



# Oakwood City School District Social Studies Standards

The aim of social studies is the promotion of civic competence – the knowledge, intellectual processes, and democratic dispositions required of students to be active and engaged participants in public life. Although civic competence is not the only responsibility of social studies nor is it exclusive to the field, it is more central to social studies than any other subject areas in schools. Civic competence rests on a commitment to democratic values, and requires the ability to use knowledge about one's community, nation, and world; apply inquiry processes; and employ skills of data collection and analysis, collaboration, decision-making, and problem solving.

Ohio's social studies standards:

- set high expectations and provide strong support for social studies achievement by all students;
- represent the social studies knowledge and skills needed to make a successful transition to postsecondary education, the workplace and civic life;
- are informed by national standards;
- balance knowledge, conceptual understanding and skill development;
- address significant understandings that are the basis for sound decision-making as citizens;
- focus on important social studies topics;
- represent a rigorous progression across grades and in-depth study within each grade;
- serve as the basis for classroom and statewide assessments; and
- guide the development of local social studies curricula and instructional programs.

# Kindergarten Social Studies Standards

## HISTORY

### Historical Thinking and Skills

1. Time can be measured.
2. Personal history can be shared through stories and pictures.

### Heritage

3. Heritage is reflected through diverse cultures and is shown through the arts, customs, traditions, family celebrations and language.
4. Symbols and practices of the United States include the flag, Pledge of Allegiance and the National Anthem.
5. Other nations are represented by symbols and practices too.

## GEOGRAPHY

### Spatial Thinking and Skills

5. Terms related to direction and distance, as well as symbols and landmarks, can be used to talk about the relative location of familiar places.
6. Models and maps represent real places.

### Human Systems

7. Humans depend on and impact the physical environment in order to supply food, clothing and shelter.
8. Individuals are unique but share common characteristics of multiple groups.

## GOVERNMENT

### Civic Participation and Skills

9. Individuals share responsibilities and take action toward the achievement of common goals in homes, schools and communities.

### Rules and Laws

10. The purpose of rules and authority figures is to provide order, security and safety in the home, school and community.

## ECONOMICS

### Scarcity

11. Individuals have many wants and make decisions to satisfy those wants. These decisions impact others.

#### Production and Consumption

12. Goods are objects that can satisfy an individual's wants. Services are actions that can satisfy individual wants.

# First Grade Social Studies Standards

## HISTORY

### Historical Thinking and Skills

1. Time can be divided into categories (e.g., months of the year, past, present and future).
2. Photographs, letters, artifacts and books can be used to learn about the past.

### Heritage

3. The ways basic human needs are met have changed over time.

## GEOGRAPHY

### Spatial Thinking and Skills

4. Maps can be used to locate and identify places.

### Places and Regions

5. Places are distinctive because of their physical characteristics (landforms and bodies of water) and human characteristics (structures built by people).

### Human Systems

6. Families interact with the physical environment differently in different times and places.
7. Diverse cultural practices address basic human needs in various ways and may change over time

## GOVERNMENT

### Civic Participation and Skills

8. Individuals have a responsibility to take action toward the achievement of common goals in homes, schools and communities and are accountable for those actions.
9. Collaboration requires group members to respect the rights and opinions of others.

### Rules and Laws

10. Rules exist in different settings. The principles of fairness should

guide rules and the consequences for breaking rules.

## ECONOMICS

### Scarcity

11. Wants are unlimited and resources are limited. Individuals make choices because they cannot have everything they want.

### Production and Consumption

12. People produce and consume goods and services in the community.

### Markets

13. People trade to obtain goods and services they want.

### Financial Literacy

14. Currency is used as a means of economic exchange.

# Second Grade Social Studies Standards

## HISTORY

### Historical Thinking and Skills

1. Time can be shown graphically on calendars and timelines.
2. Change over time can be shown with artifacts, maps, and photographs.

### Heritage

3. Science and technology have changed daily life.
4. Biographies can show how peoples' actions have shaped the world in which we live.

## GEOGRAPHY

### Spatial Thinking & Skills

5. Maps and their symbols, including cardinal directions, can be interpreted to answer questions about the location of places.

### Places & Regions

6. The work that people do is impacted by the distinctive human and physical characteristics in the place where they live.

### Human Thinking

7. Human activities alter the physical environment, both positively and negatively.
8. Cultures develop in unique ways, in part through the influence of the physical environment.
9. Interactions among cultures lead to sharing ways of life.

## GOVERNMENT

### Civic Participation & Skills

10. Respect for the rights of self and others includes making responsible choices and being accountable for personal actions.
11. Groups are accountable for the choices they make and actions they take.

### Rules & Laws

12. There are different rules and laws that govern behavior in different settings.

## ECONOMICS

### Economic Decision Making & Skills

13. Information displayed on bar graphs can be used to compare quantities.

### Scarcity

14. Resources can be used in various ways.

### Production & Consumption

15. Most people around the world work in jobs in which they produce specific goods and services.

### Financial Literacy

17. People earn income by working.

# Third Grade Social Studies Standards

## HISTORY

### Historical Thinking and Skills

1. Events in local history can be shown on timelines organized by years, decades and centuries.
2. Primary and secondary sources can be used to show change over time.

### Heritage.

3. Local communities change over time.

## GEOGRAPHY

### Spatial Thinking and Skills

4. Physical and political maps have distinctive characteristics and purposes. Places can be located on a map by using the title, key, alphanumeric grid and cardinal directions.

### Places and Regions

5. Daily life is influenced by the agriculture, industry and natural resources in different communities.

### Human Systems

6. Evidence of positive and negative human modification of the environment can be observed in the local community.
7. Systems of transportation and communication move people, products and ideas from place to place.
8. Communities may include diverse cultural groups.

## GOVERNMENT

### Civic Participation and Skills

9. Members of local communities have rights and responsibilities.
10. Individuals make the community a better place by taking action to solve problems in a way that promotes the common good.

### Rules and Laws

11. Laws are rules which apply to all people in a community and describe ways people are expected to behave. Laws promote order and security, provide public services

and protect the rights of individuals in the local community.

#### Roles and Systems of Government

12. Governments have authority to make and enforce laws.

13. The structure of local governments may differ from one community to another.

## ECONOMICS

#### Economic Decision Making and Skills

14. Line graphs are used to show changes in data over time.

#### Scarcity

15. Both positive and negative incentives affect individuals' choices and behaviors.

16. Individuals must make decisions because of the scarcity of resources. Making a decision involves a trade-off.

#### Production and Consumption

17. A consumer is a person whose wants are satisfied by using goods and services. A producer makes goods and/or provides services.

#### Markets

18. A market is where buyers and sellers exchange goods and services.

#### Financial Literacy

19. Making decisions involves weighing costs and benefits.

20. A budget is a plan to help people make personal economic decisions for the present and future to become more financially responsible.

# Fourth Grade Social Studies Standards

## HISTORY

### Historical Thinking and Skills

1. The order of significant events in Ohio and the United States can be shown on a timeline.
2. Primary and secondary sources can be used to create historical narratives.

### Heritage

3. Various groups of people have lived in Ohio over time including American Indians, migrating settlers and immigrants. Interactions among these groups have resulted in cooperation, conflict and compromise.
4. The 13 colonies came together around a common cause of liberty and justice, uniting to fight for independence during the American Revolution and to form a new nation.
5. The Northwest Ordinance incorporated democratic ideals into the territories. It provided a process for territories to become states and recognized them as equal to the other existing states.
6. Ongoing conflicts on the Ohio frontier with American Indians and Great Britain contributed to the United States' involvement in the War of 1812.
7. Following the War of 1812, Ohio continued to play a key role in national conflicts including the anti-slavery movement and the Underground Railroad.
8. Many technological innovations that originated in Ohio benefited the United States.

