



School District of the City of St. Charles

7-12 Social Studies

Approved by the Board of Education
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**7-12 Social Studies
Curriculum Committee**

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District Mission

The City of St. Charles School District will REACH, TEACH, and EMPOWER all students by providing a challenging, diverse, and innovative education.

District Vision

The City of St. Charles School District will be an educational leader recognized for high performance and academic excellence that prepares students to succeed in an ever-changing global society.

District Values

We, the City of St. Charles School District community of students, parents, staff, and patrons, value:

- High quality education for all students which includes:
 - Lifelong learning from early childhood through adult education
 - Rigorous learning experiences that challenge all students
 - Instruction that meets the needs of a diverse community
 - Respect for all
 - Real world, critical thinking and problem-solving skills to prepare students for the 21st Century
 - Developing caring, productive, and responsible citizens
 - Strong engagement of family and community
 - A safe, secure, and nurturing school environment
- Achievement through:
 - Celebration of individual success
 - Collaboration with parents and community stakeholders
 - Exploration, Innovation, and creativity
- High quality staff by:
 - Hiring and retaining highly qualified and invested employees
 - Providing professional development and collaboration focused on increasing student achievement
 - Empowering staff to use innovative resources and practices
- Informed decisions that are:
 - Student-centered
 - Focused on student achievement
 - Data Driven
 - Considerate of all points of view
 - Fiscally responsible

District Goals

For planning purposes, five overarching goals have been developed. These goals are statements of the key functions of the school district.

1. Student Performance
 - Develop and enhance the quality educational/instructional programs to improve student performance and enable students to meet their personal, academic, and career goals.
2. Highly qualified staff
 - Recruit, attract, develop, and retain highly qualified staff to carry out the District's mission, vision, goals, and objectives.
3. Facilities, Support, and Instructional Resource
 - Provide and maintain appropriate instructional resources, support services, and functional and safe facilities.
4. Parent and Community Involvement
 - Promote, facilitate and enhance parent, student, and community involvement in district educational programs.
5. Governance
 - Govern the district in an efficient and effective manner providing leadership and representation to benefit the students, staff, and patrons of the district.

School District Philosophical Foundations

Teachers in the School District of the City of St. Charles share in and ascribe to a philosophy that places children at the heart of the educational process. We feel that it is our professional responsibility to strive to be our best at all times and to maximize our efforts by ensuring that the following factors are present in our classrooms and our schools.

1. Learning is developed within the personal, physical, social, and intellectual contexts of the learner.
2. A strong educational program should provide developmental continuity.
3. The successful learner is motivated, strategic, knowledgeable, and interactive.
4. Children learn best when they have real purposes and can make connections to real life.
5. Effective learning is a combination of student exploration and teacher and mentor modeling.
6. Assessment is an ongoing and multidimensional process that is an integral part of instruction.
7. Making reading and writing connections across multiple sources and curricula facilitates meaning.
8. Literacy for the future means literacy in multiple technologies.
9. Education must respond to society's diverse population and serve all children.
10. Interactions among students, teachers, parents, and community form the network that supports learning.

Social Studies Rationale

As Social Studies learners, students of the City of St. Charles School District will think critically and deeply about the world around them. Using effective communication supported by evidence, they will consider multiple perspectives as responsible, curious, informed decision makers who take meaningful action.

Social Studies Course Descriptions

7th Grade World History

This course will explore world civilizations through geography, religion, achievements, politics, economy, and social structure (G.R.A.P.E.S) to understand how the past influences the present. Students will learn to think like historians by practicing skills to further their depth of knowledge as they make connections throughout history.

8th Grade US History

The creation of the United States from colonial times through the Reconstruction era will be explored, with an emphasis on our rights and responsibilities as American citizens. The course will include a study of Indigenous Peoples, Colonization, the Pre-Revolutionary period, the Revolutionary War, the Constitution, and problems facing our young nation.

Modern US History

Modern US History is a study of our nation and its social, economic, and political development from reconstruction to present time. Emphasis is placed on the democratic advancements made by the American people.

Honors US History

Honors US History is a study of our nation and its social, economic, and political development from reconstruction to present time. Emphasis is placed on the democratic advancements made by the American people. The Honors Modern US History will have an increased rigor and pace over the regular US History course. The class will include AP style testing and teach students strategies to improve AP scores in future classes (AP World and AP Gov.).

Government

The history, institutions, branches, functions, electoral processes, and citizens' role associated with the governments of the local area, the State of Missouri, and the United States are presented in this course. The course includes an emphasis on the rights and responsibilities of citizenship, as well as a study of the principles and provisions of the Missouri and US Constitutions. The Constitution examinations and the course must be passed according to Missouri law in order for a student to receive a graduation certificate. Students will be required to take an "End of Course" exam provided by the State of Missouri at the completion of Civics.

World Civilizations

World History is the study of human development from 1450 CE to the present day. Special attention is focused on early world influences, political/social/economic revolutions, nationalism, imperialism and global conflict.

Psychology I

Psychology 1 is an introduction to the study of human behavior. This semester course begins by looking at the major approaches to studying human behavior. During this semester the student will examine how humans learn, think, and remember. The physiology of behavior is considered in the study of the nervous system, human states of consciousness (dreams, hypnosis, meditation...) and human awareness.

Psychology II

Psychology 2 is the study of human interpersonal relationships and adjustments in society from infancy, adolescence to old age. During the semester the student will explore personality types and theories including some individualized personality testing. The course further examines how humans adapt to life's conflict/stresses and introduces the student to various aspects of psychological disturbance and mental breakdown - anxiety, phobias, depression, suicide, schizophrenia, chemical dependency and personality disorders among others.

Law and You

The student will be able to list the goals of the criminal justice system, describe the steps in the criminal justice process, outline the structure of the American court system, list the types of jurisdictions, describe the types of crime against persons and property and differentiate between the types of sentences.

Cultural Geography

Students will discuss ideas, traditions, and ways of life around the world and how they differ widely from one country to another. Additionally, students will be able to explain how some of these cultural differences can be traced to geography.

Contemporary Issues

Contemporary Issues is the study of what is going on in the world today of regional, national, and global importance. We will focus on broad themes and look at how they affect our day to day lives. This course will also look at how information is presented by the media and the ways information can be construed or interpreted.

Sociology

Sociology is the study of people's relationships and what results from them, such as crime, marriage, cults etc. Throughout the course students will examine culture, society, relationships, stratification and inequality through the multiple sociological perspectives and methods. The course is helpful to those students entering the working world or preparing for college. It invites students to learn from each other and a variety of sources.

Economics

This course is a study of our system of production and distribution of goods and services, and the facilities such as money, banking, credit, labor unions, etc., which help us to get the things we want. Economic systems will be compared with emphasis on "free enterprise."

College US History

This course is for students desiring a college level American history survey course. This course can earn 3 college credit hours per semester. This course offers dual credits, a high school social studies credit and college credit from Missouri Southern State University. This course provides an in-depth study of American history from the 15th century to the 21st century. Emphasis is placed upon high level thinking, college preparatory and occupational skills. College History is student centered; students are primarily responsible for their learning.

AP Government

This course will give students an analytical perspective on the government and politics in the United States. This course involves the study of constitutional underpinnings, civil liberties and civil rights, political culture and socialization, citizen participation and influence, political institutions and policy making that are the foundation of modern U.S. government and politics. Class members taking this class may participate in the national constitutional issues competition We the People. At the end of the year, students may elect to take the AP Exam for college credit through the College Board. If students are taking this course in lieu of Civics they will be required to take and pass the U.S. Constitution test and Missouri Constitution test which are graduation requirements. Additionally they will take the Government End of Course Exam provided by the State of Missouri.

AP Psychology

The AP Psychology course is year-long designed to introduce students to the systematic and scientific study of the behavioral and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods that psychologists use in their science and practice. Students will have the option to take the AP exam at the end of the course.

AP Modern World

The course provides six themes that students explore throughout the course in order to make connections among historical developments in different times and places: humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation.

AP European History

In AP European History, students investigate significant events, individuals, developments, and processes from approximately 1450 to the present. Students develop and use the same skills and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change. The course also provides seven themes that students explore throughout the course in order to make connections among historical developments in different times and places: interaction of Europe and the world, economic and commercial development, cultural and intellectual development, states and other institutions of power, social organization and development, national and European identity, and technological and scientific innovations.

**Curriculum
Scope and Sequence of
7th Grade World History**

Scope and Sequence	UNIT 1	UNIT 2	UNIT 3	UNIT 4	UNIT 5	UNIT 6	UNIT 7	UNIT 8	UNIT 9
7th Grade									
Using an inquiry lens, describe how people's perspectives shape the sources/artifacts they created. (9-12.GV.1.CC.B & 9-12.GV.1.PC.A)		X	X						
Create and use tools and other graphic representations to analyze a chronological sequence of events, explain relationships, and reveal patterns or trends. (9-12.GV.1.CC.A & 9-12.GV.1.G.A)						X		X	
Using an inquiry lens, develop compelling questions, determine appropriate resources, and consider multiple points of views represented in the resources, develop a research plan, create and present a research product. (9-12.GV.1.CC.C & 9-12.GV.1.CC.D)									X
Analyze the causes and consequences of a specific issue, as well as the challenges and opportunities faced by those trying to address the problem. (9-12.GV.1.CC.E)	X			X			X		
Analyze laws, policies, and processes, including powers and responsibilities, to determine how governmental systems affect individuals, groups, and institutions in society -social structures and stratification. (9-12.GV.1.GS.A & 9-12.GV.1.GS.B)	X		X		X		X		X
Analyze the relationship between geography and individuals, groups, and institutions. (9-12.GV.1.PC.B & 9-12.GV.1.G.A & 9-12.GV.1.G.B)	X	X			X				
Examine the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals, groups, and institutions. (9-12.GV.1.EC.A)								X	

7th Grade World History

Course Overview

Grade level(s):7th Grade

Course Rationale

The world history course has been designed to cultivate a comprehensive understanding of historical developments and global civilizations among students. This course will help students develop critical thinking skills, cultural awareness, and historical literacy. By examining key events, societies, and cultural transformations, students will develop a nuanced perspective of the interconnectedness of human history.

Course Description

This course will explore world civilizations through geography, religion, achievements, politics, economy, and social structure (G.R.A.P.E.S) to understand how the past influences the present. Students will learn to think like historians by practicing skills to further their depth of knowledge as they make connections throughout history.

Transfer Goals/Big Ideas

As Social Studies learners, students of the City of St. Charles School District will think critically and deeply about the world around them. Using effective communication supported by evidence, they will consider multiple perspectives as responsible, curious, informed decision makers who take meaningful action.

Priority Missouri Learning Standards/National Standards

[Missouri Learning Standards](#)

Unit 1: Mesopotamia

Standards	Transfer Goal(s) /Big Ideas	
<p>Priority Skill Standards</p> <ul style="list-style-type: none"> Analyze the causes and consequences of a specific issue, as well as the challenges and opportunities faced by those trying to address the problem. Analyze laws, policies, and processes, including powers and responsibilities, to determine how governmental systems affect individuals, groups, and institutions in society (social structures and stratification). Analyze the relationship between geography and individuals, groups, and institutions. <p>Priority Content Standards</p> <ul style="list-style-type: none"> 6-8.WH.2.CC.A Explain the causes and results of the Agricultural Revolution in relation to the development of new and more complex societies in Asia, Africa, and the Americas. 6-8.WH.2.GS.C Explain how the codification of law impacted early civilizations. 6-8.WH.2.G.A Describe how physical characteristics of river valleys supported permanent settlements and the rise of early Civilizations. 6-8.WH.2.EC.A Using a world history lens, explain how the concept of economic surplus led to trade and the emergence of specialized labor. 6-8.SH.2.PC.D Analyze scientific, technological, intellectual, and artistic advancements to determine the legacy of the ancient civilizations. 	<p>Students will use historical skills to explore ancient Mesopotamia, a cradle of civilization situated between the Tigris and Euphrates rivers. Through an examination of primary and secondary sources, students will analyze the complex socio-political structures, technological innovations, and cultural contributions of Mesopotamian civilization.</p>	
	Enduring Understandings	Essential Questions
	<ul style="list-style-type: none"> Individuals and groups develop systems to manage conflict and create order. Geography influences needs, culture, opportunities, choices, interests, and skills. People are affected by environmental, economic, social, biological, cultural, and civic concerns. 	<ul style="list-style-type: none"> Why and how do societies develop ways to manage conflict and create order? How does the environment and geography impact civilization development of culture and society? How do decisions about resources affect individuals and groups? Why are civilizations important?

Learning Targets

Students will...

- Explain the causes of the Agricultural Revolution and its effects on the development of new and more complex societies in this region.
- Define and explain the term codification of law, investigate the role of written laws in Mesopotamia, and explain how this influenced this civilization.
- Investigate the physical characteristics of river valleys to understand the benefits and challenges of various topographic and environmental features on human settlements.
- Investigate the origins of Judaism, examine its structure, and explain the beliefs of this religion and its impact on culture and society.
- Draw conclusions as to how different geographic features of river valleys (climate, vegetation, geography, and topography) supported or deterred permanent settlements and the rise of early civilizations.
- Explain how economic surplus led to trade and the emergence of specialized labor (such as making pottery, weaving, growing crops).
- Investigate the scientific, technological, and intellectual advancements of Mesopotamia and explain the legacy of this civilization.
- Define the following: Code of Hammurabi, Tigris and Euphrates rivers, economic surplus, trade, specialized labor, scientific advancements, intellectual advancements, legacy, architectural engineering (ziggurats, hanging gardens of Babylon), technological advances (wheels, boats, transportation, architecture), standardization systems (money), Agricultural Revolution, animal domestication, propagation of crops, water systems.

Unit Duration: 4 weeks

Unit 2: Egypt

Standards	Transfer Goal(s) /Big Ideas	
<p>Priority Skills Standards</p> <ul style="list-style-type: none"> Analyze the relationship between geography and individuals, groups, and institutions. Using an inquiry lens, describe how peoples' perspectives shaped the sources/ artifacts they created. <p>Priority Content Standards</p> <ul style="list-style-type: none"> 6-8.WH.2.CC.A Explain the causes and results of the Agricultural Revolution in relation to the development of new and more complex societies in Asia, <u>Africa</u>, and the Americas. 6-8.WH.2.G.A Describe how physical characteristics of river valleys supported permanent settlements and the rise of early Civilizations. 6-8.WH.2.G.C Explain how various characteristics of civilizations are connected to identities and cultures. 6-8.WH.2.EC.B Explain how standardization affects the early stability of a society. 6-8.WH.2.PC.A Explain the significance of monotheistic and <u>polytheistic</u> religions to the social and political order of early civilizations. 6-8.SH.2.PC.D Analyze scientific, technological, intellectual, and artistic advancements to determine the legacy of the ancient Civilizations. 	<p>Students will use historical skills to analyze Ancient Egypt, which flourished for thousands of years along the banks of the Nile River. This unit is designed to immerse students in the rich cultural, social, and political aspects of Ancient Egypt, providing them with a comprehensive understanding of this cradle of civilization.</p>	
	<p>Enduring Understandings</p> <ul style="list-style-type: none"> Geography plays a crucial role in the advancement of culture, civilization, economics, and religion. A civilization's culture is portrayed through religion, art, and technological advancements. 	<p>Essential Questions</p> <ul style="list-style-type: none"> How does geography impact the advancement of culture and society? What can we learn about a civilization's values by studying their religion, art, and technological advancements? How do technological change, economic growth, and societal structures influence people's lives? How are governments created, structured, maintained, and changed? How do geography, climate, and natural resources affect the way people live and work?

Learning Targets

Students will...

- Explain the causes of the Agricultural Revolution and its effects on the development of new and more complex societies in this region.
- Draw conclusions about how different geographic features of river valleys (climate, vegetation, geography, and topography) supported or deterred permanent settlements and the rise of early civilizations.
- Explain how the characteristics of civilization (cities, government, religion, social structure, writing, art) are connected to identities and cultures in ancient Egypt.
- Draw conclusions as to how standardization (such as currency, weights, and measures) affected the stability of ancient Egypt.
- Draw conclusions about the significance of polytheistic religion to the social and political order of ancient Egypt.
- Investigate the scientific, technological, and intellectual advancements of ancient Egypt and explain the legacy of this civilization.
- Define the following: Agricultural Revolution, animal domestication, propagation of crops, water systems, river valley, Nile river, climate, vegetation, topography, geography, standardization, currency, weights, measures, polytheism, social structures, priests, Great Pyramids at Giza.

Unit Duration: 4 weeks

Unit 3: India

Standards	Transfer Goal(s) /Big Ideas	
<p>Priority Skill Standards</p> <ul style="list-style-type: none"> Analyze laws, policies, and processes, including powers and responsibilities, to determine how governmental systems affect individuals, groups, and institutions in society (social structures and stratification). Using an inquiry lens, describe how peoples' perspectives shaped the sources/ artifacts they created. <p>Priority Content Standards</p> <ul style="list-style-type: none"> 6-8.WH.2.GS.B Distinguish the powers and responsibilities of subjects and political leaders in monarchies, theocracies, city-states, and empires. 6-8.WH.2.G.A Describe how physical characteristics of river valleys supported permanent settlements and the rise of early civilizations. 6-8.WH.2.PC.B Describe the origins, structure, and essential beliefs of Judaism, Hinduism, and Buddhism. 6-8.SH.2.PC.D Analyze scientific, technological, intellectual, and artistic advancements to determine the legacy of the ancient Civilizations. 	<p>Students will use historical skills to analyze Ancient India, a historical civilization rich in culture, tradition, and historical milestones. Through this study, students will be able to explain the impact of geography on the advancement of Ancient India's society, recognize the major achievements and advancements of this society, and understand the development of Hinduism and Buddhism.</p>	
	Enduring Understandings	Essential Questions
	<ul style="list-style-type: none"> Geography plays a crucial role in the advancement of culture, civilization, economics, and religion. A civilization's culture is portrayed through religion, art, and technological advancements. 	<ul style="list-style-type: none"> How does geography impact the advancement of culture and society? What can we learn about a civilization's values by studying their religion, art, and technological advancements? How do technological change, economic growth, and societal structures influence people's lives? How are governments created, structured, maintained, and changed? How do geography, climate, and natural resources affect the way people live and work?

Learning Targets

Students will...

- Differentiate between the powers and responsibilities of political subjects and leaders in ancient India.
- Draw conclusions about how different geographic features of river valleys (climate, vegetation, geography, and topography) supported or deterred permanent settlements and the rise of early civilizations in the Indus River Valley.
- Investigate the origins of Hinduism, examine its structure, and explain the beliefs of this religion and its impact on culture and society in ancient India.
- Investigate the origins of Buddhism, examine its structure, and explain the beliefs of this religion and its impact on culture and society in ancient India.
- Investigate the scientific, technological, and intellectual advancements of ancient Egypt and explain the legacy of this civilization.
- Define the following: city-state, priest, Indus River, Hinduism, Buddhism, the Vedas, Mohenjo-Daro.

Unit Duration: 2 weeks

Unit 4: China

Standards	Transfer Goal(s) /Big Ideas	
<p>Priority Skill Standards</p> <ul style="list-style-type: none"> Analyze the causes and consequences of a specific issue, as well as the challenges and opportunities faced by those trying to address the problem. <p>Priority Content Standards</p> <ul style="list-style-type: none"> 6-8.WH.3.GS.A Explain the origins, functions, and structure of governmental systems within classical civilizations. 6-8.WH.3.G.A Explain the significance of physical geography to the development of classical civilizations. 6-8.WH.3.EC.A Describe trade patterns and how they influence the movement of resources, goods, and services. 6-8.WH.3.PC.A Explain the significance of art, mythology, literature, and philosophy to the culture and social order of classical civilizations. 6-8.WH.3PC.B Analyze scientific, technological, intellectual, and artistic advancements to determine the legacy of the classical civilizations. 	<p>Students will use historical skills to analyze classical China, a civilization with a rich history and enduring legacy. As students progress through the unit, they will explore the remarkable technological advancements of classical China, their unique political and governmental systems, the impact of geography on China's development, and the cultural and economic exchange that spread through trade.</p>	
	Enduring Understandings	Essential Questions
	<ul style="list-style-type: none"> Laws, policies, and processes, including powers and responsibilities, affect individuals, groups, and institutions in society. Geography plays a crucial role in the development of culture, civilization, economics, politics, and religion from the lens of artifacts and data. A society's achievements help determine its legacy. 	<ul style="list-style-type: none"> How do individuals, groups, and institutions resolve issues and conflicts they face? How do the environment and geography impact the development of culture, society, and economy in a civilization? What is the impact of laws, policies, and processes on individuals, groups, and institutions in society? How do cultural and technological achievements/advances determine the legacy of a civilization? How does religion affect a civilization and a culture?
Learning Targets		
<p><i>Students will...</i></p> <ul style="list-style-type: none"> Identify the beliefs and influence of Confucianism, Daoism, and Legalism, explaining their impact on government, social dynamics, and cultural ethics. Describe technological advancements of classical China, including paper, printing, the compass, and gunpowder. Explain the impact of technological advancements on daily life, communication, trade, and the economic success of classical China. Explain the progression of imperial dynasties that ruled classical China, including the Qin and Han dynasties. Describe the political structures and cultural achievements that characterized the Qin and Han dynasties. Explain the significance of physical geography to the development of classical China. Describe trade patterns of classical China and how the trade patterns influenced the movement of resources, goods, and services. Draw conclusions about the role of art, mythology, literature, and philosophy within the context of culture and social order. Define the following: physical geography, Yangtze and Yellow rivers, Himalaya mountains, Gobi desert, goods, services, trade routes. 		
Unit Duration: 4 weeks		

Unit 5: Greece

Standards	Transfer Goal(s) /Big Ideas	
<p>Priority Skill Standards</p> <ul style="list-style-type: none"> Analyze laws, policies, and processes, including powers and responsibilities, to determine how governmental systems affect individuals, groups, and institutions in society (social structures and stratification). Analyze the relationship between geography and individuals, groups, and institutions. <p>Priority Content Standards</p> <ul style="list-style-type: none"> 6-8.WH.3.CC.A- Analyze the rise and fall of classical civilizations to determine their significance to future societies. 6-8.WH.3.CC.B Trace the impact of conflicts, competition, and cooperation within and among classical civilizations. 6-8.WH.3.GS.A Explain the origins, functions, and structure of governmental systems within classical civilizations. 6-8.WH.3.GS.B Analyze direct democracy and representative democracy in order to apply the concepts of majority rule, minority rights and civic duty. 6-8.WH.3.G.A Explain the significance of physical geography to the development of classical Civilizations. 6-8.WH.3.PC.A Explain the significance of art, mythology, literature and philosophy to the culture and social order of classical civilizations. 6-8.WH.3.PC.B Analyze scientific, technological, intellectual, and artistic advancements to determine the legacy of the classical Civilizations. 	<p>Students will use historical skills to analyze classical Greece, a pivotal period in human history that laid the foundations for democracy, philosophy, and the arts in modern Western society. Through this study, students will be able to explain the political, social, and cultural achievements that defined this era and explain the impact of geography on the advancement of Greece’s society in the classical period.</p>	
	Enduring Understandings	Essential Questions
	<ul style="list-style-type: none"> Different governmental systems affect people in a variety of ways. Geography plays a crucial role in the development of culture, civilization, economics, politics, and religion. A society’s achievements help determine its legacy. Religion impacts the culture and beliefs of a people group. 	<ul style="list-style-type: none"> What is the impact of the government on people’s lives? How does the environment and geography impact civilization development of culture, society, and economy? How do cultural and technological achievements/advances determine the legacy of a civilization? How does religion affect a civilization and a culture?

Learning Targets

Students will...

- Identify the challenges and benefits of the geography of Greece, particularly the impact of the rugged landscape on the development of city-states.
- Describe characteristics and advancements of Greece’s civilization in the classical era, including in philosophy, the arts, literature, and architecture.
- Understand the development of government in classical Greece, particularly oligarchy, monarchy, democracy (direct and representative), and dictatorship.
- Explore the rise and fall of powerful city-states, such as Athens and Sparta, and analyze the social structures, political systems, and military strategies that characterized these influential polities.
- Describe the birth of democracy in Athens and the principles of citizen participation, rule of law, majority rule, minority rights, and civic responsibility.
- Provide examples of conflict, competition, and cooperation in classical Greece and identify the positive and negative effects.
- Define the following: representative democracy, direct democracy, medicine, architecture, rule of law, majority rule, civic responsibility, minority rights, topography, landforms, architecture, engineering, mythology, Athens, Sparta, city-state.

Unit Duration: 5 weeks

Unit 6: Rome

Standards	Transfer Goal(s) /Big Ideas	
<p>Priority Skill Standards</p> <ul style="list-style-type: none"> ● Create and use tools and other graphic representations to analyze a chronological sequence of events, explain relationships, and reveal patterns or trends. <p>Priority Content Standards</p> <ul style="list-style-type: none"> ● 6-8.WH.3.GS.C Explain how the rule of law developed from a written code of laws as well as concepts of separation of powers and checks and balances. ● 6-8.WH.3.EC.C Explain how political and economic stability affects the well-being of individuals and society. ● 6-8.WH.3.GS.A Explain the origins, functions, and structure of governmental systems within classical civilizations. ● 6-8.WH.3.PG.A Explain the significance of art, mythology, literature and philosophy to the culture and social order of classical civilizations. ● 6-8.WH.3.PC.B Analyze scientific, technological, intellectual, and artistic advancements to determine the legacy of the classical civilizations. ● 6-8.WH.3.PC.C Analyze the extent and impact of cultural diffusion within the empire while it was being built. 	<p>Students will use historical skills to analyze classical Rome, a civilization that evolved from a republic to a vast empire that laid the foundations for democracy, philosophy, and the arts in modern western society. Through this study, students will be able to explain the political, social, and cultural achievements that defined this era and explain the impact of geography on the advancement of Rome’s society in the classical period.</p>	
	Enduring Understandings	Essential Questions
	<ul style="list-style-type: none"> ● Laws, policies, and processes, including powers and responsibilities, affect individuals, groups, and institutions in society. ● A society’s achievements help determine its legacy. 	<ul style="list-style-type: none"> ● What is the impact of laws, policies, and processes on individuals, groups, and institutions in society? ● How do cultural and technological achievements/advances determine the legacy of a civilization? ● How does religion affect a civilization and a culture?

Learning Targets

- Students will...*
- Explain the foundation of Rome and the establishment of the Roman Republic.
 - Explain how the rule of law developed from written codes of law in classical Rome.
 - Explain the political structures, military strategies, and the concept of citizenship that defined the early Roman state.
 - Identify key figures in the history of classical Rome and gain insights into the complexities of Roman politics and the factors that led to the transition from a republic to an empire.
 - Describe trade patterns (what goods and services are traded, with whom, and in what direction) of classical Greece and how the trade influenced the movement of goods, resources, and services.
 - Describe the expansion of the Roman Empire, Pax Romana, and the societal structures that sustained the vast territories under Roman rule.
 - Explain how the founding, functions, and structure of governmental systems within Athens and Rome are related.
 - Explain the influential religious beliefs of this time period, including mythology, Christianity, and Judaism.
 - Explain the cultural achievements of classical Rome, including architecture, law and governance, religious practices, and technological advances.
 - Draw conclusions about the role of cultural diffusion within the empire while it was being built.
 - Define the following: rule of law, separation of powers, checks and balances, code of law, trade routes, trade goods and services, natural resources, architecture, philosophy, mythology, cultural diffusion.

Unit Duration: 5 weeks

Unit 7: Medieval Europe

Standards	Transfer Goal(s) /Big Ideas	
<p>Priority Skill Standards</p> <ul style="list-style-type: none"> Analyze the causes and consequences of a specific issue, as well as the challenges and opportunities faced by those trying to address the problem. Analyze laws, policies, and processes, including powers and responsibilities, to determine how governmental systems affect individuals, groups, and institutions in society (social structures and stratification). <p>Priority Content Standards</p> <ul style="list-style-type: none"> 6-8.WH.4.CC.A Compare how the collapse of government and resulting instability led to the development of feudal kingdoms in <u>Europe</u> and Japan. 6-8.WH.4.CC.C Analyze how the Crusades and Black Death affected existing societies in <u>Europe</u>, Asia, and Africa. 6-8.WH.4.GS.B Explain how concepts such as rule of law, limited government, and due process are developed through the Magna Carta, and other influential documents. 6-8.WH.4.GS.C Analyze the conflict and cooperation between religions and the states to determine their impact on people and societies. 6-8.WH.4. PC.A Analyze scientific, technological, intellectual, and artistic advancements to determine the legacy of European, African, and Mesoamerican civilizations. 6-8.WH.4.PC.C Describe how the world view of individuals, social groups, and institutions change as a result of connections among regions. 6-8.WH.4.PC.D Analyze the causes and effects of the changing roles of class, ethnicity, race, gender, and age on world cultures prior to c.1450. 	<p>Students will use historical skills to analyze medieval Europe which is characterized by diverse kingdoms, knighthood, manor life, and a cultural renaissance that laid the groundwork for the modern era. Throughout this unit, students will learn about the social, political, and cultural landscape of Europe in the Middle Ages and the interconnected stories of medieval kingdoms, the code of chivalry, and the flourishing art, architecture, and literature of the period.</p>	
	Enduring Understandings	Essential Questions
	<ul style="list-style-type: none"> Trade impacts the development of culture, economics, and social structure. Laws, policies, government, religion, and social structures impact people within society to the benefit or detriment of a civilization. 	<ul style="list-style-type: none"> How does trade impact the development of culture, society, and an economy within a civilization? How do laws, policies, government, and social structure impact people within a society? What are the roles and responsibilities of government? How does technological change, economic growth, and societal norms influence peoples' lives?

Learning Targets

Students will...

- Identify the impact of the decline of the Roman Empire on the development of European kingdoms.
- Describe feudalism and how the factors of instability during the fall of Rome influenced its development in medieval Europe.
- Identify characteristics related to the roles of class, ethnicity, race, gender, and age in medieval Europe.
- Identify the prevailing philosophy around warfare in medieval Europe, including the importance of castles, armor, weaponry, chivalry, and knights.
- Describe the highlights of culture in medieval Europe, including the revival of art, architecture, and literature.
- Describe the role of Christianity in shaping medieval European society, specifically the growth of the Catholic Church, the role of monasteries in preserving knowledge, and the ways in which religious beliefs influenced both daily life and the governance of medieval kingdoms.
- Explain the significance of the Magna Carta, specifically its impact on limiting the powers of monarchs and its enduring influence on the development of legal systems.
- Explain the motivations, events, and consequences of the Crusades and their impact on European society and intercultural relations.
- Describe the origins, symptoms, and spread of the Black Death in medieval Europe and explain the impact this virus had on the cultural, political, and economic lives of people during this era.
- Define the following: feudalism, Middle Ages, Crusades, Black Death, Magna Carta, monarchs, nobles, peasants, rule of law, limited government, due process, Catholic Church, social class, ethnicity, social structures.

Unit Duration: 4 weeks

Unit 8: Africa -Middle Ages

Standards	Transfer Goal(s) /Big Ideas	
<p>Priority Skill Standards</p> <ul style="list-style-type: none"> ● Create and use tools and other graphic representations to analyze a chronological sequence of events, explain relationships, and reveal patterns or trends. ● Examine the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals, groups, and institutions. <p>Priority Content Standards</p> <ul style="list-style-type: none"> ● 6-8.WH.4.CC.B Explain the origins and significance of the expansion of the <u>Muslim</u> and Mongol rule in Europe, Asia, and <u>Africa</u>. ● 6-8.WH.4.GS.A Explain the origins, functions, and structure of governmental systems within civilizations. ● 6-8.WH.4.EC.A Explain how inter-regional trade intensified the exchange of goods, ideas, and people. ● 6-8.WH.4.PC.A Analyze scientific, technological, and artistic advancements to determine the legacy of European, <u>African</u>, and Mesoamerican civilizations. ● 6-8.WH.4.PC.B From a historical perspective, explain the origin, structure, spread, and significant beliefs of Islam. ● 6-8.WH.4.CC.D Analyze the cultures of civilizations in <u>sub-Saharan Africa</u>, Mesoamerica, and Andean South America. 	<p>Students will use historical skills to analyze the diverse kingdoms and cultural and technological achievements that shaped Africa in the Middle Ages. As students progress through the unit, they will explore the political, economic, and cultural events that shaped this region and the lasting legacy of this civilization on the world today.</p>	
	Enduring Understandings	Essential Questions
	<ul style="list-style-type: none"> ● Trade plays a crucial role in the development of culture, civilization, economics, politics, and religion ● Economic and political stability impact cultural advancements. 	<ul style="list-style-type: none"> ● What impact do trade and technology have on cultural diffusion? ● What impact do economic and political stability have on cultural achievement? ● What can we learn about a civilization by studying their religion, art, and technological advancements?

Learning Targets

Students will...

- Identify the powerful African kingdoms of the middle ages.
- Explain the political structures, societal norms, and economic systems that characterized each kingdom.
- Identify the achievements of influential leaders.
- Describe the interconnectedness of Africa with the wider world through extensive trade networks, including the trans-Saharan trade routes, trade along the Swahili coast, and the Indian Ocean trade route.
- Investigate the founding of Islam, its core beliefs, and how it spread.
- Explain the social and political impact of the spread of Islam in Africa during the Middle Ages.
- Explain the significance of interregional trade on religion, technology, economies, political systems, and culture throughout Africa.
- Describe the impact of global trade on the exchange of goods, ideas, and cultures in Africa in the Middle Ages.
- Describe the cultural diversity of Africa and noteworthy achievements in art, architecture, literature, and scientific advancements.
- Define the following: Islam, Muslim, the Qur'an, the Five Pillars of Islam, Muhammad

Unit Duration: 4 weeks

Unit 9: Mesoamerica

Standards	Transfer Goal(s) /Big Ideas	
<p>Priority Skill Standards</p> <ul style="list-style-type: none"> Analyze laws, policies, and processes, including powers and responsibilities, to determine how governmental systems affect individuals, groups, and institutions in society (social structures and stratification). Using an inquiry lens, describe how peoples' perspectives shaped the sources/artifacts they created. <p>Priority Content Standards</p> <ul style="list-style-type: none"> 6-8.WH.4.CC.D Analyze the cultures of civilizations in sub-Saharan Africa, <u>Mesoamerica</u>, and <u>Andean South America</u>. 6-8.WH.4.G.B Explain how physical geographic characteristics influence human identities and cultures. 6-8.WH.4.PC.A Analyze scientific, technological, intellectual, and artistic advancements to determine the legacy of European, African, and <u>Mesoamerican</u> civilizations. 	<p>Students will use historical skills to analyze the diverse and innovative civilizations in Mesoamerica. Throughout the unit, students will explore the political, economic, and social dimensions of Mesoamerican civilizations, including the Aztecs, Maya, and Olmecs. Students will gain an understanding of the achievements of Mesoamerican civilizations and their impact on modern Latin American cultures.</p>	
	Enduring Understandings	Essential Questions
	<ul style="list-style-type: none"> Geography impacts the development of culture, civilization, economics, politics, and religion. Laws, policies, government, and social structures impact people within society to the benefit or detriment of a civilization. 	<ul style="list-style-type: none"> How do the environment and geography impact the development of culture, society, and an economy within a civilization? How do laws, policies, government, and social structure impact people within a society? What can we learn about a civilization by studying their religion, art, and technological advancements?

Learning Targets

Students will...

- Develop a deeper understanding of Mesoamerican cultures.
- Explore the daily lives, societal structures, and challenges faced by people in Mesoamerican cultures.
- Compare and contrast the cultural characteristics of Mesoamerican civilizations, identifying commonalities and unique features that shaped each region's identity.
- Recognize the contributions of Mesoamerican civilizations to the modern world.
- Describe the cultural elements of Mesoamerican civilizations, including social structures, religious beliefs, and artistic expressions.
- Analyze the impact of physical geography on social structures, settlement patterns, and economic activities in the Mesoamerican civilizations.
- Describe the scientific, technological, intellectual, and artistic advancements of Mesoamerican civilizations and their significance both in the past and the modern age.
- Define the following: government, religion, social stratification, settlement, the Mayan calendar and counting systems.

Unit Duration: 2 weeks

Standard 1: Using an inquiry lens, describe how people's perspectives shape the sources/artifacts they created. (9-12.GV.1.CC.B & 9-12.GV.1.PC.A)			
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Activities
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	Unit 2: Egypt, Unit 3: India, Unit 9: Mesoamerica <ul style="list-style-type: none"> Artifact discovery session/anticipatory set Analyze artifacts, make inferences, and draw conclusions about what these artifacts demonstrate about the political, social, and economic circumstances that shaped this society.
Score 3.0	Using an inquiry lens, describe how people's perspectives shape the sources/artifacts they created.		
	The student exhibits no major errors or omissions.		
	<ul style="list-style-type: none"> Analyze artifacts and/or primary sources from this era. Make inferences about the purpose of the artifacts and what they might have been used for. Draw conclusions about what these artifacts demonstrate about the political, social, and economic circumstances that shaped this society. 		
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	There are no major errors or omissions regarding the simpler details and processes. However, the student exhibits major errors or omissions regarding the more complex ideas and processes.		
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.		

Standard 2: Create and use tools and other graphic representations to analyze a chronological sequence of events, explain relationships, and reveal patterns or trends. (9-12.GV.1.CC.A & 9-12.GV.1.G.A)		
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.
Score 3.0	Create and use tools and other graphic representations to analyze a chronological sequence of events, explain relationships, and reveal patterns or trends. The student exhibits no major errors or omissions. <ul style="list-style-type: none"> ● Create and/or use tools and other graphic representations to <ul style="list-style-type: none"> ○ analyze a chronological sequence of events ○ explain relationships ○ reveal patterns or trends 	
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.
Score 2.0	There are no major errors or omissions regarding the simpler details and processes. However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.
Score 0.0	Even with help, no understanding or skill demonstrated.	
Sample Activities		
Create and/or use tools and other graphic representations to: <ol style="list-style-type: none"> a. analyze a chronological sequence of events (Unit 6: Rome) b. explain relationships (Unit 8: Medieval Africa) c. reveal patterns or trends (Unit 6: Rome) 		

Standard 3: Using an inquiry lens, develop compelling questions, determine appropriate resources, and consider multiple points of view represented in the resources, develop a research plan, create and present a research product. (9-12.GV.1.CC.C & 9-12.GV.1.CC.D)			
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Activities Unit 6: Rome -Primary resource stations using inquiry lens discussing the death of Julius Caesar. -Develop the causes and consequences of Caesar's death and how it impacted Rome. -Find bias in primary sources and justifications of events. -Do you think the murder of Caesar was justified?
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	Using an inquiry lens, develop compelling questions, determine appropriate resources, and consider multiple points of views represented in the resources, develop a research plan, create and present a research product. The student exhibits no major errors or omissions. <ol style="list-style-type: none"> 1. Pose a compelling central question. 2. Explain how the question builds on the ideas of experts. 3. Use specific supporting questions grounded in expert ideas. 4. Identify additional questions related to the central question. 5. Consult multiple significant sources of various types. 6. Critique the strengths and weaknesses of other ideas. 7. Apply an appropriate discipline lends to explain or argue in a precise nuanced way. 8. Plan and deliver a presentation based on task, audience, and purpose. 9. Make strategic use of multimedia presentations. 		
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	There are no major errors or omissions regarding the simpler details and processes. However, the student exhibits major errors or omissions regarding the more complex ideas and processes.		
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.		

Standard 4: Analyze the causes and consequences of a specific issue, as well as the challenges and opportunities faced by those trying to address the problem. (9-12.GV.1.GS.A & 9-12.GV.1.GS.B)		
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.
Score 3.0	Analyze the causes and consequences of a specific issue, as well as the challenges and opportunities faced by those trying to address the problem. The student exhibits no major errors or omissions. <ul style="list-style-type: none"> • Identify the causes of a specific world-history issue. • Identify the consequences of a specific world-history issue. • Analyze obstacles encountered by those trying to address the problem. • Analyze opportunities encountered by those trying to address the problem. 	
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.
Score 2.0	There are no major errors or omissions regarding the simpler details and processes. However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.
Score 0.0	Even with help, no understanding or skill demonstrated.	
Sample Activities		
Unit 1: Mesopotamia - How does the change of population impact a civilization? -Agriculture Revolution - DBQ and Flow charts and "One Pagers"		
Unit 4: China - How to find a faster trade route to India? -Silk Road- WebQuest/ Virtual Field Trips		
Unit 7: Medieval Europe -What were the challenges and opportunities during the Black Death? - Stations of Primary Resources -Simulations		

Standard 5: Analyze laws, policies, and processes, including powers and responsibilities, to determine how governmental systems affect individuals, groups, and institutions in society-social structures and stratification. (9-12.GV.1.GS.A & 9-12.GV.1.GS.B)			
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Activities
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	<p>Mesopotamia: In groups, students create a court case that relates to one of the 13 laws and then they present the case to Hammurabi Court.</p> <p>India:</p> <p>Greece: Gummy Bear Activity- Students will use gummy bears to represent various styles of government.</p> <p>Middle Ages Europe: Analyze different points of view of people in the feudalism system.</p>
Score 3.0	<p>Analyze laws, policies, and processes, including powers and responsibilities, to determine how governmental systems affect individuals, groups, and institutions in society-social structures and stratification.</p> <p>The student exhibits no major errors or omissions.</p> <ol style="list-style-type: none"> 1. Define and distinguish among governmental systems and their resulting laws, policies, and processes. 2. Investigate an issue and determine at least two laws, two policies, and two processes associated with the issue. 3. Define and distinguish between groups and society. 4. Draw conclusions, citing appropriate evidence, as to how government decisions impact individuals and groups. 		
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes. However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>		
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	<p>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</p>		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	<p>Even with help, no understanding or skill demonstrated.</p>		

Standard 6: Analyze the relationship between geography and individuals, groups, and institutions. (9-12.GV.1.PC.B & 9-12.GV.1.G.A & 9-12.GV.1.G.B)			
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Activities
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	Unit 1: Mesopotamia Growing crops (types of crops, soil erosion, irrigation systems) Domesticating animals (types of animals that led to types of clothing, food, etc.)
Score 3.0	Analyze the relationship between geography and individuals, groups, and institutions. The student exhibits no major errors or omissions. 1. Locate major geographic features and identify their impact on a given civilization. 2. Locate major cities and geographic boundaries of a given civilization. 3. Identify human settlement activities (such as finding shelter, food, and water) of this time period/civilization. 4. Describe the impact of human settlement activities on the environmental and cultural characteristics (e.g. clothing, music, art, and religion) of this civilization.		Unit 2: Egypt In what ways did the harvesting of papyrus from the Nile impact early Egyptian civilization? Use text evidence to support your response. The early Egyptians created calendars to track the flooding of the Nile. Why was it critical to track flood patterns?
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	There are no major errors or omissions regarding the simpler details and processes. However, the student exhibits major errors or omissions regarding the more complex ideas and processes.		Creating irrigation systems (could alter transportation, rivers could be changed)
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	Building of roads (controlled human migration patterns, trade, travel)
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	Unit 5: Greece How did Greece's geography impact the creation of City-States?
Score 0.0	Even with help, no understanding or skill demonstrated.		

Standard 7: Examine the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals, groups, and institutions. (9-12.GV.1.EC.A)			
Score	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Activities
4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Unit 8: Medieval Africa List one cost and one benefit of expanding trade routes. Cite evidence from the texts and images to support your response. Costs should be considered in terms of more than just economic (e.g. loss of life, health, or freedom) Benefits could be options, self-rule, and advancement in society and/or freedom Economic decisions may include but not limited to <ul style="list-style-type: none"> ● Expanding trade routes ● Conquering other societies, civilizations, tribes, and/or cities and countries ● Building monuments ● Switching to a coin-based economy ● Valuing or devaluing currency
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	Examine the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals, groups, and institutions.		
	The student exhibits no major errors or omissions.		
	1. Examine the opportunity costs (the loss of potential gain from other alternatives when one alternative is chosen) of economic decisions for society as a whole as well as on individuals.		
	2. Examine the benefits (an advantage or profit gained from something) of economic decisions for society as a whole as well as on individuals.		
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
2.0	There are no major errors or omissions regarding the simpler details and processes. However, the student exhibits major errors or omissions regarding the more complex ideas and processes.		
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
0.0	Even with help, no understanding or skill demonstrated.		

**Scope and Sequence of
8th Grade US History**

Scope and Sequence	UNIT 1	UNIT 2	UNIT 3	UNIT 4	UNIT 5	UNIT 6	UNIT 7	UNIT 8	UNIT 9	UNIT 10	UNIT 11
7th Grade											
Using an inquiry lens, describe how people's perspectives shape the sources/artifacts they created. (9-12.GV.1.CC.B & 9-12.GV.1.PC.A)	X				X	X	X		X		
Create and use tools and other graphic representations to analyze a chronological sequence of events, explain relationships, and reveal patterns or trends. (9-12.GV.1.CC.A & 9-12.GV.1.G.A)			X	X							X
Using an inquiry lens, develop compelling questions, determine appropriate resources, and consider multiple points of views represented in the resources, develop a research plan, create and present a research product. (9-12.GV.1.CC.C & 9-12.GV.1.CC.D)								X			
Analyze the causes and consequences of a specific issue, as well as the challenges and opportunities faced by those trying to address the problem. (9-12.GV.1.CC.E)				X				X		X	
Analyze laws, policies, and processes, including powers and responsibilities, to determine how governmental systems affect individuals, groups, and institutions in society -social structures and stratification. (9-12.GV.1.GS.A & 9-12.GV.1.GS.B)						X	X			X	
Analyze the relationship between geography and individuals, groups, and institutions. (9-12.GV.1.PC.B & 9-12.GV.1.G.A & 9-12.GV.1.G.B)	X		X						X		
Examine the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals, groups, and institutions. (9-12.GV.1.EC.A)		X					X		X		X

Middle School American History

Course Overview

Grade level(s): 8th Grade	Credits earned: none
Course Rationale	Course Description
<i>As American History learners, students of the City of St. Charles School District will think critically and deeply about the world around them. Using effective communication supported by evidence, they will consider multiple perspectives as responsible, curious, informed decision makers who take meaningful action within the United States and the world community.</i>	<i>The creation of the United States from colonial times through the Reconstruction era will be explored, with an emphasis on our rights and responsibilities as American citizens. The course will include a study of Indigenous Peoples, Colonization, the Pre-Revolutionary period, the Revolutionary War, the Constitution, and problems facing our young nation.</i>
Transfer Goals/Big Ideas	
As Social Studies learners, students of the City of St. Charles School District will think critically and deeply about the world around them. Using effective communication supported by evidence, they will consider multiple perspectives as responsible, curious, informed decision makers who take meaningful action.	
Priority Missouri Learning Standards/National Standards	
<u>Missouri Learning Standards</u>	

Unit 1: Indigenous Peoples

Standards	Transfer Goal(s) /Big Ideas	
<p>Priority Skill Standards</p> <ul style="list-style-type: none"> Using an inquiry lens, describe how people's perspectives shape the sources/artifacts they created. Analyze the relationship between geography and individuals, groups, and institutions. <p>Priority Content Standards</p> <ul style="list-style-type: none"> 6-8.AH.2.CC.A Trace the causes and consequences of indigenous peoples arriving in the Americas beginning c.15,000 BCE. 6-8.AH.2.G.A Analyze diverse Native American cultures in North, Central and South America to explain the ways they adapted to their various environments. 	<p>Big Idea</p> <p>Students will use historical skills to explore life in the Americas in the pre-Columbian era, including the unique ways in which indigenous Americans adapted to their environment, creating geography dependent cultural regions. Throughout the unit, students will study the political, social, economic, and cultural dimensions of indigenous civilizations in the Americas and examine the achievements, challenges, and enduring contributions of indigenous peoples on American history.</p>	
	Enduring Understandings	Essential Questions
	<ul style="list-style-type: none"> Geography of a region will impact the individuals, groups, cultures and institutions that live in the area. 	<ul style="list-style-type: none"> How did the geography of North and South America impact the indigenous peoples who lived in the area? How were the cultures of the Native American nations in North, Central, and South America different from each other?

Learning Targets

Students will...

- Explain the causes and consequences of indigenous peoples arriving in the Americas beginning in 15,000 BCE.
- Describe the dominant theories around settlement in the Americas, including the land bridge theory and the coastal route theory.
- Identify the various Native American nations present in North, Central, and South America adapted to their environments, including in the Arctic, northwest, California, Great Basin, Great Plains, northeast, southwest, southeast, and South America.
- Describe the geography of North, Central, and South America.
- Explain how the geography of a region impacts the individuals, groups, and institutions there and their adaptations to the environment.
- Differentiate the cultures of Native American nations located in North, Central, and South America.
- Describe the way that Native American nations interacted with one another.
- Understand that peoples and groups' perspectives shape the things that they create.

Unit Duration: 2 weeks

Unit 2: Colonization

Standards	Transfer Goal(s) /Big Ideas	
<p>Priority Skill Standards</p> <ul style="list-style-type: none"> Examine the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals, groups, and institutions. <p>Priority Content Standards</p> <ul style="list-style-type: none"> 6-8.AH.2.CC.B Compare factors motivating Europeans to explore and settle in the New World to explain colonial diversity and regional differences in North and South America. 6-8.AH.2.CC.C Trace the causes and consequences of conflict and cooperation between Native Americans and North and South American colonists using <u>multiple viewpoints</u>. 6-8.AH.2.PC.C Compare and contrast the interaction of European settlers with Native Americans in both North and South America. 	<p>Big Idea</p> <p>Students will use historical skills to explore the impact of European colonization on the Americas, examining the push and pull factors that motivated colonization, exploration-era competition, economic systems, trade routes, and the dynamics of conflict and cooperation between Native Americans and European colonists in both North and South America. Throughout this unit, students will develop an understanding of how European colonization changed and shaped the political, economic, social, and cultures of North and South America.</p>	
	Enduring Understandings	Essential Questions
	<ul style="list-style-type: none"> There were different factors that pushed and pulled Europeans to colonization. Colonization of a region will impact the individuals, groups, cultures and institutions in a given area. 	<ul style="list-style-type: none"> What were the push and pull factors of European colonization? What was the impact of European colonization on the indigenous peoples of North and South America?

Learning Targets

Students will...

- Summarize the push and pull factors of European colonization. (religion, economic production, natural resources, availability of land, technology).
- Describe exploration-era competition between European powers and the development of unique regional identities.
- Understand the economic concept of mercantilism and how it impacted the colonization process.
- Analyze trade routes (triangular trade, Columbian Exchange).
- Describe how imperialism through colonization impacted North and South America.
- Trace the causes and consequences of conflict and cooperation between Native Americans and North American and South American colonists using multiple viewpoints.
- Identify, summarize, and evaluate the relationships between Native American tribes and Europeans.

Unit Duration: 1-1.5 weeks

Unit 3: Thirteen Colonies

Standards	Transfer Goal(s) /Big Ideas	
<p>Priority Skill Standards</p> <ul style="list-style-type: none"> ● Create and use tools and other graphic representations to analyze a chronological sequence of events, explain relationships, and reveal patterns or trends. ● Analyze the relationship between geography and individuals, groups, and institutions. <p>Priority Content Standards</p> <ul style="list-style-type: none"> ● 6-8.AH.2.GS.B Explain how the founding of English colonies influenced their governments and expectations for self-rule. ● 6-8.AH.2.GS.C Analyze local and colonial governments to trace the factors influencing their structure and function. ● 6-8.AH.2.G.B Analyze the geography of colonial regions to explain their cultural, social and economic differences. ● 6-8.AH.2.PC.B Analyze the religious, cultural, and intellectual developments of the European colonies to explain the development of regionalism and an American identity. 	<p>Big Idea</p> <p>Students will use historical skills to explore the diverse and evolving systems of governance in colonial America, including the influences of self-rule, monarchy, and economic structures on the development of colonial societies. Throughout this unit, students will examine the major events, ideas, and governmental structures that shaped the colonies and contributed to the emergence of regional identities.</p>	
	Enduring Understandings	Essential Questions
	<ul style="list-style-type: none"> ● The English colonists were influenced by the idea of self-rule. ● Different factors influenced the structure and function of local and colonial governments. ● Geography of a region contributes to cultural, social and economic differences. ● The geography of an area can contribute to conflict and cooperation of individuals, groups, and institutions in an area. 	<ul style="list-style-type: none"> ● In what ways does the US government relate to early governments of the 13 Colonies? ● What influenced the structure and function of local and colonial governments? ● How does geography of a region contribute to cultural, social and economic differences? ● In what ways could the geography of a region influence conflict and cooperation among groups?

Learning Targets

Students will...

- Describe how the English colonists were influenced by the idea of self-rule and the major events and ideas that led to self-rule in the colonies.
- Compare absolute monarchies and constitutional (limited) monarchies in order to differentiate the impact their origins had on colonial governments.
- Define the following terms: charters, religious freedom, Quaker, Catholic, Protestant, Puritan, Pilgrim, joint-stock companies, debtors, legislature and other governing bodies, Mayflower Compact, Jamestown, House of Burgesses, separation of powers, checks and balances, citizenship and voting.
- Compare and contrast the structures of governments in the colonies to determine important aspects of their organization and authority, analyzing how decisions were made in the colonies, separations of powers, checks and balances, mercantilism, coercive labor systems (including slavery),
- Identify colonial regions in North America, summarize their geographic, cultural, social, and economic characteristics, and compare and contrast these regions.
- Analyze the geography of the different colonial regions to explain why their cultural, social, and economic differences developed.
- Connect economic and political expansion with coercive labor systems including slavery.

Unit Duration: 3 weeks

Unit 4: Pre-Revolution

Standards	Transfer Goal(s) /Big Ideas	
<p>Priority Skill Standards</p> <ul style="list-style-type: none"> Analyze the causes and consequences of a specific issue, as well as the challenges and opportunities faced by those trying to address the problem. Create and use tools and other graphic representations to analyze a chronological sequence of events, explain relationships, and reveal patterns or trends. <p>Priority Content Standards</p> <ul style="list-style-type: none"> 6-8.AH.3.CC.A Trace the events leading to escalating conflict between Great Britain and the colonies, from multiple viewpoints. 6-8.AH.3.GS.A Evaluate the impact of the French and Indian Wars on Great Britain’s approach to colonial rule. 6-8.AH.3.GS.B Apply the concept of representation to the conflict between the colonies and Great Britain. 6-8.AH.3.EC.A Describe the function and purpose of taxes imposed by Great Britain following the Seven Years’ War, evaluating colonial responses to them. 	<p>Big Idea</p> <p>Students will use historical skills to explore the escalating conflict between Great Britain and its American colonies, exploring the events, policies, and ideological clashes that ultimately would lead to the American Revolution. Throughout the unit, students will gain insights into the complexities of colonial grievances, British actions, and the formation of a distinct American identity.</p>	
	Enduring Understandings	Essential Questions
	<ul style="list-style-type: none"> The events leading to escalating conflict between Great Britain can be traced through multiple perspectives. Great Britain’s approach to colonial rule was impacted by the French and Indian War. Representation was a major concern during the conflict between the colonies and Great Britain. Great Britain taxed the colonists following the French and Indian War and colonists responded differently to these taxes. 	<ul style="list-style-type: none"> How did different individuals, groups, and institutions respond to the escalating conflict between Great Britain and the colonies? How did the French and Indian War relate to the American Revolution? Why did the French and Indian War impact Great Britain’s approach to colonial rule and taxation? Why was representation a major concern of the English colonists? What is the purpose and function of taxes? How did different colonists respond to taxes imposed by the British?

Learning Targets

Students will...

- List and describe the events leading to escalating conflict between Great Britain and the colonies from multiple viewpoints.
- Draw conclusions about how the outcome of the French and Indian War affected British actions toward the colonies, particularly in regard to economic and political policies.
- Identify the reasons for taxes introduced by Great Britain after the Seven Years’ War and the colonists’ reactions to those taxes.
- Evaluate the range and impact of colonial reactions to the taxes imposed upon them by Great Britain and how this contributed to the formation of a separate American identity.
- Describe the idea of representation and the role it played in the conflict between the colonies and Great Britain.
- Connect the ideas of constitutionalism (limited) and representation to the government and its relationship with citizens.
- Define the following terms: war debt, Proclamation of 1763, Northwest Territory disagreements, Quartering Act, taxes (sugar, tea, stamp, Townshend Acts), representation, boycott, Intolerable Acts

Unit Duration: 2 weeks

Unit 5: American Revolution

Standards	Transfer Goal(s) /Big Ideas	
<p>Priority Skill Standards</p> <ul style="list-style-type: none"> Using an inquiry lens, describe how people's perspectives shape the sources/artifacts they created. <p>Priority Content Standards</p> <ul style="list-style-type: none"> 6-8.AH.3.CC.B Analyze the Declaration of Independence to determine the historical context and political philosophies that influenced its creation. 6-8.AH.3.CC.C Evaluate the strengths and weaknesses of the American colonies and Great Britain to explain the American victory in the Revolution. 6-8.AH.3.GS.C Apply the principles of inalienable rights, popular sovereignty, natural rights, and social contract to evaluate the purpose and legacy of the Declaration of Independence. 6-8.AH.3.PC.A Analyze the perspectives of diverse individuals and groups to explain the extent of their support for the Revolutionary War. 	<p>Big Idea Students will use historical skills to explore the Revolutionary War period in American history, including the foundational principles, historical context, and diverse perspectives surrounding the Declaration of Independence and the American Revolution. Throughout the unit, students will gain an understanding of the factors that shaped America's path to independence from Great Britain.</p>	
	Enduring Understandings	Essential Questions
	<ul style="list-style-type: none"> Great Britain was much stronger than the Thirteen colonies at the start of the American Revolution. The American colonies won the American Revolution despite several weaknesses. The creation of the Declaration of Independence was influenced by historical events and political philosophies. Inalienable rights, popular sovereignty, natural rights, and a social contract are present in the purpose and legacy of the Declaration of Independence. The geography of the region affected the fighting between Great Britain and the patriots. 	<ul style="list-style-type: none"> Why was Great Britain at an advantage at the start of the American Revolution? How did the American colonies overcome their weaknesses to win the American Revolution? How was the creation of the Declaration of Independence influenced by events and political philosophies? What was the purpose and impact of the Declaration of Independence? How did the geography of the regions affect fighting between Great Britain and the patriots?

Learning Targets

Students will...

- Read and interpret the Declaration of Independence and summarize its themes.
- Examine the historical context of the writing of the Declaration of Independence, including the political beliefs that influenced its development.
- Compare and contrast the American colonies with Great Britain to explain the results of the Revolutionary War, identifying the advantages and disadvantages of each side, and explain the reasons for the American victory.
- Define inalienable rights, popular sovereignty, natural rights, and social contract, connect these principles to limited government, and explain why these were included in the Declaration of independence.
- Identify the groups that would have an interest in the outcome of the Revolutionary War and why each group may have supported or opposed the war, including the British, African Americans, neutralists, French, Spanish, Native Americans, Patriots, and Loyalists.
- Define the following: Enlightenment philosophers, Continental Congress, military strategy (guerilla warfare), Continental Army, funding, alliances, inalienable rights, popular sovereignty, natural rights, social contract, Patriots, Loyalists, Neutralists.

Unit Duration: 2 weeks

Unit 6: Constitution

Standards	Transfer Goal(s) /Big Ideas	
<p>Priority Skill Standards</p> <ul style="list-style-type: none"> Using an inquiry lens, describe how people's perspectives shape the sources/artifacts they created. Analyze laws, policies, and processes, including powers and responsibilities, to determine how governmental systems affect individuals, groups, and institutions in society (social structures and stratification). 	<p>Students will use historical skills to explore the journey of the United States from its formative years under the Articles of Confederation to the creation of the enduring U.S. Constitution. Throughout this unit students will explore the strengths and weaknesses of the Articles of Confederation, the debates and compromises of the Constitutional Convention, and the challenges faced by early American leaders in navigating social, political, economic, and religious tensions. Students will also learn about the dominant principles of the U.S. Constitution and the Bill of Rights, evaluating the enduring significance of these concepts to the preservation of individual rights and liberties in American society.</p>	
<p>Priority Content Standards</p> <ul style="list-style-type: none"> 6-8.AH.3.CC.D Explain the major debates that occurred during the adoption of the Constitution and their ultimate resolution. 6-8.AH.3.CC.E Evaluate the responses of early American leaders to the social, political, economic and religious challenges facing the new nation. 6-8.AH.3.GS.D Evaluate the successes and challenges of the Articles of Confederation to explain the need for a Constitutional Convention. 6-8.AH.3.GS.E Apply the principles of rule of law, representation, separation of powers, checks and balances, and federalism to explain the purposes and functions of the Constitution. 6-8.AH.3.GS.F Describe the origins and purposes of the Bill of Rights and evaluate the enduring significance of these concepts to the preservation of individual rights and liberties. 6-8.AH.3.G.B Evaluate the relationships among population, representation, and their effect on power in the new government. 	<p align="center">Enduring Understandings</p> <ul style="list-style-type: none"> The Articles of Confederation were not strong enough, so there was a need for a Constitutional Convention. There were major debates that led up to the adoption of the U.S. Constitution. The U.S. Constitution was influenced by the American Revolution and British colonial rule. The Constitution contains the principles of rule of law, representation, separation of powers, checks and balances, and federalism.** The rights and responsibilities of citizenship are laid out in the Constitution. The Bill of Rights was created to preserve individual rights and liberties. The Bill of Rights was needed in order for the Constitution to get ratified. Federalists and Anti-Federalists were the two major parties debating the adoption of the Constitution. 	<p align="center">Essential Questions</p> <ul style="list-style-type: none"> What was the purpose of the Articles of Confederation? Why was there a need for a Constitutional Convention? What concerns do people have when forming a government? How was the Constitution influenced by the American Revolution and British colonial rule? What were the major debates surrounding the Constitution? What are the principles of rule of law, representation, separation of powers, checks and balances, and federalism? How does the Bill of Rights preserve individual rights and liberties? Why was the Bill of Rights added to the Constitution? Who were the Federalists and Anti-Federalists?

Learning Targets

- Students will...*
- Identify strengths and weaknesses of the Articles of Confederation and justify the need for a Constitutional Convention.
 - Explain the major debates that occurred during the adoption of the Constitution and the ultimate resolutions, including outlining both sides of the debates and resulting compromises made during the Constitutional Convention.
 - Investigate the social, political, economic, and religious challenges facing early American leaders, comparing and contrasting the actions and viewpoints of leaders.
 - Identify different regional population groups and explain why a certain region would prefer certain types of representation and how this influenced the development of the U.S. Constitution.
 - Define the terms rule of law, representation, separation of powers, checks and balances, and federalism, and explain how the United States Constitution demonstrates protections of these principles.
 - Describe the origins and purposes of the Bill of Rights and evaluate the enduring significance of these concepts to the preservation of individual rights and liberties.
 - Define the following: Articles of Confederation, Federalism, slave states, free states, three branches of government, amendment process, ratification, national bank, interstate commerce, Shays' Rebellion, Whiskey Rebellion, Northwest Territory and Northwest Ordinance of 1785 and 1787, Bill of Rights, political parties, foreign relations, separation of powers, checks and balances, representation, Connecticut Compromise.

Unit Duration: 3 weeks

Unit 7: The Early Republic (The First Five Presidents)

Standards	Transfer Goal(s) /Big Ideas	
<p>Priority Skill Standards</p> <ul style="list-style-type: none"> Using an inquiry lens, describe how people's perspectives shape the sources/artifacts they created. Analyze laws, policies, and processes, including powers and responsibilities, to determine how governmental systems affect individuals, groups, and institutions in society (social structures and stratification). Examine the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals, groups, and institutions. <p>Priority Content Standards</p> <ul style="list-style-type: none"> 6-8.AH.3.CC.E Evaluate the responses of early American leaders to the social, political, economic and religious challenges facing the new nation. 6-8.AH.3.CC.F Infer how events of this period led to the development of philosophies, interest groups and political parties. 6-8.AH.3.GS.G Examine elections, issues, laws, and events of this time period to explain how the concepts of judicial review, elastic clause, and an amendment process were established or used to meet challenges. 6-8.AH.3.EC.C Trace the development of the American economic system to explain how taxes, tariffs, and monetary policies were used to establish sustainability and growth. 6-8.AH.3.PC.C Compare and contrast the perspectives of individuals and groups regarding the development of the American governmental system to explain emerging divisions and political philosophies. 6-8.AH.4.CC.A Analyze the expansion of the United States in the early nineteenth century to trace U.S. growth and form hypotheses about future conflicts. 6-8.AH.3.PC.D Evaluate laws, events, and perspectives to determine the extent to which individuals and groups could participate in, and realize, the promise of American ideals. 	<p>Students will use historical skills to analyze the formative years of the United States under Presidents Washington, Adams, Jefferson, Madison, and Monroe. Throughout the unit, students will explore the challenges and ideological debates that shaped our nation and the social, political, and economic challenges faced by early American leaders. Students will analyze the major events of this period and begin to hypothesize the impact on future generations, including the impact of advancements in communication and transportation technology, the impact of territorial expansion westward, and the outcome of political policies and events.</p>	
	Enduring Understandings	Essential Questions
	<ul style="list-style-type: none"> George Washington played a crucial role shaping the office of the presidency. Political parties like the Federalists and Democratic-Republicans were formed following the American Revolution and the adoption of the Constitution. The early nation wanted to remain neutral in European conflicts. The election of 1796 was the first presidential election in the United States. The War of 1812 contributed to the creation of an American identity. Missouri Compromise led to sectionalism in the country. The Monroe Doctrine placed limits on European expansion in the Americas. 	<ul style="list-style-type: none"> How did the new country develop a form of government that would maintain the political and social ideas that had led to independence? What challenges did the new government face regarding expansion? How did the early presidents respond to foreign conflicts? How did the decisions of each president impact the future of the country? What steps did the early presidents take to establish a stable economy? What impact did early elections have on the country?

Learning Targets

<p><i>Students will...</i></p> <ul style="list-style-type: none"> Investigate the social, political, economic, and religious challenges facing early American leaders, comparing and contrasting the actions and viewpoints of leaders. Identify philosophies, interest groups, and political parties of this era and explain the dominant beliefs of individuals and groups. Examine elections, issues, laws, and events within this time period in order to analyze judicial review, necessary and proper clause, general welfare clause, and the amendment process and how they addressed issues of the time. Identify taxes, tariffs, and monetary policies during this time period, including the currency laws and the establishment of the First National Bank. Explain emerging divisions and political philosophies, including Federalist vs. Anti-Federalists and varying perspectives on the origins and the degree of authority of the central governments, comparing and contrasting the perspectives of individuals and groups during this time period of American history. Connect economic, geographic, political, and social change to reveal patterns in the growth of the United States, including advancements in communication and transportation technology. Identify and trace the changing boundaries of the United States and describe how the boundary changes relate to changing interactions with Native Americans, France, Spain, and Britain.
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- Trace the development of the American economic system during this time period and how they led to sustainability and growth during this period.
- Analyze laws, events, and diverse perspectives in order to determine who could and could not participate in American ideals in this period, including life, liberty, and the pursuit of happiness.
- Define the following: political parties, foreign relations, federalist versus antifederalist, Constitutional interpretation, two party system, judicial review, necessary and proper clause, general welfare clause, amendment process, currency laws, First National Bank, Louisiana Purchase, Lewis & Clark's Corps of Discovery, slavery, requirement for statehood, homesteads, foreign relations, judicial review, Marbury v. Madison, Revolution of 1800, Alien & Sedition Acts, nullification, Article V of the Constitution, amendment, Embargo Act of 1803, slave codes, $\frac{3}{4}$ Clause, Fugitive Slave Clause, property/contract clause, voting rights, immigrants.

