Individual in Society

### DRAFT

#### High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

SS6 - Relationships of the individual and groups to institutions and cultural institutions.

<u>Learning Goal</u>	<u>Proficiency Scales</u>
<p>Students will be able to analyze the development of the individual within the context of learning and adjusting to normative and societal expectations.</p>	<p>4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.</p> <p>3: The student demonstrates mastery of the learning goal by</p> <ul style="list-style-type: none"> <li>• examining the development of personality and self-concept as a result of societal norms.</li> <li>• analyzing the role of 'adolescence' in American society and the many introduced challenges.</li> <li>• analyzing how norms keep society functioning and the positive and negative effects of deviance.</li> </ul> <p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"> <li>• recognizing or recalling specific vocabulary, such as <i>strain theory, adolescence, cultural labeling theory, control theory, transmission theory, norms, folkways, and mores.</i></li> <li>• performing specific processes, such as               <ul style="list-style-type: none"> <li>○ identifying what is a norm, folkway, or more.</li> <li>○ describing the functions or perceived purposes of deviance.</li> </ul> </li> </ul> <p>1: The student demonstrates a limited understanding or skill with the learning goal.</p>

#### Learning Targets

- Students will analyze the role of society in shaping their own personalities and the differences that exist
- Students will understand the role of both nature and nurture in shaping individual differences of self-concept.

- Students will examine the emerging 'rite of passage' in western culture known as 'adolescence' and its associated challenges.
- Students will identify what is meant by normative behavior and include examination of norms, folkways, mores, taboos, and values.
- Students will analyze how learning and adjusting to changing roles occurs across the entire life span.
- Students will examine the roles, understandings, and perceived functions of deviance (both positive and negative).

### Learning Design

WGSD Curriculum -- US GOVERNMENT  
 Constitutional Principles  
 DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

SS1A Principles of republic in the United States

SS2A Principles and purposes of government

SS1B Explain the relevance and connection of constitutional principles in the following documents: U.S. Constitution, Federalist Papers, Amendments to Constitution, emphasizing Bill of Rights, Key Supreme Court decisions Marbury v. Madison, McCulloch v. Maryland, Miranda v. Arizona, Plessy v. Ferguson, Brown v. Topeka Board of Education.

Learning Goal

Students will be able to analyze the influence of constitutional principles on the U.S. Constitution, Federalist Papers, Amendments to Constitution, Bill of Rights, and key Supreme Court decisions.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

- 3: The student demonstrates mastery of the learning goal by
- describing the influence of the Constitution, Federalist Papers, Amendments, Bill of Rights, and key Supreme Court decisions on contemporary U.S. politics.
  - assessing the U.S. Constitution as a living document that has

	<p>changed due to key Supreme Court Cases and the amendment process. (SS1A.c, SS2A.a)</p> <ul style="list-style-type: none"> <li>● tracing the changing definition of civil and voting rights. (SS1A.c, SS2A.a)</li> </ul> <p>2: The student demonstrates he/she is nearing proficiency by</p> <ul style="list-style-type: none"> <li>● recognizing or recalling specific vocabulary, such as: <i>U.S. Constitution, Federalist Papers, Amendments to Constitution, emphasizing Bill of Rights, Key Supreme Court decisions; Marbury v. Madison, McCulloch v. Maryland, Miranda v. Arizona, Plessy v. Ferguson, Brown v. Topeka Board of Education.</i></li> <li>● performing specific processes, such as: <ul style="list-style-type: none"> <li>● identifying historical documents associated with the U.S. Constitution.</li> <li>● naming the influences of the historical documents.</li> <li>● naming the issues at stake in key Supreme Court decisions.</li> <li>● identifying the significance of the rights named in the Bill of Rights and amendments delineating civil and voting rights.</li> </ul> </li> </ul> <p>1: The student demonstrates limited understanding or skill with the learning goal.</p>
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<p><u>Learning Targets</u></p> <ul style="list-style-type: none"> <li>● Students learn why certain key Supreme Court decisions have shaped life in America today.</li> <li>● Students learn some ways in which key debates were framed by documents such as the Federalist Papers.</li> <li>● Students learn the Bill of Rights and the legal evolution of voting rights and civil rights.</li> </ul>
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<u>Learning Design</u>

WGSD Curriculum US GOVERNMENT  
 Three Branches of Government  
 DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

SS1 A: Principles of constitutional democracy in the United States  
 SS1 B: Roles of citizens and governments in carrying out constitutional principles  
 SS2 A: Principles and purposes of government

<u>Learning Goal</u>	<u>Proficiency Scales</u>
<p>Students will be able to evaluate the roles of the three branches of government in terms of their responsibilities, checks and balances, and how they reflect constitutional principles.</p>	<p>4: The student demonstrates an in-depth inference of advanced application, or innovates with the learning goal.</p> <p>3: The student demonstrates mastery of the learning goal by</p> <ul style="list-style-type: none"> <li>● explaining the responsibilities of the each branch of government and analyzing the ways in which they interact.</li> <li>● deducing the ways in which the checks and balances on each branch affect the other two branches.</li> <li>● inferring the relevance and connection of constitutional principles in the U.S. Constitution, Federalist Papers, Bill of Rights, and significant Supreme Court cases.</li> </ul> <p>2: The student demonstrates he/she is nearing the learning goal by</p>



- recognizing or recalling specific vocabulary, such as: executive branch, legislative branch, judicial branch, checks and balances, federalism, Bill of Rights, amendment, key Supreme Court decisions.
- performing specific processes, such as:
  - identifying the responsibilities of each branch of government.
  - listing the checks and balances on each branch of government.
  - explaining the most significant constitutional principles.

1: The student demonstrates a limited understanding or skill with the learning goal.

### Learning Targets

- Students learn the process of how a bill becomes a law.
- Students learn the responsibilities of each branch.
- Students learn the checks and balances associated with each branch.
- Students understand the political ideas expressed in the U.S. Constitution.

### Learning Design


US GOVERNMENT  
 Historical Foundations of American Democracy  
 DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

SS1A Principles of republic in the United States

Learning Goal

Students will be able to analyze the contribution of seminal historical documents to the development of U.S. Government.

Proficiency Scales

4: The student demonstrates in in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery with the learning goal by

- describing the influence of the Enlightenment writers on early colonial government. (SS1A.d, SS1A.e)
- tracing the development of U.S. Government beginning with the Mayflower Compact. (SS1A.d)
- investigating and drawing conclusions about the influence of the Magna Carta and Mayflower Compact on the Declaration of Independence and the Articles of Confederation. (SS1A.d, SS1A.e)

2: The student demonstrates he/she is nearing proficiency by

- recognizing and recalling specific vocabulary, such as: *Magna*

*Carta, Hobbes, Locke, Rousseau, Montesquieu, Social Contract Theory, Mayflower Compact, Declaration of Independence, Articles of Confederation.*

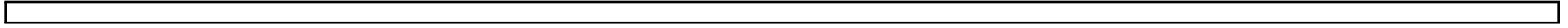
- performing specific processes
  - identifying seminal historical documents.
  - naming the influences of the historical documents.
  - chronologically ordering major government documents and writings leading to the U.S. Constitution.

1: The student demonstrates limited understanding or skill with the learning goal.

### Learning Targets

- Students learn the premises of the major philosophical and historical writings that underpin U.S. Government.
- Students learn how the premises influenced the foundations of U.S. Government.
- Students interpret and trace the influences in the government documents themselves.

### Learning Design



# WGHS Curriculum -- U.S. Government

## Historical Skills

### DRAFT

#### High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

SS7 Knowledge and the use of tools of social science inquiry (such as surveys, statistics, maps, and documents)

High School TILS Strand II: Information Literacy: Students will be able to research and synthesize information; use a variety of digital resources; retrieve and evaluate reliability and accuracy from appropriately cited sources; draw evidence-based conclusions in order to prove comprehension of course objectives.

High School TILS Strand IV: Tools of the Trade: Students will be able to use appropriate digital tools within and across content areas in preparation for post-secondary experiences.

#### Learning Goal

Students will be able to apply the skills necessary for the effective study of history.

#### Proficiency Scales

4: Student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: Student demonstrates mastery of the learning goal by

- accessing a variety of sources including primary and secondary sources for specific research tasks. (SS7.A, SS7.E)
- analyzing research materials for relevance and credibility. (SS7.C)
- differentiating between fact and opinion and detecting perspective and bias in historical materials. (SS7.C)
- interpreting maps, graphs, diagrams, pictures, and political cartoons to infer the meaning and purpose of each in a historical

context. (SS7.B, SS7.F)

2: Student demonstrates he/she is nearing the learning goal by

- recognizing or recalling specific vocabulary, such as: *primary and secondary sources, bias, perspective, editorial, etc.*
  
- performing specific processes, such as:
  - recognizing the existence of a variety of sources including primary and secondary sources.
  - explaining why relevance and credibility is important when conducting research.
  - describing the difference between fact and opinion and realizing the existence of perspective and bias in historical materials.
  - identifying how maps, graphs, diagrams, pictures, and political cartoons can function as a means to express historical content.

1: Student demonstrates limited understanding or skill with the learning goal.

### Learning Targets

- The student learns through the use of primary and secondary source documents.
- The student learns how to interpret primary vs. secondary source documents.
- The student learns how to interpret the map of the electoral college.

<u>Learning Design</u>



WGSD Curriculum -- US GOVERNMENT  
 Roles and Responsibilities of Groups and Individuals  
 DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

SS1A Principles of constitutional democracy in the United States  
 SS6 Knowledge of relationships of the individual and groups to institutions and cultural traditions

<u>Learning Goal</u>	<u>Proficiency Scales</u>
<p>Students will be able to critically interpret the roles of special interest groups, institutions, and individual citizens in maintaining a functional participatory democracy.</p>	<p>4: The student demonstrates an in-depth inference or advanced application, or innovations with the learning goal.</p> <p>3: The student demonstrates mastery of the learning goal as evidenced by</p> <ul style="list-style-type: none"> <li>● analyzing how the roles of class, ethnic, racial, gender and age groups have changed in society, including causes and effects. (SS6.L)</li> <li>● predicting the consequences that can occur when institutions fail to meeting the needs of individuals and groups. (SS6.N.1)</li> <li>● explaining the role of citizenship in a successful participatory democracy. (SS6.N.2)</li> <li>● investigating and critically evaluating the interactions of existing PACS, parties, and special interest groups in order to take a position on a major issue.</li> </ul> <p>2: The student demonstrates he/she is nearing the learning goal by</p>

	<ul style="list-style-type: none"><li>● recognizing or recalling specific vocabulary, such as: <i>special interest group, PACS, citizenship, political parties, lobbyists, participatory democracy.</i></li><li>● performing specific processes, such as:<ul style="list-style-type: none"><li>○ identifying the voting and civil rights amendments.</li><li>○ identifying the effects that special interest groups play in a democracy.</li><li>○ explaining the responsibilities of good citizenship.</li></ul></li></ul> <p>1: The student demonstrates limited understanding or skill with the learning goal.</p>
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<u>Learning Targets</u>	
<ul style="list-style-type: none"><li>● Students learn about the function of PACs, political parties, and special interest groups.</li><li>● Students trace the influence of certain interest groups on the development of civil rights.</li><li>● Students explore the responsibilities of their citizenship in a participatory democracy.</li></ul>	



WGSD Curriculum US GOVERNMENT A  
 Three Branches of Government  
 DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

SS1 A: Principles of constitutional democracy in the United States  
 SS1 B: Roles of citizens and governments in carrying out constitutional principles  
 SS2 A: Principles and purposes of government

<u>Learning Goal</u>	<u>Proficiency Scales</u>
<p>Students will be able to evaluate the roles of the three branches of government in terms of their responsibilities, checks and balances, and how they reflect constitutional principles.</p>	<p>4: The student demonstrates an in-depth inference of advanced application, or innovates with the learning goal.</p> <p>3: The student demonstrates mastery of the learning goal by</p> <ul style="list-style-type: none"> <li>● investigating and interpreting the responsibilities of the each branch of government and analyzing the ways in which they interact. (SS2A.b)</li> <li>● deducing the ways in which the checks and balances on each branch affect the other two branches. (SS1A.c, SS2A.b)</li> <li>● researching and analyzing the progression of the relationship between the three branches of government. (SS1A.c, SS2A.b)</li> <li>● inferring the relevance and connection of constitutional principles in the U.S. Constitution, Federalist Papers, Bill of Rights, and</li> </ul>

significant Supreme Court cases. (SS1A.D)

2: The student demonstrates he/she is nearing the learning goal by

- recognizing or recalling specific vocabulary, such as: executive branch, legislative branch, judicial branch, checks and balances, federalism, Bill of Rights, amendment, key Supreme Court decisions.
- performing specific processes, such as:
  - identifying the responsibilities of each branch of government.
  - listing the checks and balances on each branch of government.
  - explaining the most significant constitutional principles.

1: The student demonstrates a limited understanding or skill with the learning goal.

### Learning Targets

- Students learn the process of how a bill becomes a law.
- Students learn the responsibilities of each branch.
- Students learn the checks and balances associated with each branch.
- Students understand the political ideas expressed in the U.S. Constitution.

<u>Learning Design</u>

WGSD Curriculum -- US GOVERNMENT A  
 Constitutional Principles  
 DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

SS1A Principles of republic in the United States

SS2A Principles and purposes of government

SS1B Explain the relevance and connection of constitutional principles in the following documents: U.S. Constitution, Federalist Papers, Amendments to Constitution, emphasizing Bill of Rights, Key Supreme Court decisions Marbury v. Madison, McCulloch v. Maryland, Miranda v. Arizona, Plessy v. Ferguson, Brown v. Topeka Board of Education.

Learning Goal

Students will be able to analyze the influence of constitutional principles on the U.S. Constitution, Federalist Papers, Amendments to Constitution, Bill of Rights, and key Supreme Court decisions.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

- 3: The student demonstrates mastery of the learning goal by
- synthesizing theories about the influence of the Constitution, Federalist Papers, Amendments, Bill of Rights, and key Supreme Court decisions on contemporary U.S. politics. (SS1A.c)
  - taking a position on the U.S. Constitution as a living document that

	<p>has changed due to key Supreme Court Cases and the amendment process. (SS1A.c, SS2A.a)</p> <ul style="list-style-type: none"> <li>● researching and evaluating the evolution of the changing definition of civil and voting rights. (SS1A.c, SS2A.a)</li> </ul> <p>2: The student demonstrates he/she is nearing proficiency by</p> <ul style="list-style-type: none"> <li>● recognizing or recalling specific vocabulary, such as: <i>U.S. Constitution, Federalist Papers, Amendments to Constitution, emphasizing Bill of Rights, Key Supreme Court decisions; Marbury v. Madison, McCulloch v. Maryland, Miranda v. Arizona, Plessy v. Ferguson, Brown v. Topeka Board of Education.</i></li> <li>● performing specific processes, such as: <ul style="list-style-type: none"> <li>● identifying historical documents associated with the U.S. Constitution.</li> <li>● naming the influences of the historical documents.</li> <li>● naming the issues at stake in key Supreme Court decisions.</li> <li>● identifying the significance of the rights named in the Bill of Rights and amendments delineating civil and voting rights.</li> </ul> </li> </ul> <p>1: The student demonstrates limited understanding or skill with the learning goal.</p>
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<p><u>Learning Targets</u></p> <ul style="list-style-type: none"> <li>● Students learn why certain key Supreme Court decisions have shaped life in America today.</li> <li>● Students learn some ways in which key debates were framed by documents such as the Federalist Papers.</li> <li>● Students learn the Bill of Rights and the legal evolution of voting rights and civil rights.</li> </ul>
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<u>Learning Design</u>

US GOVERNMENT A  
Historical Foundations of American Democracy  
DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

SS1A Principles of republic in the United States

Learning Goal

Students will be able to analyze the contribution of seminal historical documents to the development of U.S. Government.

Proficiency Scales

4: The student demonstrates in in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery with the learning goal by

- researching and evaluating the influence of the Enlightenment writers on early colonial government. (SS1A.d, SS1A.e)
- tracing and analyzing the development of U.S. Government beginning with the Mayflower Compact. (SS1A.d)
- investigating and drawing conclusions about the influence of the Magna Carta and Mayflower Compact on the Declaration of Independence and the Articles of Confederation. (SS1A.d, SS1A.e)

2: The student demonstrates he/she is nearing proficiency by

- recognizing and recalling specific vocabulary, such as: *Magna*

*Carta, Hobbes, Locke, Rousseau, Montesquieu, Social Contract Theory, Mayflower Compact, Declaration of Independence, Articles of Confederation.*

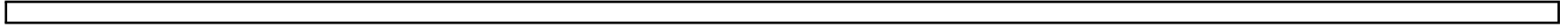
- performing specific processes
  - identifying seminal historical documents.
  - naming the influences of the historical documents.
  - chronologically ordering major government documents and writings leading to the U.S. Constitution.

1: The student demonstrates limited understanding or skill with the learning goal.