## GEOGRAPHY

### Spatial Thinking and Skills

9. A map scale and cardinal and intermediate directions can be used to describe the relative location of physical and human characteristics of Ohio and the United States.

#### Places and Regions

10. The economic development of the United States continues to influence and be influenced by agriculture, industry and natural resources in Ohio.

11. The regions of the United States known as the North, South and the West developed in the early 1800s largely based on their physical environments and economies.

#### Human Systems

12. People have modified the environment throughout history resulting in both positive and negative consequences in Ohio and the United States.

13. The population of the United States has changed over time, becoming more diverse (e.g., racial, ethnic, linguistic, religious). Ohio's population has become increasingly reflective of the multicultural diversity of the United States.

14. Ohio's location and its transportation systems continue to influence the movement of people, products and ideas in the United States.

## GOVERNMENT

#### Civic Participation and Skills

15. Individuals have a variety of opportunities to act in and influence their state and national government. Citizens have both rights and responsibilities in Ohio and the United States.

16. Civic participation in a democratic society requires individuals to make informed and reasoned decisions by accessing, evaluating and using information effectively to engage in compromise.

#### Rules and Laws

17. Laws can protect rights, provide benefits and assign responsibilities.

18. The U.S. Constitution establishes a system of limited government and protects citizens' rights; five of these rights are addressed in the First Amendment.

#### Roles and Systems of Government

19. A constitution is a written plan for the government. The Ohio Constitution and the U.S. Constitution separate the major responsibilities of government among three branches.

## ECONOMICS

#### Economic Decision Making and Skills

20. Tables and charts organize data in a variety of formats to help

individuals understand information and issues.

#### Production and Consumption

21. Entrepreneurs in Ohio and the United States organize productive resources and take risks to make a profit and compete with other producers.

#### Financial Literacy

22. Saving a portion of income contributes to an individuals' financial well-being. Individuals can reduce spending to save more of their income.

# Fifth Grade Social Studies Standards

## HISTORY

### Historical Thinking and Skills

1. Events can be arranged in order of occurrence using the conventions of B.C. and A.D. or B.C.E. and C.E.

### Early Civilizations

2. Early Indian civilizations (Maya, Inca, Aztec, Mississippian) existed in the Western Hemisphere prior to the arrival of Europeans. These civilizations had developed unique governments, social structures, religions, technologies, and agricultural practices.

### Heritage

3. European exploration and colonization during the 1400s- 1600s had lasting effects which can be used to understand the Western Hemisphere today.

## GEOGRAPHY

### Spatial Thinking and Skills

4. Geographic tools can be used to gather, process and report information about people, places and environments. Cartographers decide which information to include in maps.
5. Latitude and longitude can be used to make observations about location and generalizations about climate

### Places and Regions

6. Regions can be determined using data related to various criteria including landform, climate, population, and cultural and economic characteristics.

### Human Systems

7. The variety of physical environments within the Western Hemisphere influences human activities. Likewise, human activities modify the physical environments.
8. American Indians developed unique cultures with many different ways of life. American Indian tribes and nations can be classified into cultural groups based on geographic and cultural similarities.
9. Political, environmental, social and economic factors cause people, products and ideas to move from place to place in the Western

Hemisphere and results in diversity.

10. The Western Hemisphere is culturally diverse (eg., language, food, religion, art, music) due to the influences and interactions of a variety of world cultures

## GOVERNMENT

### Civic Participation and Skills

11. Individuals can better understand public issues by gathering, interpreting and checking information for accuracy from multiple sources. Data can be displayed graphically to effectively and efficiently communicate information.

### Roles and Systems of Government

12. Democracies, dictatorships and monarchies are categories for understanding the relationship between those in power or authority and Citizens.

## ECONOMICS

### Economic Decision Making and Skills

13. Information displayed in circle graphs can be used to show relative proportions of segments of data to an entire body of data.
14. The choices made by individuals and governments have both present and future consequences.

### Scarcity

15. The availability of productive resources (i.e., entrepreneurship, human resources, capital goods and natural resources) promotes specialization that could lead to trade.

### Production and Consumption

16. The availability of productive resources and the division of labor can have a positive or negative impact on productive capacity.

### Markets

17. Regions and countries become interdependent when they specialize in what they produce best and then trade with other regions to increase the amount and variety of goods and services available.

### Financial Literacy

18. Workers can improve their ability to earn income by gaining new knowledge, skills and experiences.

# Sixth Grade Social Studies Standards

## HISTORY

### Historical Thinking and Skills

1. Multiple tier timelines can be used to show relationships among events and places.

### Early Civilizations

2. Early civilizations (India, Egypt, China and Mesopotamia) had unique governments, economic systems, social structures, religions, technologies and agricultural practices and products. The cultural practices and products of these early civilizations can be used to help understand the Eastern Hemisphere today.

## GEOGRAPHY

### Spatial Thinking and Skills

1. Geographic tools can be used to gather, process and report information about people, places and environments. Cartographers decide which information to include and how it is displayed.
2. Latitude and longitude can be used to identify absolute location.

### Places and Regions

3. Regions can be determined, classified and compared using data related to various criteria including landform, climate, population, and cultural and economic characteristics.

### Human Systems

4. The variety of physical environments within the Eastern Hemisphere influences human activities. Likewise, human activities modify the physical environment.
5. Political, environmental, social and economic factors cause people, products and ideas to move from place to place in the Eastern Hemisphere in the past and today.
6. Diffusion of agricultural practices and products, technology, cultural practices and major world religions (Buddhism, Christianity, Hinduism, Islam and Judaism) impacted the Eastern Hemisphere.

## GOVERNMENT

## Civic Participation and Skills

7. Different perspectives on a topic can be obtained from a variety of historic and contemporary sources and used to effectively communicate and defend a claim based on evidence. Sources should be examined for accuracy and credibility.

## Roles and Systems of Government

8. Governments can be categorized as monarchies, theocracies, dictatorships or democracies, but categories may overlap and labels may not accurately represent how governments function. The extent of citizens' liberties and responsibilities varies according to limits on governmental authority.

# ECONOMICS

## Economic Decision Making and Skills

8. Economists compare data sets to draw conclusions about relationships among them.
9. The choices made by individuals and governments have both present and future consequences. The evaluation of choices is relative and may differ across individuals and societies.

## Scarcity

10. The fundamental questions of economics include what to produce, how to produce and for whom to produce.
11. When regions and/or countries specialize, global trade occurs.

## Markets

12. The interaction of supply and demand, influenced by competition, helps to determine price in a market. This interaction also determines the quantities of outputs produced and the quantities of productive resources (entrepreneurship, human resources, natural resources and capital) used.

## Financial Literacy

13. When selecting items to buy, individuals can weigh costs and benefits and compare the price and quality of available goods and services.

# Seventh Grade Social Studies Standards

## HISTORY

### Historical Thinking and Skills

1. Historians and archaeologists describe historical events and issues from the perspectives of people living at the time to avoid evaluating the past in terms of today's norms and values.

### Early Civilizations

2. The civilizations that developed in Greece and Rome had an enduring impact on later civilizations. This legacy includes governance and law, engineering and technology, art and architecture, as well as literature and history. The Roman Empire also played an instrumental role in the spread of Christianity.