Unit Duration: 2 weeks

Unit 8: Age of Jackson

Standards	Transfer Goal(s) /Big Ideas	
<p>Priority Skill Standards</p> <ul style="list-style-type: none"> Analyze the causes and consequences of a specific issue, as well as the challenges and opportunities faced by those trying to address the problem. Using an inquiry lens, develop compelling questions, determine appropriate resources, and consider multiple points of views represented in the resources, develop a research plan, create and present a research product. <p>Priority Content Standards</p> <ul style="list-style-type: none"> 6-8.AH.4.CC.C Analyze the forced removal and resettlements of Native Americans to determine its impact on their cultures and civilizations. 6-8.AH.4.GS.C Explain how the principles of rule of law, separation of powers, checks and balances, and federalism were impacted by Jacksonian Democracy. 	<p>Big Idea</p> <p>Students will use historical skills to explore the major events in American history during the presidency of Andrew Jackson, including the shaping of our national identity and changing political, economic, and social conditions. Throughout the unit, students will learn about the Native American removal, the expansion of federal power, the rise of Jacksonian Democracy, territorial expansion, and economic development of this era.</p>	
	Enduring Understandings	Essential Questions
	<ul style="list-style-type: none"> Jackson took over the Democratic-Republican party and implemented the spoils system. Due to American expansion, Native Americans were forced to relocate. 	<ul style="list-style-type: none"> What controversies did Jackson face during his presidency? How did the government remove Native American from the eastern United States? How did different Native American nations respond to relocation?

Learning Targets

Students will...

- Determine the causes of Native American removal and resettlement, evaluate the implementation of the removal, and determine the impact on Native American cultures and lives.
- Analyze summaries of important Supreme Court cases to determine how federal power strengthened and define the expansion of federal power.
- Examine and summarize key descriptors of Jacksonian Democracy and explain how this affected principles such as rule of law, separation of powers, checks and balances, and federalism.
- Identify and trace the changing boundaries of the United States.
- Describe how the boundary changes related to changing interactions with Native Americans.
- Trace the continued development of the American economic system to explain how taxes, tariffs, and monetary policies were used to establish sustainability and growth.
- Define the following: treaties, Indian Removal Act, Trail of Tears, Worcester v. Georgia, rule of law, separation of powers, checks and balances, federalism, Jacksonian Democracy, Economic Panic of 1832, bank crisis, Second National Bank, Nullification crisis

Unit Duration: 1 week

Unit 9: Westward Expansion

Standards	Transfer Goal(s) /Big Ideas	
<p>Priority Skill Standards</p> <ul style="list-style-type: none"> Using an inquiry lens, describe how people's perspectives shape the sources/artifacts they created. Analyze the relationship between geography and individuals, groups, and institutions. Examine the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals, groups, and institutions. <p>Priority Content Standards</p> <ul style="list-style-type: none"> 6-8.AH.2.CC.E Analyze the concept of Manifest Destiny as a catalyst for change in American history. 6-8.AH.4.G.B Assess Manifest Destiny in relation to push-pull factors, geographic features, and human environmental interactions to determine their influence on the movement of goods, people and ideas. 6-8.AH.4.EC.B Explain how the expansion of industrialization, transportation and technological developments influenced different regions and the relationship among those regions. 6-8.AH.4.PC.E Analyze patterns of immigration to determine their impacts on the cultural, social, political and economic development. 	<p>Students will use historical skills to examine the profound impact of Manifest Destiny on the growth and development of the United States in the early to mid-19th century. Throughout the unit, students will learn about territorial acquisitions and westward expansion of the era, which shaped American politics, economics, and society. Students will also explore industrialization, transportation, and technological advancements and the impact of immigration and migration patterns on American society in the early to mid-19th century.</p>	
	Enduring Understandings	Essential Questions
	<ul style="list-style-type: none"> Various groups of people are motivated to move for different reasons. The United States acquired new land in the mid 1800s through events like the Mexican American War, treaties, and land occupations. Americans developed a new sense of identity through Manifest Destiny. The development of new technologies and transportation affected the expansion of the United States. 	<ul style="list-style-type: none"> What pushes and pulls people to move? How did the United States acquire new land? How was the United States influenced by Manifest Destiny? How did the development of transportation and new technology influence the relationship among regions in the United States?

Learning Targets

Students will...

- Define, explain, and analyze the concept of Manifest Destiny as a catalyst for change in American history, including its relationship to geographical features and human environmental interactions.
- Identify the costs and benefits of Westward Expansion.
- Describe the influences of Manifest Destiny on the economy, society, politics, and culture and the effect of the natural environment on human activities.
- Provide various reasons for westward settlement in the United States between 1812 and 1850.
- Connect economic, geographic, political, and social change to reveal patterns in the growth of the United States.
- Evaluate the expansion of the United States in the early 1800s and make a prediction about future conflicts.
- Compare patterns of population distribution, demographics, and migration and determine the impact these patterns had on culture and community life.
- Identify industrialization during the 1812 to 1850 time period and explain how industrialization, transportation, and technological advancements influenced different regions and how those regions reacted to each other as a result of the new technologies.
- Examine data depicting immigration patterns and predict their influence on cultural, social, political, and economic development.
- Define the following: transportation, communication, technology, Native Americans, Westward Expansion, Manifest Destiny, requirements for statehood, slavery, homesteads, Texas War for Independence, Gold Rush, mining, fur trade, push-pull factors, manufacturing, transportation (steamers, canals, railroads, Conestoga wagon), immigration groups, African Americans, Know Nothing Party.

Unit Duration: 3 weeks

Unit 10: Nation Divides

Standards	Transfer Goal(s) /Big Ideas	
<p>Priority Skill Standards</p> <ul style="list-style-type: none"> Analyze the causes and consequences of a specific issue, as well as the challenges and opportunities faced by those trying to address the problem. Analyze laws, policies, and processes, including powers and responsibilities, to determine how governmental systems affect individuals, groups, and institutions in society (social structures and stratification). <p>Priority Content Standards</p> <ul style="list-style-type: none"> 6-8.AH.4.PC.A Evaluate the effectiveness of various reform movements, laws, and events to determine their impact on the promise of American ideals. 6-8.AH.5.CC.A Analyze political compromises over slavery in the territories to explain intensifying sectional conflicts. 6-8.AH.5.CC.B Trace the events as well as political, cultural, economic, and social conditions leading to conflict between Northern and Southern states. 6-8.AH.5.GS.B Analyze federalism and popular sovereignty to explain peoples’ expectations of the role of government and their place in governance. 	<p>Students will use historical skills to evaluate the social and political landscape of the United States before the Civil War; particularly focusing on the various movements, laws, events, and cultural expressions that shaped American life in this era. Throughout this unit, students will explore the reform movements and cultural and political ideas that shaped the quest for equality, justice, and inclusion in American society during this time. Students will also analyze peoples’ expectations of the government during this period, recognizing the shifting dynamics of power and authority and the governmental actions, cultural considerations, economic concerns, and social conditions that contributed to the escalating conflict between Northern and Southern states.</p>	
	Enduring Understandings	Essential Questions
	<ul style="list-style-type: none"> Various reform movements, laws, and events impacted the future of American ideals. Urbanization has an impact on the economy, labor, immigration, and society in the North. Due to increased sectionalism and political divide, the northern and southern regions differed. The institution of slavery shaped society and culture in the United States. 	<ul style="list-style-type: none"> How did various reform movements, laws and events impact the future of American ideals? How did urbanization impact the economy, labor, immigration, and society in the United States? How did the northern and southern regions in the United States differ? How did differing political views between the regions lead to the Civil War? What were the experiences of various enslaved people in the United States?

Unit 10: Nation Divides Continued

Learning Targets

Students will...

- Examine various laws, events, and reform movements to determine their impact on the achievement of the American Dream and evaluate the effectiveness of these laws, events and reform movements in including diverse groups in that dream.
- Examine speeches, literature, music, and writings from diverse creators/authors and determine the author's perspective and how the speech/writing/music influenced various groups and movements.
- Define and explain the principles of the early women's movement and trace the development, advancement, and protection of women's rights.
- Explain the origins and ideals of the abolitionist movement and its efforts to end slavery.
- Compare and contrast the lives of African Americans in slave states and free states and the experiences of those who lived as slaves compared to those who lived as free people.
- Identify viewpoints on slavery in the various regions of the United States (West, Southwest, South, and New England) and describe the debate over slavery in the territories, including the compromises made or rejected.
- Trace and connect the events, governmental actions, cultural considerations, economic concerns, and social conditions that contributed to conflict between Northern and Southern states leading up to the Civil War.
- Identify major legislation, executive orders, and court decisions from approximately 1850-1861 and contrast the positions of the North and South.
- Review and analyze the election of 1860 to explain the development of political parties and summarize the issues that they supported.
- Explain how expanding industrialization, transportation, and technological advancements influenced different regions and how those regions reacted to each other as a result of the new technologies during the period of 1850-1860.
- Define the following: Kansas-Nebraska Act, repeal of the Missouri Compromise, Fugitive Slave Act, slavery, tariffs, manufacturing vs. agricultural societies, state vs. central government, Perpetual Union vs. Confederations, % clause, Fugitive slave clause, Section 9, Dred Scott, sovereignty, consent of the governed, abolition, right to revolution, unemployment (immigrants and freedmen), transcontinental railroad, telegraph, weaponry, abolitionism, women's movement, voting restrictions, reform movements. Slave auction notices, runaway slave advertisements, Uncle Tom's Cabin, Scott v. Sanford, slave and abolitionist narratives, political cartoons, temperance/religious movement, "The Star Spangled Banner", Mormon movement, Frederick Douglass, transcendentalist movement, Ida B. Wells, Elizabeth Cady Stanton, Susan B. Anthony, suffrage movement, Second Great Awakening.

Unit Duration: 4 weeks

Unit 11: Civil War

Standards	Transfer Goal(s) /Big Ideas	
<p>Priority Skill Standards</p> <ul style="list-style-type: none"> ● Create and use tools and other graphic representations to analyze a chronological sequence of events, explain relationships, and reveal patterns or trends. ● Examine the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals, groups, and institutions. <p>Priority Content Standards</p> <ul style="list-style-type: none"> ● 6-8.AH.5.CC.C Describe critical developments and turning points in the Civil War, including major battles. ● 6-8.AH.5.G.B Evaluate the significance of geography on the conduct of the war and strategy of the North and South. ● 6-8.AH.5.EC.B Compare the economic strengths and weaknesses of the North and South before, <u>during</u> and immediately after the Civil War. ● 6-8.AH.5.PC.B Describe the impact of scientific and technological advances on the outcome of the war and its effects on people and diverse groups. 	<p>Big Idea Students will use historical skills to analyze the American Civil War, exploring critical developments, major battles, legislative actions, and societal changes during this period. Throughout the unit, students will gain a deeper understanding of the complexities and consequences of the Civil War, recognizing its profound impact on American society, government, and technological advancement.</p>	
	Enduring Understandings	Essential Questions
	<ul style="list-style-type: none"> ● Emancipation Proclamation and Gettysburg Address had an impact on the Civil War and the United States as a whole. ● The North and South had different strengths and weaknesses in the Civil War. ● The Battle of Gettysburg was a turning point in the Civil War. 	<ul style="list-style-type: none"> ● What were the critical developments, turning points and major battles of the Civil War? ● How did the geography, economy, and technological advancements of the North and South impact the outcome in the Civil War?

Learning Targets

Students will...

- Identify the critical developments, turning points and major battles of the Civil War.
- Identify major legislation, executive orders, and court decisions during the Civil War.
- Use geography to explain and evaluate battles or strategies of the North and South during the Civil War.
- Identify the economic strengths and weaknesses of the North and South during the Civil War and compare and contrast the impact of those strengths and weaknesses during the war.
- Identify scientific and technological advances that occurred during the Civil War and explain the influence that these advances had on some people and diverse groups.
- Make connections between scientific and technological advances and the outcome of the war and the effects of scientific and technological advances on individuals and society.
- Define the following: Union slave state (border state), Emancipation Proclamation, battle strategies, battles (Fort Sumter, Gettysburg, Vicksburg, Antietam, Richmond, Appomattox Court House), Lincoln’s executive orders, Habeas corpus suspension, Federal republic v. confederacy, blockades, Anaconda Plan, Sherman’s march to the sea, plantations, steamships, photography, submarines, weaponry.

Unit Duration: 2 weeks

Unit 12: Reconstruction

Standards	Transfer Goal(s) /Big Ideas	
<p>Priority Skill Standards</p> <ul style="list-style-type: none"> Analyze laws, policies, and processes, including powers and responsibilities, to determine how governmental systems affect individuals, groups, and institutions in society (social structures and stratification). <p>Priority Content Standards</p> <ul style="list-style-type: none"> 6-8.AH.5.GS.A Compare responses of government systems in the North and South to major legislation, executive orders, and court decisions before, during and <u>after</u> the Civil War. 6-8.AH.5.G.C Compare major patterns of population distribution, demographics, and migrations in the United States and the impact of those patterns on cultures and community life. 6-8.AH.5.EC.B Compare the economic strengths and weaknesses of the North and South before, during, and <u>after</u> the Civil War. 6-8.AH.5.PC.A Determine the impact of the ideas contained in major speeches, literature, music, and writings from diverse individuals on the perspectives of American people, groups, and movements. 	<p>Big Idea Students will use historical skills to analyze the complex time period in the United States known as the Reconstruction era. Throughout this unit, students will explore the legislative actions, demographic shifts, economic realities, and cultural expressions that profoundly impacted American society, politics, and culture.</p>	
	Enduring Understandings	Essential Questions
	<ul style="list-style-type: none"> The responses of state governments in the north and south to major legislation, executive orders, and court decisions after the Civil War reflected fundamental differences in political ideologies and priorities. Patterns of population distribution, demographics, and migrations in the United States changed cultures and community life in various regions of the country. Major speeches, literature, music, and writings from diverse individuals during the Reconstruction era have significantly influenced the perspectives of American people, groups, and movements throughout history. 	<ul style="list-style-type: none"> How did the responses of states in the north and the south differ regarding major decisions in government during the Reconstruction era? How did each region differ in culture and community life after the Civil War? What is the lasting effect of diverse perspectives on American society after the Civil War?
Learning Targets		
<p><i>Students will...</i></p> <ul style="list-style-type: none"> Identify major legislation, executive orders, and court decisions from the Reconstruction era and compare and contrast the positions of the North and South on governmental and judiciary acts. Analyze patterns of population distribution, demographics and migration to determine the impact that those patterns had on culture and community life in the Reconstruction era. Identify the economic strengths and weaknesses of the North and South during the Reconstruction period, comparing and contrasting the impact of those strengths and weaknesses immediately after the Civil War. Examine speeches, literature, music, and writings from diverse creators/authors and determine the author's perspective and how the speech/writing/music influenced various groups and movements. Define the following: Reconstruction, Amendments 13, 14, 15, Jim Crow laws, Freedmen in South (sharecroppers, former slave migration, Freedmen's Bureau), carpetbaggers. 		
Unit Duration: 2 weeks		

Standard 1: Using an inquiry lens, describe how people's perspectives shape the sources/artifacts they created. (9-12.GV.1.CC.B & 9-12.GV.1.PC.A)			
Score			Sample Activities
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Unit 1: Indigenous Peoples <ul style="list-style-type: none"> • Analysis of Native Americans in art Unit 5: American Revolution <ul style="list-style-type: none"> • Analyze the Declaration of Independence Unit 6: Constitution Analyze different parts of the Constitution Unit 7: The Early Republic Analyze Political Cartoons to describe the Monroe Doctrine Unit 9: Westward Expansion Analyze the impact of technology on expansion
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	Using an inquiry lens, describe how people's perspectives shape the sources/artifacts they created.		
	The student exhibits no major errors or omissions. <ul style="list-style-type: none"> • Analyze artifacts and/or primary sources from this era. • Make inferences about the purpose of the artifacts and what they might have been used for. • Draw conclusions about what these artifacts demonstrate about the political, social, and economic circumstances that shaped this society. 		
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	There are no major errors or omissions regarding the simpler details and processes. However, the student exhibits major errors or omissions regarding the more complex ideas and processes.		
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.		

Standard 2: Create and use tools and other graphic representations to analyze a chronological sequence of events, explain relationships, and reveal patterns or trends. (9-12.GV.1.CC.A & 9-12.GV.1.G.A)			
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Activities Unit 3: Thirteen Colonies Analyze maps to describe the relationship between different colonial regions Unit 4: Pre-Revolution Create a timeline of events leading to the American Revolution Unit 11: Civil War Analyze the chronological sequence of events during the Civil War
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	Create and use tools and other graphic representations to analyze a chronological sequence of events, explain relationships, and reveal patterns or trends. The student exhibits no major errors or omissions. <ul style="list-style-type: none"> ● Create and/or use tools and other graphic representations to <ul style="list-style-type: none"> ○ analyze a chronological sequence of events ○ explain relationships ○ reveal patterns or trends 		
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	There are no major errors or omissions regarding the simpler details and processes. However, the student exhibits major errors or omissions regarding the more complex ideas and processes.		
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.		

Standard 3: Using an inquiry lens, develop compelling questions, determine appropriate resources, and consider multiple points of view represented in the resources, develop a research plan, create and present a research product. (9-12.GV.1.CC.C & 9-12.GV.1.CC.D)		
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.
Score 3.0	Using an inquiry lens, develop compelling questions, determine appropriate resources, and consider multiple points of views represented in the resources, develop a research plan, create and present a research product.	
	The student exhibits no major errors or omissions.	
	<ol style="list-style-type: none"> 1. Pose a compelling central question. 2. Explain how the question builds on the ideas of experts. 3. Use specific supporting questions grounded in expert ideas. 4. Identify additional questions related to the central question. 5. Consult multiple significant sources of various types. 6. Critique the strengths and weaknesses of other ideas. 7. Apply an appropriate discipline lends to explain or argue in a precise nuanced way. 8. Plan and deliver a presentation based on task, audience, and purpose. 9. Make strategic use of multimedia presentations. 	
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.
Score 2.0	There are no major errors or omissions regarding the simpler details and processes. However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.
Score 0.0	Even with help, no understanding or skill demonstrated.	
Sample Activities		
Unit 8: Age of Jackson Complete a research project over chosen Native American nation		

Standard 4: Analyze the causes and consequences of a specific issue, as well as the challenges and opportunities faced by those trying to address the problem. (9-12.GV.1.GS.A & 9-12.GV.1.GS.B)			
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Activities Unit 4: Pre-Revolution Analyze the sequence of events and their impact leading up to the American Revolution Unit 8: Age of Jackson Analyze characteristics about Jackson's life and presidency that impacted his legacy. Unit 10: Nation Divides Analyze the sequence of events and their impact leading up to the Civil War
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	Analyze the causes and consequences of a specific issue, as well as the challenges and opportunities faced by those trying to address the problem. The student exhibits no major errors or omissions. <ul style="list-style-type: none"> ● Identify the causes of a specific American history issue. ● Identify the consequences of a specific American history issue. ● Analyze obstacles encountered by those trying to address the problem. ● Analyze opportunities encountered by those trying to address the problem. 		
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	There are no major errors or omissions regarding the simpler details and processes. However, the student exhibits major errors or omissions regarding the more complex ideas and processes.		
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.		

Standard 5: Analyze laws, policies, and processes, including powers and responsibilities, to determine how governmental systems affect individuals, groups, and institutions in society-social structures and stratification. (9-12.GV.1.GS.A & 9-12.GV.1.GS.B)			
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Activities
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	Unit 6: Constitution Articles of Confederation Simulation
Score 3.0	Analyze laws, policies, and processes, including powers and responsibilities, to determine how governmental systems affect individuals, groups, and institutions in society-social structures and stratification. The student exhibits no major errors or omissions. <ol style="list-style-type: none"> 1. Define and distinguish among governmental systems and their resulting laws, policies, and processes. 2. Investigate an issue and determine at least two laws, two policies, and two processes associated with the issue. 3. Define and distinguish between groups and society. 4. Draw conclusions, citing appropriate evidence, as to how government decisions impact individuals and groups. 		Unit 7: Early Republic Determine early precedents set by the first presidents. Unit 10: Nation Divides The Urban Game Unit 12: Reconstruction Analyze amendment changes post Civil War
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	There are no major errors or omissions regarding the simpler details and processes. However, the student exhibits major errors or omissions regarding the more complex ideas and processes.		
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.		

Standard 6: Analyze the relationship between geography and individuals, groups, and institutions. (9-12.GV.1.PC.B & 9-12.GV.1.G.A & 9-12.GV.1.G.B)			
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Activities
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	Unit 1: Indigenous Peoples JigSaw and Gallery Walk over different regions
Score 3.0	Analyze the relationship between geography and individuals, groups, and institutions. The student exhibits no major errors or omissions. <ol style="list-style-type: none"> 1. Locate major geographic features and identify their impact on a given civilization. 2. Locate major cities and geographic boundaries of a given civilization. 3. Identify human settlement activities (such as finding shelter, food, and water) of this time period/civilization. 4. Describe the impact of human settlement activities on the environmental and cultural characteristics (e.g. clothing, music, art, and religion) of this region. 		Unit 3: Thirteen Colonies Colonial Sort Unit 9: Westward Expansion Oregon Trail Simulation
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	There are no major errors or omissions regarding the simpler details and processes. However, the student exhibits major errors or omissions regarding the more complex ideas and processes.		
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.		

Standard 7: Examine the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals, groups, and institutions. (9-12.GV.1.EC.A)			
Score	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Activities
4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Unit 2: Colonization Trading Game Unit 7: The Early Republic Cabinet Battles Analysis Unit 9: Westward Expansion Who Went West? Unit 11: Civil War Journey Through Civil War
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	Examine the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals, groups, and institutions.		
	The student exhibits no major errors or omissions.		
	1. Examine the opportunity costs (the loss of potential gain from other alternatives when one alternative is chosen) of economic decisions for society as a whole as well as on individuals.		
	2. Examine the benefits (an advantage or profit gained from something) of economic decisions for society as a whole as well as on individuals.		
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
2.0	There are no major errors or omissions regarding the simpler details and processes. However, the student exhibits major errors or omissions regarding the more complex ideas and processes.		
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
0.0	Even with help, no understanding or skill demonstrated.		

US HISTORY

Scope and Sequence	Reconstruction	Industry and Immigration	Progressive Era	United States Imperialism	World War I	Roaring 20s	Great Depression and New Deal	World War II	Cold War	Civil Rights Era	JFK and LBJ	Vietnam Conflict and 1970s America	1980s to Present
K-12 Social Studies													
Using an inquiry lens, describe how people's perspectives shape the sources/artifacts they created. (9-12.GV.1.CC.B & 9-12.GV.1.PC.A)	X				X					X			
Create and use tools and other graphic representations to analyze a chronological sequence of events, explain relationships, and reveal patterns or trends. (9-12.GV.1.CC.A & 9-12.GV.1.G.A)			X					X				X	
Using an inquiry lens, develop compelling questions, determine appropriate resources, and consider multiple points of views represented in the resources, develop a research plan, create and present a research product. (9-12.GV.1.CC.C & 9-12.GV.1.CC.D)							X						X
Analyze the causes and consequences of a specific issue, as well as the challenges and opportunities faced by those trying to address the problem. (9-12.GV.1.CC.E)		X			X		X	X	X			X	X
Analyze laws, policies, and processes, including powers and responsibilities, to determine how governmental systems affect individuals, groups, and institutions in society -social structures and stratification. (9-12.GV.1.GS.A & 9-12.GV.1.GS.B)	X		X				X	X	X	X	X	X	
Analyze the relationship between geography and individuals, groups, and institutions. (9-12.GV.1.PC.B & 9-12.GV.1.G.A & 9-12.GV.1.G.B)	X			X		X		X	X				
Examine the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals, groups, and institutions. (9-12.GV.1.EC.A)		X		X		X	X	X			X		

MODERN US HISTORY
Course Overview

Grade level(s): 9

Credits earned: 1

Course Rationale:

Course Description:

This class is designed for you to be able to develop your own perspective and speak up for what you believe in using historical evidence to support your claims. Every unit, lesson, and assignment this year will be geared toward understanding how the definition of American Freedom has changed throughout American History. Every student throughout this course will:

- Analyze Primary and Secondary Sources
- Interpret and Conceptualize Eras within American History
- Engage in Collaborative exercises
- Develop a unique writing style that uses historical concepts and grows personal perspectives

Modern US History is a study of our nation and its social, economic, and political development from reconstruction to present time. Emphasis is placed on the democratic advancements made by the American people. The Honors Modern US History will have an increased rigor and pace over the regular US History course. The class will include AP style testing and teach students strategies to improve AP scores in future classes (AP World and AP Gov.).

Transfer Goals/Big Ideas

As Social Studies learners, students of the City of St. Charles School District will think critically and deeply about the world around them. Using effective communication supported by evidence, they will consider multiple perspectives as responsible, curious, informed decision makers who take meaningful action.

Priority Missouri Learning Standards/National Standards

[Missouri Learning Standards](#)

Unit 1: Reconstruction

Standards	Transfer Goal(s) /Big Ideas	
<p><u>Priority Skill Standards:</u></p> <ul style="list-style-type: none"> Analyze laws, policies, and processes, including powers and responsibilities, to determine how governmental systems affect individuals, groups, and institutions in society (social structures and stratification). Using an inquiry lens, develop compelling questions, determine appropriate resources, and consider multiple points of views represented in the resources, develop a research plan, create and present a research product. Analyze the relationship between geography and individuals, groups, and institutions. <p><u>Priority Content Standards:</u></p> <ul style="list-style-type: none"> 9-12.AH.5.EC.C Describe the consequences, both intended and unintended, of government policies to improve individual and societal conditions. 9-12.AH.2.PC.C Evaluate laws, events, and perspectives to determine the extent to which individuals and groups could participate in, and realize, the promise of American ideals. 	<p>As Social Studies learners, students of the City of St. Charles School District will think critically and deeply about the world around them. Using effective communication supported by evidence, they will consider multiple perspectives as responsible, curious, informed decision makers who take meaningful action.</p>	
	Enduring Understandings	Essential Questions
	<ul style="list-style-type: none"> Societal conflicts influence political decisions and lead to alterations of the constitution. Laws, events, and perspectives impact the living conditions of citizens. 	<ul style="list-style-type: none"> To what extent did social conflict influence political decisions and constitutional changes? To what extent did the United States successfully integrate formerly enslaved people into American society?

Learning Targets

Students will recognize and recall the 13-15 Amendments, Convict Leasing, Sharecropping, The KKK, CarpetBaggers, The Freedmen’s Bureau, Reconstruction, Compromise of 1877, Black Codes, Scalawags.

Unit Duration: 4-6 Classes (2-3 Weeks)

Unit 2: Industry and Immigration

Standards	Transfer Goal(s) /Big Ideas	
<p><u>Priority Skills Standard:</u></p> <ul style="list-style-type: none"> Analyze the causes and consequences of a specific issue, as well as the challenges and opportunities faced by those trying to address the problem. Examine the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals, groups, and institutions. Using an inquiry lens, describe how peoples' perspectives shaped the sources/ artifacts they created. <p><u>Missouri Learning Standards</u></p> <p><u>Priority Content Standards:</u></p> <ul style="list-style-type: none"> 9-12.AH.2.EC.B Explain how the expansion of industrialization, transportation and technological developments influenced different regions and the relationship between those regions. 9-12.AH.2.PC.A Analyze patterns of immigration to determine their effects on economic, cultural, and political development. 	<p>As Social Studies learners, students of the City of St. Charles School District will think critically and deeply about the world around them. Using effective communication supported by evidence, they will consider multiple perspectives as responsible, curious, informed decision makers who take meaningful action.</p>	
	Enduring Understandings	Essential Questions
	<ul style="list-style-type: none"> The expansion of industrialization, transportation, and technology influences different regions. The movement of people, goods, and ideas impacts society within and among regions. 	<ul style="list-style-type: none"> To what extent did the advancement of Gilded Age Technology and Transportation impact society? To what extent did the influx of immigrants in the late 1800s and early 1900s impact American society?
Learning Targets		
<p><i>Students will understand Industrialization, Horizontal Integration, Vertical Integration, Gilded, Social Darwinism, Monopoly, Trust, Robber Barons, Melting Pot Theory, Ellis Island, Angel Island, Nativism, Chinese Exclusion Act, Urbanization, Tenements.</i></p>		
Unit Duration: 4-6 Classes (2-3 Weeks)		

Unit 3: PROGRESSIVE ERA

Standards	Transfer Goal(s) /Big Ideas	
<p>Priority Skills Standard:</p> <ul style="list-style-type: none"> • Create and use tools and other graphic representations to analyze a chronological sequence of events, explain relationships, and reveal patterns or trends. • Analyze laws, policies, and processes, including powers and responsibilities, to determine how governmental systems affect individuals, groups, and institutions in society (social structures and stratification). <p>Missouri Learning Standards</p> <p>Priority Content Standards:</p> <ul style="list-style-type: none"> • Explain the motivation for social and political reforms and their impact on the ability of individuals and groups to realize the promise of American ideals. • Evaluate the causes, patterns, and outcomes of internal migrations and urbanization. 	<p>As Social Studies learners, students of the City of St. Charles School District will think critically and deeply about the world around them. Using effective communication supported by evidence, they will consider multiple perspectives as responsible, curious, informed decision makers who take meaningful action.</p>	
	Enduring Understandings	Essential Questions
	<ul style="list-style-type: none"> • Social and political reforms impact citizens' ability to realize rights and freedoms. • Internal migrations and movements impact social, cultural, and political outcomes. 	<ul style="list-style-type: none"> • Evaluate the extent to which progressive reformers influenced governmental changes. • During the Progressive Era, how did individuals seek to define American freedom through activism?
<p>Learning Targets</p>		
<p><i>Students will understand Women's Christian Temperance Movement, 16th-19th Amendments, Muckrakers, How the Other Half Lives, Suffrage, Triangle Shirtwaist Factory, The Jungle, Trust Busters, Settlement Houses, Federal Reserve Act, Tuskegee Institute, NAACP, Square Deal, Election of 1912.</i></p>		
<p>Unit Duration: 4-6 Classes (2-3 Weeks)</p>		

Unit 4: UNITED STATES IMPERIALISM

Standards	Transfer Goal(s) /Big Ideas	
<p><u>Priority Skills Standards</u></p> <ul style="list-style-type: none"> Analyze the relationship between geography and individuals, groups, and institutions. Examine the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals, groups, and institutions. <p><u>Missouri Learning Standards</u></p> <p><u>Priority Content Standards:</u></p> <ul style="list-style-type: none"> Analyze emerging American involvement in world trade to determine its influence on foreign policy and government actions. 	<p>As Social Studies learners, students of the City of St. Charles School District will think critically and deeply about the world around them. Using effective communication supported by evidence, they will consider multiple perspectives as responsible, curious, informed decision makers who take meaningful action.</p>	
	<p align="center">Enduring Understandings</p>	<p align="center">Essential Questions</p>
	<ul style="list-style-type: none"> Explore the motivations for and consequences of imperialism. World Trade influences government policies and actions. 	<ul style="list-style-type: none"> To what extent did American Imperialism impact the people of the United States and the people of the acquired territories? To what extent did America's emergence in world trade markets impact the American economy?
<p align="center">Learning Targets</p>		
<p><i>Students will understand Imperialism, Social Darwinism, Yellow Journalism, USS Maine, Teller Amendment, Dollar Diplomacy, Open Door Diplomacy, Roosevelt Corollary to the Monroe Doctrine, Bayonet Constitution, Gunboat Diplomacy, Boxer Rebellion, Anti-Imperialist League.</i></p>		
<p align="center">Unit Duration:4-6 Classes (2-3 Weeks)</p>		

Unit 5: WORLD WAR I

Standards	Transfer Goal(s) /Big Ideas	
<p>Priority Skills Standard:</p> <ul style="list-style-type: none"> Analyze the causes and consequences of a specific issue, as well as the challenges and opportunities faced by those trying to address the problem. Using an inquiry lens, describe how peoples’ perspectives shaped the sources/ artifacts they created. <p>Missouri Learning Standards</p> <p>Priority Content Standard:</p> <ul style="list-style-type: none"> 9-12.AH.3.CC.B Evaluate the motivations for the United States’ entry into World War I. 9-12.AH.3.PC.D Assess the impact of WWI related events, on the formation of “patriotic” groups, pacifist organizations, and the struggles for and against racial equality, and diverging women’s roles in the United States. 	<p>As Social Studies learners, students of the City of St. Charles School District will think critically and deeply about the world around them. Using effective communication supported by evidence, they will consider multiple perspectives as responsible, curious, informed decision makers who take meaningful action.</p>	
	Enduring Understandings	Essential Questions
	<ul style="list-style-type: none"> There are various reasons that cause nations to enter into global conflicts. Domestic policies and actions are often impacted by entry into war. 	<ul style="list-style-type: none"> How did the interconnected actions of foreign world powers push the United States into the First World War? To what extent did the First World War impact American society?
Learning Targets		
<p><i>Students will understand League of Nations, Nationalism, 14 Points, militarism, Zimmerman Telegram, Lusitania, Selective Service Act, Alliances, unrestricted u-boat warfare, Trench Warfare, No Man’s Land, Schenk v. US, Great Migration, Victory Gardens, Espionage and Sedition Acts, Committee of Public Information.</i></p>		
Unit Duration:4-6 Classes (2-3 Weeks)		

Unit 6: ROARING TWENTIES

Standards	Transfer Goal(s) /Big Ideas	
<p>Priority Skills Standard:</p> <ul style="list-style-type: none"> Analyze the relationship between geography and individuals, groups, and institutions. Examine the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals, groups, and institutions. Using an inquiry lens, describe how peoples' perspectives shaped the sources/ artifacts they created. <p>Missouri Learning Standards</p> <p>Priority Content Standards:</p> <ul style="list-style-type: none"> 9-12.AH.3.GS.C Analyze the changing social norms and conflicting mores which emerged during the first three decades of the twentieth century. 	<p>As Social Studies learners, students of the City of St. Charles School District will think critically and deeply about the world around them. Using effective communication supported by evidence, they will consider multiple perspectives as responsible, curious, informed decision makers who take meaningful action.</p>	
	Enduring Understandings	Essential Questions
	<ul style="list-style-type: none"> Changes in social values and perspectives often impact culture Changes in society, economy, and politics often influence government economic policies. 	<ul style="list-style-type: none"> To what extent did changing American values impact culture during the 1920s? How did the government's relationship to big business and labor unions impact its economic policies?
Learning Targets		
<p><i>Students will understand Prohibition, Red Scare, Scopes Trial, Stock Market, Anarchists, Espionage Act, Buying on Margin, 18th & 21st Amendment, Flapper, Palmer Raids.</i></p>		
Unit Duration:4-6 Classes (2-3 Weeks)		

Unit 7: GREAT DEPRESSION AND THE NEW DEAL

Standards	Transfer Goal(s) /Big Ideas	
<p><u>Priority Skills Standards:</u></p> <ul style="list-style-type: none"> Using an inquiry lens, develop compelling questions, determine appropriate resources, and consider multiple points of views represented in the resources, develop a research plan, create and present a research product. Analyze the causes and consequences of a specific issue, as well as the challenges and opportunities faced by those trying to address the problem. Analyze laws, policies, and processes, including powers and responsibilities, to determine how governmental systems affect individuals, groups, and institutions in society (social structures and stratification). Examine the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals, groups, and institutions. <p><u>Missouri Learning Standards</u></p> <ul style="list-style-type: none"> <u>Priority Content Standards:</u> 9-12.AH.4.CC.A Trace the significant events and developments of the Great Depression and WWII. 9-12.AH.4.CC.B Evaluate the responses of United States leaders to the challenges of the Great Depression and World War II. 	<p>As Social Studies learners, students of the City of St. Charles School District will think critically and deeply about the world around them. Using effective communication supported by evidence, they will consider multiple perspectives as responsible, curious, informed decision makers who take meaningful action.</p>	
	<p align="center">● Enduring Understandings</p>	<p align="center">● Essential Questions</p>
	<ul style="list-style-type: none"> Changes in society, economy, and politics often influence government economic policies. Leaders respond to economic challenges with policies that often shape the nation’s views on the role of government. 	<ul style="list-style-type: none"> What economic factors in the United States contributed to the start of the Great Depression? What were the differing responses of the American people to government policies and programs during the Great Depression and the New Deal?
Learning Targets		
<p><i>Students will understand Speculation, Black Tuesday, Fireside chat, welfare state, Dust Bowl, Hooverville, Social Security Act, New Deal Programs, Court Packing, Laissez-Faire, Run on a Bank, Buying on the Margin.</i></p>		
Unit Duration:4-6 Classes (2-3 Weeks)		

Unit 8: WORLD WAR II

Standards	Transfer Goal(s) /Big Ideas	
<p><u>Priority Skills Standards:</u></p> <ul style="list-style-type: none"> ● Create and use tools and other graphic representations to analyze a chronological sequence of events, explain relationships, and reveal patterns or trends. ● Analyze the causes and consequences of a specific issue, as well as the challenges and opportunities faced by those trying to address the problem. ● Analyze laws, policies, and processes, including powers and responsibilities, to determine how governmental systems affect individuals, groups, and institutions in society (social structures and stratification). ● Analyze the relationship between geography and individuals, groups, and institutions. ● Examine the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals, groups, and institutions. ● 9-12.GV.1.CC.B & 9-12.GV.1.PC.A ● Using an inquiry lens, describe how peoples' perspectives shaped the sources/ artifacts they created. <p><u>Missouri Learning Standards</u></p> <p><u>Priority Content Standards</u></p> <ul style="list-style-type: none"> ● 9-12.AG.4.CC.D Evaluate the motivations for United States abandonment of isolationism and entry into WWII. ● 9-12.AH.4.CC.E Evaluate the impact of U.S. participation in WWII and the resulting new role in the post-war world at home and abroad. 	<p>As Social Studies learners, students of the City of St. Charles School District will think critically and deeply about the world around them. Using effective communication supported by evidence, they will consider multiple perspectives as responsible, curious, informed decision makers who take meaningful action.</p>	
	Enduring Understandings	Essential Questions
	<ul style="list-style-type: none"> ● Countries often have motivations that cause them to enter into agreements that impact how interconnected nations are. ● Science, technology, art, ideas, the economy, politics, and culture often have impacts on how people view and interact with society. 	<ul style="list-style-type: none"> ● How did the United States increase its global involvement during WWII? ● To what extent did America's involvement in WWII impacted technology, art, and culture?

Learning Targets

Students will understand Appeasement, Genocide, Axis vs. Allies, totalitarianism, nazism, fascism, Lend- Lease Act, Atlantic Charter, Rosie the Riveter, ration, internment, Korematsu case, discrimination, mobilization, Manhattan Project, DDay, Pearl Harbor, island hopping, Genocide, Holocaust, United Nations, Zoot Suit Riots, Korematsu v. US, Double V Campaign.

Unit Duration:4-6 Classes (2-3 Weeks)

Unit 9: COLD WAR

Standards	Transfer Goal(s) /Big Ideas	
<p><u>Priority Skills Standard:</u></p> <ul style="list-style-type: none"> Analyze the causes and consequences of a specific issue, as well as the challenges and opportunities faced by those trying to address the problem. Analyze laws, policies, and processes, including powers and responsibilities, to determine how governmental systems affect individuals, groups, and institutions in society (social structures and stratification). Analyze the relationship between geography and individuals, groups, and institutions. Using an inquiry lens, describe how peoples' perspectives shaped the sources/ artifacts they created. <p><u>Missouri Learning Standards</u></p> <p><u>Priority Content Standards:</u></p> <ul style="list-style-type: none"> 9-12.5.PC.A Evaluate the effect of the internal tensions caused by the Cold War on societal groups, organizations, and Government. 9-12.AH.5.CC.B Evaluate the responses of United States leaders to the challenges of global tensions. 	<p>As Social Studies learners, students of the City of St. Charles School District will think critically and deeply about the world around them. Using effective communication supported by evidence, they will consider multiple perspectives as responsible, curious, informed decision makers who take meaningful action.</p>	
	Enduring Understandings	Essential Questions
	<ul style="list-style-type: none"> International conflicts shape governmental policy. Foreign conflict often leads to internal developments that impact individual and group relationships with their government. 	<ul style="list-style-type: none"> To what extent did the early Cold War impact American foreign policy and domestic policy? To what extent did the Cold War impact United States investments in military and space programs?
Learning Targets		
<p><i>Students will understand Domino Theory, Truman Doctrine, Marshall Plan, Arms Race, Brinkmanship, Containment, Red Scare, NATO/Warsaw Pact, Satellite Nations, Korean War, Berlin Wall.</i></p>		
Unit Duration:4-6 Classes (2-3 Weeks)		

Unit 10: CIVIL RIGHTS MOVEMENT

Standards	Transfer Goal(s) /Big Ideas	
<p>Priority Skills Standards:</p> <ul style="list-style-type: none"> Analyze laws, policies, and processes, including powers and responsibilities, to determine how governmental systems affect individuals, groups, and institutions in society (social structures and stratification). Using an inquiry lens, describe how peoples' perspectives shaped the sources/ artifacts they created. <p><u>Missouri Learning Standards</u></p> <p>Priority Content Standards:</p> <ul style="list-style-type: none"> 9-12.AH.3.PC.A Explain the motivation for social and political reforms and their impact on the ability of individuals and groups to realize the promise of American ideals. 9-12.AH.5.EC.C Describe the consequences, both intended and unintended, of government policies to improve individual and societal conditions. 	<p>As Social Studies learners, students of the City of St. Charles School District will think critically and deeply about the world around them. Using effective communication supported by evidence, they will consider multiple perspectives as responsible, curious, informed decision makers who take meaningful action.</p>	
	Enduring Understandings	Essential Questions
	<ul style="list-style-type: none"> Social Reform Movements often lead to the advancement of rights for marginalized communities. Different generations have different interpretations on the role of government and the rule of law. 	<ul style="list-style-type: none"> To what extent did social reformers during the Civil Rights Movement seek to realize American Freedom? To what extent did major court cases redefine American Freedom?

Learning Targets

Students will understand Southern Manifesto, Jim Crow Laws, De Facto Segregation, Brown v. Board of Education, Montgomery Bus Boycott, Selma Voting Rights March, Little Rock Nine, Redlining, Disenfranchisement, Black Panthers, Civil Rights Act of 1964, Voting Rights Act 1965, SNCC, SCLC, Poll Taxes.

Unit Duration:4-6 Classes (2-3 Weeks)

Unit 11: JFK'S "NEW FRONTIER" AND LBJ'S "GREAT SOCIETY"

Standards	Transfer Goal(s) /Big Ideas	
<p><u>Priority Skills Standards:</u></p> <ul style="list-style-type: none"> Analyze laws, policies, and processes, including powers and responsibilities, to determine how governmental systems affect individuals, groups, and institutions in society (social structures and stratification). Examine the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals, groups, and institutions. <p><u>Missouri Learning Standards</u></p> <p><u>Priority Content Standards:</u></p> <ul style="list-style-type: none"> 9-12.AH.6.PC.C Assess the response of individuals, groups, and the government to societal challenges to understand how systems change and evolve over time. 	<p>As Social Studies learners, students of the City of St. Charles School District will think critically and deeply about the world around them. Using effective communication supported by evidence, they will consider multiple perspectives as responsible, curious, informed decision makers who take meaningful action.</p>	
	Enduring Understandings	Essential Questions
	<ul style="list-style-type: none"> Politicians use different tools to prevent conflicts with other nations. Leaders respond to economic challenges with policies that often shape the nation's views on the role of government. 	<ul style="list-style-type: none"> How did President Kennedy and President L. Johnson respond to global tensions during the Cold War? What were the differing opinions of the American people about the domestic policies of JFK's "New Frontier" and Johnson's "Great Society?"

Learning Targets

Students will understand the Bay of Pigs, Cuban Missile Crisis, Space Race, Great Society, Medicare/Medicaid, Miranda vs. Arizona, New Frontier, War on Poverty.

Unit Duration:4-6 Classes (2-3 Weeks)

Unit 12: VIETNAM CONFLICT and 1970s America
Desired Results

Standards	Transfer Goal(s) /Big Ideas	
<p>Priority Skills Standard:</p> <ul style="list-style-type: none"> ● Create and use tools and other graphic representations to analyze a chronological sequence of events, explain relationships, and reveal patterns or trends. ● Analyze the causes and consequences of a specific issue, as well as the challenges and opportunities faced by those trying to address the problem. ● Analyze laws, policies, and processes, including powers and responsibilities, to determine how governmental systems affect individuals, groups, and institutions in society (social structures and stratification). <p><u>Missouri Learning Standards</u></p> <p>Priority Content Standard:</p> <ul style="list-style-type: none"> ● 9-12.AH.4.CC.E Evaluate the impact of U.S. participation in WWII and the resulting new role in the post-war world at home and abroad. ● 9-12.AH.5.CC.C Trace changes in military strategies and technologies as a response to the challenges of the Cold War. 	<p>As Social Studies learners, students of the City of St. Charles School District will think critically and deeply about the world around them. Using effective communication supported by evidence, they will consider multiple perspectives as responsible, curious, informed decision makers who take meaningful action.</p>	
	<p align="center">Enduring Understandings</p> <ul style="list-style-type: none"> ● The location of people often influences how they interpret freedom. ● World conflicts influence government policies and actions. 	<p align="center">Essential Questions</p> <ul style="list-style-type: none"> ● To what extent did American foreign policy impact their involvement in the Vietnam Conflict? ● How did America’s involvement in Vietnam shape ideas, social reform, and political views at home.
<p>Learning Targets</p>		
<p><i>Students will understand Affirmative Action, Watergate, Iran Hostage Crisis, OPEC, Vietnamization, Kent State, Ho Chi Minh Trail, Tet Offensive, Gulf of Tonkin Resolution, Napalm, Paris Peace Accords, Impeachment.</i></p>		
<p>Unit Duration:4-6 Classes (2-3 Weeks)</p>		

Unit 13: 1980'S TO PRESENT

Desired Results

Standards	Transfer Goal(s) /Big Ideas	
<p><u>Priority Skills Standards:</u></p> <ul style="list-style-type: none"> Using an inquiry lens, develop compelling questions, determine appropriate resources, and consider multiple points of views represented in the resources, develop a research plan, create and present a research product. Analyze the causes and consequences of a specific issue, as well as the challenges and opportunities faced by those trying to address the problem. <p><u>Missouri Learning Standards</u></p> <p><u>Priority Content Standards:</u></p> <ul style="list-style-type: none"> 9-12.AH.6.CC.A Analyze the fall of the Soviet Union to determine its effect on U.S. foreign policy and its relationships with the rest of the world. 9-12.AH.6.CC.B Trace the origins of twenty-first century conflicts to understand U.S. policies and actions. 	<p>As Social Studies learners, students of the City of St. Charles School District will think critically and deeply about the world around them. Using effective communication supported by evidence, they will consider multiple perspectives as responsible, curious, informed decision makers who take meaningful action.</p>	
	Enduring Understandings	Essential Questions
	<ul style="list-style-type: none"> Politicians use different tools to prevent conflicts with other nations. Aggressive actions of belligerent groups have global impacts. 	<ul style="list-style-type: none"> How did global events lead to the end of the Cold War? To what extent did US foreign policy change after the events of 9/11?
<p>Learning Targets</p>		
<p><i>Students will understand Watergate, pardon, Iran Hostage Crisis, Feminism, Earth Day, Camp David Accords, stagflation, SALT II, sanctions, Internet, Globalization, Contract with America, NAFTA, EU, No Child Left Behind Act, Taliban, Department of Homeland Security, Affirmative Action, Immigration reform, Conservative/Liberal, Budget deficit, AIDS, Strategic Defense Initiative, Contras, Desert Storm, Reaganomics.</i></p>		
<p>Unit Duration:4-6 Classes (2-3 Weeks)</p>		

Standard 1: 9-12.AH.5.EC.C		
Describe the consequences, both intended and unintended, of government policies to improve individual and societal conditions.		
Topic: Reconstruction		
Grade: 9		
Score	4.0	Sample Activities
	<p>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</p> <p><input type="checkbox"/> Students can extend their knowledge by making broader connections to other relevant concepts throughout American History.</p>	
	3.5	
	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score	3.0	
	<p>The student: The student exhibits no major errors or omissions.</p> <p><input type="checkbox"/> Describe the consequences, both intended and unintended, of government policies to improve individual and societal conditions.</p>	
	2.5	
	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score	2.0	
	<p>There are no major errors or omissions regarding the simpler details and processes as the student: However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p> <p><input type="checkbox"/> Students can provide an example of intended consequences for newly freed African Americans. For example, citizenship rights(14th Amendment), ending of slavery(13th Amendment), voting rights for men(15th Amendment). Also exemplify the unintended consequences like: black codes, rise of the KKK, convict leasing, voting obstacles.</p>	
	1.5	
	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score	1.0	
	<p>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</p> <p><input type="checkbox"/> Students can define individual and societal conditions. Students can define consequences, and explain at least one living condition of American citizens during that time.</p>	
	0.5	
	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score	0.0	
	Even with help, no understanding or skill demonstrated.	

Standard 1: 9-12.AH.2.PC.A		
Analyze patterns of immigration to determine their effects on economic, cultural, and political development.		
Topic:		
Grade:		
Score		Sample Activities
4.0	<p>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</p> <p><input type="checkbox"/> Students can extend their knowledge by making broader connections to other relevant concepts throughout American History.</p>	
	<p>3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.</p>	
3.0	<p>The student: The student exhibits no major errors or omissions.</p> <p><input type="checkbox"/> Analyze patterns of immigration to determine their effects on economic, cultural, and political development.</p>	
	<p>2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.</p>	
2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student: However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p> <p><input type="checkbox"/> Students will be able to provide examples of the following terms: Angel Island, Ellis Island, Nativism, labor unions, collective bargaining, and Chinese Exclusion Act</p>	
	<p>1.5 Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.</p>	
1.0	<p>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</p> <p><input type="checkbox"/> Students can define immigration, economy, culture, and politics.</p>	
	<p>0.5 With help, a partial understanding of the 2.0 content, but not the 3.0 content.</p>	
0.0	<p>Even with help, no understanding or skill demonstrated.</p>	

Standard 1: 9-12.AH.2.EC.B		
Explain how the expansion of industrialization, transportation and technological developments influenced different regions and the relationship between those regions.		
Topic:		
Grade:		
Score		Sample Activities
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. <input type="checkbox"/> Students can extend their knowledge by making broader connections to other relevant concepts throughout American History.	
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	The student: The student exhibits no major errors or omissions. <input type="checkbox"/> Explain how the expansion of industrialization, transportation and technological developments influenced different regions and the relationship between those regions.	
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	There are no major errors or omissions regarding the simpler details and processes as the student: However, the student exhibits major errors or omissions regarding the more complex ideas and processes. <input type="checkbox"/> Students will be able to provide examples of the following terms: Bessemer Process, Assembly Line, horizontal and vertical integration, industrialization, Robber Baron, Industry Tycoons (Vanderbilt, Rockefeller, Carnegie, Morgan), monopoly, and Gilded Age Inventions.	
	1.5 Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
	0.5 With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.	

Standard 1: 9-12.AH.2.PC.A		
Analyze patterns of immigration to determine their effects on economic, cultural, and political development.		
Topic:		
Grade:		
Score		Sample Activities
4.0	<p>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</p> <p><input type="checkbox"/> Students can extend their knowledge by making broader connections to other relevant concepts throughout American History.</p>	
	<p>3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.</p>	
3.0	<p>The student: The student exhibits no major errors or omissions.</p> <p><input type="checkbox"/> Analyze patterns of immigration to determine their effects on economic, cultural, and political development.</p>	
	<p>2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.</p>	
2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student: However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p> <p><input type="checkbox"/> Students will be able to provide examples of the following terms: Angel Island, Ellis Island, Nativism, labor unions, collective bargaining, and Chinese Exclusion Act</p>	
	<p>1.5 Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.</p>	
1.0	<p>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</p> <p><input type="checkbox"/> Students can define immigration, economy, culture, and politics.</p>	
	<p>0.5 With help, a partial understanding of the 2.0 content, but not the 3.0 content.</p>	
0.0	<p>Even with help, no understanding or skill demonstrated.</p>	

Standard 1: 9-12.AH.3.PC.A		
Explain the motivation for social and political reforms and their impact on the ability of individuals and groups to realize the promise of American ideals.		
Topic: Progressive Era		
Grade: 9		
Score		Sample Activities
4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. <input type="checkbox"/> Students can extend their knowledge by making broader connections to other relevant concepts throughout American History.	
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	The student: The student exhibits no major errors or omissions. <input type="checkbox"/> Explain the motivation for social and political reforms and their impact on the ability of individuals and groups to realize the promise of American ideals.	
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
2.0	There are no major errors or omissions regarding the simpler details and processes as the student: However, the student exhibits major errors or omissions regarding the more complex ideas and processes. <input type="checkbox"/> Students will be able to provide examples for the following terms: Progressive Movement, Muckraker, 16th, 17th, 18th, 19th, and 21st Amendments, Goals of WEB Dubois and Booker T. Washington, recall, referendum, and initiative	
	1.5 Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes. <input type="checkbox"/> Students will be able to define the following terms: Reform, Progressive, American Ideal.	
	0.5 With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
0.0	Even with help, no understanding or skill demonstrated.	

Standard 1: 9-12.AH.2.G.A		
Evaluate the causes, patterns, and outcomes of internal migrations and urbanization.		
Topic: Progressive Era		
Grade: 9		
Score	Performance Level	Sample Activities
4.0	<p>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</p> <p><input type="checkbox"/> Students can extend their knowledge by making broader connections to other relevant concepts throughout American History.</p>	
	<p>3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.</p>	
3.0	<p>The student: The student exhibits no major errors or omissions.</p> <p><input type="checkbox"/> Evaluate the causes, patterns, and outcomes of internal migrations and urbanization.</p>	
	<p>2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.</p>	
2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student: However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p> <p><input type="checkbox"/> Students will be able to provide examples of the following: Industrialization, Triangle Shirtwaist Factory, The Jungle, Pure Food and Drug Act, and urbanization</p>	
	<p>1.5 Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.</p>	
1.0	<p>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</p> <p><input type="checkbox"/> Students will be able to define the following terms: Migration and Immigration</p>	
	<p>0.5 With help, a partial understanding of the 2.0 content, but not the 3.0 content.</p>	
0.0	<p>Even with help, no understanding or skill demonstrated.</p>	

Standard 1:9-12.AH.3.EC.A

Analyze emerging American involvement in world trade to determine its influence on foreign policy and government actions.

Topic: Imperialism

Grade: 9

Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. <input type="checkbox"/> Students can extend their knowledge by making broader connections to other relevant concepts throughout American History.	Sample Activities
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	The student: The student exhibits no major errors or omissions. <input type="checkbox"/> Analyze emerging American involvement in world trade to determine its influence on foreign policy and government actions.	
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	There are no major errors or omissions regarding the simpler details and processes as the student: However, the student exhibits major errors or omissions regarding the more complex ideas and processes. <input type="checkbox"/> Students will be able to provide examples of the following terms: Imperialism, annexation, yellow journalism, Open Door Notes, USS Maine, Foreign Policy Acts or Amendments, Spanish American War, Philippine American War, Presidential Imperialist Policies, and Queen Lilioukalani	
	1.5 Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes. <input type="checkbox"/> Students should be able to define Imperialism.	
	0.5 With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.	

Standard 1: 9-12.AH.3.CC.B			
Evaluate the motivations for the United States' entry into World War I.			
Topic: World War I			
Grade: 9			
Score	4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	Sample Activities
		<input type="checkbox"/> Students can extend their knowledge by making broader connections to other relevant concepts throughout American History.	
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score	3.0	The student: The student exhibits no major errors or omissions. <input type="checkbox"/> Evaluate the motivations for the United States' entry into World War I.	
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score	2.0	There are no major errors or omissions regarding the simpler details and processes as the student: However, the student exhibits major errors or omissions regarding the more complex ideas and processes. <input type="checkbox"/> Students will be able to provide examples of: Militarism, Assassination of ArchDuke Franz Ferdinand, Imperialism, Nationalism, Alliances, Sinking of the Lusitania, Zimmerman Notes, Neutrality, trench warfare, U Boat, and Weapons Technology.	
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score	1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes. <input type="checkbox"/> Students will be able to define the following terms: Motivation, World War, and Cause and Effect.	
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score	0.0	Even with help, no understanding or skill demonstrated.	

Standard 1: 9-12.AH.3.PC.D		
Assess the impact of WWI related events, on the formation of “patriotic” groups, pacifist organizations, and the struggles for and against racial equality, and diverging women’s roles in the United States.		
Topic: World War I		
Grade: 9		
Score		Sample Activities
4.0	<p>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</p> <p><input type="checkbox"/> Students can extend their knowledge by making broader connections to other relevant concepts throughout American History.</p>	
	<p>3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.</p>	
3.0	<p>The student: The student exhibits no major errors or omissions.</p> <p><input type="checkbox"/> Assess the impact of WWI related events, on the formation of “patriotic” groups, pacifist organizations, and the struggles for and against racial equality, and diverging women’s roles in the United States.</p>	
	<p>2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.</p>	
2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student: However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p> <p><input type="checkbox"/> Students will be able to provide examples of: Great Migration, Schenck v. US, Treaty of Versailles, 14 Points, League of Nations, Conscription, “Liberty” or WWI Propaganda, Harlem Hellfighters, and ration.</p>	
	<p>1.5 Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.</p>	
1.0	<p>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</p> <p><input type="checkbox"/> Students will be able to define the following terms: Equality, patriotism, and pacifist.</p>	
	<p>0.5 With help, a partial understanding of the 2.0 content, but not the 3.0 content.</p>	
0.0	<p>Even with help, no understanding or skill demonstrated.</p>	

Standard 1: 9-12.AH.3.GS.C		
Analyze the changing social norms and conflicting mores which emerged during the first three decades of the twentieth century.		
Topic: Roaring Twenties		
Grade: 9		
Score	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	Sample Activities
4.0	<input type="checkbox"/> Students can extend their knowledge by making broader connections to other relevant concepts throughout American History.	
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	The student: The student exhibits no major errors or omissions. <input type="checkbox"/> Analyze the changing social norms and conflicting mores which emerged during the first three decades of the twentieth century.	
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	There are no major errors or omissions regarding the simpler details and processes as the student: However, the student exhibits major errors or omissions regarding the more complex ideas and processes. <input type="checkbox"/> Students will be able to provide examples of the following: Prohibition, Red Scare, Harlem Renaissance, Credit, Scopes Trial, Flappers, Impact of new technologies.	
1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes. <input type="checkbox"/> Students will be able to define social norms and mores.	
0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.	

Standard 1: 9-12.AH.4.CC.A		
Trace the significant events and developments of the Great Depression and WWII.		
Topic: Great Depression and New Deal		
Grade: 9		
Score	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	Sample Activities
4.0	<input type="checkbox"/> Students can extend their knowledge by making broader connections to other relevant concepts throughout American History.	
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	The student: The student exhibits no major errors or omissions. <input type="checkbox"/> Trace the significant events and developments of the Great Depression and WWII.	
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	There are no major errors or omissions regarding the simpler details and processes as the student: However, the student exhibits major errors or omissions regarding the more complex ideas and processes. <input type="checkbox"/> Students will be able to provide an example of the following: Laissez-Faire, Dust Bowl, Overproduction, Stock Market Crash, Run on Banks, March of the Bonus Army, Buying on the Margin, Unemployment, and Soup Kitchens.	
1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes. <input type="checkbox"/> Students will be able to define: The Great Depression, debt, and economy.	
0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.	

Standard 1: 9-12.AH.4.CC.B		
Evaluate the responses of United States leaders to the challenges of the Great Depression and World War II.		
Topic: Great Depression and New Deal		
Grade: 9		
Score		Sample Activities
4.0	<p>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</p> <p><input type="checkbox"/> Students can extend their knowledge by making broader connections to other relevant concepts throughout American History.</p>	
	<p>3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.</p>	
3.0	<p>The student: The student exhibits no major errors or omissions.</p> <p><input type="checkbox"/> Evaluate the responses of United States leaders to the challenges of the Great Depression and World War II.</p>	
	<p>2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.</p>	
2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student: However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p> <p><input type="checkbox"/> Students will be able to provide an example of the following: FDR's New Deal, Fireside Chats, Court Packing, First 100 Days, Hoovervilles, New Deal Programs like: TVA, CCC, WPA, SSA, and AAA.</p>	
	<p>1.5 Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.</p>	
1.0	<p>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</p> <p><input type="checkbox"/> Students will be able to define: The Great Depression, debt, and economy.</p>	
	<p>0.5 With help, a partial understanding of the 2.0 content, but not the 3.0 content.</p>	
0.0	<p>Even with help, no understanding or skill demonstrated.</p>	

Standard 1: 9-12.AG.4.CC.D		
Evaluate the motivations for United States abandonment of isolationism and entry into WWII.		
Topic: World War II		
Grade: 9		
Score		Sample Activities
Score 4.0	<p>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</p> <p><input type="checkbox"/> Students can extend their knowledge by making broader connections to other relevant concepts throughout American History.</p>	
	<p>3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.</p>	
Score 3.0	<p>The student: The student exhibits no major errors or omissions.</p> <p><input type="checkbox"/> Evaluate the motivations for United States abandonment of isolationism and entry into WWII.</p>	
	<p>2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.</p>	
Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student: However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p> <p><input type="checkbox"/> Students will be able to recognize and recall the following terms: Treaty of Versailles, Fascism, Dictatorship, Appeasement, Isolationism v. Interventionism, Neutrality Act, Lend Lease, Cash and Carry, Blitzkrieg, and Attack of Pearl Harbor.</p>	
	<p>1.5 Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.</p>	
Score 1.0	<p>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</p> <p><input type="checkbox"/> Students will be able to define the following terms: Abandonment, Isolation, and WWII.</p>	
	<p>0.5 With help, a partial understanding of the 2.0 content, but not the 3.0 content.</p>	
Score 0.0	<p>Even with help, no understanding or skill demonstrated.</p>	

Standard 1: 9-12.AH.4.CC.E		
Evaluate the impact of U.S. participation in WWII and the resulting new role in the post-war world at home and abroad.		
Topic: World War II		
Grade: 9		
Score		Sample Activities
Score 4.0	<p>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</p> <p><input type="checkbox"/> Students can extend their knowledge by making broader connections to other relevant concepts throughout American History.</p>	
	<p>3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.</p>	
Score 3.0	<p>The student: The student exhibits no major errors or omissions.</p> <p><input type="checkbox"/> Evaluate the impact of U.S. participation in WWII and the resulting new role in the post-war world at home and abroad.</p>	
	<p>2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.</p>	
Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student: However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p> <p><input type="checkbox"/> Students will be able to recognize and recall the following terms: Double V Campaign, Zoot Suit Riots, Tuskegee Airmen, Korematsu Case, Executive Order 9066, Propaganda, D-Day, Island Hopping, Midway, Manhattan Project (Atomic Bomb), VE/VJ Day, United Nations.</p>	
	<p>1.5 Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.</p>	
Score 1.0	<p>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</p> <p><input type="checkbox"/> Students will be able to define the following terms: mobilization, discrimination, and World War conflict.</p>	
	<p>0.5 With help, a partial understanding of the 2.0 content, but not the 3.0 content.</p>	
Score 0.0	<p>Even with help, no understanding or skill demonstrated.</p>	

Standard 1: 9-12.AH.5.CC.B		
Evaluate the responses of United States leaders to the challenges of global tensions.		
Topic: Cold War		
Grade: 9		
Score	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	Sample Activities
4.0	<input type="checkbox"/> Students can extend their knowledge by making broader connections to other relevant concepts throughout American History.	
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	The student: The student exhibits no major errors or omissions. <input type="checkbox"/> Evaluate the responses of United States leaders to the challenges of global tensions.	
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	There are no major errors or omissions regarding the simpler details and processes as the student: However, the student exhibits major errors or omissions regarding the more complex ideas and processes. <input type="checkbox"/> Students will be able to recognize and recall the following terms: Communism, Capitalism, Containment, Truman Doctrine, Marshall Plan, NATO, Warsaw Pact, Satellite Nations, MAD, Cuban Missile Crisis, Berlin Airlift, Berlin Wall.	
1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes. <input type="checkbox"/> Students will be able to define the following terms: Global Tension, Global Conflict, Global Response	
0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.	

Standard 1: 9-12.5.PC.A		
Evaluate the effect of the internal tensions caused by the Cold War on societal groups, organizations, and Government.		
Topic: Cold War		
Grade: 9		
Score	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	Sample Activities
4.0	<input type="checkbox"/> Students can extend their knowledge by making broader connections to other relevant concepts throughout American History.	
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	The student: The student exhibits no major errors or omissions. <input type="checkbox"/> Evaluate the effect of the internal tensions caused by the Cold War on societal groups, organizations, and Government.	
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	There are no major errors or omissions regarding the simpler details and processes as the student: However, the student exhibits major errors or omissions regarding the more complex ideas and processes. <input type="checkbox"/> Students will be able to recognize and recall the following terms: Red Scare, McCarthyism, HUAC, Hollywood 10, Containment, Rosenbergs, and Sputnik.	
1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes. <input type="checkbox"/> Students will be able to define the following terms: Society, Internal tensions, Communism, and Cold War.	
0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.	

Standard 1: 9-12.AH.3.PC.A		
Explain the motivation for social and political reforms and their impact on the ability of individuals and groups to realize the promise of American ideals.		
Topic: Civil Rights Movement		
Grade: 9		
Score		Sample Activities
4.0	<p>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</p> <p><input type="checkbox"/> Students can extend their knowledge by making broader connections to other relevant concepts throughout American History.</p>	
	<p>3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.</p>	
3.0	<p>The student: The student exhibits no major errors or omissions.</p> <p><input type="checkbox"/> Explain the motivation for social and political reforms and their impact on the ability of individuals and groups to realize the promise of American ideals.</p>	
	<p>2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.</p>	
2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student: However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p> <p><input type="checkbox"/> Students will be able to recognize and recall the following terms: Southern Christian Leadership Conference, SNCC, Montgomery Bus Boycott, Little Rock Nine, NAACP, Jim Crow Laws, De Jure and De Facto Segregation, Black Nationalism, Chicano Movement, Feminist Movement, Freedom Riders, Sit-In Movement, 1963 March on Washington, and Selma Voting Rights March.</p>	
	<p>1.5 Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.</p>	
1.0	<p>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</p> <p><input type="checkbox"/> Students will be able to define the following terms: political and social reforms, and understand Civil Rights.</p>	
	<p>0.5 With help, a partial understanding of the 2.0 content, but not the 3.0 content.</p>	
0.0	<p>Even with help, no understanding or skill demonstrated.</p>	

Standard 1: 9-12.AH.5.EC.C		
Describe the consequences, both intended and unintended, of government policies to improve individual and societal conditions.		
Topic: Civil Rights Movement		
Grade: 9		
Score	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	Sample Activities
4.0	<input type="checkbox"/> Students can extend their knowledge by making broader connections to other relevant concepts throughout American History.	
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	The student: The student exhibits no major errors or omissions. <input type="checkbox"/> Describe the consequences, both intended and unintended, of government policies to improve individual and societal conditions.	
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	There are no major errors or omissions regarding the simpler details and processes as the student: However, the student exhibits major errors or omissions regarding the more complex ideas and processes. <input type="checkbox"/> Students will be able to recall and recognize the following terms: Brown v. Board of Education, Redlining, Plessy v. Ferguson, 14th Amendment, Civil Rights Act of 1964, Voting Rights Act of 1965, Housing Rights Act of 1968.	
1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes. <input type="checkbox"/> Students will be able to define boycott, Civil Rights, and Activism.	
0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.	

Standard 1: 9-12.AH.6.PC.C

Assess the response of individuals, groups, and the government to societal challenges to understand how systems change and evolve over time.