### Learning Targets

- Students learn the premises of the major philosophical and historical writings that underpin U.S. Government.
- Students learn how the premises influenced the foundations of U.S. Government.
- Students interpret and trace the influences in the government documents themselves.

### Learning Design



WGHS Curriculum -- U.S. Government A  
 Historical Skills  
 DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

SS7 Knowledge and the use of tools of social science inquiry (such as surveys, statistics, maps, and documents)

High School TILS Strand II: Information Literacy: Students will be able to research and synthesize information; use a variety of digital resources; retrieve and evaluate reliability and accuracy from appropriately cited sources; draw evidence-based conclusions in order to prove comprehension of course objectives.

High School TILS Strand IV: Tools of the Trade: Students will be able to use appropriate digital tools within and across content areas in preparation for post-secondary experiences.

Learning Goal

Students will be able to apply the skills necessary for the effective study of history.

Proficiency Scales

4: Student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: Student demonstrates mastery of the learning goal by

- accessing a variety of sources including primary and secondary sources for specific research tasks. (SS7.A, SS7.E)
- analyzing research materials for relevance and credibility. (SS7.C)
- differentiating between fact and opinion and detecting perspective and bias in historical materials. (SS7.C)
- interpreting maps, graphs, diagrams, pictures, and political cartoons to infer the meaning and purpose of each in a historical

context. (SS7.B, SS7.F)

2: Student demonstrates he/she is nearing the learning goal by

- recognizing or recalling specific vocabulary, such as: *primary and secondary sources, bias, perspective, editorial, etc.*
  
- performing specific processes, such as:
  - recognizing the existence of a variety of sources including primary and secondary sources.
  - explaining why relevance and credibility is important when conducting research.
  - describing the difference between fact and opinion and realizing the existence of perspective and bias in historical materials.
  - identifying how maps, graphs, diagrams, pictures, and political cartoons can function as a means to express historical content.

1: Student demonstrates limited understanding or skill with the learning goal.

### Learning Targets

- The student learns through the use of primary and secondary source documents.
- The student learns how to interpret primary vs. secondary source documents.
- The student learns how to interpret the map of the electoral college.

<u>Learning Design</u>

WGSD Curriculum US GOVERNMENT A  
 Three Branches of Government  
 DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

SS1 A: Principles of constitutional democracy in the United States  
 SS1 B: Roles of citizens and governments in carrying out constitutional principles  
 SS2 A: Principles and purposes of government

<u>Learning Goal</u>	<u>Proficiency Scales</u>
<p>Students will be able to evaluate the roles of the three branches of government in terms of their responsibilities, checks and balances, and how they reflect constitutional principles.</p>	<p>4: The student demonstrates an in-depth inference of advanced application, or innovates with the learning goal.</p> <p>3: The student demonstrates mastery of the learning goal by</p> <ul style="list-style-type: none"> <li>● investigating and interpreting the responsibilities of the each branch of government and analyzing the ways in which they interact. (SS2A.b)</li> <li>● deducing the ways in which the checks and balances on each branch affect the other two branches. (SS1A.c, SS2A.b)</li> <li>● researching and analyzing the progression of the relationship between the three branches of government. (SS1A.c, SS2A.b)</li> <li>● inferring the relevance and connection of constitutional principles in the U.S. Constitution, Federalist Papers, Bill of Rights, and</li> </ul>



significant Supreme Court cases. (SS1A.D)

2: The student demonstrates he/she is nearing the learning goal by

- recognizing or recalling specific vocabulary, such as: executive branch, legislative branch, judicial branch, checks and balances, federalism, Bill of Rights, amendment, key Supreme Court decisions.
- performing specific processes, such as:
  - identifying the responsibilities of each branch of government.
  - listing the checks and balances on each branch of government.
  - explaining the most significant constitutional principles.

1: The student demonstrates a limited understanding or skill with the learning goal.

### Learning Targets

- Students learn the process of how a bill becomes a law.
- Students learn the responsibilities of each branch.
- Students learn the checks and balances associated with each branch.
- Students understand the political ideas expressed in the U.S. Constitution.

<u>Learning Design</u>

WGSD Curriculum -- US GOVERNMENT A  
 Roles and Responsibilities of Groups and Individuals  
 DRAFT

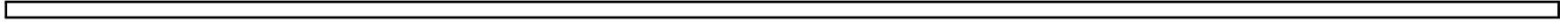
High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

SS1A Principles of constitutional democracy in the United States  
 SS6 Knowledge of relationships of the individual and groups to institutions and cultural traditions

<u>Learning Goal</u>	<u>Proficiency Scales</u>
<p>Students will be able to critically interpret the roles of special interest groups, institutions, and individual citizens in maintaining a functional participatory democracy.</p>	<p>4: The student demonstrates an in-depth inference or advanced application, or innovations with the learning goal.</p> <p>3: The student demonstrates mastery of the learning goal as evidenced by</p> <ul style="list-style-type: none"> <li>● analyzing how the roles of class, ethnic, racial, gender and age groups have changed in society, including causes and effects. (SS6.L)</li> <li>● predicting the consequences that can occur when institutions fail to meeting the needs of individuals and groups. (SS6.N.1)</li> <li>● analyzing the role of citizenship in a successful participatory democracy and reflecting on their own responsibility as a citizen. (SS6.N.2)</li> <li>● investigating and critically evaluating the interactions of existing PACS, parties, and special interest groups in order to take a position on a major issue. (SS6.N)</li> </ul>

	<p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"><li>● recognizing or recalling specific vocabulary, such as: <i>special interest group, PACS, citizenship, political parties, lobbyists, participatory democracy.</i></li><li>● performing specific processes, such as:<ul style="list-style-type: none"><li>○ identifying the voting and civil rights amendments.</li><li>○ identifying the effects that special interest groups play in a democracy.</li><li>○ explaining the responsibilities of good citizenship.</li></ul></li></ul> <p>1: The student demonstrates limited understanding or skill with the learning goal.</p>
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<p><u>Learning Targets</u></p> <ul style="list-style-type: none"><li>● Students learn about the function of PACs, political parties, and special interest groups.</li><li>● Students trace the influence of certain interest groups on the development of civil rights.</li><li>● Students explore the responsibilities of their citizenship in a participatory democracy.</li></ul>	



WGSD Curriculum -- US History 1900  
 Industrialization and the American Economy  
 DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

SS3: Knowledge of continuity and change in the history of Missouri and the United States  
 SS4: Knowledge of economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)  
 SS6: Knowledge of relationships of the individuals and groups to institutions and cultural traditions

Learning Goal

Students will be able to describe the role and effects of the government on the national and global economy throughout the history of the United States.

Proficiency Scales

- 4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.
- 3: The student demonstrates mastery of the learning goal by
- explaining the various forces affecting the American economy including human capital, industry, natural resources, immigration, and scientific management. (SS3aJ, SS3bL, SS4A)
  - tracing the development of labor unions and analyze their role in the U.S. economy. (SS3aO)
  - analyzing the relationship between management and labor. (SS4K, SS4L, SS4H)

	<ul style="list-style-type: none"> <li>● analyzing the impact of the presidency, the federal government, and the courts on the economy and the lives of all citizens throughout U.S. history. (SS3aO, SS3aR, SS4B, SS4H, SS4K)</li> <li>● evaluating the different types of economic institutions and analyze their impact on human needs. (SS6N, SS6M)</li> </ul> <p>2: The student demonstrates he/she is nearing proficiency by</p> <ul style="list-style-type: none"> <li>● recognizing or recalling specific vocabulary such as <i>corporation, trust, labor union, competition, recession, depression, inflation, deflation, supply/demand, credit, deficit spending</i>.</li> <li>● performing specific processes, such as <ul style="list-style-type: none"> <li>○ recognizing examples of various economic schools of thought throughout U.S. history.</li> <li>○ identifying changes in economic theory and policy throughout U.S. history.</li> </ul> </li> </ul> <p>1: The student demonstrates limited understanding or skill with the learning goal.</p>

### Learning Targets

- Students will investigate the various economic theories practiced throughout U.S. history and evaluate these theories with regard to their effects on people and institutions.
- Students will construct arguments for / against laws which regulate the economy in various time periods throughout U.S. history.
- Students will compare/contrast the roles of individual, business, and government in the development of the U.S. economy throughout history.

- Students will understand the role Henry Ford played in the lives of African-Americans.

Learning Design



# WGSD Curriculum -- US History 1900

## Social and Cultural Changes

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

SS2: Knowledge of principles and processes of government systems

SS3: Knowledge of continuity and change in the history of Missouri and the United States

SS4: Knowledge of economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)

SS5: Knowledge of major elements of geographical study and analysis (such as location, place, movement and regions) and their relationship to change in society and the environment.

SS6: Knowledge of relationships of the individuals and groups to institutions and cultural traditions

Learning Goal

Students will be able to trace and evaluate the development of the the American identity, both historically and currently, through the study of the diverse groups that have contributed to the United States.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: Student demonstrates mastery of the learning goal by

- explaining the sources of American diversity. (SS3aA, SS3aY, SS6O)

	<ul style="list-style-type: none"> <li>● analyzing and understanding the different outcomes for various minority group issues throughout American history. (SS3aI, SS3aU, SS2A, SS5D, SS5E)</li> <li>● analyzing how systemic oppression of diverse groups contributes to internalized oppression.</li> </ul> <p>2. Student demonstrates he/she is nearing proficiency by</p> <ul style="list-style-type: none"> <li>● recognizing or recalling specific vocabulary, such as: <i>ethnic group, migration, immigration, nationalism, melting pot, race, and culture shock.</i></li> <li>● performing specific processes, such as: <ul style="list-style-type: none"> <li>○ recognizing examples of gains of such groups as women and African-Americans.</li> <li>○ identifying migration patterns over time.</li> <li>○ understanding the struggles and successes of varying ethnic groups with regard to culture, religion, politics, and the economy .</li> </ul> </li> </ul> <p>1: The student demonstrates a limited understanding or skill with the learning goal.</p>

<p><u>Learning Targets</u></p> <ul style="list-style-type: none"> <li>● Students will generate alternative outcomes for American conflicts based on race, culture, class, ethnicity, gender, and age.</li> </ul>
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- Students will understand the role the NAACP played in African-American participation in the world wars (ie: DD Campaign, the Niagara Movement)
- Students will understand the “Great Migration,” which led to the diversification of major US Cities.

Learning Design

# WGSD Curriculum -- Rights of Citizens

## U.S. History

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

SS1: Knowledge of the principles expressed in documents shaping republic in the United States

SS2: Knowledge of principles and processes of government systems

SS3: Knowledge of continuity and change in the history of Missouri and the United States

Learning Goal

Students will be able to analyze the development of their basic rights as citizens based on the development of civil rights over the course of our country's history.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal by

- tracing our basic civil rights to colonial development. (SS1A, SS1D, SS1B, SS2A, SS3A)
- identifying the struggle over the basic rights and implementation of those rights during the first years of our country's independence and the continuation up to the present period. (SS1D)
- categorizing the reasons for both the expansion and contraction of our civil rights since the passage of the Constitution of 1787. (SS1A, SS1D, SS1B, SS2A, SS3A)

	<p>2: Student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"> <li>● recognizing and recalling vocabulary from our colonial development, our early years of independence, and when these rights have expanded and contracted from that time to the present such as <i>Articles of Confederation, Plessy vs. Ferguson, and Brown vs. the Board of Education.</i></li> <li>● performing specific processes, such as explaining important concepts from each of these major periods such as Bill of Rights, Jim Crow, and the Civil Rights Movement.</li> </ul> <p>1: Student demonstrates a limited understanding or skill with the learning goal.</p>

<p><u>Learning Targets</u></p> <ul style="list-style-type: none"> <li>● Students will understand the transformation of the African-American from property to full citizenship.</li> </ul>
<p><u>Learning Design</u></p>


# WGHS Curriculum -- U.S. History 1900

## Historical Skills

DRAFT

### High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

SS7 Knowledge and the use of tools of social science inquiry (such as surveys, statistics, maps, and documents)

High School TILS Strand II: Information Literacy: Students will be able to research and synthesize information; use a variety of digital resources; retrieve and evaluate reliability and accuracy from appropriately cited sources; draw evidence-based conclusions in order to prove comprehension of course objectives.

High School TILS Strand IV: Tools of the Trade: Students will be able to use appropriate digital tools within and across content areas in preparation for post-secondary experiences.

### Learning Goal

Students will be able to apply the skills necessary for the effective study of history.

### Proficiency Scales

4: Student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: Student demonstrates mastery of the learning goal by

- accessing a variety of sources including primary and secondary sources for specific research tasks. (SS7.A, SS7.E)
- analyzing research materials for relevance and credibility. (SS7.C)
- differentiating between fact and opinion and detecting perspective and bias in historical materials. (SS7.C)
- interpreting maps, graphs, diagrams, pictures, and political cartoons to infer the meaning and purpose of each in a historical

	<p>context. (SS7.B, SS7.F)</p> <p>2: Student demonstrates he/she is nearing the learning goal</p> <ul style="list-style-type: none"><li>● performing specific processes, such as:<ul style="list-style-type: none"><li>○ recognizing the existence of a variety of sources including primary and secondary sources.</li><li>○ understanding the relationship between research materials.</li><li>○ describing the difference between fact and opinion.</li><li>○ identifying how maps, graphs, diagrams, pictures, and political cartoons can function as a means to express historical content.</li></ul></li></ul> <p>1: Student demonstrates limited understanding or skill with the learning goal.</p>
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<p><u>Learning Targets</u></p> <ul style="list-style-type: none"><li>● The student learns through the use of primary and secondary source documents.</li><li>● The student learns how to interpret primary vs. secondary source documents.</li><li>● The student learns how to interpret the map of the electoral college.</li></ul>
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<p><u>Learning Design</u></p>
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# WGSD Curriculum -- U.S. History

## Political System

DRAFT

### High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

SS1: Knowledge of the principles expressed in documents shaping republic in the United States

SS2: Knowledge of principles and processes of government systems

SS3: Knowledge of continuity and change in the history of Missouri and the United States

SS6: Knowledge of relationships of the individuals and groups to institutions and cultural traditions

### Learning Goal

Students will be able to effectively engage in the U.S. Political system as an active and informed participant.

### Proficiency Scales

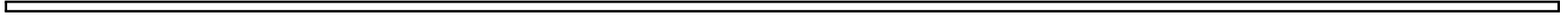
4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates understanding of the learning goal by

- identifying various areas of the American political system, including Constitutional principles, branches of government and their functions, rights of citizens, political parties, policy-making, and the election process. (SS1B, SS2A, SS2C, SS3aK, SS3aL, SS3aM, SS3aO)
- organizing Constitutional principles according to the functions of government and the rights of citizens. (SS1B, SS2A, SS3aK)
- differentiating the role of political parties in the formation of the American political system. (SS3aI)

	<p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"><li>● recognizing or recalling specific vocabulary, such as <i>two-party system, partisanship, checks and balances, division of powers, Congress, Cabinet, electoral system.</i></li><li>● performing specific processes, such as<ul style="list-style-type: none"><li>○ outlining the American political system, including branches of government, rights of citizens, political parties, policy-making, and the election process.</li><li>○ explaining that Constitutional principles affect the functions of government and the rights of citizens.</li><li>○ explaining that American democracy has evolved in regard to the role of government and the participation of the citizenry.</li></ul></li></ul> <p>1: The student demonstrates a limited understanding or skill with the learning goal.</p>
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<u>Learning Targets</u>
<u>Learning Design</u>



# WGSD Curriculum -- US History 1900

## Foreign Policy

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

SS3: Knowledge of continuity and change in the history of Missouri and the United States

SS6: Knowledge of relationships of the individuals and groups to institutions and cultural traditions

Learning Goal

Students will be able to analyze the various influences on the implementation of American foreign policy and assess the various methods used in influencing global affairs.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates understanding of the learning goal by

- assessing the influences on American foreign policy such as isolationism,immigration, and neutrality. (SS3aX, SS6.O)
- identifying economic strategies such as negotiations, the use of military force, and the application of international and U.S. diplomacy. (SS3aW)
- drawing conclusions in regard to the connection of these influences and strategies.

	<p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"> <li>● recognizing or recalling specific vocabulary, such as: <i>diplomacy, isolationism, neutrality, embargo.</i></li> <li>● performing specific processes, such as: <ul style="list-style-type: none"> <li>○ identifying the influences on American foreign policy such as political parties, partisan politics, and the American political system.</li> <li>○ identifying economic strategies such as embargoes, the use of military force, and the application of international and U.S. diplomacy.</li> <li>○ recognizing the influence of these strategies.</li> </ul> </li> </ul> <p>1: Student demonstrates limited understanding or skill with the learning goal.</p>
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<u>Learning Targets</u>
<u>Learning Design</u>

# WGSD Curriculum -- Rights of Citizens

Hnrs U.S. History

DRAFT

## High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

SS1: Knowledge of the principles expressed in documents shaping republic in the United States

SS2: Knowledge of principles and processes of government systems

SS3: Knowledge of continuity and change in the history of Missouri and the United States

### Learning Goal

Students will be able to analyze the development of their basic rights as citizens based on the development of civil rights over the course of our country's history.

### Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal by

- tracing our basic civil rights to our English roots and colonial development. (SS1A, SS1D, SS1B, SS2A, SS3A)
- analyzing the struggle over the first expression and implementation of those rights during the first years of our country's independence. (SS1D)
- inferring the reasons for both the expansion and periodic contraction of our civil rights since the passage of the Constitution of 1787. (SS1A, SS1D, SS1B, SS2A, SS3A)

	<p>2: Student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"> <li>● recognizing and recalling vocabulary such as <i>Magna Carta</i>, <i>John Locke</i>, <i>Articles of Confederation</i>, <i>Plessy vs. Ferguson</i>, and <i>Brown vs. the Board of Education</i>.</li> <li>● performing specific processes, such as explaining important concepts from each of these major periods such as Social Contract Theory, Bill of Rights, Jim Crow, and the Civil Rights Movement.</li> </ul> <p>1: Student demonstrates a limited understanding or skill with the learning goal.</p>

<p><u>Learning Targets</u></p> <ul style="list-style-type: none"> <li>● Students will understand the transformation of the African-American from property to full citizenship.</li> </ul>
<p><u>Learning Design</u></p>




# WGSD Curriculum -- The Expansion of American Territory and Influence

Hnrs U.S. History

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

SS3: Knowledge of continuity and change in the history of Missouri and the United States

Learning Goal

Students will be able to trace our country's territorial expansion and growing influence from its early history to its place in the current complex, multi-cultural, multi-polar world.

Proficiency Scales

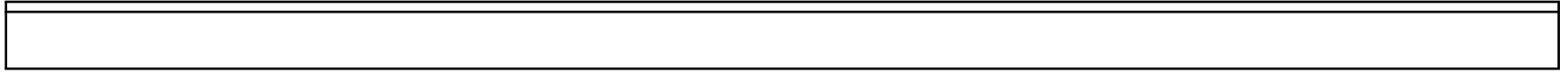
4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal by

- tracing and evaluating the various means of territorial acquisition by the people and government of the United States. (SS3J, SS3X, SS3U)
- tracing and evaluating the various motives for and methods used to extend territorial acquisitions beyond the borders of the United States. (SS3W, SS3X)
- evaluating the importance of resources (human, natural, and capital) in the development of America's increasingly important position in the world. (SS3J, SS3Q)
- explaining the changing role of the United States from leader of one of the blocs in the post-WWII bipolar world to its position as hegemon in a multi-cultural, multi-polar world. (SS3Q, SS3W)

	<p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"><li>● recognizing and recalling vocabulary related to our continental and overseas territorial expansion as well as our isolationist foreign policy and our growing influence as a world power such as the <i>Peace of Paris of 1783, Louisiana Purchase, Mexican War, Spanish American War, League of Nations, United Nations.</i></li><li>● explaining important concepts from our territorial expansion as well as our growing stature on the world stage such as Manifest Destiny, White Man's Burden, Isolationism, Cold War, and the War on Terror.</li></ul> <p>1: The student demonstrates a limited understanding or skill with the learning goal.</p>
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<p><u>Learning Targets</u></p>
<p><u>Learning Design</u></p>



WGHS Curriculum -- Honors U.S. History  
Foreign Policy  
DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

SS3: Knowledge of continuity and change in the history of Missouri and the United States  
SS6: Knowledge of relationships of the individuals and groups to institutions and cultural traditions

Learning Goal

Students will be able to analyze the various influences on the implementation of American foreign policy and assess the various methods used in influencing global affairs.

Proficiency Scales

- 4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.
- 3: The student demonstrates mastery of the learning goal by
- assessing the influences on American foreign policy such as partisan politics, budgetary consequences, and various constituencies. (SS3aX, SS6.O)
  - assessing economic strategies such as embargoes, the use of military force, and the application of international and U.S. diplomacy. (SS3aW)
  - drawing conclusions in regard to the interrelatedness of these influences and strategies.

	<p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"> <li>● recognizing or recalling specific vocabulary, such as: <i>embargo, public opinion, partisan politics, lobbying, (fill in additional)</i>.</li> <li>● performing specific processes, such as: <ul style="list-style-type: none"> <li>○ identifying the influences on American foreign policy such as partisan politics, budgetary consequences, and various constituencies.</li> <li>○ identifying economic strategies such as embargoes, the use of military force, and the application of international and U.S. diplomacy.</li> <li>○ recognizing the interrelatedness of these influences and strategies.</li> </ul> </li> </ul> <p>1: Student demonstrates limited understanding or skill with the learning goal.</p>
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<p><u>Learning Targets</u></p> <p>The student</p>
<p><u>Learning Design</u></p>


WGSD Curriculum -- Honors U.S. History  
 American Development and the Environment  
 DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

SS3: Knowledge of continuity and change in the history of Missouri and the United States  
 SS4: Knowledge of economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)  
 SS5: Knowledge of major elements of geographical study and analysis (such as location, place, movement and regions) and their relationship to change in society and the environment.  
 SS6: Knowledge of relationships of the individuals and groups to institutions and cultural traditions

Learning Goal

Students will be able to trace and draw conclusions about the complex relationship between American development and the geographical features of the continent.

Proficiency Scales

- 4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.
- 3: The student demonstrates mastery of the learning goal by
- tracing the land and its resources as a factor in settlement and migration. (SS3aA, SS3aJ, SS3aU)
  - interpreting and predicting economic and urban development in the context of geographical features of the land. (SS3aN, SS3aS, SS3aU)
  - interpreting past demographic, economic, and technological changes as related to geography and predicting future demographic, economic, and technological changes as related to



	<p>geography. (SS3aA, SS3aN, SS3aV, SS5c)</p> <ul style="list-style-type: none"> <li>● assessing the reciprocal relationship of American industrial development and environmental issues. (SS3aJ, SS4a, SS3aU)</li> </ul> <p>2: Student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"> <li>● recognizing or recalling specific vocabulary, such as: <i>migration, natural resources, conservation, environmentalism, environmental regulation, Environmental Protection Agency, renewable energy sources, Rust Belt.</i></li> <li>● performing specific processes, such as: <ul style="list-style-type: none"> <li>○ recognizing the land and its resources as a factor in settlement and migration .</li> <li>○ identifying and predicting economic and urban development in the context of geographical features of the land.</li> <li>○ understanding past and future demographic, economic, and technological changes as related to geography.</li> <li>○ recognizing the reciprocal relationship of American industrial development and environmental issues.</li> </ul> </li> </ul> <p>1: Student demonstrates limited understanding or skill with the learning goal.</p>
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<p><u>Learning Targets</u></p>
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Learning Design

# WGHS Curriculum -- Honors U.S. History

## Historical Skills

### DRAFT

#### High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

SS7 Knowledge and the use of tools of social science inquiry (such as surveys, statistics, maps, and documents)

High School TILS Strand II: Information Literacy: Students will be able to research and synthesize information; use a variety of digital resources; retrieve and evaluate reliability and accuracy from appropriately cited sources; draw evidence-based conclusions in order to prove comprehension of course objectives.

High School TILS Strand IV: Tools of the Trade: Students will be able to use appropriate digital tools within and across content areas in preparation for post-secondary experiences.

#### Learning Goal

Students will be able to apply the skills necessary for the effective study of history.

#### Proficiency Scales

4: Student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: Student demonstrates mastery of the learning goal by

- accessing a variety of sources including primary and secondary sources for specific research tasks. (SS7.A, SS7.E)
- analyzing research materials for relevance and credibility. (SS7.C)
- differentiating between fact and opinion and detecting perspective and bias in historical materials. (SS7.C)
- interpreting maps, graphs, diagrams, pictures, and political cartoons to infer the meaning and purpose of each in a historical

context. (SS7.B, SS7.F)

2: Student demonstrates he/she is nearing the learning goal by

- recognizing or recalling specific vocabulary, such as: *primary and secondary sources, bias, perspective, editorial, etc.*
  
- performing specific processes, such as:
  - recognizing the existence of a variety of sources including primary and secondary sources.
  - explaining why relevance and credibility is important when conducting research.
  - describing the difference between fact and opinion and realizing the existence of perspective and bias in historical materials.
  - identifying how maps, graphs, diagrams, pictures, and political cartoons can function as a means to express historical content.

1: Student demonstrates limited understanding or skill with the learning goal.

### Learning Targets

- The student learns through the use of primary and secondary source documents.
- The student learns how to interpret primary vs. secondary source documents.
- The student learns how to interpret the map of the electoral college.

<u>Learning Design</u>

WGSD Curriculum -- Honors/AP U.S. History  
 American Diversity and the American Cultural Identity  
 DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- SS2: Knowledge of principles and processes of government systems  
 SS3: Knowledge of continuity and change in the history of Missouri and the United States  
 SS4: Knowledge of economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)  
 SS5: Knowledge of major elements of geographical study and analysis (such as location, place, movement and regions) and their relationship to change in society and the environment.  
 SS6: Knowledge of relationships of the individuals and groups to institutions and cultural traditions

Learning Goal

Students will be able to trace and evaluate the development of the the American identity, both historically and currently, through the study of the diverse groups that have contributed to the United States.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: Student demonstrates mastery of the learning goal by

- explaining the sources of American diversity. (SS3aA, SS3aY, SS6O)

	<ul style="list-style-type: none"> <li>● drawing conclusions in regard to the different outcomes for various minority group issues throughout American history. (SS3aI, SS3aU, SS2A, SS5D, SS5cC)</li> <li>● deducing the reasons for American cultural identity change over time. (SS3aI, SS3aU, SS2A, SS5D, SS5cC)</li> <li>● analyzing how systemic oppression of diverse groups contributes to internalized oppression.</li> </ul> <p>2. Student demonstrates he/she is nearing proficiency by</p> <ul style="list-style-type: none"> <li>● recognizing or recalling specific vocabulary, such as: <i>ethnic group, migration, immigration, nationalism, melting pot, race, culture, and regionalism.</i></li> <li>● performing specific processes, such as: <ul style="list-style-type: none"> <li>○ recognizing examples of majority rule/minority rights.</li> <li>○ Identifying migration patterns over time.</li> <li>○ understanding the struggles and successes of varying ethnic groups with regard to culture, religion, politics, and the economy .</li> </ul> </li> </ul> <p>1: The student demonstrates a limited understanding or skill with the learning goal.</p>

<p><u>Learning Targets</u></p> <ul style="list-style-type: none"> <li>● Students will generate alternative outcomes for American conflicts based on race, culture, class,</li> </ul>
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ethnicity, gender, and age.

- Students will understand the role the NAACP played in African-American participation in the world wars (ie: DD Campaign, the Niagara Movement)
- Students will understand the “Great Migration,” which led to the diversification of major US Cities.

Learning Design



# Honors US Curriculum -- (Role and Function of Government in Economy)

## DRAFT

### High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

SS3: Knowledge of continuity and change in the history of Missouri and the United States

SS4: Knowledge of economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)

SS6: Knowledge of relationships of the individuals and groups to institutions and cultural traditions

### Learning Goal

Students will be able to describe the role and effects of the government on the national and global economy throughout the history of the United States.

### Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal by

- explaining the various economic theories/concepts used in different periods of U.S. history. (SS3aJ, SS3bL, SS4A)
- tracing the development of labor unions and analyzing their role in the U.S. economy. (SS3aO)
- classifying the different types of corporations and trusts and drawing conclusions about their impact on people. (SS4H, SS4L, SS4K)
- determining solutions for different economic situations such as labor and management, policies on use of natural resources,

	<p>depressions/recessions, and monopolies and competition. (SS4K, SS4L, SS4H, SS4B, SS4A, SS3aR, SS3aO)</p> <ul style="list-style-type: none"> <li>● analyzing the impact of federal laws on the economy throughout U.S. history. (SS3aO, SS3aR, SS4B, SS4H, SS4K)</li> <li>● evaluating the different types of economic institutions and analyze their impact on human needs. (SS6N, SS6M)</li> <li>● identify economic concerns/issues/problems related to the U.S. role in foreign policy . (SS3aP, SS4L)</li> <li>● investigate the consequences of individual and institutional failure on the economy and on U.S. citizens. (SS6N)</li> </ul> <p>2: The student demonstrates he/she is nearing proficiency by</p> <ul style="list-style-type: none"> <li>● recognizing or recalling specific vocabulary such as <i>corporation, trust, labor union, competition, recession, depression, inflation, deflation, stagflation, supply/demand, credit, deficit spending, savings, investment, and monetary/fiscal policy.</i></li> <li>● performing specific processes, such as <ul style="list-style-type: none"> <li>○ recognizing examples of various financial institutions throughout U.S. history.</li> <li>○ identifying changes in economic theory and policy throughout U.S. history.</li> </ul> </li> </ul> <p>1: The student demonstrates limited understanding or skill with the learning goal.</p>

Learning Targets

- Students will investigate the various economic theories practiced throughout U.S. history and

evaluate these theories with regard to their effects on people and institutions.

- Students will construct arguments for / against laws which regulate the economy in various time periods throughout U.S. history.
- Students will compare/contrast the roles of individual, business, and government in the development of the U.S. economy throughout history.
- Students will understand the role Henry Ford played in the lives of African-Americans.
- Students will understand the influence of restrictive covenants on individuals and communities.

Learning Design

# WGHS Curriculum -- AP U.S. History

## Historical Skills

### DRAFT

#### High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

SS7 Knowledge and the use of tools of social science inquiry (such as surveys, statistics, maps, and documents)

High School TILS Strand II: Information Literacy: Students will be able to research and synthesize information; use a variety of digital resources; retrieve and evaluate reliability and accuracy from appropriately cited sources; draw evidence-based conclusions in order to prove comprehension of course objectives.

High School TILS Strand IV: Tools of the Trade: Students will be able to use appropriate digital tools within and across content areas in preparation for post-secondary experiences.

#### Learning Goal

Students will be able to apply the skills necessary for the effective study of history.

#### Proficiency Scales

4: Student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: Student demonstrates mastery of the learning goal by

- accessing a variety of sources including primary and secondary sources for specific research tasks. (SS7.A, SS7.E)
- analyzing research materials for relevance and credibility. (SS7.C)
- differentiating between fact and opinion and detecting perspective and bias in historical materials. (SS7.C)
- interpreting maps, graphs, diagrams, pictures, and political cartoons to infer the meaning and purpose of each in a historical

context. (SS7.B, SS7.F)

2: Student demonstrates he/she is nearing the learning goal by

- recognizing or recalling specific vocabulary, such as: *primary and secondary sources, bias, perspective, editorial, etc.*
  
- performing specific processes, such as:
  - recognizing the existence of a variety of sources including primary and secondary sources.
  - explaining why relevance and credibility is important when conducting research.
  - describing the difference between fact and opinion and realizing the existence of perspective and bias in historical materials.
  - identifying how maps, graphs, diagrams, pictures, and political cartoons can function as a means to express historical content.

1: Student demonstrates limited understanding or skill with the learning goal.

### Learning Targets

- The student learns through the use of primary and secondary source documents.
- The student learns how to interpret primary vs. secondary source documents.
- The student learns how to interpret the map of the electoral college.

<u>Learning Design</u>

WGSD Curriculum -- AP U.S. History  
 American Diversity and the American Cultural Identity  
 DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- SS2: Knowledge of principles and processes of government systems
- SS3: Knowledge of continuity and change in the history of Missouri and the United States
- SS4: Knowledge of economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)
- SS5: Knowledge of major elements of geographical study and analysis (such as location, place, movement and regions) and their relationship to change in society and the environment.
- SS6: Knowledge of relationships of the individuals and groups to institutions and cultural traditions

<u>Learning Goal</u>	<u>Proficiency Scales</u>
<p>Students will be able to trace and evaluate the development of the the American identity, both historically and currently, through the study of the diverse groups that have contributed to the United States.</p>	<p>4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.</p> <p>3: Student demonstrates mastery of the learning goal by</p> <ul style="list-style-type: none"> <li>● explaining the sources of American diversity. (SS3aA, SS3aY, SS6O)</li> </ul>

	<ul style="list-style-type: none"> <li>● drawing conclusions in regard to the different outcomes for various minority group issues throughout American history. (SS3aI, SS3aU, SS2A, SS5D, SS5cC)</li> <li>● deducing the reasons for American cultural identity change over time. (SS3aI, SS3aU, SS2A, SS5D, SS5cC)</li> </ul> <p>2. Student demonstrates he/she is nearing proficiency by</p> <ul style="list-style-type: none"> <li>● recognizing or recalling specific vocabulary, such as: <i>ethnic group, migration, immigration, nationalism, melting pot, race, culture, and regionalism.</i></li> <li>● performing specific processes, such as: <ul style="list-style-type: none"> <li>○ recognizing examples of majority rule/minority rights.</li> <li>○ Identifying migration patterns over time.</li> <li>○ understanding the struggles and successes of varying ethnic groups with regard to culture, religion, politics, and the economy .</li> </ul> </li> </ul> <p>1: The student demonstrates a limited understanding or skill with the learning goal.</p>

Learning Targets

- Students will generate alternative outcomes for American conflicts based on race, culture, class, ethnicity, gender, and age.