### Feudalism and Transitions

3. The Roman Empire collapsed due to various internal and external factors (political, social and economic) which led to the development of feudalism and the manorial system in the region. The fall of Rome and later invasions also allowed for the creation of new empires in the region.
4. The Mongols conquered much of Asia which led to unified states in China and Korea. Mongol failure to conquer Japan allowed a feudal system to Persist.
5. Achievements in medicine, science, mathematics and geography by the Islamic civilization dominated most of the Mediterranean after the decline of the Roman Empire. These achievements were introduced into Western Europe as a result of the Muslim conquests, Crusades and trade, influencing the European Renaissance.
6. The decline of feudalism, the rise of nation-states and the Renaissance in Europe introduced revolutionary ideas, leading to cultural, scientific and social changes.
7. The Reformation introduced changes in religion including the emergence of Protestant faiths and a decline in the political power and social influence of the Roman Catholic Church.

### First Global Age

8. Empires in Africa and Asia grew as commercial and cultural centers along Trade Routes.
9. The advent of the trans-Saharan slave trade had profound effects on both West and Central Africa and the receiving societies.

10. European economic and cultural influence dramatically increased through

explorations, conquests and colonization.

11. The Columbian exchange (i.e., the exchange of fauna, flora and pathogens) among previously unconnected parts of the world reshaped societies in ways still evident today.

## GEOGRAPHY

### Spatial Thinking and Skills

12. Maps and other geographic representations can be used to trace the development of human settlement over time.

### Human Systems

13. Geographic factors promote or impede the movement of people, products and ideas.

14. Trade routes connecting Africa, Europe and Asia helped foster the spread of ideas, technology, goods and major world religions (Buddhism, Christianity, Hinduism, Islam and Judaism) that impacted the Eastern Hemisphere.

### Hemisphere.

15. Improvements in transportation, communication and technology have facilitated cultural diffusion among peoples around the world.

## GOVERNMENT

### Civic Participation and Skill

16. Analyzing individual and group perspectives is essential to understanding historic and contemporary issues. Opportunities for civic engagement exist for students to connect real-world issues and events to classroom learning.

### Roles and Systems of Government

17. Greek democracy and the Roman Republic were a radical departure from monarchy and theocracy, influencing the structure and function of modern democratic governments.

18. With the decline of feudalism, consolidation of power resulted in the emergence of nation-states.

## ECONOMICS

### Economic Decision Making and Skills

19. Individuals, governments and businesses must analyze costs and benefits when making economic decisions. A cost-benefit analysis consists of determining the potential costs and benefits of an action and

then balancing the costs against the benefits.

#### Scarcity

20. The variability in the distribution of productive resources in the various regions of the world contributed to specialization, trade and interdependence.

#### Markets

21. The growth of cities and empires fostered the growth of markets. Market exchanges encouraged specialization and the transition from barter to monetary economies.

# Eighth Grade Social Studies Standards

## HISTORY

### Historical Thinking and Skills

1. Primary and secondary sources are used to examine events from multiple perspectives and to present and defend a position.

### Colonization to Independence

2. North America, originally inhabited by American Indians, was explored and colonized by Europeans for economic and religious reasons.
3. Competition for control of territory and resources in North America led to conflicts among colonizing powers.
4. The practice of race-based slavery led to the forced migration of Africans to the American colonies and contributed to colonial economic development. Their knowledge, skills and traditions were essential to the development of the colonies.
5. The ideas of the Enlightenment and dissatisfaction with colonial rule led English colonists to write the Declaration of Independence and launch the American Revolution.
6. Key events and significant figures in American history influenced the course and outcome of the American Revolution.

### A New Nation

7. The outcome of the American Revolution was national independence and new political, social and economic relationships for the American people.

8. Problems arising under the Articles of Confederation led to debate over the adoption of the U.S. Constitution.
9. Actions of early presidential administrations established a strong federal government, provided peaceful transitions of power and repelled a foreign Invasion.

#### Expansion

10. The United States added to its territory through treaties and purchases.
11. Westward expansion contributed to economic and industrial development, debates over sectional issues, war with Mexico and the displacement of American Indians.

#### Civil War And Reconstruction

12. Disputes over the nature of federalism, complicated by economic developments in the United States, resulted in sectional issues, including slavery, which led to the American Civil War.
13. Key events and significant figures in American history influenced the course and outcome of the Civil War.
14. The Reconstruction period resulted in changes to the U.S. Constitution, an affirmation of federal authority and lingering social and political differences.

## GEOGRAPHY

#### Spatial Thinking and Skills

15. Modern and historical maps and other geographic tools are used to analyze how historic events are shaped by geography.

#### Human Systems

16. The availability of natural resources contributed to the geographic and Economic expansion of the United States, sometimes resulting in unintended environmental consequences.
17. The movement of people, products and ideas resulted in new patterns of settlement and land use that influenced the political and economic development of the United States.
18. Cultural biases, stereotypes and prejudices had social, political and Economics consequences for minority groups and the population as a whole.
19. Americans began to develop a unique national identity among diverse regional and cultural populations based on democratic ideals.

## GOVERNMENT

#### Civic Participation and Skills

20. Active participation in social and civic groups can lead to the attainment

of individual and public goals.

21. Informed citizens understand how media and communication technology

influence public opinion.

Roles and Systems of Government

22. The U.S. Constitution established a federal republic, providing a framework for a national government with elected representatives, separation of powers, and checks and balances.

23. The U.S. Constitution protects citizens' rights by limiting the powers of Government.

## ECONOMICS

Economic Decision Making and Skills

24. Choices made by individuals, businesses and governments have both present and future consequences.

Production and Consumption

25. The Industrial Revolution fundamentally changed the means of production as a result of improvements in technology, use of new power resources, the advent of interchangeable parts and the shift from craftwork to factory work.

Markets

26. Governments can impact markets by means of spending, regulations, taxes and trade barriers.

# High School Modern World History

This course examines world events from 1600 to the present. It explores the impact of the democratic and industrial revolutions, the forces that led to world domination by European powers, the wars that changed empires, the ideas that led to independence movements and the effects of global interdependence. The concepts of historical thinking introduced in earlier grades continue to build with students locating and analyzing primary and secondary sources from multiple perspectives to draw conclusions.

## HISTORICAL THINKING AND SKILLS

1. The use of primary and secondary sources of information includes an examination of the credibility of each source.
2. Historians develop theses and use evidence to support or refute positions.
3. Historians analyze cause, effect, sequence, and correlation in historical events, including multiple causation and long- and short-term causal relations.

## AGE OF ENLIGHTENMENT (1600-1800)

4. The Scientific Revolution impacted religious, political, and cultural institutions by challenging how people viewed the world.
5. Enlightenment ideas regarding human nature and society challenged religious authority, absolute rule and mercantilism.
6. Enlightenment ideas on the relationship of the individual and the government influenced the American and French Revolutions.

## AGE OF REVOLUTIONS (1750-1914)

7. The American and French Revolutions influenced Latin American revolutions for independence.
8. Industrialization had social, political and economic effects on Western Europe and the world.

## IMPERIALISM (1800-1914)

9. Imperial expansion had political, economic and social roots.
10. Imperialism involved land acquisition, extraction of raw materials, spread of Western values and direct political control.
11. The consequences of imperialism were viewed differently by the colonizers and the colonized.