Topic: JFK's New Frontier and LBJ's Great Society

Grade: 9

Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. <input type="checkbox"/> Students can extend their knowledge by making broader connections to other relevant concepts throughout American History.	Sample Activities
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	The student: The student exhibits no major errors or omissions. <input type="checkbox"/> Assess the response of individuals, groups, and the government to societal challenges to understand how systems change and evolve over time.	
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	There are no major errors or omissions regarding the simpler details and processes as the student: However, the student exhibits major errors or omissions regarding the more complex ideas and processes. <input type="checkbox"/> Students will be able to recognize, recall, and provide examples of the following terms: Great Society, New Frontier, Bay of Pigs, Space Race, Miranda v. Arizona, and War on Poverty.	
	1.5 Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes. <input type="checkbox"/> Students will be able to define the following terms: Social Welfare, Global Conflict, and Political Resolutions.	
	0.5 With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.	

Standard 1: 9-12.AH.4.CC.E		
Evaluate the impact of U.S. participation in WWII and the resulting new role in the post-war world at home and abroad.		
Topic: Vietnam		
Grade: 9		
Score		Sample Activities
4.0	<p>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</p> <p><input type="checkbox"/> Students can extend their knowledge by making broader connections to other relevant concepts throughout American History.</p>	
	<p>3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.</p>	
3.0	<p>The student: The student exhibits no major errors or omissions.</p> <p><input type="checkbox"/> Evaluate the impact of U.S. participation in WWII and the resulting new role in the post-war world at home and abroad.</p>	
	<p>2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.</p>	
2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student: However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p> <p><input type="checkbox"/> Students will be able to recognize, recall, and provide examples of the following terms: Domino Theory, Containment, SEATO, Ho Chi Minh, Vietminh, Vietcong, Hawks, Doves, Kent State, War Powers Resolution, Watergate Scandal, Pentagon Papers.</p>	
	<p>1.5 Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.</p>	
1.0	<p>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</p> <p><input type="checkbox"/> Students will be able to define the following terms: Cold War, Civil War, Foreign Conflict.</p>	
	<p>0.5 With help, a partial understanding of the 2.0 content, but not the 3.0 content.</p>	
0.0	<p>Even with help, no understanding or skill demonstrated.</p>	

Standard 2: 9-12.AH.5.CC.C		
Trace changes in military strategies and technologies as a response to the challenges of the Cold War.		
Topic: Vietnam		
Grade: 9		
Score		Sample Activities
4.0	<p>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</p> <p><input type="checkbox"/> Students can extend their knowledge by making broader connections to other relevant concepts throughout American History.</p>	
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	<p>The student: The student exhibits no major errors or omissions.</p> <p><input type="checkbox"/> Trace changes in military strategies and technologies as a response to the challenges of the Cold War.</p>	
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student: However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p> <p><input type="checkbox"/> Students will be able to recognize, recall, and provide examples of the following terms: Domino Theory, Containment, SEATO, Gulf of Tonkin Resolution, Bombing of Cambodia, Tet Offensive, Napalm, Operation Rolling Thunder, Military Draft, and Ho Chi Minh Trail.</p>	
1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
1.0	<p>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</p> <p><input type="checkbox"/> Students will be able to define the following terms: Cold War, Civil War, Foreign Conflict.</p>	
0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
0.0	Even with help, no understanding or skill demonstrated.	

Standard 1: 9-12.AH.6.CC.B		
Trace the origins of twenty-first century conflicts to understand U.S. policies and actions.		
Topic: 1980s to the Present		
Grade: 9		
Score		Sample Activities
4.0	<p>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</p> <p><input type="checkbox"/> Students can extend their knowledge by making broader connections to other relevant concepts throughout American History.</p>	
	<p>3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.</p>	
3.0	<p>The student: The student exhibits no major errors or omissions.</p> <p><input type="checkbox"/> Trace the origins of twenty-first century conflicts to understand U.S. policies and actions.</p>	
	<p>2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.</p>	
2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student: However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p> <p><input type="checkbox"/> Students will be able to recognize, recall, and provide examples of the following terms: Conservative v. Liberal ideologies, AIDS Epidemic, Strategic Defense Initiative, Contras, Desert Storm, Reaganomics, Globalization, NAFTA, EU, Taliban, Department of Homeland Security, Affirmative Action, and Immigration reform.</p>	
	<p>1.5 Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.</p>	
1.0	<p>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</p> <p><input type="checkbox"/> Students will be able to define the following concepts: Modern Technology, Terrorism, and governmental policies.</p>	
	<p>0.5 With help, a partial understanding of the 2.0 content, but not the 3.0 content.</p>	
0.0	<p>Even with help, no understanding or skill demonstrated.</p>	

Honors US History

Scope and Sequence	Reconstruction	Industry and Immigration	Progressive Era	United States Imperialism	World War I	Roaring 20s	Great Depression and New Deal	World War II	Cold War	Civil Rights Era	JFK and LBJ	Vietnam Conflict and 1970s America	1980s to Present
K-12 Social Studies													
Using an inquiry lens, describe how people's perspectives shape the sources/artifacts they created. (9-12.GV.1.CC.B & 9-12.GV.1.PC.A)	X				X					X			
Create and use tools and other graphic representations to analyze a chronological sequence of events, explain relationships, and reveal patterns or trends. (9-12.GV.1.CC.A & 9-12.GV.1.G.A)			X					X				X	
Using an inquiry lens, develop compelling questions, determine appropriate resources, and consider multiple points of views represented in the resources, develop a research plan, create and present a research product. (9-12.GV.1.CC.C & 9-12.GV.1.CC.D)							X						X
Analyze the causes and consequences of a specific issue, as well as the challenges and opportunities faced by those trying to address the problem. (9-12.GV.1.CC.E)		X			X		X	X	X			X	X
Analyze laws, policies, and processes, including powers and responsibilities, to determine how governmental systems affect individuals, groups, and institutions in society -social structures and stratification. (9-12.GV.1.GS.A & 9-12.GV.1.GS.B)	X		X				X	X	X	X	X	X	
Analyze the relationship between geography and individuals, groups, and institutions. (9-12.GV.1.PC.B & 9-12.GV.1.G.A & 9-12.GV.1.G.B)	X			X		X		X	X				
Examine the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals, groups, and institutions. (9-12.GV.1.EC.A)		X		X		X	X	X			X		

Honors US HISTORY
Course Overview

Grade level(s): 9	Credits earned: 1
Course Rationale:	Course Description:
<p>This class is designed for the student to be able to develop their own perspective and speak up for what they believe in using historical evidence to support their claims. Every unit, lesson, and assignment this year will be geared toward understanding how the definition of American Freedom has changed throughout American History. Every student throughout this course will:</p> <ul style="list-style-type: none">• Analyze Primary and Secondary Sources• Interpret and Conceptualize Eras within American History• Engage in Collaborative exercises• Develop a unique writing style that uses historical concepts and grows personal perspectives	<p>Modern US History is a study of our nation and its social, economic, and political development from reconstruction to present time. Emphasis is placed on the democratic advancements made by the American people. The Honors Modern US History will have an increased rigor and pace over the regular US History course. The class will include AP style testing and teach students strategies to improve AP scores in future classes (AP World and AP Gov.).</p>
Transfer Goals/Big Ideas	
<p>As Social Studies learners, students of the City of St. Charles School District will think critically and deeply about the world around them. Using effective communication supported by evidence, they will consider multiple perspectives as responsible, curious, informed decision makers who take meaningful action.</p>	
Priority Missouri Learning Standards/National Standards	
<p><u>Missouri Learning Standards</u></p>	

MODERN US HISTORY
Course Overview

Grade level(s): 9

Credits earned: 1

Course Rationale:

Course Description:

This class is designed for you to be able to develop your own perspective and speak up for what you believe in using historical evidence to support your claims. Every unit, lesson, and assignment this year will be geared toward understanding how the definition of American Freedom has changed throughout American History. Every student throughout this course will:

- Analyze Primary and Secondary Sources
- Interpret and Conceptualize Eras within American History
- Engage in Collaborative exercises
- Develop a unique writing style that uses historical concepts and grows personal perspectives

Modern US History is a study of our nation and its social, economic, and political development from reconstruction to present time. Emphasis is placed on the democratic advancements made by the American people. The Honors Modern US History will have an increased rigor and pace over the regular US History course. The class will include AP style testing and teach students strategies to improve AP scores in future classes (AP World and AP Gov.).

Transfer Goals/Big Ideas

As Social Studies learners, students of the City of St. Charles School District will think critically and deeply about the world around them. Using effective communication supported by evidence, they will consider multiple perspectives as responsible, curious, informed decision makers who take meaningful action.

Priority Missouri Learning Standards/National Standards

[Missouri Learning Standards](#)

Unit 1: Reconstruction

Standards	Transfer Goal(s) /Big Ideas	
<p><u>Priority Skill Standards:</u></p> <ul style="list-style-type: none"> Analyze laws, policies, and processes, including powers and responsibilities, to determine how governmental systems affect individuals, groups, and institutions in society (social structures and stratification). Using an inquiry lens, develop compelling questions, determine appropriate resources, and consider multiple points of views represented in the resources, develop a research plan, create and present a research product. Analyze the relationship between geography and individuals, groups, and institutions. <p><u>Priority Content Standards:</u></p> <ul style="list-style-type: none"> 9-12.AH.5.EC.C Describe the consequences, both intended and unintended, of government policies to improve individual and societal conditions. 9-12.AH.2.PC.C Evaluate laws, events, and perspectives to determine the extent to which individuals and groups could participate in, and realize, the promise of American ideals. 	<p>As Social Studies learners, students of the City of St. Charles School District will think critically and deeply about the world around them. Using effective communication supported by evidence, they will consider multiple perspectives as responsible, curious, informed decision makers who take meaningful action.</p>	
	Enduring Understandings	Essential Questions
	<ul style="list-style-type: none"> Societal conflicts influence political decisions and lead to alterations of the constitution. Laws, events, and perspectives impact the living conditions of citizens. 	<ul style="list-style-type: none"> To what extent did social conflict influence political decisions and constitutional changes? To what extent did the United States successfully integrate formerly enslaved people into American society?

Learning Targets

Students will recognize and recall the 13-15 Amendments, Convict Leasing, Sharecropping, The KKK, CarpetBaggers, The Freedmen's Bureau, Reconstruction, Compromise of 1877, Black Codes, Scalawags.

Unit Duration: 4-6 Classes (2-3 Weeks)

Unit 2: Industry and Immigration

Standards	Transfer Goal(s) /Big Ideas	
<p>Priority Skills Standard:</p> <ul style="list-style-type: none"> Analyze the causes and consequences of a specific issue, as well as the challenges and opportunities faced by those trying to address the problem. Examine the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals, groups, and institutions. Using an inquiry lens, describe how peoples' perspectives shaped the sources/ artifacts they created. <p>Missouri Learning Standards</p> <p>Priority Content Standards:</p> <ul style="list-style-type: none"> 9-12.AH.2.EC.B Explain how the expansion of industrialization, transportation and technological developments influenced different regions and the relationship between those regions. 9-12.AH.2.PC.A Analyze patterns of immigration to determine their effects on economic, cultural, and political development. 	<p>As Social Studies learners, students of the City of St. Charles School District will think critically and deeply about the world around them. Using effective communication supported by evidence, they will consider multiple perspectives as responsible, curious, informed decision makers who take meaningful action.</p>	
	Enduring Understandings	Essential Questions
	<ul style="list-style-type: none"> The expansion of industrialization, transportation, and technology influences different regions. The movement of people, goods, and ideas impacts society within and among regions. 	<ul style="list-style-type: none"> To what extent did the advancement of Gilded Age Technology and Transportation impact society? To what extent did the influx of immigrants in the late 1800s and early 1900s impact American society?
Learning Targets		
<p><i>Students will understand Industrialization, Horizontal Integration, Vertical Integration, Gilded, Social Darwinism, Monopoly, Trust, Robber Barons, Melting Pot Theory, Ellis Island, Angel Island, Nativism, Chinese Exclusion Act, Urbanization, Tenements.</i></p>		
Unit Duration: 4-6 Classes (2-3 Weeks)		

Unit 3: PROGRESSIVE ERA

Standards	Transfer Goal(s) /Big Ideas	
<p>Priority Skills Standard:</p> <ul style="list-style-type: none"> ● Create and use tools and other graphic representations to analyze a chronological sequence of events, explain relationships, and reveal patterns or trends. ● Analyze laws, policies, and processes, including powers and responsibilities, to determine how governmental systems affect individuals, groups, and institutions in society (social structures and stratification). <p>Missouri Learning Standards</p> <p>Priority Content Standards:</p> <ul style="list-style-type: none"> ● Explain the motivation for social and political reforms and their impact on the ability of individuals and groups to realize the promise of American ideals. ● Evaluate the causes, patterns, and outcomes of internal migrations and urbanization. 	<p>As Social Studies learners, students of the City of St. Charles School District will think critically and deeply about the world around them. Using effective communication supported by evidence, they will consider multiple perspectives as responsible, curious, informed decision makers who take meaningful action.</p>	
	Enduring Understandings	Essential Questions
	<ul style="list-style-type: none"> ● Social and political reforms impact citizens' ability to realize rights and freedoms. ● Internal migrations and movements impact social, cultural, and political outcomes. 	<ul style="list-style-type: none"> ● Evaluate the extent to which progressive reformers influenced governmental changes. ● During the Progressive Era, how did individuals seek to define American freedom through activism?
<p align="center">Learning Targets</p>		
<p><i>Students will understand Women's Christian Temperance Movement, 16th-19th Amendments, Muckrakers, How the Other Half Lives, Suffrage, Triangle Shirtwaist Factory, The Jungle, Trust Busters, Settlement Houses, Federal Reserve Act, Tuskegee Institute, NAACP, Square Deal, Election of 1912.</i></p>		
<p align="center">Unit Duration: 4-6 Classes (2-3 Weeks)</p>		

Unit 4: UNITED STATES IMPERIALISM

Standards	Transfer Goal(s) /Big Ideas	
<p><u>Priority Skills Standards</u></p> <ul style="list-style-type: none"> Analyze the relationship between geography and individuals, groups, and institutions. Examine the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals, groups, and institutions. <p><u>Missouri Learning Standards</u></p> <p><u>Priority Content Standards:</u></p> <ul style="list-style-type: none"> Analyze emerging American involvement in world trade to determine its influence on foreign policy and government actions. 	<p>As Social Studies learners, students of the City of St. Charles School District will think critically and deeply about the world around them. Using effective communication supported by evidence, they will consider multiple perspectives as responsible, curious, informed decision makers who take meaningful action.</p>	
	<p align="center">Enduring Understandings</p>	<p align="center">Essential Questions</p>
	<ul style="list-style-type: none"> Explore the motivations for and consequences of imperialism. World Trade influences government policies and actions. 	<ul style="list-style-type: none"> To what extent did American Imperialism impact the people of the United States and the people of the acquired territories? To what extent did America's emergence in world trade markets impact the American economy?
<p align="center">Learning Targets</p>		
<p><i>Students will understand Imperialism, Social Darwinism, Yellow Journalism, USS Maine, Teller Amendment, Dollar Diplomacy, Open Door Diplomacy, Roosevelt Corollary to the Monroe Doctrine, Bayonet Constitution, Gunboat Diplomacy, Boxer Rebellion, Anti-Imperialist League.</i></p>		
<p align="center">Unit Duration:4-6 Classes (2-3 Weeks)</p>		

Unit 5: WORLD WAR I

Standards	Transfer Goal(s) /Big Ideas	
<p>Priority Skills Standard:</p> <ul style="list-style-type: none"> Analyze the causes and consequences of a specific issue, as well as the challenges and opportunities faced by those trying to address the problem. Using an inquiry lens, describe how peoples’ perspectives shaped the sources/ artifacts they created. <p>Missouri Learning Standards</p> <p>Priority Content Standard:</p> <ul style="list-style-type: none"> 9-12.AH.3.CC.B Evaluate the motivations for the United States’ entry into World War I. 9-12.AH.3.PC.D Assess the impact of WWI related events, on the formation of “patriotic” groups, pacifist organizations, and the struggles for and against racial equality, and diverging women’s roles in the United States. 	<p>As Social Studies learners, students of the City of St. Charles School District will think critically and deeply about the world around them. Using effective communication supported by evidence, they will consider multiple perspectives as responsible, curious, informed decision makers who take meaningful action.</p>	
	Enduring Understandings	Essential Questions
	<ul style="list-style-type: none"> There are various reasons that cause nations to enter into global conflicts. Domestic policies and actions are often impacted by entry into war. 	<ul style="list-style-type: none"> How did the interconnected actions of foreign world powers push the United States into the First World War? To what extent did the First World War impact American society?
<p>Learning Targets</p>		
<p><i>Students will understand League of Nations, Nationalism, 14 Points, militarism, Zimmerman Telegram, Lusitania, Selective Service Act, Alliances, unrestricted u-boat warfare, Trench Warfare, No Man’s Land, Schenk v. US, Great Migration, Victory Gardens, Espionage and Sedition Acts, Committee of Public Information.</i></p>		
<p>Unit Duration:4-6 Classes (2-3 Weeks)</p>		

Unit 6: ROARING TWENTIES

Standards	Transfer Goal(s) /Big Ideas	
<p>Priority Skills Standard:</p> <ul style="list-style-type: none"> Analyze the relationship between geography and individuals, groups, and institutions. Examine the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals, groups, and institutions. Using an inquiry lens, describe how peoples' perspectives shaped the sources/ artifacts they created. <p>Missouri Learning Standards</p> <p>Priority Content Standards:</p> <ul style="list-style-type: none"> 9-12.AH.3.GS.C Analyze the changing social norms and conflicting mores which emerged during the first three decades of the twentieth century. 	<p>As Social Studies learners, students of the City of St. Charles School District will think critically and deeply about the world around them. Using effective communication supported by evidence, they will consider multiple perspectives as responsible, curious, informed decision makers who take meaningful action.</p>	
	Enduring Understandings	Essential Questions
	<ul style="list-style-type: none"> Changes in social values and perspectives often impact culture Changes in society, economy, and politics often influence government economic policies. 	<ul style="list-style-type: none"> To what extent did changing American values impact culture during the 1920s? How did the government's relationship to big business and labor unions impact its economic policies?
Learning Targets		
<p><i>Students will understand Prohibition, Red Scare, Scopes Trial, Stock Market, Anarchists, Espionage Act, Buying on Margin, 18th & 21st Amendment, Flapper, Palmer Raids.</i></p>		
Unit Duration:4-6 Classes (2-3 Weeks)		

Unit 7: GREAT DEPRESSION AND THE NEW DEAL

Standards	Transfer Goal(s) /Big Ideas	
<p><u>Priority Skills Standards:</u></p> <ul style="list-style-type: none"> Using an inquiry lens, develop compelling questions, determine appropriate resources, and consider multiple points of views represented in the resources, develop a research plan, create and present a research product. Analyze the causes and consequences of a specific issue, as well as the challenges and opportunities faced by those trying to address the problem. Analyze laws, policies, and processes, including powers and responsibilities, to determine how governmental systems affect individuals, groups, and institutions in society (social structures and stratification). Examine the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals, groups, and institutions. <p><u>Missouri Learning Standards</u></p> <ul style="list-style-type: none"> <u>Priority Content Standards:</u> 9-12.AH.4.CC.A Trace the significant events and developments of the Great Depression and WWII. 9-12.AH.4.CC.B Evaluate the responses of United States leaders to the challenges of the Great Depression and World War II. 	<p>As Social Studies learners, students of the City of St. Charles School District will think critically and deeply about the world around them. Using effective communication supported by evidence, they will consider multiple perspectives as responsible, curious, informed decision makers who take meaningful action.</p>	
	<p align="center">● Enduring Understandings</p>	<p align="center">● Essential Questions</p>
	<ul style="list-style-type: none"> Changes in society, economy, and politics often influence government economic policies. Leaders respond to economic challenges with policies that often shape the nation’s views on the role of government. 	<ul style="list-style-type: none"> What economic factors in the United States contributed to the start of the Great Depression? What were the differing responses of the American people to government policies and programs during the Great Depression and the New Deal?

Learning Targets

Students will understand Speculation, Black Tuesday, Fireside chat, welfare state, Dust Bowl, Hooverville, Social Security Act, New Deal Programs, Court Packing, Laissez-Faire, Run on a Bank, Buying on the Margin.

Unit Duration:4-6 Classes (2-3 Weeks)

Unit 8: WORLD WAR II

Standards	Transfer Goal(s) /Big Ideas	
<p><u>Priority Skills Standards:</u></p> <ul style="list-style-type: none"> ● Create and use tools and other graphic representations to analyze a chronological sequence of events, explain relationships, and reveal patterns or trends. ● Analyze the causes and consequences of a specific issue, as well as the challenges and opportunities faced by those trying to address the problem. ● Analyze laws, policies, and processes, including powers and responsibilities, to determine how governmental systems affect individuals, groups, and institutions in society (social structures and stratification). ● Analyze the relationship between geography and individuals, groups, and institutions. ● Examine the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals, groups, and institutions. ● 9-12.GV.1.CC.B & 9-12.GV.1.PC.A ● Using an inquiry lens, describe how peoples' perspectives shaped the sources/ artifacts they created. <p><u>Missouri Learning Standards</u></p> <p><u>Priority Content Standards</u></p> <ul style="list-style-type: none"> ● 9-12.AG.4.CC.D Evaluate the motivations for United States abandonment of isolationism and entry into WWII. ● 9-12.AH.4.CC.E Evaluate the impact of U.S. participation in WWII and the resulting new role in the post-war world at home and abroad. 	<p>As Social Studies learners, students of the City of St. Charles School District will think critically and deeply about the world around them. Using effective communication supported by evidence, they will consider multiple perspectives as responsible, curious, informed decision makers who take meaningful action.</p>	
	Enduring Understandings	Essential Questions
	<ul style="list-style-type: none"> ● Countries often have motivations that cause them to enter into agreements that impact how interconnected nations are. ● Science, technology, art, ideas, the economy, politics, and culture often have impacts on how people view and interact with society. 	<ul style="list-style-type: none"> ● How did the United States increase its global involvement during WWII? ● To what extent did America's involvement in WWII impacted technology, art, and culture?

Learning Targets

Students will understand Appeasement, Genocide, Axis vs. Allies, totalitarianism, nazism, fascism, Lend- Lease Act, Atlantic Charter, Rosie the Riveter, ration, internment, Korematsu case, discrimination, mobilization, Manhattan Project, DDay, Pearl Harbor, island hopping, Genocide, Holocaust, United Nations, Zoot Suit Riots, Korematsu v. US, Double V Campaign.

Unit Duration:4-6 Classes (2-3 Weeks)

Unit 9: COLD WAR

Standards	Transfer Goal(s) /Big Ideas	
<p><u>Priority Skills Standard:</u></p> <ul style="list-style-type: none"> Analyze the causes and consequences of a specific issue, as well as the challenges and opportunities faced by those trying to address the problem. Analyze laws, policies, and processes, including powers and responsibilities, to determine how governmental systems affect individuals, groups, and institutions in society (social structures and stratification). Analyze the relationship between geography and individuals, groups, and institutions. Using an inquiry lens, describe how peoples' perspectives shaped the sources/ artifacts they created. <p><u>Missouri Learning Standards</u></p> <p><u>Priority Content Standards:</u></p> <ul style="list-style-type: none"> 9-12.5.PC.A Evaluate the effect of the internal tensions caused by the Cold War on societal groups, organizations, and Government. 9-12.AH.5.CC.B Evaluate the responses of United States leaders to the challenges of global tensions. 	<p>As Social Studies learners, students of the City of St. Charles School District will think critically and deeply about the world around them. Using effective communication supported by evidence, they will consider multiple perspectives as responsible, curious, informed decision makers who take meaningful action.</p>	
	Enduring Understandings	Essential Questions
	<ul style="list-style-type: none"> International conflicts shape governmental policy. Foreign conflict often leads to internal developments that impact individual and group relationships with their government. 	<ul style="list-style-type: none"> To what extent did the early Cold War impact American foreign policy and domestic policy? To what extent did the Cold War impact United States investments in military and space programs?
<p align="center">Learning Targets</p>		
<p><i>Students will understand Domino Theory, Truman Doctrine, Marshall Plan, Arms Race, Brinkmanship, Containment, Red Scare, NATO/Warsaw Pact, Satellite Nations, Korean War, Berlin Wall.</i></p>		
<p align="center">Unit Duration:4-6 Classes (2-3 Weeks)</p>		

Unit 10: CIVIL RIGHTS MOVEMENT

Standards	Transfer Goal(s) /Big Ideas	
<p>Priority Skills Standards:</p> <ul style="list-style-type: none"> Analyze laws, policies, and processes, including powers and responsibilities, to determine how governmental systems affect individuals, groups, and institutions in society (social structures and stratification). Using an inquiry lens, describe how peoples' perspectives shaped the sources/ artifacts they created. <p><u>Missouri Learning Standards</u></p> <p>Priority Content Standards:</p> <ul style="list-style-type: none"> 9-12.AH.3.PC.A Explain the motivation for social and political reforms and their impact on the ability of individuals and groups to realize the promise of American ideals. 9-12.AH.5.EC.C Describe the consequences, both intended and unintended, of government policies to improve individual and societal conditions. 	<p>As Social Studies learners, students of the City of St. Charles School District will think critically and deeply about the world around them. Using effective communication supported by evidence, they will consider multiple perspectives as responsible, curious, informed decision makers who take meaningful action.</p>	
	Enduring Understandings	Essential Questions
	<ul style="list-style-type: none"> Social Reform Movements often lead to the advancement of rights for marginalized communities. Different generations have different interpretations on the role of government and the rule of law. 	<ul style="list-style-type: none"> To what extent did social reformers during the Civil Rights Movement seek to realize American Freedom? To what extent did major court cases redefine American Freedom?

Learning Targets

Students will understand Southern Manifesto, Jim Crow Laws, De Facto Segregation, Brown v. Board of Education, Montgomery Bus Boycott, Selma Voting Rights March, Little Rock Nine, Redlining, Disenfranchisement, Black Panthers, Civil Rights Act of 1964, Voting Rights Act 1965, SNCC, SCLC, Poll Taxes.

Unit Duration:4-6 Classes (2-3 Weeks)

Unit 11: JFK'S "NEW FRONTIER" AND LBJ'S "GREAT SOCIETY"

Standards	Transfer Goal(s) /Big Ideas	
<p><u>Priority Skills Standards:</u></p> <ul style="list-style-type: none"> Analyze laws, policies, and processes, including powers and responsibilities, to determine how governmental systems affect individuals, groups, and institutions in society (social structures and stratification). Examine the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals, groups, and institutions. <p><u>Missouri Learning Standards</u></p> <p><u>Priority Content Standards:</u></p> <ul style="list-style-type: none"> 9-12.AH.6.PC.C Assess the response of individuals, groups, and the government to societal challenges to understand how systems change and evolve over time. 	<p>As Social Studies learners, students of the City of St. Charles School District will think critically and deeply about the world around them. Using effective communication supported by evidence, they will consider multiple perspectives as responsible, curious, informed decision makers who take meaningful action.</p>	
	Enduring Understandings	Essential Questions
	<ul style="list-style-type: none"> Politicians use different tools to prevent conflicts with other nations. Leaders respond to economic challenges with policies that often shape the nation's views on the role of government. 	<ul style="list-style-type: none"> How did President Kennedy and President L. Johnson respond to global tensions during the Cold War? What were the differing opinions of the American people about the domestic policies of JFK's "New Frontier" and Johnson's "Great Society?"

Learning Targets

Students will understand the Bay of Pigs, Cuban Missile Crisis, Space Race, Great Society, Medicare/Medicaid, Miranda vs. Arizona, New Frontier, War on Poverty.

Unit Duration:4-6 Classes (2-3 Weeks)

Unit 12: VIETNAM CONFLICT and 1970s America
Desired Results

Standards	Transfer Goal(s) /Big Ideas	
<p>Priority Skills Standard:</p> <ul style="list-style-type: none"> ● Create and use tools and other graphic representations to analyze a chronological sequence of events, explain relationships, and reveal patterns or trends. ● Analyze the causes and consequences of a specific issue, as well as the challenges and opportunities faced by those trying to address the problem. ● Analyze laws, policies, and processes, including powers and responsibilities, to determine how governmental systems affect individuals, groups, and institutions in society (social structures and stratification). <p><u>Missouri Learning Standards</u></p> <p>Priority Content Standard:</p> <ul style="list-style-type: none"> ● 9-12.AH.4.CC.E Evaluate the impact of U.S. participation in WWII and the resulting new role in the post-war world at home and abroad. ● 9-12.AH.5.CC.C Trace changes in military strategies and technologies as a response to the challenges of the Cold War. 	<p>As Social Studies learners, students of the City of St. Charles School District will think critically and deeply about the world around them. Using effective communication supported by evidence, they will consider multiple perspectives as responsible, curious, informed decision makers who take meaningful action.</p>	
	Enduring Understandings	Essential Questions
	<ul style="list-style-type: none"> ● The location of people often influences how they interpret freedom. ● World conflicts influence government policies and actions. 	<ul style="list-style-type: none"> ● To what extent did American foreign policy impact their involvement in the Vietnam Conflict? ● How did America’s involvement in Vietnam shape ideas, social reform, and political views at home.
Learning Targets		
<p><i>Students will understand Affirmative Action, Watergate, Iran Hostage Crisis, OPEC, Vietnamization, Kent State, Ho Chi Minh Trail, Tet Offensive, Gulf of Tonkin Resolution, Napalm, Paris Peace Accords, Impeachment.</i></p>		
Unit Duration:4-6 Classes (2-3 Weeks)		

Unit 13: 1980'S TO PRESENT

Desired Results

Standards	Transfer Goal(s) /Big Ideas	
<p>Priority Skills Standards:</p> <ul style="list-style-type: none"> Using an inquiry lens, develop compelling questions, determine appropriate resources, and consider multiple points of views represented in the resources, develop a research plan, create and present a research product. Analyze the causes and consequences of a specific issue, as well as the challenges and opportunities faced by those trying to address the problem. <p>Missouri Learning Standards</p> <p>Priority Content Standards:</p> <ul style="list-style-type: none"> 9-12.AH.6.CC.A Analyze the fall of the Soviet Union to determine its effect on U.S. foreign policy and its relationships with the rest of the world. 9-12.AH.6.CC.B Trace the origins of twenty-first century conflicts to understand U.S. policies and actions. 	<p>As Social Studies learners, students of the City of St. Charles School District will think critically and deeply about the world around them. Using effective communication supported by evidence, they will consider multiple perspectives as responsible, curious, informed decision makers who take meaningful action.</p>	
	Enduring Understandings	Essential Questions
	<ul style="list-style-type: none"> Politicians use different tools to prevent conflicts with other nations. Aggressive actions of belligerent groups have global impacts. 	<ul style="list-style-type: none"> How did global events lead to the end of the Cold War? To what extent did US foreign policy change after the events of 9/11?
Learning Targets		
<p><i>Students will understand Watergate, pardon, Iran Hostage Crisis, Feminism, Earth Day, Camp David Accords, stagflation, SALT II, sanctions,Internet, Globalization, Contract with America, NAFTA, EU, No Child Left Behind Act, Taliban, Department of Homeland Security, Affirmative Action, Immigration reform, Conservative/Liberal, Budget deficit, AIDS, Strategic Defense Initiative, Contras, Desert Storm, Reaganomics.</i></p>		
Unit Duration:4-6 Classes (2-3 Weeks)		

Standard 1: Using an inquiry lens, describe how people's perspectives shape the sources/artifacts they created. (9-12.GV.1.CC.B & 9-12.GV.1.PC.A)		
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.
Score 3.0	<p>Using an inquiry lens, describe how people's perspectives shape the sources/artifacts they created.</p> <p>The student exhibits no major errors or omissions.</p> <ul style="list-style-type: none"> Analyze artifacts and/or primary sources from this era. Make inferences about the purpose of the artifacts and what they might have been used for. Draw conclusions about what these artifacts demonstrate about the political, social, and economic circumstances that shaped this society. 	
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.
Score 2.0	There are no major errors or omissions regarding the simpler details and processes. However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.
Score 0.0	Even with help, no understanding or skill demonstrated.	
Sample Activities		
<ol style="list-style-type: none"> Short Answer Questions Long Essay Questions Document Based Questions Student Debate/Discussion Student Choice <p>Example: Students will analyze the purpose and motivations for the writing of Reconstruction Amendments.</p>		

Standard 2: Create and use tools and other graphic representations to analyze a chronological sequence of events, explain relationships, and reveal patterns or trends. (9-12.GV.1.CC.A & 9-12.GV.1.G.A)			
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Activities
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	<ol style="list-style-type: none"> 1. Short Answer Questions 2. Long Essay Questions 3. Document Based Questions 4. Student Debate/Discussion 5. Student Choice <p>Example: Students will create a timeline project examining the major events of the 1980s identifying the context of those events as they relate to previous decades.</p>
Score 3.0	Create and use tools and other graphic representations to analyze a chronological sequence of events, explain relationships, and reveal patterns or trends. The student exhibits no major errors or omissions. <ul style="list-style-type: none"> • Create and/or use tools and other graphic representations to <ul style="list-style-type: none"> ○ analyze a chronological sequence of events ○ explain relationships ○ reveal patterns or trends 		
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	There are no major errors or omissions regarding the simpler details and processes. However, the student exhibits major errors or omissions regarding the more complex ideas and processes.		
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.		

Standard 3: Using an inquiry lens, develop compelling questions, determine appropriate resources, and consider multiple points of view represented in the resources, develop a research plan, create and present a research product. (9-12.GV.1.CC.C & 9-12.GV.1.CC.D)			
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Activities
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	<ol style="list-style-type: none"> 1. Short Answer Questions 2. Long Essay Questions 3. Document Based Questions 4. Student Debate/Discussion 5. Student Choice <p>Example: Students will research and develop arguments for and against American imperialism in the late 19th century for the purpose of engaging in class debate.</p>
Score 3.0	Using an inquiry lens, develop compelling questions, determine appropriate resources, and consider multiple points of views represented in the resources, develop a research plan, create and present a research product. The student exhibits no major errors or omissions. <ol style="list-style-type: none"> 1. Pose a compelling central question. 2. Explain how the question builds on the ideas of experts. 3. Use specific supporting questions grounded in expert ideas. 4. Identify additional questions related to the central question. 5. Consult multiple significant sources of various types. 6. Critique the strengths and weaknesses of other ideas. 7. Apply an appropriate discipline lends to explain or argue in a precise nuanced way. 8. Plan and deliver a presentation based on task, audience, and purpose. 9. Make strategic use of multimedia presentations. 		
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	There are no major errors or omissions regarding the simpler details and processes. However, the student exhibits major errors or omissions regarding the more complex ideas and processes.		
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.		

Standard 4: Analyze the causes and consequences of a specific issue, as well as the challenges and opportunities faced by those trying to address the problem. (9-12.GV.1.GS.A & 9-12.GV.1.GS.B)			
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Activities
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	<ol style="list-style-type: none"> 1. Short Answer Questions 2. Long Essay Questions 3. Document Based Questions 4. Student Debate/Discussion 5. Student Choice <p>Example: Students will create a recruitment poster based on one of a variety of protest methods and events from the Civil Rights Movement. Poster will address the goals of the movement as well as the intended outcome.</p>
Score 3.0	Analyze the causes and consequences of a specific issue, as well as the challenges and opportunities faced by those trying to address the problem. The student exhibits no major errors or omissions. <ul style="list-style-type: none"> • Identify the causes of a specific world-history issue. • Identify the consequences of a specific world-history issue. • Analyze obstacles encountered by those trying to address the problem. • Analyze opportunities encountered by those trying to address the problem. 		
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	There are no major errors or omissions regarding the simpler details and processes. However, the student exhibits major errors or omissions regarding the more complex ideas and processes.		
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.		

Standard 5: Analyze laws, policies, and processes, including powers and responsibilities, to determine how governmental systems affect individuals, groups, and institutions in society-social structures and stratification. (9-12.GV.1.GS.A & 9-12.GV.1.GS.B)			
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Activities
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	<ol style="list-style-type: none"> 1. Short Answer Questions 2. Long Essay Questions 3. Document Based Questions 4. Student Debate/Discussion 5. Student Choice <p>Example: Graphic Organizer examining the benefits and drawbacks of various government interventions from the New Deal</p>
Score 3.0	Analyze laws, policies, and processes, including powers and responsibilities, to determine how governmental systems affect individuals, groups, and institutions in society-social structures and stratification. The student exhibits no major errors or omissions. <ol style="list-style-type: none"> 1. Define and distinguish among governmental systems and their resulting laws, policies, and processes. 2. Investigate an issue and determine at least two laws, two policies, and two processes associated with the issue. 3. Define and distinguish between groups and society. 4. Draw conclusions, citing appropriate evidence, as to how government decisions impact individuals and groups. 		
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	There are no major errors or omissions regarding the simpler details and processes. However, the student exhibits major errors or omissions regarding the more complex ideas and processes.		
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.		

Standard 6: Analyze the relationship between geography and individuals, groups, and institutions. (9-12.GV.1.PC.B & 9-12.GV.1.G.A & 9-12.GV.1.G.B)			
Score	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Activities
4.0			<ol style="list-style-type: none"> 1. Short Answer Questions 2. Long Essay Questions 3. Document Based Questions 4. Student Debate/Discussion 5. Student Choice <p>Example: Students will create an annotated map identifying and analyzing key geographic challenges faced by the U.S. military during World War II in the Pacific theater. Students will examine the decisions made by American leadership that resulted from these challenges.</p>
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	Analyze the relationship between geography and individuals, groups, and institutions. The student exhibits no major errors or omissions. <ol style="list-style-type: none"> 1. Locate major geographic features and identify their impact on a given civilization. 2. Locate major cities and geographic boundaries of a given civilization. 3. Identify human settlement activities (such as finding shelter, food, and water) of this time period/civilization. 4. Describe the impact of human settlement activities on the environmental and cultural characteristics (e.g. clothing, music, art, and religion) of this civilization. 		
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
2.0	There are no major errors or omissions regarding the simpler details and processes. However, the student exhibits major errors or omissions regarding the more complex ideas and processes.		
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
0.0	Even with help, no understanding or skill demonstrated.		

Standard 7: Examine the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals, groups, and institutions. (9-12.GV.1.EC.A)			
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Activities
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	<ol style="list-style-type: none"> 1. Short Answer Questions 2. Long Essay Questions 3. Document Based Questions 4. Student Debate/Discussion 5. Student Choice <p>Example: Students will develop a presentation to identify and examine the changes in the society as well as government programs that developed during the Progressive Era.</p>
Score 3.0	Examine the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals, groups, and institutions. The student exhibits no major errors or omissions. <ol style="list-style-type: none"> 1. Examine the opportunity costs (the loss of potential gain from other alternatives when one alternative is chosen) of economic decisions for society as a whole as well as on individuals. 2. Examine the benefits (an advantage or profit gained from something) of economic decisions for society as a whole as well as on individuals. 		
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	There are no major errors or omissions regarding the simpler details and processes. However, the student exhibits major errors or omissions regarding the more complex ideas and processes.		
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.		

GOVERNMENT

Scope and Sequence	Historical Influences on US Government	Elements that led to the US Constitution	US Constitution & Amendments	Political Processes	Legislative Branch	Executive Branch	Judicial Branch	Economics
Government								
Using an inquiry lens, describe how people's perspectives shape the sources/artifacts they created. (9-12.GV.1.CC.B & 9-12.GV.1.PC.A)	x	x					x	
Create and use tools and other graphic representations to analyze a chronological sequence of events, explain relationships, and reveal patterns or trends. (9-12.GV.1.CC.A & 9-12.GV.1.G.A)	x	x	x	x				
Using an inquiry lens, develop compelling questions, determine appropriate resources, and consider multiple points of views represented in the resources, develop a research plan, create and present a research product. (9-12.GV.1.CC.C & 9-12.GV.1.CC.D)	x		x	x	x	x	x	
Analyze the causes and consequences of a specific issue, as well as the challenges and opportunities faced by those trying to address the problem. (9-12.GV.1.CC.E)		x		x	x	x		
Analyze laws, policies, and processes, including powers and responsibilities, to determine how governmental systems affect individuals, groups, and institutions in society -social structures and stratification. (9-12.GV.1.GS.A & 9-12.GV.1.GS.B)	x	x	x	x	x	x	x	
Analyze the relationship between geography and individuals, groups, and institutions. (9-12.GV.1.PC.B & 9-12.GV.1.G.A & 9-12.GV.1.G.B)		x		x	x	x	x	x
Examine the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals, groups, and institutions. (9-12.GV.1.EC.A)								x

Government
Course Overview

Grade level(s): 11

Credits earned: 1

Course Rationale:

Course Description:

The Social Studies Department provides a variety of courses that are tied to the social sciences and the humanities in order to promote civic competence. A solid foundation in the Social Studies is necessary for students to develop into responsible and productive members of our world community. Areas such as government, history, economics, geography, sociology, and psychology are utilized to help students make informed and reasoned decisions as citizens of a culturally diverse, democratic society.

The history, institutions, branches, functions, electoral processes, and citizens' role associated with the governments of the local area, the State of Missouri, and the United States are presented in this course. The course includes an emphasis on the rights and responsibilities of citizenship, as well as a study of the principles and provisions of the Missouri and US Constitutions. The Constitution examinations and the course must be passed according to Missouri law in order for a student to receive a graduation certificate. Students will be required to take an "End of Course" exam provided by the State of Missouri at the completion of Civics.

Instructional emphasis is placed on acquiring and applying knowledge and skills that will enable students to construct new, integrated approaches to resolving issues in an increasingly interdependent world. Students enrolled in Social Studies courses will utilize texts, primary and secondary sources, maps, graphs, charts, photographs, films, and other related materials to construct a framework that integrates knowledge within and across disciplines. Through the use of writing and focused projects, students will have the opportunity to acquire information, analyze data, present ideas, develop arguments, formulate policies, and construct categories of information such as cause/effect, sequence, comparison/contrast, or analogy.

Transfer Goals/Big Ideas

As Social Studies learners, students of the City of St. Charles School District will think critically and deeply about the world around them. Using effective communication supported by evidence, they will consider multiple perspectives as responsible, curious, informed decision makers who take meaningful action.

Priority Missouri Learning Standards/National Standards

[Missouri Learning Standards](#)

Sem 1 Unit 1: Historical Influences on US Government

Standards	Transfer Goal(s) /Big Ideas	
<p>Priority Skill Standards</p> <ul style="list-style-type: none"> • Create and use tools and other graphic representations to analyze a chronological sequence of events, explain relationships, and reveal patterns or trends. • Using an inquiry lens, develop compelling questions, determine appropriate resources, and consider multiple points of views represented in the resources, develop a research plan, create and present a research product. • Analyze laws, policies, and processes, including powers and responsibilities, to determine how governmental systems affect individuals, groups, and institutions in society (social structures and stratification). • Using an inquiry lens, describe how peoples’ perspectives shaped the sources/ artifacts they created. <p>Priority Content Standards</p> <ul style="list-style-type: none"> • 9-12.GV.2.CC.A Trace the evolution of government in the English colonies to explain American colonists’ expectations for self-rule. • 9-12.GV.2.CC.B Analyze the Declaration of Independence to determine the influence of classical and Enlightenment thought on revolutionary ideals. • 9-12.GV.2.CC.D Compare and contrast the structure and function of democratic governments and authoritarian governments, noting their impact on people, groups and societies. • 9-12.GV.2.GS.A Analyze how the codification of law impacted early civilizations and shaped enduring concepts government, law, and social order. • 9-12.GV.2.GS.B Apply the concepts of natural law, social contract, due process of law, and popular sovereignty to explain the purposes and legacy of the Declaration of Independence. • 9-12.GV.4.PC.D Predict the consequences that occur when institutions fail to meet the needs of individuals and groups, and when individuals fail to carry out their personal responsibilities. 	<p>As Social Studies learners, students of the City of St. Charles School District will think critically and deeply about the world around them. Using effective communication supported by evidence, they will consider multiple perspectives as responsible, curious, informed decision makers who take meaningful action.</p>	
	Enduring Understandings	Essential Questions
	<ul style="list-style-type: none"> • Students will be able to use an inquiry lens when analyzing historical governments, philosophies and historical documents that influence the founders of the United States. 	<ul style="list-style-type: none"> • How did historical governments influence the United States? • How did Enlightenment philosophers influence the creation of the United States government? • How did historical documents influence the United States?

Learning Targets

Students will understand Social Contract, democracy, monarchy, dictatorship, Magna Carta, Mayflower Compact, English Bill of Rights, Locke, Montesquieu, Hobbes, Rousseau, rule of law, popular sovereignty, Enlightenment, Fundamental Orders of Connecticut.

Unit Duration: 3-4 weeks

Sem 1 Unit 2: Elements that led to the US Constitution

Standards	Transfer Goal(s) /Big Ideas	
<p><u>Priority Skill Standards</u></p> <ul style="list-style-type: none"> ● Create and use tools and other graphic representations to analyze a chronological sequence of events, explain relationships, and reveal patterns or trends. ● Analyze the causes and consequences of a specific issue, as well as the challenges and opportunities faced by those trying to address the problem. ● Analyze laws, policies, and processes, including powers and responsibilities, to determine how governmental systems affect individuals, groups, and institutions in society (social structures and stratification). ● Analyze the relationship between geography and individuals, groups, and institutions. ● Using an inquiry lens, describe how peoples’ perspectives shaped the sources/ artifacts they created. <p><u>Priority Content Standards</u></p> <ul style="list-style-type: none"> ● 9-12.GV.3.CC.A Explain how the central debates of the Constitutional Convention were resolved. ● 9-12.GV.3.CC.B Explain how concerns over a strong central government were addressed to provide for ratification of the Constitution. ● 9-12.GV.2.GS.C Describe the strengths and weaknesses of the Articles of Confederation to explain its failure as a national government. ● 9-12.GV.3.EC.A Compare trade, monetary policy, and taxation under the Articles of Confederation and the Constitution. 	<p>As Social Studies learners, students of the City of St. Charles School District will think critically and deeply about the world around them. Using effective communication supported by evidence, they will consider multiple perspectives as responsible, curious, informed decision makers who take meaningful action.</p>	
	<p align="center">Enduring Understandings</p> <ul style="list-style-type: none"> ● Analyze the causes and consequences leading to the development of the US Constitution. 	<p align="center">Essential Questions</p> <ul style="list-style-type: none"> ● Why were compromises necessary in the creation of the US Constitution, including the Articles of Confederation, the writing process and ratification? ● How did the motivation and perspectives of the Federalists and Anti-Federalists differ? ● What is the legacy of the Principles of the US Constitution and their present day impact?

Learning Targets

Students will understand principles of the US Constitution- popular sovereignty, checks and balances, separation of powers, federalism, limited government, rule of law, due process of law, judicial review, republicanism, Great Compromise, ¾ Compromise, Declaration of Independence, Articles of Confederation, Federalists, Anti-Federalists, US Constitution, Shay’s Rebellion, Bill of Rights (preview).

Unit Duration: 3-4 weeks

Sem 1 Unit 3: US Constitution and Amendments

Standards	Transfer Goal(s) /Big Ideas	
<p><u>Priority Skill Standards</u></p> <ul style="list-style-type: none"> ● Create and use tools and other graphic representations to analyze a chronological sequence of events, explain relationships, and reveal patterns or trends. ● Using an inquiry lens, develop compelling questions, determine appropriate resources, and consider multiple points of views represented in the resources, develop a research plan, create and present a research product. ● Analyze laws, policies, and processes, including powers and responsibilities, to determine how governmental systems affect individuals, groups, and institutions in society (social structures and stratification). ● Using an inquiry lens, describe how peoples’ perspectives shaped the sources/ artifacts they created. <p><u>Priority Content Standards</u></p> <ul style="list-style-type: none"> ● 9-12.GV.3.CC.D Analyze the changing relationship between state and federal governmental powers. ● 9-12.GV.3.GS.A Apply the concepts of due process of law, popular sovereignty, rule of law, representation, and federalism to explain the purpose and legacy of the Constitution. ● 9-12.GV.3.GS.E Explain how the Bill of Rights and subsequent amendments limit the power of government, protect individual liberty, and provide for equality under the law. 	<p>As Social Studies learners, students of the City of St. Charles School District will think critically and deeply about the world around them. Using effective communication supported by evidence, they will consider multiple perspectives as responsible, curious, informed decision makers who take meaningful action.</p>	
	Enduring Understandings	Essential Questions
	<ul style="list-style-type: none"> ● Students will use an inquiry lens to analyze the US Constitution and its Amendments. 	<ul style="list-style-type: none"> ● What were the perspectives of those wanting the Bill of Rights and the lasting impact of those rights? ● How was the US Constitution organized and why? ● What were the perspectives and reasoning of the addition of the amendments after the Bill of Rights?
<p>Learning Targets</p>		
<p><i>Students will understand the Constitution, articles, Bill of Rights, Amendments, due process, necessary and proper (elastic) clause, reserved powers, expressed (enumerated) powers, equal protection clause, commerce clause, 10th and 14th Amendment impacts, supremacy clause.</i></p>		
<p>Unit Duration: 3-4 weeks</p>		

Sem 1 Unit 4: Political Processes

Standards	Transfer Goal(s) /Big Ideas	
<p><u>Priority Skill Standards</u></p> <ul style="list-style-type: none"> ● Create and use tools and other graphic representations to analyze a chronological sequence of events, explain relationships, and reveal patterns or trends. ● Using an inquiry lens, develop compelling questions, determine appropriate resources, and consider multiple points of views represented in the resources, develop a research plan, create and present a research product. ● Analyze the causes and consequences of a specific issue, as well as the challenges and opportunities faced by those trying to address the problem. ● Analyze laws, policies, and processes, including powers and responsibilities, to determine how governmental systems affect individuals, groups, and institutions in society (social structures and stratification). ● Analyze the relationship between geography and individuals, groups, and institutions. ● Examine the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals, groups, and institutions. <p><u>Priority Content Standards</u></p> <ul style="list-style-type: none"> ● 9-12.GV.4.CC.C Explain the powers and responsibilities of citizens and institutions to address and solve problems. ● 9-12.GV.4.GS.C Compare the various processes pertaining to the selection of political leaders at the federal, state, and local level. ● 9-12.GV.4.GS.B Explain a citizen’s legal obligations, as well as opportunities for, engaging with and using local, state, and federal governments to shape decision- making. ● 9-12.GV.4.PC.A Explain how political parties and interest groups reflect diverse perspectives and are influenced by individuals. 	<p>As Social Studies learners, students of the City of St. Charles School District will think critically and deeply about the world around them. Using effective communication supported by evidence, they will consider multiple perspectives as responsible, curious, informed decision makers who take meaningful action.</p>	
	Enduring Understandings	Essential Questions
	<ul style="list-style-type: none"> ● Students will understand the way that US citizens involve themselves in the political process. 	<ul style="list-style-type: none"> ● How can citizens be active in the political process? ● What is the difference between rights, duties, and responsibilities? ● How do linkage institutions (media, political parties, interest groups, elections) shape the perspective and involvement of citizens in the political process?
Learning Targets		
<p><i>Students will understand rights, duties, responsibilities, citizenship, immigration, naturalized citizens, legal and illegal aliens, interest groups, political parties, media, primaries, electoral college, elections.</i></p>		
Unit Duration: 4-5 weeks		

Sem 2 Unit 5: Legislative Branch

Standards	Transfer Goal(s) /Big Ideas	
<p><u>Priority Skill Standards</u></p> <ul style="list-style-type: none"> Using an inquiry lens, develop compelling questions, determine appropriate resources, and consider multiple points of views represented in the resources, develop a research plan, create and present a research product. Analyze the causes and consequences of a specific issue, as well as the challenges and opportunities faced by those trying to address the problem. Analyze laws, policies, and processes, including powers and responsibilities, to determine how governmental systems affect individuals, groups, and institutions in society (social structures and stratification). Analyze the relationship between geography and individuals, groups, and institutions. <p><u>Priority Content Standards</u></p> <ul style="list-style-type: none"> 9-12.GV.3.GS.C Analyze the unique roles and responsibilities of the three branches of government to determine how they function and interact. 9-12.GV.3.GS.D Describe and give examples of how the constitutional principle of checks and balances limits the powers of government and leaders. 	<p>As Social Studies learners, students of the City of St. Charles School District will think critically and deeply about the world around them. Using effective communication supported by evidence, they will consider multiple perspectives as responsible, curious, informed decision makers who take meaningful action.</p>	
	<p>Enduring Understandings</p>	<p>Essential Questions</p>
	<ul style="list-style-type: none"> Analyze the unique roles and responsibilities of the Legislative Branch to determine how it functions and interacts with the other branches. 	<ul style="list-style-type: none"> What is the process of a bill becoming a law? What are the requirements and qualifications of the members of the Legislative Branch? What are the powers of the Legislative Branch and why were they assigned? To what extent does the law making process impact daily tasks and decision making?
<p>Learning Targets</p>		
<p><i>Students will understand House of Representatives, Senate, How a Bill becomes a law, Powers of Congress, limits on Congress, necessary and proper clause, commerce clause, gerrymandering, redistricting, bicameral, appropriations, impeach, committees, Floor leaders, requirements and qualifications, constituents.</i></p>		
<p>Unit Duration: 3-4 weeks</p>		

Sem 2 Unit 6: Executive Branch

Standards	Transfer Goal(s) /Big Ideas	
<p><u>Priority Skill Standards</u></p> <ul style="list-style-type: none"> Using an inquiry lens, develop compelling questions, determine appropriate resources, and consider multiple points of views represented in the resources, develop a research plan, create and present a research product. Analyze the causes and consequences of a specific issue, as well as the challenges and opportunities faced by those trying to address the problem. Analyze laws, policies, and processes, including powers and responsibilities, to determine how governmental systems affect individuals, groups, and institutions in society (social structures and stratification). Analyze the relationship between geography and individuals, groups, and institutions. <p><u>Priority Content Standards</u></p> <ul style="list-style-type: none"> 9-12.GV.3.GS.C Analyze the unique roles and responsibilities of the three branches of government to determine how they function and interact. 9-12.GV.3.GS.D Describe and give examples of how the constitutional principle of checks and balances limits the powers of government and leaders. 	<p>As Social Studies learners, students of the City of St. Charles School District will think critically and deeply about the world around them. Using effective communication supported by evidence, they will consider multiple perspectives as responsible, curious, informed decision makers who take meaningful action.</p>	
	<p>Enduring Understandings</p> <ul style="list-style-type: none"> Analyze the unique roles and responsibilities of the Executive Branch to determine how it functions and interacts with the other branches. 	<p>Essential Questions</p> <ul style="list-style-type: none"> What are the requirements and qualifications of the members of the Executive Branch? What are the powers of the Executive Branch and why were they assigned? How has the role of the bureaucracy evolved throughout American history? To what extent is your daily life impacted by the functions of the Executive Branch?
<p>Learning Targets</p>		
<p><i>Students will understand the President, VP, Cabinet, Administration, Bureaucracy, civil service system, executive privilege, executive order, roles of President, treaties, veto, requirements & qualifications.</i></p>		
<p>Unit Duration: 3-4 weeks</p>		

Sem 2 Unit 7: Judicial Branch

Standards	Transfer Goal(s) /Big Ideas	
<p><u>Priority Skill Standards</u></p> <ul style="list-style-type: none"> Using an inquiry lens, develop compelling questions, determine appropriate resources, and consider multiple points of views represented in the resources, develop a research plan, create and present a research product. Analyze the causes and consequences of a specific issue, as well as the challenges and opportunities faced by those trying to address the problem. Analyze laws, policies, and processes, including powers and responsibilities, to determine how governmental systems affect individuals, groups, and institutions in society (social structures and stratification). Analyze the relationship between geography and individuals, groups, and institutions. Using an inquiry lens, describe how peoples' perspectives shaped the sources/ artifacts they created. <p><u>Priority Content Standards</u></p> <ul style="list-style-type: none"> 9-12.GV.3.GS.C Analyze the unique roles and responsibilities of the three branches of government to determine how they function and interact. 9-12.GV.3.GS.D Describe and give examples of how the constitutional principle of checks and balances limits the powers of government and leaders. 	<p>As Social Studies learners, students of the City of St. Charles School District will think critically and deeply about the world around them. Using effective communication supported by evidence, they will consider multiple perspectives as responsible, curious, informed decision makers who take meaningful action.</p>	
	Enduring Understandings	Essential Questions
	<ul style="list-style-type: none"> Analyze the unique roles and responsibilities of the Judicial Branch to determine how it functions and interacts with the other branches. 	<ul style="list-style-type: none"> How and why are the requirements and qualifications of the members of the Judicial Branch different from the other branches? How has the power of Judicial Review impacted government and society?

Learning Targets

Students will understand Supreme Court, Federal Courts, Jurisdiction, Judicial Review, Judicial philosophy, precedent, original jurisdiction, Marbury v. Madison, qualifications and requirements, opinions.

Unit Duration: 3-4 weeks

Sem 2 Unit 8: Economics
Desired Results

Standards	Transfer Goal(s) /Big Ideas	
<p><u>Priority Skill Standards</u></p> <ul style="list-style-type: none"> Analyze the relationship between geography and individuals, groups, and institutions. Examine the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals, groups, and institutions. <p><u>Priority Content Standards</u></p> <ul style="list-style-type: none"> 9-12.GV.2.EC.A Analyze the impact of economics and economic theories on the formation of United States governmental ideals, principles and structures. 9-12.GV.4.EC.A Analyze the role that people, businesses, and government play in taxation and spending required to maintain the public good. 	<p>As Social Studies learners, students of the City of St. Charles School District will think critically and deeply about the world around them. Using effective communication supported by evidence, they will consider multiple perspectives as responsible, curious, informed decision makers who take meaningful action.</p>	
	Enduring Understandings	Essential Questions
	<ul style="list-style-type: none"> Examine the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals, groups, and institutions. 	<ul style="list-style-type: none"> How does the impact of economics and economic theories affect the formation of United States governmental ideals, principles and structures?
Learning Targets		
<p><i>Students will understand Laissez faire, capitalism, mixed economy, socialism, opportunity cost, supply and demand.</i></p>		
Unit Duration: 3-4 weeks		

STANDARD #1.1: Historical Influences on US Government

Topic: Types of Government

Grade: 11

Score 4.0 Advanced	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Activities
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0 Proficient	The student: <ul style="list-style-type: none"> Students will be able to use an inquiry lens when analyzing historical governments that influence the founders of the United States. The student exhibits no major errors or omissions.		<ul style="list-style-type: none"> Essay question demonstrating their knowledge of the foundations of the American government.
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0 Basic	There are no major errors or omissions regarding the simpler details and processes as the student: <ul style="list-style-type: none"> Recognizes or recalls specific terminology, such as: <i>democracy, monarchy, dictatorship</i> However, the student exhibits major errors or omissions regarding the more complex ideas and processes.		<ul style="list-style-type: none"> Vocab worksheet that deals with escalating events that led to the American Revolution
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0 Below basic	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.		

STANDARD #1.2: Historical Influences on US Government			
Topic: Historical Documents			
Grade: 11			
Score 4.0 Advanced	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		<p style="text-align: center;">Sample Activities</p> <ul style="list-style-type: none"> Students will connect current governmental examples through an essay
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0 Proficient	<p>The student:</p> <ul style="list-style-type: none"> Students will be able to use an inquiry lens when analyzing historical documents that influence the founders of the United States. <p>The student exhibits no major errors or omissions.</p>		<ul style="list-style-type: none"> Essay question demonstrating their knowledge of the foundations of the American government.
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0 Basic	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> Recognizes or recalls specific terminology, such as: <i>Magna Carta, Mayflower Compact, Fundamental Orders of Connecticut, English Bill of Rights, rule of law, popular sovereignty</i> <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>		<ul style="list-style-type: none"> Vocab worksheet that deals with escalating events that led to the American Revolution
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0 Below basic	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.		

STANDARD #1.3: Historical Influences on US Government

Topic: Political Philosophy

Grade: 11

Score 4.0 Advanced	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Activities
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0 Proficient	The student: <ul style="list-style-type: none"> Students will be able to use an inquiry lens when analyzing historical philosophies that influence the founders of the United States. The student exhibits no major errors or omissions.		<ul style="list-style-type: none"> Essay question demonstrating their knowledge of the foundations of the American government.
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0 Basic	There are no major errors or omissions regarding the simpler details and processes as the student: <ul style="list-style-type: none"> Recognizes or recalls specific terminology, such as: <i>Social Contract, Locke, Montesquieu, Hobbes, rule of law, popular sovereignty, Enlightenment</i> However, the student exhibits major errors or omissions regarding the more complex ideas and processes.		<ul style="list-style-type: none"> Vocab worksheet that deals with escalating events that led to the American Revolution
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0 Below basic	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.		

STANDARD #2.1 : Elements that led to the US Constitution

Topic: Writing and ratification of the U.S. Constitution

Grade: 11

Score 4.0 Advanced	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Activities
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0 Proficient	<p>The student: Analyze the compromises necessary in the creation of the US Constitution, including the Articles of Confederation, the writing process and ratification. The student exhibits no major errors or omissions.</p>		<ul style="list-style-type: none"> Essay question demonstrating their knowledge of the creation of the United States Constitution
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0 Basic	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> Recognizes or recalls specific terminology, such as: <i>Great Compromise, ¾ Compromise, Declaration of Independence, Articles of Confederation, Federalists, Anti-Federalists, US Constitution, Shay’s Rebellion, Bill of Rights (preview)</i> <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>		<ul style="list-style-type: none"> Vocab worksheet(s) detailing the different documents and their importance.
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0 Below Basic	<p>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</p>		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	<p>Even with help, no understanding or skill demonstrated.</p>		

STANDARD #2.2 : Elements that led to the US Constitution			
Topic: Principles of the US Constitution			
Grade: 11			
Score 4.0 Advanced	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Activities <ul style="list-style-type: none"> Students will connect current governmental examples through an essay
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0 Proficient	The student: Analyze the legacy of the Principles of the US Constitution. The student exhibits no major errors or omissions.		<ul style="list-style-type: none"> Essay question demonstrating their knowledge of the creation of the United States Constitution
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0 Basic	There are no major errors or omissions regarding the simpler details and processes as the student: <ul style="list-style-type: none"> Recognizes or recalls specific terminology, such as: <i>Principles of the US Constitution- popular sovereignty, checks and balances, separation of powers, federalism, limited government, rule of law, due process of law, judicial review, republicanism</i> However, the student exhibits major errors or omissions regarding the more complex ideas and processes.		<ul style="list-style-type: none"> Vocab worksheet(s) detailing the different documents and their importance.
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0 Below Basic	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.		

STANDARD: Unit 3.1 : US Constitution and Amendment

Topic: US Constitution

Grade: 11

Score 4.0 Advanced	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Activities
			<ul style="list-style-type: none"> How is the amendment relevant today?
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0 Proficient	The student: <ul style="list-style-type: none"> Students will use an inquiry lens to analyze the US Constitution. The student exhibits no major errors or omissions.		<ul style="list-style-type: none"> Essay detailing why the amendment was originally included
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0 Basic	There are no major errors or omissions regarding the simpler details and processes as the student: <ul style="list-style-type: none"> Recognizes or recalls specific terminology, such as: <i>Constitution, articles, due process, necessary and proper (elastic) clause, reserved powers, expressed (enumerated) powers, equal protection clause, commerce clause, supremacy clause</i> However, the student exhibits major errors or omissions regarding the more complex ideas and processes.		<ul style="list-style-type: none"> Portfolio detailing each of the 10 Amendments
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0 Below Basic	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.		

STANDARD: Unit 3: US Constitution and Amendment			
Topic: 3.2 Amendment			
Grade: 11			
Score 4.0 Advanced	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Activities <ul style="list-style-type: none"> How is the amendment relevant today?
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0 Proficient	The student: <ul style="list-style-type: none"> Students will use an inquiry lens to analyze the Amendments. The student exhibits no major errors or omissions.		<ul style="list-style-type: none"> Essay detailing why the amendment was originally included
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0 Basic	There are no major errors or omissions regarding the simpler details and processes as the student: <ul style="list-style-type: none"> Recognizes or recalls specific terminology, such as: <i>Bill of Rights, Amendments, due process, 10th and 14th Amendment impacts</i> However, the student exhibits major errors or omissions regarding the more complex ideas and processes.		<ul style="list-style-type: none"> Portfolio detailing each of the 10 Amendments
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0 Below Basic	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.		

STANDARD Unit 4.1: Political Processes			
Topic: Rights, Duties, Responsibilities			
Grade: 11			
Score 4.0 Advanced	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Activities <ul style="list-style-type: none"> Students propose a draft of an amendment that addresses a national issue
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0 Proficient	The student: <ul style="list-style-type: none"> Students will understand the way that US citizens involve themselves in the political process. The student exhibits no major errors or omissions.		<ul style="list-style-type: none"> Essay detailing why the amendment was added to meet the changing needs of the country
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0 Basic	There are no major errors or omissions regarding the simpler details and processes as the student: <ul style="list-style-type: none"> Recognizes or recalls specific terminology, such as: <i>Rights, duties, responsibilities</i> However, the student exhibits major errors or omissions regarding the more complex ideas and processes. 		<ul style="list-style-type: none"> Timeline detailing the expansion of rights over time.
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0 Below Basic	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.		

STANDARD Unit 4.2 : Political Processes

Topic: Citizenship

Grade: 11

Score 4.0 Advanced	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Activities
	3 . 5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0 Proficient	The student: <ul style="list-style-type: none"> Students will understand the way that US citizens involve themselves in the political process. The student exhibits no major errors or omissions.		<ul style="list-style-type: none"> Essay detailing why the amendment was added to meet the changing needs of the country
	2 . 5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0 Basic	There are no major errors or omissions regarding the simpler details and processes as the student: <ul style="list-style-type: none"> Recognizes or recalls specific terminology, such as: <i>citizenship, immigration, naturalized citizen, legal and illegal aliens</i> However, the student exhibits major errors or omissions regarding the more complex ideas and processes. 		<ul style="list-style-type: none"> Timeline detailing the expansion of rights over time.
	1 . 5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0 Below Basic	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0 . 5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.		

STANDARD Unit 4.3: Political Processes			
Topic: Political Process			
Grade: 11			
Score 4.0 Advanced	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Activities <ul style="list-style-type: none"> Students propose a draft of an amendment that addresses a national issue
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0 Proficient	The student: <ul style="list-style-type: none"> Students will understand the way that US citizens involve themselves in the political process. The student exhibits no major errors or omissions.		<ul style="list-style-type: none"> Essay detailing why the amendment was added to meet the changing needs of the country
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0 Basic	There are no major errors or omissions regarding the simpler details and processes as the student: <ul style="list-style-type: none"> Recognizes or recalls specific terminology, such as: <i>interest groups, political parties, media, primaries, electoral college, elections</i> However, the student exhibits major errors or omissions regarding the more complex ideas and processes.		<ul style="list-style-type: none"> Timeline detailing the expansion of rights over time.
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0 Below Basic	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.		

STANDARD #5.1: Requirements and Powers of Congress		
Topic: Requirements and Powers of Congress		
Grade: 11		
Score 4.0 Advanced	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	
	<ul style="list-style-type: none"> Students will use current examples of legislative/non legislative powers 	
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.
Score 3.0 Proficient	The student: <ul style="list-style-type: none"> Students will be able to identify the requirements to be a member of Congress and analyze their roles, responsibilities, and various powers. The student exhibits no major errors or omissions.	
	<ul style="list-style-type: none"> Essay distinguishing the roles, responsibilities, and various powers of the members of Congress. 	
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.
Score 2.0 Basic	There are no major errors or omissions regarding the simpler details and processes as the student: <ul style="list-style-type: none"> Recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> constituents, writ of habeas corpus, bill of attainder, ex post facto laws, President Pro Tempore, Speaker of the House, floor leaders, party whips, impeach However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	
	<ul style="list-style-type: none"> Vocabulary worksheet, T-Chart 	
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.
Score 1.0 Below Basic	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.
Score 0.0	Even with help, no understanding or skill demonstrated.	