Learning Design


# WGSD Curriculum -- AP US History -- (Role and Function of Government in Economy)

DRAFT

## High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

SS3: Knowledge of continuity and change in the history of Missouri and the United States

SS4: Knowledge of economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)

SS6: Knowledge of relationships of the individuals and groups to institutions and cultural traditions

### Learning Goal

Students will be able to describe the role and effects of the government on the national and global economy throughout the history of the United States.

### Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

- 3: The student demonstrates mastery of the learning goal by
- explaining the various economic theories/concepts used in different periods of U.S. history. (SS3aJ, SS3bL, SS4A)
  - tracing the development of labor unions and analyze their role in the U.S. economy. (SS3aO)
  - classifying the different types of corporations and trusts and drawing conclusions about their impact on people. (SS4H, SS4L, SS4K)

	<ul style="list-style-type: none"> <li>● determining solutions for different economic situations such as labor and management, policies on use of natural resources, depressions/recessions, and monopolies and competition. (SS4K, SS4L, SS4H, SS4B, SS4A, SS3aR, SS3aO)</li> <li>● analyzing the impact of federal laws on the economy throughout U.S. history. (SS3aO, SS3aR, SS4B, SS4H, SS4K)</li> <li>● evaluating the different types of economic institutions and analyze their impact on human needs. (SS6N, SS6M)</li> <li>● identify economic concerns/issues/problems related to the U.S. role in foreign policy . (SS3aP, SS4L)</li> <li>● investigate the consequences of individual and institutional failure on the economy and on U.S. citizens. (SS6N)</li> </ul> <p>2: The student demonstrates he/she is nearing proficiency by</p> <ul style="list-style-type: none"> <li>● recognizing or recalling specific vocabulary such as <i>corporation, trust, labor union, competition, recession, depression, inflation, deflation, stagflation, supply/demand, credit, deficit spending, savings, investment, and monetary/fiscal policy.</i></li> <li>● performing specific processes, such as <ul style="list-style-type: none"> <li>○ recognizing examples of various financial institutions throughout U.S. history.</li> <li>○ identifying changes in economic theory and policy throughout U.S. history.</li> </ul> </li> </ul> <p>1: The student demonstrates limited understanding or skill with the learning goal.</p>

Learning Targets

- Students will investigate the various economic theories practiced throughout U.S. history and evaluate these theories with regard to their effects on people and institutions.
- Students will construct arguments for / against laws which regulate the economy in various time periods throughout U.S. history.
- Students will compare/contrast the roles of individual, business, and government in the development of the U.S. economy throughout history.

Learning Design

# WGSD Curriculum -- Rights of Citizens

## AP U.S. History

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

SS1: Knowledge of the principles expressed in documents shaping republic in the United States

SS2: Knowledge of principles and processes of government systems

SS3: Knowledge of continuity and change in the history of Missouri and the United States

Learning Goal

Students will be able to analyze the development of their basic rights as citizens based on the development of civil rights over the course of our country's history.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal by

- tracing our basic civil rights to our English roots and colonial development. (SS1A, SS1D, SS1B, SS2A, SS3A)
- analyzing the struggle over the first expression and implementation of those rights during the first years of our country's independence. (SS1D)
- inferring the reasons for both the expansion and periodic contraction of our civil rights since the passage of the Constitution of 1787. (SS1A, SS1D, SS1B, SS2A, SS3A)

	<p>2: Student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"> <li>● recognizing and recalling vocabulary from our English roots and colonial development, our early years of independence, and when these rights have expanded and contracted from that time to the present such as <i>Magna Carta</i>, <i>John Locke</i>, <i>Articles of Confederation</i>, <i>Plessy vs. Ferguson</i>, and <i>Brown vs. the Board of Education</i>.</li> <li>● explaining important concepts from each of these major periods such as Social Contract Theory, Bill of Rights, Jim Crow, and the Civil Rights Movement.</li> </ul> <p>1: Student demonstrates a limited understanding or skill with the learning goal.</p>

<p><u>Learning Targets</u></p>
<p><u>Learning Design</u></p>


WGSD Curriculum -- The Expansion of American Territory and Influence  
AP U.S. History  
DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

SS3: Knowledge of continuity and change in the history of Missouri and the United States

Learning Goal

Students will be able to trace our country's territorial expansion and growing influence from its early history to its place in the current complex, multi-cultural, multi-polar world.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

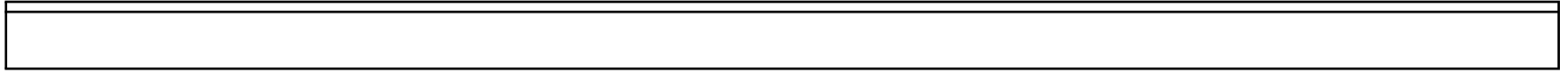
3: The student demonstrates mastery of the learning goal by

- tracing and evaluating the various means of territorial acquisition by the people and government of the United States. (SS3J, SS3X, SS3U)
- tracing and evaluating the various motives for and methods used to extend territorial acquisitions beyond the borders of the United States. (SS3W, SS3X)
- evaluating the importance of resources (human, natural, and capital) in the development of America's increasingly important position in the world. (SS3J, SS3Q)
- explaining the changing role of the United States from leader of one of the blocs in the post-WWII bipolar world to its position as hegemon in a multi-cultural, multi-polar world. (SS3Q, SS3W)



	<p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"><li>● recognizing and recalling vocabulary related to our continental and overseas territorial expansion as well as our isolationist foreign policy and our growing influence as a world power such as the <i>Peace of Paris of 1783, Louisiana Purchase, Mexican War, Spanish American War, League of Nations, United Nations.</i></li><li>● explaining important concepts from our territorial expansion as well as our growing stature on the world stage such as Manifest Destiny, White Man's Burden, Isolationism, Cold War, and the War on Terror.</li></ul> <p>1: The student demonstrates a limited understanding or skill with the learning goal.</p>
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<p><u>Learning Targets</u></p>
<p><u>Learning Design</u></p>



# WGSD Curriculum -- AP U.S. History

## The Political System

DRAFT

### High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

SS1: Knowledge of the principles expressed in documents shaping republic in the United States

SS2: Knowledge of principles and processes of government systems

SS3: Knowledge of continuity and change in the history of Missouri and the United States

SS6: Knowledge of relationships of the individuals and groups to institutions and cultural traditions

### Learning Goal

Students will be able to effectively engage in the U.S. Political system as an active and informed participant.

### Proficiency Scales

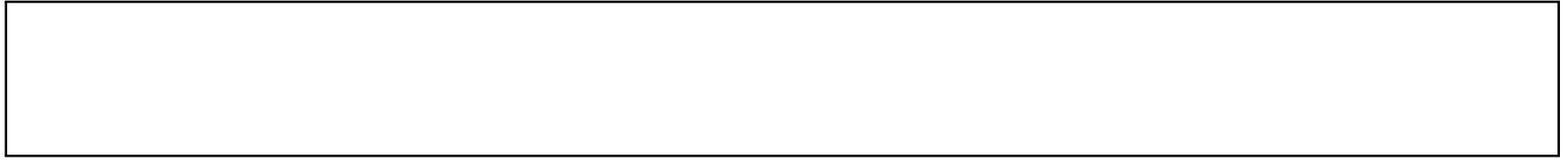
4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal by

- demonstrating a complete understanding of the American political system, including Constitutional principles, branches of government and their functions, rights of citizens, political parties, policy-making, and the election process. (SS1B, SS2A, SS2C, SS3aK, SS3aL, SS3aM, SS3aO)
- connecting Constitutional principles to the functions of government and the rights of citizens. (SS1B, SS2A, SS3aK)
- tracing the changing course of American democracy in regard to the role of government and participation of the citizenry. (SS3aI)
- formulating evidence-based opinions in regard to political issues and public policy.(SS6N, SS3aO)

	<p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"><li>● recognizing or recalling specific vocabulary, such as <i>Federalism, two-party system, partisanship, checks and balances, division of powers, bicameral legislature/Congress, Cabinet, electoral system, lobbyist.</i></li><li>● performing specific processes, such as<ul style="list-style-type: none"><li>○ outlining the American political system, including Constitutional principles, branches of government, rights of citizens, political parties, policy-making, and the election process.</li><li>○ explaining that Constitutional principles affect the functions of government and the rights of citizens.</li><li>○ explaining that American democracy has evolved in regard to the role of government and the participation of the citizenry.</li><li>○ recognizing the differing opinions in regard to political issues and public policy</li></ul></li></ul> <p>1: The student demonstrates a limited understanding or skill with the learning goal.</p>
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<p><u>Learning Targets</u></p>
<p><u>Learning Design</u></p>



WGSD Curriculum -- AP U.S. History  
American Development and the Environment  
DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

SS3: Knowledge of continuity and change in the history of Missouri and the United States

SS4: Knowledge of economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)

SS5: Knowledge of major elements of geographical study and analysis (such as location, place, movement and regions) and their relationship to change in society and the environment.

SS6: Knowledge of relationships of the individuals and groups to institutions and cultural traditions

Learning Goal

Students will be able to trace and draw conclusions about the complex relationship between American development and the geographical features of the continent.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal by

- tracing the land and its resources as a factor in settlement and migration. (SS3aA, SS3aJ, SS3aU)
- interpreting and predicting economic and urban development in the context of geographical features of the land. (SS3aN, SS3aS, SS3aU)
- interpreting past demographic, economic, and technological changes as related to geography and predicting future

	<p>demographic, economic, and technological changes as related to geography. (SS3aA, SS3aN, SS3aV, SS5c)</p> <ul style="list-style-type: none"> <li>● assessing the reciprocal relationship of American industrial development and environmental issues. (SS3aJ, SS4a, SS3aU)</li> </ul> <p>2: Student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"> <li>● recognizing or recalling specific vocabulary, such as: <i>migration, natural resources, conservation, environmentalism, environmental regulation, Environmental Protection Agency, renewable energy sources, Rust Belt.</i></li> <li>● performing specific processes, such as: <ul style="list-style-type: none"> <li>○ recognizing the land and its resources as a factor in settlement and migration .</li> <li>○ identifying and predicting economic and urban development in the context of geographical features of the land.</li> <li>○ understanding past and future demographic, economic, and technological changes as related to geography.</li> <li>○ recognizing the reciprocal relationship of American industrial development and environmental issues.</li> </ul> </li> </ul> <p>1: Student demonstrates limited understanding or skill with the learning goal.</p>
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Learning Targets

Learning Design



# WGSD Curriculum -- Honors US Studies ACC

## Analysis and Synthesis of Source Material

### DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.RL.11-12.7](#) Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

[CCSS.ELA-Literacy.RL.11-12.9](#) Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

CCSS.ELA-Literacy.RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

[CCSS.ELA-Literacy.RI.11-12.8](#) Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning and the premises, purposes, and arguments in works of public advocacy.

[CCSS.ELA-Literacy.RI.11-12.9](#) Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.

#### Learning Goal

Students will be able to critically evaluate multiple sources of information, including seminal U.S. texts from the 17th century to the present day.

#### Proficiency Scales

4: Student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: Student demonstrates mastery of the learning goal by

- critically interpreting seminal American fiction and nonfiction texts from the 17th century to the present day.
- analyzing the thesis, central arguments, purpose, audience, style, organizational choices, formal and informal logic, and/or theme in a variety of texts.
- analyzing the effect of rhetorical devices and strategies and literary techniques in a variety of texts.
- evaluating a critical theme as it is presented in multiple works.
- analyzing the differences in the way an event or story is portrayed in two or more media.

2: The student demonstrates he/she is nearing the learning goal by

- recognizing or recalling specific vocabulary, such as: *audience, rhetorical device, logic, argument, thesis, purpose, theme, style, and other literary and rhetorical terms from a teacher-provided list.*
- performing specific processes, such as:
  - reading seminal fiction and nonfiction texts from the 17th century to the present day.
  - identifying the thesis, central arguments, purpose, organizational style, formal and informal logic, and theme in a variety of texts.
  - identifying rhetorical strategies.
  - recognizing important themes that occur in multiple works.
  - recognizing the differences in the way an event or story is portrayed in two or more media.

1: The student demonstrates limited understanding or skill with the learning goal.

### Learning Targets

- Students will analyze the thesis, central arguments, purpose, audience, style, formal and informal logic, and/or theme in a variety of texts.
- Students will analyze the effect of rhetorical devices and literary techniques in a variety of texts.
- Students will evaluate an important theme as it is presented in more than one work.
- Students will analyze the differences in the way an event or story is portrayed in two or more different media.
- Students will read and comprehend seminal U.S. texts from the 17th century to the present day.
- Students will learn to identify and analyze thesis, central arguments, purpose, organizational style, formal and informal logic, theme, and rhetorical devices.

### Learning Design

# WGSD Curriculum -- Honors US Studies ACC

## Citing Evidence

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

CCSS.ELA-Literacy.RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

[CCSS.ELA-Literacy.RI.11-12.3](#) Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

### Learning Goal

Students will be able to analyze a text explicitly and inferentially, citing apt and accurate textual evidence in support of well articulated assertions about that text.

### Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal as evidenced by

- analyzing a sophisticated text to draw complex inferences regarding the author's meaning and intent.
- evaluating inferences drawn from the text, especially focusing on areas of intentional ambiguity.
- evaluating the potential implications of the author's meaning and intent.
- accurately citing appropriate and sufficient textual evidence to support complex analysis of a text or texts.
- effectively incorporating textual evidence in composition and discussion.

2: The student demonstrates he/she is nearing proficiency by

- |  |   |
|--|---|
|  | <ul style="list-style-type: none"><li>● recognizing or recalling specific vocabulary, such as: <i>inference, textual evidence, citation, ambiguity, explicit and implicit, plagiarism, quote incorporation, transition.</i></li><li>● performing specific processes, such as:<ul style="list-style-type: none"><li>● Describing what a text says explicitly and drawing logical inferences from it regarding author's meaning and intent.</li><li>● Citing textual evidence to support explicit analysis of meaning in a sophisticated literary text.</li></ul></li></ul> |
|--|---|

1: Student demonstrates limited understanding or skill with the learning goal.

### Learning Targets

- Students will analyze critical texts to draw substantiated inferences regarding the author's meaning and intent.
- Students will evaluate inferences drawn from the text, especially focusing on areas of intentional ambiguity.
- Students will evaluate the potential implications of the author's meaning and intent.
- Students will cite appropriate and sufficient textual evidence to support inferential analysis of a text or texts.
- Students will effectively incorporate textual evidence in composition and discussion.

### Learning Design

# WGSD Curriculum -- Honors US Studies ACC

## Course Content

### DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.RI.11-12.7](#) Analyze multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
- [CCSS.ELA-Literacy.RL.11-12.7](#) Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
- [CCSS.ELA-Literacy.RI.11-12.8](#) Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses).
- [CCSS.ELA-Literacy.RI.11-12.9](#) Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.
- [CCSS.ELA-Literacy.RL.11-12.9](#) Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
- [CCSS.ELA-Literacy.RI.11-12.10](#) By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.
- [CCSS.ELA-Literacy.RL.11-12.10](#) By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

Learning Goal

Students will be able to demonstrate cultural and historical literacy through the knowledgeable interpretation and analysis of contemporary and

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

canonical American literature, nonfiction, visual texts, and speeches from the 17th century to present day.

3: Student demonstrates mastery of the learning goal by

- explaining and analyzing how cultural and historical contexts surrounding a given work influence content, style, and themes.
- analyzing culturally-specific themes across American literary periods.
- identifying and analyzing rhetorical strategies and how they function in a text to accomplish an author's purpose.
- analyzing multiple interpretations of texts through literary criticism.
- constructing sophisticated interpretation and insightful analysis of a given work in isolation and/or in conjunction with other works across a given American literary period.

2: Student demonstrates he/she is nearing the learning goal by

- recognizing or recalling specific literary genre vocabulary, such as: *Puritanism, Rationalism, Romanticism (Gothic and Transcendentalism), Realism (Naturalism and Regionalism), Modernism, and Postmodernism.*
- recognizing or recalling specific rhetorical vocabulary, such as: *diction, figurative language, imagery, structure, syntax, ethos, pathos and logos.*
- analyzing and explaining how the literary period of a given work influences the thematic content and authorial choices.
- identifying the cultural context of a given work.
- identifying common rhetorical strategies.
- identifying an author's purpose with textual support.
- tracing common cultural themes across American literary periods.

1: Student demonstrates little understanding or skill with the learning goal.

## Targets

- Students will explain and analyze how cultural and historical contexts surrounding a given work influence content, style, and themes.
- Students will analyze culturally-specific themes across American literary periods.
- Students will analyze multiple interpretations of texts through various critical literary theories and rhetorical lenses.
- Students will construct sophisticated interpretation and insightful analysis of a given work in isolation and/or in conjunction with other works across a given American literary and/or historical period.