## ACHIEVEMENTS AND CRISES (1900-1945)

12. Advances in technology, communication and transportation improved lives, but also had negative consequences.
13. The causes of World War I included militarism, imperialism, nationalism and alliances.
14. The consequences of World War I and the worldwide depression set the stage for the Russian Revolution, the rise of totalitarianism, aggressive Axis expansion and the policy of appeasement which in turn led to World War II.
15. Oppression and discrimination resulted in the Armenian Genocide during World War I and the Holocaust during World War II.
16. World War II devastated most of Europe and Asia, led to the occupation of Eastern Europe and Japan, and began the atomic age.

## THE COLD WAR (1945-1991)

17. The United States and the Soviet Union became superpowers and competed for global influence.
18. Treaties and agreements at the end of World War II changed national boundaries and created multinational organizations.
19. Religious diversity, the end of colonial rule and rising nationalism have led to regional conflicts in the Middle East.
20. Postwar global politics led to the rise of nationalist movements in Africa and Southeast Asia.
21. Political and social struggles have resulted in expanded rights and freedoms for women and indigenous peoples.

## GLOBALIZATION (1991-PRESENT)

22. The break-up of the Soviet Union ended the Cold War and created challenges for its former allies, the former Soviet republics, Europe, the United States and the non-aligned world.
23. Regional and ethnic conflicts in the post-Cold War era have resulted in acts of terrorism, genocide and ethnic cleansing.
24. Political and cultural groups have struggled to achieve self governance and self-determination.

25. Emerging economic powers and improvements in technology have created a more interdependent global economy.

26. Proliferation of nuclear weapons has created a challenge to world peace.

27. The rapid increase of global population, coupled with an increase in life expectancy and mass migrations have created societal and governmental challenges.

28. Environmental concerns, impacted by population growth and heightened by international competition for the world's energy supplies, have resulted in a new environmental consciousness and a movement for the sustainability of the world's resources.

# High School AP World History: Modern

## The Global Tapestry

You'll explore how states formed, expanded, and declined in areas of the world during the period c. 1200–c. 1450 and the related political, social, and cultural developments of that time.

- States in:
  - Africa
  - Afro-Eurasia
  - East Asia
  - Europe
  - South and Southeast Asia
  - The Americas
- Global and regional religions and belief systems

## Networks of Exchange

As you continue your study of the period c. 1200–c. 1450, you'll learn how areas of the world were linked through trade and how these connections affected people, cultures, and environments.

Topics may include:

- The Silk Roads
- The Mongol Empire
- The Indian Ocean trading network
- The trans-Saharan trade routes
- The effects of cross-cultural interactions

## Land-Based Empires

You'll begin your study of the period c. 1450–c. 1750 with an exploration of the empires that held power over large contiguous areas of land.

Topics may include:

- The development of the Manchu, Mughal, Ottoman, and Safavid empires
- How rulers of empires maintained their power

- Religious developments in empires

## Transoceanic Interconnections

Continuing your study of the period c. 1450–c. 1750, you'll learn about advances in ocean exploration, the development of new maritime empires, and the effects of new cross-cultural encounters

Topics may include:

- The influence of scientific learning and technological innovation
- The Columbian Exchange
- Development and expansion of maritime empires
- Internal and external challenges to state power
- Changes to social hierarchies linked to the spread of empires

## Revolutions

You'll start your study of the period c. 1750–c. 1900 by exploring the new political ideas and developments in technology that led to large-scale changes in governments, society, and economies.

Topics may include:

- The Enlightenment
- Revolutions against existing governments and the birth of new nation-states
- The Industrial Revolution
- Trade policies
- The development of industrial economies

## Consequences of Industrialization

You'll continue to investigate the period c. 1750–c. 1900 and learn how the different states acquired and expanded control over colonies and territories.

Topics may include:

- State expansion in the 18th and 19th centuries
- Resistance to imperialism
- The growth of the global economy
- Economic imperialism
- Causes and effects of new migration patterns

## Global Conflict

You'll begin your study of the period c. 1900–present by learning about the global conflicts that dominated this era.

Topics may include:

- Changes in the global political order after 1900
- World War I: its causes and how it was fought
- The interwar period
- World War II: its causes and how it was fought
- Mass atrocities after 1900

## Cold War and Decolonization

As you continue exploring the period c. 1900–present, you'll learn about colonies' pursuits of independence and the global power struggle between capitalism and communism.

Topics may include:

- The causes and effects of the Cold War
- The spread of communism
- How colonies in Asia and Africa achieved independence
- The creation of new states after decolonization
- The end of the Cold War

## Globalization

You'll continue your study of the period c. 1900–present by investigating the causes and effects of the unprecedented connectivity of the modern world.

Topics may include:

- Advances in technology and their effects
- Disease
- Environment
- Economic change
- Movements for reform
- How globalization changed culture
- New international institutions

# High School Modern American History

This course examines the history of the United States of America from 1877 to the present. The federal republic has withstood challenges to its national security and expanded the rights and roles of its citizens. The episodes of its past have shaped the nature of the country today and prepared it to attend to the challenges of tomorrow. Understanding how these events came to pass and their meaning for today's citizens is the purpose of this course. The concepts of historical thinking introduced in earlier grades continue to build with students locating and analyzing primary and secondary sources from multiple perspectives to draw conclusions.

## HISTORICAL THINKING AND SKILLS

1. The use of primary and secondary sources of information includes an examination of the credibility of each source.
2. Historians develop theses and use evidence to support or refute positions.
3. Historians analyze cause, effect, sequence and correlation in historical events, including multiple causation and long- and short-term causal relation.

## FOUNDING DOCUMENTS

4. The Declaration of Independence elaborates on the rights and role of the people in building the foundations of the American nation through the principles of unalienable rights and consent of the people.
5. The Northwest Ordinance elaborates on the rights and role of the people in building the foundations of the American nation through its establishment of natural rights and setting up educational institutions.
6. The U.S. Constitution established the foundations of the American nation and the relationship between the people and their government.
7. The debate presented by the Federalist and Anti-Federalist Papers over protections for individuals and limits on government power resulted in the Bill of Rights. The Bill of Rights provides constitutional protections for individual liberties and limits on governmental power.

## INDUSTRIALIZATION AND PROGRESSIVISM (1877-1920)

8. The rise of corporations, heavy industry, mechanized farming and technological innovations transformed the American economy from an agrarian to an increasingly urban industrial society.
9. The rise of industrialization led to a rapidly expanding workforce. Labor organizations grew amidst unregulated working conditions, laissez-faire policies toward big business, and violence toward supporters of organized labor.
10. Immigration, internal migration and urbanization transformed American life.
11. Continued settlement by Americans in the West intensified conflict with American Indians and reinforced the policy of the reservation system.
12. Following Reconstruction, old political and social structures reemerged and racial discrimination was institutionalized.
13. The Progressive era was an effort to address the ills of American society stemming from industrial capitalism, urbanization and political corruption.

## FOREIGN AFFAIRS FROM IMPERIALISM TO POST WORLD WAR I (1898-1930)

14. As a result of overseas expansion, the Spanish-American War and World War I, the United States emerged as a world power.
15. After World War I, the United States pursued efforts to maintain peace in the world. However, as a result of the national debate over the Versailles Treaty ratification and the League of Nations, the United States moved away from the role of world peacekeeper and limited its involvement in international affairs.