STANDARD #5.2: Requirements and Powers of Congress

Topic: How a Bill Becomes a Law

Grade:

Score 4.0 Advanced	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Activities
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0 Proficient	The student: <ul style="list-style-type: none"> Students will be able to identify the requirements to be a member of Congress and analyze their roles, responsibilities, and various powers. The student exhibits no major errors or omissions.		<ul style="list-style-type: none"> Essay distinguishing the roles, responsibilities, and various powers of the members of Congress.
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0 Basic	There are no major errors or omissions regarding the simpler details and processes as the student: <ul style="list-style-type: none"> Recognizes or recalls specific terminology, such as: House of Representatives, Senate, bill, committee, veto, Congressional Record, cloture, filibuster However, the student exhibits major errors or omissions regarding the more complex ideas and processes.		<ul style="list-style-type: none"> Vocabulary worksheet, T-Chart
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0 Below Basic	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.		

STANDARD #6.1: Executive Branch		
Topic: President, VP, Cabinet (Administration)		
Grade: 11		
Score 4.0 Advanced	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	
		Sample Activities
		<ul style="list-style-type: none"> Identify the ways each successive president expanded their roles/responsibilities
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.
Score 3.0 Proficient	The student: <ul style="list-style-type: none"> Students will be able to explain and evaluate the roles and responsibilities of the President, Vice President, Cabinet The student exhibits no major errors or omissions.	
		<ul style="list-style-type: none"> Explain why each role/ responsibility is important and explain why you think one might be more important than another through an essay.
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.
Score 2.0 Basic	There are no major errors or omissions regarding the simpler details and processes as the student: <ul style="list-style-type: none"> Recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> Executive privilege, roles of President, cabinet, administration, Foreign/Domestic policies, treaties, appointments However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	
		<ul style="list-style-type: none"> Vocabulary worksheet & T-Chart describing roles of President
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.
Score 1.0 Below Basic	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.
Score 0.0	Even with help, no understanding or skill demonstrated.	

STANDARD #6.2: Executive Branch		
Topic: Bureaucracy		
Grade: 11		
Score 4.0 Advanced	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	
		Sample Activities
		<ul style="list-style-type: none"> Identify the ways each successive president expanded their roles/responsibilities
	3 .5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.
Score 3.0 Proficient	The student: <ul style="list-style-type: none"> Students will be able to explain and evaluate the roles and responsibilities of the Bureaucracy The student exhibits no major errors or omissions.	
		<ul style="list-style-type: none"> Explain why each role/ responsibility is important and explain why you think one might be more important than another through an essay.
	2 .5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.
Score 2.0 Basic	There are no major errors or omissions regarding the simpler details and processes as the student: <ul style="list-style-type: none"> Recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> bureaucracy, civil service However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	
		<ul style="list-style-type: none"> Vocabulary worksheet & T-Chart describing roles of President
	1 .5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.
Score 1.0 Below Basic	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
	0 .5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.
Score 0.0	Even with help, no understanding or skill demonstrated.	

STANDARD #7.1: Judicial Branch			
Topic: Roles and Responsibilities			
Grade: 11			
Score 4.0 Advanced	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Activities
			<ul style="list-style-type: none"> Identify what kind of problems would result without judicial review
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0 Proficient	The student: <ul style="list-style-type: none"> Students will be able to explain and evaluate the roles and responsibilities of the Judicial Branch. The student exhibits no major errors or omissions.		<ul style="list-style-type: none"> Make a chart describing its role in reigning in the other two branches and explaining the role and responsibility of the Judicial branch while explaining why their role is important in a system of checks and balances.
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0 Basic	There are no major errors or omissions regarding the simpler details and processes as the student: <ul style="list-style-type: none"> Recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> Original jurisdiction, appellate jurisdiction, precedent, judicial review, circuit courts, judicial activism/restraint Recognize or recall the roles and responsibilities of the judicial branch		<ul style="list-style-type: none"> Define judicial review and its importance, Vocabulary worksheet
	However, the student exhibits major errors or omissions regarding the more complex ideas and processes.		
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0 Below Basic	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.		

STANDARD #7.2: Judicial Branch			
Topic: Supreme Court Cases			
Grade: 11			
Score 4.0 Advanced	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Activities <ul style="list-style-type: none"> Identify what kind of problems would result without judicial review
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0 Proficient	The student: <ul style="list-style-type: none"> Students will be able to explain and evaluate landmark Supreme Court cases: Marbury v. Madison, McCulloch v. Maryland, Brown v Board of Education, Citizens United v. FEC The student exhibits no major errors or omissions.		<ul style="list-style-type: none"> Make a chart describing its role in reigning in the other two branches and explaining the role and responsibility of the Judicial branch while explaining why their role is important in a system of checks and balances.
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0 Basic	There are no major errors or omissions regarding the simpler details and processes as the student: <ul style="list-style-type: none"> Recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> Marbury v. Madison, McCulloch v. Maryland, Brown v Board of Education, Citizens United v. FEC <p>Recognize or recall the roles and responsibilities of the judicial branch</p> However, the student exhibits major errors or omissions regarding the more complex ideas and processes.		<ul style="list-style-type: none"> Define judicial review and its importance, Vocabulary worksheet
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0 Below Basic	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.		

STANDARD #8: Economics			
Topic:			
Grade: 11			
Score 4.0 Advanced	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Activities
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0 Proficient	<p>The student: Examine the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals, groups, and institutions.</p> <p>The student exhibits no major errors or omissions.</p>		<ul style="list-style-type: none"> Students will write an essay detailing the differences between the various economic systems
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0 Basic	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> Recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> <i>Laissez faire, capitalism, mixed economy, socialism, opportunity cost, supply and demand,</i> <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>		<ul style="list-style-type: none"> Vocabulary worksheets, T-charts
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0 Below Basic	<p>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</p>		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	<p>Even with help, no understanding or skill demonstrated.</p>		

Strand 9: STANDARD: State Tests			
Topic:			
Grade: 11			
Score 4.0 Advanced	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Activities <ul style="list-style-type: none"> Use of a specific instance from a current event pertaining to federalism/states' rights
	3 .5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0 Proficient	The student: Students will be able to identify characteristics and processes of local, state, and federal government. The student exhibits no major errors or omissions.		<ul style="list-style-type: none"> Essay explaining federalism. Use the 10th amendment to defend the states and local municipalities' rights to make laws on the issues of gun rights, schools, etc.
	2 .5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0 Basic	There are no major errors or omissions regarding the simpler details and processes as the student: <ul style="list-style-type: none"> Recognizes or recalls specific terminology, such as: <i>US Constitution Test, MO Constitution Test, Citizenship Test, End of Course Exam</i> However, the student exhibits major errors or omissions regarding the more complex ideas and processes.		<ul style="list-style-type: none"> T-Chart describing elected officials of the Missouri General Assembly Vocabulary worksheets
	1 .5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0 Below Basic	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0 .5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.		

WORLD CIVILIZATION

Scope and Sequence	The Renaissance	Absolutism	English Revolution	Society and Political Trends	Industrial Revolution	World War I	World War II	Cold War	Struggle for Democracy
K-12 Social Studies									
Using an inquiry lens, describe how people's perspectives shape the sources/artifacts they created. (9-12.GV.1.CC.B & 9-12.GV.1.PC.A)	x	x						x	
Create and use tools and other graphic representations to analyze a chronological sequence of events, explain relationships, and reveal patterns or trends. (9-12.GV.1.CC.A & 9-12.GV.1.G.A)						x	x		
Using an inquiry lens, develop compelling questions, determine appropriate resources, and consider multiple points of views represented in the resources, develop a research plan, create and present a research product. (9-12.GV.1.CC.C & 9-12.GV.1.CC.D)				x					
Analyze the causes and consequences of a specific issue, as well as the challenges and opportunities faced by those trying to address the problem. (9-12.GV.1.CC.E)	x		x		x	x	x		x
Analyze laws, policies, and processes, including powers and responsibilities, to determine how governmental systems affect individuals, groups, and institutions in society -social structures and stratification. (9-12.GV.1.GS.A & 9-12.GV.1.GS.B)	x	x	x	x					
Analyze the relationship between geography and individuals, groups, and institutions. (9-12.GV.1.PC.B & 9-12.GV.1.G.A & 9-12.GV.1.G.B)	x				x	x	x	x	
Examine the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals, groups, and institutions. (9-12.GV.1.EC.A)					x				x

World Civilizations
Course Overview

Grade level(s): 10th Grade

Credits earned: 1 credit

Course Rationale

Course Description

The learning of World History presents students with the opportunity to engage with the continuity and change of civilizations from the 15th century to the present. Students will engage with the human stories while thinking critically, using effective communication supported by evidence and considering multiple perspectives.

World History is the study of human development from 1450 CE to the present day. Special attention is focused on early world influences, political/social/economic revolutions, nationalism, imperialism and global conflict.

Transfer Goals/Big Ideas

As Social Studies learners, students of the City of St. Charles School District will think critically and deeply about the world around them. Using effective communication supported by evidence, they will consider multiple perspectives as responsible, curious, informed decision makers who take meaningful action.

Priority Missouri Learning Standards/National Standards

[Missouri Learning Standards](#)

Unit 1: Cultural & Political Exchanges in connection with Exploration and Colonization

Standards	Transfer Goal(s) /Big Ideas	
<p><u>Priority Skill Standards</u></p> <ul style="list-style-type: none"> ● Create and use tools and other graphic representations to analyze a chronological sequence of events, explain relationships, and reveal patterns or trends. ● Analyze the relationship between geography and individuals, groups, and institutions. ● Analyze laws, policies, and processes, including powers and responsibilities, to determine how governmental systems affect individuals, groups, and institutions in society (social structures and stratification). <p><u>Priority Content Standards</u></p> <ul style="list-style-type: none"> ● 9-12.WH.1.CC.E Analyze the causes and consequences of European overseas expansion to determine its effect on people and cultures in Europe, Asia, Africa, and the Americas. ● 9-12.WH.2.G.B Compare and contrast geographic regions by examining the cultural characteristics of European, African, Asian, and American societies. ● 9-12.WH.3.PC.B Analyze and Determine the extent and impact of cultural exchange, interaction, and disruption that resulted from the Columbian Exchange and European expansion in the Eastern and Western Hemispheres. ● 9-12.WH.5.PC.C Analyze the technological, intellectual, artistic, and literary achievements of the modern era to determine how society reflects and challenges the status quo. 	<p>As Social Studies learners, students of the City of St. Charles School District will think critically and deeply about the world around them. Using effective communication supported by evidence, they will consider multiple perspectives as responsible, curious, informed decision makers who take meaningful action.</p>	
	Enduring Understandings	Essential Questions
	<ul style="list-style-type: none"> ● Movement of people, goods and ideas impact society within and among regions. ● Advancements in education and technology impacts conflict and cooperation. ● Society expands to shape their social, political, and economic perspectives 	<ul style="list-style-type: none"> ● To what extent did the movement of people and goods impact Africa, the Americas and Europe? ● How did advancement in education and technology impact conflicts and cooperation in the Renaissance and Reformation as well as Global Exploration? ● How did the Columbian Exchange shape the social, political, and economic perspectives in the New World and the Old World?
Learning Targets		
<p><i>Students will understand overseas expansion, culture, Columbian Exchange, Renaissance, Reformation, colonization, culture.</i></p>		
Unit Duration: 2-4 weeks		

Unit 2: Absolutism

Standards	Transfer Goal(s) /Big Ideas	
<p><u>Priority Skills Standards:</u></p> <ul style="list-style-type: none"> Analyze laws, policies, and processes, including powers and responsibilities, to determine how governmental systems affect individuals, groups, and institutions in society (social structures and stratification). Using an inquiry lens, describe how peoples’ perspectives shaped the sources/ artifacts they created. <p><u>Priority Content Standards:</u></p> <ul style="list-style-type: none"> 9-12.WH.3.GS.A Compare and contrast limited and absolute, governments and the extent of their impact on individuals and society. 9-12.WH.5.EC.A Analyze economic systems such as market, mixed, and command to determine their impact on economic growth, labor markets, rights of citizens, the environment, and resource allocation in and among regions. 9-12.WH.5.PC.D Analyze the causes and effects of the changing roles of class, ethnicity, race, gender and age on world cultures post c. 1450. 	<p>As Social Studies learners, students of the City of St. Charles School District will think critically and deeply about the world around them. Using effective communication supported by evidence, they will consider multiple perspectives as responsible, curious, informed decision makers who take meaningful action.</p>	
	<p align="center">Enduring Understandings</p> <ul style="list-style-type: none"> Laws, policies and processes have intended and unintended consequences for individuals and groups in society. Governments, institutions, and organizations impact their respective societies and the world. Interconnectedness causes positive and negative consequences. 	<p align="center">Essential Questions</p> <ul style="list-style-type: none"> To what extent did the policies of absolute rulers impact their respective countries, colonies, and people as well as the regions they settled? How do economic systems (mercantilism) lead to the diffusion and/or destruction of cultures and peoples?
<p>Learning Targets</p>		
<p><i>Students will understand absolute government, divine right, mercantilism.</i></p>		
<p>Unit Duration: 2-4 weeks</p>		

Unit 3: English Revolution

Standards	Transfer Goal(s) /Big Ideas	
<p><u>Priority Skill Standards</u></p> <ul style="list-style-type: none"> Analyze laws, policies, and processes, including powers and responsibilities, to determine how governmental systems affect individuals, groups, and institutions in society (social structures and stratification). Analyze the causes and consequences of a specific issue, as well as the challenges and opportunities faced by those trying to address the problem. <p><u>Priority Content Standards</u></p> <ul style="list-style-type: none"> 9-12.WH.3.GS.A Compare and contrast limited and absolute, governments and the extent of their impact on individuals and society. 9-12.WH.5.GS.A Explain the development of ideas, such as natural laws, natural rights, social contract, due process, and separation of powers. 	<p>As Social Studies learners, students of the City of St. Charles School District will think critically and deeply about the world around them. Using effective communication supported by evidence, they will consider multiple perspectives as responsible, curious, informed decision makers who take meaningful action.</p>	
	Enduring Understandings	Essential Questions
	<ul style="list-style-type: none"> Push/pull factors of political, social, and economic tensions. Revolutions change governmental and social policies Ideas/influences that lead to change. 	<ul style="list-style-type: none"> To what extent do push/pull factors affect global change? How do causes and effects of revolution impact decision making (English Revolution)? How do political, economic, and social reforms lead to protections and new government institutions?

Learning Targets

Students will understand Enlightenment, due process, Habeas Corpus, limited constitutional monarchy, natural rights, separation of powers, revolution.

Unit Duration: 2-4 weeks

Unit 4: Societal and Political Trends of the 18th and 19th Centuries

Standards	Transfer Goal(s) /Big Ideas	
<p><u>Priority Skill Standards:</u></p> <ul style="list-style-type: none"> Analyze laws, policies, and processes, including powers and responsibilities, to determine how governmental systems affect individuals, groups, and institutions in society (social structures and stratification). Using an inquiry lens, develop compelling questions, determine appropriate resources, and consider multiple points of views represented in the resources, develop a research plan, create and present a research product. <p><u>Priority Content Standards:</u></p> <ul style="list-style-type: none"> 9-12.WH.4.CC.B. Analyze political revolutions and reform movements in order to determine their enduring effects worldwide on the political expectations for self-government and individual liberty. 9-12.WH.4.PC.A Analyze the intellectual, artistic, and literary achievements of the Enlightenment and ensuing revolutions in order to determine how they challenged the status quo. 9-12.WH.5.PC.D Analyze the causes and effects of the changing roles of class, ethnicity, race, gender and age on world cultures post c. 1450. 	<p>As Social Studies learners, students of the City of St. Charles School District will think critically and deeply about the world around them. Using effective communication supported by evidence, they will consider multiple perspectives as responsible, curious, informed decision makers who take meaningful action.</p>	
	Enduring Understandings	Essential Questions
	<ul style="list-style-type: none"> Revolutions change governmental and social policies. Ideas/influences that lead to change. Cultural achievements challenge the status quo. 	<ul style="list-style-type: none"> To what extent did cultural movements influence new forms of government, new economic systems, new social orders? How do causes and effects of revolution impact decision making (French/Haitian Revolution)? In what ways have the roles of citizens evolved over time?
Learning Targets		
<p><i>Students will understand Scientific Revolution, Enlightenment, French Revolution, natural rights, limited constitutional monarchy, enlightened despots, Declaration of Independence and Declaration of the Rights of Man.</i></p>		
Unit Duration: 2-4 weeks		

Unit 5: Industrial Revolution & the Connection to European Imperialism

Standards	Transfer Goal(s) /Big Ideas	
<p><u>Priority Skill Standards</u></p> <ul style="list-style-type: none"> Examine the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals, groups, and institutions. Analyze the causes and consequences of a specific issue, as well as the challenges and opportunities faced by those trying to address the problem. Analyze the relationship between geography and individuals, groups, and institutions. <p><u>Priority Content Standards</u></p> <ul style="list-style-type: none"> 9-12.WH.4.G.C Explain the significance of new technologies in expanding people's capacity to modify the physical environment and their intended and unintended consequences. 9-12.WH.4.EC.A Analyze the origins and characteristics of laissez faire, market, mixed, and command economic systems to determine their effects on personal, social, and political decisions. 9-12.WH.5.PC.C Analyze the technological, intellectual, artistic, and literary achievements of the modern era to determine how society reflects and challenges the status quo. 9-12.WH.5.PC.D Analyze the causes and effects of the changing roles of class, ethnicity, race, gender and age on world cultures post c. 1450. 	<p>As Social Studies learners, students of the City of St. Charles School District will think critically and deeply about the world around them. Using effective communication supported by evidence, they will consider multiple perspectives as responsible, curious, informed decision makers who take meaningful action.</p>	
	<p align="center">Enduring Understandings</p> <ul style="list-style-type: none"> Ideas/influences that lead to change. New technological advancements increase people's ability to modify their physical environment. 	<p align="center">Essential Questions</p> <ul style="list-style-type: none"> How do economic systems (capitalism/socialism) lead to the diffusion and/or destruction of cultures and peoples? To what extent do push/pull factors affect global change? To what extent did the movement of people and goods impact Africa, Asia and Europe?
<p align="center">Learning Targets</p>		
<p><i>Students will understand Industrialization, imperialism (scramble for Africa), laissez-faire (capitalism), socialism, communism, Social Darwinism, nationalism, militarism.</i></p>		
<p align="center">Unit Duration: 2-4 weeks</p>		

Unit 6: World War I (The Great War)

Standards	Transfer Goal(s) /Big Ideas	
<p><u>Priority Skill Standards:</u></p> <ul style="list-style-type: none"> Analyze the causes and consequences of a specific issue, as well as the challenges and opportunities faced by those trying to address the problem. Analyze the relationship between geography and individuals, groups, and institutions. Create and use tools and other graphic representations to analyze a chronological sequence of events, explain relationships, and reveal patterns or trends. <p><u>Priority Content Standards:</u></p> <ul style="list-style-type: none"> 9-12.WH.4.CC.B. Analyze political revolutions and reform movements in order to determine their enduring effects worldwide on the political expectations for self-government and individual liberty. 9-12.WH.4.CC.B Compare and contrast causes and significant outcomes of political revolutions during this era. 9-12.WH.2.GS.B Analyze treaties, agreements, and international organizations to determine their impact on world challenges along with national and international order. 	<p>As Social Studies learners, students of the City of St. Charles School District will think critically and deeply about the world around them. Using effective communication supported by evidence, they will consider multiple perspectives as responsible, curious, informed decision makers who take meaningful action.</p>	
	Enduring Understandings	Essential Questions
	<ul style="list-style-type: none"> Society expands to shape their social, political, and economic perspectives. Treaties, agreements, and international organizations role in conflict and cooperation. Global conflict leads to geographic movement of populations or effect on people, groups, and cultures. 	<ul style="list-style-type: none"> How do causes and effects of World War impact decision making (WWI)? How do causes and effects of revolution impact decision making (Russian Revolution)? To what extent do treaties, agreement, and international organizations influence the end of WWI and the years between the World Wars?
Learning Targets		
<i>Students will understand Militarism, alliance system, imperialism, nationalism, 14 points, Treaty of Versailles, trench warfare, technological advancements.</i>		
Unit Duration: 2-4 weeks		

Unit 7: World War II

Standards	Transfer Goal(s) /Big Ideas	
<p>Priority Skills Standards:</p> <ul style="list-style-type: none"> Analyze the causes and consequences of a specific issue, as well as the challenges and opportunities faced by those trying to address the problem. Analyze the relationship between geography and individuals, groups, and institutions. Create and use tools and other graphic representations to analyze a chronological sequence of events, explain relationships, and reveal patterns or trends. <p>Priority Content Standards:</p> <ul style="list-style-type: none"> 9-12.WH.3.CC.B Trace the origins, and relationships among the world wars, revolutions, and global conflicts of the twentieth century to determine their impacts on the world today. 9-12.WH.5.PC.A Analyze causes and patterns of human rights violations and genocide and suggest resolutions for current and future conflicts. 9-12.WH.5.PC.B Analyze the process of globalization to determine its effects on global conflict and cooperation. 	<p>As Social Studies learners, students of the City of St. Charles School District will think critically and deeply about the world around them. Using effective communication supported by evidence, they will consider multiple perspectives as responsible, curious, informed decision makers who take meaningful action.</p>	
	Enduring Understandings	Essential Questions
	<ul style="list-style-type: none"> Society expands to shape their social, political, and economic perspectives. Treaties, agreements, and international organizations role in conflict and cooperation. Patterns of human rights violations and genocide as well as attempts at resolutions for current and future conflict. 	<ul style="list-style-type: none"> How do causes and effects of World War impact decision making (WWII)? What were the long term and intermediate causes of genocide (Holocaust)? To what extent do treaties, agreement, and international organizations influence the end of WWII and the beginning of the Cold War?
Learning Targets		
<p><i>Students will understand League of Nations, totalitarianism, appeasement, Fascism, genocide (Holocaust), alliances, theaters of war, nuclear age.</i></p>		
Unit Duration: 2-4 weeks		

Unit 8: Cold War

Standards	Transfer Goal(s) /Big Ideas	
<p>Priority Skills Standards:</p> <ul style="list-style-type: none"> Analyze the relationship between geography and individuals, groups, and institutions. Using an inquiry lens, describe how peoples' perspectives shaped the sources/ artifacts they created. <p>Priority Content Standards:</p> <ul style="list-style-type: none"> 9-12.WH.3.CC.C Explain the challenges and benefits of large land empires including those found in Russia, China, and the Middle East. 9-12.WH.4.GS.B Compare and contrast evolving governmental systems, including monarchy, theocracy, totalitarianism, and representative governments. 	<p>As Social Studies learners, students of the City of St. Charles School District will think critically and deeply about the world around them. Using effective communication supported by evidence, they will consider multiple perspectives as responsible, curious, informed decision makers who take meaningful action.</p>	
	Enduring Understandings	Essential Questions
	<ul style="list-style-type: none"> Movement of people, goods and ideas impact society within and among regions Governments, institutions, and organizations impact their respective societies and the world. Treaties, agreements, and international organizations role in conflict and cooperation. 	<ul style="list-style-type: none"> To what extent did global conflict affect the movement of people (Post WWII)? How did international agreements and organizations fuel conflict and cooperation (Cold War)? To what extent do push/pull factors affect global change?
Learning Targets		
<p><i>Students will understand the Cold War, Yalta Conference, brinkmanship, containment, iron curtain, push/pull factors, international agreements, totalitarian governments, representative governments.</i></p>		
Unit Duration: 2-4 weeks		

Unit 9: Struggles for Democracy

Standards	Transfer Goal(s) /Big Ideas	
<p><u>Priority Skill Standard</u></p> <ul style="list-style-type: none"> Analyze the causes and consequences of a specific issue, as well as the challenges and opportunities faced by those trying to address the problem. Examine the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals, groups, and institutions. <p><u>Priority Content Standards</u></p> <ul style="list-style-type: none"> 9-12.WH.4.CC.B Analyze political revolutions and reform movements in order to determine their enduring effects worldwide on the political expectations for self-government and individual liberty. 9-12.WH.3.CC.C Explain the challenges and benefits of large land empires including those found in Russia,China, and the Middle East. 9-12.WH.5.PC.A Analyze causes and patterns of human rights violations and genocide and suggest resolutions for current and future conflicts. 	<p>As Social Studies learners, students of the City of St. Charles School District will think critically and deeply about the world around them. Using effective communication supported by evidence, they will consider multiple perspectives as responsible, curious, informed decision makers who take meaningful action.</p>	
	Enduring Understandings	Essential Questions
	<ul style="list-style-type: none"> Movement of people, goods and ideas impact society within and among regions. Society expands to shape their social, political, and economic perspectives. Interconnectedness causes positive and negative consequences. 	<ul style="list-style-type: none"> What were the long term and intermediate causes of instances of human rights violations (Post WWII)? In what ways did the fall of the Soviet Union cause positive and negative consequences? What were the push/pull factors between the Eastern and Western worlds?

Learning Targets

Students will understand human rights violations, current/future conflict, genocide/ethnic cleansing, recession/inflation, East vs West conflicts.

Unit Duration: 2-4 weeks

Standard 1: Using an inquiry lens, describe how people's perspectives shape the sources/artifacts they created. (9-12.GV.1.CC.B & 9-12.GV.1.PC.A)			
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Activities
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	Students will utilize 3 Close Reads to examine perspectives in the Renaissance, including women, lower class, and patrons .
Score 3.0	Using an inquiry lens, describe how people's perspectives shape the sources/artifacts they created. The student exhibits no major errors or omissions. <ul style="list-style-type: none"> • Analyze artifacts and/or primary sources from this era. • Make inferences about the purpose of the artifacts and what they might have been used for. • Draw conclusions about what these artifacts demonstrate about the political, social, and economic circumstances that shaped this society. 		
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	There are no major errors or omissions regarding the simpler details and processes. However, the student exhibits major errors or omissions regarding the more complex ideas and processes.		
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.		

Standard 2: Create and use tools and other graphic representations to analyze a chronological sequence of events, explain relationships, and reveal patterns or trends. (9-12.GV.1.CC.A & 9-12.GV.1.G.A)			
Score	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Activities
4.0			Battles of Europe and Battles of the Pacific Google Slide Presentations-Students look up key battles of the main theaters of war and create a timeline of those battles. Emphasis on the outcomes of each battle. Students present findings to class
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	Create and use tools and other graphic representations to analyze a chronological sequence of events, explain relationships, and reveal patterns or trends. The student exhibits no major errors or omissions. <ul style="list-style-type: none"> ● Create and/or use tools and other graphic representations to <ul style="list-style-type: none"> ○ analyze a chronological sequence of events ○ explain relationships ○ reveal patterns or trends 		
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	There are no major errors or omissions regarding the simpler details and processes. However, the student exhibits major errors or omissions regarding the more complex ideas and processes.		
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.		

Standard 3: Using an inquiry lens, develop compelling questions, determine appropriate resources, and consider multiple points of view represented in the resources, develop a research plan, create and present a research product. (9-12.GV.1.CC.C & 9-12.GV.1.CC.D)			
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Activities Enlightened Thinkers RFA- Students read primary source excerpts from Hobbes and Locke and compare and contrast their views on contemporary government systems
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	Using an inquiry lens, develop compelling questions, determine appropriate resources, and consider multiple points of views represented in the resources, develop a research plan, create and present a research product. The student exhibits no major errors or omissions. <ol style="list-style-type: none"> 1. Pose a compelling central question. 2. Explain how the question builds on the ideas of experts. 3. Use specific supporting questions grounded in expert ideas. 4. Identify additional questions related to the central question. 5. Consult multiple significant sources of various types. 6. Critique the strengths and weaknesses of other ideas. 7. Apply an appropriate discipline lends to explain or argue in a precise nuanced way. 8. Plan and deliver a presentation based on task, audience, and purpose. 9. Make strategic use of multimedia presentations. 		
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	There are no major errors or omissions regarding the simpler details and processes. However, the student exhibits major errors or omissions regarding the more complex ideas and processes.		
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.		

Standard 4: Analyze the causes and consequences of a specific issue, as well as the challenges and opportunities faced by those trying to address the problem. (9-12.GV.1.GS.A & 9-12.GV.1.GS.B)			
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Activities
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	Case Study on Manchester, England during the Industrial Revolution. Effects on workers, children, owners and other social groups. Also covers the long term consequences on the environment and education
Score 3.0	Analyze the causes and consequences of a specific issue, as well as the challenges and opportunities faced by those trying to address the problem. The student exhibits no major errors or omissions. <ul style="list-style-type: none"> • Identify the causes of a specific world-history issue. • Identify the consequences of a specific world-history issue. • Analyze obstacles encountered by those trying to address the problem. • Analyze opportunities encountered by those trying to address the problem. 		
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	There are no major errors or omissions regarding the simpler details and processes. However, the student exhibits major errors or omissions regarding the more complex ideas and processes.		
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.		

Standard 5: Analyze laws, policies, and processes, including powers and responsibilities, to determine how governmental systems affect individuals, groups, and institutions in society-social structures and stratification. (9-12.GV.1.GS.A & 9-12.GV.1.GS.B)			
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Activities
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	English Laws Chart-Compare Magna Carta, Petition of Right, Habeas Corpus Act, English Bill of Rights, protections and safeguards for the English citizens
Score 3.0	Analyze laws, policies, and processes, including powers and responsibilities, to determine how governmental systems affect individuals, groups, and institutions in society-social structures and stratification. The student exhibits no major errors or omissions. <ol style="list-style-type: none"> 1. Define and distinguish among governmental systems and their resulting laws, policies, and processes. 2. Investigate an issue and determine at least two laws, two policies, and two processes associated with the issue. 3. Define and distinguish between groups and society. 4. Draw conclusions, citing appropriate evidence, as to how government decisions impact individuals and groups. 		
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	There are no major errors or omissions regarding the simpler details and processes. However, the student exhibits major errors or omissions regarding the more complex ideas and processes.		
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.		

Standard 6: Analyze the relationship between geography and individuals, groups, and institutions. (9-12.GV.1.PC.B & 9-12.GV.1.G.A & 9-12.GV.1.G.B)			
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Activities
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	Triangle of Trade RFA-Students analyze and breakdown the movement of people, goods, and disease between the New World and the Old World.
Score 3.0	Analyze the relationship between geography and individuals, groups, and institutions. The student exhibits no major errors or omissions. <ol style="list-style-type: none"> 1. Locate major geographic features and identify their impact on a given civilization. 2. Locate major cities and geographic boundaries of a given civilization. 3. Identify human settlement activities (such as finding shelter, food, and water) of this time period/civilization. 4. Describe the impact of human settlement activities on the environmental and cultural characteristics (e.g. clothing, music, art, and religion) of this civilization. 		
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	There are no major errors or omissions regarding the simpler details and processes. However, the student exhibits major errors or omissions regarding the more complex ideas and processes.		
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.		

Standard 7: Examine the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals, groups, and institutions. (9-12.GV.1.EC.A)			
Score	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Activities
4.0			Venn Diagram over Capitalism, Socialism, and Communism.
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	Examine the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals, groups, and institutions.		
	The student exhibits no major errors or omissions.		
	1. Examine the opportunity costs (the loss of potential gain from other alternatives when one alternative is chosen) of economic decisions for society as a whole as well as on individuals.		
	2. Examine the benefits (an advantage or profit gained from something) of economic decisions for society as a whole as well as on individuals.		
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	There are no major errors or omissions regarding the simpler details and processes. However, the student exhibits major errors or omissions regarding the more complex ideas and processes.		
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.		

PSYCHOLOGY 1

Scope and Sequence	Scientific Inquiry and Research Methods	Biological Basis of Behavior	Sensation and Perception	Consciousness	Cognitive Psychology
Psychology 1					
Using an inquiry lens, describe how people's perspectives shape the sources/artifacts they created. (9-12.GV.1.CC.B & 9-12.GV.1.PC.A)	x	x	x	x	x
Create and use tools and other graphic representations to analyze a chronological sequence of events, explain relationships, and reveal patterns or trends. (9-12.GV.1.CC.A & 9-12.GV.1.G.A)	x	x	x	x	x
Using an inquiry lens, develop compelling questions, determine appropriate resources, and consider multiple points of views represented in the resources, develop a research plan, create and present a research product. (9-12.GV.1.CC.C & 9-12.GV.1.CC.D)	x	x	x	x	x
Analyze the causes and consequences of a specific issue, as well as the challenges and opportunities faced by those trying to address the problem. (9-12.GV.1.CC.E)	x	x	x	x	x
Analyze laws, policies, and processes, including powers and responsibilities, to determine how governmental systems affect individuals, groups, and institutions in society -social structures and stratification. (9-12.GV.1.GS.A & 9-12.GV.1.GS.B)					
Analyze the relationship between geography and individuals, groups, and institutions. (9-12.GV.1.PC.B & 9-12.GV.1.G.A & 9-12.GV.1.G.B)	x				
Examine the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals, groups, and institutions. (9-12.GV.1.EC.A)					

Psychology 1
Course Overview

Grade level(s): 11-12	Credits earned: .5
Course Rationale	Course Description
The insights you gain into motivations, thought processes, the influences of groups you interact with and many other aspects of human behavior will all help you gain a better understanding of yourself.	Psychology 1 is an introduction to the study of human behavior. This semester course begins by looking at the major approaches to studying human behavior. During this semester the student will examine how humans learn, think, and remember. The physiology of behavior is considered in the study of the nervous system, human states of consciousness (dreams, hypnosis, meditation...) and human awareness.

Transfer Goals/Big Ideas

As Social Studies learners, students of the City of St. Charles School District will think critically and deeply about the world around them. Using effective communication supported by evidence, they will consider multiple perspectives as responsible, curious, informed decision makers who take meaningful action.

Priority Missouri Learning Standards/National Standards

<p>Adopted from the American Psychological Association for teaching of Psychology in High School</p> <p>Unit 1: CONTENT STANDARD 1 The nature of psychological science CONTENT STANDARD 2 Research methods and measurements used to study behavior and mental processes CONTENT STANDARD 3 Ethical issues in research with human and non-human animals CONTENT STANDARD 4 Basic concepts of data analysis</p> <p>Unit 2: CONTENT STANDARD 1 Structure and function of the nervous system and endocrine system in human and non-human animals CONTENT STANDARD 2 The interaction between biological factors and experiences</p> <p>Unit 3: CONTENT STANDARD 1 The functions of sensory systems CONTENT STANDARD 2 The capabilities and limitations of sensory processes CONTENT STANDARD 3 The process of perception CONTENT STANDARD 4 The interaction between the person and the environment in determining perception</p>	<p>Unit 4: CONTENT STANDARD 1 The different states and levels of consciousness CONTENT STANDARD 2 Characteristics and functions of sleep and theories that explain why we sleep and dream CONTENT STANDARD 3 Categories of psychoactive drugs and their effects</p> <p>Unit 5: CONTENT STANDARD 1 Fundamental processes of thinking and problem solving CONTENT STANDARD 2 Effective thinking processes CONTENT STANDARD 3 Processes of memory CONTENT STANDARD 4 Factors influencing memory CONTENT STANDARD 5 Perspectives on intelligence CONTENT STANDARD 6 Assessment of intelligence CONTENT STANDARD 7 Issues in intelligence CONTENT STANDARD 8 Classical Conditioning CONTENT STANDARD 9 Operant Conditioning CONTENT STANDARD 10 Observational learning, social learning theory, and mental processes in learning CONTENT STANDARD 11 Structural features and development of language CONTENT STANDARD 12 Language and the brain</p>
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Unit 1: Scientific Inquiry and Research Methods

Standards	Transfer Goal(s) /Big Ideas	
<p>Priority Skill Standards:</p> <ul style="list-style-type: none"> ● Create and use tools and other graphic representations to analyze a chronological sequence of events, explain relationships, and reveal patterns or trends. ● Using an inquiry lens, develop compelling questions, determine appropriate resources, and consider multiple points of views represented in the resources, develop a research plan, create and present a research product. ● Analyze the causes and consequences of a specific issue, as well as the challenges and opportunities faced by those trying to address the problem. ● Analyze the relationships between individuals, groups, and institutions. ● Using an inquiry lens, describe how peoples’ perspectives shaped the sources/ artifacts they created. <p>Priority Content Standards:</p> <p>CONTENT STANDARD 1 The nature of psychological science Students are able to (learning targets):</p> <ol style="list-style-type: none"> 1.1. Define psychology as a discipline and identify its goals as a science 1.2. Differentiate scientific and non-scientific approaches to knowledge 1.3. Explain the value of both basic and applied psychological research with human and nonhuman animals 1.4. Identify careers individuals can pursue in psychological science 1.5. Identify ways individuals can use psychological science in any career <p>CONTENT STANDARD 2 Research methods and measurements used to study behavior and mental processes Students are able to (learning targets):</p> <ol style="list-style-type: none"> 2.1. Describe research methods psychological scientists use 2.2. Compare and contrast quantitative and qualitative research methods used by psychological scientists 2.3. Describe the importance of representative samples in psychological research and the need for replication 2.4. Explain how and why psychologists use non-human animals in research 2.5. Explain the meaning of validity and reliability of observations and measurements <p>CONTENT STANDARD 3 Ethical issues in research with human and non-human animals Students are able to (learning targets):</p> <ol style="list-style-type: none"> 3.1. Identify ethical requirements for research with human participants and non-human animals 3.2. Explain why researchers need to adhere to an ethics review process <p>CONTENT STANDARD 4 Basic concepts of data analysis Students are able to (learning targets):</p> <ol style="list-style-type: none"> 4.1. Define descriptive statistics and explain how they are used by psychological scientists 4.2. Draw appropriate conclusions from correlational and experimental designs 4.3. Interpret visual representations of data 	<p>As Social Studies learners, students of the City of St. Charles School District will think critically and deeply about the world around them. Using effective communication supported by evidence, they will consider multiple perspectives as responsible, curious, informed decision makers who take meaningful action.</p>	
	Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> ● Students will be able to summarize the origins of present day psychology. ● Students will be able to outline the principles of psychological research. 	<ul style="list-style-type: none"> ● Why do we study psychology ● What do psychologists do? ● How have psychological theories and practices changed over time? ● What are the basic steps in scientific research? ● What are surveys and how can psychologists use them to find out about people's attitudes and behavior? ● How do psychologists balance experimental and observational methods with ethical issues? 	

Learning Targets

Students will summarize the origins of present day psychology, outline the principles of psychological research, recognize or recall specific terminology, such as psychology, cognitive, psychologist, psychiatrist, functionalism, psychoanalysis, behaviorism, cognitive, humanistic, biological, sociocultural, scientific method, basic science, applied science, methods of observation, case study experiment, double-blind study, single-blind study.

Unit Duration:6-10 class periods

Unit 2: Biological Basis of Behavior

Standards	Transfer goals/Big Idea	
<p><u>Priority Skill Standard:</u></p> <ul style="list-style-type: none"> • Create and use tools and other graphic representations to analyze a chronological sequence of events, explain relationships, and/or reveal patterns or trends. • Using an inquiry lens, develop compelling questions, determine appropriate resources, and consider multiple points of views represented in the resources, analyze various case studies. • Analyze the causes and consequences of a specific issue, as well as the challenges and opportunities faced by those trying to address the problem. • Using an inquiry lens, describe how peoples' perspectives shaped the sources/ artifacts they created. <p><u>Priority Content Standards:</u></p> <p>CONTENT STANDARD 1 Structure and function of the nervous system and endocrine system in human and non-human animals Students are able to (learning targets):</p> <p>1.1. Identify the major divisions and subdivisions of the human nervous system and their functions</p> <p>1.2. Identify the parts of the neuron and describe the basic process of neural transmission</p> <p>1.3. Describe the structures and functions of the various parts of the central nervous system</p> <p>1.4. Explain the importance of plasticity of the nervous system</p> <p>1.5. Describe the function of the endocrine glands and their interaction with the nervous system</p> <p>1.6. Identify methods and tools used to study the nervous system</p> <p>CONTENT STANDARD 2 The interaction between biological factors and experiences Students are able to (learning targets):</p> <p>2.1. Describe concepts in behavioral genetics and epigenetics</p> <p>2.2. Describe the interactive effects of heredity and environment</p> <p>2.3. Explain general principles of evolutionary psychology</p>	<p>As Social Studies learners, students of the City of St. Charles School District will think critically and deeply about the world around them. Using effective communication supported by evidence, they will consider multiple perspectives as responsible, curious, informed decision makers who take meaningful action.</p>	
	Enduring Understandings	Essential Questions
	<ul style="list-style-type: none"> • Students will investigate the biological basis of behavior and be able to apply these findings to a variety of scenarios. 	<ul style="list-style-type: none"> • What are the major functions of the central nervous system? • What are the different parts of the brain, and how do they work? • How does heredity influence personality?
Learning Targets		
<p>Students will investigate the biological basis of behavior, recognize and recall specific terminology, such as central nervous system, peripheral nervous system, heredity, environment, lobes of the brain, parts of the brain, brain testing techniques.</p>		
Unit Duration:6-10 class periods		

Unit 3: Sensation and Perception

Standards	Transfer goals/Big Idea	
<p>Priority Skill Standards:</p> <ul style="list-style-type: none"> ● Create and use tools and other graphic representations to analyze a chronological sequence of events, explain relationships, and/or reveal patterns or trends. ● Using an inquiry lens, develop compelling questions, determine appropriate resources, and consider multiple points of views represented in the resources, analyze various case studies. ● Analyze the causes and consequences of a specific issue, as well as the challenges and opportunities faced by those trying to address the problem. ● Using an inquiry lens, describe how peoples’ perspectives shaped the sources/ artifacts they created. <p>Priority Content Standard:</p> <p>CONTENT STANDARD 1 The functions of sensory systems Students are able to (learning targets):</p> <p>1.1. Explain the process of sensory transduction</p> <p>1.2. Explain the basic concepts of psychophysics such as threshold and adaptation</p> <p>CONTENT STANDARD 2 The capabilities and limitations of sensory processes Students are able to:</p> <p>2.1. Identify different stimuli for which humans have sensory receptors and explain what this means for their sensory abilities</p> <p>2.2. Describe the visual sensory system</p> <p>2.3. Describe the auditory sensory system</p> <p>2.4. Describe chemical and tactile sensory systems</p> <p>CONTENT STANDARD 3 The process of perception Students are able to (learning targets):</p> <p>3.1. Describe principles of perception</p> <p>3.2. Explain the concepts of bottom-up and top-down processing</p> <p>CONTENT STANDARD 4 The interaction between the person and the environment in determining perception Students are able to (learning targets):</p> <p>4.1. Explain Gestalt principles of perception</p> <p>4.2. Describe binocular and monocular depth cues 4.3. Describe perceptual constancies</p> <p>4.4. Describe the nature of attention</p> <p>4.5. Explain how diverse experiences and expectations influence perception</p>	<p>As Social Studies learners, students of the City of St. Charles School District will think critically and deeply about the world around them. Using effective communication supported by evidence, they will consider multiple perspectives as responsible, curious, informed decision makers who take meaningful action.</p>	
	Enduring Understandings	Essential Questions
	<ul style="list-style-type: none"> ● The student will be able to distinguish between sensation and perception in relation to behavior and environment. 	<ul style="list-style-type: none"> ● What are the processes of sensation and what is the relationship between sensation and perception? ● How does the human eye, ear, and other senses work? ● What is perception?

Learning Targets

Students will investigate the biological basis of behavior, recognize and recall specific terminology, such as central nervous system, peripheral nervous system, heredity, environment, lobes of the brain, parts of the brain, brain testing techniques.

Unit Duration:6-10 class periods

Unit 4: Consciousness

Standards	Transfer goals/Big Idea	
<p>Priority Skill Standards:</p> <ul style="list-style-type: none"> ● Create and use tools and other graphic representations to analyze a chronological sequence of events, explain relationships, and/or reveal patterns or trends. ● Using an inquiry lens, develop compelling questions, determine appropriate resources, and consider multiple points of views represented in the resources, analyze various case studies. ● Analyze the causes and consequences of a specific issue, as well as the challenges and opportunities faced by those trying to address the problem. ● Using an inquiry lens, describe how peoples’ perspectives shaped the sources/ artifacts they created. <p>Priority Content Standards:</p> <p>CONTENT STANDARD 1 The different states and levels of consciousness Students are able to (learning targets):</p> <ol style="list-style-type: none"> 1.1. Identify states of consciousness 1.2. Distinguish between processing that is conscious (i.e., explicit) and other processing that happens without conscious awareness (i.e., implicit) 1.3. Identify the effects of meditation, mindfulness, and relaxation 1.4. Describe characteristics of and current conceptions about hypnosis <p>CONTENT STANDARD 2 Characteristics and functions of sleep and theories that explain why we sleep and dream Students are able to (learning targets):</p> <ol style="list-style-type: none"> 2.1. Describe the circadian rhythm and its relation to sleep 2.2. Describe the sleep cycle 2.3. Compare theories about the functions of sleep and of dreaming 2.4. Describe types of sleep disorders <p>CONTENT STANDARD 3 Categories of psychoactive drugs and their effects Students are able to (learning targets):</p> <ol style="list-style-type: none"> 3.1. Characterize the major categories of psychoactive drugs and their effects 3.2. Describe how psychoactive drugs work in the brain 3.3. Describe the physiological and psychological effects of psychoactive drugs 	<p>As Social Studies learners, students of the City of St. Charles School District will think critically and deeply about the world around them. Using effective communication supported by evidence, they will consider multiple perspectives as responsible, curious, informed decision makers who take meaningful action.</p>	
	Enduring Understandings	Essential Questions
	<ul style="list-style-type: none"> ● Students will be able to analyze various ways in which consciousness can be altered. 	<ul style="list-style-type: none"> ● What is consciousness? ● How can altered states of consciousness be achieved, and what problems can arise during each state? ● What is the relationship between drugs and consciousness?
Learning Targets		
<p><i>Students will analyze various ways in which consciousness can be altered, recognize and recall specific terminology, such as consciousness, altered states, sleep, dreams, hypnosis, meditation, psychoactive drugs.</i></p>		
Unit Duration:6-10 class periods		

Unit 5: Cognitive Psychology

Standards	Transfer Goal(s) /Big Ideas	
<p><u>Priority Skill Standard</u></p> <ul style="list-style-type: none"> ● Create and use tools and other graphic representations to analyze a chronological sequence of events, explain relationships, and/or reveal patterns or trends. ● Using an inquiry lens, develop compelling questions, determine appropriate resources, and consider multiple points of views represented in the resources, analyze various case studies. ● Analyze the causes and consequences of a specific issue, as well as the challenges and opportunities faced by those trying to address the problem. ● Using an inquiry lens, describe how peoples’ perspectives shaped the sources/ artifacts they created. <p><u>Priority Content Standards</u></p> <p>CONTENT STANDARD 1 Fundamental processes of thinking and problem solving Students are able to:</p> <p>1.1. Describe cognitive processes related to concept formation 1.2. Explain processes involved in problem solving and decision making</p> <p>CONTENT STANDARD 2 Effective thinking processes Students are able to:</p> <p>2.1. Describe obstacles to effective information processing and decision making 2.2. Describe convergent and divergent thinking in problem solving and decision making</p> <p>CONTENT STANDARD 3 Processes of memory Students are able to:</p> <p>3.1. Explain the processes of encoding, storage, and retrieval 3.2. Describe systems of memory (i.e., sensory, working, and long-term memory) 3.3. Differentiate types of memory (i.e., implicit and explicit)</p> <p>CONTENT STANDARD 4 Factors influencing memory Students are able to:</p> <p>4.1. Explain strategies for improving the encoding, storage, and retrieval of memories 4.2. Describe memory as a reconstructive process 4.3. Explain kinds of forgetting or memory failures 4.4. Identify disorders that impact the function of memory</p> <p>CONTENT STANDARD 5 Perspectives on intelligence Students are able to:</p> <p>5.1. Explain intelligence as a construct 5.2. Describe various conceptualizations of intelligence 5.3. Describe the effects of differences in intelligence on everyday functioning</p> <p>CONTENT STANDARD 6 Assessment of intelligence Students are able to:</p> <p>6.1. Analyze the history of intelligence testing, including historical use and misuse in the context of fairness</p>	<p>As Social Studies learners, students of the City of St. Charles School District will think critically and deeply about the world around them. Using effective communication supported by evidence, they will consider multiple perspectives as responsible, curious, informed decision makers who take meaningful action.</p>	
	Enduring Understandings	Essential Questions
	<ul style="list-style-type: none"> ● The students will be able to recognize the methods of learning and how classical, operant, and cognitive factors relate to learning. ● Students will be able to explain how our memory operates and learn ways to improve their memories. 	<ul style="list-style-type: none"> ● How does classical and operant conditioning work and when do they occur? ● What part do cognitive factors play in learning? ● What is memory and how are they encoded, stored and retrieved? ● How do the three sages of memory interact to determine whether information is remembered or forgotten? ● What are some reasons people forget and what, and what can be done to minimize forgetting?

<p>6.2. Identify current methods of assessing human cognitive abilities 6.3. Describe measures of and data on reliability and validity for intelligence test scores</p> <p>CONTENT STANDARD 7 Issues in intelligence Students are able to: 7.1. Explain the complexities of interpreting scores on intelligence tests 7.2. Describe the influences of biological, cultural, and environmental factors on intelligence</p> <p>CONTENT STANDARD 8 Classical Conditioning Students are able to: 8.1. Describe the processes of classical conditioning 8.2. Describe clinical and experimental examples of classical conditioning</p> <p>CONTENT STANDARD 9 Operant Conditioning Students are able to: 9.1. Describe the processes of operant conditioning 9.2. Describe clinical and experimental examples of operant conditioning</p> <p>CONTENT STANDARD 10 Observational learning, social learning theory, and mental processes in learning Students are able to: 10.1. Describe observational learning and social learning theory 10.2. Describe the role of mental processes in learning</p> <p>CONTENT STANDARD 11 Structural features and development of language Students are able to: 11.1. Describe the structure of language from the level of speech sounds to communication of meaning 11.2. Describe the relationship between language and cognition 11.3. Explain the language acquisition process and theories</p> <p>CONTENT STANDARD 12 Language and the brain Students are able to: 12.1. Identify the brain structures associated with language 12.2. Explain how damage to the brain may affect language</p>		
Learning Targets		
<p>Students will distinguish between the methods of learning and how they relate to individual learning, explain how our memory works and ways to improve their memories, recognize and recall specific terminology, such as long-term memory, short-term memory, encoding, storage, retrieval, recall, relearning, decay, classical conditioning, social learning, operant conditioning, modeling, latent learning, learning sets, intelligence, IQ testing, Standardized tests.</p>		
Unit Duration:6-10 class periods		

Standard 1: Using an inquiry lens, describe how people's perspectives shape the sources/artifacts they created. (9-12.GV.1.CC.B & 9-12.GV.1.PC.A)		
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.
Score 3.0	Using an inquiry lens, describe how people's perspectives shape the sources/artifacts they created.	
	<p>The student exhibits no major errors or omissions.</p> <ul style="list-style-type: none"> Analyze artifacts and/or primary sources from this era. Make inferences about the purpose of the artifacts and what they might have been used for. Draw conclusions about what these artifacts demonstrate about the political, social, and economic circumstances that shaped this society. 	
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.
Score 2.0	There are no major errors or omissions regarding the simpler details and processes. However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.
Score 0.0	Even with help, no understanding or skill demonstrated.	
Sample Activities		
<ol style="list-style-type: none"> DBQ Student presentations Student debates/discussion <p>Example:</p> <p>Students create a brochure reflecting behaviors in current events into 3 perspectives: Nature / Nurture / Both</p>		

Standard 2: Create and use tools and other graphic representations to analyze a chronological sequence of events, explain relationships, and reveal patterns or trends. (9-12.GV.1.CC.A & 9-12.GV.1.G.A)			
Score	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Activities
4.0			1. DBQ 2. Student debates / discussions Example: Unit 1: Design a timeline showing the major theories/events/trends in the fields of Psychology
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	Create and use tools and other graphic representations to analyze a chronological sequence of events, explain relationships, and reveal patterns or trends. The student exhibits no major errors or omissions. <ul style="list-style-type: none"> ● Create and/or use tools and other graphic representations to <ul style="list-style-type: none"> ○ analyze a chronological sequence of events ○ explain relationships ○ reveal patterns or trends 		
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	There are no major errors or omissions regarding the simpler details and processes. However, the student exhibits major errors or omissions regarding the more complex ideas and processes.		
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.		

Standard 3: Using an inquiry lens, develop compelling questions, determine appropriate resources, and consider multiple points of view represented in the resources, develop a research plan, create and present a research product. (9-12.GV.1.CC.C & 9-12.GV.1.CC.D)		
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.
Score 3.0	<p>Using an inquiry lens, develop compelling questions, determine appropriate resources, and consider multiple points of views represented in the resources, develop a research plan, create and present a research product.</p> <p>The student exhibits no major errors or omissions.</p> <ol style="list-style-type: none"> 1. Pose a compelling central question. 2. Explain how the question builds on the ideas of experts. 3. Use specific supporting questions grounded in expert ideas. 4. Identify additional questions related to the central question. 5. Consult multiple significant sources of various types. 6. Critique the strengths and weaknesses of other ideas. 7. Apply an appropriate discipline lends to explain or argue in a precise nuanced way. 8. Plan and deliver a presentation based on task, audience, and purpose. 9. Make strategic use of multimedia presentations. 	
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.
Score 2.0	There are no major errors or omissions regarding the simpler details and processes. However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.
Score 0.0	Even with help, no understanding or skill demonstrated.	
Sample Activities		
<ol style="list-style-type: none"> 1. DBQ 2. Research / Experiment reviews 3. Student debates / discussions <p>Example: Formulate their own research project</p>		

Standard 4: Analyze the causes and consequences of a specific issue, as well as the challenges and opportunities faced by those trying to address the problem. (9-12.GV.1.GS.A & 9-12.GV.1.GS.B)			
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Activities
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	<ol style="list-style-type: none"> 1. DBQ 2. Research / Experiments reviews 3. Problem solving <p>Example:</p> <p>Create a mnemonic device that would help improve your memory utilizing the memory process</p>
Score 3.0	Analyze the causes and consequences of a specific issue, as well as the challenges and opportunities faced by those trying to address the problem.		
	The student exhibits no major errors or omissions.		
	<ul style="list-style-type: none"> • Identify the causes of a specific world-history issue. • Identify the consequences of a specific world-history issue. • Analyze obstacles encountered by those trying to address the problem. • Analyze opportunities encountered by those trying to address the problem. 		
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	There are no major errors or omissions regarding the simpler details and processes. However, the student exhibits major errors or omissions regarding the more complex ideas and processes.		
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.		

Standard 5: Analyze laws, policies, and processes, including powers and responsibilities, to determine how governmental systems affect individuals, groups, and institutions in society-social structures and stratification. (9-12.GV.1.GS.A & 9-12.GV.1.GS.B)			
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Activities
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	<ol style="list-style-type: none"> 1. DBQ 2. Student presentations <p>Ex. Psychological Disorders/Therapy - Examine the influence of government on the DSM-V & effect on individuals with mental health issues & treatment plans</p>
Score 3.0	Analyze laws, policies, and processes, including powers and responsibilities, to determine how governmental systems affect individuals, groups, and institutions in society-social structures and stratification. The student exhibits no major errors or omissions. <ol style="list-style-type: none"> 1. Define and distinguish among governmental systems and their resulting laws, policies, and processes. 2. Investigate an issue and determine at least two laws, two policies, and two processes associated with the issue. 3. Define and distinguish between groups and society. 4. Draw conclusions, citing appropriate evidence, as to how government decisions impact individuals and groups. 		
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	There are no major errors or omissions regarding the simpler details and processes. However, the student exhibits major errors or omissions regarding the more complex ideas and processes.		
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.		

Standard 6: Analyze the relationship between geography and individuals, groups, and institutions. (9-12.GV.1.PC.B & 9-12.GV.1.G.A & 9-12.GV.1.G.B)			
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Activities
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	<ol style="list-style-type: none"> 1. DBQs 2. Student debates / discussions <ol style="list-style-type: none"> a. Psychological Theories developed overtime b. Classical v Operant Conditioning
Score 3.0	Analyze the relationship between geography and individuals, groups, and institutions. The student exhibits no major errors or omissions. <ol style="list-style-type: none"> 1. Locate major geographic features and identify their impact on a given civilization. 2. Locate major cities and geographic boundaries of a given civilization. 3. Identify human settlement activities (such as finding shelter, food, and water) of this time period/civilization. 4. Describe the impact of human settlement activities on the environmental and cultural characteristics (e.g. clothing, music, art, and religion) of this civilization. 		
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	There are no major errors or omissions regarding the simpler details and processes. However, the student exhibits major errors or omissions regarding the more complex ideas and processes.		
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.		

Standard 7: Examine the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals, groups, and institutions. (9-12.GV.1.EC.A)			
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Activities
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	1. DBQ
Score 3.0	Examine the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals, groups, and institutions. The student exhibits no major errors or omissions. <ol style="list-style-type: none"> 1. Examine the opportunity costs (the loss of potential gain from other alternatives when one alternative is chosen) of economic decisions for society as a whole as well as on individuals. 2. Examine the benefits (an advantage or profit gained from something) of economic decisions for society as a whole as well as on individuals. 		
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	There are no major errors or omissions regarding the simpler details and processes. However, the student exhibits major errors or omissions regarding the more complex ideas and processes.		
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.		

PSYCHOLOGY 2

Scope and Sequence	Developmental	Personality	Social	Disorders/Treatment/Therapies	Stress, Happiness, Motivation and Resilience	Life Portfolio
Psychology 2						
Using an inquiry lens, describe how people's perspectives shape the sources/artifacts they created. (9-12.GV.1.CC.B & 9-12.GV.1.PC.A)	x	x	x	x	x	x
Create and use tools and other graphic representations to analyze a chronological sequence of events, explain relationships, and reveal patterns or trends. (9-12.GV.1.CC.A & 9-12.GV.1.G.A)	x	x	x	x	x	x
Using an inquiry lens, develop compelling questions, determine appropriate resources, and consider multiple points of views represented in the resources, develop a research plan, create and present a research product. (9-12.GV.1.CC.C & 9-12.GV.1.CC.D)	x	x	x	x	x	x
Analyze the causes and consequences of a specific issue, as well as the challenges and opportunities faced by those trying to address the problem. (9-12.GV.1.CC.E)	x	x	x	x	x	x
Analyze laws, policies, and processes, including powers and responsibilities, to determine how governmental systems affect individuals, groups, and institutions in society -social structures and stratification. (9-12.GV.1.GS.A & 9-12.GV.1.GS.B)			x			
Analyze the relationship between geography and individuals, groups, and institutions. (9-12.GV.1.PC.B & 9-12.GV.1.G.A & 9-12.GV.1.G.B)	x	x	x	x	x	
Examine the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals, groups, and institutions. (9-12.GV.1.EC.A)	x			x	x	

**Psychology 2
Course Overview**

Grade level(s): 11-12	Credits earned: .5
Course Rationale	Course Description
The insights you gain into motivations, thought processes, the influences of groups you interact with and many other aspects of human behavior will all help you gain a better understanding of yourself.	Psychology 2 is the study of human interpersonal relationships and adjustments in society from infancy, adolescence to old age. During the semester the student will explore personality types and theories including some individualized personality testing. The course further examines how humans adapt to life's conflict/stresses and introduces the student to various aspects of psychological disturbance and mental breakdown - anxiety, phobias, depression, suicide, schizophrenia, chemical dependency and personality disorders among others. Emphasis: My Life Portfolio

Transfer Goals/Big Ideas

As Social Studies learners, students of the City of St. Charles School District will think critically and deeply about the world around them. Using effective communication supported by evidence, they will consider multiple perspectives as responsible, curious, informed decision makers who take meaningful action.

Priority Missouri Learning Standards/National Standards

<p>Unit 1: CONTENT STANDARD 1 Methods and issues in lifespan development CONTENT STANDARD 2 Physical, cognitive, and social development across the lifespan (prenatal, infancy, childhood, adolescence, emerging adulthood, adulthood, and older adulthood) CONTENT STANDARD 3 Psychological constructs of culture CONTENT STANDARD 4 Psychological constructs of gender and sexual orientation</p> <p>Unit 2: CONTENT STANDARD 1 Empirical approaches to studying and understanding personality CONTENT STANDARD 2 Assessment of personality</p> <p>Unit 3: CONTENT STANDARD 1 Social cognition CONTENT STANDARD 2 Social influence</p>	<p>Unit 4: CONTENT STANDARD 1 Perspectives of abnormal behavior CONTENT STANDARD 2 Categories of psychological disorders CONTENT STANDARD 3 Types of treatment CONTENT STANDARD 4 Legal, ethical, and professional issues in the treatment of psychological disorders</p> <p>Unit 5: CONTENT STANDARD 1 Stress and coping CONTENT STANDARD 2 Psychological science promotes mental and physical health and wellness CONTENT STANDARD 3 Influences of motivation CONTENT STANDARD 4 Domains of motivated behavior in humans CONTENT STANDARD 5 Perspectives on emotion CONTENT STANDARD 6 Emotional interpretation and expression (interpersonal and intrapersonal) CONTENT STANDARD 7 Domains of emotional behavior</p> <p>Unit 6: Unit 6 compiles content standards from Units 1, 2,3,and 5. Unit 6 is a semester project standard that applies personal and real world application to Psychology for each student.</p>
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Unit 1: Developmental Psychology (including gender and multiculturalism)

Standards	Transfer Goal(s) /Big Ideas	
<p><u>Priority Skill Standards:</u></p> <ul style="list-style-type: none"> ● Create and use tools and other graphic representations to analyze a chronological sequence of events, explain relationships, and reveal patterns or trends. ● Using an inquiry lens, develop compelling questions, determine appropriate resources, and consider multiple points of views represented in the resources ● Analyze the causes and consequences of a specific issue, as well as the challenges and opportunities faced by those trying to address the problem. ● Analyze the relationship between geography and individuals, groups, and institutions. ● Examine the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals, groups, and institutions. ● Using an inquiry lens, describe how peoples’ perspectives shaped the sources/ artifacts they created. <p><u>Priority Content Standards:</u></p> <p>CONTENT STANDARD 1 Methods and issues in lifespan development Students are able to:</p> <ol style="list-style-type: none"> 1.1. Explain the interaction of environmental and biological factors in development, including the role of the brain in all aspects of development 1.2. Explain issues of continuity/discontinuity and stability/change 1.3. Distinguish methods used to study development 1.4. Describe the role of sensitive and critical periods in development <p>CONTENT STANDARD 2 Physical, cognitive, and social development across the lifespan (prenatal, infancy, childhood, adolescence, emerging adulthood, adulthood, and older adulthood) Students are able to (learning targets):</p> <ol style="list-style-type: none"> 2.1. Identify key features of physical development from prenatal through older adulthood 2.2. Identify key features of cognitive development from prenatal through older adulthood 2.3. Identify key features of social development from prenatal through older adulthood <p>CONTENT STANDARD 3 Psychological constructs of culture Students are able to:</p> <ol style="list-style-type: none"> 3.1. Define culture and describe its role in individual and group characteristics 3.2. Describe the relationship between culture and conceptions of self and identity development 3.3. Explain how inequality of power and resources relate to privilege, stereotypes, prejudice, and discrimination 3.4. Describe psychological effects of privilege, stereotypes, prejudice, and discrimination based on cultural identity <p>CONTENT STANDARD 4 Psychological constructs of gender and sexual orientation Students are able to (learning targets):</p> <ol style="list-style-type: none"> 4.1. Compare and contrast sex, gender identity, and sexual orientation 4.2. Describe diversity of gender identity and sexual orientation 	<p>As Social Studies learners, students of the City of St. Charles School District will think critically and deeply about the world around them. Using effective communication supported by evidence, they will consider multiple perspectives as responsible, curious, informed decision makers who take meaningful action.</p>	
	Enduring Understandings	Essential Questions
	<p>The student will investigate the development of attitudes and social development among individuals.</p>	<p>Why do psychologists study the physical, social and cognitive development that takes place during infancy and childhood? What are the changes/challenges experienced during adolescence How does Human aging progress through stages, how are these stages characterized by various tasks?</p>

4.3. Describe psychological effects of privilege, stereotypes, prejudice, and discrimination based on gender and sex		
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Learning Targets

Students will investigate the development of attitudes and social development among individuals, recognize and recall specific terminology, such as puberty, identity crisis, clique, conformity, gender identity, gender, multiculturalism, gender role, gender stereotypes, gender schema, maturation, Development stages, development continuity, dementia, Alzhimers, biological sex, living will.