## Learning Design



# WGSD Curriculum -- Honors U.S. English ACC

## Argument Writing

DRAFT

### High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.W.11-12.1](#) Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

<u>Learning Goal</u>	<u>Proficiency Scale</u>
Student will be able to write grade-appropriate arguments.	4: Student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.  3: Student demonstrates mastery of the learning goal by <ul style="list-style-type: none"><li>• writing thoughtful grade-appropriate arguments to support claims in an analysis of substantive topics or texts, using critical, valid reasoning and relevant and sufficient evidence.</li><li>• introducing precise, knowledgeable claims, establishing the significance of the claims, distinguishing the claims from alternative or opposing claims, and creating organization that logically sequences claims, counterclaims, reasons, and evidence. (<a href="#">CCSS.ELA-Literacy.W.11-12.1a</a>)</li><li>• developing claims and counterclaims fairly and extensively, supplying relevant evidence for each while pointing out the strengths and limitations of both, and anticipating the audience's knowledge level, concerns, values, and possible biases. (<a href="#">CCSS.ELA-Literacy.W.11-12.1b</a>)</li></ul>

- using words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarifying the relationship between claims and reasons, between reasons and evidence, and between claims and counterclaims. ([CCSS.ELA-Literacy.W.11-12.1c](#))
- establishing and maintaining an appropriate formal style and objective tone while attending to the norms and conventions MLA and standard English usage. ([CCSS.ELA-Literacy.W.11-12.1e](#))
- providing a concluding statement or section that follows from and supports the argument presented. ([CCSS.ELA-Literacy.W.11-12.1e](#))

2: The student demonstrates he/she is nearing the learning goal by

- recognizing basic vocabulary such as: *argument, audience, bias, claim, clarify, cohesion, concluding statement, counterclaim, evidence, formal style, tone, opposing viewpoint, organization, purpose, reasoning, relationship, relevance, sequence, significance, strength, support, thesis, valid.*
- performing basic processes such as
  - identifying claims and counterclaims from teacher-provided examples.
  - articulating specified patterns of logical sequence for argumentation.
  - establishing a claim and providing relevant evidence for the claim.
  - writing arguments using a teacher-provided template.

1: The student demonstrates limited understanding or skill with the learning goal.

### Learning Targets

- Students will write thoughtful grade-appropriate arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- Students will introduce precise, knowledgeable claims, establishing the significance of the claims, distinguishing the claims from alternative or opposing claims, and creating an organization that logically sequences claims, counterclaims, reasons,

and evidence.

- Students will develop claims and counterclaims fairly and thoroughly, supplying relevant evidence for each while pointing out the strengths and limitations and anticipating the audience's knowledge level, concerns, values, and possible biases.
- Students will develop words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarifying the relationship between claims and reasons, between reasons and evidence, and between claims and counterclaims.
- Students will establish and maintaining a formal style and objective tone while attending to the norms and conventions MLA and standard English usage.
- Students will provide a concluding statement or section that follows from and supports the argument presented.

### Learning Design



# WGSD Curriculum -- Honors US Studies ACC

## Collaborative Discussion

### DRAFT

#### High Priority Standard (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.SL.9-10.1](#) Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
  - [CCSS.ELA-Literacy.SL.9-10.1a](#) Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
  - [CCSS.ELA-Literacy.SL.9-10.1b](#) Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
  - [CCSS.ELA-Literacy.SL.9-10.1c](#) Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
  - [CCSS.ELA-Literacy.SL.9-10.1d](#) Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
- [CCSS.ELA-Literacy.SL.9-10.2](#) Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
- [CCSS.ELA-Literacy.SL.9-10.3](#) Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

#### Learning Goal

Students will be able to participate in a variety of collaborative discussions on substantive topics

#### Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

with peers.

3: The student demonstrates mastery of the learning goal by

- initiating and participating effectively in a range of collaborative critical discussions, including one-on-one, small group, whole-class, and teacher-led.
- preparing effectively for discussion by reading and researching the material under study.
- drawing on reading and research to stimulate thoughtful, well-reasoned exchange of ideas.
- propelling conversations by posing and responding to questions that broaden the topic under study; actively incorporating others into the discussion; clarifying, verifying, or challenging ideas and conclusions.
- responding thoughtfully to diverse perspectives, summarizing points of agreement and disagreement, and, when warranted, qualifying or justifying their own views and making new connections in light of new evidence and ideas.
- evaluating the credibility and accuracy of information presented.
- evaluating a speaker's point of view, logic, and use of rhetoric.

2: The student demonstrates he/she is nearing the learning goal by

- recognizing or recalling specific vocabulary, such as: *consensus, paraphrase, point of view, textual support, evidence, bias, perspective, collegiality, and other terms from a teacher-provided list.*
- Performing specific processes, such as:
  - working with peers to establish rules for collegial discussions and decision making.
  - participating actively in one-on-one, small-group or class discussions in a thoughtful and appropriate manner.
  - preparing for participation in a discussion.

	1: The student demonstrates limited understanding or skill with the learning goal.
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<p><u>Targets</u></p> <ul style="list-style-type: none"><li>● Students understand terms relevant to and processes of academic discourse.</li><li>● Students engage in academic discourse in a variety of group settings.</li><li>● Students debrief process and product of the collaborative discussion.</li></ul>
<p><u>Learning Design</u></p>

WGSD Curriculum – Honors US Studies ACC

Determining Theme

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.RL.11-12.2](#)

[CCSS.ELA-Literacy.RI.11-12.2](#)

Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

[CCSS.ELA-Literacy.RI.11-12.3](#) Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

[CCSS.ELA-Literacy.RL.11-12.3](#) Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

[CCSS.ELA-Literacy.RL.11-12.10](#)

- By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

[CCSS.ELA-Literacy.L.11-12.5](#) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- [CCSS.ELA-Literacy.L.11-12.5a](#) Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
- [CCSS.ELA-Literacy.L.11-12.5b](#) Analyze nuances in the meaning of words with similar denotations.

Learning Goal

Students will be able to identify multiple themes or central ideas in a literary text and analyze them in relation to one another across multiple literary periods and works.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal as evidenced by

- analyzing the development of two or more themes or central ideas



	<p>over the course of one or more texts, including how they interact with and support, or potentially contradict, each other.</p> <ul style="list-style-type: none"> <li>● evaluating the manner in which these themes or central ideas are communicated to the reader, using specific textual evidence, such as ideas, events, characterization, and rhetorical strategies of diction and syntax as analytical support.</li> <li>● providing an objective summary of a text, taking care to note key and specific details from the work, including the rhetorical situation.</li> </ul> <p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"> <li>● Recognizing or recalling specific vocabulary, such as: <i>theme, purpose, audience, tone, ethos, pathos, and logos.</i></li> <li>● Performing basic processes, such as: <ul style="list-style-type: none"> <li>○ determining two or more themes or central ideas in a text and providing textual evidence of their development throughout the work.</li> <li>○ identifying some rhetorical strategies.</li> <li>○ providing an objective summary of a text.</li> <li>○ identifying aspects of the rhetorical situation.</li> <li>○ identifying thematic similarities in two major texts.</li> </ul> </li> </ul> <p>1: The student demonstrates limited understanding or skill with the learning goal.</p>
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**Learning Targets**

- Students will analyze the development of two themes or central ideas over the course of a text, including how the themes interact with and support each other.

- Students will evaluate the manner in which these themes or central ideas are communicated to the reader, using specific textual evidence, such as ideas, events, characterization, and rhetorical devices.
- Students will provide an objective summary of a text, taking care to note key and specific details from the work.

Learning Design

# WGSD Curriculum -- Honors US Studies ACC

## Presentation of Information

### DRAFT

High Priority Standard (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.SL.11-12.4](#) Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
- [CCSS.ELA-Literacy.SL.11-12.5](#) Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- [CCSS.ELA-Literacy.SL.11-12.6](#) Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 [here](#) for specific expectations.)

Learning Goal

Students present their substantive knowledge and ideas using clear evidence, concise logic, and appropriate style based on purpose, audience and occasion.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal by

- presenting insightful information, findings, and supporting evidence clearly, concisely, and logically.
- making strategic use of multimedia and digital media.
- choosing flexibly among rhetorical techniques according to task purpose, audience and occasion.
- demonstrating a proficient command of formal English.

2: The student demonstrates he/she is nearing the learning goal by

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|--|--|
|  | <ul style="list-style-type: none"><li>● recognizing or recalling specific vocabulary, such as: <i>purpose, audience, occasion, tone, inflection, and poise.</i></li><li>● performing specific processes, such as:<ul style="list-style-type: none"><li>○ making adequate presentations to an audience of peers after making teacher-suggested revisions.</li><li>○ making use of some digital resources.</li><li>○ demonstrating awareness of the conventions of academic English.</li></ul></li></ul> |
|--|--|

1: The student demonstrates limited understanding or skill with the learning goal.

### Learning Targets

- Students learn and rehearse the skills necessary for addressing an audience effectively.
- Students review terms relevant to academic presentation.
- Students give a variety of presentations and give and receive feedback.

### Learning Design

# WGSD Curriculum -- Honors US Studies ACC

## Research

DRAFT

### High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.W.11-12.7](#) Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- [CCSS.ELA-Literacy.W.11-12.8](#) Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- [CCSS.ELA-Literacy.W.11-12.9](#) Draw evidence from literary or informational texts to support analysis, reflection, and research.
- High School TILS Strand II: Information Literacy: Students will be able to research and synthesize information; use a variety of digital resources; retrieve and evaluate reliability and accuracy from appropriately cited sources; draw evidence-based conclusions in order to prove comprehension of course objectives.
- High School TILS Strand IV: Tools of the Trade: Students will be able to use appropriate digital tools within and across content areas in preparation for post-secondary experiences.

### Learning Goal

The student will be able to conduct sustained research projects in order to successfully answer a question or solve a problem.

### Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal as evidenced by

- conducting complex research projects in response to a historical prompt.
- using advanced database searches effectively and thoughtfully..
- evaluating source material, including primary source documents,

for relevance and reliability.

- annotating and organizing information from sources systematically, utilizing both MLA and Chicago Style formatting when appropriate..
- integrating and documenting relevant source material into original compositions.
- narrowing or broadening the inquiry when appropriate.
- synthesizing multiple sources on the subject, demonstrating a nuanced understanding of the topic.

2: The student demonstrates he/she is nearing the learning goal by

- recognizing or recalling specific vocabulary, such as: *in-text citation, criteria, source citation, Works Cited, synthesize, documentation, annotation, search criteria, plagiarism, credibility, database, primary and secondary source, search terms, boolean operators.*
- performing specific processes, such as:
  - selecting and revising an appropriate topic.
  - writing and revising a thesis of critical evaluation.
  - choosing relevant resources.
  - taking effective notes.
  - writing and revising in response to a research question
  - organizing and synthesizing information collected from more than one source.
  - demonstrating use of appropriate MLA and Chicago Style citations.
  - writing a research composition following a teacher-provided template.

1: The student demonstrates limited understanding or skill with the learning goal.

### Learning Targets

- Students choose a topic of critical significance in American history.
- Students utilize effective database search methods.
- Students develop and revise a clear and supportable argumentative thesis.
- Students collect relevant and varied sources, including primary source documents.
- Students evaluate sources for relevancy and reliability.
- Students refine research questions readily.
- Students choose a personally effective method of taking and organizing notes.
- Students understand what constitutes plagiarism and how to maintain academic honesty.
- Students combine research from various sources and organize ideas both systematically and logically.

### Learning Design

# WGSD Curriculum -- Honors US Studies ACC

## Vocab Acquisition & Use

### DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.L.11-12.4](#) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies.
- [CCSS.ELA-Literacy.L.11-12.5](#) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Learning Goal

Students will be able to demonstrate command of grade-level vocabulary and the terminology of literary analysis.

Proficiency Scale

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal by

- using context as a clue to the meaning of a word or phrase. ([CCSS.ELA-Literacy.L.11-12.4a](#))
- identifying and correctly using patterns of word changes that indicate different meanings or parts of speech. ([CCSS.ELA-Literacy.L.11-12.4b](#))
- consulting general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its derivatives, its etymology, or its standard usage. ([CCSS.ELA-Literacy.L.11-12.4c](#))
- analyzing nuances of the meaning of words with similar denotations but



	<p>differing connotations. (<a href="#">CCSS.ELA-Literacy.L.11-12.5b</a>)</p> <ul style="list-style-type: none"> <li>● interpreting figurative language. (<a href="#">CCSS.ELA-Literacy.L.11-12.5a</a>)</li> <li>● correctly using the terminology of literary analysis in context of the analysis of literature and nonfiction texts.</li> </ul> <p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"> <li>● recognizing or recalling basic vocabulary, such as: <i>stem, prefix, suffix, context clue, derivatives, denotation, connotation, diction, and other rhetorical and literary terms from a teacher-provided list.</i></li> <li>● performing basic processes such as recognizing grade-level and domain-specific vocabulary in isolation.</li> </ul> <p>1: The student demonstrates a limited understanding or skill with the learning goal.</p>

### Learning Targets

- Students will match new words in and out of context with their definitions.
- Students will identify connotation of words in context.
- Students will use new words correctly in original compositions.

### Learning Design

# WGSD Curriculum -- Honors US Studies ACC

## Writers Purpose and Craft

### DRAFT

High Priority Standard (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.RL.9-10.5](#) Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

[CCSS.ELA-Literacy.RI.9-10.5](#) Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

[CCSS.ELA-Literacy.RI.9-10.6](#) Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

#### Learning Goal

Students will be able to analyze the author's purpose and effectiveness in utilizing literary and rhetorical techniques.

#### Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal by

- critically analyzing both a point of view and shifts in point of view in a literary text and critiquing their impact on meaning.
- distinguishing between what is directly stated from the intended meaning (ie. satire, sarcasm, irony, understatement) and synthesizing the author's syntactical intention.
- analyzing and critiquing an author's establishment of mood and tone.
- analyzing and critiquing an author's structural choices, such as flashback, in medias res, and mixed genres.

2: The student demonstrates he/she is nearing the learning goal by

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|--|--|
|  | <ul style="list-style-type: none"><li>● recognizing or recalling specific vocabulary, such as: <i>satire, irony, point of view, understatement, purpose, flashback, in media res, frame narratives, and other rhetorical terms from a teacher-provided list.</i></li><li>● performing specific processes, such as<ul style="list-style-type: none"><li>● recognizing and understanding examples of satire, sarcasm, irony, and understatement in a literary text.</li><li>● determining point of view in a literary text.</li><li>● identifying mood, tone, and structural techniques.</li></ul></li></ul> |
|--|--|

1: The student demonstrates a limited understanding or skill with the learning goal.

### Learning Targets

- Students will analyze a point of view and shifts in point of view in a literary text and their impact on meaning.
- Students will distinguish between what is directly stated from the intended meaning (ie. satire, sarcasm, irony, understatement).
- Students will analyze how an author establishes mood and tone.
- Students will analyze author's structural choices, such as flashback, in medias res, and mixed genres.

### Learning Design

# WGHS Curriculum -- World Civilizations

## Historical Skills

### DRAFT

#### High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

SS7 Knowledge and the use of tools of social science inquiry (such as surveys, statistics, maps, and documents)

High School TILS Strand II: Information Literacy: Students will be able to research and synthesize information; use a variety of digital resources; retrieve and evaluate reliability and accuracy from appropriately cited sources; draw evidence-based conclusions in order to prove comprehension of course objectives.

High School TILS Strand IV: Tools of the Trade: Students will be able to use appropriate digital tools within and across content areas in preparation for post-secondary experiences.

#### Learning Goal

Students will be able to apply the skills necessary for the effective study of history.

#### Proficiency Scales

4: Student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: Student demonstrates mastery of the learning goal by

- accessing a variety of sources including primary and secondary sources for specific research tasks. (SS7.A, SS7.E)
- analyzing research materials for relevance and credibility. (SS7.C)
- differentiating between fact and opinion and detecting perspective and bias in historical materials. (SS7.C)
- interpreting maps, graphs, diagrams, pictures, and political cartoons to infer the meaning and purpose of each in a historical

context. (SS7.B, SS7.F)

2: Student demonstrates he/she is nearing the learning goal

- performing specific processes, such as:
  - recognizing the existence of a variety of sources including primary and secondary sources.
  - understanding the relationship between research materials.
  - describing the difference between fact and opinion.
  - identifying how maps, graphs, diagrams, pictures, and political cartoons can function as a means to express historical content.

1: Student demonstrates limited understanding or skill with the learning goal.

### Learning Targets

- The student learns through the use of primary and secondary source documents.
- The student learns how to interpret primary vs. secondary source documents.
- The student learns how to interpret various types of maps.

### Learning Design


# WGSD Curriculum -- World Civilizations ELG2

## Religion

### DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

SS5 Knowledge of major elements of geographical study and analysis (such as location, place, movement and regions) and their relationship to changes in society and the environment

SS6 Knowledge of relationships of the individual and groups to institutions and cultural traditions

Learning Goal

Students will be able to apply the basic principles of Eastern and Western ideologies to the development of social, political, and economic philosophies of world history.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: Students demonstrate mastery of the learning goal by

- drawing connections between world religion/philosophies. (SS 6m)
- explaining the development of complex institutions within civilizations. (SS 6 k, n)
- connecting the geographic terrain and the need for survival to the development of religious practices. (SS 5 f, b, c, and d)
- explaining the rise of civilizations in terms of their religious beliefs and the connection between their geographic setting and their belief systems.