## PROSPERITY, DEPRESSION AND THE NEW DEAL (1919- 1941)

16. Racial intolerance, anti-immigrant attitudes and the Red Scare contributed to social unrest after World War I.
17. An improved standard of living for many, combined with technological innovations in communication, transportation and industry, resulted in social and cultural changes and tensions.
18. Movements such as the Harlem Renaissance, African American migration, women's suffrage and Prohibition all contributed to social change.
19. The Great Depression was caused, in part, by the federal government's monetary policies, stock market speculation, and increasing consumer debt. The role of the federal government expanded as a result of the Great Depression.

## FROM ISOLATION TO WORLD WAR (1930-1945)

20. During the 1930s, the U.S. government attempted to distance the country from earlier interventionist policies in the Western Hemisphere as well as retain an isolationist approach to events in Europe and Asia until the beginning of World War II.

21. United States policy and mobilization of its economic and military resources during World War II affected American society. Despite mistreatment, marginalized groups played important roles in the war effort while continuing to protest unfair treatment.

## THE COLD WAR (1945-1991)

22. Use of atomic weapons changed the nature of war, altered the balance of power and began the nuclear age.

23. The United States followed a policy of containment during the Cold War in response to the spread of communism.

24. The Second Red Scare and McCarthyism reflected Cold War fears in American society.

25. The Cold War and conflicts in Korea and Vietnam influenced domestic and international politics.

26. The collapse of communist governments in Eastern Europe and the U.S.S.R. brought an end to the Cold War.

## SOCIAL TRANSFORMATIONS IN THE UNITED STATES (1945-1994)

27. Following World War II, the United States experienced a struggle for racial and gender equality and the extension of civil rights.

28. The postwar economic boom and advances in science and technology, produced changes in American life.

29. The continuing population flow from cities to suburbs, the internal migrations from the Rust Belt to the Sun Belt, and the increase in immigration resulting from passage of the 1965 Immigration Act have had social and political effects.

30. Political debates focused on the extent of the role of government in the economy, environmental protection, social welfare and national security.

## UNITED STATES AND THE POST -COLD WAR WORLD (1991 TO PRESENT)

31. Improved global communications, international trade, transnational business organizations, overseas competition and the shift from manufacturing to service industries have impacted the American economy.

32. The United States faced new political, national security and economic challenges in the post -Cold War world and following the attacks on September 11, 2001.

33. Focusing on foreign policy, the United States faces ongoing economic, political, military, and social challenges in the post - Cold War era and following the attacks of September 11, 2001.



# High School AP US History

The AP United States History course is designed to give students an intensive study of United States History at a level somewhat higher than that of a college freshman survey course. It is intended to prepare students for the Advanced Placement Exam that may qualify a student for college credit and/or exemption from certain college courses. The students will develop analytic skills and knowledge of the factual aspects of United States History with the goal of arriving at informed interpretations or conclusions.

## Period 1 (1491-1607)

You'll learn about Native American societies as well as how and why Europeans first explored, and then began to colonize, the Americas.

Topics may include:

- Native American societies before European contact
- European exploration in the New World
- The Columbian Exchange
- Labor, slavery, and caste in the Spanish colonial system
- Cultural interactions between Europeans, Native Americans, and Africans

## Period 2 (1607-1754)

You'll study the colonies established in the New World by the Spanish, French, Dutch, and British.

Topics may include:

- How different European colonies developed and expanded
- Transatlantic trade
- Interactions between American Indians and Europeans
- Slavery in the British colonies
- Colonial society and culture

America.

## Period 3 (1754-1800)

You'll explore the events that led to the American Revolution and the formation of the United States and examine the early years of the republic.

Topics may include:

- The Seven Years' War
- The American Revolution
- The Articles of Confederation
- The creation and ratification of the Constitution
- Developing an American identity
- Immigration to and migration within America

## Period 4 (1800-1848)

You'll examine how the young nation developed politically, culturally, and economically in this period.

Topics may include:

- The rise of political parties
- American foreign policy
- Innovations in technology, agriculture, and business
- Debates about federal power
- The Second Great Awakening
- Reform movements
- The experience of African Americans

## Period 5 (1844-1877)

You'll learn how the nation expanded and you'll explore the events that led to the secession of Southern states and the Civil War.

Topics may include:

- Manifest Destiny
- The Mexican–American War
- Attempts to resolve conflicts over the spread of slavery
- The election of 1860 and Southern secession
- The Civil War
- Reconstruction

## Period 6 (1865-1898)

You'll examine the nation's economic and demographic shifts in this period and their links to cultural and political changes.

Topics may include:

- The settlement of the West
- The "New South"
- The rise of industrial capitalism
- Immigration and migration
- Reform movements
- Debates about the role of government

## Period 7 (1890-1945)

You'll examine America's changing society and culture and the causes and effects of the global wars and economic meltdown of this period.

Topics may include:

- Debates over imperialism
- The Progressive movement
- World War I
- Innovations in communications and technology in the 1920s
- The Great Depression and the New Deal
- World War II
- Postwar diplomacy

## Period 8 (1945-1980)

You'll learn about the rivalry between the Soviet Union and the United States, the growth of various civil rights movements, and the economic, cultural, and political transformations of this period.

Topics may include:

- The Cold War and the Red Scare
- America as a world power
- The Vietnam War
- The Great Society
- The African American civil rights movement
- Youth culture of the 1960s

## Period 9 (1980-Present)

You'll learn about the advance of political conservatism, developments in science and technology, and demographic shifts that had major cultural and political consequences in this period.

Topics may include:

- Reagan and conservatism
- The end of the Cold War
- Shifts in the economy
- Migration and immigration
- Challenges of the 21st century

# High School Civics: American Government

Students examine the Founding Documents, which form the basis for the United States of America and how the American people govern themselves at national, state and local levels of government. Students may also impact issues addressed by governments through service learning and senior projects. This course also explores the fundamentals that guide individuals and nations as they make choices about how to use limited resources to satisfy their wants.

## CIVIC INVOLVEMENT

1. Opportunities for civic engagement within the structures of government are made possible through political and public policy processes.
2. Political parties, interest groups and the media provide opportunities for civic involvement through various means.

## CIVIC PARTICIPATION AND SKILLS

3. Issues can be analyzed through the critical use of credible sources.
4. The processes of persuasion, compromise, consensus building and negotiation contribute to the democratic process.

## BASIC PRINCIPLES OF THE U.S. CONSTITUTION

5. As the supreme law of the land, the U.S. Constitution incorporates basic principles that help define the government of the United States as a federal republic including its structure, powers and relationship with the governed.
6. The Federalist Papers and the Anti-Federalist Papers framed the national debate over the basic principles of government encompassed by the Constitution of the United States.
7. Constitutional government in the United States has changed over time as a result of amendments to the U.S. Constitution, Supreme Court decisions, legislation and informal practices.
8. The Bill of Rights was drafted in response to the national debate over the ratification of the Constitution of the United States.

9. The constitutional amendments known collectively as the Reconstruction Amendments extended new constitutional protections to African Americans, though the struggle to fully achieve equality would continue.
10. Constitutional amendments have provided for civil rights such as suffrage for disenfranchised groups.
11. Constitutional amendments have altered provisions for the structure and functions of the federal government.

## STRUCTURE AND FUNCTIONS OF THE FEDERAL GOVERNMENT

12. Law and public policy are created and implemented by three branches of government; each functions with its own set of powers and responsibilities.
13. The political process creates a dynamic interaction among the three branches of government in addressing current issues.