Unit Duration:6- 10 class periods

Unit 2: Personality

Standards	Transfer Goal(s) /Big Ideas	
<p>Priority Skill Standards:</p> <ul style="list-style-type: none"> ● Create and use tools and other graphic representations to analyze a chronological sequence of events, explain relationships, and reveal patterns or trends. ● Using an inquiry lens, develop compelling questions, determine appropriate resources, and consider multiple points of views represented in the resources ● Analyze the causes and consequences of a specific issue, as well as the challenges and opportunities faced by those trying to address the problem. ● Analyze the relationship between geography and individuals, groups, and institutions. ● Using an inquiry lens, describe how peoples’ perspectives shaped the sources/ artifacts they created. <p>Priority Content Standards:</p> <p>CONTENT STANDARD 1 Empirical approaches to studying and understanding personality Students are able to (learning targets):</p> <ol style="list-style-type: none"> 1.1. Explain how biological and environmental factors interact to influence personality 1.2. Explain social-cognitive approaches to understanding personality 1.3. Explain trait-based approaches to understanding personality 1.4. Describe methods used to study personality scientifically 1.5. Define self-concept <p>CONTENT STANDARD 2 Assessment of personality Students are able to (learning targets):</p> <ol style="list-style-type: none"> 2.1. Differentiate personality assessment techniques 2.2. Describe the reliability and validity of personality assessment techniques 2.3. Analyze how personality researchers address issues of stability and change 	<p>As Social Studies learners, students of the City of St. Charles School District will think critically and deeply about the world around them. Using effective communication supported by evidence, they will consider multiple perspectives as responsible, curious, informed decision makers who take meaningful action.</p>	
	Enduring Understandings	Essential Questions
	<p>The student will differentiate between the significant psychological theories involved in the study of personality.</p>	<ul style="list-style-type: none"> ● What effect does the unconscious have on personality? ● How do humanistic, sociocultural, behaviorist, and trait theorists explain personality? ● How do we evaluate individual personality?
Learning Targets		
<p>Students will differentiate between the significant psychological theories involved in the study of personality, recognize or recall specific terminology, such as personality, id, ego, superego, behaviorism, psychoanalytic, sociocultural, humanistic, self-actualization, trait, projective tests, objective tests.</p>		
Unit Duration:6-10 class periods		

Unit 3: Social

Standards	Transfer Goal(s) /Big Ideas	
<p><u>Priority Skill Standards:</u></p> <ul style="list-style-type: none"> ● Create and use tools and other graphic representations to analyze a chronological sequence of events, explain relationships, and reveal patterns or trends. ● Using an inquiry lens, develop compelling questions, determine appropriate resources, and consider multiple points of views represented in the resources ● Analyze the causes and consequences of a specific issue, as well as the challenges and opportunities faced by those trying to address the problem. ● Analyze the relationship between geography and individuals, groups, and institutions. <p><u>Priority Content Standards:</u></p> <p>CONTENT STANDARD 1 Social cognition Students are able to (learning targets):</p> <ol style="list-style-type: none"> 1.1. Describe attributional explanations of behavior 1.2. Explain how experiences shape attitudes and beliefs 1.3. Explain how attitudes, biases, and beliefs affect behavior and relationships with others <p>CONTENT STANDARD 2 Social influence Students are able to (learning targets):</p> <ol style="list-style-type: none"> 2.1. Explain how the presence of other people can affect behavior 2.2. Describe how intergroup dynamics influence behavior 2.3. Explain how persuasive methods affect behavior and beliefs 2.4. Identify factors influencing attraction and relationships 2.5. Identify factors influencing aggression and conflict 2.6. Identify factors influencing altruism and helping behaviors 	<p>As Social Studies learners, students of the City of St. Charles School District will think critically and deeply about the world around them. Using effective communication supported by evidence, they will consider multiple perspectives as responsible, curious, informed decision makers who take meaningful action.</p>	
	Enduring Understandings	Essential Questions
	<ul style="list-style-type: none"> ● Students will assess social theories of development and investigate the effect they have on individual relationships. 	<ul style="list-style-type: none"> ● How does the bias of a researcher affect their conclusions? ● How does the development of attitudes and social influences affect the individual?
Learning Targets		
<p>Students will investigate the development of attitudes among individuals, demonstrate an understanding of the roles that various groups play in determining individual behavior, recognize or recall specific terminology, such as: social psychology, stereotype, bias, attitudes, altruism, conformity, ethnocentrism, discrimination, social exchange theory, romantic or passionate love .</p>		
Unit Duration:6-10 Class periods		

Unit 4: Clinical Psychology: Disorders/Treatment/Therapies

Standards	Transfer Goal(s) /Big Ideas	
<p>Priority Skill Standards:</p> <ul style="list-style-type: none"> • Create and use tools and other graphic representations to analyze a chronological sequence of events, explain relationships, and reveal patterns or trends. • Using an inquiry lens, develop compelling questions, determine appropriate resources, and consider multiple points of views represented in the resources, develop a research plan, create and present a research product. • Analyze the causes and consequences of a specific issue, as well as the challenges and opportunities faced by those trying to address the problem. • Analyze laws, policies, and processes, including powers and responsibilities, to determine how governmental systems affect individuals, groups, and institutions in society (social structures and stratification). • Analyze the relationship between geography and individuals, groups, and institutions. • Examine the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals, groups, and institutions. • Using an inquiry lens, describe how peoples’ perspectives shaped the sources/ artifacts they created. <p>Priority Content Standards:</p> <p>CONTENT STANDARD 1 Perspectives of abnormal behavior Students are able to:</p> <ol style="list-style-type: none"> 1.1. Define abnormal behavior 1.2. Describe cross-cultural views of abnormality 1.3. Describe major medical and biopsychosocial models of abnormality 1.4. Explain how stigma relates to abnormal behavior 1.5. Explain the impact of psychological disorders on the individual, family, and society <p>CONTENT STANDARD 2 Categories of psychological disorders Students are able to:</p> <ol style="list-style-type: none"> 2.1. Describe the classification of psychological disorders 2.2. Describe the challenges associated with diagnosing psychological disorders 2.3. Describe symptoms of psychological disorders <p>CONTENT STANDARD 3 Types of treatment Students are able to</p> <ol style="list-style-type: none"> 3.1. Describe different types of biomedical and psychological treatments 3.2. Explain why psychologists use a variety of psychological treatments 3.3. Describe appropriate treatments for different populations, including historical use and misuse of treatment <p>CONTENT STANDARD 4 Legal, ethical, and professional issues in the treatment of psychological disorders Students are able to:</p> <ol style="list-style-type: none"> 4.1. Identify differences among licensed mental health providers 4.2. Identify legal and ethical requirements for licensed mental health providers 	<p>As Social Studies learners, students of the City of St. Charles School District will think critically and deeply about the world around them. Using effective communication supported by evidence, they will consider multiple perspectives as responsible, curious, informed decision makers who take meaningful action.</p>	
	Enduring Understandings	Essential Questions
	<p>The student will draw conclusions on what life is like for an individual living with a psychological disorder.</p>	<ul style="list-style-type: none"> • What are psychological disorders and how are they classified? • How do anxiety, mood, dissociative, somatoform, personality disorders affect people? • What is schizophrenia and what are the types? • What is psychotherapy, and what are the advantages of each method of psychotherapy? • What are the primary goals and methods of humanist, cognitive and behavior therapies? • What are the three main biological treatments for psychological disorders?

4.3. Identify resources available to support individuals with psychological disorders and their families		
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Learning Targets		
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Students will draw conclusions on what life is like for an individual living with a psychological disorder; appraise the most effective forms of treatment for psychological disorders, recognize and recall specific terminology, such as dependence, addiction, tolerance, withdrawal, delusions, hallucinations, DSM, dissociative Identity disorder, personality disorder, schizophrenia, paranoia, narcissistic personality, psychotherapy, therapeutic techniques, biological treatment, free-association, psychoanalysis.		
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Unit Duration:6-10 class periods		
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Unit 5: Health Psychology: Stress, Happiness, Motivation and Emotion

Standards	Transfer Goal(s) /Big Ideas	
<p><u>Priority Skill Standards:</u></p> <ul style="list-style-type: none"> • Create and use tools and other graphic representations to analyze a chronological sequence of events, explain relationships, and reveal patterns or trends. • Using an inquiry lens, develop compelling questions, determine appropriate resources, and consider multiple points of views represented in the resources, develop a research plan, create and present a research product. • Analyze the causes and consequences of a specific issue, as well as the challenges and opportunities faced by those trying to address the problem. • Analyze laws, policies, and processes, including powers and responsibilities, to determine how governmental systems affect individuals, groups, and institutions in society (social structures and stratification). • Analyze the relationship between geography and individuals, groups, and institutions. • Examine the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals, groups, and institutions. • Using an inquiry lens, describe how peoples’ perspectives shaped the sources/ artifacts they created. <p><u>Priority Content Standards:</u></p> <p>CONTENT STANDARD 1 Stress and coping Students are able to (learning targets):</p> <ol style="list-style-type: none"> 1.1. Define stress as a psychophysiological response to the environment 1.2. Explain sources of stress across the life span 1.3. Explain physiological and psychological consequences of stress for health and wellness 1.4. Explain physiological, cognitive, and behavioral strategies to deal with stress <p>CONTENT STANDARD 2 Psychological science promotes mental and physical health and wellness Students are able to (learning targets):</p> <ol style="list-style-type: none"> 2.1. Describe factors that promote resilience and flourishing 2.2. Identify evidence-based strategies that promote health and wellness <p>CONTENT STANDARD 3 Influences of motivation Students are able to (learning targets):</p> <ol style="list-style-type: none"> 3.1. Explain biological, cognitive, and social factors that influence motivation 3.2. Explain the role of culture in human motivation <p>CONTENT STANDARD 4 Domains of motivated behavior in humans Students are able to:</p> <ol style="list-style-type: none"> 4.1. Identify factors in motivation that influence eating and sexual behaviors 4.2. Identify motivational factors that influence achievement and affiliation 	<p>As Social Studies learners, students of the City of St. Charles School District will think critically and deeply about the world around them. Using effective communication supported by evidence, they will consider multiple perspectives as responsible, curious, informed decision makers who take meaningful action.</p>	
	Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> • The student will assess the common stressors of life and investigate the effect they have on overall health of the body (physical and psychological). • The student will assess the different forms of motivation and relate theories to their own motivating strivings. 	<ul style="list-style-type: none"> • What is stress, and what causes it? • How does the body respond to stress? • What physical illnesses can result from stress? • How do people cope with stress? • How do we recognize happiness is a pendulum? • How do we become motivated and stay motivated? • How do our emotions control our lives? 	

CONTENT STANDARD 5 Perspectives on emotion Students are able to (learning targets):

- 5.1. Explain the biological and cognitive components of emotion
- 5.2. Describe the psychological research on basic human emotions
- 5.3. Differentiate among theories of emotion

CONTENT STANDARD 6 Emotional interpretation and expression (interpersonal and intrapersonal) Students are able to (learning targets):

- 6.1. Explain how biological factors influence emotional interpretation and expression
- 6.2. Explain how culture and gender influence emotional interpretation and expression
- 6.3. Explain how other environmental factors influence emotional interpretation and expression

CONTENT STANDARD 7 Domains of emotional behavior Students are able to:

- 7.1. Identify biological and environmental influences on the expression and experience of negative emotions
- 7.2. Identify biological and environmental influences on the expression and experience of positive emotions

Learning Targets

Students will investigate the components of stress and the effects it can have on their health both physically and mentally, analyze the theories of motivations and apply to their own motivating strivings.

Recognize and recall specific terminology, such as stress, stressor, stress reaction, conflict situation, progressive relaxation, autonomy, developmental friendships, comparable worth, happiness spectrum, heart disease, insomnia, eustress, distress, hassles, uplifts, coping strategies, motivation, motivation theories, emotion.

Unit Duration:6-10 Class Periods

Unit 6: Life Portfolio Project

Standards	Transfer Goal(s) /Big Ideas	
<p>Priority Skill Standards:</p> <ul style="list-style-type: none"> • Create and use tools and other graphic representations to analyze a chronological sequence of events, explain relationships, and reveal patterns or trends. • Using an inquiry lens, develop compelling questions, determine appropriate resources, and consider multiple points of views represented in the resources • Analyze the causes and consequences of a specific issue, as well as the challenges and opportunities faced by those trying to address the problem. • Analyze the relationship between geography and individuals, groups, and institutions. • Using an inquiry lens, describe how peoples’ perspectives shaped the sources/ artifacts they created. <p>Priority Content Standards: CONTENT STANDARD 1 Methods and issues in lifespan development Students are able to (learning targets): 1.1. Explain the interaction of environmental and biological factors in development, including the role of the brain in all aspects of development 1.2. Explain issues of continuity/discontinuity and stability/change 1.3. Distinguish methods used to study development 1.4. Describe the role of sensitive and critical periods in development</p> <p>CONTENT STANDARD 2 Physical, cognitive, and social development across the lifespan (prenatal, infancy, childhood, adolescence, emerging adulthood, adulthood, and older adulthood) Students are able to (learning targets): 2.1. Identify key features of physical development from prenatal through older adulthood 2.2. Identify key features of cognitive development from prenatal through older adulthood 2.3. Identify key features of social development from prenatal through older adulthood</p>	<p>As Social Studies learners, students of the City of St. Charles School District will think critically and deeply about the world around them. Using effective communication supported by evidence, they will consider multiple perspectives as responsible, curious, informed decision makers who take meaningful action.</p>	
	Enduring Understandings	Essential Questions
	<ul style="list-style-type: none"> • The student will create a portfolio representing the key features and people in their lives. 	<ul style="list-style-type: none"> • What and who in your life is truly important? • What goals do you have for your life? • How do you cope and handle stressful situations?
Learning Targets		
<p>Students will create a portfolio compiling photographs, mementos, and assorted written material that will reflect each student’s life from infancy to present. Recognize and recall specific terminology, such as: mementos, collage, genealogy, essays, motivation, philosophical.</p>		
Unit Duration: Entire semester		

Standard 1: Using an inquiry lens, describe how people's perspectives shape the sources/artifacts they created. (9-12.GV.1.CC.B & 9-12.GV.1.PC.A)			
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Activities
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	<ol style="list-style-type: none"> 1. DBQ 2. Student presentations 3. Student debates/discussion
Score 3.0	Using an inquiry lens, describe how people's perspectives shape the sources/artifacts they created. The student exhibits no major errors or omissions. <ul style="list-style-type: none"> • Analyze artifacts and/or primary sources from this era. • Make inferences about the purpose of the artifacts and what they might have been used for. • Draw conclusions about what these artifacts demonstrate about the political, social, and economic circumstances that shaped this society. 		Example: Students create a brochure reflecting behaviors in current events into 3 perspectives: Nature / Nurture / Both
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	There are no major errors or omissions regarding the simpler details and processes. However, the student exhibits major errors or omissions regarding the more complex ideas and processes.		
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.		

Standard 2: Create and use tools and other graphic representations to analyze a chronological sequence of events, explain relationships, and reveal patterns or trends. (9-12.GV.1.CC.A & 9-12.GV.1.G.A)			
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Activities
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	1. DBQ 2. Student debates / discussions Example: Unit 1: Design a timeline showing the major theories/events/trends in the fields of Psychology
Score 3.0	Create and use tools and other graphic representations to analyze a chronological sequence of events, explain relationships, and reveal patterns or trends. The student exhibits no major errors or omissions. <ul style="list-style-type: none"> ● Create and/or use tools and other graphic representations to <ul style="list-style-type: none"> ○ analyze a chronological sequence of events ○ explain relationships ○ reveal patterns or trends 		
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	There are no major errors or omissions regarding the simpler details and processes. However, the student exhibits major errors or omissions regarding the more complex ideas and processes.		
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.		

Standard 3: Using an inquiry lens, develop compelling questions, determine appropriate resources, and consider multiple points of view represented in the resources, develop a research plan, create and present a research product. (9-12.GV.1.CC.C & 9-12.GV.1.CC.D)		
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.
Score 3.0	<p>Using an inquiry lens, develop compelling questions, determine appropriate resources, and consider multiple points of views represented in the resources, develop a research plan, create and present a research product.</p> <p>The student exhibits no major errors or omissions.</p> <ol style="list-style-type: none"> 1. Pose a compelling central question. 2. Explain how the question builds on the ideas of experts. 3. Use specific supporting questions grounded in expert ideas. 4. Identify additional questions related to the central question. 5. Consult multiple significant sources of various types. 6. Critique the strengths and weaknesses of other ideas. 7. Apply an appropriate discipline lends to explain or argue in a precise nuanced way. 8. Plan and deliver a presentation based on task, audience, and purpose. 9. Make strategic use of multimedia presentations. 	
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.
Score 2.0	There are no major errors or omissions regarding the simpler details and processes. However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.
Score 0.0	Even with help, no understanding or skill demonstrated.	
Sample Activities		
<ol style="list-style-type: none"> 1. DBQ 2. Research / Experiment reviews 3. Student debates / discussions <p>Example: Formulate their own research project</p>		

Standard 4: Analyze the causes and consequences of a specific issue, as well as the challenges and opportunities faced by those trying to address the problem. (9-12.GV.1.GS.A & 9-12.GV.1.GS.B)			
Score	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Activities
4.0			1. DBQ 2. Research / Experiments reviews 3. Problem solving Example: Create a mnemonic device that would help improve your memory utilizing the memory process
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	Analyze the causes and consequences of a specific issue, as well as the challenges and opportunities faced by those trying to address the problem.		
	The student exhibits no major errors or omissions. <ul style="list-style-type: none"> ● Identify the causes of a specific world-history issue. ● Identify the consequences of a specific world-history issue. ● Analyze obstacles encountered by those trying to address the problem. ● Analyze opportunities encountered by those trying to address the problem. 		
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	There are no major errors or omissions regarding the simpler details and processes. However, the student exhibits major errors or omissions regarding the more complex ideas and processes.		
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.		

Standard 5: Analyze laws, policies, and processes, including powers and responsibilities, to determine how governmental systems affect individuals, groups, and institutions in society-social structures and stratification. (9-12.GV.1.GS.A & 9-12.GV.1.GS.B)			
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Activities
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	<ol style="list-style-type: none"> 1. DBQ 2. Student presentations <p>Ex. Psychological Disorders/Therapy - Examine the influence of government on the DSM-V & effect on individuals with mental health issues & treatment plans</p>
Score 3.0	Analyze laws, policies, and processes, including powers and responsibilities, to determine how governmental systems affect individuals, groups, and institutions in society-social structures and stratification. The student exhibits no major errors or omissions. <ol style="list-style-type: none"> 1. Define and distinguish among governmental systems and their resulting laws, policies, and processes. 2. Investigate an issue and determine at least two laws, two policies, and two processes associated with the issue. 3. Define and distinguish between groups and society. 4. Draw conclusions, citing appropriate evidence, as to how government decisions impact individuals and groups. 		
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	There are no major errors or omissions regarding the simpler details and processes. However, the student exhibits major errors or omissions regarding the more complex ideas and processes.		
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.		

Standard 6: Analyze the relationship between geography and individuals, groups, and institutions. (9-12.GV.1.PC.B & 9-12.GV.1.G.A & 9-12.GV.1.G.B)			
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Activities
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	<ol style="list-style-type: none"> 1. DBQs 2. Student debates / discussions <ol style="list-style-type: none"> a. Psychological Theories developed overtime b. Classical v Operant Conditioning
Score 3.0	Analyze the relationship between geography and individuals, groups, and institutions. The student exhibits no major errors or omissions. <ol style="list-style-type: none"> 1. Locate major geographic features and identify their impact on a given civilization. 2. Locate major cities and geographic boundaries of a given civilization. 3. Identify human settlement activities (such as finding shelter, food, and water) of this time period/civilization. 4. Describe the impact of human settlement activities on the environmental and cultural characteristics (e.g. clothing, music, art, and religion) of this civilization. 		
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	There are no major errors or omissions regarding the simpler details and processes. However, the student exhibits major errors or omissions regarding the more complex ideas and processes.		
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.		

Standard 7: Examine the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals, groups, and institutions. (9-12.GV.1.EC.A)			
Score	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Activities
4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		1. DBQ
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	Examine the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals, groups, and institutions. The student exhibits no major errors or omissions. <ol style="list-style-type: none"> 1. Examine the opportunity costs (the loss of potential gain from other alternatives when one alternative is chosen) of economic decisions for society as a whole as well as on individuals. 2. Examine the benefits (an advantage or profit gained from something) of economic decisions for society as a whole as well as on individuals. 		
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	There are no major errors or omissions regarding the simpler details and processes. However, the student exhibits major errors or omissions regarding the more complex ideas and processes.		
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.		

LAW AND YOU

Scope and Sequence	Introduction to the Legal System	Court System and the Role of Lawyers	Commission of a Crime	Investigation and Trial	Tort Law	Bill of Rights	Current Events in Law
COURSE/GRADE							
Using an inquiry lens, describe how people's perspectives shape the sources/artifacts they created. (9-12.GV.1.CC.B & 9-12.GV.1.PC.A)	x					x	
Create and use tools and other graphic representations to analyze a chronological sequence of events, explain relationships, and reveal patterns or trends. (9-12.GV.1.CC.A & 9-12.GV.1.G.A)	x						
Using an inquiry lens, develop compelling questions, determine appropriate resources, and consider multiple points of views represented in the resources, develop a research plan, create and present a research product. (9-12.GV.1.CC.C & 9-12.GV.1.CC.D)	x	x	x	x	x	x	x
Analyze the causes and consequences of a specific issue, as well as the challenges and opportunities faced by those trying to address the problem. (9-12.GV.1.CC.E)			x	x	x	x	x
Analyze laws, policies, and processes, including powers and responsibilities, to determine how governmental systems affect individuals, groups, and institutions in society -social structures and stratification. (9-12.GV.1.GS.A & 9-12.GV.1.GS.B)	x	x	x	x	x	x	x
Analyze the relationship between geography and individuals, groups, and institutions. (9-12.GV.1.PC.B & 9-12.GV.1.G.A & 9-12.GV.1.G.B)							
Examine the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals, groups, and institutions. (9-12.GV.1.EC.A)							

Law & You
Course Overview

Grade level(s): 11-12

Credits earned: .5

Course Rationale

This course is dedicated to empowering young people through law-related education. Students will learn practical information about law, democracy, and human rights through strategies that promote problem solving, critical thinking, cooperative learning, improved communication and conflict resolution skills, and the ability to participate effectively in society.

Course Description

The student will be able to list the goals of the criminal justice system, describe the steps in the criminal justice process, outline the structure of the American court system, list the types of jurisdictions, describe the types of crime against persons and property and differentiate between the types of sentences.

Transfer Goals/Big Ideas

As Social Studies learners, students of the City of St. Charles School District will think critically and deeply about the world around them. Using effective communication supported by evidence, they will consider multiple perspectives as responsible, curious, informed decision makers who take meaningful action.

Priority Missouri Learning Standards/National Standards

[Missouri Learning Standards](#)

Unit 1: Introduction to the Legal System

Standards	Transfer Goal(s) /Big Ideas	
<p>Priority Skill Standards:</p> <ul style="list-style-type: none"> Using an inquiry lens, develop compelling questions about government, determine helpful resources and consider multiple points of views represented in the resources. Analyze laws, policies, and processes, including powers and responsibilities, to determine how governmental systems affect individuals, groups, and institutions in society. <p>Priority Content Standards:</p> <ul style="list-style-type: none"> 9-12.GV.1.GS.A Distinguish the powers and responsibilities of citizens and institutions to address and solve problems. 9-12.GV.4.CC.C Explain the powers and responsibilities of citizens and institutions to address and solve problems. <p>Missouri Learning Standards</p>	<p>As Social Studies learners, students of the City of St. Charles School District will think critically and deeply about the world around them. Using effective communication supported by evidence, they will consider multiple perspectives as responsible, curious, informed decision makers who take meaningful action.</p>	
	Enduring Understandings	Essential Questions
	<ul style="list-style-type: none"> Students will evaluate the role values, rights, and responsibilities play in the creation of laws. 	<ul style="list-style-type: none"> What are laws & how are they created? How do people's morals & values influence the creation of laws? What responsibilities do citizens have in the creation & implementation of laws?

Learning Targets

Students will understand jurisprudence, civil/criminal/juvenile law, felonies, misdemeanors, moral, economic, political and social values.

Unit Duration:2 weeks

Unit 2: Court System and the Role of Lawyers

Standards	Transfer Goal(s) /Big Ideas	
<p>Priority Skill Standards:</p> <ul style="list-style-type: none"> Analyze laws, policies, and processes, including powers and responsibilities, to determine how governmental systems affect individuals, groups, and institutions in society. <p>Priority Content Standards:</p> <ul style="list-style-type: none"> 9-12.GV.1.GS.A Distinguish the powers and responsibilities of citizens and institutions to address and solve problems. 9-12.GV.1.GS.A Distinguish the powers and responsibilities of citizens and institutions to address and solve problems . <p>Missouri Learning Standards</p>	<p>As Social Studies learners, students of the City of St. Charles School District will think critically and deeply about the world around them. Using effective communication supported by evidence, they will consider multiple perspectives as responsible, curious, informed decision makers who take meaningful action.</p>	
	Enduring Understandings	Essential Questions
	<ul style="list-style-type: none"> Students will be able to compare and contrast the adversarial and inquisitorial system. 	<ul style="list-style-type: none"> What is the adversarial system and who is involved in the court system? What is the inquisitorial system and who is involved in the court system? How are the inquisitorial and adversarial systems similar and different?
Learning Targets		
<i>Students will understand trial courts, plaintiff, adversarial & inquisitorial systems, precedent, appeals, malpractice.</i>		
Unit Duration:2 weeks		

Unit 3: Commission of a Crime

Standards	Transfer Goal(s) /Big Ideas	
<p>Priority Skill Standards:</p> <ul style="list-style-type: none"> Analyze laws, policies, and processes, including powers and responsibilities, to determine how governmental systems affect individuals, groups, and institutions in society. Analyze the causes and consequences of a specific issue, as well as the challenges and opportunities faced by those trying to address the problem. <p>Priority Content Standards:</p> <ul style="list-style-type: none"> 9-12.GV.1.GS.A Distinguish the powers and responsibilities of citizens and institutions to address and solve problems. <p>Missouri Learning Standards</p>	<p>As Social Studies learners, students of the City of St. Charles School District will think critically and deeply about the world around them. Using effective communication supported by evidence, they will consider multiple perspectives as responsible, curious, informed decision makers who take meaningful action.</p>	
	Enduring Understandings	Essential Questions
	<ul style="list-style-type: none"> Students will examine all of the elements in the commission of a crime. 	<ul style="list-style-type: none"> Explain who determines what constitutes a crime and the goals for designating crimes. Describe the difference of a guilty state of mind. Differentiate between first-degree, felony murder, and second- degree murder.

Learning Targets

Students will understand evidence, criminal statutes, Miranda Rights, felony, misdemeanor, accomplice, abet, accessory, principal, homicide.

Unit Duration:2 weeks

Unit 4: Investigation and Trial

Standards	Transfer Goal(s) /Big Ideas	
<p>Priority Skill Standards:</p> <ul style="list-style-type: none"> Distinguish the powers and responsibilities of citizens and institutions to address and solve problems. <p>Priority Content Standards:</p> <ul style="list-style-type: none"> 9-12.GV.1.GS.B Analyze laws, policies, and processes, including powers and responsibilities, to determine how governmental systems affect individuals, groups, and institutions in society. 9-12.GV.1.CC.D Using an inquiry lens, develop compelling questions about government, determine helpful resources and consider multiple points of views represented in the resources. <p>Missouri Learning Standards</p>	<p>As Social Studies learners, students of the City of St. Charles School District will think critically and deeply about the world around them. Using effective communication supported by evidence, they will consider multiple perspectives as responsible, curious, informed decision makers who take meaningful action.</p>	
	Enduring Understandings	Essential Questions
	<ul style="list-style-type: none"> Students will be able to detail the various steps in an investigation and trial. 	<ul style="list-style-type: none"> What is involved during the investigation process? What is involved in the proceedings before the trial? What is involved in the trial?
Learning Targets		
<p><i>Students will understand evidence, search, seizure, witness, DNA, jury, interrogation, prosecution, brief.</i></p>		
Unit Duration:2 weeks		

Unit 5: Tort Law

Standards	Transfer Goal(s) /Big Ideas	
<p>Priority Skill Standards:</p> <ul style="list-style-type: none"> Analyze laws, policies, and processes, including powers and responsibilities, to determine how governmental systems affect individuals, groups, and institutions in society. Using an inquiry lens, develop compelling questions about government, determine helpful resources and consider multiple points of views represented in the resources. <p>Priority Content Standards:</p> <ul style="list-style-type: none"> 9-12.GV.1.GS.A Distinguish the powers and responsibilities of citizens and institutions to address and solve problems. <p>Missouri Learning Standards</p>	<p>As Social Studies learners, students of the City of St. Charles School District will think critically and deeply about the world around them. Using effective communication supported by evidence, they will consider multiple perspectives as responsible, curious, informed decision makers who take meaningful action.</p>	
	Enduring Understandings	Essential Questions
	<ul style="list-style-type: none"> Students will analyze court cases and determine why courts award damages or not. 	<ul style="list-style-type: none"> Explain the concept and purpose of tort law and liability Identify the four elements that must be proven by a plaintiff in a negligence claim. Explain how and Why strict liability differs from negligence.

Learning Targets

Students will understand premiums, contingency, liability, negligence, class action, libel, slander, injunction.

Unit Duration:2 weeks

Unit 6: Bill of Rights

Standards	Transfer Goal(s) /Big Ideas	
<p>Priority Skill Standards:</p> <ul style="list-style-type: none"> Analyze laws, policies, and processes, including powers and responsibilities, to determine how governmental systems affect individuals, groups, and institutions in society. <p>Priority Content Standards:</p> <ul style="list-style-type: none"> 9-12.GV.1.GS.A Distinguish the powers and responsibilities of citizens and institutions to address and solve problems 9-12.GV.3.GS.E Explain how the Bill of Rights and subsequent amendments limit the power of government, protect individual liberty, and provide for equality under the law. <p>Missouri Learning Standards</p>	<p>As Social Studies learners, students of the City of St. Charles School District will think critically and deeply about the world around them. Using effective communication supported by evidence, they will consider multiple perspectives as responsible, curious, informed decision makers who take meaningful action.</p>	
	Enduring Understandings	Essential Questions
	<ul style="list-style-type: none"> Students will describe how the Bill of Rights protects their basic individual rights. 	<ul style="list-style-type: none"> What rights are guaranteed to individuals in each amendment of the Bill of Rights? Why are rights guaranteed in the Constitution not absolute? What are the fundamental rights listed in the Constitution and protected by due process?
<p>Learning Targets</p>		
<p><i>Students will understand Federalism, personal freedoms, due process, cruel and unusual punishment, eminent domain, privacy.</i></p>		
<p>Unit Duration:2 weeks</p>		

Unit 7: Current Events in Law

Standards	Transfer Goal(s) /Big Ideas	
<p><u>Priority Skill Standards</u> Analyze laws, policies, and processes, including powers and responsibilities, to determine how governmental systems affect individuals, groups, and institutions in society.</p> <p><u>Priority Content Standards:</u></p> <ul style="list-style-type: none"> ● 9-12.GV.1.GS.A Distinguish the powers and responsibilities of citizens and institutions to address and solve problems. ● 9-12.GV.1.CC.D Using an inquiry lens, develop compelling questions about government, determine helpful resources and consider multiple points of views represented in the resources. ● 9-12GV.1.CC.C Develop a research plan, identify appropriate resources for investigating social studies topics and create and present a research product that applies an aspect of government to a contemporary issue. <p><u>Missouri Learning Standards</u></p>	<p>As Social Studies learners, students of the City of St. Charles School District will think critically and deeply about the world around them. Using effective communication supported by evidence, they will consider multiple perspectives as responsible, curious, informed decision makers who take meaningful action.</p>	
	Enduring Understandings	Essential Questions
	<ul style="list-style-type: none"> ● Students will analyze current issues impacting the legal system and the creation of laws. 	<ul style="list-style-type: none"> ● What legal rights do immigrants have who come to the United States? ● How does the American legal system protect intellectual property? ● What legal and practical issues does the United States face as a part of the war on terror?
Learning Targets		
<p><i>Students will understand naturalization, visas, asylum, patents, copyright, trademark law, habeas corpus, drones, & PATRIOT Act.</i></p>		
<p>Unit Duration: 2 weeks</p>		

Standard 1: Using an inquiry lens, describe how people's perspectives shape the sources/artifacts they created. (9-12.GV.1.CC.B & 9-12.GV.1.PC.A)			
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Activities 1. Vocab worksheets 2. Create T Chart showing how laws and values are related 3. Essay describing how the Bill of Rights protects their individual rights and freedoms with specific court cases cited
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	Using an inquiry lens, describe how people's perspectives shape the sources/artifacts they created. The student exhibits no major errors or omissions. <ul style="list-style-type: none"> • Analyze artifacts and/or primary sources from this era. • Make inferences about the purpose of the artifacts and what they might have been used for. • Draw conclusions about what these artifacts demonstrate about the political, social, and economic circumstances that shaped this society. 		
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	There are no major errors or omissions regarding the simpler details and processes. However, the student exhibits major errors or omissions regarding the more complex ideas and processes.		
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.		

Standard 2: Create and use tools and other graphic representations to analyze a chronological sequence of events, explain relationships, and reveal patterns or trends. (9-12.GV.1.CC.A & 9-12.GV.1.G.A)			
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Activities
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	1. DBQ 2. Vocab worksheets 3. Essay 4. Students will create a graphic organizer explaining the roles and responsibilities of the citizen and government in the legal process
Score 3.0	Create and use tools and other graphic representations to analyze a chronological sequence of events, explain relationships, and reveal patterns or trends. The student exhibits no major errors or omissions. <ul style="list-style-type: none"> ● Create and/or use tools and other graphic representations to <ul style="list-style-type: none"> ○ analyze a chronological sequence of events ○ explain relationships ○ reveal patterns or trends 		
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	There are no major errors or omissions regarding the simpler details and processes. However, the student exhibits major errors or omissions regarding the more complex ideas and processes.		
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.		

Standard 3: Using an inquiry lens, develop compelling questions, determine appropriate resources, and consider multiple points of view represented in the resources, develop a research plan, create and present a research product. (9-12.GV.1.CC.C & 9-12.GV.1.CC.D)		
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.
Score 3.0	<p>Using an inquiry lens, develop compelling questions, determine appropriate resources, and consider multiple points of views represented in the resources, develop a research plan, create and present a research product.</p> <p>The student exhibits no major errors or omissions.</p> <ol style="list-style-type: none"> 1. Pose a compelling central question. 2. Explain how the question builds on the ideas of experts. 3. Use specific supporting questions grounded in expert ideas. 4. Identify additional questions related to the central question. 5. Consult multiple significant sources of various types. 6. Critique the strengths and weaknesses of other ideas. 7. Apply an appropriate discipline lends to explain or argue in a precise nuanced way. 8. Plan and deliver a presentation based on task, audience, and purpose. 9. Make strategic use of multimedia presentations. 	
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.
Score 2.0	There are no major errors or omissions regarding the simpler details and processes. However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.
Score 0.0	Even with help, no understanding or skill demonstrated.	
Sample Activities		
1. DBQ		
2. Essay		
3. Student presentations		
4. Student debates/discussions		
5. Case study project where students will come up with a topic (capital punishment, etc), find 2 cases that support it, 2 cases that are against it and then write their opinion of the top		

Standard 4: Analyze the causes and consequences of a specific issue, as well as the challenges and opportunities faced by those trying to address the problem. (9-12.GV.1.GS.A & 9-12.GV.1.GS.B)			
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Activities
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	1. DBQ 2. Vocab worksheets 3. T Charts 4. Essay over current topic in law with 2 cases that support students' point of view
Score 3.0	Analyze the causes and consequences of a specific issue, as well as the challenges and opportunities faced by those trying to address the problem. The student exhibits no major errors or omissions. <ul style="list-style-type: none"> ● Identify the causes of a specific world-history issue. ● Identify the consequences of a specific world-history issue. ● Analyze obstacles encountered by those trying to address the problem. ● Analyze opportunities encountered by those trying to address the problem. 		
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	There are no major errors or omissions regarding the simpler details and processes. However, the student exhibits major errors or omissions regarding the more complex ideas and processes.		
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.		

Standard 5: Analyze laws, policies, and processes, including powers and responsibilities, to determine how governmental systems affect individuals, groups, and institutions in society-social structures and stratification. (9-12.GV.1.GS.A & 9-12.GV.1.GS.B)			
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Activities
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	1. DBQ 2. Vocab worksheets 3. Essay describing the adversarial and inquisitorial systems, their advantages/disadvantages and the students' opinion about which is better and why 4. T-Charts
Score 3.0	Analyze laws, policies, and processes, including powers and responsibilities, to determine how governmental systems affect individuals, groups, and institutions in society-social structures and stratification. The student exhibits no major errors or omissions. <ol style="list-style-type: none"> 1. Define and distinguish among governmental systems and their resulting laws, policies, and processes. 2. Investigate an issue and determine at least two laws, two policies, and two processes associated with the issue. 3. Define and distinguish between groups and society. 4. Draw conclusions, citing appropriate evidence, as to how government decisions impact individuals and groups. 		
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	There are no major errors or omissions regarding the simpler details and processes. However, the student exhibits major errors or omissions regarding the more complex ideas and processes.		
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.		

Standard 6: Analyze the relationship between geography and individuals, groups, and institutions. (9-12.GV.1.PC.B & 9-12.GV.1.G.A & 9-12.GV.1.G.B)			
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Activities
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	Analyze the relationship between geography and individuals, groups, and institutions. The student exhibits no major errors or omissions. <ol style="list-style-type: none"> 1. Locate major geographic features and identify their impact on a given civilization. 2. Locate major cities and geographic boundaries of a given civilization. 3. Identify human settlement activities (such as finding shelter, food, and water) of this time period/civilization. 4. Describe the impact of human settlement activities on the environmental and cultural characteristics (e.g. clothing, music, art, and religion) of this civilization. 		
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	There are no major errors or omissions regarding the simpler details and processes. However, the student exhibits major errors or omissions regarding the more complex ideas and processes.		
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.		

Standard 7: Examine the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals, groups, and institutions. (9-12.GV.1.EC.A)			
Score	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Activities
4.0	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	Examine the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals, groups, and institutions. The student exhibits no major errors or omissions. <ol style="list-style-type: none"> 1. Examine the opportunity costs (the loss of potential gain from other alternatives when one alternative is chosen) of economic decisions for society as a whole as well as on individuals. 2. Examine the benefits (an advantage or profit gained from something) of economic decisions for society as a whole as well as on individuals. 		
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	There are no major errors or omissions regarding the simpler details and processes. However, the student exhibits major errors or omissions regarding the more complex ideas and processes.		
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.		

CULTURAL GEOGRAPHY

Scope and Sequence	Introduction to Cultures/American Cultures	World Religions	Cultures of Asia	Cultures of Europe	Cultures of Latin America	Cultures of Oceania
COURSE/GRADE						
Using an inquiry lens, describe how people's perspectives shape the sources/artifacts they created. (9-12.GV.1.CC.B & 9-12.GV.1.PC.A)	x	x	x	x	x	x
Create and use tools and other graphic representations to analyze a chronological sequence of events, explain relationships, and reveal patterns or trends. (9-12.GV.1.CC.A & 9-12.GV.1.G.A)	x	x		x		
Using an inquiry lens, develop compelling questions, determine appropriate resources, and consider multiple points of views represented in the resources, develop a research plan, create and present a research product. (9-12.GV.1.CC.C & 9-12.GV.1.CC.D)	x	x		x		
Analyze the causes and consequences of a specific issue, as well as the challenges and opportunities faced by those trying to address the problem. (9-12.GV.1.CC.E)	x		x	x	x	x
Analyze laws, policies, and processes, including powers and responsibilities, to determine how governmental systems affect individuals, groups, and institutions in society -social structures and stratification. (9-12.GV.1.GS.A & 9-12.GV.1.GS.B)	x		x	x	x	x
Analyze the relationship between geography and individuals, groups, and institutions. (9-12.GV.1.PC.B & 9-12.GV.1.G.A & 9-12.GV.1.G.B)	x	x	x	x	x	x
Examine the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals, groups, and institutions. (9-12.GV.1.EC.A)	x		x	x	x	x

Cultural Geography
Course Overview

Grade level(s): 10-12	Credits earned: .5 elective credit
Course Rational	Course Description
Cultural Geography is the study of the world’s peoples, places, and environments, with a focus on unique cultures found around the globe. Particular emphasis is placed on students’ understanding and applying geographic concepts and skills to their daily lives.	Students will discuss ideas, traditions, and ways of life around the world and how they differ widely from one country to another. Explain how some of these cultural differences can be traced to geography.
Transfer Goals/Big Ideas	
As Social Studies learners, students of the City of St. Charles School District will think critically and deeply about the world around them. Using effective communication supported by evidence, they will consider multiple perspectives as responsible, curious, informed decision makers who take meaningful action.	
Priority Missouri Learning Standards/National Standards	
<p><i>9-12.WH.2.G.A Analyze physical geography to explain how regions are connected or isolated from each other.</i></p> <p><i>9-12.WH.1.G.B Analyze how the physical and human characteristics of world regions post c. 1450 are connected to changing identity and culture.</i></p> <p><i>9-12.WH.2.G.B Compare and contrast geographic regions by examining the cultural characteristics of European, African, Asian, and American societies.</i></p> <p><i>9-12.WH.4.EC.B Examine the connections among natural resources, entrepreneurship, innovation, labor, and capital to determine their effects on an industrial economy in Europe, Africa, Asia and the Americas.</i></p> <p><i>9-12.WH.5.EC.B Evaluate the response of individuals, groups, and governments to economic, environmental, health, and medical challenges to understand how systems change and evolve over time.</i></p> <p><i>9-12.WH.2.PC.A Explain how scientific and technological advancements impacted the interconnectedness within and among regions.</i></p> <p><i>9-12.WH.3.PC.A Analyze the exchange of people, goods and ideas to determine their impact on global interdependence and conflict.</i></p> <p><i>9-12.WH.5.PC.D Analyze the causes and effects of the changing roles of class, ethnicity, race, gender and age on world cultures post c. 1450.</i></p> <p><i>9-12.WH.3.CC.B Analyze the causes and consequences of European overseas expansion to determine its effect on people and cultures in Europe, Asia, Africa, and the Americas.</i></p> <p><i>9-12.AH.1.G.B Analyze how the physical and human characteristics of regions in the United States post C. 1870 connect to changing identity and culture.</i></p> <p><i>9-12.AH.2.G.A Evaluate the causes, patterns, and outcomes of internal migrations and urbanization.</i></p> <p><i>9-12.AH.6.G.B Evaluate the relationship between technological and scientific advancements and increasing global interaction in this era.</i></p>	

Unit 1: Intro to Cultures/Intro to American Cultures

Standards	Transfer Goal(s) /Big Ideas	
<ul style="list-style-type: none"> ● 9-12.AH.1.G.B Analyze how the physical and human characteristics of regions in the United States post C. 1870 connect to changing identity and culture. ● 9-12.WH.2.G.A Analyze physical geography to explain how regions are connected or isolated from each other. ● 9-12.AH.2.G.A Evaluate the causes, patterns, and outcomes of internal migrations and urbanization. ● 9-12.AH.6.G.B Evaluate the relationship between technological and scientific advancements and increasing global interaction in this era. 	<p>As Social Studies learners, students of the City of St. Charles School District will think critically and deeply about the world around them. Using effective communication supported by evidence, they will consider multiple perspectives as responsible, curious, informed decision makers who take meaningful action.</p>	
	Enduring Understandings	Essential Questions
	<ul style="list-style-type: none"> ● SWBAT discuss how historical events, religion, geography, conflict, etc. shape culture? 	<ul style="list-style-type: none"> ● What is culture? ● What diverse cultures are present in N. America and how were those cultures shaped through history? ● What issues affect Native Indian cultures today?

Learning Targets

Students will recognize and recall: culture, demographics, assimilation, beliefs, cultural diffusion, cultural convergence, traits, dialect, ethnocentrism, language families, norms, sect.

Unit Duration:2-3 weeks

Unit 2: World Religions

Standards	Transfer Goal(s) /Big Ideas	
<p><u>Priority Content Standards:</u></p> <ul style="list-style-type: none"> ● 9-12.WH.1.G.B Analyze how the physical and human characteristics of world regions post c. 1450 are connected to changing identity and culture. ● 9-12.WH.2.G.B Compare and contrast geographic regions by examining the cultural characteristics of European, African, Asian, and American societies. ● 9-12.WH.2.PC.A Explain how scientific and technological advancements impacted the interconnectedness within and among regions. ● 9-12.WH.3.PC.A Analyze the exchange of people, goods and ideas to determine their impact on global interdependence and conflict. ● 9-12.WH.3.CC.B Analyze the causes and consequences of European overseas expansion to determine its effect on people and cultures in Europe, Asia, Africa, and the Americas. 	<p>As Social Studies learners, students of the City of St. Charles School District will think critically and deeply about the world around them. Using effective communication supported by evidence, they will consider multiple perspectives as responsible, curious, informed decision makers who take meaningful action.</p>	
	Enduring Understandings	Essential Questions
	<ul style="list-style-type: none"> ● Explain how religion affects the cultural landscape in the following four cases: ● sacred sites, burial practices/sites, architecture, place names. 	<ul style="list-style-type: none"> ● What are the core beliefs of the world's major religions? ● How do religions of the world influence culture in regions of the world? ● What are major rituals, practices, holidays of the world's major religions?

Learning Targets

Students will recognize and recall Houses of Worship (Synagogue, Temple, Mosque, church, etc.), Holy Text/Books (Torah, Quran, Vedas, Bible, etc.), Gods/Founders/Prophets (Allah, Muhammad, Moses, Brahma, Buddha, Dalai Lama, Jesus, etc.), dietary restrictions (Kosher, Halal, etc.).

Unit Duration:3 weeks

Unit 3: Cultures of Asia

Standards	Transfer Goal(s) /Big Ideas	
<p><u>Priority Content Standards:</u></p> <ul style="list-style-type: none"> ● 9-12.WH.2.G.A Analyze physical geography to explain how regions are connected or isolated from each other. ● 9-12.WH.1.G.B Analyze how the physical and human characteristics of world regions post c. 1450 are connected to changing identity and culture. ● 9-12.WH.2.G.B Compare and contrast geographic regions by examining the cultural characteristics of European, African, Asian, and American societies. ● 9-12.WH.4.EC.B Examine the connections among natural resources, entrepreneurship, innovation, labor, and capital to determine their effects on an industrial economy in Europe, Africa, Asia and the Americas. ● 9-12.WH.3.PC.A Analyze the exchange of people, goods and ideas to determine their impact on global interdependence and conflict. ● 9-12.WH.5.PC.D Analyze the causes and effects of the changing roles of class, ethnicity, race, gender and age on world cultures post c. 1450. ● 9-12.WH.3.CC.B Analyze the causes and consequences of European overseas expansion to determine its effect on people and cultures in Europe, Asia, Africa, and the Americas. 	<p>As Social Studies learners, students of the City of St. Charles School District will think critically and deeply about the world around them. Using effective communication supported by evidence, they will consider multiple perspectives as responsible, curious, informed decision makers who take meaningful action.</p>	
	Enduring Understandings	Essential Questions
	<ul style="list-style-type: none"> ● SWBAT discuss how historical events, religion, geography, conflict, and politics shape modern South and East Asia. 	<ul style="list-style-type: none"> ● What political, ethnic, and religious conflicts exist in South and East Asia? ● What role does geography play in population centers in Asia? ● What role do South and East Asia have in the global economy of the 21st century?

Learning Targets

Students will recognize and recall monsoon, subcontinent, tsunami, caste, reincarnation, typhoons, dynasties, Communism.

Unit Duration:2-3 weeks

Unit 4: Cultures of Europe

Standards	Transfer Goal(s) /Big Ideas	
<p><u>Priority Content Standards:</u></p> <ul style="list-style-type: none"> ● 9-12.WH.2.G.A Analyze physical geography to explain how regions are connected or isolated from each other. ● 9-12.WH.1.G.B Analyze how the physical and human characteristics of world regions post c. 1450 are connected to changing identity and culture. ● 9-12.WH.2.G.B Compare and contrast geographic regions by examining the cultural characteristics of European, African, Asian, and American societies. ● 9-12.WH.4.EC.B Examine the connections among natural resources, entrepreneurship, innovation, labor, and capital to determine their effects on an industrial economy in Europe, Africa, Asia and the Americas. ● 9-12.WH.5.EC.B Evaluate the response of individuals, groups, and governments to economic, environmental, health, and medical challenges to understand how systems change and evolve over time. ● 9-12.WH.3.PC.A Analyze the exchange of people, goods and ideas to determine their impact on global interdependence and conflict. ● 9-12.WH.5.PC.D Analyze the causes and effects of the changing roles of class, ethnicity, race, gender and age on world cultures post c. 1450. ● 9-12.WH.3.CC.B Analyze the causes and consequences of European overseas expansion to determine its effect on people and cultures in Europe, Asia, Africa, and the Americas. ● 9-12.AH.6.G.B Evaluate the relationship between technological and scientific advancements and increasing global interaction in this era. 	<p>As Social Studies learners, students of the City of St. Charles School District will think critically and deeply about the world around them. Using effective communication supported by evidence, they will consider multiple perspectives as responsible, curious, informed decision makers who take meaningful action.</p>	
	Enduring Understandings	Essential Questions
	<ul style="list-style-type: none"> ● SWBAT discuss how historical events, religion, geography, conflict, and politics shape ● modern European cultures 	<ul style="list-style-type: none"> ● What political, ethnic, and religious conflicts exist in Europe today? ● What role does geography play in population centers in Europe? ● What are the goals and obstacles of the European Union?
Learning Targets		
<p><i>Students will recognize and recall feudalism, dikes, fjords, polders, renaissance, reformation, nationalism, satellite nations, NATO, European Union, separatist movements.</i></p>		
Unit Duration:2-3 weeks		

Unit 5: Cultures of Latin America

Standards	Transfer Goal(s) /Big Ideas	
<p><u>Priority Content Standards:</u></p> <ul style="list-style-type: none"> ● 9-12.WH.2.G.A Analyze physical geography to explain how regions are connected or isolated from each other. ● 9-12.WH.1.G.B Analyze how the physical and human characteristics of world regions post c. 1450 are connected to changing identity and culture. ● 9-12.WH.2.G.B Compare and contrast geographic regions by examining the cultural characteristics of European, African, Asian, and American societies. ● 9-12.WH.4.EC.B Examine the connections among natural resources, entrepreneurship, innovation, labor, and capital to determine their effects on an industrial economy in Europe, Africa, Asia and the Americas. ● 9-12.WH.5.EC.B Evaluate the response of individuals, groups, and governments to economic, environmental, health, and medical challenges to understand how systems change and evolve over time. ● 9-12.WH.3.PC.A Analyze the exchange of people, goods and ideas to determine their impact on global interdependence and conflict. ● 9-12.WH.5.PC.D Analyze the causes and effects of the changing roles of class, ethnicity, race, gender and age on world cultures post c. 1450. ● 9-12.WH.3.CC.B Analyze the causes and consequences of European overseas expansion to determine its effect on people and cultures in Europe, Asia, Africa, and the Americas. ● 9-12.AH.6.G.B Evaluate the relationship between technological and scientific advancements and increasing global interaction in this era. 	<p>As Social Studies learners, students of the City of St. Charles School District will think critically and deeply about the world around them. Using effective communication supported by evidence, they will consider multiple perspectives as responsible, curious, informed decision makers who take meaningful action.</p>	
	<p>Enduring Understandings</p> <ul style="list-style-type: none"> ● SWBAT discuss how historical events, religion, geography, conflict, and politics shape ● modern Latin American culture. 	<p>Essential Questions</p> <ul style="list-style-type: none"> ● What political, ethnic, and religious conflicts exist in Latin America today? ● What role does geography play in population centers in Latin America? ● What are the different causes of instability in parts of the Latin American world (economics, crime, drug trafficking, etc.)?
<p>Learning Targets</p>		
<p><i>Students will recognize and recall favelas, pampas, caudillo, guerilla, hacienda, NAFTA/USMCA, deforestation, hurricane, Carnival.</i></p>		
<p>Unit Duration:2-3 weeks</p>		

Unit 5: Cultures of Oceania and Pacific Islands

Standards	Transfer Goal(s) /Big Ideas	
<p><u>Priority Content Standards:</u></p> <ul style="list-style-type: none"> ● 9-12.WH.2.G.A Analyze physical geography to explain how regions are connected or isolated from each other. ● 9-12.WH.1.G.B Analyze how the physical and human characteristics of world regions post c. 1450 are connected to changing identity and culture. ● 9-12.WH.2.G.B Compare and contrast geographic regions by examining the cultural characteristics of European, African, Asian, and American societies. ● 9-12.WH.4.EC.B Examine the connections among natural resources, entrepreneurship, innovation, labor, and capital to determine their effects on an industrial economy in Europe, Africa, Asia and the Americas. ● 9-12.WH.5.EC.B Evaluate the response of individuals, groups, and governments to economic, environmental, health, and medical challenges to understand how systems change and evolve over time. ● 9-12.WH.3.PC.A Analyze the exchange of people, goods and ideas to determine their impact on global interdependence and conflict. ● 9-12.WH.5.PC.D Analyze the causes and effects of the changing roles of class, ethnicity, race, gender and age on world cultures post c. 1450. ● 9-12.WH.3.CC.B Analyze the causes and consequences of European overseas expansion to determine its effect on people and cultures in Europe, Asia, Africa, and the Americas. ● 9-12.AH.6.G.B Evaluate the relationship between technological and scientific advancements and increasing global interaction in this era. 	<p>As Social Studies learners, students of the City of St. Charles School District will think critically and deeply about the world around them. Using effective communication supported by evidence, they will consider multiple perspectives as responsible, curious, informed decision makers who take meaningful action.</p>	
	Enduring Understandings	Essential Questions
	<ul style="list-style-type: none"> ● SWBAT discuss how historical events, religion, geography, conflict, and politics shape. 	<ul style="list-style-type: none"> ● What political, ethnic, and religious conflicts exist in Oceania today? ● What role does geography play in population centers in Oceania? ● What are the different economic and environmental issues facing the independent nations of Oceania?

Learning Targets

Students will recognize and recall Maoris, Aborigines, bush, outback, atolls, penal colony, Melanesians, Polynesians, Micronesians.

Unit Duration:2-3 weeks

Standard 1: Using an inquiry lens, describe how people's perspectives shape the sources/artifacts they created. (9-12.GV.1.CC.B & 9-12.GV.1.PC.A)			
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Activities
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	Article Reviews on current events throughout the semester. Concise review of event. Explanation of event effect on local, national or international people, places, institutions. Examples of Media Bias assignment and discussion Daily news Inquiry (local, nation, international) and class discussions Bias Summative-students find and explain multiple types of bias they can find from online news sources
Score 3.0	Using an inquiry lens, describe how people's perspectives shape the sources/artifacts they created. The student exhibits no major errors or omissions. <ul style="list-style-type: none"> Analyze artifacts and/or primary sources from this era. Make inferences about the purpose of the artifacts and what they might have been used for. Draw conclusions about what these artifacts demonstrate about the political, social, and economic circumstances that shaped this society. 		
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	There are no major errors or omissions regarding the simpler details and processes. However, the student exhibits major errors or omissions regarding the more complex ideas and processes.		
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.		

Standard 2: Create and use tools and other graphic representations to analyze a chronological sequence of events, explain relationships, and reveal patterns or trends. (9-12.GV.1.CC.A & 9-12.GV.1.G.A)			
Score	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Activities
4.0			<p>Students create a portfolio of stories from each month of class. They must break down the potential for bias and the impact of the story on their world.</p> <p>Use Historical examples for the four main types of American Foreign Policy-students chart on timeline when the US has used the policy and then why they believe the policy is the correct line of action</p> <p>SCOTUS cases-students research the decisions of the US Supreme Court that affect their lives as students. Focus on legal precedent.</p>
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<p>Create and use tools and other graphic representations to analyze a chronological sequence of events, explain relationships, and reveal patterns or trends. The student exhibits no major errors or omissions.</p> <ul style="list-style-type: none"> ● Create and/or use tools and other graphic representations to <ul style="list-style-type: none"> ○ analyze a chronological sequence of events ○ explain relationships ○ reveal patterns or trends 		
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes. However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>		
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	<p>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</p>		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	<p>Even with help, no understanding or skill demonstrated.</p>		

Standard 3: Using an inquiry lens, develop compelling questions, determine appropriate resources, and consider multiple points of view represented in the resources, develop a research plan, create and present a research product. (9-12.GV.1.CC.C & 9-12.GV.1.CC.D)			
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		<p style="text-align: center;">Sample Activities</p> <p>Daily news Inquiry-Students bring in stories from local, national, and international news sources to discuss in class</p> <p>Media Bias assignment-Students research different ways bias presents itself in the media. Then find examples of the bias on news sites and discuss in class.</p> <p>Economics Mind Map-students research and create a mind map over the key concepts such as fiscal and monetary policy. Each student presents mind maps to class giving a 3-5 minute explanation</p>
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<p>Using an inquiry lens, develop compelling questions, determine appropriate resources, and consider multiple points of views represented in the resources, develop a research plan, create and present a research product.</p> <p>The student exhibits no major errors or omissions.</p> <ol style="list-style-type: none"> 1. Pose a compelling central question. 2. Explain how the question builds on the ideas of experts. 3. Use specific supporting questions grounded in expert ideas. 4. Identify additional questions related to the central question. 5. Consult multiple significant sources of various types. 6. Critique the strengths and weaknesses of other ideas. 7. Apply an appropriate discipline lends to explain or argue in a precise nuanced way. 8. Plan and deliver a presentation based on task, audience, and purpose. 9. Make strategic use of multimedia presentations. 		
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	There are no major errors or omissions regarding the simpler details and processes. However, the student exhibits major errors or omissions regarding the more complex ideas and processes.		
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.		

Standard 4: Analyze the causes and consequences of a specific issue, as well as the challenges and opportunities faced by those trying to address the problem. (9-12.GV.1.GS.A & 9-12.GV.1.GS.B)		
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.
Score 3.0	Analyze the causes and consequences of a specific issue, as well as the challenges and opportunities faced by those trying to address the problem.	
	The student exhibits no major errors or omissions.	
	<ul style="list-style-type: none"> ● Identify the causes of a specific world-history issue. ● Identify the consequences of a specific world-history issue. ● Analyze obstacles encountered by those trying to address the problem. ● Analyze opportunities encountered by those trying to address the problem. 	
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.
Score 2.0	There are no major errors or omissions regarding the simpler details and processes. However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.
Score 0.0	Even with help, no understanding or skill demonstrated.	
Sample Activities		
<p>Presidential Domestic Policy assignment-students research key domestic policy issues. Then look up past domestic policy issues to see if the plans are similar or different from past Presidents. Class discussion to follow.</p> <p>Infrastructure report card- Students use the infrastructure report card website to look up what areas Missouri does well in and which ones Missouri is lacking. Then they research what other states do well or poorly in. Students present findings to class. Can be done in group setting or independent</p>		

Standard 5: Analyze laws, policies, and processes, including powers and responsibilities, to determine how governmental systems affect individuals, groups, and institutions in society-social structures and stratification. (9-12.GV.1.GS.A & 9-12.GV.1.GS.B)			
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Activities
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	Lemon Test Activity- Groups work through the Establishment clause by reading about certain SCOTUS cases and then deciding if and how the cases violate the Lemon test standard set forth by the Supreme Court
Score 3.0	Analyze laws, policies, and processes, including powers and responsibilities, to determine how governmental systems affect individuals, groups, and institutions in society-social structures and stratification. The student exhibits no major errors or omissions.		Bill of Rights Assignment-Student reading through the Bill of Rights as a group. Popcorn style of reading. Then students pick which 5 amendments they use and which 5 they may or do not use in their lifetimes. Examples can be hypothetical if actual examples from their life have not happened yet. Eminent Domain Activity-Students read through case studies of Eminent Domain. They break down the key points of each case and then have to decide if the case follows Eminent Domains or does not follow the law.
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	There are no major errors or omissions regarding the simpler details and processes. However, the student exhibits major errors or omissions regarding the more complex ideas and processes.		
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	Election Year Activity-Students research the platforms of the main candidates for major offices (President, Senate, or HOR) and/or students can research the platforms of local races (Governor).
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.		

Standard 6: Analyze the relationship between geography and individuals, groups, and institutions. (9-12.GV.1.PC.B & 9-12.GV.1.G.A & 9-12.GV.1.G.B)			
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Activities
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	<p>Secretary of State Activity- Students research a current foreign policy action. Then they research how the United States is handling the issue. They finalize their report with a role play scenario of how they would act if they were in the position to make the decisions.</p> <p>Missouri current events-Students discuss in class what is going on in the state of Missouri. How these issues affect them and their lives</p> <p>Space Race Activity- Discuss the future plans of NASA and other private space companies as well as the growing role of the Space Force. Students will fly the Space EX simulator on chromebooks And watch NASA video over the plans to put people on the moon and eventually Mars</p>
Score 3.0	Analyze the relationship between geography and individuals, groups, and institutions. The student exhibits no major errors or omissions. <ol style="list-style-type: none"> 1. Locate major geographic features and identify their impact on a given civilization. 2. Locate major cities and geographic boundaries of a given civilization. 3. Identify human settlement activities (such as finding shelter, food, and water) of this time period/civilization. 4. Describe the impact of human settlement activities on the environmental and cultural characteristics (e.g. clothing, music, art, and religion) of this civilization. 		
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	There are no major errors or omissions regarding the simpler details and processes. However, the student exhibits major errors or omissions regarding the more complex ideas and processes.		
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.		

Standard 7:Examine the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals, groups, and institutions. (9-12.GV.1.EC.A)			
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Activities
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	<p>Federal Reserve Activity-Use the Federal Reserve website to research key parts of US monetary and fiscal policy</p> <p>Trade Reports-Students research US trade action with other countries. What is being imported and exported? Students present findings to class. Can be done as a group or individual project.</p>
Score 3.0	<p>Examine the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals, groups, and institutions.</p> <p>The student exhibits no major errors or omissions.</p> <ol style="list-style-type: none"> 1. Examine the opportunity costs (the loss of potential gain from other alternatives when one alternative is chosen) of economic decisions for society as a whole as well as on individuals. 2. Examine the benefits (an advantage or profit gained from something) of economic decisions for society as a whole as well as on individuals. 		
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes. However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>		
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	<p>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</p>		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	<p>Even with help, no understanding or skill demonstrated.</p>		

CONTEMPORARY ISSUES

Scope and Sequence	Media Bias	Domestic Policy	Foreign Policy	Individual Rights and Liberties	Economics
COURSE/GRADE					
Using an inquiry lens, describe how people's perspectives shape the sources/artifacts they created. (9-12.GV.1.CC.B & 9-12.GV.1.PC.A)	x	x	x	x	
Create and use tools and other graphic representations to analyze a chronological sequence of events, explain relationships, and reveal patterns or trends. (9-12.GV.1.CC.A & 9-12.GV.1.G.A)	x	x	x	x	x
Using an inquiry lens, develop compelling questions, determine appropriate resources, and consider multiple points of views represented in the resources, develop a research plan, create and present a research product. (9-12.GV.1.CC.C & 9-12.GV.1.CC.D)	x	x	x	x	x
Analyze the causes and consequences of a specific issue, as well as the challenges and opportunities faced by those trying to address the problem. (9-12.GV.1.CC.E)	x	x	x	x	
Analyze laws, policies, and processes, including powers and responsibilities, to determine how governmental systems affect individuals, groups, and institutions in society -social structures and stratification. (9-12.GV.1.GS.A & 9-12.GV.1.GS.B)	x	x	x	x	
Analyze the relationship between geography and individuals, groups, and institutions. (9-12.GV.1.PC.B & 9-12.GV.1.G.A & 9-12.GV.1.G.B)	x	x	x		
Examine the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals, groups, and institutions. (9-12.GV.1.EC.A)		x			x

**Contemporary Issues
Course Overview**

Grade level(s):11-12

Credits earned: .5 credit

Course Rationale

This course is designed to increase student interest in contemporary problems and issues. Students will use primary and secondary materials to form opinions and propose solutions to problems. Topics will include state and local issues as well as national and world. Students will complete research papers and participate in class discussions and debates.

Course Description

Contemporary Issues is the study of what is going on in the world today of regional, national, and global importance. We will focus on broad themes and look at how they affect our day to day lives. This course will also look at how information is presented by the media and the ways information can be construed or interpreted.

Transfer Goals/Big Ideas

As Social Studies learners, students of the City of St. Charles School District will think critically and deeply about the world around them. Using effective communication supported by evidence, they will consider multiple perspectives as responsible, curious, informed decision makers who take meaningful action.

Priority Missouri Learning Standards/National Standards

[Missouri Learning Standards](#)

Unit 1: Media Bias

Standards	Transfer Goal(s) /Big Ideas	
<p><u>Priority Skill Standards:</u></p> <ul style="list-style-type: none"> ● Create and use tools and other graphic representations to analyze a chronological sequence of events, explain relationships, and reveal patterns or trends. ● Using an inquiry lens, develop compelling questions, determine appropriate resources, and consider multiple points of views represented in the resources, develop a research plan, create and present a research product. ● Analyze the causes and consequences of a specific issue, as well as the challenges and opportunities faced by those trying to address the problem. ● Content Standards: ● 9-12.GV.1.CC.B. Explain connections between historical context and people’s perspectives at the time ● 9-12.GV.1.CC.C Develop a research plan, identify appropriate resources for investigating social studies topics, and create and present a research product that applies an aspect of government to a contemporary issue ● 9-12.GV.1.CC.D Using an inquiry lens, develop compelling questions about government, determine helpful resources and consider multiple points of views represented in the resources. 	Students will be able to explain and detect bias in different types of media	
	Enduring Understandings	Essential Questions
	<ul style="list-style-type: none"> ● Governments, institutions, and organizations impact their respective societies and the world. ● Ideas/influences that lead to change. 	<ul style="list-style-type: none"> ● How can bias show itself in today’s media? ● What media styles have a potential for bias? ● What is the difference between liberal and conservative bias?
Learning Targets		
Students will understand Bias, Moderate, Conservative, Liberal, Fake News, Click Bait, Viral Video.		
Unit Duration:5-8 classes		

Unit 2: Domestic Policy

Standards	Transfer Goal(s) /Big Ideas	
<p>Priority Skill Standards:</p> <ul style="list-style-type: none"> ● Using an inquiry lens, develop compelling questions, determine appropriate resources, and consider multiple points of views represented in the resources, develop a research plan, create and present a research product. ● Analyze the causes and consequences of a specific issue, as well as the challenges and opportunities faced by those trying to address the problem. ● Analyze laws, policies, and processes, including powers and responsibilities, to determine how governmental systems affect individuals, groups, and institutions in society (social structures and stratification) ● Content Standards: ● 9-12.GV.1.CC.C Develop a research plan, identify appropriate resources for investigating social studies topics, and create and present a research product that applies an aspect of government to a contemporary issue ● 9-12.GV.1.GS.A Analyze laws, policies, and processes to determine how governmental systems affect individuals and groups in society ● 9-12.GV.1.PC.B Examine the origins and impact of social structures and stratification on societies and relationships between peoples and governments <p>Missouri Learning Standards</p>	Students will be able to analyze different policies and processes that shape America today.	
	Enduring Understandings	Essential Questions
	<ul style="list-style-type: none"> ● Students will be able to know the processes in place in our country to affect social change 	<ul style="list-style-type: none"> ● What are the major social issues facing our country today?
Learning Targets		
Students will understand Equality, health care, infrastructure, civil rights, immigration, mental health.		
Unit Duration: 5-8 classes		

Unit 3: Foreign Policy

Standards	Transfer Goal(s) /Big Ideas	
<p>Priority Skill Standards:</p> <ul style="list-style-type: none"> Using an inquiry lens, develop compelling questions, determine appropriate resources, and consider multiple points of views represented in the resources, develop a research plan, create and present a research product. Analyze the causes and consequences of a specific issue, as well as the challenges and opportunities faced by those trying to address the problem. <p>Priority Content Standards:</p> <ul style="list-style-type: none"> 9-12.WH.1.CC.D Analyze the causes of a specific problem in world history post c1450 as well as the challenges and opportunities faced by those trying to address the problem 9-12.GV.1.GS.A Analyze laws, policies, and processes to determine how governmental systems affect individuals and groups in society 9-12.WH.3.CC.B Trace the origins, and relationships among the world wars, revolutions, and global conflicts of the twentieth century to determine their impacts on the world today. 9-12.WH.2.GS.B Analyze treaties, agreements, and international organizations to determine their impact on world challenges along with national and international order. <p><u>Missouri Learning Standards</u></p>	<p>Students will be able to breakdown the main types of American foreign policy strategies</p>	
	Enduring Understandings	Essential Questions
	<ul style="list-style-type: none"> The roles of the President of the United States and Secretary of State in setting the foreign policy for the United States will be researched. 	<ul style="list-style-type: none"> How does the United States use the four main foreign policy strategies? What nations are the most important in current American foreign affairs?

Learning Targets

Students will understand Isolationism, Neutrality, Collective Security, Internationalism, Imperialism.