2: Students demonstrates he/she is nearing the learning goal by

- recognizing and recalling specific vocabulary, such as: *monotheistic, polytheistic, covenant, prophets, Yahweh, Brahmanism, reincarnation, karma, Semitic, stupas, temples, mosques, rituals, and sacrifice.*
- performing specific processes, such as
  - identifying the major world religions/philosophies.
  - explaining how they helped shape civilizations.

1: The student demonstrates limited understanding or skill with the learning goal.

### Learning Targets

- Students learn why religious practices developed and why they differ based on geographic location and cultural differences.
- Students learn the basic principles of the major world religions and how they have led to the rise and fall of empires and impacted the growth of civilizations throughout history.
- Students learn the importance of obtaining a knowledge base for major world religions and the impact of these religions on historical events.




WGSD -- Curriculum -- World Civilizations  
River Valley Civilizations  
DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

SS3: Knowledge of continuity and change in the history of the world

SS6: Knowledge of relationships of the individual and groups to institutions and cultural traditions

Learning Goal

Students will be able to analyze river valley civilizations and illustrate how societies advance by interacting through trade, warfare, and migration.

Proficiency Scales

4: Student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: Student demonstrates mastery of the learning goal by

- explaining how societies develop into viable civilizations through interactions within the culture.
- interpreting how that process develops a foundation for future societies. (SS3b O)

2: Student demonstrates:

- recognizing and recalling specific vocabulary, such as *cultural diffusion, alluvial plain, city-states, dynasty, migration, civilization*. (SS6 M, SS6 N, SS6 O)
- performing specific processes, such as
  - identifying the four river valley civilizations.
  - listing characteristics of interaction among early societies.

	1: Student demonstrates limited understanding or skill with the learning goal.
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<u>Learning Targets</u>
<ul style="list-style-type: none"><li>● Students learn how civilizations developed by using their geographic location to their advantage.</li><li>● Students work together in groups to research each River Valley Civilizations and analyze how various geographic features helped and hindered their growth.</li><li>● Students learn about the importance of cultural diffusion.</li><li>● Students learn how migration, natural happenings, and trade impact the growth of early societies.</li></ul>

WGSD Curriculum -- World Civilizations ELG10  
Intellectual Movements  
DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

SS3 Knowledge of continuity and change in the history of the world

Learning Goal

Students will be able to apply the basic principles of various intellectual movements and ideologies to investigate how each period's changes in ideology has impacted world history.

Proficiency Scales

- 4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.
- 3: Students will demonstrates mastery of learning goal by
- compare and contrast various intellectual movements. (SS 3b,h)
  - understand how the similarities and differences of different intellectual movements have led to change in society over time. (SS 3b,k,a, and j)
- 2: The student demonstrates he/she is nearing proficiency by
- recognizing and recalling specific vocabulary, such as *secular, vernacular, indulgences, 95 Theses, Social Contract, philosophe, enlightenment, rationalism, secularization, feminism, deism,*
  - performing specific processes, such as
    - explaining the Scientific Revolution.
    - explaining the evolution of printing and its impact on the intellectual movements of the Middle Ages in Asia and

	Europe. 1: The student demonstrates limited understanding or skill with the learning goal.

<h3>Learning Targets</h3>	
<ul style="list-style-type: none"><li>● Students will learn the reasons for major intellectual movements and how they impacted World History.</li><li>● Students will learn how intellectual movements led to revolutions and the rise of the modern world.</li></ul>	
<h3><u>Learning Design</u></h3>	

# WGSD Curriculum -- World Civilizations ELG11

## Revolutions

### DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

SS3 Knowledge of continuity and change in the history of Missouri and the United States

SS4 Knowledge of continuity and change in the history of the world

Learning Goal

Students will be able to analyze the impact of the events leading up to, during, and after the major revolutions of the 18th and 19th centuries in world history.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal by

- evaluating the causes and outcomes of various revolutions. (SS 3a, x; SS 3b, K:b)
- determining the impact revolutions have on the areas involved and the world at large. (SS 3a, x; SS 3b, K:b)

2: The student demonstrates he/she is nearing proficiency by

- recognizing and recalling specific vocabulary, such as *ratify*, *representation*, *patriot*, *bourgeoisie*, *revolutionary*, *radical*.
- performing specific processes, such as

- |  |  |
|--|--|
|  | <ul style="list-style-type: none"><li>○ identifying major revolutions of the 18th and 19th centuries,</li><li>○ outlining changes in the countries involved, and</li><li>○ identifying outcomes.</li></ul> |
|--|--|

1: Student demonstrates limited understanding or skill with the learning goal.

<u>Learning Targets</u>

# WGSD Curriculum -- World Civilizations

## Government

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

SS1 Knowledge of the principles expressed in documents shaping republic in the United States  
SS2 Knowledge of principles and processes of governance systems

Learning Goal

Students will be able to analyze the basic principles of various political ideologies and investigate how the changes in government systems have impacted world history.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: Students demonstrates mastery of the learning goal by

- comparing and contrasting various political ideologies. (SS 2b)
- critiquing how governments have interacted with civilizations and culture. (SS 2c) (SS1b)

2: Students demonstrate he/she is nearing the learning goal by

- recognizing and recalling specific vocabulary, such as *democracy, oligarchy, republic, tyranny, monarchical systems, feudalism, imperial rule, dyarchy, puppet emperors, shogunate, dictatorship, despot, city-states, tribal governments, codified law systems, bureaucracy, and absolute rule.*



	<ul style="list-style-type: none"> <li>● performing specific processes, such as             <ul style="list-style-type: none"> <li>● defining the various political structures.</li> <li>● outlining political changes.</li> <li>● identifying outcomes of political change.</li> </ul> </li> </ul> <p>1: The student demonstrates limited understanding or skill with the learning goal.</p>

<p style="text-align: center;"><u>Learning Targets</u></p> <ul style="list-style-type: none"> <li>● Students will learn to differentiate between the types of government systems used in World History.</li> <li>● Students will learn impact of government systems on civilization and how cultural diffusion impacts the development of these political structures.</li> </ul>

# WGSD -- Curriculum -- World Civilizations ELG4

## Customs, Traditions, Language

DRAFT

### High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

SS5 Knowledge of major elements of geographical study and analysis (such as location, place, movement and regions) and their relationship to changes in society and the environment.

SS6 Knowledge of relationships of the individual and groups to institutions and cultural traditions

### Learning Goal

Students will be able to assess similarities and differences between various civilizations as they interact through cultural diffusion and analyze how that interaction leads to the rise and fall of civilizations.

### Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal by

- critiquing how geographic location and cultural diffusion lead to the rise and fall of empires. (SS 5c, and f)
- analyzing how cultures interact through trade, war and migration. (SS 6 k)

2: The student demonstrates he/she is nearing the learning goal by

- recognizing and recalling specific vocabulary, such as *cultural diffusion, trade, migration patterns, archaeology, and anthropology.*
- performing specific processes, such as explaining how societies

	<p>develop different ideologies based on their interactions with others and their geographic location.</p> <p>1: The student demonstrates limited understanding or skill with the learning goal.</p>

<p style="text-align: center;"><u>Learning Targets</u></p> <p>Students will learn the impact of cultural diffusion and its relationship to the rise and fall of societies.</p>

# WGSD Curriculum -- World Civilizations

## War and Conflict ELG5

DRAFT

### High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

SS2 Knowledge of principles and processes of governance systems

SS3b Knowledge of continuity and change in the history of the world

SS6 Knowledge of relationships of the individual and groups to institutions and crucial traditions

### Learning Goal

Students will be able to interpret the impact of the causes of war and how war changes society and leads to technological advancements.

### Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: Students demonstrate mastery of learning goal by

- analyzing primary and secondary source documents to determine how ancient wars impact modern warfare. (SS3 K, SS3 M, SS3 N)
- discussing the major causes of war and their relationship to the the development of ancient and modern history. (SS3 K, SS3 M, SS3 N)

2: Student demonstrates he/she is learning the goal by

- recognizing or recalling specific vocabulary, such as *revolution, imperialism, diversity, vassalage, nationalism, balance of power, radicalism, racism, suppress, westernization, and jihad*. (SS3 K

	<p>and SS 6 O)</p> <ul style="list-style-type: none"> <li>performing specific processes, such as identifying major causes of war and explaining how war impacts development of civilization. (SS2 C)</li> </ul> <p>1: The student demonstrates limited understanding or skill with the the learning goal.</p>

<p><u>Learning Targets</u></p> <ul style="list-style-type: none"> <li>Students will learn the reasons societies go to war.</li> <li>Students will analyze the role of racism, imperialism, and nationalism and apply it to the causes of war.</li> <li>Students will use primary source documents to analyze the way war impacts society and the rise and fall of empires.</li> </ul>	
<p><u>Learning Design</u></p>	

# WGSD Curriculum -- World Civilizations

## Trade and Commerce

### DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

SS3 Knowledge of continuity and change in the history of the world

SS4 Knowledge of economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)

Learning Goal

Students will be able to critique the impact of interactions through trade and commerce upon various civilizations throughout history.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal by:

- investigating how civilizations interact along trade routes and how that interaction leads to cultural advancements, conquest, and changes in the social makeup of societies. (SS 3 1.6,1.9)
- interpreting the role of trade, commerce, and economy in the formation of societies. (SS3b L) (SS 4j)

2: The student demonstrates he/she is nearing proficiency by:

- recognizing and recalling specific vocabulary, such as: *import, export, tariff, commerce, barter, silent trade, monetary systems, system of weights and measures, cottage industry, global economy, paper money, taxation systems, and commercial capitalism.*
- describing how or why the roles of trade impact the global economy.

	1: The student demonstrates limited understanding or skill with the learning goal.

<p style="text-align: center;"><u>Learning Targets</u></p> <ul style="list-style-type: none"><li>• Students will learn about the various forms of trade and commerce and how through this societies decline or improve their way of life.</li><li>• Students will to learn to apply the economic concepts introduced here to analyze how the society changes from ancient world to the development of modern society.</li></ul>

# WGSD Curriculum -- World Civilizations ELG7

## Economics

### DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

SS3 Knowledge of continuity and change in the history of the world

Learning Goal

Students will be able to apply economic theories and practices in order to describe their effect upon various societies.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal by:

- comparing and contrasting the economic principles of the ancient world to modern economic systems. (SS3b I)
- drawing conclusions about economic principles and how they impact the development of civilizations.(SS3b L)

2: The student demonstrates he/she is nearing the learning goal by

- recognizing and recalling specific vocabulary, such as: *agrarian, trade and barter, trade routes,treasury, monetary systems, slavery,subsistence agriculture, bazaar, commercial capitalism, guilds, serfdom, mercantilism, and cottage industry.* (SS3b I and L)
- performing specific processes, such as
  - defining key examples of economic systems, such as,



	<p><i>feudalism, manorialism, mercantilism, laissez-faire capitalism, and socialism.</i> (SS 3b L)</p> <ul style="list-style-type: none"><li>○ identifying the connection between trade and currency and economic growth. (SS 3b I)</li></ul> <p>1: The student demonstrates limited understanding or skill with the learning goal.</p>
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<p><u>Learning Targets</u></p> <ul style="list-style-type: none"><li>● Students will learn how economic structures impacted the growth of civilizations.</li><li>● Students will learn about the various types of economic structures in the world and compare them.</li><li>● Students will learn about trade and barter economies and how societies changed with the introduction of monetary systems.</li></ul>	
<p><u>Learning Design</u></p>	

# WGSD Curriculum -- World Civilizations A

## Religion (#2)

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

SS5 Knowledge of major elements of geographical study and analysis (such as location, place, movement and regions) and their relationship to changes in society and the environment

SS6 Knowledge of relationships of the individual and groups to institutions and cultural traditions

Learning Goal

Students will be able to apply the basic principles of Eastern and Western ideologies to the development of social, political, and economic philosophies of world history.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: Students demonstrate mastery of the learning goal by

- drawing connections between world religion/philosophies. (SS 6m)
- explaining the development of complex institutions within civilizations. (SS 6 k, n)
- connecting the geographic terrain and the need for survival to the development of religious practices (SS 5 f, b, c, and d)
- explaining the rise of civilizations in terms of their religious beliefs and the connection between their geographic setting and their belief systems.

2: Students demonstrates he/she is nearing the learning goal by

- recognizing and recalling specific vocabulary, such as: *monotheistic, polytheistic, henotheistic, covenant, prophets, Yahweh, Brahmanism, reincarnation, samsara, karma, Semitic, asceticism, stupas, temples, mosques, synagogues, Torah, Koran, Vedas, Holy Bible, martyr, persecution, rituals, and sacrifice.*
- performing specific processes, such as
  - identifying the major world religions/philosophies
  - explaining how they helped shape civilizations.

1: The student demonstrates limited understanding or skill with the learning goal.

### Learning Targets

- Students learn why religious practices developed and why they differ based on geographic location and cultural differences.
- Students learn the basic principles of the major world religions and how they have led to the rise and fall of empires and impacted the growth of civilizations throughout history.
- Students learn the importance of obtaining a knowledge base for major world religions and the impact of these religious on historical events.


WGSD Curriculum -- World Civilizations A  
 Government (#3)  
 DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

SS1 Knowledge of the principles expressed in documents shaping republic in the United States  
 SS2 Knowledge of principles and processes of governance systems

Learning Goal

Students will be able to analyze the basic principles of various political ideologies and investigate how the changes in government systems have impacted world history.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: Students demonstrates mastery of the learning goal by

- comparing and contrasting various political ideologies. (SS 2b)
- critiquing how similarities and differences have led to change in governments over time. (SS 2c) (SS1b)

2: Students demonstrate he/she is nearing the learning goal by

- recognizing and recalling specific vocabulary, such as *democracy, oligarchy, republic, tyranny, monarchical systems, feudalism, imperial rule, dyarchy, puppet emperors, shogunate, dictatorship, despot, city-states, tribal governments, codified law systems, bureaucracy, and absolute rule.*

	<ul style="list-style-type: none"> <li>● performing specific processes, such as             <ul style="list-style-type: none"> <li>● defining the various political structures.</li> <li>● outlining political changes.</li> <li>● identifying outcomes of political change.</li> </ul> </li> </ul> <p>1: The student demonstrates limited understanding or skill with the learning goal.</p>

<p style="text-align: center;"><u>Learning Targets</u></p> <ul style="list-style-type: none"> <li>● Students will learn to differentiate between the types of government systems used in World History.</li> <li>● Students will learn impact of government systems on civilization and how cultural diffusion impacts the development of these political structures.</li> </ul>

# WGSD -- Curriculum -- World Civilizations A

## Customs, Traditions, Language (# 4)

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

SS5 Knowledge of major elements of geographical study and analysis (such as location, place, movement and regions) and their relationship to changes in society and the environment.

SS6 Knowledge of relationships of the individual and groups to institutions and cultural traditions

Learning Goal

Students will be able to assess similarities and differences between various civilizations as they interact through cultural diffusion and analyze how that interaction leads to the rise and fall of civilizations.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal by

- critiquing how geographic location and cultural diffusion lead to the rise and fall of empires. (SS 5c, and f)
- analyzing how cultures interact through trade, war and migration. (SS 6 k)

2: The student demonstrates he/she is nearing the learning goal by

- recognizing and recalling specific vocabulary, such as *cultural diffusion, trade, migration patterns, archaeology, and anthropology.*

- performing specific processes, such as explaining how societies

	<p>develop different ideologies based on their interactions with others and their geographic location.</p> <p>1: The student demonstrates limited understanding or skill with the learning goal.</p>

<p style="text-align: center;"><u>Learning Targets</u></p> <p>Students will learn the impact of cultural diffusion and its relationship to the rise and fall of societies.</p>



WGSD Curriculum -- World Civilizations A  
Economics (#7)  
DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

SS3b I. Knowledge of continuity and change in the history of the world

Learning Goal

Students will be able to apply ideas about economic theories and practices and describe their effect upon various societies.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal by:

- comparing and contrasting the economic principles of the ancient world to modern economic systems. (SS3b I)
- drawing conclusions about economic principles and how they impact the development of civilizations.(SS3b L)

2: The student demonstrates he/she is nearing the learning goal by

- recognizing and recalling specific vocabulary, such as: *agrarian, trade and barter, trade routes, treasury, monetary systems, slavery, subsistence agriculture, bazaar, commercial capitalism, guilds, serfdom, mercantilism, and cottage industry.* (SS3b I and L)
- performing specific processes, such as
  - defining key examples of economic systems, such as,

	<p><i>feudalism, manorialism, mercantilism, laissez-faire capitalism, and socialism.</i> (SS 3b L)</p> <ul style="list-style-type: none"><li>○ identifying the connection between trade and currency and economic growth. (SS 3b I)</li></ul> <p>1: The student demonstrates limited understanding or skill with the learning goal.</p>
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<p style="text-align: center;"><u>Learning Targets</u></p> <ul style="list-style-type: none"><li>● Students will learn how economic structures impacted the growth of civilizations.</li><li>● Students will learn about the various types of economic structures in the world and compare them.</li><li>● Students will learn about trade and barter economies and how societies changed with the introduction of monetary systems.</li></ul>
<p style="text-align: center;"><u>Learning Design</u></p>

# WGSD Curriculum -- World Civilizations A

## War and Conflict (#5)

DRAFT

### High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

SS2 Knowledge of principles and processes of governance systems

SS3b Knowledge of continuity and change in the history of the world

SS6 Knowledge of relationships of the individual and groups to institutions and crucial traditions

### Learning Goal

Students will be able to interpret the impact of the causes of war and how war changes society and leads to technological advancements.

### Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: Students demonstrate mastery of learning goal by

- analyzing primary source documents to determine how ancient wars impact modern warfare. (SS3 K, SS3 M, SS3 N)
- debating the causes of war and their relationship to the rise and fall of civilizations. (SS3 K, SS3 M, SS3 N)

2: Student demonstrates he/she is learning the goal by

- recognizing or recalling specific vocabulary, such as *revolution, imperialism, diversity, vassalage, subinfeudation, nationalism, balance of power, legions, radicalism, racism, suppress, apartheid, westernization, and jihad* (SS3 K and SS 6 O)

	<ul style="list-style-type: none"> <li>performing specific processes, such as identifying major causes of war and explaining how war impacts development of civilization (SS2 C)</li> </ul> <p>1: The student demonstrates limited understanding or skill with the the learning goal.</p>

<p><u>Learning Targets</u></p> <ul style="list-style-type: none"> <li>Students will learn the reasons societies go to war.</li> <li>Students will analyze the role of racism, imperialism, and nationalism and apply it to the causes of war.</li> <li>Students will use primary source documents to analyze the way war impacts society and the rise and fall of empires.</li> </ul>
<p><u>Learning Design</u></p>

WGSD Curriculum -- World Civilizations A  
 Demographic Change (#8)  
 DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

SS3b Knowledge of continuity and change in the history of the world

Learning Goal

Students will be able to trace the impact historical demographic changes and human migration have played in the development of cultures throughout history.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal by

- comparing and contrasting cultural differences affected by demographic movement. (SS 3b, o)
- identify problems and issues created by migration. ( SS 3b. 0)
- assess the development of societies and cultures by demographic changes. (SS 3b, o)

2: The student demonstrates he/she is nearing proficiency by

recognizing or recalling specific vocabulary, such as migration, cultural diffusion, and sphere of influence

- performing specific processes, such as
  - recognizing how cultural interaction has been affected by demographic and migrational changes.
  - demonstrating knowledge of migration history and cultural

	development. 1: Student demonstrates limited understanding or skill with the learning goal.
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<p style="text-align: center;"><u>Learning Targets</u></p> <ul style="list-style-type: none"><li>● Students learn how mass migration impacts the geographic terrain and the stress it places on food production.</li><li>● Students learn how migration impacts the economic components of regions and how society is forced to change when this occurs.</li></ul>

# WGSD Curriculum -- World Civilizations A

## Imperialism (#9)

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

SS3b Knowledge of continuity and change in the history of the world

SS 6 Knowledge of relationships of the individual and groups to institutions and cultural traditions.

Learning Goal

Students will be able to analyze the consequences and effects of European exploration, Japanese and European expansion, and imperialism throughout world history.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal by

- tracing the development of exploration in the Western hemisphere, Africa, and Asia. (SS3b I)
- identifying the causes and consequences of European and Japanese expansion. (SS3b N)
- assessing the role of imperialism in historical perspective. (SS 6 k, 0)

2: The student demonstrates he/she is nearing proficiency by

- recognizing and recalling specific vocabulary, such as: *imperialism, encomienda system, domino theory, extraterritoriality, nationalism, oppression, and racial superiority, and caste systems.*
- performing specific processes, such as
  - recognizing the relationship between exploration, trade, and

	<p>commerce.</p> <ul style="list-style-type: none"><li>• describing how exploration and expansion have affected societies, increased trade, and impacted change in cultures.</li></ul> <p>1: Student demonstrates limited understanding or skill with the learning goal.</p>
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Learning Targets

- Students will learn how imperialism impact the ancient world and the modern world.
- Students will learn how racism, classism, and the idea of racial superiority have impacted Ancient and Modern World History.




WGSD Curriculum -- World Geography  
Human Environment Interaction  
DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

SS5D Relationship within places (human environment interaction)

Learning Goal

Students will be able to understand how humans adapt environmentally and demographically to places based on their location.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal as evidenced by

- detecting adaptations made by humans in different environments.(SS5 1.6, 3.5)
- inferring what adaptations need to be made by humans based on the characteristics of the environment. (SS5 1.10)
- identifying physical features of an environment. (SS5 1.6)
- deducing what impact physical features of an environment will

have on human adaptations. (SS5 1.10)

2: The student demonstrates he/she is nearing proficiency by

- recognizing or recalling specific vocabulary such as: *climate zones, cultural practices, biomes, adaptation, evolution, civilization, irrigation, pollution, natural resources, agriculture, slash & burn, ecotourism, deforestation, desertification, reforestation, poaching, endangered plant & wildlife.*
- performing basic processes such as:
  - matching adaptations to climate zones.
  - depicting human adaptations to a climate.
  - summarizing examples of human adaptations.
  - illustrating the positive and negative effects humans have on the environment.

1: The student demonstrates limited understanding or skill with the learning goal.

### Learning Targets

- Students explain four main types of human environmental adaptations through clothing, housing, livelihood and cultural practices.
- Students interpret the positive and negative effects of human environment interaction.
- Students predict which environments would best support humans based on environmental factors.

## Learning Design

WGSD Curriculum -- World Geography and  
Location  
Draft

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

SS5B: Understanding the concept in location to make predictions and solve problems

Learning Goal

Students will be able to make predictions and solve problems about the different regions in the world based on their location on the planet.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal as evidenced by

- drawing conclusions or making inferences about a place based on its location on the planet. (SS5 1.4, 1.5)
- formulating conclusions about a place's characteristics based on its location. (SS5 1.4, 1.5)
- hypothesizing the effects of a place's characteristics on people based on its location. (SS5 1.4, 1.5)
- analyzing the impact of the relationship between places based on their geographic location and relationship with the global community. (SS5 1.4, 1.5)

2: The student demonstrates he/she is nearing proficiency by

	<ul style="list-style-type: none"><li>● recognizing or recalling specific vocabulary, such as <i>latitude, longitude, absolute &amp; relative location, scale, directional indicators, hemispheres, continents, major bodies of water, regions, map projections, political and physical boundaries, climate and time zones.</i></li><li>● performing specific processes, such as describing the key parts of the global grid system and how a place's location on the planet contributes to its features.</li></ul> <p>1: The student demonstrates limited understanding or skill with the learning goal.</p>
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### Learning Targets

- Locate Continents, Oceans, Countries and Regions, topographical features
- Identify time zones & climate zones
- Utilize the global grid system of latitude and longitude
- Describe how relative locations effect relationships between locations

### Learning Design

# WGSD Curriculum -- World Geography

## Movement

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

SS5E: Understanding relationships between and among places.

Learning Goal

Students will be able to infer how movement of people, products and ideas shape and change regions of the world. \_

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal as evidenced by

- inferring how spatial interaction affected the population demographics of a place. (SS5 1.6, 1.10)
- detecting and interpreting the effects of cultural diffusion in a place. (SS5 1.10)
- constructing an argument generalizing how globalization has improved or hindered developing regions of the world. (SS5 1.6)
- investigating and simulating how trade routes influenced and are still influencing the connections between places on the globe

2: The student demonstrates he/she is nearing proficiency by

- recognizing or recalling specific vocabulary such as: *spatial*

*Interaction, exports, imports, infrastructure, religion, transportation modes, immigration, demographics, population, cultural diffusion, refugees, exploration, communication, scale, distance, globalization, global market, economy, trade, currency, embargo, tariffs and taxes, trade routes, historical trade patterns, customs regulation, border patrol, homeland security, national sovereignty, embassy, ambassador, global monitoring systems.*

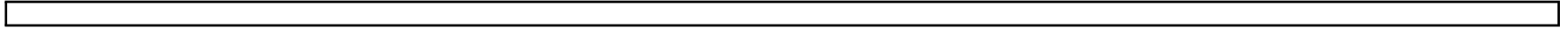
- performing basic processes such as:
  - describing how movement of goods, ideas and people across the globe benefits populations.
  - illustrating how a place has changed and adapted due to spatial interaction.
  - conceptualizing how movements of populations due to war, famine, or environmental factors have affected immigration and changed world demographics.

1: The student demonstrates limited understanding or skill with the learning goal.

### Learning Targets

- Students will write a story showing how spatial interaction helps a place satisfy all its needs.
- Students will map out movement of people across the globe.
- Students explain what a place offers the world market.

### Learning Design





# WGSD Curriculum -- World Geography A

## Applying Geography

DRAFT

### High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

(SS5G) Using geography to interpret, explain and predict

#### Learning Goal

Students will be able to understand current events and the effect geography has on those events based on location human and physical characteristics, human adaptations, unique characteristics, and the movement affecting that region.

#### Proficiency Scales

- 4: The student demonstrates an in-depth inference or advanced applicatino, or innovates with the learning goal.
- 3: The student demonstrates mastery of the learning goal by
- drawing conclusions about current events based on the analysis of the 5 themes of geography. (SS5 1.4, 1.6, 1.7)
  - generating a solution to a problem stemming from a current event. (SS5 1.4, 1.6, 1.7)
  - connecting concerns, issues and problems derived from a current event to different populations and locations. (SS5 1.4, 1.7)
- 2: The student demonstrates he/she is nearing proficiency by
- recognizing and recalling specific vocabulary, such as *current events, economy, world news, government, foreign policy, domestic policy, tourism, politics, investigate, bibliography, technology, research, borders, location, media bias, media, officials.*

- performing basic processes such as:
  - interpreting the impact of current events on different locations on the planet.
  - using geographic research methods and mediums to analyze current events.
  - explaining and predicting how a place is impacted or changed by current events.

1: The student demonstrates limited understanding or skill with the learning goal.

### Learning Targets

- Write article reviews that summarize current events.
- Locate major world news events.
- Discuss current events and their impact on local and global populations.

### Learning Design

WGSD Curriculum -- World Geography  
World Geography and Place  
DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

SS5C Understanding the concept of place

Learning Goal

Students will be able to make predictions of possible impacts on a place based on their analysis of its physical and human characteristics.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal as evidenced by

- distinguishing between places on earth based on their defining characteristics. (SS5 1.8, 1.10, 2.1)
- organizing content in order to deduce how a place connects to other places in a global society and how that place contributes to a global market. (SS5 1.1.10, 1.6)
- formulating hypotheses of future physical and human impacts on a place (SS5 1.6, 1.10, 3.1, 3.2)

2: The student demonstrates he/she is nearing proficiency by

- recognizing or recalling specific vocabulary, such as *physical features, topography, political features, language, culture, religion, adaptation, landforms, bodies of water, climate zones, population,*

*population density, population distribution, population patterns, diaspora, clans, tribes, dynasty, social structures, extended family, ecotourism, tourism, political boundaries, natural boundaries, belief systems, philosophical frameworks, government standards, infrastructure, urban sprawl and data projections.*

- performing specific processes, such as describing physical and human characteristics of a place, including population, jobs, language, religion, activities, animal life, landforms and transportation.

1: The student demonstrates limited understanding or skill with the learning goal.

### Learning Targets

- Students can recognize human versus physical characteristics of a place.
- Students conceptualize that each place on earth has defining characteristics.

### Learning Design

# WGSD Curriculum -- World Geography Region

## High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

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SS5F: Understanding relationships between and among regions.

### Learning Goal

Students will be able to use evidence to conclude that a region's common unique characteristics shape its culture.

### Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application or innovates with the learning goal.

3: The student demonstrates mastery with the learning goal as evidenced by

- comparing and contrasting the regions of the earth. (SS 5 3.1, 3.7)
- drawing conclusions about a population based on its regional location. (SS5 1.6)
- inferring the impact of current events on a region's cultural practices. (SS 5 3.7, 3.1)
- detecting relationships between regions connected by movement (SS5 1.6)
- deciphering conflicts of a region that are caused by cultural differences (SS6 3.6)
- Take a position for or against a current regional conflict and formulate a resolution (SS6 3.6)

	<p>2: The student demonstrates he/she is nearing proficiency by</p> <ul style="list-style-type: none"> <li>● recognizing and recalling specific vocabulary such as: <i>region, world regions, population, population density, overpopulation, uniform region, nodal region, functional region, state, territory, country, nation, continent, landmass, provinces, primate city, megalopolis, metropolitan area, urban, rural, suburban, coastal, basin, port, harbor, plain, cultural diffusion, language, dialect, language family, multicultural, diversity, human &amp; physical characteristics., ethnic cleansing, genocide, ethnic diversity, holocaust, refugee, foreign aid, disaster relief, nonprofits.</i></li> <li>● performing specific processes such as: <ul style="list-style-type: none"> <li>○ charting unique characteristics of different regions on earth.</li> <li>○ explaining how a region's culture is shaped by its unique characteristics.</li> <li>○ conceptualizing what daily life would be like in a region.</li> <li>○ inspect the effects of cultural conflicts on daily life.</li> </ul> </li> </ul> <p>1: The student demonstrates limited understanding or skill with the learning goal.</p>
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<p><u>Learning Targets</u></p> <ul style="list-style-type: none"> <li>● Map out and identify major world regions</li> <li>● Connect different human and physical characteristics to appropriate world regions</li> <li>● Define cultural practices that shape different regions</li> <li>● Reflect on how movement has shaped and connects different world regions</li> <li>● Reflect on how cultural conflicts have shaped and affect different world regions</li> </ul>
<p><u>Learning Design</u></p>



# WGHS Curriculum -- World Geography A

## Historical Skills

### DRAFT

#### High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

SS7 Knowledge and the use of tools of social science inquiry (such as surveys, statistics, maps, and documents)

High School TILS Strand II: Information Literacy: Students will be able to research and synthesize information; use a variety of digital resources; retrieve and evaluate reliability and accuracy from appropriately cited sources; draw evidence-based conclusions in order to prove comprehension of course objectives.

High School TILS Strand IV: Tools of the Trade: Students will be able to use appropriate digital tools within and across content areas in preparation for post-secondary experiences.

#### Learning Goal

Students will be able to apply the skills necessary for the effective study of history.

#### Proficiency Scales

4: Student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: Student demonstrates mastery of the learning goal by

- accessing a variety of sources including primary and secondary sources for specific research tasks. (SS7.A, SS7.E)
- analyzing research materials for relevance and credibility. (SS7.C)
- differentiating between fact and opinion and detecting perspective and bias in historical materials. (SS7.C)
- interpreting maps, graphs, diagrams, pictures, and political cartoons to infer the meaning and purpose of each in a historical



context. (SS7.B, SS7.F)

2: Student demonstrates he/she is nearing the learning goal by

- recognizing or recalling specific vocabulary, such as: *primary and secondary sources, bias, perspective, editorial, etc.*
  
- performing specific processes, such as:
  - recognizing the existence of a variety of sources including primary and secondary sources.
  - explaining why relevance and credibility is important when conducting research.
  - describing the difference between fact and opinion and realizing the existence of perspective and bias in historical materials.
  - identifying how maps, graphs, diagrams, pictures, and political cartoons can function as a means to express historical content.

1: Student demonstrates limited understanding or skill with the learning goal.

### Learning Targets

- The student learns through the use of primary and secondary source documents.
- The student learns how to interpret primary vs. secondary source documents.
- The student learns how to interpret different kinds of maps.

<u>Learning Design</u>

WGSD Curriculum -- World Geography A  
Human Environment Interaction  
DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

SS5D Relationship within places (human environment interaction)

Learning Goal

Students will be able to understand the effect an environment has on human actions and behavior.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal as evidenced by

- detecting adaptations made by humans in different environments.(SS5 1.6, 3.5)
- inferring what adaptations need to be made by humans based on the characteristics of the environment. (SS5 1.10)
- identifying physical features of an environment. (SS5 1.6)
- deducing what impact physical features of an environment will

have on human adaptations. (SS5 1.10)

- identify population centers on the planet (SS5 1.10)
- generate connections between population centers and human adaptations (SS5 1.10)

2: The student demonstrates he/she is nearing proficiency by

- recognizing or recalling specific vocabulary such as: *climate zones, cultural practices, biomes, adaptation, evolution, civilization, irrigation, pollution, natural resources, agriculture, slash & burn, ecotourism, deforestation, desertification, reforestation, poaching, endangered plant & wildlife, primate city, population center, human adaptations, population distribution, population demographics, technology, river basin*
- performing basic processes such as:
  - matching adaptations to climate zones.
  - depicting human adaptations to a climate.
  - summarizing examples of human adaptations.
  - illustrating the positive and negative effects humans have on the environment.
  - interpret the locations of major population centers

1: The student demonstrates limited understanding or skill with the learning goal.