## ROLE OF THE PEOPLE

14. In the United States, people have rights that protect them from undue governmental interference. Rights carry responsibilities that help define how people use their rights and that require respect for the rights of others.
15. Historically, the United States has struggled with majority rule and the extension of minority rights. As a result of this struggle, the government has increasingly extended civil rights to marginalized

## OHIO'S STATE AND LOCAL GOVERNMENTS

16. As a framework for the state, the Ohio Constitution has similarities and differences to the federal Constitution; it was changed in 1851 to address difficulties governing the state.
17. Individuals in Ohio have a responsibility to assist state and local governments as they address relevant and often controversial problems that directly affect their communities.

## PUBLIC POLICY

18. A variety of entities within the three branches of government, at all levels, address public policy issues that arise in domestic and international affairs.
19. Individuals and organizations play a role within federal, state and local governments in helping to determine public (domestic and foreign) policy.

## GOVERNMENT AND THE ECONOMY

20. The federal government uses spending and tax policy to maintain economic stability and foster economic growth. Regulatory actions carry economic costs and benefits.
21. The Federal Reserve System uses monetary tools to regulate the nation's money supply and moderate the effects of expansion and contraction in the economy

# High School Economics

This semester class introduces key economic concepts. Students will examine the allocation of resources; the production, distribution, and consumption of goods and services; markets and trade at the national and international level; the impact of government on the economy; and the role of the individual in the economy. This class will be offered to all 11th and 12th graders and will meet the requirement for an 11th or 12th grade social studies elective.

## ECONOMIC DECISION MAKING AND SKILLS

1. Economists analyze multiple sources of data to predict trends, make inferences and arrive at conclusions.
2. Reading financial reports (bank statements, stock market reports, mutual fund statements) enables individuals to make and analyze decisions about personal finances.

## FUNDAMENTALS OF ECONOMICS

3. People cannot have all the goods and services they want and, as a result, must choose some things and give up others.
4. Different economic systems (traditional, market, command, and mixed) utilize different methods to allocate limited resources.
5. Markets exist when consumers and producers interact. When supply or demand changes, market prices adjust. Those adjustments send signals and provide incentives to consumers and producers to change their own decisions.
6. Competition among sellers lowers costs and prices, and encourages producers to produce more of what consumers are willing and able to buy. Competition among buyers increases prices and allocates goods and services to those people who are willing and able to pay the most for them.

## GOVERNMENT AND THE ECONOMY

7. A nation's overall level of economic well-being is determined by the interaction of spending and production decisions made by all households, firms, government agencies and others in the economy. Economic well-being can be assessed by analyzing economic indicators gathered by the government.
8. Economic policy decisions made by governments result in both intended and unintended consequences.

## GLOBAL ECONOMY

9. When regions and nations use comparative advantage to produce at the lowest cost and then trade with others, production, consumption and interdependence increase.
10. Government actions, such as tariffs, quotas, subsidies, trade agreements and membership in multinational economic organizations, significantly impact international trade.

# High School AP US Government and Politics

AP U.S. Government and Politics provides a college-level, nonpartisan introduction to key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the United States. Students will study U.S. foundational documents, Supreme Court decisions, and other texts and visuals to gain an understanding of the relationships and interactions among political institutions, processes, and behaviors. They will also engage in disciplinary practices that require them to read and interpret data, make comparisons and applications, and develop evidence-based arguments. In addition, they will complete a political science research or applied civics project.

## Foundations of American Democracy

You'll learn how the men who created the U.S. The Constitution set up a structure of government intended to stand the test of time, and how the compromises they made left some questions unresolved that continue to be debated today.

## Topics

- The ideals of democracy as shown in the Declaration of Independence and the Constitution
- Federalist and Anti-Federalist views on central government and democracy
- Separation of powers and “checks and balances”
- The relationship between the states and the national government (federalism)
- How federalism has been interpreted differently over time

## Interactions Among Branches of Government

You'll continue to explore how the government sets and administers policy, and you'll learn about the complexities of this process.

## Topics

- The structures, powers, and functions of each house of Congress
- The roles and powers of the president
- The roles and powers of the Supreme Court and other federal courts
- The roles of the federal bureaucracy (departments, agencies, commissions, and government corporations)

## Civil Liberties and Civil Rights

You'll connect what you've learned about the founding principles of our government to the debates over how best to balance freedom and order.

## Topics

- The intent of the Bill of Rights
- The First Amendment (freedom of speech, freedom of religion, and freedom of the press) and how the Supreme Court has interpreted it
- The Second Amendment (the right to bear arms) and how the Supreme Court has interpreted it
- Supreme Court interpretations of other amendments
- How the due process and equal protection clauses of the Fourteenth Amendment have motivated social movements

## American Political Ideologies and Beliefs

You'll explore the various beliefs that U.S. citizens hold about government, how these beliefs are shaped, and how they affect which policies citizens support.

## Topics

- How cultural and social factors affect citizens' beliefs about government
- How polls are used to gather data about public opinion
- The ideologies of the Democratic and Republican parties
- How political ideologies affect policy on economic and social issues

## Political Participation

You'll learn about the many ways that U.S. citizens can influence the decisions the government makes.

## Topics

- Laws that protect the right to vote
- Why it's hard for third parties and independent candidates to succeed
- Interest groups and their influence
- Campaign finance and its role in elections
- The media's role in elections

# High School Sociology

This elective course is the study of humans as social beings. Students will examine the discipline of Sociology, Sociological research, culture, socialization, the nature of the group, stratification, social change, and the five major institutions (family, religion, education, economic and political). This course provides a good introduction to Sociology for students anticipating taking social science courses in college. The course is open to juniors and seniors. Research or outside study may be required. It is one semester.

## Sociology and Sociological Research

1. Understand and describe the development of Sociology as a social science.
2. Compare and contrast the theoretical paradigms through which sociologists define, explain and predict social behavior.
3. Analyze the extent to which groups and institutions meet individual needs and promote the common good in contemporary and historical settings.
4. Understand that social problems are larger than the individual.
5. Explain and apply ideas and modes of inquiry drawn from behavioral science and social theory in the examination of persistent issues and social problems.
6. Predict how data and experiences may be interpreted by people from diverse cultural perspectives and frames of reference.
7. Explain and evaluate the methodological tools and techniques used in the discipline of Sociology to determine the validity and reliability of using the scientific method to study social behavior.
8. Explain and apply ideas, theories, and modes of inquiry drawn from Sociology in the examination of persistent issues and social problems.

## Culture and Society

1. Apply an understanding of culture as an integrated whole that explains the functions and interactions of language, literature, the arts, traditions, beliefs, values and behavior patterns.
2. Describe and examine belief systems basic to specific norms, traditions and laws in culture.
3. Compare and analyze societal patterns for preserving and transmitting culture while adapting to environmental or social change.
4. Understand that group and cultural influences contribute to human development, human identity and human behavior.
5. Demonstrate the value of cultural diversity as well as cohesion within and across groups.
6. Interpret patterns of behavior reflecting values and attitudes that contribute or pose obstacles to cross-cultural understanding.
7. Construct reasoned judgments about specific cultural responses to persistent human issues.
8. Explain how the United States has been affected politically, economically, and socially by its multicultural diversity (e.g. workforce, new ideas and perspectives, and modifications to culture).

## Socialization and Social Interaction

1. Examine the “Nature versus Nurture” argument concerning human development.
2. Understand the different theories of personality development.
3. Draw inferences about the various agents of socialization and their impact on the individual.
4. Trace the impact of socialization throughout the life of the individual.
5. Apply concepts such as role, status, and language in describing the connections and interactions of individuals, groups and institutions in society.