Unit Duration: 5-8 classes

Unit 4: Economics

Standards	Transfer Goal(s) /Big Ideas	
<p>Priority Skill Standards:</p> <ul style="list-style-type: none"> Analyze the relationship between geography and individuals, groups, and institutions. Examine the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals, groups, and institutions. <p>Priority Content Standards:</p> <ul style="list-style-type: none"> 9-12.GV.2.EC.A Analyze the impact of economics and economic theories on the formation of United States governmental ideals, principles and structures. 9-12.GV.4.EC.A Analyze the role that people, businesses, and government play in taxation and spending required to maintain the public good <p>Missouri Learning Standards</p>	Students will be able to compare and contrast American monetary and fiscal policy.	
	Enduring Understandings	Essential Questions
	<ul style="list-style-type: none"> Examine the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals, groups, and institutions. 	<ul style="list-style-type: none"> How does the impact of economics and economic theories on the formation of United States governmental ideals, principles and structures? What are the key factors in setting American fiscal policy? What are the key factors in setting American monetary policy?
Learning Targets		
Students will understand Supply and Demand, Free Market system, Capitalism, Monetary policy, Fiscal Policy.		
Unit Duration: 5-8 classes		

Unit 5: Individual Rights

Standards	Transfer Goal(s) /Big Ideas	
<p><u>Priority Skill Standards:</u></p> <ul style="list-style-type: none"> ● Create and use tools and other graphic representations to analyze a chronological sequence of events, explain relationships, and reveal patterns or trends. ● Using an inquiry lens, develop compelling questions, determine appropriate resources, and consider multiple points of views represented in the resources, develop a research plan, create and present a research product. ● Analyze laws, policies, and processes, including powers and responsibilities, to determine how governmental systems affect individuals, groups, and institutions in society (social structures and stratification). ● Predict the consequences that can occur when institutions fail to meet the needs of individuals and groups. <p><u>Priority Content Standards:</u></p> <ul style="list-style-type: none"> ● 9-12.GV.3.CC.D Analyze the changing relationship between state and federal governmental powers. ● 9-12.GV.3.GS.A Apply the concepts of due process of law, popular sovereignty, rule of law, representation, and federalism to explain the purpose and legacy of the Constitution. ● 9-12.GV.3.GS.E Explain how the Bill of Rights and subsequent amendments limit the power of government, protect individual liberty, and provide for equality under the law. ● 9-12.GV.3.GS.C Analyze the unique roles and responsibilities of the three branches of government to determine how they function and interact. ● 9-12.GV.3.GS.D Describe and give examples of how the constitutional principle of checks and balances limits the powers of government and leaders. ● 9-12.GV.4.GS.A Evaluate the role and influence of contemporary political parties on government. <p><u>Missouri Learning Standards</u></p>	<p>Students be able to explain the importance of their individual rights and liberties</p>	
	Enduring Understandings	Essential Questions
	<ul style="list-style-type: none"> ● How have Supreme Court cases affected high school aged people’s rights? 	<ul style="list-style-type: none"> ● What is the difference between civil rights and civil liberties? ● What are the key rights in the Bill of Rights? ● How have Supreme Court decisions affected our lives?
Learning Targets		
Students will understand the Constitution, Bill of Rights, Amendments, Legal Precedent, establishment clause, En Loco parentis.		
Unit Duration: 5-8 classes		

Standard 1: Using an inquiry lens, describe how people's perspectives shape the sources/artifacts they created. (9-12.GV.1.CC.B & 9-12.GV.1.PC.A)			
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Activities
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	<p>Article Reviews on current events throughout the semester. Concise review of event. Explanation of event effect on local, national or international people, places, institutions.</p> <p>Examples of Media Bias assignment and discussion</p> <p>Daily news Inquiry (local, nation, international) and class discussions</p> <p>Bias Summative-students find and explain multiple types of bias they can find from online news sources</p>
Score 3.0	Using an inquiry lens, describe how people's perspectives shape the sources/artifacts they created. The student exhibits no major errors or omissions. <ul style="list-style-type: none"> Analyze artifacts and/or primary sources from this era. Make inferences about the purpose of the artifacts and what they might have been used for. Draw conclusions about what these artifacts demonstrate about the political, social, and economic circumstances that shaped this society. 		
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	There are no major errors or omissions regarding the simpler details and processes. However, the student exhibits major errors or omissions regarding the more complex ideas and processes.		
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.		

Standard 2: Create and use tools and other graphic representations to analyze a chronological sequence of events, explain relationships, and reveal patterns or trends. (9-12.GV.1.CC.A & 9-12.GV.1.G.A)			
Score	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Activities
4.0			<p>Students create a portfolio of stories from each month of class. They must break down the potential for bias and the impact of the story on their world.</p> <p>Use Historical examples for the four main types of American Foreign Policy-students chart on timeline when the US has used the policy and then why they believe the policy is the correct line of action</p> <p>SCOTUS cases-students research the decisions of the US Supreme Court that affect their lives as students. Focus on legal precedent.</p>
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<p>Create and use tools and other graphic representations to analyze a chronological sequence of events, explain relationships, and reveal patterns or trends. The student exhibits no major errors or omissions.</p> <ul style="list-style-type: none"> ● Create and/or use tools and other graphic representations to <ul style="list-style-type: none"> ○ analyze a chronological sequence of events ○ explain relationships ○ reveal patterns or trends 		
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes. However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>		
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	<p>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</p>		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	<p>Even with help, no understanding or skill demonstrated.</p>		

Standard 3: Using an inquiry lens, develop compelling questions, determine appropriate resources, and consider multiple points of view represented in the resources, develop a research plan, create and present a research product. (9-12.GV.1.CC.C & 9-12.GV.1.CC.D)			
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		<p align="center">Sample Activities</p> <p>Daily news Inquiry-Students bring in stories from local, national, and international news sources to discuss in class</p> <p>Media Bias assignment-Students research different ways bias presents itself in the media. Then find examples of the bias on news sites and discuss in class.</p> <p>Economics Mind Map-students research and create a mind map over the key concepts such as fiscal and monetary policy. Each student presents mind maps to class giving a 3-5 minute explanation</p>
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<p>Using an inquiry lens, develop compelling questions, determine appropriate resources, and consider multiple points of views represented in the resources, develop a research plan, create and present a research product.</p> <p>The student exhibits no major errors or omissions.</p> <ol style="list-style-type: none"> 1. Pose a compelling central question. 2. Explain how the question builds on the ideas of experts. 3. Use specific supporting questions grounded in expert ideas. 4. Identify additional questions related to the central question. 5. Consult multiple significant sources of various types. 6. Critique the strengths and weaknesses of other ideas. 7. Apply an appropriate discipline lens to explain or argue in a precise nuanced way. 8. Plan and deliver a presentation based on task, audience, and purpose. 9. Make strategic use of multimedia presentations. 		
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	There are no major errors or omissions regarding the simpler details and processes. However, the student exhibits major errors or omissions regarding the more complex ideas and processes.		
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.		

Standard 4: Analyze the causes and consequences of a specific issue, as well as the challenges and opportunities faced by those trying to address the problem. (9-12.GV.1.GS.A & 9-12.GV.1.GS.B)			
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		<p style="text-align: center;">Sample Activities</p> <p>Presidential Domestic Policy assignment-students research key domestic policy issues. Then look up past domestic policy issues to see if the plans are similar or different from past Presidents. Class discussion to follow.</p> <p>Infrastructure report card- Students use the infrastructure report card website to look up what areas Missouri does well in and which ones Missouri is lacking. Then they research what other states do well or poorly in. Students present findings to class. Can be done in group setting or independent</p>
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	Analyze the causes and consequences of a specific issue, as well as the challenges and opportunities faced by those trying to address the problem.		
	<p>The student exhibits no major errors or omissions.</p> <ul style="list-style-type: none"> ● Identify the causes of a specific world-history issue. ● Identify the consequences of a specific world-history issue. ● Analyze obstacles encountered by those trying to address the problem. ● Analyze opportunities encountered by those trying to address the problem. 		
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	There are no major errors or omissions regarding the simpler details and processes. However, the student exhibits major errors or omissions regarding the more complex ideas and processes.		
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.		

Standard 5: Analyze laws, policies, and processes, including powers and responsibilities, to determine how governmental systems affect individuals, groups, and institutions in society-social structures and stratification. (9-12.GV.1.GS.A & 9-12.GV.1.GS.B)			
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Activities
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	<p>Lemon Test Activity- Groups work through the Establishment clause by reading about certain SCOTUS cases and then deciding if and how the cases violate the Lemon test standard set forth by the Supreme Court</p> <p>Bill of Rights Assignment-Student reading through the Bill of Rights as a group. Popcorn style of reading. Then students pick which 5 amendments they use and which 5 they may or do not use in their lifetimes. Examples can be hypothetical if actual examples from their life have not happened yet.</p> <p>Eminent Domain Activity-Students read through case studies of Eminent Domain. They break down the key points of each case and then have to decide if the case follows Eminent Domains or does not follow the law.</p> <p>Election Year Activity-Students research the platforms of the main candidates for major offices (President, Senate, or HOR) and/or students can research the platforms of local races (Governor).</p>
Score 3.0	<p>Analyze laws, policies, and processes, including powers and responsibilities, to determine how governmental systems affect individuals, groups, and institutions in society-social structures and stratification.</p> <p>The student exhibits no major errors or omissions.</p> <ol style="list-style-type: none"> 1. Define and distinguish among governmental systems and their resulting laws, policies, and processes. 2. Investigate an issue and determine at least two laws, two policies, and two processes associated with the issue. 3. Define and distinguish between groups and society. 4. Draw conclusions, citing appropriate evidence, as to how government decisions impact individuals and groups. 		
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes. However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>		
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	<p>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</p>		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	<p>Even with help, no understanding or skill demonstrated.</p>		

Standard 6: Analyze the relationship between geography and individuals, groups, and institutions. (9-12.GV.1.PC.B & 9-12.GV.1.G.A & 9-12.GV.1.G.B)			
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Activities
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	<p>Secretary of State Activity- Students research a current foreign policy action. Then they research how the United States is handling the issue. They finalize their report with a role play scenario of how they would act if they were in the position to make the decisions.</p> <p>Missouri current events-Students discuss in class what is going on in the state of Missouri. How these issues affect them and their lives</p> <p>Space Race Activity- Discuss the future plans of NASA and other private space companies as well as the growing role of the Space Force. Students will fly the Space EX simulator on chromebooks And watch NASA video over the plans to put people on the moon and eventually Mars</p>
Score 3.0	Analyze the relationship between geography and individuals, groups, and institutions. The student exhibits no major errors or omissions. <ol style="list-style-type: none"> 1. Locate major geographic features and identify their impact on a given civilization. 2. Locate major cities and geographic boundaries of a given civilization. 3. Identify human settlement activities (such as finding shelter, food, and water) of this time period/civilization. 4. Describe the impact of human settlement activities on the environmental and cultural characteristics (e.g. clothing, music, art, and religion) of this civilization. 		
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	There are no major errors or omissions regarding the simpler details and processes. However, the student exhibits major errors or omissions regarding the more complex ideas and processes.		
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.		

Standard 7: Examine the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals, groups, and institutions. (9-12.GV.1.EC.A)			
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Activities
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	<p>Federal Reserve Activity-Use the Federal Reserve website to research key parts of US monetary and fiscal policy</p> <p>Trade Reports-Students research US trade action with other countries. What is being imported and exported? Students present findings to class. Can be done as a group or individual project.</p>
Score 3.0	<p>Examine the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals, groups, and institutions.</p> <p>The student exhibits no major errors or omissions.</p> <ol style="list-style-type: none"> 1. Examine the opportunity costs (the loss of potential gain from other alternatives when one alternative is chosen) of economic decisions for society as a whole as well as on individuals. 2. Examine the benefits (an advantage or profit gained from something) of economic decisions for society as a whole as well as on individuals. 		
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes. However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>		
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	<p>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</p>		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	<p>Even with help, no understanding or skill demonstrated.</p>		

SOCIOLOGY					
Scope and Sequence	Sociological Perspectives and methods	Culture	Society and social institutions	Social Relationships	Stratification and Inequality
Sociology					
Using an inquiry lens, describe how people's perspectives shape the sources/artifacts they created. (9-12.GV.1.CC.B & 9-12.GV.1.PC.A)	x	x		x	x
Create and use tools and other graphic representations to analyze a chronological sequence of events, explain relationships, and reveal patterns or trends. (9-12.GV.1.CC.A & 9-12.GV.1.G.A)	x	x	x	x	x
Using an inquiry lens, develop compelling questions, determine appropriate resources, and consider multiple points of views represented in the resources, develop a research plan, create and present a research product. (9-12.GV.1.CC.C & 9-12.GV.1.CC.D)	x	x	x	x	x
Analyze the causes and consequences of a specific issue, as well as the challenges and opportunities faced by those trying to address the problem. (9-12.GV.1.CC.E)	x	x	x	x	x
Analyze laws, policies, and processes, including powers and responsibilities, to determine how governmental systems affect individuals, groups, and institutions in society -social structures and stratification. (9-12.GV.1.GS.A & 9-12.GV.1.GS.B)			x		
Analyze the relationship between geography and individuals, groups, and institutions. (9-12.GV.1.PC.B & 9-12.GV.1.G.A & 9-12.GV.1.G.B)		x	x	x	x
Examine the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals, groups, and institutions. (9-12.GV.1.EC.A)		x	x	x	x

**Sociology
Course Overview**

Grade level(s): 11-12	Credits earned: .5
Course Rationale	Course Description
Studying sociology provides a better understanding of the following: Reasons for social differences, including differences in social behavior. Reasons for the differentials in group opportunities and outcomes. The relevance of social hierarchies and social power in everyday life.	Sociology is the study of people's relationships and what results from them, such as crime, marriage, cults etc. Throughout the course students will examine culture, society, relationships, stratification and inequality through the multiple sociological perspectives and methods. The course is helpful to those students entering the working world or preparing for college. It invites students to learn from each other and a variety of sources.

Transfer Goals/Big Ideas

As Social Studies learners, students of the City of St. Charles School District will think critically and deeply about the world around them. Using effective communication supported by evidence, they will consider multiple perspectives as responsible, curious, informed decision makers who take meaningful action.

Priority Missouri Learning Standards/National Standards

Adopted from the American Sociological Association:

- 1.1 Students will identify sociology as a scientific field of inquiry.
- 1.2 Students will compare and contrast the sociological perspective and how it differs from other social sciences.
- 1.3 Students will evaluate the strengths and weaknesses of the major methods of sociological research.
- 1.4 Students will identify, differentiate among, and apply a variety of sociological theories.
- 2.1 Students will describe the components of culture.
- 2.2 Students will analyze how culture influences individuals, including themselves.
- 2.3 Students will evaluate important social institutions and how they respond to social needs.
- 2.4 Students will assess how social institutions and cultures change and evolve.
- 3.1 Students will describe the process of socialization across the life course.
- 3.2 Students will explain the process of the social construction of the self.
- 3.3 Students will examine the social construction of groups and their impact on the life chances of individuals.
- 4.1 Students will identify common patterns of social inequality.
- 4.2 Students will analyze the effects of social inequality on groups and individuals.
- 4.3 Students will explain the relationship between social institutions and inequality.
- 4.4 Students will assess responses to social inequality.

Unit 1: Sociological Perspectives and Methods of Inquiry

Standards	Transfer Goal(s) /Big Ideas	
<p>Priority Skill Standards:</p> <ul style="list-style-type: none"> • Create and use tools and other graphic representations to analyze a chronological sequence of events, explain relationships, and reveal patterns or trends. • Using an inquiry lens, develop compelling questions, determine appropriate resources, and consider multiple points of views represented in the resources, develop a research plan, create and present a research product. • Analyze the causes and consequences of a specific issue, as well as the challenges and opportunities faced by those trying to address the problem. • Using an inquiry lens, describe how peoples’ perspectives shaped the sources/ artifacts they created. <p>Priority Content Standards:</p> <p>1.1 Students will identify sociology as a scientific field of inquiry.</p> <p>1.2 Students will compare and contrast the sociological perspective and how it differs from other social sciences.</p> <p>1.3 Students will evaluate the strengths and weaknesses of the major methods of sociological research.</p> <p>1.4 Students will identify, differentiate among, and apply a variety of sociological theories.</p>	<p>As Social Studies learners, students of the City of St. Charles School District will think critically and deeply about the world around them. Using effective communication supported by evidence, they will consider multiple perspectives as responsible, curious, informed decision makers who take meaningful action.</p>	
	Enduring Understandings	Essential Questions
	<ul style="list-style-type: none"> • Summarize the origins of present day sociology 	<ul style="list-style-type: none"> • How can sociological perspectives help you understand human actions? • What factors lead to the development of sociology as a distinct field of study? • How do theoretical perspectives explain the nature of social life?
Learning Targets		
<p>Students will summarize the origins of present day sociology, recognize or recall specific terminology such as perspective, sociological perspective, social structure, sociological imagination, theoretical perspective, functionalism, manifest functions, latent functions, dysfunction, conflict perspective, symbolic interaction.</p>		
Unit Duration:6- 10 class periods		

Unit 2: Culture

Standards	Transfer Goal(s) /Big Ideas	
<p><u>Priority Skill Standards:</u></p> <ul style="list-style-type: none"> ● Create and use tools and other graphic representations to analyze a chronological sequence of events, explain relationships, and reveal patterns or trends. ● Using an inquiry lens, develop compelling questions, determine appropriate resources, and consider multiple points of views represented in the resources, develop a research plan, create and present a research product. ● Analyze the causes and consequences of a specific issue, as well as the challenges and opportunities faced by those trying to address the problem. ● Analyze laws, policies, and processes, including powers and responsibilities, to determine how governmental systems affect individuals, groups, and institutions in society (social structures and stratification). ● Analyze the relationship between geography and individuals, groups, and institutions. ● Examine the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals, groups, and institutions. ● Using an inquiry lens, describe how peoples’ perspectives shaped the sources/ artifacts they created. <p><u>Priority Content Standards:</u></p> <p>2.1 Students will describe the components of culture.</p> <p>2.2 Students will analyze how culture influences individuals, including themselves.</p> <p>2.3 Students will evaluate important social institutions and how they respond to social needs.</p> <p>2.4 Students will assess how social institutions and cultures change and evolve.</p>	<p>As Social Studies learners, students of the City of St. Charles School District will think critically and deeply about the world around them. Using effective communication supported by evidence, they will consider multiple perspectives as responsible, curious, informed decision makers who take meaningful action.</p>	
	<p align="center">Enduring Understandings</p> <ul style="list-style-type: none"> ● Outline and apply the principles of culture to the differences between pre- and post- industrial societies based on common cultural universals. 	<p align="center">Essential Questions</p> <ul style="list-style-type: none"> ● What features do all cultures share and how do cultures differ? ● What are societal values and how do they shape culture?
Learning Targets		
<p>Students will outline and apply the principles of culture to the differences between pre- and post- industrial societies based on common cultural universals. Recognize or recall specific terminology such as ethnocentrism, social categories, pre-industrial society, post-industrial society.</p>		
Unit Duration:6- 10 class periods		

Unit 3: Society and Social Institutions

Standards	Transfer Goal(s) /Big Ideas	
<p><u>Priority Skill Standards:</u></p> <ul style="list-style-type: none"> Analyze laws, policies, and processes, including powers and responsibilities, to determine how governmental systems affect individuals, groups, and institutions in society (social structures and stratification). Analyze the relationship between geography and individuals, groups, and institutions. Analyze the causes and consequences of a specific issue, as well as the challenges and opportunities faced by those trying to address the problem. Analyze laws, policies, and processes, including powers and responsibilities, to determine how governmental systems affect individuals, groups, and institutions in society (social structures and stratification). Examine the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals, groups, and institutions. <p><u>Priority Content Standards:</u></p> <p>2.3 Students will evaluate important social institutions and how they respond to social needs.</p> <p>2.4 Students will assess how social institutions and cultures change and evolve.</p>	Foundations of Family, Education, Religion, Politics, Sports, and Mass Media	
	Enduring Understandings	Essential Questions
	<ul style="list-style-type: none"> The student will believe to discriminate between the types of social institutions and apply the responsibilities of each. 	<ul style="list-style-type: none"> How do social institutions influence cultures and societies? What influence does social institutions have on adolescent groups? What impact do social institutions have on future generations? What are the main components of social structure and what are their effects on interactions?
Learning Targets		
<p>Students will discriminate between the types of social institutions and apply the responsibilities of each, recognize and recall specific terminology, such as: Family of orientation, monogamy, polygamy, capitalism, primary and secondary sanctions, free-enterprise system, communism, free-trade, hidden curriculum, tracking, sect, cult, denomination, ritual, Title IX, stacking, digital divide, agenda setting, spiral of silence, school to prison pipeline.</p>		
Unit Duration:6- 10 class periods		

Unit 4: Social Relationships

Standards	Transfer Goal(s) /Big Ideas	
<p><u>Priority Skill Standards:</u></p> <ul style="list-style-type: none"> ● Create and use tools and other graphic representations to analyze a chronological sequence of events, explain relationships, and reveal patterns or trends. ● Using an inquiry lens, develop compelling questions, determine appropriate resources, and consider multiple points of views represented in the resources, develop a research plan, create and present a research product. ● Analyze the causes and consequences of a specific issue, as well as the challenges and opportunities faced by those trying to address the problem. ● Analyze laws, policies, and processes, including powers and responsibilities, to determine how governmental systems affect individuals, groups, and institutions in society (social structures and stratification). ● Analyze the relationship between geography and individuals, groups, and institutions. ● Examine the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals, groups, and institutions. ● Using an inquiry lens, describe how peoples’ perspectives shaped the sources/ artifacts they created. <p><u>Priority Content Standards:</u></p> <p>3.1 Students will describe the process of socialization across the life course.</p> <p>3.2 Students will explain the process of the social construction of the self.</p> <p>3.3 Students will examine the social construction of groups and their impact on the life chances of individuals.</p>	Socialization and Groups	
	Enduring Understandings	Essential Questions
	<ul style="list-style-type: none"> ● Identify the processes, characteristics, and agents of socialization 	<ul style="list-style-type: none"> ● What are the forms and functions of groups within a society? ● What is socialization, and how does it influence the human experience? ● What are the agents of socialization and how does their influence change over time?
Learning Targets		
<p>Students will identify the processes, characteristics and agents of socialization, recognize or recall specific terminology, such as: socialization, self concept, looking glass self, mass media, peer groups, desocialization, resocialization, anticipatory socialization, primary group, secondary group, in-group, out-group.</p>		
Unit Duration:6- 10 class periods		

Unit 5: Stratification and Inequality

Standards	Transfer Goal(s) /Big Ideas	
<p>Priority Skill Standards:</p> <ul style="list-style-type: none"> • Create and use tools and other graphic representations to analyze a chronological sequence of events, explain relationships, and reveal patterns or trends. • Using an inquiry lens, develop compelling questions, determine appropriate resources, and consider multiple points of views represented in the resources, develop a research plan, create and present a research product. • Analyze the causes and consequences of a specific issue, as well as the challenges and opportunities faced by those trying to address the problem. • Analyze laws, policies, and processes, including powers and responsibilities, to determine how governmental systems affect individuals, groups, and institutions in society (social structures and stratification). • Analyze the relationship between geography and individuals, groups, and institutions. • Examine the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals, groups, and institutions. • Using an inquiry lens, describe how peoples' perspectives shaped the sources/ artifacts they created. <p>Priority Content Standards:</p> <p>4.1 Students will identify common patterns of social inequality.</p> <p>4.2 Students will analyze the effects of social inequality on groups and individuals.</p> <p>4.3 Students will explain the relationship between social institutions and inequality.</p> <p>4.4 Students will assess responses to social inequality.</p>	Evaluating Status and Roles Americans face many inequalities Types of Deviance	
	Enduring Understandings	Essential Questions
	<ul style="list-style-type: none"> • The students will be able to discriminate between the types of statuses and roles an individual can hold and apply to their own lives. • The student will be able to compare the social inequalities that Americans face. • The student will be able to understand and assess the cost of benefits deviance and crime control 	<ul style="list-style-type: none"> • How do people develop their individual personalities? • What is the difference between ascribed and achieved status? • How do roles influence the expectations on group development? • What are the types of social mobility? • Which cultural characteristics help define ethnicity? • What are the social inequalities of age, gender, and health that Americans face? • What are the social functions of deviance?
Learning Targets		
Students will be able to discriminate between the types of statuses and roles an individual can hold and apply to their own lives, understand and assess the cost and benefits of deviance and crime control, compare the social inequalities that Americans face, recognize and recall specific terminology, such as: social inequality, deviance, social stratification, status, roles, master status, socioeconomic status, social mobility, ethnicity, stereotype, racism, prejudice, discrimination, ageism, wage gap, glass ceiling, crime, social control, social sanctions, primary deviance, secondary deviance, white collar crime, victim discounting, incarceration, labeling theory, social interaction, role conflict, role strain.		
Unit Duration:6- 10 class periods		

Strand: Sociological Origins			
Topic: Foundations of Sociology			
Grade: 11-12			
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Activities
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	The student will summarize <ul style="list-style-type: none"> • the major theories of sociology and how they relate to the origins of present day sociology. The student exhibits no major errors or omissions.		<ul style="list-style-type: none"> • Create a graphic organizer outlining/analyzing the key sociologists/theories behind the modern day study of Sociology.
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	There are no major errors or omissions regarding the simpler details and processes as the student: <ul style="list-style-type: none"> • recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> o perspective, sociology, sociological perspective, social structure, sociological imagination, theoretical perspective, functionalism, manifest functions, latent functions, dysfunction, conflict perspective, symbolic interactionism • performs basic processes, such as: <ul style="list-style-type: none"> o give an example of the above terms. However, the student exhibits major errors or omissions regarding the more complex ideas and processes.		<ul style="list-style-type: none"> • Be able to define the associated terms.
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.		

Strand: Culture and Social Structure			
Topic: Culture			
Grade: 11-12			
Score	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Activities
4.0			
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<p>The student will be able to outline and apply the principles of cultural development, by analyzing the differences between pre- and post- industrial societies based on common cultural universals.</p> <ul style="list-style-type: none"> • The student exhibits no major errors or omissions. 		<ul style="list-style-type: none"> • Create a new culture analyzing culture universals around the world. Students will take key universals from around the world and apply them to the creation of a new culture of their own imagination. • Create a Venn diagram explaining the similarities and differences between pre- and post-industrial societies in terms of cultural universals; including but not limited to education, technology, family, shelter, economy. Following the diagram creation, students will answer why these differences exist.
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> • recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> o culture, society, symbols, norms, folkways, mores, taboo, law, sanctions, values, subculture, counterculture, cultural universals, ethnocentrism, social categories, pre-industrial society, post-industrial society • performs basic processes, such as: <ul style="list-style-type: none"> o give an example of above terms <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>		<ul style="list-style-type: none"> • Be able to define and provide examples of the associated terms
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.		

Strand: Society and Social Institutions			
Topic: Society			
Grade: 11-12			
Score	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Activities
4.0			
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<p>The student will Discriminate between the types of social institutions and apply the responsibilities of each.</p> <ul style="list-style-type: none"> • <p>The student exhibits no major errors or omissions.</p>		•
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> • recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> o Family of orientation, monogamy, polygamy, capitalism, primary and secondary sanctions, free-enterprise system, communism, free-trade, hidden curriculum, tracking, sect, cult, denomination, ritual, Title IX, stacking, digital divide, agenda setting, spiral of silence, school to prison pipeline • performs basic processes, such as: <ul style="list-style-type: none"> o give an example of the above terms <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>		•
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.		

Strand: Social Relationships			
Topic: Purpose of Socialization			
Grade: 11-12			
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Activities
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<p>The student will be able to explain the processes, characteristics, and agents of socialization.</p> <ul style="list-style-type: none"> • <p>The student exhibits no major errors or omissions.</p>		<ul style="list-style-type: none"> • Apply terminology of the unit to examples of various Mass Media outlets. Students will study a variety of TV/Movie/Print Media and look for examples of unit terms.
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> • recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> o socialization, self-concept, looking-glass self, significant others, role taking, Imitation stage, play stage, game stage, me, I, hidden curriculum, mass media, peer groups, desocialization, resocialization, anticipatory socialization. • performs basic processes, such as: <ul style="list-style-type: none"> o give an example of the above terms <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>		<ul style="list-style-type: none"> • Be able to define the associated terms.
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.		

Strand: Socialization and Groups			
Topic: Formulation and Function of Groups			
Grade: 11-12			
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Activities
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	The student will analyze types of groups and understand the function of groups. <ul style="list-style-type: none"> • The student exhibits no major errors or omissions.		<ul style="list-style-type: none"> • Apply terms and theories to characters in film; analyzing the relationships between types of groups and group formations (finding examples that work with key terms of the unit).
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	There are no major errors or omissions regarding the simpler details and processes as the student: <ul style="list-style-type: none"> • recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> o group, social category, social aggregate, primary group, primary relationships, secondary group, secondary relationships, reference groups, in-group, out-group, social network, cooperation, conflict, social exchange, coercion, conformity, groupthink, formal organizations, informal organizations • performs basic processes, such as: <ul style="list-style-type: none"> o give examples of the above terms o compare and contrast types of groups However, the student exhibits major errors or omissions regarding the more complex ideas and processes.		<ul style="list-style-type: none"> • Be able to define the associated terms.
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.		

Strand: Social Structures and Status			
Topic: Evaluating Status and Roles			
Grade: 11-12			
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Activities
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<p>The student will be able to discriminate and explain the differences between the types of statuses and roles an individual can hold.</p> <ul style="list-style-type: none"> • <p>The student exhibits no major errors or omissions.</p>		<ul style="list-style-type: none"> • Create a graphic organizer for a fictional character Stanley. The organizer will depict the different types of statuses/roles an individual can hold. Students will also apply the same organizer to their own lives. Students will then explain why they placed specific statuses where they did.
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> • recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> o social structure, status, ascribed status, achieved status, status set, master status, role, rights, obligations, role performance, social interaction, role conflict, role strain • performs basic processes, such as: <ul style="list-style-type: none"> o give an example of the above terms <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>		<ul style="list-style-type: none"> • Be able to define and give examples of the associated terms.
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.		

Strand: Deviance			
Topic: Types of Deviance			
Grade: 11-12			
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Activities
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<p>The student will be able to understand the types of deviance and evaluate how each is punished by society.</p> <ul style="list-style-type: none"> • <p>The student exhibits no major errors or omissions.</p>		<ul style="list-style-type: none"> • Create a graphic organizer analyzing the pros and cons of each approach to crime control (deterrence, retribution, incarceration, rehabilitation).
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> • recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> o deviance, negative deviance, positive deviance, social control, social sanctions, crime, criminal justice system, deterrence, retribution, incarceration, rehabilitation, recidivism • performs basic processes, such as: <ul style="list-style-type: none"> o give an example of above terms <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>		<ul style="list-style-type: none"> • Be able to define associated terms.
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.		

Strand: Deviance			
Topic: Types of Deviance			
Grade: 11-12			
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Activities
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	The student will assess the cost and benefits of deviance and crime control. <ul style="list-style-type: none"> • The student exhibits no major errors or omissions. 		<ul style="list-style-type: none"> • Apply terms and theories to a fictional character in essay format.
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	There are no major errors or omissions regarding the simpler details and processes as the student: <ul style="list-style-type: none"> • recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> o anomie, strain theory, control theory, differential association theory, labeling theory, primary deviance, secondary deviance, stigma, victim discounting, white-collar crime, cost and benefits of deviance • performs basic processes, such as: <ul style="list-style-type: none"> o give an example of above terms. However, the student exhibits major errors or omissions regarding the more complex ideas and processes.		<ul style="list-style-type: none"> • Be able to define the associated terms.
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.		

Strand: Social Institutions			
Topic: Foundations of the Social Institutions of Family, Education, Religion, Politics, and Sports			
Grade: 11-12			
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Activities
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<p>The student will be able to discriminate between the types of social institutions and apply the responsibilities of each.</p> <ul style="list-style-type: none"> • <p>The student exhibits no major errors or omissions.</p>		<ul style="list-style-type: none"> • Create group presentations focusing on the various social institutions and the responsibilities/purpose of each institution within the presentation created.
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> • recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> o family, education, political institutions, economic institutions, religion, sport. • performs basic processes, such as: <ul style="list-style-type: none"> o give an example of the above terms <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>		<ul style="list-style-type: none"> • Be able to define and give examples for the associated terms.
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.		

Strand: Social Institutions			
Topic: Foundations of the Social Institutions of Family, Education, Religion, Politics, and Sports			
Grade: 11-12			
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Activities
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<p>The student will compare and contrast social institutions from culture to culture.</p> <ul style="list-style-type: none"> • <p>The student exhibits no major errors or omissions.</p>		<ul style="list-style-type: none"> • Create various Venn Diagrams comparing and contrasting cultures around the world.
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> • recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> o marriage, patrilineal, matrilineal, bilateral, patriarchy, matriarchy, neolocal, monogamy, polygamy, polygyny, polylandry, formal schooling, charter schools, magnet schools, for-profit schools, multicultural education, political socialization, capitalism, monopolies, oligopolies, socialism, sacred, Protestant ethic, church, cult, denomination, religiosity, sect, secularization, fundamentalism, sport subculture. • performs basic processes, such as: <ul style="list-style-type: none"> o give an example of the above terms <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>		<ul style="list-style-type: none"> • Be able to define the associated terms.
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.		

ECONOMICS

Scope and Sequence	What is Economics?	Economic Systems	American Free Enterprise	Demand & Supply	Prices	Market Structures	Business and Labor
Government							
Using an inquiry lens, describe how people's perspectives shape the sources/artifacts they created. (9-12.GV.1.CC.B & 9-12.GV.1.PC.A)							x
Create and use tools and other graphic representations to analyze a chronological sequence of events, explain relationships, and reveal patterns or trends. (9-12.GV.1.CC.A & 9-12.GV.1.G.A)	x			x	x		
Using an inquiry lens, develop compelling questions, determine appropriate resources, and consider multiple points of views represented in the resources, develop a research plan, create and present a research product. (9-12.GV.1.CC.C & 9-12.GV.1.CC.D)		x				x	x
Analyze the causes and consequences of a specific issue, as well as the challenges and opportunities faced by those trying to address the problem. (9-12.GV.1.CC.E)		x	x			x	
Analyze laws, policies, and processes, including powers and responsibilities, to determine how governmental systems affect individuals, groups, and institutions in society -social structures and stratification. (9-12.GV.1.GS.A & 9-12.GV.1.GS.B)		x	x			x	
Analyze the relationship between geography and individuals, groups, and institutions. (9-12.GV.1.PC.B & 9-12.GV.1.G.A & 9-12.GV.1.G.B)		x	x				
Examine the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals, groups, and institutions. (9-12.GV.1.EC.A)	x			x	x		

**Economics
Course Overview**

Grade level(s): 11-12

Credits earned: .5

Course Rationale

The Social Studies Department provides a variety of courses that are tied to the social sciences and the humanities in order to promote civic competence. A solid foundation in the Social Studies is necessary for students to develop into responsible and productive members of our world community. Areas such as government, history, economics, geography, sociology, and psychology are utilized to help students make informed and reasoned decisions as citizens of a culturally diverse, democratic society.

Instructional emphasis is placed on acquiring and applying knowledge and skills that will enable students to construct new, integrated approaches to resolving issues in an increasingly interdependent world. Students enrolled in Social Studies courses will utilize texts, primary and secondary sources, maps, graphs, charts, photographs, films, and other related materials to construct a framework that integrates knowledge within and across disciplines. Through the use of writing and focused projects, students will have the opportunity to acquire information, analyze data, present ideas, develop arguments, formulate policies, and construct categories of information such as cause/effect, sequence, comparison/contrast, or analogy.

Course Description

This course is a study of our system of production and distribution of goods and services, and the facilities such as money, banking, credit, labor unions, etc., which help us to get the things we want. Economic systems will be compared with emphasis on “free enterprise.”

Transfer Goals/Big Ideas

As Social Studies learners, students of the City of St. Charles School District will think critically and deeply about the world around them. Using effective communication supported by evidence, they will consider multiple perspectives as responsible, curious, informed decision makers who take meaningful action.

Priority Missouri Learning Standards/National Standards

[Missouri Learning Standards](#)

Unit 1: What is Economics?

Standards	Transfer Goal(s) /Big Ideas	
<p><u>Priority Skill Standards:</u> Create and use tools and other graphic representations to analyze a chronological sequence of events, explain relationships, and reveal patterns or trends. Examine the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals, groups, and institutions.</p> <p><u>Priority Content Standards:</u> 9-12.GV.2.EC.A Analyze the impact of economics and economic theories on the formation of United States governmental ideals, principles and structures.</p>	As Social Studies learners, students of the City of St. Charles School District will think critically and deeply about the world around them. Using effective communication supported by evidence, they will consider multiple perspectives as responsible, curious, informed decision makers who take meaningful action.	
	Enduring Understandings	Essential Questions
	<ul style="list-style-type: none"> • The student will understand that productive resources are limited, therefore people cannot have all that they want and subsequently must make choices 	<ul style="list-style-type: none"> • How does scarcity affect the production possibilities curve? • What are the factors of production? • What is opportunity cost and how does it play a role in a person's life?
Learning Targets		
Students will recognize and recall specific terminology such as scarcity, opportunity cost, production possibilities curve, trade offs, factors of production.		
Unit Duration: 2-3 weeks		

Unit 2: Economic Systems

Standards	Transfer Goal(s) /Big Ideas	
<p><u>Priority Skill Standards:</u></p> <ul style="list-style-type: none"> Using an inquiry lens, develop compelling questions, determine appropriate resources, and consider multiple points of views represented in the resources, develop a research plan, create and present a research product. Analyze the causes and consequences of a specific issue, as well as the challenges and opportunities faced by those trying to address the problem. Analyze laws, policies, and processes, including powers and responsibilities, to determine how governmental systems affect individuals, groups, and institutions in society -social structures and stratification. Analyze the relationship between geography and individuals, groups, and institutions. <p><u>Priority Content Standards:</u> 9-12.GV.2.EC.A Analyze the impact of economics and economic theories on the formation of United States governmental ideals, principles and structures. 9-12.GV.3.EC.B Analyze the changing roles of government in the economy throughout United States history.</p>	<p>As Social Studies learners, students of the City of St. Charles School District will think critically and deeply about the world around them. Using effective communication supported by evidence, they will consider multiple perspectives as responsible, curious, informed decision makers who take meaningful action.</p>	
	Enduring Understandings	Essential Questions
	<ul style="list-style-type: none"> The student will evaluate various economic systems and how they allocate goods and services. 	<ul style="list-style-type: none"> What are the characteristics of the various economic systems? How do governmental systems impact economic systems? What are the advantages and disadvantages of various economic systems?
Learning Targets		
<p>Students will recognize and recall specific terminology such as economic efficiency, standard of living, command economy, traditional economy, free market economy, mixed economy, market profit, continuum.</p>		
<p>Unit Duration: 2-3 weeks</p>		

Unit 3: American Free Enterprise

Standards	Transfer Goal(s) /Big Ideas	
<p><u>Priority Skill Standards:</u></p> <ul style="list-style-type: none"> Analyze the causes and consequences of a specific issue, as well as the challenges and opportunities faced by those trying to address the problem. Analyze laws, policies, and processes, including powers and responsibilities, to determine how governmental systems affect individuals, groups, and institutions in society -social structures and stratification. Analyze the relationship between geography and individuals, groups, and institutions. <p><u>Priority Content Standards:</u></p> <p>9-12.GV.2.EC.A Analyze the impact of economics and economic theories on the formation of United States governmental ideals, principles and structures.</p> <p>9-12.GV.3.EC.A Compare trade, monetary policy, and taxation under the Articles of Confederation and the Constitution.</p> <p>9-12.GV.3.EC.B Analyze the changing roles of government in the economy throughout United States history.</p>	<p>As Social Studies learners, students of the City of St. Charles School District will think critically and deeply about the world around them. Using effective communication supported by evidence, they will consider multiple perspectives as responsible, curious, informed decision makers who take meaningful action.</p>	
	Enduring Understandings	Essential Questions
	<ul style="list-style-type: none"> The student will contrast the role of the U.S. government in free enterprise with the roles of government in several other nations, including nations along the economic continuum. 	<ul style="list-style-type: none"> What is the role of the U.S. government in the free enterprise system? What is the role of government in other economic systems? What role does profit motive play in a free enterprise system?
<p>Learning Targets</p>		
<p>Students will recognize and recall specific terminology such as profit motive, legal equity, free contract, competition, macro and micro-economics, GDP, safety nets, positive and negative externalities.</p>		
<p>Unit Duration: 2-3 weeks</p>		

Unit 4: Demand & Supply

Standards	Transfer Goal(s) /Big Ideas	
<p><u>Priority Skill Standards:</u></p> <ul style="list-style-type: none"> • Create and use tools and other graphic representations to analyze a chronological sequence of events, explain relationships, and reveal patterns or trends. • Examine the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals, groups, and institutions. <p><u>Priority Content Standards:</u> 9-12.GV.2.EC.A Analyze the impact of economics and economic theories on the formation of United States governmental ideals, principles and structures.</p>	<p>As Social Studies learners, students of the City of St. Charles School District will think critically and deeply about the world around them. Using effective communication supported by evidence, they will consider multiple perspectives as responsible, curious, informed decision makers who take meaningful action.</p>	
	Enduring Understandings	Essential Questions
	<ul style="list-style-type: none"> • The students will compare and contrast supply and demand, based on how markets exist when buyers and sellers interact. 	<ul style="list-style-type: none"> • How does elasticity of supply and demand affect the goods and services that are produced? • How does the existence of normal and inferior goods affect the market place? • How can fixed and variable costs affect production?
Learning Targets		
<p>Students will recognize and recall specific terminology such as income effect, supply/demand schedule, normal and inferior goods, elasticity of supply and demand, fixed and variable costs, subsidy, regulation.</p>		
<p>Unit Duration: 2-3 weeks</p>		

Unit 5: Prices

Standards	Transfer Goal(s) /Big Ideas	
<p>Priority Skill Standards:</p> <ul style="list-style-type: none"> ● Create and use tools and other graphic representations to analyze a chronological sequence of events, explain relationships, and reveal patterns or trends. ● Examine the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals, groups, and institutions. <p>Priority Content Standards: 9-12.GV.2.EC.A Analyze the impact of economics and economic theories on the formation of United States governmental ideals, principles and structures.</p>	<p>As Social Studies learners, students of the City of St. Charles School District will think critically and deeply about the world around them. Using effective communication supported by evidence, they will consider multiple perspectives as responsible, curious, informed decision makers who take meaningful action.</p>	
	Enduring Understandings	Essential Questions
	<ul style="list-style-type: none"> ● The student will understand that prices send signals and provide incentives to buyers and sellers, and that when supply/demand changes, market prices adjust, affecting incentives. 	<ul style="list-style-type: none"> ● Why are price ceilings and price floors utilized? ● How do changes in supply and demand affect prices? ● What is equilibrium price?
Learning Targets		
<p>Students will recognize and recall specific terminology such as price, equilibrium price, excess demand/supply, price ceiling/floor, minimum wage.</p>		
Unit Duration: 2-3 weeks		

Unit 6: Market Structures

Standards	Transfer Goal(s) /Big Ideas	
<p><u>Priority Skill Standards:</u></p> <ul style="list-style-type: none"> Using an inquiry lens, develop compelling questions, determine appropriate resources, and consider multiple points of views represented in the resources, develop a research plan, create and present a research product. Analyze the causes and consequences of a specific issue, as well as the challenges and opportunities faced by those trying to address the problem. Analyze laws, policies, and processes, including powers and responsibilities, to determine how governmental systems affect individuals, groups, and institutions in society -social structures and stratification. <p><u>Priority Content Standards:</u> 9-12.GV.2.EC.A Analyze the impact of economics and economic theories on the formation of United States governmental ideals, principles and structures. 9-12.GV.3.EC.B Analyze the changing roles of government in the economy throughout United States History. 9-12.GV.4.EC.A Analyze the role that people, businesses, and government play in taxation and spending required to maintain the public good.</p>	<p>As Social Studies learners, students of the City of St. Charles School District will think critically and deeply about the world around them. Using effective communication supported by evidence, they will consider multiple perspectives as responsible, curious, informed decision makers who take meaningful action.</p>	
	Enduring Understandings	Essential Questions
	<ul style="list-style-type: none"> The student will evaluate how competition among sellers lower costs and prices, and encourages producers to produce more of what consumers are willing and able to buy. 	<ul style="list-style-type: none"> What types of market structures exist? What are various barriers to entry into the market? How does the level of competition vary in different market structures?
Learning Targets		
<p>Students will recognize and recall specific terminology such as perfect competition, commodity, barriers to entry, monopoly, economies of scale, franchise, patent, oligopoly.</p>		
<p>Unit Duration: 2-3 weeks</p>		

Unit 7: Business and Labor

Standards	Transfer Goal(s) /Big Ideas	
<p><u>Priority Skill Standards:</u></p> <ul style="list-style-type: none"> Using an inquiry lens, describe how people's perspectives shape the sources/artifacts they created. Using an inquiry lens, develop compelling questions, determine appropriate resources, and consider multiple points of views represented in the resources, develop a research plan, create and present a research product. <p><u>Priority Content Standards:</u> 9-12.GV.2.EC.A Analyze the impact of economics and economic theories on the formation of United States governmental ideals, principles and structures. 9-12.GV.4.EC.A Analyze the role that people, businesses, and government play in taxation and spending required to maintain the public good.</p>	<p>As Social Studies learners, students of the City of St. Charles School District will think critically and deeply about the world around them. Using effective communication supported by evidence, they will consider multiple perspectives as responsible, curious, informed decision makers who take meaningful action.</p>	
	Enduring Understandings	Essential Questions
	<ul style="list-style-type: none"> The student will understand that entrepreneurs are people who take the risks of organizing productive resources to make goods and services, and that profit is an important part of that incentive that leads them to accept risks. The student will be able to evaluate how people make their income, and how that income is determined. 	<ul style="list-style-type: none"> What are the advantages and disadvantages of sole proprietorships vs. partnerships? What are the advantages and disadvantages of corporations? What are the causes for the trend of a rise in multinational corporations? What role does government and organized labor play in the development of policies affecting wages and working conditions?
Learning Targets		
<p>Students will recognize and recall specific terminology such as sole proprietorship, liability, partnerships, assets, corporation, stocks, bonds, horizontal and vertical mergers.</p>		
Unit Duration: 2-3 weeks		

Standard 1: Using an inquiry lens, describe how people's perspectives shape the sources/artifacts they created. (9-12.GV.1.CC.B & 9-12.GV.1.PC.A)			
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Activities
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	Using an inquiry lens, describe how people's perspectives shape the sources/artifacts they created. The student exhibits no major errors or omissions. <ul style="list-style-type: none"> Analyze artifacts and/or primary sources from this era. Make inferences about the purpose of the artifacts and what they might have been used for. Draw conclusions about what these artifacts demonstrate about the political, social, and economic circumstances that shaped this society. 		<ol style="list-style-type: none"> Analyze current articles examining experiences living in the American Market System Essays Student Debate/Discussion
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	There are no major errors or omissions regarding the simpler details and processes. However, the student exhibits major errors or omissions regarding the more complex ideas and processes.		
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.		

Standard 2: Create and use tools and other graphic representations to analyze a chronological sequence of events, explain relationships, and reveal patterns or trends. (9-12.GV.1.CC.A & 9-12.GV.1.G.A)			
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Activities
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	Create and use tools and other graphic representations to analyze a chronological sequence of events, explain relationships, and reveal patterns or trends. The student exhibits no major errors or omissions. <ul style="list-style-type: none"> ● Create and/or use tools and other graphic representations to <ul style="list-style-type: none"> ○ analyze a chronological sequence of events ○ explain relationships ○ reveal patterns or trends 		<ol style="list-style-type: none"> 1. Vocabulary Activity 2. Graphic Organizer Identifying Characteristics and Changes in the American Free Enterprise System 3. Analyze charts and graph depicting demand and supply curves
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	There are no major errors or omissions regarding the simpler details and processes. However, the student exhibits major errors or omissions regarding the more complex ideas and processes.		
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.		

Standard 3: Using an inquiry lens, develop compelling questions, determine appropriate resources, and consider multiple points of view represented in the resources, develop a research plan, create and present a research product. (9-12.GV.1.CC.C & 9-12.GV.1.CC.D)			
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Activities
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	<ol style="list-style-type: none"> 1. Presentation examining charactics of economic systems for various nations around world 2. Business Organizations & Labor Presentation 3. Economic Theorist Research Paper
Score 3.0	Using an inquiry lens, develop compelling questions, determine appropriate resources, and consider multiple points of views represented in the resources, develop a research plan, create and present a research product. The student exhibits no major errors or omissions. <ol style="list-style-type: none"> 1. Pose a compelling central question. 2. Explain how the question builds on the ideas of experts. 3. Use specific supporting questions grounded in expert ideas. 4. Identify additional questions related to the central question. 5. Consult multiple significant sources of various types. 6. Critique the strengths and weaknesses of other ideas. 7. Apply an appropriate discipline lends to explain or argue in a precise nuanced way. 8. Plan and deliver a presentation based on task, audience, and purpose. 9. Make strategic use of multimedia presentations. 		
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	There are no major errors or omissions regarding the simpler details and processes. However, the student exhibits major errors or omissions regarding the more complex ideas and processes.		
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.		

Standard 4: Analyze the causes and consequences of a specific issue, as well as the challenges and opportunities faced by those trying to address the problem. (9-12.GV.1.GS.A & 9-12.GV.1.GS.B)			
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Activities
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	<ol style="list-style-type: none"> 1. Technology Company Monopoly Research Presentation 2. Essays 3. Student Debate/Discussion
Score 3.0	Analyze the causes and consequences of a specific issue, as well as the challenges and opportunities faced by those trying to address the problem. The student exhibits no major errors or omissions. <ul style="list-style-type: none"> • Identify the causes of a specific world-history issue. • Identify the consequences of a specific world-history issue. • Analyze obstacles encountered by those trying to address the problem. • Analyze opportunities encountered by those trying to address the problem. 		
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	There are no major errors or omissions regarding the simpler details and processes. However, the student exhibits major errors or omissions regarding the more complex ideas and processes.		
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.		

Standard 5: Analyze laws, policies, and processes, including powers and responsibilities, to determine how governmental systems affect individuals, groups, and institutions in society-social structures and stratification. (9-12.GV.1.GS.A & 9-12.GV.1.GS.B)			
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Activities
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	<ol style="list-style-type: none"> 1. Graphic Organizer examining the benefits and drawbacks of various government interventions. 2. Essays 3. Student Debate/Discussion
Score 3.0	Analyze laws, policies, and processes, including powers and responsibilities, to determine how governmental systems affect individuals, groups, and institutions in society-social structures and stratification. The student exhibits no major errors or omissions. <ol style="list-style-type: none"> 1. Define and distinguish among governmental systems and their resulting laws, policies, and processes. 2. Investigate an issue and determine at least two laws, two policies, and two processes associated with the issue. 3. Define and distinguish between groups and society. 4. Draw conclusions, citing appropriate evidence, as to how government decisions impact individuals and groups. 		
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	There are no major errors or omissions regarding the simpler details and processes. However, the student exhibits major errors or omissions regarding the more complex ideas and processes.		
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.		

Standard 6: Analyze the relationship between geography and individuals, groups, and institutions. (9-12.GV.1.PC.B & 9-12.GV.1.G.A & 9-12.GV.1.G.B)			
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Activities
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	Analyze the relationship between geography and individuals, groups, and institutions. The student exhibits no major errors or omissions. <ol style="list-style-type: none"> 1. Locate major geographic features and identify their impact on a given civilization. 2. Locate major cities and geographic boundaries of a given civilization. 3. Identify human settlement activities (such as finding shelter, food, and water) of this time period/civilization. 4. Describe the impact of human settlement activities on the environmental and cultural characteristics (e.g. clothing, music, art, and religion) of this civilization. 		<ol style="list-style-type: none"> 1. Economic Systems Organizer 2. American Free Enterprise Application Research Activity 3. Essays 4. Student Debate/Discussion
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	There are no major errors or omissions regarding the simpler details and processes. However, the student exhibits major errors or omissions regarding the more complex ideas and processes.		
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.		

Standard 7: Examine the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals, groups, and institutions. (9-12.GV.1.EC.A)			
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Activities
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	Examine the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals, groups, and institutions. The student exhibits no major errors or omissions. <ol style="list-style-type: none"> 1. Examine the opportunity costs (the loss of potential gain from other alternatives when one alternative is chosen) of economic decisions for society as a whole as well as on individuals. 2. Examine the benefits (an advantage or profit gained from something) of economic decisions for society as a whole as well as on individuals. 		
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	There are no major errors or omissions regarding the simpler details and processes. However, the student exhibits major errors or omissions regarding the more complex ideas and processes.		
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.		

COLLEGE US HISTORY

Scope and Sequence	Exploration	Beginnings of the US	The Early Years- Jefferson- Jackson	Reforms and Westward Expansion	Civil War Era	Reconstruction and Westward Expansion	Progressives and World War One	Great Depression and the New Deal	World War Two	Cold War and Civil Rights	Vietnam to Present	Writing
K-12 Social Studies												
Using an inquiry lens, describe how people's perspectives shape the sources/artifacts they created. (9-12.GV.1.CC.B & 9-12.GV.1.PC.A)	x	x	x	x	x	x	x	x	x	x	x	x
Create and use tools and other graphic representations to analyze a chronological sequence of events, explain relationships, and reveal patterns or trends. (9-12.GV.1.CC.A & 9-12.GV.1.G.A)	x	x	x	x	x	x	x	x	x	x	x	x
Using an inquiry lens, develop compelling questions, determine appropriate resources, and consider multiple points of views represented in the resources, develop a research plan, create and present a research product. (9-12.GV.1.CC.C & 9-12.GV.1.CC.D)	x	x	x	x	x	x	x	x	x	x	x	x
Analyze the causes and consequences of a specific issue, as well as the challenges and opportunities faced by those trying to address the problem. (9-12.GV.1.CC.E)	x	x	x	x	x	x	x	x	x	x	x	x
Analyze laws, policies, and processes, including powers and responsibilities, to determine how governmental systems affect individuals, groups, and institutions in society -social structures and stratification. (9-12.GV.1.GS.A & 9-12.GV.1.GS.B)	x	x	x	x	x	x	x	x	x	x	x	x
Analyze the relationship between geography and individuals, groups, and institutions. (9-12.GV.1.PC.B & 9-12.GV.1.G.A & 9-12.GV.1.G.B)	x	x	x	x	x	x	x	x	x	x	x	x
Examine the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals, groups, and institutions. (9-12.GV.1.EC.A)	x	x	x	x	x	x	x	x	x	x	x	x

College US History 1
Course Overview

Grade level(s):11-12	Credits earned: ½ Unit and 3 hours through MSSU
Course Rationale	Course Description
<p>The Social Studies Department provides a variety of courses that are tied to the social sciences and the humanities in order to promote civic competence. A solid foundation in the Social Studies is necessary for students to develop into responsible and productive members of our world community. Areas such as government, history, economics, geography, sociology, and psychology are utilized to help students make informed and reasoned decisions as citizens of a culturally diverse, democratic society.</p> <p>Instructional emphasis is placed on acquiring and applying knowledge and skills that will enable students to construct new, integrated approaches to resolving issues in an increasingly interdependent world. Students enrolled in Social Studies courses will utilize texts, primary and secondary sources, maps, graphs, charts, photographs, films, and other related materials to construct a framework that integrates knowledge within and across disciplines. Through the use of writing and focused projects, students will have the opportunity to acquire information, analyze data, present ideas, develop arguments, formulate policies, and construct categories of information such as cause/effect, sequence, comparison/contrast, or analogy.</p>	<p>This course is for students desiring a college level American history survey course. This course can earn 3 college credit hours per semester. This course offers dual credits, a high school social studies credit and college credit from Missouri Southern State University. This course provides an in-depth study of American history from the 15th century to the 21st century. Emphasis is placed upon high level thinking, college preparatory and occupational skills. College History is student centered; students are primarily responsible for their learning. Prerequisite: GPA of a 3.0 or higher</p> <p><i>MSSU Learning Objectives:</i></p> <ol style="list-style-type: none"> To develop students' understanding of themselves and the world around them through study of content and the processes used by historians and social and behavioral scientists to discover, describe, explain, and predict human behavior and social systems. Students must understand the diversities and complexities of the cultural and social world, past and present, and come to an informed sense of self and others. (Goal 5) <ol style="list-style-type: none"> Explain social institutions, structures, and processes across a range of historical periods and cultures. (5A) Articulate the interconnectedness of people and places around the globe. (5E) Describe and explain the constitutions of the United States. (5F) To demonstrate a significant base of knowledge about United States history. (Program Objective 1.1) To distinguish between primary and secondary sources used in the writing of history and know how to use and analyze each appropriately. (Program Objective 2.2)
Transfer Goals/Big Ideas	
As Social Studies learners, students of the City of St. Charles School District will think critically and deeply about the world around them. Using effective communication supported by evidence, they will consider multiple perspectives as responsible, curious, informed decision makers who take meaningful action.	
Priority Missouri Learning Standards/National Standards	
Missouri Learning Standards	

Unit 1: Exploration

Standards	Transfer Goal(s) /Big Ideas	
<p>Priority Skill Standards:</p> <ul style="list-style-type: none"> ● Using an inquiry lens, develop compelling questions, determine appropriate resources, and consider multiple points of views represented in the resources, develop a research plan, create and present a research product. ● Analyze the causes and consequences of a specific issue, as well as the challenges and opportunities faced by those trying to address the problem. ● Analyze the relationship between geography and individuals, groups, and institutions. ● Using an inquiry lens, describe how peoples’ perspectives shaped the sources/ artifacts they created. <p><i>MSSU Learning Objectives:</i></p> <ol style="list-style-type: none"> 1. To develop students’ understanding of themselves and the world around them through study of content and the processes used by historians and social and behavioral scientists to discover, describe, explain, and predict human behavior and social systems. Students must understand the diversities and complexities of the cultural and social world, past and present, and come to an informed sense of self and others. (Goal 5) <ol style="list-style-type: none"> a. Explain social institutions, structures, and processes across a range of historical periods and cultures. (5A) b. Articulate the interconnectedness of people and places around the globe. (5E) c. Describe and explain the constitutions of the United States. (5F) 2. To demonstrate a significant base of knowledge about United States history. (Program Objective 1.1) 3. To distinguish between primary and secondary sources used in the writing of history and know how to use and analyze each appropriately. (Program Objective 2.2) 	<p>As Social Studies learners, students of the City of St. Charles School District will think critically and deeply about the world around them. Using effective communication supported by evidence, they will consider multiple perspectives as responsible, curious, informed decision makers who take meaningful action.</p>	
	Enduring Understandings	Essential Questions
	<ul style="list-style-type: none"> ● Students will be able to analyze the causes and consequences of Europeans’ exploration of the America’s while considering multiple points of view. 	<ul style="list-style-type: none"> ● What were the causes and consequences of Columbus’ encounter with the Tainos and how did this impact American culture? ● What are the similarities and differences between the northern, New England, middle, and southern colonies and how did it set up sectionalism? ● What was the relationship between the French, Spanish, and British colonists and the Native Americans they encountered in the different geographical regions? ● What impact did religion and economic interests have on the settlement of early American colonies and how do these interests still impact America today?
Learning Targets		
<p><i>Students will understand Columbus’ encounter with the Tainos, similarities and differences between the northern, New England, middle, and southern colonies, the relationship between the French, Spanish, and British colonists and the Native Americans they encountered in the different geographical regions, reformation, Puritan, tobacco, middle passage, indentured servitude, slavery, Jamestown.</i></p>		
<p>Unit Duration:3-4 weeks</p>		

Unit 2: The Beginnings of the United States

Standards	Transfer Goal(s) /Big Ideas	
<p>Priority Skill Standards:</p> <ul style="list-style-type: none"> ● Analyze the causes and consequences of a specific issue, as well as the challenges and opportunities faced by those trying to address the problem. ● Analyze laws, policies, and processes, including powers and responsibilities, to determine how governmental systems affect individuals, groups, and institutions in society (social structures and stratification). ● Analyze the relationship between geography and individuals, groups, and institutions. ● Examine the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals, groups, and institutions. ● Using an inquiry lens, describe how peoples’ perspectives shaped the sources/ artifacts they created. <p><i>MSSU Learning Objectives:</i></p> <ol style="list-style-type: none"> 1. To develop students’ understanding of themselves and the world around them through study of content and the processes used by historians and social and behavioral scientists to discover, describe, explain, and predict human behavior and social systems. Students must understand the diversities and complexities of the cultural and social world, past and present, and come to an informed sense of self and others. (Goal 5) <ol style="list-style-type: none"> a. Explain social institutions, structures, and processes across a range of historical periods and cultures. (5A) b. Articulate the interconnectedness of people and places around the globe. (5E) c. Describe and explain the constitutions of the United States. (5F) 2. To demonstrate a significant base of knowledge about United States history. (Program Objective 1.1) 3. To distinguish between primary and secondary sources used in the writing of history and know how to use and analyze each appropriately. (Program Objective 2.2) 	<p>As Social Studies learners, students of the City of St. Charles School District will think critically and deeply about the world around them. Using effective communication supported by evidence, they will consider multiple perspectives as responsible, curious, informed decision makers who take meaningful action.</p>	
	Enduring Understandings	Essential Questions
	<ul style="list-style-type: none"> ● Students will consider Patriot and Loyalist views as they analyze the causes and consequences of the American Revolution. 	<ul style="list-style-type: none"> ● How did Patriots and Loyalists view the Acts implemented by Parliament between the French and Indian War and the American Revolution differently and how did it lead to the Declaration of Independence? ● How did the principles of the Declaration of Independence impact the formation of the US Constitution and ensure civil rights and civil liberties over time? ● What were the long term consequences of the compromises that led to the United States Constitution? ● How was this new government implemented by the first three presidents and how did each of their perspectives of the Constitution affect their administrations?
Learning Targets		
<p>Students will understand Patriot, Loyalist, French and Indian War, American Revolution, Acts implemented by Parliament, Declaration of Independence, Whiskey Rebellion, Hamilton’s Financial Plan, Alien and Sedition Acts, precedents, Election of 1800, Federalists, Anti-Federalists, Great Compromise, % Compromise, Washington, Adams, Jefferson.</p>		
Unit Duration:3-4 weeks		

Unit 3: The Early Years: Jefferson-Jackson

Standards	Transfer Goal(s) /Big Ideas	
<p>Priority Skill Standards:</p> <ul style="list-style-type: none"> ● Create and use tools and other graphic representations to analyze a chronological sequence of events, explain relationships, and reveal patterns or trends. ● Using an inquiry lens, develop compelling questions, determine appropriate resources, and consider multiple points of views represented in the resources, develop a research plan, create and present a research product. ● Analyze the relationship between geography and individuals, groups, and institutions. ● Using an inquiry lens, describe how peoples’ perspectives shaped the sources/ artifacts they created. <p><i>MSSU Learning Objectives:</i></p> <ol style="list-style-type: none"> 1. To develop students’ understanding of themselves and the world around them through study of content and the processes used by historians and social and behavioral scientists to discover, describe, explain, and predict human behavior and social systems. Students must understand the diversities and complexities of the cultural and social world, past and present, and come to an informed sense of self and others. (Goal 5) <ol style="list-style-type: none"> a. Explain social institutions, structures, and processes across a range of historical periods and cultures. (5A) b. Articulate the interconnectedness of people and places around the globe. (5E) c. Describe and explain the constitutions of the United States. (5F) 2. To demonstrate a significant base of knowledge about United States history. (Program Objective 1.1) 3. To distinguish between primary and secondary sources used in the writing of history and know how to use and analyze each appropriately. (Program Objective 2.2) <p>Missouri Learning Standards</p>	<p>As Social Studies learners, students of the City of St. Charles School District will think critically and deeply about the world around them. Using effective communication supported by evidence, they will consider multiple perspectives as responsible, curious, informed decision makers who take meaningful action.</p>	
	Enduring Understandings	Essential Questions
	<ul style="list-style-type: none"> ● Students will use an inquiry lens to analyze how geography and economy and the perspective of the citizens in each region led to sectionalism. 	<ul style="list-style-type: none"> ● How did geography and the economy of each region lead to sectionalism? ● How did the Louisiana Purchase change the vision of what America could become? ● How did the Corrupt Bargain of 1824 lead to Jackson’s presidency and the changes to the authority of the Executive Branch?

Learning Targets

Students will understand Judicial Review, Louisiana Purchase, War of 1812, Monroe Doctrine, Nationalism, Trail of Tears, Nullification, Corrupt Bargain of 1824, Jackson, Clay, John Quincy Adams.

Unit Duration: 2-3 weeks

Unit 4: Reforms and Westward Expansion

Standards	Transfer Goal(s) /Big Ideas	
<p><u>Priority Skill Standards:</u></p> <ul style="list-style-type: none"> ● Create and use tools and other graphic representations to analyze a chronological sequence of events, explain relationships, and reveal patterns or trends. ● Analyze the causes and consequences of a specific issue, as well as the challenges and opportunities faced by those trying to address the problem. ● Analyze the relationship between geography and individuals, groups, and institutions. ● Examine the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals, groups, and institutions. ● Using an inquiry lens, describe how peoples’ perspectives shaped the sources/ artifacts they created. <p><i>MSSU Learning Objectives:</i></p> <ol style="list-style-type: none"> 1. To develop students’ understanding of themselves and the world around them through study of content and the processes used by historians and social and behavioral scientists to discover, describe, explain, and predict human behavior and social systems. Students must understand the diversities and complexities of the cultural and social world, past and present, and come to an informed sense of self and others. (Goal 5) <ol style="list-style-type: none"> a. Explain social institutions, structures, and processes across a range of historical periods and cultures. (5A) b. Articulate the interconnectedness of people and places around the globe. (5E) c. Describe and explain the constitutions of the United States. (5F) 2. To demonstrate a significant base of knowledge about United States history. (Program Objective 1.1) 3. To distinguish between primary and secondary sources used in the writing of history and know how to use and analyze each appropriately. (Program Objective 2.2) 	<p>As Social Studies learners, students of the City of St. Charles School District will think critically and deeply about the world around them. Using effective communication supported by evidence, they will consider multiple perspectives as responsible, curious, informed decision makers who take meaningful action.</p>	
	Enduring Understandings	Essential Questions
	<ul style="list-style-type: none"> ● Students will be able to analyze the causes and consequences of reforms and westward expansion in the early to mid nineteenth century of America. 	<ul style="list-style-type: none"> ● Why was the Market Revolution more significant than any other revolution in American history? ● What were the causes and consequences of the many significant reform movements of the early to mid nineteenth century? ● How does the Mexican War and the annexation of Texas and Oregon relate to Manifest Destiny?

Learning Targets

Students will understand Market Revolution, Temperance, Abolition, American Colonization, annexation of Texas, Manifest Destiny, westward expansion, German and Irish immigration, Missouri Compromise, Erie Canal.