## Learning Targets

- Students explain four main types of human environmental adaptations through clothing, housing, livelihood and cultural practices.
- Students interpret the positive and negative effects of human environment interaction.
- Students predict which environments would best support humans based on environmental factors.
- Students map where major population centers are located.
- Devise a chart or table that explains the influences on locations of population centers

### Learning Design

**WGSD Curriculum  
Social Studies**

Course: World Religions

Grade Level: 11-12

LG 2 Hinduism

**HIGH PRIORITY STANDARDS**

- CCSS.ELA-Literacy.RH.11-12.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
- CCSS.ELA-Literacy.RH.11-12.6 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
- CCSS.ELA-Literacy.RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

**LEARNING GOAL**

Students will understand basic principles and concepts of Hinduism

**PROFICIENCY SCALE**

Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.

Level 3: Student demonstrates mastery with the learning goal as evidenced by:

- Examining and explaining the doctrines of Hinduism, such as the laws of Karma and Brahman.
- Describing the art and architecture associated with Hinduism and explaining its significance.
- Reading and discussing the texts of Hinduism, such as the Bhagavad-Gita.
- Explaining the ethical basis of Hinduism.

Level 2: Student demonstrates he/she is nearing proficiency by:

- Recognizing and recalling specific vocabulary, such as: Sanatana Dharma, Avatar, Brahman, Brahma, Vishnu, Shiva, Guru, Karma, Moksha, Samsara, Varna, Caste, Jati, Vedas, Upanishads, Ramayana, Mahabharata, Smriti, dharma, artha, kama, moksha.

## WGSD Curriculum Social Studies

- Performing processes such as:
  - Identifying and describing the holidays and life cycle events associated with Hinduism.

Level 1: Student demonstrates a limited understanding or skill with the learning goal by:

### Learning Design

- Texts: The Vedas, Upanishads, Ramayana, Mahabharata, Smriti, the complete Bhagavad-Gita
- Doctrine: The cycle of samsara, the Law of Karma and Brahman: Ultimate Reality
- Ethic: The Goals of life on earth
  - *dharma*, or righteous living
  - *artha*, or wealth acquired through the pursuit of a profession
  - *kama*, or human and sexual love
  - *moksha*, or spiritual salvation.
- History
- Holidays: Holi - festival of colors and spring, Kumbh Mela - pilgrimage every 12 years to four cities in India, Ganesha-Chaturthi (Ganesha Utsava) - festival of Ganesh, Dassera - victory of Rama over demon king Ravana, Navaratri - festival of Shakti (in Bengal) or Rama's victory over Ravana, and Diwali - festival of lights and Laksmi.
- Lifecycle Events: Birth/Naming/Circumcision, Bar/Bat Mitzvah, Marriage, Divorce, Death and Mourning.
- Art/Architecture: Angkor Wat (Cambodia), Gupta period temples at Sanchi, Tigawa, Eran, Bhumra, Nachna, Dravidian Temples, Mudra's, statues, miniature paintings, The Hindu Temple of St. Louis. Also examples of Bollywood films will be shown.

**WGSD Curriculum  
Social Studies**

Course: World Religions  
Grade Level: 11-12  
LG 1 Basic Principles of Religion

**HIGH PRIORITY STANDARDS**

- CCSS.ELA-Literacy.RH.11-12.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
- CCSS.ELA-Literacy.RH.11-12.6 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
- CCSS.ELA-Literacy.RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

**LEARNING GOAL**

Students will understand the basic principles of religion as both an academic subject and a lived experience.

**PROFICIENCY SCALE**

Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.

Level 3: Student demonstrates mastery with the learning goal as evidenced by:

- Demonstrating an understanding and discussing the differences and similarities between religion and philosophy, and between religion and science.
- Examining the problems associated with religious revelation and interpretation of sacred texts.
- Reading and discussing varied religious literature.
- Recognizing the relationship between religion and culture, and the relevance of religious belief and experience to modern life.
- Defining a religion by :
  - A distinct legal existence.
  - A recognized creed and form of worship.



## WGSD Curriculum

### Health

- A definite and distinct ecclesiastical government.
- A formal code of doctrine and discipline.
- A distinct religious history.
- An organization of ordained ministers.
- A literature of its own.
- Established places of worship.
- Sunday schools for religious instruction of the young.
- Schools for the preparation of its ministers.

Level 2: Student demonstrates he/she is nearing proficiency by:

- Recognizing and recalling specific vocabulary, such as: uch as: god, spiritual, religion, faith, Sacred-Totem/Profane-Taboo, Science, Prophecy, Monotheistic/Polytheistic, Agnostic, Atheist, Liberal / Conservative Religion, fundamentalist, orthodox, zeitgeist and mystics
- Performing processes such as:
  - Identifying the difference between a churches, sects and cult.
  - Identifying the difference between Orthodox-Official Religion and Folk-Popular Religion.

Level 1: Student demonstrates a limited understanding or skill with the learning goal by:

## WGSD Curriculum Social Studies

Course: World Religions  
Grade Level: 11-12  
LG 3 Buddhism

### HIGH PRIORITY STANDARDS

- CCSS.ELA-Literacy.RH.11-12.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
- CCSS.ELA-Literacy.RH.11-12.6 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
- CCSS.ELA-Literacy.RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

#### LEARNING GOAL

Students will understand basic principles and concepts of Buddhism.

#### PROFICIENCY SCALE

Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.

Level 3: Student demonstrates mastery with the learning goal as evidenced by:

- Examining and explaining the doctrine of Buddhism.
- Describing the art and architecture associated with Buddhism, and explaining its significance.
- Reading and discussing the texts of Buddhism, such as The Deer Park Sermon.
- Explaining the ethical basis of Buddhism.
- Examining the history of the Buddhism and how specific events have shaped the belief system.

Level 2: Student demonstrates he/she is nearing proficiency by:

- Recognizing and recalling specific vocabulary, such as: King Śuddhodana, Maya , Sutras, Saṃsāra, The Middle Way, the Bodhi Tree, Bodhisattvas, The Three Jewels-The Buddha, The Dharma and the Sangha, Gandhara, Monasticism, Zen, Koans, Karma, Rebirth/Reincarnation, Nirvana, Sanskrit, Pali, the Noble Truths and

## WGSD Curriculum Social Studies

the Noble Eightfold Path, the 16<sup>th</sup> Buddha of Compassion-the Dali Llama.

- Performing processes such as:
  - Identifying and describing the holidays and life cycle events associated with Buddhism.

Level 1: Student demonstrates a limited understanding or skill with the learning goal by:

### LEARNING DESIGN

- Texts: The deer park sermon, Sections of the Pali Cannon, Jātaka, selected Zen koans.
- Doctrine: The Four Noble Truths
  - The truth of *dukkha*(suffering, anxiety, unsatisfactoriness)
  - The truth of the origin of *dukkha*
  - The truth of the cessation of *dukkha*
  - The truth of the path leading to the cessation of *dukkha*
- Ethic: The Noble Eightfold Path
  - Right View (or Right Understanding),
  - Right Intention (or Right Thought),
  - Right Speech,
  - Right Action,
  - Right Livelihood,
  - Right Effort,
  - Right Mindfulness
  - Right Concentration.
- History: the life of Siddhartha Gautama, the growth of Theravada, Mahāyāna, and Tibetan Buddhism, Buddhist missionaries to China, Korea and Japan, Modern Buddhist Conflicts, the Dali Llama.
- Holidays: Buddhist New Year, Vesak Day, Dhamma Day, Bodhi Day
- Lifecycle Events: Birth/Naming, Marriage, Divorce, Theravada Monastic Ordination, Funeral rites.
- Art/Architecture: Mahabodhi Temple Complex (Bodh Gaya, India), The Parinirvana Temple (Kushinagar, India), The Mahabodhi

**WGSD Curriculum**  
**Social Studies**

Temple (Bodh Gaya, India), Sanchi Stupa's (Sanchi, India), The Ajanta Caves (Maharashtra, India), Sri Dalada Maligawa- the Temple of the Sacred Tooth Relic (Kandy, Sri Lanka), Borobudur ( Magelang, Central Java, Indonesia), Boudhanath Stupa (Kathmandu, Nepal), The Potala Palace(Lhasa, Tibet), and the Webster Groves Zen Center.

**WGSD Curriculum  
Social Studies**

Course: World Religions

Grade Level: 11-12

LG 4 Judaism

**HIGH PRIORITY STANDARDS**

- CCSS.ELA-Literacy.RH.11-12.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
- CCSS.ELA-Literacy.RH.11-12.6 Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.
- CCSS.ELA-Literacy.RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

**LEARNING GOAL**

Students will understand basic principles and concepts of Judaism.

**PROFICIENCY SCALE**

Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.

Level 3: Student demonstrates mastery with the learning goal as evidenced by:

- Examining and explaining the doctrine of Judaism.
- Describing the art and architecture associated with Judaism and explaining its significance.
- Reading and discussing the texts of Judaism, such as the Talmud.
- Explaining the ethical basis of Judaism.
- Examining the history of the Jewish religion and how specific events have shaped the religion.

Level 2: Student demonstrates he/she is nearing proficiency by:

- Recognizing and recalling specific vocabulary, such as: Kosher, Ketubah, Kosher,

## **WGSD Curriculum Social Studies**

Tefillin, Shabbat, Mesusah, Mikvah Kaddish, Tallit, Tzitzit, Kippah, Yiddish, Torah, rabbi/rebbi, Ashkenazi and Sephardic, Hasidism, Holocaust, Tikkun Olam.

- Performing processes such as:
  - Identifying and describing the holidays and life cycle events associated with Hinduism.

Level 1: Student demonstrates a limited understanding or skill with the learning goal by:

### **LEARNING DESIGN**

- Texts: Genesis, Midrash, Talmud, Kabbalah.
- Doctrine: The 13 Principles of Maimonides
- Ethic: The 613 Mitzvot
- History: Abraham, Isaac, Jacob, Moses, David, Solomon, Hillel, The Great Jewish Revolt, Ashkenazi and Sephardic Jews , Hasidism, Holocaust, Founding of the State of Israel, Israeli - Palestine Conflict
- Holidays: Shabbat, Passover, Shavuot, Sukkot, Rosh Hashanah, Yon Kippur, Hanukkah, Purim
- Lifecycle Events: Birth/Naming/Circumcision, Bar/Bat Mitzvah, Marriage, Divorce, Death and Mourning, the world to come.
- Art/Architecture: Tabernacle, The Ark of the Covenant, Synagogue, Herod's Temple, The Wailing Wall, Tell, Yeshivas, Mikvahs, The Delos Synagogue (Island of Delos), Dura-Europos synagogue (Syria), Kaifeng synagogue (Kaifeng, China), Old New Synagogue of Prague (Prague, The Czech Republic), The Erfurt Synagogue (Erfurt, Germany), The Kahal Zur Israel Synagogue (Recife, Brazil), The Ashkenazi Synagogue (Istanbul, Turkey), The Paradesi Synagogue (Kerala, India), and The Baal Shem Tov's shul (Medzhybizh, Ukraine) and Central Reform Congregation (St. Louis, MO).

**WGSD Curriculum  
Social Studies**

Course: World Religions  
Grade Level: 11-12  
LG 5 Christianity

**HIGH PRIORITY STANDARDS**

- CCSS.ELA-Literacy.RH.11-12.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
- CCSS.ELA-Literacy.RH.11-12.6 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
- CCSS.ELA-Literacy.RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

**LEARNING GOAL**

Students will understand basic principles and concepts of Christianity.

**PROFICIENCY SCALE**

Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.

Level 3: Student demonstrates mastery with the learning goal as evidenced by:

- Examining and explaining the doctrine of Christianity.
- Describing the art and architecture associated with Christianity and explaining its significance.
- Reading and discussing the texts of Christianity, such as St. John's Gospel.
- Explaining the ethical basis of Christianity.
- Examining the history of the Christian religion and how specific events have shaped the religion.

Level 2: Student demonstrates he/she is nearing proficiency by:

- Recognizing and recalling specific vocabulary, such as: Messiah, disciple, Parable, Resurrection, Apostle, Salvation, Magisterium, Icon, Excommunicate, Pope, Patriarch, Vernacular, Orthodoxy, Roman Catholic, Protestantism, Hierarchy.

**WGSD Curriculum**  
**Social Studies**

- Performing processes such as:
  - Identifying and describing the holidays and life cycle events associated with Christianity.

Level 1: Student demonstrates a limited understanding or skill with the learning goal by:

**LEARNING DESIGN**

- Texts: St. John's Gospel
- Doctrine: The Nicene Creed, 325 AD.
- Ethic: The Sermon on the Mount, Biblical Ethics, Pauline Ethics, Modern ethical debates.
- History: The life of Jesus, Early Christianity and the Apostolic Church, Persecutions and Martyrdom, the establishment of Roman Orthodoxy, various heresies, Ecumenical Councils, the middle ages and the rise of monasticism, Roman Catholic vs. Orthodoxy, Roman Catholic vs. Protestantism, Church vs. State conflicts, modernism, liberalism and fundamentalism.
- Holidays: Lent, Palm Sunday, Easter, Holy Days, Pentecost, Christmas
- Lifecycle Events: Birth/Naming/Baptism, Confirmation, Eucharist, Reconciliation, Anointing of the sick, holy orders and Matrimony/Divorce.
- Art/Architecture: Church of the Nativity (Bethlehem, Palestine), Church of the Holy Sepulcher (Jerusalem, Israel/Palestine), The Vatican (Rome, Italy), Mount Athos, Greece , The Cathedral of Christ the Savior (Moscow, Russia), Saint Basil's Cathedral (Moscow Russia), Mother See of Holy Etchmiadzin (Etchmiadzin, Armenia), Hagia Sophia (Istanbul Turkey), National Cathedral (Washington, DC), St. Louis Basilica (St. Louis, Mo)



**WGSD Curriculum  
Social Studies**

Course: World Religions

Grade Level: 11-12

LG 6 Islam

**HIGH PRIORITY STANDARDS**

- CCSS.ELA-Literacy.RH.11-12.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
- CCSS.ELA-Literacy.RH.11-12.6 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
- CCSS.ELA-Literacy.RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

**LEARNING GOAL**

Students will understand basic principles and concepts of Islam.

**PROFICIENCY SCALE**

Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.

Level 3: Student demonstrates mastery with the learning goal as evidenced by:

- Examining and explaining the doctrine of Islam.
- Describing the art and architecture associated with Islam and explaining its significance.
- Reading and discussing the texts of Islam, such as the Koran.
- Explaining the ethical basis of Islam.
- Examining the history of the Islamic religion and how specific events have shaped the religion.

Level 2: Student demonstrates he/she is nearing proficiency by:

- Recognizing and recalling specific vocabulary, such as: Islam, Abraham-Hagar-Ishmael-Sarah, Husayn Ibn Ali-Karbala-Fatama, Hijrah, Khadija, Shia-Sunni, Umma-Ulama, Greater Jihad-Lesser Jihad, Mahdi, Sufi, Mullah-Iman-Ayatollah

## WGSD Curriculum Social Studies

(shia), Chador-Hijab, Territorial Sexuality, Fundamentalism vs. Modernity.

- Performing processes such as:
  - Identifying and describing the holidays and life cycle events associated with Christianity.

Level 1: Student demonstrates a limited understanding or skill with the learning goal by:

### LEARNING DESIGN

- Texts: Sections of the Koran, Hadiths, Fatwah's
- Doctrine: The Five Pillars of Islam
  - to make Shahadataan (declaration of faith)
  - to establish Salaah (formal prayer)
  - to give Zakaah (charity)
  - to make Sawm (fasting in the month of Ramadan)
  - to perform Hajj (pilgrimage to the Ka'bah).
- Ethic: Sharia
  - Required Behavior
  - Proper Behavior recommended by Islam
  - Behavior which is neither encouraged or discouraged
  - Improper Behavior
  - Haraam: forbidden behavior
- History: Pre-Islamic History of Arabia: The Jahiliyah, The Lifetime of the Prophet and the Rightly Guided Caliphs, The Expansion of Islam-: 'Ummayids and Abbasids, Islamic Spain, the Rise and fall of the Ottoman's and Islam in the modern world.
- Holidays: Ramadan, Hijri, Eid Al-Fitr, Eid Al-Adha, Ramadan Friday Prayer
- Lifecycle Events: Birth/Naming Islamic Education, Marriage-Polygamy, Divorce, Death and Mourning.
- Art/Architecture: Islamic Calligraphy, Minaret, Mihrab, Madrasa, Mosque: Ka'bah-Mecca- The tomb of the Prophet (Medina, Saudi Arabia), Dome of the Rock (Jerusalem), The Great Mosque of Damascus, The Great Mosque of Kairouan (Kairouan, Tunisia), Great Mosque of Samarra (Bagdad, Iraq) Al-Azhar University (Cairo, Egypt), Great Mosque at Córdoba (Córdoba, Spain), Alhambra (Granada, Spain), Selimiye Mosque (Edirne, Turkey), and the Hagia Sophia (Istanbul, Turkey).

**WGSD Curriculum**  
**Social Studies**