## Groups

1. Analyze group and institutional influences on people, events and elements of culture in both historical and contemporary settings.
2. Understand various meanings of the social group, the general implications of group membership, and the different ways that groups function.
3. Identify the relationship of individuals to various types of social groups.
4. Identify and analyze examples of tensions between expressions of individuality and efforts used to promote social conformity by groups and institutions.

5. Understand the theory and methods of mediation, cooperation, and conflict resolution.

## Deviance

1. Identify and explain the causes, types and impact of social deviance and how deviants both contribute and harm society.
2. Analyze the relationship between deviance and crime and the development of the criminal justice system.
3. Analyze ways institutions respond to conflicts between forces of unity and forces of diversity.

## Social Stratification

1. Understand the concept of stratification and how it applies to the United States as well as globally.
2. Apply concepts such as social class, income, wealth, power and prestige in describing the connections and interactions of individuals, groups and institutions in society.
3. Understand that social inequalities based on a variety of factors - including gender, race, ethnicity and age - exist and have a range of effects on society
4. Identify causes of prejudice and discrimination and demonstrate ways in which legal protections prevent and reduce discrimination.
5. Compare and evaluate the impact of stereotyping, conformity, acts of altruism and other behaviors on individuals and groups.
6. Draw inferences about the impact of social inequality on the United States both in historical and contemporary settings.
7. Identify the perspectives of diverse cultural groups when analyzing current issues.
8. Analyze proposed solutions to current issues from the perspectives of diverse cultural groups.

## Institutions

1. Describe the major institutions of family, economy, government, religion and education and how they develop and change over time.
2. Evaluate the role of institutions in guiding, transmitting, preserving and changing culture.

3. Analyze institutional influence on people, events, and elements of culture in both historical and contemporary settings
4. Understand the global diversity of various family forms, as well as kinship, in different societies with emphasis on American society.
5. Examine the concept of economy and work from a sociological perspective in historical and contemporary settings.
6. Describe the role of power and authority on the institution of government.
7. Examine the role of such political concepts as party identification, special interest groups and voting from a sociological perspective.
8. Analyze the role of religion in both historical and contemporary settings.
9. Explain the role of education and its relationship to socialization and stratification from an historical and contemporary setting.

## Social Change

1. Understand and describe the factors of social change such as population trends, urbanization, and social movement.
2. Evaluate the role of institutions in furthering both continuity and change.

## Social Studies Skills and Methods

1. Identify a current public policy issue and arguments relative to the issue.
2. Determine criteria by which arguments will be judged.
3. Identify advocacy groups and obtain public policy information they produce.
4. Adjust a research question or topic based on information obtained while conducting research.
5. Choose a position on an issue and develop a rationale for that position. b. Critique the conclusions drawn from survey and research data by questioning sample size, demographics, the sponsoring organization and the logic of the conclusion reached
6. Identify appropriate tools for communicating a position on an issue (e.g. electronic resources, newsletters, letters to editor, public displays and handouts).
7. Apply the processes of persuasion, compromise and negotiation to the resolution of conflicts and differences.

## Communication

1. Present a coherent thesis.

2. Support the thesis with appropriate evidence.
3. Organize ideas to achieve coherence in communication.
  - a. Use correct grammar, spelling, and sentence structure.
  - b. Synthesize information into logical sequences.
  - c. Present a concise, clear closing when making an argument.
4. Analyze ethical and moral issues in the world today.
5. Build a consensus within the group by finding points of agreement, making sure that all voices are heard, and attempting to understand the views of others.
6. Research decisions by: identifying the problem; analyzing the interest, values and points of view; identifying the causes of the problem or dilemma; proposing alternative solutions; formulating a position; and evaluating the consequences of taking that position.

## Impact of Technology

1. Examine changes in the culture and society due to technological innovations.
2. Predict changes in culture and society as a result of continued technological progress and evaluate the consequences.

## Technology and Information Literacy

1. Seek and evaluate information to answer both personal and curricular need
2. Analyze the intent and authorship of information sources used for a curricular need.
3. Determine valid information for an assignment from a variety of sources.
4. Select essential questions for research and use a recognized or personally developed model to conduct independent research.
5. Identify and evaluate information and select relevant and pertinent information found in each source.
6. Identify relevant factors, check for validity, and record appropriate information, keeping track of all sources.
7. Analyze information and synthesize into a communicated product.
8. Respect copyright laws and guidelines, and use standard bibliographic format to list sources.
9. Critique and revise the information product.
10. Review the research process for efficiency and effectiveness.
11. Demonstrate the use of parentheses for nesting search terms to alter retrieval strategies through multiple Internet resources.

12. Create a product on a specific curricular topic that includes annotated Web sites constructed according to a standard style manual.
13. Develop a systematic approach to judge that value of the retrieved Web information.
14. Modify a search through the use of different keywords and other techniques specific to an electronic resource (e.g., online database, Web Based index).
15. Integrate online subscription resources and other electronic media to meet needs for research and communication on a routine basis.
16. Differentiate coverage of electronic resources to select information needed.

## High School COMPARATIVE RELIGION

This elective course introduces students to a wide variety of religious, ethical and ideological belief systems. Students will gain first-hand knowledge of different faiths through direct experiences with guest speakers and personal visitations. A broad range of spiritual and intellectual life will be explored. A research project may be required.

### People, Groups and the Institution of Religion

1. Examine the various structural components of the institution of religion, for example: history and founder, beliefs, rituals and practices, organization, physical structures, holy books etc.
2. Analyze the extent to which the religious institution meets individual needs and promotes the common good in contemporary and historical settings.
3. Identify and analyze examples of tension between individuality and efforts of religion to promote social conformity.
4. Evaluate the role of religion in furthering both continuity and change.
5. Develop appropriate questions and engage in reasoned dialogue with guest speakers representing the various religious and ideological traditions.
6. Evaluate the development of religion as a major institution in American society.
7. Compare and contrast the major religious and ideological traditions in the world today.
8. List and examine the major moral and ethical issues of today and their impact on the institution of religion.
9. Analyze proposed solutions to current issues from the perspective of the different speakers.

## Cultural History and Religion

1. Understand the historical, philosophical, and social development of religion and ideological traditions.
2. Perceive significant historical periods and patterns of change within the various religions and ideological traditions.
3. Critically evaluate the positive and negative impact of religion and ideological traditions in the world today.

## Inquiry, Research and Analysis

1. Critically evaluate the information and arguments made by the guest speakers concerning their religious and ideological tradition.
2. Critically evaluate the positions presented by the guest speakers on contemporary, moral and ethical issues.
3. Examine and evaluate the use of primary sources: guest speakers, visits to religious, spiritual or ideological institutions, and books (philosophical, theological, inspirational, historical fiction, etc.).
4. Research a religion or ideological tradition by: locating information from a variety of credible sources; evaluating the sources for bias or perspective of authors, institutions or speakers; examining the strength of the evidence and arguments; and evaluating the quality of the materials.
5. Research an ethical issue by gathering, recording, evaluating, and interpreting relevant data.
6. Choose a position on an ethical issue and develop a rationale for that position.

## Communication

1. Present a coherent thesis.
2. Support the thesis with appropriate evidence.
3. Organize ideas to achieve coherence in communication.
4. Use correct grammar, spelling, and sentence structure.
5. Synthesize information into logical sequences.
6. Present a concise, clear closing when making an argument.
7. Analyze ethical and moral issues in the world today.
8. Build a consensus within the group by finding points of agreement, making sure that all voices are heard, and attempting to understand the view of others.
9. Research decisions by: identifying the problem; analyzing the interest, values and points of view; identifying the causes of the problem or dilemma;

proposing alternative solutions; formulating a position; and evaluating the consequences of taking that position.