Unit Duration:2-3 weeks

Unit 5: Civil War Era

Standards	Transfer Goal(s) /Big Ideas	
<p><u>Priority Skill Standards:</u></p> <ul style="list-style-type: none"> ● Create and use tools and other graphic representations to analyze a chronological sequence of events, explain relationships, and reveal patterns or trends. ● Analyze the causes and consequences of a specific issue, as well as the challenges and opportunities faced by those trying to address the problem. ● Analyze the relationship between geography and individuals, groups, and institutions. ● Examine the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals, groups, and institutions. <p><i>MSSU Learning Objectives:</i></p> <ol style="list-style-type: none"> 1. To develop students’ understanding of themselves and the world around them through study of content and the processes used by historians and social and behavioral scientists to discover, describe, explain, and predict human behavior and social systems. Students must understand the diversities and complexities of the cultural and social world, past and present, and come to an informed sense of self and others. (Goal 5) <ol style="list-style-type: none"> a. Explain social institutions, structures, and processes across a range of historical periods and cultures. (5A) b. Articulate the interconnectedness of people and places around the globe. (5E) c. Describe and explain the constitutions of the United States. (5F) 2. To demonstrate a significant base of knowledge about United States history. (Program Objective 1.1) 3. To distinguish between primary and secondary sources used in the writing of history and know how to use and analyze each appropriately. (Program Objective 2.2) <p>Missouri Learning Standards</p>	<p>As Social Studies learners, students of the City of St. Charles School District will think critically and deeply about the world around them. Using effective communication supported by evidence, they will consider multiple perspectives as responsible, curious, informed decision makers who take meaningful action.</p>	
	Enduring Understandings	Essential Questions
	<ul style="list-style-type: none"> ● Students will be able to analyze the causes and consequences of the Civil War including the geography and economies of each side. 	<ul style="list-style-type: none"> ● How did the rise in sectionalism and the issue of slavery in the 1850s lead to the Civil War? ● How did the motive of preserving the Union transition to the liberation of slaves and the passing of the 13th Amendment? ● Who were the key individuals and what were the significant battles of the Civil War? ● How did the economies and geography of the two sides affect the outcome of the Civil War?
Learning Targets		
<p><i>Students will understand Kansas-Nebraska Act, Harpers Ferry, Compromise of 1850, Fugitive Slave Act, Antietam, Vicksburg, Gettysburg.</i></p>		
Unit Duration:3-4 weeks		

Unit Ongoing: Writing

Standards	Transfer Goal(s) /Big Ideas	
<p><u>Priority Skill Standards:</u></p> <ul style="list-style-type: none"> Using an inquiry lens, develop compelling questions, determine appropriate resources, and consider multiple points of views represented in the resources, develop a research plan, create and present a research product. Analyze the causes and consequences of a specific issue, as well as the challenges and opportunities faced by those trying to address the problem. Using an inquiry lens, describe how peoples’ perspectives shaped the sources/ artifacts they created. <p><i>MSSU Learning Objectives:</i></p> <ol style="list-style-type: none"> To develop students’ understanding of themselves and the world around them through study of content and the processes used by historians and social and behavioral scientists to discover, describe, explain, and predict human behavior and social systems. Students must understand the diversities and complexities of the cultural and social world, past and present, and come to an informed sense of self and others. (Goal 5) <ol style="list-style-type: none"> Explain social institutions, structures, and processes across a range of historical periods and cultures. (5A) Articulate the interconnectedness of people and places around the globe. (5E) Describe and explain the constitutions of the United States. (5F) To demonstrate a significant base of knowledge about United States history. (Program Objective 1.1) To distinguish between primary and secondary sources used in the writing of history and know how to use and analyze each appropriately. (Program Objective 2.2) <p><u>Missouri Learning Standards</u></p>	<p>As Social Studies learners, students of the City of St. Charles School District will think critically and deeply about the world around them. Using effective communication supported by evidence, they will consider multiple perspectives as responsible, curious, informed decision makers who take meaningful action.</p>	
	<p align="center">Enduring Understandings</p> <ul style="list-style-type: none"> Students will be able to use proper English mechanics while critiquing primary and secondary sources and determining authors’ biases and points of view. 	<p align="center">Essential Questions</p> <ul style="list-style-type: none"> Can students write using correct grammar, punctuation, spelling, and sentence structure?
<p>Learning Targets</p>		
<p><i>Students will understand Punctuation, grammar, spelling, sentence structure, bias, point of view.</i></p>		
<p>Unit Duration:Ongoing</p>		

Standard 1: Using an inquiry lens, describe how people's perspectives shape the sources/artifacts they created. (9-12.GV.1.CC.B & 9-12.GV.1.PC.A)			
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Activities
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	1. DBQ 2. Essay 3. Student presentations 4. Student debates/discussions 5. Student choice Book Review, Movie Review, historical site visit
Score 3.0	Using an inquiry lens, describe how people's perspectives shape the sources/artifacts they created. The student exhibits no major errors or omissions. <ul style="list-style-type: none"> Analyze artifacts and/or primary sources from this era. Make inferences about the purpose of the artifacts and what they might have been used for. Draw conclusions about what these artifacts demonstrate about the political, social, and economic circumstances that shaped this society. 		
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	There are no major errors or omissions regarding the simpler details and processes. However, the student exhibits major errors or omissions regarding the more complex ideas and processes.		
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.		

Standard 2: Create and use tools and other graphic representations to analyze a chronological sequence of events, explain relationships, and reveal patterns or trends. (9-12.GV.1.CC.A & 9-12.GV.1.G.A)			
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Activities
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	1. DBQ 2. Essay 3. Student presentations 4. Student debates/discussions 5. Student choice Book Review, Movie Review, historical site visit
Score 3.0	Create and use tools and other graphic representations to analyze a chronological sequence of events, explain relationships, and reveal patterns or trends. The student exhibits no major errors or omissions. <ul style="list-style-type: none"> ● Create and/or use tools and other graphic representations to <ul style="list-style-type: none"> ○ analyze a chronological sequence of events ○ explain relationships ○ reveal patterns or trends 		
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	There are no major errors or omissions regarding the simpler details and processes. However, the student exhibits major errors or omissions regarding the more complex ideas and processes.		
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.		

Standard 3: Using an inquiry lens, develop compelling questions, determine appropriate resources, and consider multiple points of view represented in the resources, develop a research plan, create and present a research product. (9-12.GV.1.CC.C & 9-12.GV.1.CC.D)			
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Activities 1. DBQ 2. Essay 3. Student presentations 4. Student debates/discussions 5. Student choice Book Review, Movie Review, historical site visit
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	Using an inquiry lens, develop compelling questions, determine appropriate resources, and consider multiple points of views represented in the resources, develop a research plan, create and present a research product. The student exhibits no major errors or omissions. 1. Pose a compelling central question. 2. Explain how the question builds on the ideas of experts. 3. Use specific supporting questions grounded in expert ideas. 4. Identify additional questions related to the central question. 5. Consult multiple significant sources of various types. 6. Critique the strengths and weaknesses of other ideas. 7. Apply an appropriate discipline lends to explain or argue in a precise nuanced way. 8. Plan and deliver a presentation based on task, audience, and purpose. 9. Make strategic use of multimedia presentations.		
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	There are no major errors or omissions regarding the simpler details and processes. However, the student exhibits major errors or omissions regarding the more complex ideas and processes.		
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.		

Standard 4: Analyze the causes and consequences of a specific issue, as well as the challenges and opportunities faced by those trying to address the problem. (9-12.GV.1.GS.A & 9-12.GV.1.GS.B)			
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Activities
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	1. DBQ 2. Essay
Score 3.0	Analyze the causes and consequences of a specific issue, as well as the challenges and opportunities faced by those trying to address the problem. The student exhibits no major errors or omissions. <ul style="list-style-type: none"> ● Identify the causes of a specific world-history issue. ● Identify the consequences of a specific world-history issue. ● Analyze obstacles encountered by those trying to address the problem. ● Analyze opportunities encountered by those trying to address the problem. 		3. Student presentations 4. Student debates/discussions
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	5. Student choice Book Review, Movie Review, historical site visit
Score 2.0	There are no major errors or omissions regarding the simpler details and processes. However, the student exhibits major errors or omissions regarding the more complex ideas and processes.		
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.		

Standard 5: Analyze laws, policies, and processes, including powers and responsibilities, to determine how governmental systems affect individuals, groups, and institutions in society-social structures and stratification. (9-12.GV.1.GS.A & 9-12.GV.1.GS.B)			
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Activities
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	1. DBQ 2. Essay 3. Student presentations 4. Student debates/discussions 5. Student choice Book Review, Movie Review, historical site visit
Score 3.0	Analyze laws, policies, and processes, including powers and responsibilities, to determine how governmental systems affect individuals, groups, and institutions in society-social structures and stratification. The student exhibits no major errors or omissions. <ol style="list-style-type: none"> 1. Define and distinguish among governmental systems and their resulting laws, policies, and processes. 2. Investigate an issue and determine at least two laws, two policies, and two processes associated with the issue. 3. Define and distinguish between groups and society. 4. Draw conclusions, citing appropriate evidence, as to how government decisions impact individuals and groups. 		
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	There are no major errors or omissions regarding the simpler details and processes. However, the student exhibits major errors or omissions regarding the more complex ideas and processes.		
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.		

Standard 6: Analyze the relationship between geography and individuals, groups, and institutions. (9-12.GV.1.PC.B & 9-12.GV.1.G.A & 9-12.GV.1.G.B)			
Score	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Activities
4.0			1. DBQ 2. Essay 3. Student presentations 4. Student debates/discussions 5. Student choice Book Review, Movie Review, historical site visit
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	Analyze the relationship between geography and individuals, groups, and institutions. The student exhibits no major errors or omissions. <ol style="list-style-type: none"> 1. Locate major geographic features and identify their impact on a given civilization. 2. Locate major cities and geographic boundaries of a given civilization. 3. Identify human settlement activities (such as finding shelter, food, and water) of this time period/civilization. 4. Describe the impact of human settlement activities on the environmental and cultural characteristics (e.g. clothing, music, art, and religion) of this civilization. 		
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	There are no major errors or omissions regarding the simpler details and processes. However, the student exhibits major errors or omissions regarding the more complex ideas and processes.		
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.		

Standard 7: Examine the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals, groups, and institutions. (9-12.GV.1.EC.A)			
Score	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Activities
4.0	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	1. DBQ 2. Essay 3. Student presentations 4. Student debates/discussions 5. Student choice Book Review, Movie Review, historical site visit
Score 3.0	Examine the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals, groups, and institutions. The student exhibits no major errors or omissions. <ol style="list-style-type: none"> 1. Examine the opportunity costs (the loss of potential gain from other alternatives when one alternative is chosen) of economic decisions for society as a whole as well as on individuals. 2. Examine the benefits (an advantage or profit gained from something) of economic decisions for society as a whole as well as on individuals. 		
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	There are no major errors or omissions regarding the simpler details and processes. However, the student exhibits major errors or omissions regarding the more complex ideas and processes.		
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.		

Government

Scope and Sequence	Foundations of Democracy	Elements of the US Constitution	Political Ideologies & Beliefs	Civil Liberties & Civil Rights	Legislative Branch	Executive Branch	Judicial Branch	Economics	State Tests
Government									
Using an inquiry lens, describe how people's perspectives shape the sources/artifacts they created. (9-12.GV.1.CC.B & 9-12.GV.1.PC.A)	x	x		x			x		
Create and use tools and other graphic representations to analyze a chronological sequence of events, explain relationships, and reveal patterns or trends. (9-12.GV.1.CC.A & 9-12.GV.1.G.A)	x	x	x	x					
Using an inquiry lens, develop compelling questions, determine appropriate resources, and consider multiple points of views represented in the resources, develop a research plan, create and present a research product. (9-12.GV.1.CC.C & 9-12.GV.1.CC.D)	x	x	x	x	x	x	x		
Analyze the causes and consequences of a specific issue, as well as the challenges and opportunities faced by those trying to address the problem. (9-12.GV.1.CC.E)		X		x	x	x			
Analyze laws, policies, and processes, including powers and responsibilities, to determine how governmental systems affect individuals, groups, and institutions in society -social structures and stratification. (9-12.GV.1.GS.A & 9-12.GV.1.GS.B)	x	x	x	x	x	x	x		
Analyze the relationship between geography and individuals, groups, and institutions. (9-12.GV.1.PC.B & 9-12.GV.1.G.A & 9-12.GV.1.G.B)		x			x	x	x	x	
Examine the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals, groups, and institutions. (9-12.GV.1.EC.A)				x				x	

AP Government and Politics
Course Overview

Grade level(s): 11	Credits earned: 1
Course Rationale:	Course Description:
<p>The Social Studies Department provides a variety of courses that are tied to the social sciences and the humanities in order to promote civic competence. A solid foundation in the Social Studies is necessary for students to develop into responsible and productive members of our world community. Areas such as government, history, economics, geography, sociology, and psychology are utilized to help students make informed and reasoned decisions as citizens of a culturally diverse, democratic society.</p> <p>Instructional emphasis is placed on acquiring and applying knowledge and skills that will enable students to construct new, integrated approaches to resolving issues in an increasingly interdependent world. Students enrolled in Social Studies courses will utilize texts, primary and secondary sources, maps, graphs, charts, photographs, films, and other related materials to construct a framework that integrates knowledge within and across disciplines. Through the use of writing and focused projects, students will have the opportunity to acquire information, analyze data, present ideas, develop arguments, formulate policies, and construct categories of information such as cause/effect, sequence, comparison/contrast, or analogy.</p>	<p>This course will give students an analytical perspective on the government and politics in the United States. This course involves the study of constitutional underpinnings, civil liberties and civil rights, political culture and socialization, citizen participation and influence, political institutions and policy making that are the foundation of modern U.S. government and politics. Class members taking this class may participate in the national constitutional issues competition We the People. At the end of the year, students may elect to take the AP Exam for college credit through the College Board. If students are taking this course in lieu of Civics they will be required to take and pass the U.S. Constitution test and Missouri Constitution test which are graduation requirements. Additionally they will take the Government End of Course Exam provided by the State of Missouri.</p>

Transfer Goals/Big Ideas

As Social Studies learners, students of the City of St. Charles School District will think critically and deeply about the world around them. Using effective communication supported by evidence, they will consider multiple perspectives as responsible, curious, informed decision makers who take meaningful action.

Priority Missouri Learning Standards/National Standards

[Missouri Learning Standards](#)

AP Course Skills:

- *Apply political concepts and processes to scenarios in context*
- *Apply Supreme Court decisions*
- *Analyze and interpret quantitative data represented in tables, charts, graphs, maps, and infographics*
- *Read, analyze, and interpret foundational documents and other text-based and visual sources*
- *Develop an argument in essay format*

Sem 1 Unit 1: Foundations of American Democracy

Standards	Transfer Goal(s) /Big Ideas	
<p><u>Priority Skill Standards:</u></p> <ul style="list-style-type: none"> ● Create and use tools and other graphic representations to analyze a chronological sequence of events, explain relationships, and reveal patterns or trends. ● Using an inquiry lens, develop compelling questions, determine appropriate resources, and consider multiple points of views represented in the resources, develop a research plan, create and present a research product. ● Analyze laws, policies, and processes, including powers and responsibilities, to determine how governmental systems affect individuals, groups, and institutions in society (social structures and stratification). ● Analyze the relationship between geography and individuals, groups, and institutions. ● Using an inquiry lens, describe how peoples' perspectives shaped the sources/ artifacts they created. <p><u>Priority Content Standards:</u></p> <p>9-12.GV.3.CC.A Explain how the central debates of the Constitutional Convention were resolved.</p> <p>9-12.GV.3.CC.B Explain how concerns over a strong central government were addressed to provide for ratification of the Constitution.</p> <p>9-12.GV.2.GS.C Describe the strengths and weaknesses of the Articles of Confederation to explain its failure as a national government.</p> <p>9-12.GV.3.EC.A Compare trade, monetary policy, and taxation under the Articles of Confederation and the Constitution.</p>	<p>As Social Studies learners, students of the City of St. Charles School District will think critically and deeply about the world around them. Using effective communication supported by evidence, they will consider multiple perspectives as responsible, curious, informed decision makers who take meaningful action.</p>	
	Enduring Understandings	Essential Questions
	<ul style="list-style-type: none"> ● Students will be able to use an inquiry lens when analyzing historical governments, philosophies and historical documents that influence the founders of the United States. ● Analyze the causes and consequences leading to the development of the US Constitution. ● Students will use an inquiry lens to analyze the US Constitution and its Amendments. 	<ul style="list-style-type: none"> ● How did the founders of the U.S. Constitution attempt to protect individual liberty, while also promoting public order and safety? ● How have theory, debate, and compromise influenced the U.S. Constitutional system? ● How does the development and interpretation of the Constitution influence policies that impact citizens and residents of the U.S.?

Learning Targets

Students will understand:

- Social Contract, democracy, monarchy, dictatorship, Magna Carta, Mayflower Compact, English Bill of Rights, Locke, Montesquieu, Hobbes, rule of law, popular sovereignty, Enlightenment, Fundamental Orders of Connecticut
- Principles of the US Constitution- popular sovereignty, checks and balances, separation of powers, federalism, limited government, rule of law, due process of law, judicial review, republicanism
- Great Compromise, % Compromise, Declaration of Independence, Articles of Confederation, Federalists, Anti-Federalists, US Constitution, Shay's Rebellion, Bill of Rights (preview)
- Constitution, articles, Bill of Rights, Amendments, due process, necessary and proper (elastic) clause, reserved powers, expressed (enumerated) powers, equal protection clause, commerce clause, 10th and 14th Amendment impacts, supremacy clause

Unit Duration: 3-4 weeks

Sem 2 Unit 2 Interactions Among Branches of Government

Standards	Transfer Goal(s) /Big Ideas	
<p><u>PrioritySkill Standards:</u></p> <ul style="list-style-type: none"> Using an inquiry lens, develop compelling questions, determine appropriate resources, and consider multiple points of views represented in the resources, develop a research plan, create and present a research product. Analyze the causes and consequences of a specific issue, as well as the challenges and opportunities faced by those trying to address the problem. Analyze laws, policies, and processes, including powers and responsibilities, to determine how governmental systems affect individuals, groups, and institutions in society (social structures and stratification). Analyze the relationship between geography and individuals, groups, and institutions. <p><u>Priority Content Standards:</u></p> <p>9-12.GV.3.GS.C Analyze the unique roles and responsibilities of the three branches of government to determine how they function and interact.</p> <p>9-12.GV.3.GS.D Describe and give examples of how the constitutional principle of checks and balances limits the powers of government and leaders.</p>	<p>As Social Studies learners, students of the City of St. Charles School District will think critically and deeply about the world around them. Using effective communication supported by evidence, they will consider multiple perspectives as responsible, curious, informed decision makers who take meaningful action.</p>	
	<p align="center">Enduring Understandings</p>	<p align="center">Essential Questions</p>
	<ul style="list-style-type: none"> Analyze the unique roles and responsibilities of the Legislative, Executive, Judicial Branch to determine how it functions and interacts with the other branches. 	<ul style="list-style-type: none"> How do the branches of the national government compete and cooperate in order to govern? To what extent have changes in the powers of each branch affected how responsive and accountable the national government is in the 21st century?
<p align="center">Learning Targets</p>		
<p>Students will understand:</p> <ul style="list-style-type: none"> House of Representatives, Senate, How a Bill becomes a law, Powers of Congress, limits on Congress, necessary and proper clause, commerce clause, gerrymandering, redistricting, bicameral, appropriations, impeach, committees, Floor leaders, requirements and qualifications, constituents President, VP, Cabinet, Administration, Bureaucracy, civil service system, executive privilege, executive order, roles of President, treaties, veto, requirements & qualifications Supreme Court, Federal Courts, Jurisdiction, Judicial Review, Judicial philosophy, precedent, original jurisdiction, Marbury v. Madison, qualifications and requirements, opinions 		
<p>Unit Duration: 3-4 weeks</p>		

Sem 2 Unit3: Civil Liberties and Civil Rights

Standards	Transfer Goal(s) /Big Ideas	
<p><u>Priority Skill Standards</u></p> <ul style="list-style-type: none"> Using an inquiry lens, develop compelling questions, determine appropriate resources, and consider multiple points of views represented in the resources, develop a research plan, create and present a research product. Analyze the causes and consequences of a specific issue, as well as the challenges and opportunities faced by those trying to address the problem. Analyze laws, policies, and processes, including powers and responsibilities, to determine how governmental systems affect individuals, groups, and institutions in society (social structures and stratification). Analyze the relationship between geography and individuals, groups, and institutions. Using an inquiry lens, describe how peoples’ perspectives shaped the sources/ artifacts they created. <p><u>Priority Content Standards:</u></p> <p>9-12.GV.4.CC.B Analyze changing ideals regarding an “active judiciary,” an “active legislature” and an “active executive branch” in United States government over time.</p> <p>9-12.GV.3.GS.C Analyze the unique roles and responsibilities of the three branches of government to determine how they function and interact.</p> <p>9-12.GV.3.GS.D Describe and give examples of how the constitutional principle of checks and balances limits the powers of government and leaders.</p> <p>9-12.GV.4.GS.A Evaluate the role and influence of contemporary political parties on government.</p> <p>9-12.GV.4.GS.B Explain a citizen’s legal obligations, as well as opportunities for, engaging with and using local, state, and federal governments to shape decision- making.</p> <p>9-12.GV.3.PC.B Evaluate the intended and unintended impact of government decision-making on individuals, groups, and society.</p> <p>9-12.GV.4.PC.D Predict the consequences that occur when institutions fail to meet the needs of individuals and groups, and when individuals fail to carry out their personal responsibilities.</p>	<p>As Social Studies learners, students of the City of St. Charles School District will think critically and deeply about the world around them. Using effective communication supported by evidence, they will consider multiple perspectives as responsible, curious, informed decision makers who take meaningful action.</p>	
	Enduring Understandings	Essential Questions
	<ul style="list-style-type: none"> The student will analyze major issues in civil rights and civil liberties throughout American history and the impact the Supreme Court has had in establishing the government’s role in protecting citizens rights. 	<ul style="list-style-type: none"> To what extent do the U.S. Constitution and its amendments protect against undue government infringement on essential liberties and from invidious discrimination? How have U.S. Supreme Court rulings defined civil liberties and civil rights?

Learning Targets

Students will understand Supreme Court, Federal Courts, Jurisdiction, Judicial Review, Judicial philosophy, precedent, original jurisdiction, Marbury v. Madison, qualifications and requirements, opinions.

Unit Duration: 3-4 weeks

Sem 1 Unit 4: American Political Ideologies and Beliefs

Standards	Transfer Goal(s) /Big Ideas	
<p><u>Priority Skill Standards</u></p> <ul style="list-style-type: none"> Using an inquiry lens, develop compelling questions, determine appropriate resources, and consider multiple points of views represented in the resources, develop a research plan, create and present a research product. Analyze the causes and consequences of a specific issue, as well as the challenges and opportunities faced by those trying to address the problem. Analyze laws, policies, and processes, including powers and responsibilities, to determine how governmental systems affect individuals, groups, and institutions in society (social structures and stratification). Analyze the relationship between geography and individuals, groups, and institutions. <p><u>Priority Content Standards:</u> 9-12.GV.3.GS.C Analyze the unique roles and responsibilities of the three branches of government to determine how they function and interact. 9-12.GV.3.GS.D Describe and give examples of how the constitutional principle of checks and balances limits the powers of government and leaders.</p>	<p>As Social Studies learners, students of the City of St. Charles School District will think critically and deeply about the world around them. Using effective communication supported by evidence, they will consider multiple perspectives as responsible, curious, informed decision makers who take meaningful action.</p>	
	Enduring Understandings	Essential Questions
	<ul style="list-style-type: none"> The students will examine the political beliefs, ideology and ramifications of events and movements that have influenced government policy making. 	<ul style="list-style-type: none"> How are American political beliefs formed and how do they evolve over time? How do political ideology and core values influence government policy making?
Learning Targets		
<p>Students will understand Individualism, Equality of Opportunity, Free Enterprise, Rule of Law, Limited Government, Political Socialization, Political Culture Methods of Political Analysis, Opinion Polls, Tracking Polls, Exit Polls, Sampling Techniques, Sampling Error, Democratic Party, Republican Party, Conservative Ideology, Liberal Ideology, Liberal Ideology, Conservative Ideology, Libertarian Ideology, Keynesian Economics, Supply-Side Economics, Fiscal Policy, Monetary Policy, the Federal Reserve.</p>		
Unit Duration: 3-4 weeks		

Sem 1 Unit 5: Political Participation

Standards	Transfer Goal(s) /Big Ideas	
<p><u>Priority Skill Standards</u></p> <ul style="list-style-type: none"> ● Create and use tools and other graphic representations to analyze a chronological sequence of events, explain relationships, and reveal patterns or trends. ● Using an inquiry lens, develop compelling questions, determine appropriate resources, and consider multiple points of views represented in the resources, develop a research plan, create and present a research product. ● Analyze the causes and consequences of a specific issue, as well as the challenges and opportunities faced by those trying to address the problem. ● Analyze laws, policies, and processes, including powers and responsibilities, to determine how governmental systems affect individuals, groups, and institutions in society (social structures and stratification). ● Analyze the relationship between geography and individuals, groups, and institutions. ● Examine the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals, groups, and institutions. <p><u>Priority Content Standards</u></p> <p>9-12.GV.4.CC.C Explain the powers and responsibilities of citizens and institutions to address and solve problems.</p> <p>9-12.GV.4.GS.C Compare the various processes pertaining to the selection of political leaders at the federal, state, and local level.</p> <p>9-12.GV.4.GS.B Explain a citizen’s legal obligations, as well as opportunities for, engaging with and using local, state, and federal governments to shape decision- making.</p> <p>9-12.GV.4.PC.A Explain how political parties and interest groups reflect diverse perspectives and are influenced by individuals.</p>	<p>As Social Studies learners, students of the City of St. Charles School District will think critically and deeply about the world around them. Using effective communication supported by evidence, they will consider multiple perspectives as responsible, curious, informed decision makers who take meaningful action.</p>	
	<p align="center">Enduring Understandings</p>	<p align="center">Essential Questions</p>
	<ul style="list-style-type: none"> ● Students will understand the way that US citizens involve themselves in the political process. 	<ul style="list-style-type: none"> ● How have changes in technology influenced political communication and behavior? ● Why do levels of participation and influence in politics vary? ● How effective are the various methods of political participation in shaping public policies?
<p align="center">Learning Targets</p>		
<p><i>Students will understand rights, duties, responsibilities, citizenship, immigration, naturalized citizen, legal and illegal aliens, interest groups, political parties, media, primaries, electoral college, elections.</i></p>		
<p>Unit Duration: 4-5 weeks</p>		

Standard 1: Using an inquiry lens, describe how people's perspectives shape the sources/artifacts they created. (9-12.GV.1.CC.B & 9-12.GV.1.PC.A)			
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Activities 1. FRQs 2. Essay 3. Student debates/discussions 4. Student choice
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	Using an inquiry lens, describe how people's perspectives shape the sources/artifacts they created. The student exhibits no major errors or omissions. <ul style="list-style-type: none"> Analyze artifacts and/or primary sources from this era. Make inferences about the purpose of the artifacts and what they might have been used for. Draw conclusions about what these artifacts demonstrate about the political, social, and economic circumstances that shaped this society. 		
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	There are no major errors or omissions regarding the simpler details and processes. However, the student exhibits major errors or omissions regarding the more complex ideas and processes.		
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.		

Standard 2: Create and use tools and other graphic representations to analyze a chronological sequence of events, explain relationships, and reveal patterns or trends. (9-12.GV.1.CC.A & 9-12.GV.1.G.A)			
Score	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Activities
4.0			
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	Create and use tools and other graphic representations to analyze a chronological sequence of events, explain relationships, and reveal patterns or trends. The student exhibits no major errors or omissions.		
	<ul style="list-style-type: none"> • Create and/or use tools and other graphic representations to <ul style="list-style-type: none"> ○ analyze a chronological sequence of events ○ explain relationships ○ reveal patterns or trends 		
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	There are no major errors or omissions regarding the simpler details and processes. However, the student exhibits major errors or omissions regarding the more complex ideas and processes.		
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.		

1. FRQs
2. Essay
3. Student debates/discussions

Standard 3: Using an inquiry lens, develop compelling questions, determine appropriate resources, and consider multiple points of view represented in the resources, develop a research plan, create and present a research product. (9-12.GV.1.CC.C & 9-12.GV.1.CC.D)		
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.
Score 3.0	<p>Using an inquiry lens, develop compelling questions, determine appropriate resources, and consider multiple points of views represented in the resources, develop a research plan, create and present a research product.</p> <p>The student exhibits no major errors or omissions.</p> <ol style="list-style-type: none"> 1. Pose a compelling central question. 2. Explain how the question builds on the ideas of experts. 3. Use specific supporting questions grounded in expert ideas. 4. Identify additional questions related to the central question. 5. Consult multiple significant sources of various types. 6. Critique the strengths and weaknesses of other ideas. 7. Apply an appropriate discipline lends to explain or argue in a precise nuanced way. 8. Plan and deliver a presentation based on task, audience, and purpose. 9. Make strategic use of multimedia presentations. 	
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.
Score 2.0	There are no major errors or omissions regarding the simpler details and processes. However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.
Score 0.0	Even with help, no understanding or skill demonstrated.	
Sample Activities		
<ol style="list-style-type: none"> 1. FRQs 2. Essay 3. Student debates/discussions 4. Student choice 		

Standard 4: Analyze the causes and consequences of a specific issue, as well as the challenges and opportunities faced by those trying to address the problem. (9-12.GV.1.GS.A & 9-12.GV.1.GS.B)			
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Activities
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	Analyze the causes and consequences of a specific issue, as well as the challenges and opportunities faced by those trying to address the problem. The student exhibits no major errors or omissions. <ul style="list-style-type: none"> • Identify the causes of a specific world-history issue. • Identify the consequences of a specific world-history issue. • Analyze obstacles encountered by those trying to address the problem. • Analyze opportunities encountered by those trying to address the problem. 		<ol style="list-style-type: none"> 1. FRQs 2. Essay 3. Student debates/discussions 4. Student choice
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	There are no major errors or omissions regarding the simpler details and processes. However, the student exhibits major errors or omissions regarding the more complex ideas and processes.		
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.		

Standard 5: Analyze laws, policies, and processes, including powers and responsibilities, to determine how governmental systems affect individuals, groups, and institutions in society-social structures and stratification. (9-12.GV.1.GS.A & 9-12.GV.1.GS.B)			
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Activities
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	<ol style="list-style-type: none"> 1. FRQs 2. Essay 3. Student debates/discussions 4. Student choice
Score 3.0	Analyze laws, policies, and processes, including powers and responsibilities, to determine how governmental systems affect individuals, groups, and institutions in society-social structures and stratification. The student exhibits no major errors or omissions. <ol style="list-style-type: none"> 1. Define and distinguish among governmental systems and their resulting laws, policies, and processes. 2. Investigate an issue and determine at least two laws, two policies, and two processes associated with the issue. 3. Define and distinguish between groups and society. 4. Draw conclusions, citing appropriate evidence, as to how government decisions impact individuals and groups. 		
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	There are no major errors or omissions regarding the simpler details and processes. However, the student exhibits major errors or omissions regarding the more complex ideas and processes.		
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.		

Standard 6: Analyze the relationship between geography and individuals, groups, and institutions. (9-12.GV.1.PC.B & 9-12.GV.1.G.A & 9-12.GV.1.G.B)			
Score	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Activities
4.0			<ol style="list-style-type: none"> 1. FRQs 2. Essay 3. Student debates/discussions 4. Student choice
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	Analyze the relationship between geography and individuals, groups, and institutions. The student exhibits no major errors or omissions. <ol style="list-style-type: none"> 1. Locate major geographic features and identify their impact on a given civilization. 2. Locate major cities and geographic boundaries of a given civilization. 3. Identify human settlement activities (such as finding shelter, food, and water) of this time period/civilization. 4. Describe the impact of human settlement activities on the environmental and cultural characteristics (e.g. clothing, music, art, and religion) of this civilization. 		
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	There are no major errors or omissions regarding the simpler details and processes. However, the student exhibits major errors or omissions regarding the more complex ideas and processes.		
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.		

Standard 7: Examine the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals, groups, and institutions. (9-12.GV.1.EC.A)			
Score	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Activities
4.0	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	Examine the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals, groups, and institutions. The student exhibits no major errors or omissions. <ol style="list-style-type: none"> 1. Examine the opportunity costs (the loss of potential gain from other alternatives when one alternative is chosen) of economic decisions for society as a whole as well as on individuals. 2. Examine the benefits (an advantage or profit gained from something) of economic decisions for society as a whole as well as on individuals. 		<ol style="list-style-type: none"> 1. FRQs 2. Essay 3. Student debates/discussions 4. Student choice
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	There are no major errors or omissions regarding the simpler details and processes. However, the student exhibits major errors or omissions regarding the more complex ideas and processes.		
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.		

AP Psychology

Scope and Sequence	Scientific Foundations of Psychology	Biological Basis of Behavior	Sensation and Perception	Learning	Cognitive Psychology	Developmental	Motivation, Emotion and Personality	Social
AP Psychology								
Using an inquiry lens, describe how people's perspectives shape the sources/artifacts they created. (9-12.GV.1.CC.B & 9-12.GV.1.PC.A)	x	x	x	x	x	x	x	x
Create and use tools and other graphic representations to analyze a chronological sequence of events, explain relationships, and reveal patterns or trends. (9-12.GV.1.CC.A & 9-12.GV.1.G.A)	x							
Using an inquiry lens, develop compelling questions, determine appropriate resources, and consider multiple points of views represented in the resources, develop a research plan, create and present a research product. (9-12.GV.1.CC.C & 9-12.GV.1.CC.D)	x			x		x	x	
Analyze the causes and consequences of a specific issue, as well as the challenges and opportunities faced by those trying to address the problem. (9-12.GV.1.CC.E)	x	x	x	x	x	x	x	x
Analyze laws, policies, and processes, including powers and responsibilities, to determine how governmental systems affect individuals, groups, and institutions in society -social structures and stratification. (9-12.GV.1.GS.A & 9-12.GV.1.GS.B)								
Analyze the relationship between geography and individuals, groups, and institutions. (9-12.GV.1.PC.B & 9-12.GV.1.G.A & 9-12.GV.1.G.B)								x
Examine the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals, groups, and institutions. (9-12.GV.1.EC.A)								

**AP Psychology
Course Overview**

Grade level(s): 11-12	Credits earned: 1
Course Rationale	Course Description
The purpose of this AP Psychology course is to introduce students to the study of the behavior and mental processes of the human brain. This class will prepare students for the AP Psychology Exam in May.	The AP Psychology course is year-long designed to introduce students to the systematic and scientific study of the behavioral and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods that psychologists use in their science and practice. Students will have the option to take the AP exam at the end of the course. There is a fee associated with the exam.

Transfer Goals/Big Ideas

As Social Studies learners, students of the City of St. Charles School District will think critically and deeply about the world around them. Using effective communication supported by evidence, they will consider multiple perspectives as responsible, curious, informed decision makers who take meaningful action.

Priority Missouri Learning Standards/National Standards

AP Standards:

- 1.A Recognize how philosophical and physiological perspectives shaped the development of psychological thought.
- 1.B Identify the research contributions of major historical figures in psychology.
- 1.C Describe and compare different theoretical approaches in explaining behavior.
- 1.D Recognize the strengths and limitations of applying theories to explain behavior.
- 1.E Distinguish the different domains of psychology.
- 1.F Differentiate types of research with regard to purpose, strengths, and weaknesses.
- 1.G Discuss the value of reliance on operational definitions and measurement in behavioral research.
- 1.H Identify independent, dependent, confounding, and control variables in experimental designs.
- 1.I Describe how research design drives the reasonable conclusions that can be drawn.
- 1.J Distinguish between random assignment of participants to conditions in experiments and random selection of participants, primarily in correlational studies and surveys.
- 1.K Predict the validity of behavioral explanations based on the quality of research design.
- 1.L Apply basic descriptive statistical concepts, including interpreting and constructing graphs and calculating simple descriptive statistics.
- 1.M Distinguish the purposes of descriptive statistics and inferential statistics.
- 1.N Identify how ethical issues inform and constrain research practices.
- 1.O Describe how ethical and legal guidelines protect research participants and promote sound ethical practice.
- 2.A Discuss psychology's abiding interest in how heredity, environment, and evolution work together to shape behavior.
- 2.B Identify key research contributions of scientists in the area of heredity and environment.
- 2.C Predict how traits and behavior can be selected for their adaptive value.
- 2.D Discuss the effect of the endocrine system on behavior.
- 2.E Describe the nervous system and its subdivisions and functions.
- 2.F Identify basic processes and systems in the biological bases of behavior, including parts of the neuron.
- 2.G Identify basic process of transmission of a signal between neurons.
- 2.H Discuss the influence of drugs on neurotransmitters.
- 2.I Describe the nervous system and its subdivisions and functions in the brain.

- 2.J Identify the contributions of key researchers to the study of the brain.
- 2.K Recount historic and contemporary research strategies and technologies that support research.
- 2.L Identify the contributions of key researchers to the development of tools for examining the brain.
- 2.M Discuss the role of neuroplasticity in traumatic brain injury.
- 2.N Identify the contributions of key researchers to the study of neuroplasticity.
- 2.O Describe various states of consciousness and their impact on behavior.
- 2.P Identify the major psychoactive drug categories and classify specific drugs, including their psychological and physiological effects.
- 2Q Discuss drug dependence, addiction, tolerance, and withdrawal.
- 2.R Identify the contributions of major figures in consciousness research.
- 2.S Discuss aspects of sleep and dreaming.
- 3.A Describe general principles of organizing and integrating sensation to promote stable awareness of the external world.
- 3.B Discuss basic principles of sensory transduction, including absolute threshold, difference threshold, signal detection, and sensory adaptation.
- 3.C Identify the research contributions of major historical figures in sensation and perception.
- 3.D Discuss how experience and culture can influence perceptual processes.
- 3.E Discuss the role of attention in behavior.
- 3.F Describe the vision process, including the specific nature of energy transduction, relevant anatomical structures, and specialized pathways in the brain for each of the senses.
- 3.G Explain common sensory conditions.
- 3.H Explain the role of top-down processing in producing vulnerability to illusion.
- 3.I Describe the hearing process, including the specific nature of energy transduction, relevant anatomical structures, and specialized pathways in the brain for each of the senses.
- 3.J Describe taste and smell processes, including the specific nature of energy transduction, relevant anatomical structures, and specialized pathways in the brain for each of the senses.
- 3.K Describe sensory processes, including the specific nature of energy transduction, relevant anatomical structures, and specialized pathways
- 4.A Identify the contributions of key researchers in the psychology of learning in the brain for each of the body senses.
- 4.B Interpret graphs that exhibit the results of learning experiments.
- 4.C Describe the essential characteristics of insight learning, latent learning, and social learning.
- 4.D Apply learning principles to explain emotional learning, taste aversion, superstitious behavior, and learned helplessness.
- 4.E Provide examples of how biological constraints create learning predispositions.
- 4.F Describe basic classical conditioning phenomena.
- 4.G Distinguish general differences between principles of classical conditioning, operant conditioning, and observational learning.
- 4.H Predict the effects of operant conditioning.
- 4.I Predict how practice, schedules of reinforcement, other aspects of reinforcement, and motivation will influence quality of learning.
- 4.J Suggest how behavior modification, biofeedback, coping strategies, and self-control can be used to address behavioral problems.
- 5.A Compare and contrast various cognitive processes.
- 5.B Describe and differentiate psychological and physiological systems of memory
- 5.C Identify the contributions of key researchers in cognitive psychology.
- 5.D Outline the principles that underlie construction and encoding of memories.
- 5.E Outline the principles that underlie effective storage of memories.
- 5.F Describe strategies for retrieving memories.
- 5.G Describe strategies for memory improvement and typical memory errors.
- 5.H Describe and differentiate psychological and physiological systems of short- and long-term memory.
- 5.I Identify problem-solving strategies as well as factors that influence their effectiveness.
- 5.J List the characteristics of creative thought and creative thinkers.
- 5.K Identify problem-solving strategies as well as factors that create bias and errors in thinking.
- 5.L Define intelligence and list characteristics of how psychologists measure intelligence.

- 5.M Discuss how culture influences the definition of intelligence.
- 5.N Compare and contrast historic and contemporary theories of intelligence.
- 5.O Identify the contributions of key researchers in intelligence research and testing.
- 5.P Explain how psychologists design tests, including standardization strategies and other techniques to establish reliability and validity.
- 5.Q Interpret the meaning of scores in terms of the normal curve.
- 5.R Describe relevant labels related to intelligence testing.
- 6.A Explain the process of conception and gestation, including factors that influence successful prenatal development.
- 6.B Discuss the interaction of nature and nurture (including cultural variations), specifically physical development, in the determination of behavior.
- 6.C Discuss maturation of motor skills.
- 6.D Describe the influence of temperament and other social factors on attachment and appropriate socialization.
- 6.E Identify the contributions of major researchers in developmental psychology in the area of social development in childhood.
- 6.F Discuss the interaction of nature and nurture (including cultural variations), specifically social development, in the determination of behavior.
- 6.G Explain how parenting styles influence development.
- 6.H Explain the maturation of cognitive abilities (Piaget's stages, Information process).
- 6.I Identify the contributions of major researchers in the area of cognitive development in childhood.
- 6.J Discuss maturational challenges in adolescence, including related family conflicts.
- 6.K Characterize the development of decisions related to intimacy as people mature.
- 6.L Predict the physical and cognitive changes that emerge through the lifespan, including steps that can be taken to maximize function.
- 6.M Identify the contributions of key researchers in the area of adulthood and aging.
- 6.N Identify the contributions of major researchers in the area of moral development.
- 6.O Compare and contrast models of moral development.
- 6.P Describe how sex and gender influence socialization and other aspects of development.
- 7.A Identify and apply basic motivational concepts to understand the behavior of humans and other animals.
- 7.B Compare and contrast motivational theories, including the strengths and weaknesses of each.
- 7.C Describe classic research findings in specific motivations
- 7.D Identify contributions of key researchers in the psychological field of motivation and emotion.
- 7.E Discuss the biological underpinnings of motivation, including needs, drives, and homeostasis.
- 7.F Compare and contrast major theories of emotion.
- 7.G Describe how cultural influences shape emotional expression, including variations in body language.
- 7.H Discuss theories of stress and the effects of stress on psychological and physical well-being.
- 7.I Describe and compare research methods that psychologists use to investigate personality.
- 7.J Identify the contributions of major researchers in personality theory.
- 7.K Compare and contrast the psychoanalytic theories of personality with other theories of personality
- 7.L Compare and contrast the behaviorist and social cognitive theories of personality with other theories of personality.
- 7.M Compare and contrast humanistic theories of personality with other theories of personality.
- 7.N Speculate how cultural context can facilitate or constrain personality development, especially as it relates to self-concept.
- 7.O Compare and contrast trait theories of personality with other theories of personality
- 7.P Identify frequently used assessment strategies, and evaluate relative test quality based on reliability and validity of the instruments.
- 8.A Recognize the use of the most recent version of the Diagnostic and Statistical Manual of Mental Disorders (DSM) published by the American Psychiatric Association as the primary reference for making diagnostic judgments.
- 8.B Describe contemporary and historical conceptions of what constitutes psychological disorders.
- 8.C Discuss the intersection between psychology and the legal system.
- 8.D Evaluate the strengths and limitations of various approaches to explaining psychological disorders.

- 8.E Identify the positive and negative consequences of diagnostic labels.
- 8.F Discuss the major diagnostic categories, including neurodevelopmental disorders, neurocognitive disorders, schizophrenia spectrum, and other psychotic disorders, and their corresponding symptoms
- 8.G Discuss the major diagnostic categories, including anxiety disorders, bipolar and related disorders, depressive disorders, obsessive-compulsive and related disorders, and their corresponding symptoms.
- 8.H Discuss the major diagnostic categories, including dissociative disorders, somatic symptom and related disorders, and trauma- and stressor related disorders and their corresponding symptoms.
- 8.I Discuss the major diagnostic categories, including feeding and eating disorders, personality disorders, and their corresponding symptoms.
- 8.J Describe the central characteristics of psychotherapeutic intervention.
- 8.K Identify the contributions of major figures in psychological treatment.
- 8.L Describe major treatment orientations used in therapy and how those orientations influence therapeutic planning.
- 8.M Summarize effectiveness of specific treatments used to address specific problems.
- 8.N Discuss how cultural and ethnic context influence choice and success of treatment (e.g., factors that lead to premature termination of treatment).
- 8.O Describe prevention strategies that build resilience and promote competence.
- 8.P Summarize effectiveness of specific treatments used to address specific problems from a biological perspective.
- 8.Q Compare and contrast different treatment methods.
- 9.A Apply attribution theory to explain motives.
- 9.B Articulate the impact of social and cultural categories on self-concept and relations with others.
- 9.C Anticipate the impact of self-fulfilling prophecy on behavior.
- 9.D Identify important figures and research in the areas of attitude formation and change.
- 9.E Discuss attitude formation and change, including persuasion strategies and cognitive dissonance.
- 9.F Identify the contributions of key researchers in the areas of conformity, compliance, and obedience.
- 9.G Explain how individuals respond to expectations of others, including groupthink, conformity, and obedience to authority.
- 9.H Describe the structure and function of different kinds of group behavior.
- 9.I Predict the impact of the presence of others on individual behavior.
- 9.J Describe processes that contribute to differential treatment of group members.
- 9.K Describe the variables that contribute to altruism and aggression.
- 9.L Describe the variables that contribute to attraction.

Unit 1: Scientific Foundations of Psychology

Standards	Transfer Goal(s) / Big Ideas	
<p>Priority Skill Standards:</p> <ul style="list-style-type: none"> Using an inquiry lens, describe how people's perspectives shape the sources/artifacts they created. Using an inquiry lens, develop compelling questions, determine appropriate resources, and consider multiple points of views represented in the resources, develop a research plan, create and present a research product. Analyze the causes and consequences of a specific issue, as well as the challenges and opportunities faced by those trying to address the problem. <p>AP Content Standards:</p> <p>1.A Recognize how philosophical and physiological perspectives shaped the development of psychological thought.</p> <p>1.B Identify the research contributions of major historical figures in psychology.</p> <p>1.C Describe and compare different theoretical approaches in explaining behavior.</p> <p>1.D Recognize the strengths and limitations of applying theories to explain behavior.</p> <p>1.E Distinguish the different domains of psychology.</p> <p>1.F Differentiate types of research with regard to purpose, strengths, and weaknesses.</p> <p>1.G Discuss the value of reliance on operational definitions and measurement in behavioral research.</p> <p>1.H Identify independent, dependent, confounding, and control variables in experimental designs.</p> <p>1.I Describe how research design drives the reasonable conclusions that can be drawn.</p> <p>1.J Distinguish between random assignment of participants to conditions in experiments and random selection of participants, primarily in correlational studies and surveys.</p> <p>1.K Predict the validity of behavioral explanations based on the quality of research design.</p> <p>1.L Apply basic descriptive statistical concepts, including interpreting and constructing graphs and calculating simple descriptive statistics.</p> <p>1.M Distinguish the purposes of descriptive statistics and inferential statistics.</p> <p>1.N Identify how ethical issues inform and constrain research practices.</p> <p>1.O Describe how ethical and legal guidelines protect research participants and promote sound ethical practice.</p> <p>AP Priority Skill Standards:</p> <p>Skill Category 1</p> <p>Concept Understanding</p> <p>Define, explain, and apply concepts, behavior, theories, and perspectives.</p> <p>1.A Define and/or apply concepts.</p> <p>1.B Explain behavior in authentic context.</p> <p>1.C Apply theories and perspectives in authentic contexts.</p> <p>Skill Category 2</p>	<p>As Social Studies learners, students of the City of St. Charles School District will think critically and deeply about the world around them. Using effective communication supported by evidence, they will consider multiple perspectives as responsible, curious, informed decision makers who take meaningful action.</p> <ul style="list-style-type: none"> What is psychology and what are the approaches to studying psychology Thinking critically about psychological research 	
	Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> As scientists, psychologists collect data and make observations about the ways in which humans and animals behave and think in order to understand behavior and mental processes. Psychologists use a variety of research methods and designs to conduct their research. These tools help them develop psychological theories about behavior and mental processes. To ensure that their results are valid and reliable, psychologists' research must adhere to strict ethical and procedural guidelines. Historical research is the foundation of the field of psychology and has become the basis for the many subfields within psychology that exist today. 	<ul style="list-style-type: none"> How does the methodology of the research affect the outcome of a study? How do ethical guidelines impact psychological research? 	

Data Analysis
Analyze and interpret quantitative data.

Skill Category 3
Scientific Investigation
Analyze psychological research studies

Learning Targets

Students will...

- demonstrate an understanding of the various approaches to studying human behavior
- explain how psychologists use the scientific method to study behavior and mental processes
- recognize or recall specific terminology, such as: psychology, behavior, mental processes, biological approach, behavioral approach, psychodynamic approach, humanistic approach, cognitive approach, evolutionary approach, sociocultural approach, variable, hypothesis, meta-analysis, case study, correlational research, dependent and independent variable, validity, bias, naturalistic observation, placebo, control group

Unit Duration: 6-10 class periods

Unit 2: Biology Basis of Behavior

Standards	Transfer Goal(s) /Big Ideas	
<p><u>Priority Skill Standards:</u></p> <ul style="list-style-type: none"> Using an inquiry lens, describe how people's perspectives shape the sources/artifacts they created. Analyze the causes and consequences of a specific issue, as well as the challenges and opportunities faced by those trying to address the problem. <p><u>AP Content Standards:</u></p> <p>2.A Discuss psychology's abiding interest in how heredity, environment, and evolution work together to shape behavior.</p> <p>2.B Identify key research contributions of scientists in the area of heredity and environment.</p> <p>2.C Predict how traits and behavior can be selected for their adaptive value.</p> <p>2.D Discuss the effect of the endocrine system on behavior.</p> <p>2.E Describe the nervous system and its subdivisions and functions.</p> <p>2.F Identify basic processes and systems in the biological bases of behavior, including parts of the neuron.</p> <p>2.G Identify basic process of transmission of a signal between neurons.</p> <p>2.H Discuss the influence of drugs on neurotransmitters.</p> <p>2.I Describe the nervous system and its subdivisions and functions in the brain.</p> <p>2.J Identify the contributions of key researchers to the study of the brain.</p> <p>2.K Recount historic and contemporary research strategies and technologies that support research.</p> <p>2.L Identify the contributions of key researchers to the development of tools for examining the brain.</p> <p>2.M Discuss the role of neuroplasticity in traumatic brain injury.</p> <p>2.N Identify the contributions of key researchers to the study of neuroplasticity.</p> <p>2.O Describe various states of consciousness and their impact on behavior.</p> <p>2.P Identify the major psychoactive drug categories and classify specific drugs, including their psychological and physiological effects.</p> <p>2Q Discuss drug dependence, addiction, tolerance, and withdrawal.</p> <p>2.R Identify the contributions of major figures in consciousness research.</p> <p>2.S Discuss aspects of sleep and dreaming.</p> <p><u>AP Priority Skill Standards:</u></p> <p>Skill Category 1</p> <p>Concept Understanding</p> <p>Define, explain, and apply concepts, behavior, theories, and perspectives.</p> <p>1.A Define and/or apply concepts.</p> <p>1.B Explain behavior in authentic context.</p> <p>1.C Apply theories and perspectives in authentic contexts.</p>	<p>As Social Studies learners, students of the City of St. Charles School District will think critically and deeply about the world around them. Using effective communication supported by evidence, they will consider multiple perspectives as responsible, curious, informed decision makers who take meaningful action.</p> <ul style="list-style-type: none"> Systems of the body and how they impact behavior The nature of waking and altered states of consciousness. 	
	Enduring Understandings	Essential Questions
	<p>Some psychologists study behaviors and mental processes from a biological perspective. This includes an examination of the influence that the interaction between human biology and our environment has on behavior and mental processes. This is a recurring topic throughout the course that will be used to explain many psychological phenomena. The biological perspective also provides insight into the causes of and treatments for psychological disorders. There is a complex interaction between a person's biology and their behavior and mental processes. Heredity and environment play a role, as do variations in a person's consciousness.</p>	<p>How can biology influence our behavior and mental processes?</p> <p>What happens when a particular neurotransmitter is absent from the body?</p> <p>How do biological and environmental factors interact to influence our behaviors and mental processes?</p>

Skill Category 2
Data Analysis
Analyze and interpret quantitative data.

Missouri Learning Standards

Learning Targets

Students will:

- explain how biological processes relate to behavior
- explain how psychologists define consciousness and its effect on behavior
- recognize or recall specific terminology, such as: central nervous system, peripheral nervous system, plasticity, neuron, endocrine system, glands, neurotransmitter, stem cells, genes, stress, consciousness, sleep, REM, psychoactive drugs, depressants, stimulants, hypnosis, meditation, addiction, dependence, latent content

Unit Duration:6-10 class periods

Unit 3: Sensation and Perception

Standards	Transfer Goal(s) /Big Ideas	
<p><u>Priority Skill Standards:</u></p> <ul style="list-style-type: none"> Using an inquiry lens, describe how people's perspectives shape the sources/artifacts they created. Analyze the causes and consequences of a specific issue, as well as the challenges and opportunities faced by those trying to address the problem. <p><u>AP Content Standards:</u></p> <p>3.A Describe general principles of organizing and integrating sensation to promote stable awareness of the external world.</p> <p>3.B Discuss basic principles of sensory transduction, including absolute threshold, difference threshold, signal detection, and sensory adaptation.</p> <p>3.C Identify the research contributions of major historical figures in sensation and perception.</p> <p>3.D Discuss how experience and culture can influence perceptual processes.</p> <p>3.E Discuss the role of attention in behavior.</p> <p>3.F Describe the vision process, including the specific nature of energy transduction, relevant anatomical structures, and specialized pathways in the brain for each of the senses.</p> <p>3.G Explain common sensory conditions.</p> <p>3.H Explain the role of top-down processing in producing vulnerability to illusion.</p> <p>3.I Describe the hearing process, including the specific nature of energy transduction, relevant anatomical structures, and specialized pathways in the brain for each of the senses.</p> <p>3.J Describe taste and smell processes, including the specific nature of energy transduction, relevant anatomical structures, and specialized pathways in the brain for each of the senses.</p> <p>3.K Describe sensory processes, including the specific nature of energy transduction, relevant anatomical structures, and specialized pathways</p> <p><u>AP Priority Skill Standards:</u></p> <p>Skill Category 1</p> <p>Concept Understanding</p> <p>Define, explain, and apply concepts, behavior, theories, and perspectives.</p> <p>1.A Define and/or apply concepts.</p> <p>1.B Explain behavior in authentic context.</p> <p>1.C Apply theories and perspectives in authentic contexts.</p>	<p>As Social Studies learners, students of the City of St. Charles School District will think critically and deeply about the world around them. Using effective communication supported by evidence, they will consider multiple perspectives as responsible, curious, informed decision makers who take meaningful action.</p>	
	Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> Using input from several anatomical structures, the sensations we perceive process and interpret information about the environment around us and our place within it. This results in perceptions that influence how we think and behave. In this way, sensation and perception provide a bridge between the biological and cognitive perspectives, offering aspects of both for explaining how we think and behave. 	<ul style="list-style-type: none"> How do we process the information we receive from our environments? How does our interpretation of the information we receive from the environment influence our behaviors and mental processes? 	

Skill Category 3
Scientific Investigation
Analyze psychological research studies
Missouri Learning Standards

Learning Targets

Students will:

- explain how the seven senses receive and translate signals to the brain for processing and how the brain and body interpret those signals.
- recognize or recall specific terminology, such as: sensation, perception, absolute threshold, difference threshold, trichromatic theory, opponent-process theory, gestalt psychology, pain, kinesthetic sense, vestibular sense

Unit Duration: 6-10 class periods

Unit 4: Learning

Standards	Transfer Goal(s) /Big Ideas	
<p>Priority Skill Standards:</p> <ul style="list-style-type: none"> Using an inquiry lens, describe how people's perspectives shape the sources/artifacts they created. Using an inquiry lens, develop compelling questions, determine appropriate resources, and consider multiple points of views represented in the resources, develop a research plan, create and present a research product. Analyze the causes and consequences of a specific issue, as well as the challenges and opportunities faced by those trying to address the problem. <p>AP Content Standards:</p> <p>4.A Identify the contributions of key researchers in the psychology of learning in the brain for each of the body senses.</p> <p>4.B Interpret graphs that exhibit the results of learning experiments.</p> <p>4.C Describe the essential characteristics of insight learning, latent learning, and social learning.</p> <p>4.D Apply learning principles to explain emotional learning, taste aversion, superstitious behavior, and learned helplessness.</p> <p>4.E Provide examples of how biological constraints create learning predispositions.</p> <p>4.F Describe basic classical conditioning phenomena.</p> <p>4.G Distinguish general differences between principles of classical conditioning, operant conditioning, and observational learning.</p> <p>4.H Predict the effects of operant conditioning.</p> <p>4.I Predict how practice, schedules of reinforcement, other aspects of reinforcement, and motivation will influence quality of learning.</p> <p>4.J Suggest how behavior modification, biofeedback, coping strategies, and self-control can be used to address behavioral problems.</p> <p>AP Priority Skill Standards:</p> <p>Skill Category 1 Concept Understanding Define, explain, and apply concepts, behavior, theories, and perspectives.</p> <p>1.A Define and/or apply concepts.</p> <p>1.B Explain behavior in authentic context.</p> <p>1.C Apply theories and perspectives in authentic contexts.</p>	<p>As Social Studies learners, students of the City of St. Charles School District will think critically and deeply about the world around them. Using effective communication supported by evidence, they will consider multiple perspectives as responsible, curious, informed decision makers who take meaningful action.</p>	
	Enduring Understandings	Essential Questions
	<ul style="list-style-type: none"> The process of learning requires both physiological and psychological processes to work together, the two preceding units provide the foundation for this unit. Many psychologists who study learning focus on observable behaviors and how those behaviors can be changed or reinforced. Other learning psychologists study how the individual's observations of other peoples' behaviors influence changes in that individual's mental processes and resulting behaviors. 	<ul style="list-style-type: none"> How do we learn? How do our experiences influence our behaviors and mental processes?

Learning Targets

Students will:

- explain how psychologists define learning and explain memory
- recognize or recall specific terminology, such as: learning, memory, acquisition, conditioning, reinforcers, punishment, encoding, schema, amnesia, retrieval

Unit Duration: 6-10 class periods

Unit 5: Cognitive Psychology

Standards	Transfer Goal(s) /Big Ideas	
<p>Priority Skill Standards:</p> <ul style="list-style-type: none"> Using an inquiry lens, describe how people's perspectives shape the sources/artifacts they created. Analyze the causes and consequences of a specific issue, as well as the challenges and opportunities faced by those trying to address the problem. <p>AP Content Standards:</p> <p>5.A Compare and contrast various cognitive processes.</p> <p>5.B Describe and differentiate psychological and physiological systems of memory</p> <p>5.C Identify the contributions of key researchers in cognitive psychology.</p> <p>5.D Outline the principles that underlie construction and encoding of memories.</p> <p>5.E Outline the principles that underlie effective storage of memories.</p> <p>5.F Describe strategies for retrieving memories.</p> <p>5.G Describe strategies for memory improvement and typical memory errors.</p> <p>5.H Describe and differentiate psychological and physiological systems of short- and long-term memory.</p> <p>5.I Identify problem-solving strategies as well as factors that influence their effectiveness. 5.J List the characteristics of creative thought and creative thinkers.</p> <p>5.K Identify problem-solving strategies as well as factors that create bias and errors in thinking.</p> <p>5.L Define intelligence and list characteristics of how psychologists measure intelligence.</p> <p>5.M Discuss how culture influences the definition of intelligence.</p> <p>5.N Compare and contrast historic and contemporary theories of intelligence.</p> <p>5.O Identify the contributions of key researchers in intelligence research and testing.</p> <p>5.P Explain how psychologists design tests, including standardization strategies and other techniques to establish reliability and validity.</p> <p>5.Q Interpret the meaning of scores in terms of the normal curve.</p> <p>5.R Describe relevant labels related to intelligence testing.</p> <p>AP Priority Skill Standards:</p> <p>Skill Category 1 Concept Understanding Define, explain, and apply concepts, behavior, theories, and perspectives.</p> <p>1.A Define and/or apply concepts.</p> <p>1.B Explain behavior in authentic context.</p> <p>1.C Apply theories and perspectives in authentic contexts.</p> <p>AP Priority Skill Standards: Skill Category 3 Scientific Investigation Analyze psychological research studies</p>	<p>As Social Studies learners, students of the City of St. Charles School District will think critically and deeply about the world around them. Using effective communication supported by evidence, they will consider multiple perspectives as responsible, curious, informed decision makers who take meaningful action.</p>	
	Enduring Understandings	Essential Questions
	<ul style="list-style-type: none"> Cognitive psychologists focus their research on the complex nature of the brain, particularly the areas of memory processes and intelligence and the influence of mental processes on behavior. Understanding how this information is gathered and processed gives insight into how we make sense of and perceive the world. Some cognitive psychologists attempt to answer how and why cognitive processes fail despite (or because of) the complexity of our biological structures. Teachers can offer students opportunities to provide their own explanations for these phenomena. Other psychologists study intelligence and the reasons for individual differences. This cognitive perspective offers one way to understand how our thinking impacts our behavior, which can in turn provide insight into psychological disorders and their treatment. 	<ul style="list-style-type: none"> What roles do memory and thinking play in our behaviors? What is intelligence and how can we study it to understand it?
Learning Targets		
<p>Students will:</p> <ul style="list-style-type: none"> explain how psychologists define memory and explain intelligence evaluate intelligence testing and the factors that make up intelligence. recognize or recall specific terminology, such as: cognition, thinking, reasoning, divergent thinking, intelligence, validity, reliability, gifted, semantics, syntax 		
Unit Duration:6-10 class periods		

Unit 6: Developmental Psychology

Standards	Transfer Goal(s) /Big Ideas	
<p>Priority Skill Standards:</p> <ul style="list-style-type: none"> Using an inquiry lens, describe how people's perspectives shape the sources/artifacts they created. Using an inquiry lens, develop compelling questions, determine appropriate resources, and consider multiple points of views represented in the resources, develop a research plan, create and present a research product. Analyze the causes and consequences of a specific issue, as well as the challenges and opportunities faced by those trying to address the problem. <p>AP Content Standards:</p> <p>6.A Explain the process of conception and gestation, including factors that influence successful prenatal development.</p> <p>6.B Discuss the interaction of nature and nurture (including cultural variations), specifically physical development, in the determination of behavior.</p> <p>6.C Discuss maturation of motor skills.</p> <p>6.D Describe the influence of temperament and other social factors on attachment and appropriate socialization.</p> <p>6.E Identify the contributions of major researchers in developmental psychology in the area of social development in childhood.</p> <p>6.F Discuss the interaction of nature and nurture (including cultural variations), specifically social development, in the determination of behavior.</p> <p>6.G Explain how parenting styles influence development.</p> <p>6.H Explain the maturation of cognitive abilities (Piaget's stages, Information process).</p> <p>6.I Identify the contributions of major researchers in the area of cognitive development in childhood.</p> <p>6.J Discuss maturational challenges in adolescence, including related family conflicts.</p> <p>6.K Characterize the development of decisions related to intimacy as people mature.</p> <p>6.L Predict the physical and cognitive changes that emerge through the lifespan, including steps that can be taken to maximize function.</p> <p>6.M Identify the contributions of key researchers in the area of adulthood and aging.</p> <p>6.N Identify the contributions of major researchers in the area of moral development.</p> <p>6.O Compare and contrast models of moral development.</p> <p>6.P Describe how sex and gender influence socialization and other aspects of development.</p> <p>AP Priority Skill Standards:</p> <p>Skill Category 1 Concept Understanding Define, explain, and apply concepts, behavior, theories, and perspectives.</p> <p>1.A Define and/or apply concepts.</p> <p>1.B Explain behavior in authentic context.</p> <p>1.C Apply theories and perspectives in authentic contexts.</p> <p>Skill Category 3 Scientific Investigation Analyze psychological research studies</p>	<p>As Social Studies learners, students of the City of St. Charles School District will think critically and deeply about the world around them. Using effective communication supported by evidence, they will consider multiple perspectives as responsible, curious, informed decision makers who take meaningful action.</p>	
	Enduring Understandings	Essential Questions
	<ul style="list-style-type: none"> In this unit, students will learn to examine the processes that contribute to behavioral change throughout a person's life. The major areas of emphasis in the course include prenatal development, motor development, socialization, cognitive development, adolescence, and adulthood. Developmental psychologists seek to understand how changes in our biology and social situations over a lifespan influence our behaviors and mental processes. Development can be studied from several different perspectives, including biological or cognitive perspectives. Developmental psychologists may focus on one or more developmental periods or the entire course of a lifespan, using cross-sectional and longitudinal research methods. 	<ul style="list-style-type: none"> How do we perceive and understand ourselves?

Students will:

- explain how humans develop physically, socially, and cognitively.
- recognize or recall specific terminology, such as: sex, gender, transgender, gender roles, cisgender, nonbinary, gender identity, preoperational stage, operational stage, nurture, assimilation, accommodation, puberty, androgens, estrogens

Unit Duration:6-10 class periods

Unit 7: Motivation, Emotion, and Personality

Standards	Transfer Goal(s) /Big Ideas	
<p><u>Priority Skill Standards:</u></p> <ul style="list-style-type: none"> Using an inquiry lens, describe how people's perspectives shape the sources/artifacts they created. Using an inquiry lens, develop compelling questions, determine appropriate resources, and consider multiple points of views represented in the resources, develop a research plan, create and present a research product. Analyze the causes and consequences of a specific issue, as well as the challenges and opportunities faced by those trying to address the problem. <p><u>AP Content Standards:</u></p> <p>7.A Identify and apply basic motivational concepts to understand the behavior of humans and other animals.</p> <p>7.B Compare and contrast motivational theories, including the strengths and weaknesses of each.</p> <p>7.C Describe classic research findings in specific motivations</p> <p>7.D Identify contributions of key researchers in the psychological field of motivation and emotion.</p> <p>7.E Discuss the biological underpinnings of motivation, including needs, drives, and homeostasis.</p> <p>7.F Compare and contrast major theories of emotion.</p> <p>7.G Describe how cultural influences shape emotional expression, including variations in body language.</p> <p>7.H Discuss theories of stress and the effects of stress on psychological and physical well-being.</p> <p>7.I Describe and compare research methods that psychologists use to investigate personality.</p> <p>7.J Identify the contributions of major researchers in personality theory.</p> <p>7.K Compare and contrast the psychoanalytic theories of personality with other theories of personality</p> <p>7.L Compare and contrast the behaviorist and social cognitive theories of personality with other theories of personality.</p> <p>7.M Compare and contrast humanistic theories of personality with other theories of personality.</p> <p>7.N Speculate how cultural context can facilitate or constrain personality development, especially as it relates to self-concept.</p> <p>7.O Compare and contrast trait theories of personality with other theories of personality</p> <p>7.P Identify frequently used assessment strategies, and evaluate relative test quality based on reliability and validity of the instruments.</p> <p><u>AP Priority Skill Standards:</u></p> <p>Skill Category 1 Concept Understanding Define, explain, and apply concepts, behavior, theories, and perspectives.</p> <p>1.A Define and/or apply concepts.</p> <p>1.B Explain behavior in authentic context.</p> <p>1.C Apply theories and perspectives in authentic contexts.</p>	<p>As Social Studies learners, students of the City of St. Charles School District will think critically and deeply about the world around them. Using effective communication supported by evidence, they will consider multiple perspectives as responsible, curious, informed decision makers who take meaningful action.</p>	
	<p align="center">Enduring Understandings</p>	<p align="center">Essential Questions</p>
	<ul style="list-style-type: none"> Some psychologists study what motivates us and/or our emotional responses to experiences to understand our individual differences. Other psychologists seek to understand personality, including why different personalities exist, how they are developed, and if and how they change. Originating from the psychodynamic perspective, the study of personality involves consideration of behavior and mental processes and how they interact to produce an individual's personality. A full explanation of personality also involves incorporating humanistic and social-cognitive perspectives from earlier units 	<ul style="list-style-type: none"> What motivates us to think and act the way we do? Why do some people respond to stress in a healthier way than others? Why don't psychologists agree?

Skill Category 3 Scientific Investigation Analyze psychological research studies		
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Learning Targets		
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Students will:

- describe the basic theories on motivation and explain how emotions impact their behavior
- describe factors involved in developing personality
- recognize or recall specific terminology, such as: motivation, instinct, drive, homeostasis, self actualization, intrinsic motivation, extrinsic motivation, emotion personality, id, ego, superego, Oedipus/electra complex, self-efficacy, Freud's stages of personality development, Big 5 factor model

Unit Duration: 2-3 weeks		
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Unit 8: Clinical Psychology

Standards	Transfer Goal(s) /Big Ideas	
<p>Priority Skill Standards:</p> <ul style="list-style-type: none"> Using an inquiry lens, describe how people's perspectives shape the sources/artifacts they created. Using an inquiry lens, develop compelling questions, determine appropriate resources, and consider multiple points of views represented in the resources, develop a research plan, create and present a research product. Analyze the causes and consequences of a specific issue, as well as the challenges and opportunities faced by those trying to address the problem. <p>AP Content Standards:</p> <p>8.A Recognize the use of the most recent version of the Diagnostic and Statistical Manual of Mental Disorders (DSM) published by the American Psychiatric Association as the primary reference for making diagnostic judgments.</p> <p>8.B Describe contemporary and historical conceptions of what constitutes psychological disorders.</p> <p>8.C Discuss the intersection between psychology and the legal system.</p> <p>8.D Evaluate the strengths and limitations of various approaches to explaining psychological disorders.</p> <p>8.E Identify the positive and negative consequences of diagnostic labels.</p> <p>8.F Discuss the major diagnostic categories, including neurodevelopmental disorders, neurocognitive disorders, schizophrenia spectrum, and other psychotic disorders, and their corresponding symptoms</p> <p>8.G Discuss the major diagnostic categories, including anxiety disorders, bipolar and related disorders, depressive disorders, obsessive-compulsive and related disorders, and their corresponding symptoms.</p> <p>8.H Discuss the major diagnostic categories, including dissociative disorders, somatic symptom and related disorders, and trauma- and stressor related disorders and their corresponding symptoms.</p> <p>8.I Discuss the major diagnostic categories, including feeding and eating disorders, personality disorders, and their corresponding symptoms.</p> <p>8.J Describe the central characteristics of psychotherapeutic intervention.</p> <p>8.K Identify the contributions of major figures in psychological treatment.</p> <p>8.L Describe major treatment orientations used in therapy and how those orientations influence therapeutic planning.</p> <p>8.M Summarize effectiveness of specific treatments used to address specific problems.</p> <p>8.N Discuss how cultural and ethnic context influence choice and success of treatment (e.g., factors that lead to premature termination of treatment).</p> <p>8.O Describe prevention strategies that build resilience and promote competence.</p> <p>8.P Summarize effectiveness of specific treatments used to address specific problems from a biological perspective.</p> <p>8.Q Compare and contrast different treatment methods.</p> <p>AP Priority Skill Standards:</p> <p>Skill Category 1</p> <p>Concept Understanding</p> <p>Define, explain, and apply concepts, behavior, theories, and perspectives.</p> <p>1.A Define and/or apply concepts.</p>	<p>As Social Studies learners, students of the City of St. Charles School District will think critically and deeply about the world around them. Using effective communication supported by evidence, they will consider multiple perspectives as responsible, curious, informed decision makers who take meaningful action.</p>	
	Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> Psychologists who study psychological disorders, along with practitioners who treat disorders, often utilize a particular theoretical perspective. Each perspective attempts to explain the origin of a disorder and/or determine the best method for treatment. These explanations and treatments build on the history, theories, and perspectives introduced in the first two units as well as on cognitive psychology in particular. Through observing behavior and engaging in discussion that illuminates a client's thought process, psychologists gather information and draw conclusions. For some psychologists, a single perspective cannot fully explain a disorder. This leads them to more integrated perspectives to understand and treat psychological disorders. 	<ul style="list-style-type: none"> Why is psychological perspective necessary in the treatment of disorders? How are psychological disorders treated? 	

- 1.B Explain behavior in authentic context.
1.C Apply theories and perspectives in authentic contexts.

Skill Category 3
Scientific Investigation
Analyze psychological research studies

Learning Targets

Students will:

- describe what abnormal behavior is and current treatments for those behaviors
- recognize or recall specific terminology, such as: abnormal behavior, DSM-5, medical model, psychotherapy, clinical psychology, ECT, group therapy, transference

Unit Duration:6-10 class periods

Unit 9: Social Psychology

Standards	Transfer Goal(s) /Big Ideas	
<p>Priority Skill Standards:</p> <ul style="list-style-type: none"> Using an inquiry lens, describe how people's perspectives shape the sources/artifacts they created. Analyze the causes and consequences of a specific issue, as well as the challenges and opportunities faced by those trying to address the problem. <p>AP Content Standards:</p> <p>9.A Apply attribution theory to explain motives.</p> <p>9.B Articulate the impact of social and cultural categories on self-concept and relations with others.</p> <p>9.C Anticipate the impact of self-fulfilling prophecy on behavior.</p> <p>9.D Identify important figures and research in the areas of attitude formation and change.</p> <p>9.E Discuss attitude formation and change, including persuasion strategies and cognitive dissonance.</p> <p>9.F Identify the contributions of key researchers in the areas of conformity, compliance, and obedience.</p> <p>9.G Explain how individuals respond to expectations of others, including groupthink, conformity, and obedience to authority.</p> <p>9.H Describe the structure and function of different kinds of group behavior.</p> <p>9.I Predict the impact of the presence of others on individual behavior.</p> <p>9.J Describe processes that contribute to differential treatment of group members.</p> <p>9.K Describe the variables that contribute to altruism and aggression.</p> <p>9.L Describe the variables that contribute to attraction.</p> <p>AP Priority Skill Standards:</p> <p>Skill Category 1 Concept Understanding Define, explain, and apply concepts, behavior, theories, and perspectives.</p> <p>1.A Define and/or apply concepts.</p> <p>1.B Explain behavior in authentic context.</p> <p>1.C Apply theories and perspectives in authentic contexts.</p> <p>Skill Category 3 Scientific Investigation Analyze psychological research studies</p>	<p>As Social Studies learners, students of the City of St. Charles School District will think critically and deeply about the world around them. Using effective communication supported by evidence, they will consider multiple perspectives as responsible, curious, informed decision makers who take meaningful action.</p>	
	Enduring Understandings	Essential Questions
	<ul style="list-style-type: none"> Social psychology is the study of how other people and groups influence behavior and mental processes as well as how behavior and mental processes influence our experiences in social situations. Social psychology also involves the study of how our perceptions of social situations impact how we interact with others and how others interact with us. Social psychologists may focus on one aspect of social situations or interactions and may do so from a variety of theoretical perspectives, including other integrative perspectives. 	<ul style="list-style-type: none"> How does the bias of a researcher affect their conclusions?
Learning Targets		
<p>Students will:</p> <ul style="list-style-type: none"> demonstrate an understanding of the roles that various groups play in determining individual behavior. recognize or recall specific terminology, such as: social psychology, stereotype, bias, attitudes, altruism, conformity, ethnocentrism, discrimination, social exchange theory, romantic or passionate love 		
Unit Duration:6-10 class periods		

Standard 1: Using an inquiry lens, describe how people's perspectives shape the sources/artifacts they created. (9-12.GV.1.CC.B & 9-12.GV.1.PC.A)			
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Activities
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	Students will create a timeline of the causes of behavior, examining each new perspective that explains behavior and the people involved in those fields.
Score 3.0	Using an inquiry lens, describe how people's perspectives shape the sources/artifacts they created. The student exhibits no major errors or omissions. <ul style="list-style-type: none"> • Analyze artifacts and/or primary sources from this era. • Make inferences about the purpose of the artifacts and what they might have been used for. • Draw conclusions about what these artifacts demonstrate about the political, social, and economic circumstances that shaped this society. 		
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	There are no major errors or omissions regarding the simpler details and processes. However, the student exhibits major errors or omissions regarding the more complex ideas and processes.		
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.		

Standard 2: Create and use tools and other graphic representations to analyze a chronological sequence of events, explain relationships, and reveal patterns or trends. (9-12.GV.1.CC.A & 9-12.GV.1.G.A)			
Score	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Activities
4.0			Students will create perspective cubes that analyze 6 psychological perspectives that may include psychodynamic, behavioral, humanistic, cognitive, biological, evolutionary and positive psychology. They will include people, terms and beliefs of each of those perspectives.
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	Create and use tools and other graphic representations to analyze a chronological sequence of events, explain relationships, and reveal patterns or trends. The student exhibits no major errors or omissions.		
		<ul style="list-style-type: none"> ● Create and/or use tools and other graphic representations to <ul style="list-style-type: none"> ○ analyze a chronological sequence of events ○ explain relationships ○ reveal patterns or trends 	
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	There are no major errors or omissions regarding the simpler details and processes. However, the student exhibits major errors or omissions regarding the more complex ideas and processes.		
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.		

Standard 3: Using an inquiry lens, develop compelling questions, determine appropriate resources, and consider multiple points of view represented in the resources, develop a research plan, create and present a research product. (9-12.GV.1.CC.C & 9-12.GV.1.CC.D)			
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Activities Students will be assigned a major social psychology experiment and will do research to create a visual representation (model, diorama, digital) presentation that describes the experiment, explains the implications, results and impacts of the experiment. Students will create questions from multiple points of view concerning the experiment.
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	Using an inquiry lens, develop compelling questions, determine appropriate resources, and consider multiple points of views represented in the resources, develop a research plan, create and present a research product. The student exhibits no major errors or omissions. <ol style="list-style-type: none"> 1. Pose a compelling central question. 2. Explain how the question builds on the ideas of experts. 3. Use specific supporting questions grounded in expert ideas. 4. Identify additional questions related to the central question. 5. Consult multiple significant sources of various types. 6. Critique the strengths and weaknesses of other ideas. 7. Apply an appropriate discipline lens to explain or argue in a precise nuanced way. 8. Plan and deliver a presentation based on task, audience, and purpose. 9. Make strategic use of multimedia presentations. 		
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	There are no major errors or omissions regarding the simpler details and processes. However, the student exhibits major errors or omissions regarding the more complex ideas and processes.		
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.		

Standard 4: Analyze the causes and consequences of a specific issue, as well as the challenges and opportunities faced by those trying to address the problem. (9-12.GV.1.GS.A & 9-12.GV.1.GS.B)			
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Activities
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	Students will research a specific behavior and then address the behavior from multiple psychological perspectives. For example, why would someone take up smoking. They would address smoking from behavioral, biological...perspectives .
Score 3.0	Analyze the causes and consequences of a specific issue, as well as the challenges and opportunities faced by those trying to address the problem. The student exhibits no major errors or omissions. <ul style="list-style-type: none"> ● Identify the causes of a specific world-history issue. ● Identify the consequences of a specific world-history issue. ● Analyze obstacles encountered by those trying to address the problem. ● Analyze opportunities encountered by those trying to address the problem. 		
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	There are no major errors or omissions regarding the simpler details and processes. However, the student exhibits major errors or omissions regarding the more complex ideas and processes.		
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.		

Standard 5: Analyze laws, policies, and processes, including powers and responsibilities, to determine how governmental systems affect individuals, groups, and institutions in society-social structures and stratification. (9-12.GV.1.GS.A & 9-12.GV.1.GS.B)			
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Activities
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	Analyze laws, policies, and processes, including powers and responsibilities, to determine how governmental systems affect individuals, groups, and institutions in society-social structures and stratification. The student exhibits no major errors or omissions. <ol style="list-style-type: none"> 1. Define and distinguish among governmental systems and their resulting laws, policies, and processes. 2. Investigate an issue and determine at least two laws, two policies, and two processes associated with the issue. 3. Define and distinguish between groups and society. 4. Draw conclusions, citing appropriate evidence, as to how government decisions impact individuals and groups. 		
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	There are no major errors or omissions regarding the simpler details and processes. However, the student exhibits major errors or omissions regarding the more complex ideas and processes.		
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.		

Standard 6: Analyze the relationship between geography and individuals, groups, and institutions. (9-12.GV.1.PC.B & 9-12.GV.1.G.A & 9-12.GV.1.G.B)			
Score	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Activities
4.0	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	Analyze the relationship between geography and individuals, groups, and institutions. The student exhibits no major errors or omissions. <ol style="list-style-type: none"> 1. Locate major geographic features and identify their impact on a given civilization. 2. Locate major cities and geographic boundaries of a given civilization. 3. Identify human settlement activities (such as finding shelter, food, and water) of this time period/civilization. 4. Describe the impact of human settlement activities on the environmental and cultural characteristics (e.g. clothing, music, art, and religion) of this civilization. 		
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	There are no major errors or omissions regarding the simpler details and processes. However, the student exhibits major errors or omissions regarding the more complex ideas and processes.		
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.		

Standard 7: Examine the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals, groups, and institutions. (9-12.GV.1.EC.A)			
Score	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Activities
4.0	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	Examine the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals, groups, and institutions. The student exhibits no major errors or omissions. <ol style="list-style-type: none"> 1. Examine the opportunity costs (the loss of potential gain from other alternatives when one alternative is chosen) of economic decisions for society as a whole as well as on individuals. 2. Examine the benefits (an advantage or profit gained from something) of economic decisions for society as a whole as well as on individuals. 		
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	There are no major errors or omissions regarding the simpler details and processes. However, the student exhibits major errors or omissions regarding the more complex ideas and processes.		
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.		

AP MODERN WORLD HISTORY

Scope and Sequence	The Global Tapestry	Networks of Exchange	Land Based Empires	Transoceanic Interconnections	Revolutions	Consequences of Industrialization	Global Conflict	Cold War And Decolonization	Globalization
K-12 Social Studies									
Using an inquiry lens, describe how people's perspectives shape the sources/artifacts they created. (9-12.GV.1.CC.B & 9-12.GV.1.PC.A)	x	x	x	x	x	x	x	x	x
Create and use tools and other graphic representations to analyze a chronological sequence of events, explain relationships, and reveal patterns or trends. (9-12.GV.1.CC.A & 9-12.GV.1.G.A)	x	x	x	x	x	x	x	x	x
Using an inquiry lens, develop compelling questions, determine appropriate resources, and consider multiple points of views represented in the resources, develop a research plan, create and present a research product. (9-12.GV.1.CC.C & 9-12.GV.1.CC.D)	x	x	x	x	x	x	x	x	x
Analyze the causes and consequences of a specific issue, as well as the challenges and opportunities faced by those trying to address the problem. (9-12.GV.1.CC.E)	x	x	x	x	x	x	x	x	x
Analyze laws, policies, and processes, including powers and responsibilities, to determine how governmental systems affect individuals, groups, and institutions in society -social structures and stratification. (9-12.GV.1.GS.A & 9-12.GV.1.GS.B)	x	x	x	x	x	x	x	x	x
Analyze the relationship between geography and individuals, groups, and institutions. (9-12.GV.1.PC.B & 9-12.GV.1.G.A & 9-12.GV.1.G.B)	x	x	x	x	x	x	x	x	x
Examine the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals, groups, and institutions. (9-12.GV.1.EC.A)	x	x	x	x	x	x	x	x	x

AP Modern World History
Course Overview

Grade level(s): 10th-12th

Credits earned:1

Course Rationale

Course Description

In AP World History: Modern, students investigate significant events, individuals, developments, and processes from 1200 to the present. The class will prepare students for the AP exam in May.

The course provides six themes that students explore throughout the course in order to make connections among historical developments in different times and places: humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation.

Transfer Goals/Big Ideas

Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change over time.

Priority Missouri Learning Standards/National Standards

AP Historical Thinking Skills:

1. Identify and explain historical developments and processes
2. Analyze sourcing and situation of primary and secondary sources
3. Analyze arguments in primary and secondary sources
4. Analyze the context of historical events, developments, or processes
5. Using historical reasoning processes (comparison, causation, continuity and change), analyze patterns and connections between and among historical developments and processes.
6. Develop an argument

[Missouri Learning Standards](#)

Unit 1 - The Global Tapestry - 1200 - 1450

Standards	Transfer Goal/Big Idea	
<p><u>Priority Skill Standards:</u></p> <ul style="list-style-type: none"> Using an inquiry lens, describe how people's perspectives shape the sources/artifacts they created Create and use tools and other graphic representations to analyze a chronological sequence of events, explain relationships, and reveal patterns or trends. Using an inquiry lens, develop compelling questions, determine appropriate resources, and consider multiple points of views represented in the resources, develop a research plan, create and present a research product. Analyze the causes and consequences of a specific issue, as well as the challenges and opportunities faced by those trying to address the problem. Analyze laws, policies, and processes, including powers and responsibilities, to determine how governmental systems affect individuals, groups, and institutions in society -social structures and stratification. Analyze the relationship between geography and individuals, groups, and institutions. Examine the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals, groups, and institutions. <p><u>AP Historical Thinking Skills :</u></p> <ol style="list-style-type: none"> Identify and explain historical developments and processes Analyze sourcing and situation of primary and secondary sources Analyze arguments in primary and secondary sources Analyze the context of historical events, developments, or processes Using historical reasoning processes (comparison, causation, continuity and change), analyze patterns and connections between and among historical developments and processes. Develop an argument 	<p>Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change over time.</p>	
	Enduring Understandings	Essential Questions
	<ul style="list-style-type: none"> Movement of people, goods and ideas impact society within and among regions Advancements in education and technology impacts conflict and cooperation Society expands to shape their social, political, and economic perspectives Governments, institutions, and organizations impact their respective societies and the world. 	<ul style="list-style-type: none"> To what extent did the movement of people and goods impact Africa, the Americas and Europe? To what extent did religion impact daily life in these areas? How and why did different systems of governance develop in the various regions?

Learning Targets

Students will understand developments in Dar al-Islam, Europe (Renaissance), and in South & SE Asia.
 Students will understand state-building in the Americas and Africa.

Unit Duration:3 Weeks

Unit 2 - Networks of Exchange - 1200 - 1450

Standards	Transfer Goals/Big Ideas	
<p><u>Priority Skill Standards:</u></p> <ul style="list-style-type: none"> Using an inquiry lens, describe how people's perspectives shape the sources/artifacts they created. Create and use tools and other graphic representations to analyze a chronological sequence of events, explain relationships, and reveal patterns or trends. Using an inquiry lens, develop compelling questions, determine appropriate resources, and consider multiple points of views represented in the resources, develop a research plan, create and present a research product. Analyze the causes and consequences of a specific issue, as well as the challenges and opportunities faced by those trying to address the problem. Analyze laws, policies, and processes, including powers and responsibilities, to determine how governmental systems affect individuals, groups, and institutions in society -social structures and stratification. Analyze the relationship between geography and individuals, groups, and institutions. Examine the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals, groups, and institutions. <p><u>AP Historical Thinking Skills</u></p> <ol style="list-style-type: none"> Identify and explain historical developments and processes Analyze sourcing and situation of primary and secondary sources Analyze arguments in primary and secondary sources Analyze the context of historical events, developments, or processes Using historical reasoning processes (comparison, causation, continuity and change), analyze patterns and connections between and among historical developments and processes. Develop an argument 	<p>Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change over time.</p>	
	<p>Enduring Understandings</p> <ul style="list-style-type: none"> Movement of people, goods and ideas impact society within and among regions Interconnectedness causes positive and negative consequences Society expands to shape their social, political, and economic perspectives 	<p>Essential Questions</p> <ul style="list-style-type: none"> In what ways did societies develop and innovate within their economic systems to respond to the growth of networks of exchange across Asia and Africa? Explain the intellectual and cultural effects of the various networks of exchange in Afro-Eurasia Explain causes and growth of networks of exchange in these areas. Describe the different technologies and innovations that contributed to the development of the various trade-networks between 1200 - 1450.
<p>Learning Targets</p>		
<p>Students will understand developments in trade networks, such as the Silk Road, Indian Ocean, and Trans-Saharan routes, and new patterns of exchange. Students will understand the spread of religions (Islam, Christianity...), spread of technology (astrolabe, compass...), and spread of disease and warfare. Students will understand the impact of the Mongol impact on the modern world.</p>		
<p>Unit Duration:3 - 4 Weeks</p>		

Unit 3 - Land-Based Empires - 1450 - 1750

Standards	Transfer Goal/Big Idea	
<p>Priority Skill Standards:</p> <ul style="list-style-type: none"> Using an inquiry lens, describe how people's perspectives shape the sources/artifacts they created. Create and use tools and other graphic representations to analyze a chronological sequence of events, explain relationships, and reveal patterns or trends. Using an inquiry lens, develop compelling questions, determine appropriate resources, and consider multiple points of views represented in the resources, develop a research plan, create and present a research product. Analyze the causes and consequences of a specific issue, as well as the challenges and opportunities faced by those trying to address the problem. Analyze laws, policies, and processes, including powers and responsibilities, to determine how governmental systems affect individuals, groups, and institutions in society -social structures and stratification. Analyze the relationship between geography and individuals, groups, and institutions. Examine the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals, groups, and institutions. <p><u>AP Historical Thinking Skills</u></p> <ol style="list-style-type: none"> Identify and explain historical developments and processes Analyze sourcing and situation of primary and secondary sources Analyze arguments in primary and secondary sources Analyze the context of historical events, developments, or processes Using historical reasoning processes (comparison, causation, continuity and change), analyze patterns and connections between and among historical developments and processes. Develop an argument 	<p>Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change over time.</p>	
	Enduring Understandings	Essential Questions
	<ul style="list-style-type: none"> Push/pull factors of political, social, and economic tension Governments, institutions, and organizations impact their respective societies Laws, policies, and processes have intended and unintended consequences for individuals and groups in society 	<ul style="list-style-type: none"> How did rulers use a variety of methods to legitimize and consolidate their power in land-based empires from 1450 to 1750? To what extent did leaders utilize their belief systems to make change or consolidate power? To what extent were trade networks affected by the rise and expansion of these large land-based empires that competed with each other for dominance and territory? Analyze the different methods by which various Land-Based empires increased their influence from 1450 to 1750.

Learning Targets

Students will understand how technology (gunpowder) helped to consolidate and expand land-based empires.
 Students will understand the impact of the competing forms of Islam in the rise and fall of empires.
 Students will be able to compare/contrast political and social impacts of the rise and fall of the Ottoman, Safavid, Mughal, and Qing Dynasty.

Unit 4 - Transoceanic Interconnections - 1450 - 1750

Standards	Transfer Goals/Big Idea	
<p><u>Priority Skill Standards:</u></p> <ul style="list-style-type: none"> ● Using an inquiry lens, describe how people's perspectives shape the sources/artifacts they created. ● Create and use tools and other graphic representations to analyze a chronological sequence of events, explain relationships, and reveal patterns or trends. ● Using an inquiry lens, develop compelling questions, determine appropriate resources, and consider multiple points of views represented in the resources, develop a research plan, create and present a research product. ● Analyze the causes and consequences of a specific issue, as well as the challenges and opportunities faced by those trying to address the problem. ● Analyze laws, policies, and processes, including powers and responsibilities, to determine how governmental systems affect individuals, groups, and institutions in society -social structures and stratification. ● Analyze the relationship between geography and individuals, groups, and institutions. ● Examine the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals, groups, and institutions. <p><u>AP Historical Thinking Skills:</u></p> <ol style="list-style-type: none"> 1. Identify and explain historical developments and processes 2. Analyze sourcing and situation of primary and secondary sources 3. Analyze arguments in primary and secondary sources 4. Analyze the context of historical events, developments, or processes 5. Using historical reasoning processes (comparison, causation, continuity and change), analyze patterns and connections between and among historical developments and processes. 6. Develop an argument 	<p>Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change over time.</p>	
	<p align="center">Enduring Understandings</p>	<p align="center">Essential Questions</p>
	<ul style="list-style-type: none"> ● Movement of people, goods and ideas impact society within and among regions ● Advancements in education and technology impacts conflict and cooperation ● Ideas/influences that lead to change 	<ul style="list-style-type: none"> ● To what extent did the movement of people and goods impact Africa, the Americas and Europe? ● To what extent did political states play a role in the expansion of maritime trade and what were their motivations? ● Explain the continuities and changes in economic systems and labor systems from 1450 to 1750. ● Analyze and Explain how intellectual and technological innovations resulted in a globally connected society between 1450 - 1750.
<p align="center">Learning Targets</p>		
<p>Students will understand how technological innovations (new ships, astrolabe...) developed and led to European exploration of Africa and the Americas.</p> <p>Students will understand the impact of new overseas trade such as the Triangular Trade and the Columbian Exchange.</p> <p>Students will understand the environmental impact of new trade (diseases) on newly discovered empires.</p> <p>Students will understand the new social orders that developed in the New World.</p>		
<p>Unit Duration:3 - 4 Weeks</p>		

Unit 5 - Revolutions - 1750 - 1900

Standards	Transfer Goals/Big Idea	
<p>Priority Skill Standards:</p> <ul style="list-style-type: none"> Using an inquiry lens, describe how people's perspectives shape the sources/artifacts they created. Create and use tools and other graphic representations to analyze a chronological sequence of events, explain relationships, and reveal patterns or trends. Using an inquiry lens, develop compelling questions, determine appropriate resources, and consider multiple points of views represented in the resources, develop a research plan, create and present a research product. Analyze the causes and consequences of a specific issue, as well as the challenges and opportunities faced by those trying to address the problem. Analyze laws, policies, and processes, including powers and responsibilities, to determine how governmental systems affect individuals, groups, and institutions in society -social structures and stratification. Analyze the relationship between geography and individuals, groups, and institutions. Examine the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals, groups, and institutions. <p>AP Historical Thinking Skills:</p> <ol style="list-style-type: none"> Identify and explain historical developments and processes Analyze sourcing and situation of primary and secondary sources Analyze arguments in primary and secondary sources Analyze the context of historical events, developments, or processes Using historical reasoning processes (comparison, causation, continuity and change), analyze patterns and connections between and among historical developments and processes. Develop an argument 	<p>Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change over time.</p>	
	Enduring Understandings	Essential Questions
	<ul style="list-style-type: none"> Ideas/influences that lead to change Revolutions change governmental and social policies Governments, institutions, and organizations impact their respective societies and the world. 	<ul style="list-style-type: none"> To what extent did new ideas from the previous units contribute to revolutionary ideas in these areas? To what extent were political and economic issues factors in political revolutions? How did the Agricultural and Industrial Revolutions lead to societal/economic changes in the period from 1750-1900?

Learning Targets

Students will understand the development of new political ideas from the Enlightenment (social contract, natural rights, popular sovereignty) in relation to revolutions in the Americas, France, and the Latin World (Haiti, Argentina, Brazil, and Mexico).
 Students will understand the rise and impact of the Industrial Revolution (Mercantilism, capitalism, laissez-faire economics, factors of production...)
 Students will understand the continuities and changes that occurred globally as a result of the Industrial Age.

Unit Duration:3 - 4 Weeks

Unit 6 - Consequences of Industrialization - 1750 - 1900

Standards	Transfer Goals/Big Idea	
<p><u>Priority Skill Standards:</u></p> <ul style="list-style-type: none"> Using an inquiry lens, describe how people's perspectives shape the sources/artifacts they created. Create and use tools and other graphic representations to analyze a chronological sequence of events, explain relationships, and reveal patterns or trends. Using an inquiry lens, develop compelling questions, determine appropriate resources, and consider multiple points of views represented in the resources, develop a research plan, create and present a research product. Analyze the causes and consequences of a specific issue, as well as the challenges and opportunities faced by those trying to address the problem. Analyze laws, policies, and processes, including powers and responsibilities, to determine how governmental systems affect individuals, groups, and institutions in society -social structures and stratification. Analyze the relationship between geography and individuals, groups, and institutions. Examine the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals, groups, and institutions. <p><u>AP Historical Thinking Skills:</u></p> <ol style="list-style-type: none"> Identify and explain historical developments and processes Analyze sourcing and situation of primary and secondary sources Analyze arguments in primary and secondary sources Analyze the context of historical events, developments, or processes Using historical reasoning processes (comparison, causation, continuity and change), analyze patterns and connections between and among historical developments and processes. Develop an argument 	<p>Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change over time.</p>	
	<p align="center">Enduring Understandings</p>	<p align="center">Essential Questions</p>
	<ul style="list-style-type: none"> Movement of people, goods and ideas impact society within and among regions Advancements in education and technology impacts conflict and cooperation Society expands to shape their social, political, and economic perspectives Global conflict leads to geographic movement of populations or effect on people, groups, and cultures. 	<ul style="list-style-type: none"> How did the social, political and economic issues that emerged from the Enlightenment and political revolutions of the 1700s and 1800s result in advancements in human society? Explain how the Industrial Revolution was a catalyst for social, political and economic changes that occurred between 1750 - 1900. In what ways did imperial powers consolidate power and expand conquered territory around the globe between 1750 and 1900? Analyze the purpose and justifications industrial powers utilized to engage in a second wave of Imperialism between 1750 - 1900.

Learning Targets

Students will understand state expansion (imperialism) and the effect on indigenous populations.
 Students will understand new economic ideas (communism and socialism) and their impact on state building.
 Students will understand new reform movements in competing states (Tanzimat Reforms...)
 Students will understand the impact of immigration/emigration from the Old World to the New World.

Unit Duration:3 - 4 Weeks

Unit 7 - Global Conflict - 1900 - Present

Standards	Transfer Goals/Big Idea	
<p><u>Priority Skill Standards:</u></p> <ul style="list-style-type: none"> Using an inquiry lens, describe how people's perspectives shape the sources/artifacts they created. Create and use tools and other graphic representations to analyze a chronological sequence of events, explain relationships, and reveal patterns or trends. Using an inquiry lens, develop compelling questions, determine appropriate resources, and consider multiple points of views represented in the resources, develop a research plan, create and present a research product. Analyze the causes and consequences of a specific issue, as well as the challenges and opportunities faced by those trying to address the problem. Analyze laws, policies, and processes, including powers and responsibilities, to determine how governmental systems affect individuals, groups, and institutions in society -social structures and stratification. Analyze the relationship between geography and individuals, groups, and institutions. Examine the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals, groups, and institutions. <p><u>AP Historical Thinking Skills:</u></p> <ol style="list-style-type: none"> Identify and explain historical developments and processes Analyze sourcing and situation of primary and secondary sources Analyze arguments in primary and secondary sources Analyze the context of historical events, developments, or processes Using historical reasoning processes (comparison, causation, continuity and change), analyze patterns and connections between and among historical developments and processes. Develop an argument 	<p>Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change over time.</p>	
	<p align="center">Enduring Understandings</p>	<p align="center">Essential Questions</p>
	<ul style="list-style-type: none"> Global conflict leads to geographic movement of populations or effect on people, groups, and cultures. Treaties, agreements, and international organizations role in conflict and cooperation Governments, institutions, and organizations impact their respective societies and the world Patterns of human rights violations and genocides as well as attempts at resolutions for current and future conflict. New technological advancements increase people's ability to alter the outcomes of conflicts 	<ul style="list-style-type: none"> To what extent did internal/external factors lead to changes in the global political order after 1900 and how did these changes result in global conflict? How did the various treaties and agreements before and after the World Wars impact the global political order? Describe the similarities and differences in the various mass atrocities that have occurred globally between 1900 and the present. To what extent did new technologies and innovations change/impact the various conflicts between 1900-present.
<p align="center">Learning Targets</p>		
<p>Students will understand the causes/effects of global conflicts (WW1, WW2, Treaty of Versailles, Balfour Declaration)</p> <p>Students will understand causes/effects of mass atrocities in the 1900s (Holocaust, Rwandan Genocide...)</p> <p>Students will understand the impact of new technologies on events in the 1900s (machine guns, atomic bomb, airplanes, submarines, poison gas)</p>		
<p>Unit Duration:3 - 4 Weeks</p>		

Unit 8 - Cold War and Decolonization - 1900 - Present

Standards	Transfer Goals/Big Idea	
<p><u>Priority Skill Standards:</u></p> <ul style="list-style-type: none"> Using an inquiry lens, describe how people's perspectives shape the sources/artifacts they created. Create and use tools and other graphic representations to analyze a chronological sequence of events, explain relationships, and reveal patterns or trends. Using an inquiry lens, develop compelling questions, determine appropriate resources, and consider multiple points of views represented in the resources, develop a research plan, create and present a research product. Analyze the causes and consequences of a specific issue, as well as the challenges and opportunities faced by those trying to address the problem. Analyze laws, policies, and processes, including powers and responsibilities, to determine how governmental systems affect individuals, groups, and institutions in society -social structures and stratification. Analyze the relationship between geography and individuals, groups, and institutions. Examine the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals, groups, and institutions. <p><u>AP Historical Thinking Skills:</u></p> <ol style="list-style-type: none"> Identify and explain historical developments and processes Analyze sourcing and situation of primary and secondary sources Analyze arguments in primary and secondary sources Analyze the context of historical events, developments, or processes Using historical reasoning processes (comparison, causation, continuity and change), analyze patterns and connections between and among historical developments and processes. Develop an argument 	<p>Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change over time.</p>	
	<p align="center">Enduring Understandings</p> <ul style="list-style-type: none"> Global conflict leads to geographic movement of populations or effect on people, groups, and cultures Interconnectedness causes positive and negative consequences Society expands to shape their social, political, and economic perspectives Push/pull factors of political, social, and economic tensions. 	<p align="center">Essential Questions</p> <ul style="list-style-type: none"> How did the results of the second world war impact the social, economic and political atmosphere on a global scale? Describe how differing political ideologies between East and West resulted in Proxy Wars and other Cold War tensions globally. To what extent did East/West policies impact the distribution of resources globally? Explain the political, social and economic movements that resulted in the Decolonization of Africa and Asia.

Learning Targets

Students will understand impact of Yalta Conference (Cold War, NATO/Warsaw Pact, Korean and Vietnam conflicts, containment)
 Students will understand factors leading to decolonization in Africa, the Americas, and Asia.
 Students will understand the issues newly formed states will encounter.

Unit Duration:3 - 4 Weeks

Unit 9 - Globalization - 1900 - Present

Standards	Transfer Goals/Big Idea	
<p>Priority Skill Standards:</p> <ul style="list-style-type: none"> ● Using an inquiry lens, describe how people's perspectives shape the sources/artifacts they created. ● Create and use tools and other graphic representations to analyze a chronological sequence of events, explain relationships, and reveal patterns or trends. ● Using an inquiry lens, develop compelling questions, determine appropriate resources, and consider multiple points of views represented in the resources, develop a research plan, create and present a research product. ● Analyze the causes and consequences of a specific issue, as well as the challenges and opportunities faced by those trying to address the problem. ● Analyze laws, policies, and processes, including powers and responsibilities, to determine how governmental systems affect individuals, groups, and institutions in society -social structures and stratification. ● Analyze the relationship between geography and individuals, groups, and institutions. ● Examine the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals, groups, and institutions. <p>AP Historical Thinking Skills:</p> <ol style="list-style-type: none"> 1. Identify and explain historical developments and processes 2. Analyze sourcing and situation of primary and secondary sources 3. Analyze arguments in primary and secondary sources 4. Analyze the context of historical events, developments, or processes 5. Using historical reasoning processes (comparison, causation, continuity and change), analyze patterns and connections between and among historical developments and processes. 6. Develop an argument 	<p>Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change over time.</p>	
	<p>Enduring Understandings</p> <ul style="list-style-type: none"> ● Movement of people, goods and ideas impact society within and among regions ● Advancements in education and technology impacts conflict and cooperation ● Global conflict leads to geographic movement of populations or effect on people, groups, and cultures. ● Patterns of human rights violations and genocide as well as attempts at resolutions for current and future conflict 	<p>Essential Questions</p> <ul style="list-style-type: none"> ● In what ways did the changes in technology and education shape the way people lived from 1900-present? ● In what ways did diseases and other medical ideas play a role in shaping day to day lives of people on a global scale? ● Explain how globalization is a catalyst for political conflicts, human rights violations and environmental concerns? ● Describe how globalization has resulted in a more interconnected society between 1900 and the present.
<p>Learning Targets</p>		
<p>Students will understand new world agencies and their impact on global issues (WHO, United Nations, new technologies-internet) Students will understand the impact of globalization on economic, political, and social systems.</p>		
<p>Unit Duration:3 - 4 Weeks</p>		

Standard 1: Using an inquiry lens, describe how people's perspectives shape the sources/artifacts they created. (9-12.GV.1.CC.B & 9-12.GV.1.PC.A)			
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Activities
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	Document Based Questions/Essays (AP Rubric) Using historical context, POV, Author's purpose... Unit 1: The Global Tapestry
Score 3.0	Using an inquiry lens, describe how people's perspectives shape the sources/artifacts they created. The student exhibits no major errors or omissions. <ul style="list-style-type: none"> Analyze artifacts and/or primary sources from this era. Make inferences about the purpose of the artifacts and what they might have been used for. Draw conclusions about what these artifacts demonstrate about the political, social, and economic circumstances that shaped this society. 		Unit 2: Networks of Exchange Unit 3: Land-based Empires Unit 4: Trans-Oceanic Connections Unit 5: Revolutions
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	Unit 6: Consequences of Industrialization
Score 2.0	There are no major errors or omissions regarding the simpler details and processes. However, the student exhibits major errors or omissions regarding the more complex ideas and processes.		Unit 7: Global Conflict Unit 8: Cold War and Decolonization
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	Unit 9: Globalization
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.		

Standard 2: Create and use tools and other graphic representations to analyze a chronological sequence of events, explain relationships, and reveal patterns or trends. (9-12.GV.1.CC.A & 9-12.GV.1.G.A)			
Score	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Activities
4.0			Periodization Chart (Timelines) Unit 1: The Global Tapestry Unit 2: Networks of Exchange Unit 3: Land-based Empires Unit 4: Trans-Oceanic Connections Unit 5: Revolutions Unit 6: Consequences of Industrialization Unit 7: Global Conflict Unit 8: Cold War and Decolonization Unit 9: Globalization
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	Create and use tools and other graphic representations to analyze a chronological sequence of events, explain relationships, and reveal patterns or trends. The student exhibits no major errors or omissions. <ul style="list-style-type: none"> ● Create and/or use tools and other graphic representations to <ul style="list-style-type: none"> ○ analyze a chronological sequence of events ○ explain relationships ○ reveal patterns or trends 		
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	There are no major errors or omissions regarding the simpler details and processes. However, the student exhibits major errors or omissions regarding the more complex ideas and processes.		
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.		

Standard 3: Using an inquiry lens, develop compelling questions, determine appropriate resources, and consider multiple points of view represented in the resources, develop a research plan, create and present a research product. (9-12.GV.1.CC.C & 9-12.GV.1.CC.D)		
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.
Score 3.0	Using an inquiry lens, develop compelling questions, determine appropriate resources, and consider multiple points of views represented in the resources, develop a research plan, create and present a research product. The student exhibits no major errors or omissions. <ol style="list-style-type: none"> 1. Pose a compelling central question. 2. Explain how the question builds on the ideas of experts. 3. Use specific supporting questions grounded in expert ideas. 4. Identify additional questions related to the central question. 5. Consult multiple significant sources of various types. 6. Critique the strengths and weaknesses of other ideas. 7. Apply an appropriate discipline lends to explain or argue in a precise nuanced way. 8. Plan and deliver a presentation based on task, audience, and purpose. 9. Make strategic use of multimedia presentations. 	
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.
Score 2.0	There are no major errors or omissions regarding the simpler details and processes. However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.
Score 0.0	Even with help, no understanding or skill demonstrated.	
Sample Activities		
Key Concept Research packets for each unit. (Researching key topics within each unit and present to class)		
Unit 1: The Global Tapestry		
Unit 2: Networks of Exchange		
Unit 3: Land-based Empires		
Unit 4: Trans-Oceanic Connections		
Unit 5: Revolutions		
Unit 6: Consequences of Industrialization		
Unit 7: Global Conflict		
Unit 8: Cold War and Decolonization		
Unit 9: Globalization		

Standard 4: Analyze the causes and consequences of a specific issue, as well as the challenges and opportunities faced by those trying to address the problem. (9-12.GV.1.GS.A & 9-12.GV.1.GS.B)			
Score	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Activities
4.0			Issue driven discussion questions (Socratic discussion of challenges and opportunities) Unit 1: The Global Tapestry Unit 2: Networks of Exchange Unit 3: Land-based Empires Unit 4: Trans-Oceanic Connections Unit 5: Revolutions Unit 6: Consequences of Industrialization Unit 7: Global Conflict Unit 8: Cold War and Decolonization Unit 9: Globalization
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	Analyze the causes and consequences of a specific issue, as well as the challenges and opportunities faced by those trying to address the problem. The student exhibits no major errors or omissions. <ul style="list-style-type: none"> • Identify the causes of a specific world-history issue. • Identify the consequences of a specific world-history issue. • Analyze obstacles encountered by those trying to address the problem. • Analyze opportunities encountered by those trying to address the problem. 		
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	There are no major errors or omissions regarding the simpler details and processes. However, the student exhibits major errors or omissions regarding the more complex ideas and processes.		
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.		

Standard 5: Analyze laws, policies, and processes, including powers and responsibilities, to determine how governmental systems affect individuals, groups, and institutions in society-social structures and stratification. (9-12.GV.1.GS.A & 9-12.GV.1.GS.B)			
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Activities
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	<p>Students will create SPICE-T (Social, political, interaction with environment, culture, economic, and technology) These are graphic organizers focusing on these topics.</p> <p>Unit 1: The Global Tapestry</p> <p>Unit 2: Networks of Exchange</p> <p>Unit 3: Land-based Empires</p> <p>Unit 4: Trans-Oceanic Connections</p> <p>Unit 5: Revolutions</p> <p>Unit 6: Consequences of Industrialization</p> <p>Unit 7: Global Conflict</p> <p>Unit 8: Cold War and Decolonization</p> <p>Unit 9: Globalization</p>
Score 3.0	<p>Analyze laws, policies, and processes, including powers and responsibilities, to determine how governmental systems affect individuals, groups, and institutions in society-social structures and stratification.</p> <p>The student exhibits no major errors or omissions.</p> <ol style="list-style-type: none"> 1. Define and distinguish among governmental systems and their resulting laws, policies, and processes. 2. Investigate an issue and determine at least two laws, two policies, and two processes associated with the issue. 3. Define and distinguish between groups and society. 4. Draw conclusions, citing appropriate evidence, as to how government decisions impact individuals and groups. 		
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes. However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>		
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	<p>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</p>		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	<p>Even with help, no understanding or skill demonstrated.</p>		

Standard 6: Analyze the relationship between geography and individuals, groups, and institutions. (9-12.GV.1.PC.B & 9-12.GV.1.G.A & 9-12.GV.1.G.B)			
Score	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Activities
4.0	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	Map analysis focusing on movement between geographical areas, people, and states.
3.0	Analyze the relationship between geography and individuals, groups, and institutions. The student exhibits no major errors or omissions. <ol style="list-style-type: none"> 1. Locate major geographic features and identify their impact on a given civilization. 2. Locate major cities and geographic boundaries of a given civilization. 3. Identify human settlement activities (such as finding shelter, food, and water) of this time period/civilization. 4. Describe the impact of human settlement activities on the environmental and cultural characteristics (e.g. clothing, music, art, and religion) of this civilization. 		Unit 1: The Global Tapestry Unit 2: Networks of Exchange Unit 3: Land-based Empires Unit 4: Trans-Oceanic Connections Unit 5: Revolutions Unit 6: Consequences of Industrialization Unit 7: Global Conflict Unit 8: Cold War and Decolonization Unit 9: Globalization
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
2.0	There are no major errors or omissions regarding the simpler details and processes. However, the student exhibits major errors or omissions regarding the more complex ideas and processes.		
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
0.0	Even with help, no understanding or skill demonstrated.		

Standard 7: Examine the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals, groups, and institutions. (9-12.GV.1.EC.A)			
Score	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Activities
4.0	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	Unit 2: Networks of Exchange
3.0	Examine the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals, groups, and institutions. The student exhibits no major errors or omissions. <ol style="list-style-type: none"> 1. Examine the opportunity costs (the loss of potential gain from other alternatives when one alternative is chosen) of economic decisions for society as a whole as well as on individuals. 2. Examine the benefits (an advantage or profit gained from something) of economic decisions for society as a whole as well as on individuals. 		Trade route projects examining Silk Road and other trade routes and their impact. Unit 4: Trans-Oceanic Connections Triangle trade route project examining impact of each leg of the triangle Unit 5: Revolutions
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	Compare/contrast chart with Capitalism and mercantilism
2.0	There are no major errors or omissions regarding the simpler details and processes. However, the student exhibits major errors or omissions regarding the more complex ideas and processes.		Unit 6: Consequences of Industrialization
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	Compare/contrast chart on capitalism/communism/socialism
1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		Unit 8: Cold War and Decolonization
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	Berlin Conference and colonial results research project
0.0	Even with help, no understanding or skill demonstrated.		Unit 9: Globalization Effects of global trade chart

AP EUROPEAN HISTORY

Scope and Sequence	Rennaissance and Age of Exploration	Age of Reformation	Absolutism and Constitutionalism	Scientific Revolution and Enlightenment	Conflict/Crisis/Reaction in the Late 18th Century	Industrialization	19th Century Perspectives and Political Outcomes	20th Century Conflicts	Cold War and Contemporary Europe
COURSE/GRADE									
Using an inquiry lens, describe how people's perspectives shape the sources/artifacts they created. (9-12.GV.1.CC.B & 9-12.GV.1.PC.A)	x	x	x	x	x	x	x	x	x
Create and use tools and other graphic representations to analyze a chronological sequence of events, explain relationships, and reveal patterns or trends. (9-12.GV.1.CC.A & 9-12.GV.1.G.A)	x	x	x		x		x	x	x
Using an inquiry lens, develop compelling questions, determine appropriate resources, and consider multiple points of views represented in the resources, develop a research plan, create and present a research product. (9-12.GV.1.CC.C & 9-12.GV.1.CC.D)	x	x	x	x	x	x	x	x	x
Analyze the causes and consequences of a specific issue, as well as the challenges and opportunities faced by those trying to address the problem. (9-12.GV.1.CC.E)	x		x	x	x		x	x	x
Analyze laws, policies, and processes, including powers and responsibilities, to determine how governmental systems affect individuals, groups, and institutions in society -social structures and stratification. (9-12.GV.1.GS.A & 9-12.GV.1.GS.B)	x	x	x	x	x	x	x	x	x
Analyze the relationship between geography and individuals, groups, and institutions. (9-12.GV.1.PC.B & 9-12.GV.1.G.A & 9-12.GV.1.G.B)	x	x		x	x		x	x	x
Examine the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals, groups, and institutions. (9-12.GV.1.EC.A)	x				x	x			x

**AP European History
Course Overview**

Grade level(s):10th-12th	Credits earned: 1 credit
Course Rationale	Course Description
The course content is organized into commonly taught units of study that provide a suggested sequence for the course. These units comprise the content and conceptual understandings that colleges and universities typically expect students to master to qualify for college credit and/or placement. This content is grounded in themes, which are cross-cutting concepts that build conceptual understanding and spiral throughout the course.	In AP European History, students investigate significant events, individuals, developments, and processes from approximately 1450 to the present. Students develop and use the same skills and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change. The course also provides seven themes that students explore throughout the course in order to make connections among historical developments in different times and places: interaction of Europe and the world, economic and commercial development, cultural and intellectual development, states and other institutions of power, social organization and development, national and European identity, and technological and scientific innovations
Transfer Goals/Big Ideas	
As Social Studies learners, students of the City of St. Charles School District will think critically and deeply about the world around them. Using effective communication supported by evidence, they will consider multiple perspectives as responsible, curious, informed decision makers who take meaningful action.	
Priority Missouri Learning Standards/National Standards	
<p><u>Missouri Learning Standards</u></p> <p><u>AP Historical Thinking Skills:</u></p> <ul style="list-style-type: none"> ● Identify and explain historical developments and processes ● Analyze sourcing and situation of primary and secondary sources ● Analyze arguments in primary and secondary sources ● Analyze the context of historical events, developments, or processes ● Using historical reasoning processes (comparison, causation, continuity and change), analyze patterns and connections between and among historical developments and processes. ● Develop an argument <p><u>AP History Themes:</u></p> <ul style="list-style-type: none"> ● Interaction of Europe and the world. ● Economic and commercial developments. ● Cultural and intellectual developments. ● States and other institutions of power. ● Social organization and development. ● National and European identity. ● Technological and scientific innovation. 	

Unit 1: Renaissance and Exploration

Standards	Transfer Goal(s) /Big Ideas	
<p>Priority Skill Standards:</p> <ul style="list-style-type: none"> ● Using an inquiry lens, describe how people's perspectives shape the sources/artifacts they created. ● Create and use tools and other graphic representations to analyze a chronological sequence of events, explain relationships, and reveal patterns or trends. ● Using an inquiry lens, develop compelling questions, determine appropriate resources, and consider multiple points of views represented in the resources, develop a research plan, create and present a research product. ● Analyze the causes and consequences of a specific issue, as well as the challenges and opportunities faced by those trying to address the problem. ● Analyze laws, policies, and processes, including powers and responsibilities, to determine how governmental systems affect individuals, groups, and institutions in society -social structures and stratification. ● Analyze the relationship between geography and individuals, groups, and institutions. ● Examine the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals, groups, and institutions. <p>AP History Themes</p> <ul style="list-style-type: none"> ● Interaction of Europe and the world. ● Economic and commercial developments. ● Cultural and intellectual developments. ● States and other institutions of power. ● Social organization and development. ● National and European identity. ● Technological and scientific innovation. <p>AP Historical Thinking Skills:</p> <ul style="list-style-type: none"> ● Identify and explain historical developments and processes ● Analyze sourcing and situation of primary and secondary sources ● Analyze arguments in primary and secondary sources ● Analyze the context of historical events, developments, or processes ● Using historical reasoning processes (comparison, causation, continuity and change), analyze patterns and connections between and among historical developments and processes. ● Develop an argument 	<p>As Social Studies learners, students of the City of St. Charles School District will think critically and deeply about the world around them. Using effective communication supported by evidence, they will consider multiple perspectives as responsible, curious, informed decision makers who take meaningful action.</p>	
	Enduring Understandings	Essential Questions
	<ul style="list-style-type: none"> ● Advancements in education and technology impacts conflict and cooperation ● Interconnectedness causes positive and negative consequences 	<ul style="list-style-type: none"> ● How did Renaissance thought and exploration impact European society?
Learning Targets		
<p>Students will understand Humanism, Machiavelli, Christian Humanism, Printing Press, Spanish Inquisition, Concordat of Bologna, Peace of Augsburg, colony, mercantilism, Columbian Exchange, Middle Passage, Commercial Revolution.</p>		
Unit Duration: 7-8 Classes		

Unit 2: Age of Reformation

Standards	Transfer Goal(s) /Big Ideas	
<p>Priority Skill Standards:</p> <ul style="list-style-type: none"> Using an inquiry lens, describe how people's perspectives shape the sources/artifacts they created. Create and use tools and other graphic representations to analyze a chronological sequence of events, explain relationships, and reveal patterns or trends. Using an inquiry lens, develop compelling questions, determine appropriate resources, and consider multiple points of views represented in the resources, develop a research plan, create and present a research product. Analyze the causes and consequences of a specific issue, as well as the challenges and opportunities faced by those trying to address the problem. Analyze laws, policies, and processes, including powers and responsibilities, to determine how governmental systems affect individuals, groups, and institutions in society -social structures and stratification. Analyze the relationship between geography and individuals, groups, and institutions. Examine the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals, groups, and institutions. <p>AP History Themes:</p> <ul style="list-style-type: none"> Interaction of Europe and the world. Economic and commercial developments. Cultural and intellectual developments. States and other institutions of power. Social organization and development. National and European identity. Technological and scientific innovation. <p>AP Historical Thinking Skills</p> <ul style="list-style-type: none"> Identify and explain historical developments and processes Analyze sourcing and situation of primary and secondary sources Analyze arguments in primary and secondary sources Analyze the context of historical events, developments, or processes Using historical reasoning processes (comparison, causation, continuity and change), analyze patterns and connections between and among historical developments and processes. Develop an argument 	<p>As Social Studies learners, students of the City of St. Charles School District will think critically and deeply about the world around them. Using effective communication supported by evidence, they will consider multiple perspectives as responsible, curious, informed decision makers who take meaningful action.</p>	
	Enduring Understandings	Essential Questions
	<ul style="list-style-type: none"> Push/pull factors of political, social, and economic tension Governments, institutions, and organizations impact their respective societies Laws, policies, and processes have intended and unintended consequences for individuals and groups in society 	<ul style="list-style-type: none"> Analyze the factors that led to and the impacts of the Protestant Reformation.

Learning Targets

Students will understand Martin Luther, John Calvin, Anabaptists, St. Bartholomew's Day Massacre, Habsburgs, Thirty Years' War, Peace of Westphalia, Council of Trent, Mannerism and Baroque Art.

Unit Duration: 7-8 Classes

Unit 3: Absolutism and Constitutionalism

Standards	Transfer Goal(s) /Big Ideas	
<p>Priority Skill Standards:</p> <ul style="list-style-type: none"> Using an inquiry lens, describe how people's perspectives shape the sources/artifacts they created. Create and use tools and other graphic representations to analyze a chronological sequence of events, explain relationships, and reveal patterns or trends. Using an inquiry lens, develop compelling questions, determine appropriate resources, and consider multiple points of views represented in the resources, develop a research plan, create and present a research product. Analyze the causes and consequences of a specific issue, as well as the challenges and opportunities faced by those trying to address the problem. Analyze laws, policies, and processes, including powers and responsibilities, to determine how governmental systems affect individuals, groups, and institutions in society -social structures and stratification. Analyze the relationship between geography and individuals, groups, and institutions. Examine the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals, groups, and institutions. <p>AP History Themes:</p> <ul style="list-style-type: none"> Interaction of Europe and the world. Economic and commercial developments. Cultural and intellectual developments. States and other institutions of power. Social organization and development. National and European identity. Technological and scientific innovation. <p>AP Historical Thinking Skills:</p> <ul style="list-style-type: none"> Identify and explain historical developments and processes Analyze sourcing and situation of primary and secondary sources Analyze arguments in primary and secondary sources Analyze the context of historical events, developments, or processes Using historical reasoning processes (comparison, causation, continuity and change), analyze patterns and connections between and among historical developments and processes. Develop an argument 	<p>As Social Studies learners, students of the City of St. Charles School District will think critically and deeply about the world around them. Using effective communication supported by evidence, they will consider multiple perspectives as responsible, curious, informed decision makers who take meaningful action.</p>	
	<p align="center">Enduring Understandings</p>	<p align="center">Essential Questions</p>
	<ul style="list-style-type: none"> Governments, institutions, and organizations impact their respective societies and the world Ideas/influences that lead to change Laws, policies and processes have intended and unintended consequences for individuals and groups in society 	<ul style="list-style-type: none"> Compare the different European government systems that emerged from 1648 to 1815.
<p align="center">Learning Targets</p>		
<p>Students will understand English Civil War, English Bill of Rights, Glorious Revolution, Cottage Industry, Dutch Republic, Louis XIV, Battle of Vienna, Peter the Great, Philip II.</p>		
<p>Unit Duration: 7-8 Classes</p>		

Unit 4: Scientific, Philosophical, and Political Developments

Standards	Transfer Goal(s) /Big Ideas	
<p>Priority Skill Standards:</p> <ul style="list-style-type: none"> Using an inquiry lens, describe how people's perspectives shape the sources/artifacts they created. Create and use tools and other graphic representations to analyze a chronological sequence of events, explain relationships, and reveal patterns or trends. Using an inquiry lens, develop compelling questions, determine appropriate resources, and consider multiple points of views represented in the resources, develop a research plan, create and present a research product. Analyze the causes and consequences of a specific issue, as well as the challenges and opportunities faced by those trying to address the problem. Analyze laws, policies, and processes, including powers and responsibilities, to determine how governmental systems affect individuals, groups, and institutions in society -social structures and stratification. Analyze the relationship between geography and individuals, groups, and institutions. Examine the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals, groups, and institutions. <p>AP History Themes:</p> <ul style="list-style-type: none"> Interaction of Europe and the world. Economic and commercial developments. Cultural and intellectual developments. States and other institutions of power. Social organization and development. National and European identity. Technological and scientific innovation. <p>AP Historical Thinking Skills:</p> <ul style="list-style-type: none"> Identify and explain historical developments and processes Analyze sourcing and situation of primary and secondary sources Analyze arguments in primary and secondary sources Analyze the context of historical events, developments, or processes Using historical reasoning processes (comparison, causation, continuity and change), analyze patterns and connections between and among historical developments and processes. Develop an argument 	<p>As Social Studies learners, students of the City of St. Charles School District will think critically and deeply about the world around them. Using effective communication supported by evidence, they will consider multiple perspectives as responsible, curious, informed decision makers who take meaningful action.</p>	
	Enduring Understandings	Essential Questions
	<ul style="list-style-type: none"> Advancements in education and technology impacts conflict and cooperation Society expands to shape their social, political, and economic perspectives Cultural achievements challenge the status quo 	<ul style="list-style-type: none"> Analyze the impacts that the Scientific Revolution had on European society.
Learning Targets		
<p>Students will understand Copernicus, Galileo, Newton, William Harvey, Francis Bacon, Montesquieu, Locke, Rousseau, Voltaire, Diderot, Adam Smith, Frederick II of Prussia, Joseph II of Austria, Maria Theresa.</p>		
<p>Unit Duration: 7-8 Classes</p>		

Unit 5: Conflict, Crisis, and Reaction in the Late 18th Century

Standards	Transfer Goal(s) /Big Ideas	
<p><u>Priority Skill Standards:</u></p> <ul style="list-style-type: none"> Using an inquiry lens, describe how people's perspectives shape the sources/artifacts they created. Create and use tools and other graphic representations to analyze a chronological sequence of events, explain relationships, and reveal patterns or trends. Using an inquiry lens, develop compelling questions, determine appropriate resources, and consider multiple points of views represented in the resources, develop a research plan, create and present a research product. Analyze the causes and consequences of a specific issue, as well as the challenges and opportunities faced by those trying to address the problem. Analyze laws, policies, and processes, including powers and responsibilities, to determine how governmental systems affect individuals, groups, and institutions in society -social structures and stratification. Analyze the relationship between geography and individuals, groups, and institutions. Examine the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals, groups, and institutions. <p><u>AP History Themes:</u></p> <ul style="list-style-type: none"> Interaction of Europe and the world. Economic and commercial developments. Cultural and intellectual developments. States and other institutions of power. Social organization and development. National and European identity. Technological and scientific innovation. <p><u>AP Historical Thinking Skills:</u></p> <ul style="list-style-type: none"> Identify and explain historical developments and processes Analyze sourcing and situation of primary and secondary sources Analyze arguments in primary and secondary sources Analyze the context of historical events, developments, or processes Using historical reasoning processes (comparison, causation, continuity and change), analyze patterns and connections between and among historical developments and processes. Develop an argument 	<p>As Social Studies learners, students of the City of St. Charles School District will think critically and deeply about the world around them. Using effective communication supported by evidence, they will consider multiple perspectives as responsible, curious, informed decision makers who take meaningful action.</p>	
	Enduring Understandings	Essential Questions
	<ul style="list-style-type: none"> Revolutions change governmental and societal policies Governments, institutions, and organizations impact their respective societies and the world Ideas/influences that lead to change 	<ul style="list-style-type: none"> Analyze the reactions to the French Revolution.
Learning Targets		
<p>Students will understand Seven Years' War, French Revolution, Edmund Burke, Napoleon, Nationalism, Congress of Vienna, Romanticism, John Wesley.</p>		
<p>Unit Duration: 7-8 Classes</p>		

Unit 6: Industrialization and Its Effects

Standards	Transfer Goal(s) /Big Ideas	
<p>Priority Skill Standards:</p> <ul style="list-style-type: none"> Using an inquiry lens, describe how people's perspectives shape the sources/artifacts they created. Create and use tools and other graphic representations to analyze a chronological sequence of events, explain relationships, and reveal patterns or trends. Using an inquiry lens, develop compelling questions, determine appropriate resources, and consider multiple points of views represented in the resources, develop a research plan, create and present a research product. Analyze the causes and consequences of a specific issue, as well as the challenges and opportunities faced by those trying to address the problem. Analyze laws, policies, and processes, including powers and responsibilities, to determine how governmental systems affect individuals, groups, and institutions in society -social structures and stratification. Analyze the relationship between geography and individuals, groups, and institutions. Examine the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals, groups, and institutions. <p>AP History Themes:</p> <ul style="list-style-type: none"> Interaction of Europe and the world. Economic and commercial developments. Cultural and intellectual developments. States and other institutions of power. Social organization and development. National and European identity. Technological and scientific innovation. <p>AP Historical Thinking Skills:</p> <ul style="list-style-type: none"> Identify and explain historical developments and processes Analyze sourcing and situation of primary and secondary sources Analyze arguments in primary and secondary sources Analyze the context of historical events, developments, or processes Using historical reasoning processes (comparison, causation, continuity and change), analyze patterns and connections between and among historical developments and processes. Develop an argument 	<p>As Social Studies learners, students of the City of St. Charles School District will think critically and deeply about the world around them. Using effective communication supported by evidence, they will consider multiple perspectives as responsible, curious, informed decision makers who take meaningful action.</p>	
	Enduring Understandings	Essential Questions
	<ul style="list-style-type: none"> Movement of people, goods, and ideas impact society within and among regions Push/pull factors of political, social, and economic tensions New technological advancements increase people's ability to modify their physical environment 	<ul style="list-style-type: none"> Explain the relationship between industrialization and the social movements that developed in the 19th century.
Learning Targets		
<p>Students will understand Industrialization, Factory System, Mass Marketing, Conservatism , Revolutions of 1848, Liberalism, Socialism, Marxism, Anarchism, Political Parties, Labor Unions, Temperance Movement, Abolitionists.</p>		
<p>Unit Duration: 7-8 Classes</p>		

Unit 7: 19th-Century Perspectives and Political Developments

Standards	Transfer Goal(s) /Big Ideas	
<p>Priority Skill Standards:</p> <ul style="list-style-type: none"> Using an inquiry lens, describe how people's perspectives shape the sources/artifacts they created. Create and use tools and other graphic representations to analyze a chronological sequence of events, explain relationships, and reveal patterns or trends. Using an inquiry lens, develop compelling questions, determine appropriate resources, and consider multiple points of views represented in the resources, develop a research plan, create and present a research product. Analyze the causes and consequences of a specific issue, as well as the challenges and opportunities faced by those trying to address the problem. Analyze laws, policies, and processes, including powers and responsibilities, to determine how governmental systems affect individuals, groups, and institutions in society -social structures and stratification. Analyze the relationship between geography and individuals, groups, and institutions. Examine the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals, groups, and institutions. <p>AP History Themes:</p> <ul style="list-style-type: none"> Interaction of Europe and the world. Economic and commercial developments. Cultural and intellectual developments. States and other institutions of power. Social organization and development. National and European identity. Technological and scientific innovation. <p>AP Historical Thinking Skills:</p> <ul style="list-style-type: none"> Identify and explain historical developments and processes Analyze sourcing and situation of primary and secondary sources Analyze arguments in primary and secondary sources Analyze the context of historical events, developments, or processes Using historical reasoning processes (comparison, causation, continuity and change), analyze patterns and connections between and among historical developments and processes. Develop an argument 	<p>As Social Studies learners, students of the City of St. Charles School District will think critically and deeply about the world around them. Using effective communication supported by evidence, they will consider multiple perspectives as responsible, curious, informed decision makers who take meaningful action.</p>	
	Enduring Understandings	Essential Questions
	<ul style="list-style-type: none"> Ideas/influences that lead to change Interconnectedness causes positive and negative consequences Laws, policies, and processes have intended and unintended consequences for individuals and groups in society 	<ul style="list-style-type: none"> Evaluate the impact of new imperialism.
Learning Targets		
Students will understand Nationalism, Anti-Semitism, Zionism, Crimean War, Bismarck, Charles Darwin, Social Darwinism, Positivism, Imperialism.		
Unit Duration: 7-8 Classes		

Unit 8: 20th-Century Global Conflicts

Standards	Transfer Goal(s) /Big Ideas	
<p><u>Priority Skill Standards:</u></p> <ul style="list-style-type: none"> Using an inquiry lens, describe how people's perspectives shape the sources/artifacts they created. Create and use tools and other graphic representations to analyze a chronological sequence of events, explain relationships, and reveal patterns or trends. Using an inquiry lens, develop compelling questions, determine appropriate resources, and consider multiple points of views represented in the resources, develop a research plan, create and present a research product. Analyze the causes and consequences of a specific issue, as well as the challenges and opportunities faced by those trying to address the problem. Analyze laws, policies, and processes, including powers and responsibilities, to determine how governmental systems affect individuals, groups, and institutions in society -social structures and stratification. Analyze the relationship between geography and individuals, groups, and institutions. Examine the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals, groups, and institutions. <p><u>AP History Themes:</u></p> <ul style="list-style-type: none"> Interaction of Europe and the world. Economic and commercial developments. Cultural and intellectual developments. States and other institutions of power. Social organization and development. National and European identity. Technological and scientific innovation. <p><u>AP Historical Thinking Skills:</u></p> <ul style="list-style-type: none"> Identify and explain historical developments and processes Analyze sourcing and situation of primary and secondary sources Analyze arguments in primary and secondary sources Analyze the context of historical events, developments, or processes Using historical reasoning processes (comparison, causation, continuity and change), analyze patterns and connections between and among historical developments and processes. Develop an argument 	<p>As Social Studies learners, students of the City of St. Charles School District will think critically and deeply about the world around them. Using effective communication supported by evidence, they will consider multiple perspectives as responsible, curious, informed decision makers who take meaningful action.</p>	
	Enduring Understandings	Essential Questions
	<ul style="list-style-type: none"> Global conflict leads to geographic movement of populations or effect on people, groups, and cultures Patterns of human rights violations and genocide as well as attempts at resolutions for current and future conflict Governments, institutions, and organizations impact their respective societies and the world 	<ul style="list-style-type: none"> Evaluate the impact of global conflicts on European populations.

Learning Targets

Students will understand World War I, Russian Revolution, Treaty of Versailles, Great Depression, Fascism, Totalitarianism, Isolationism, World War II, Holocaust.

Unit Duration: 7-8 Classes

Unit 9: Cold War and Contemporary Europe

Standards	Transfer Goal(s) /Big Ideas	
<p>Priority Skill Standards:</p> <ul style="list-style-type: none"> Using an inquiry lens, describe how people's perspectives shape the sources/artifacts they created. Create and use tools and other graphic representations to analyze a chronological sequence of events, explain relationships, and reveal patterns or trends. Using an inquiry lens, develop compelling questions, determine appropriate resources, and consider multiple points of views represented in the resources, develop a research plan, create and present a research product. Analyze the causes and consequences of a specific issue, as well as the challenges and opportunities faced by those trying to address the problem. Analyze laws, policies, and processes, including powers and responsibilities, to determine how governmental systems affect individuals, groups, and institutions in society -social structures and stratification. Analyze the relationship between geography and individuals, groups, and institutions. Examine the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals, groups, and institutions. <p>AP History Themes:</p> <ul style="list-style-type: none"> Interaction of Europe and the world. Economic and commercial developments. Cultural and intellectual developments. States and other institutions of power. Social organization and development. National and European identity. Technological and scientific innovation. <p>AP Historical Thinking Skills:</p> <ul style="list-style-type: none"> Identify and explain historical developments and processes Analyze sourcing and situation of primary and secondary sources Analyze arguments in primary and secondary sources Analyze the context of historical events, developments, or processes Using historical reasoning processes (comparison, causation, continuity and change), analyze patterns and connections between and among historical developments and processes. Develop an argument 	<p>As Social Studies learners, students of the City of St. Charles School District will think critically and deeply about the world around them. Using effective communication supported by evidence, they will consider multiple perspectives as responsible, curious, informed decision makers who take meaningful action.</p>	
	Enduring Understandings	Essential Questions
	<ul style="list-style-type: none"> Treaties, agreements, and international organizations role in conflict and cooperation Push/pull factors of political, social, and economic tensions New technological advancements increase people's ability to modify their physical environment 	<ul style="list-style-type: none"> Assess the significance of Cold War era conflicts and cooperation.
Learning Targets		
<p>Students will understand Marshall Plan, Cold War, Iron Curtain, Korean War, Vietnam War, NATO, Warsaw Pact, Nikita Khrushchev, Nationalist and Separatist Movements, Bosnian Muslims, Albanian Muslims, Welfare, Gorbachev, Second-Wave Feminism, Decolonization, European Union, Globalization.</p>		
<p>Unit Duration: 7-8 Classes</p>		