### Impact of Technology on the Institution of Religion

1. Examine changes in the institution of religion due to technological innovations.
2. Analyze the impact of technology on moral and ethical issues.
3. Predict changes in religion and ideological traditions as a result of continued technological progress and evaluate the consequences.

### Technology and Information Literacy Evaluating Sources

1. Evaluate information collected to answer both personal and curricular and apply an evaluative needs to determine its accuracy, authority, objectivity, currency and process to all coverage.
2. Acknowledge intellectual property in using information sources.
3. Determine and apply an evaluative process to all information sources chosen for a project.

### Technology and Information Literacy Apply a research process model to conduct research and meet information needs

1. Derive a personally developed research model to conduct independent research.
2. Refine the information question to focus the research process, modifying the question as necessary to broaden or narrow the inquiry.
3. Critique information sources to determine if different points of view are included.
4. Integrate multiple information sources in the research process.
5. Create a product to communicate information, representing a personal point of view based on findings.
6. Adhere to copyright and intellectual property laws and guidelines when creating new products (e.g., standard bibliographic format, permission to use information created by others).
7. Monitor progress and evaluate actions during the process, revising and incorporating new information as indicated by personal evaluation.
8. Archive the final product in a format that will be accessible in the future.

### Technology and Information Literacy Formulate advanced search strategies, demonstrating an understanding of the strengths and limitations of the Internet, and evaluate the quality and

## appropriate use of Internet resources.

1. Incorporate defined field searching by initiating a search string search strategies, identifying the desired field of information to be retrieved (e.g., search demonstrating an author or title).
2. Create a stand-alone system for tracking Internet resources for personal strengths and academic needs (e.g., postsecondary institutions of interest).
3. Synthesize search results retrieved from a variety of Internet resources and evaluate and create an information product for a targeted audience.
4. Critique research retrieved through the Internet for authority, accuracy, appropriate use of objectivity, currency, coverage, and relevancy.

## Technology and Information Literacy

### Evaluate choices of electronic resources and determine their strengths and limitations.

1. Research information from electronic archives (e.g., online database, Web-based index).
2. Use a variety of technology resources for curriculum and personal information needs (e.g., streaming video, CD/DVD, subscription database).
3. Evaluate technology resources and determine strengths and weaknesses for curricular or personal needs.
4. Select an appropriate tool, online resource or Website based on the information needed.

# High School AP Comparative Politics

## Political Systems & Regimes of Government

You'll learn about the skills and concepts that political scientists use in their work and apply them as you analyze data related to the six course countries.

Topics may include:

- How political scientists collect and use data and information
- Types of political systems: regimes, states, nations, and governments
- Democracy and authoritarianism
- The ways governments and regimes get, keep, and lose power
- Factors that can either help or undermine the stability of a government

## Political Institutions

You'll look at the political structure and the branches of government of each of the six course countries.

Topics may include:

- Parliamentary, presidential, and semi-presidential government systems
- Executive institutions (for example, presidents, prime ministers, cabinets)
- Legislative systems (for example, congressional or parliamentary)
- Judicial systems (judges and courts)

## Political Culture and Participation

You'll study the ways in which the citizens of a country interact with, influence, and are affected by their government, using the six course countries as examples.

Topics may include:

- Where the political attitudes and beliefs of citizens come from
- Political ideologies such as individualism, communism, and fascism
- Political participation by citizens and its effects
- Civil rights and civil liberties
- Social divisions within a country and their effects

## Party and Electoral Systems and Citizens Organizations

In the context of the political structures, events, and issues associated with the six course countries, you'll learn how individuals, parties, and citizen organizations work to gain influence and power.

Topics may include:

- Types of electoral systems and election rules
- Types of political party systems
- How social movements and interest groups cause political change

## Political and Economic Changes and Development

You'll explore how the political systems and power structures of the six course countries play out in an interconnected global context.

Topics may include:

- Political responses to global market forces
- The effects of economic liberalization policies
- How governments adapt social policies to address political, cultural, and economic changes
- Rapid industrialization and its impacts
- The causes and effects of demographic changes

# High School AP Psychology

The AP Psychology course introduces students to the systematic and scientific study of human behavior and mental processes. While considering the psychologists and studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with such topics as the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatments of psychological disorders, and social psychology. Throughout the course, students employ psychological research methods, including ethical considerations, as they use the scientific method, evaluate claims and evidence, and effectively communicate ideas.

## Unit 1: Scientific Foundations of Psychology

1. Introducing Psychology
2. Research Methods in Psychology
3. The Experimental Method
4. Selecting a Research Method
5. Statistical Analysis
6. Ethical Guidelines in Psychology

## Unit 2: Biological Bases of Behavior

1. Interaction of Heredity and Environment
2. The Endocrine System
3. Overview of the Nervous System and the Neuron
4. Neural Firing
5. Influence of Drugs on Neural Firing
6. The Brain
7. Tools for Examining Brain Structure and Function
8. The Adaptable Brain
9. Sleep and Dreaming

## Unit 3: Sensation and Perception

1. Principles of Sensation

2. Principles of Perception
3. Visual Anatomy
4. Visual Perception
5. Auditory Sensation and Perception
6. Chemical Senses
7. Body Senses

## Unit 4: Learning

1. Introduction to Learning
2. Classical Conditioning
3. Operant Conditioning
4. Social and Cognitive Factors in Learning

## Unit 5: Cognitive Psychology

1. Introduction to Memory
2. Encoding
3. Storing
4. Retrieving
5. Forgetting and Memory Distortion
6. Biological Bases of Memory
7. Introduction to Thinking and Problem Solving
8. Biases and Errors in Thinking
9. Introduction to Intelligence
10. Psychometric Principles and Intelligence Testing
11. Components of Language and Language Acquisition

## Unit 6: Developmental Psychology

1. The Lifespan and Physical Development in Childhood
2. Social Development in Childhood
3. Cognitive Development in Childhood
4. Adolescent Development
5. Adulthood and Aging
6. Moral Development
7. Gender and Sexual Orientation

## Unit 7: Motivation, Emotion, and Personality

1. Theories of Motivation

2. Specific Topics in Motivation
3. Theories of Emotion
4. Stress and Coping
5. Introduction to Personality
6. Psychoanalytic Theories of Personality
7. Behaviorism and Social Cognitive Theories of Personality
8. Humanistic Theories of Personality
9. Trait Theories of Personality
10. Measuring Personality

## Unit 8: Clinical Psychology

1. Introduction to Psychological Disorders
2. Psychological Perspectives and Etiology of Disorders
3. Neurodevelopmental and Schizophrenic Spectrum Disorders
4. Bipolar, Depressive, Anxiety, and Obsessive-Compulsive and Related Disorders
5. Trauma-and Stressor-Related, Dissociative, and Somatic Symptom and Related Disorders
6. Feeding and Eating, Substance and Addictive, and Personality Disorders
7. Introduction to Treatment of Psychological Disorders
8. Psychological Perspectives and Treatment of Disorders
9. Treatment of Disorders from the Biological Perspective
10. Evaluating Strengths, Weaknesses, and Empirical Support for Treatments of Disorders

## Unit 9: Social Psychology

1. Attribution Theory and Person Perception
2. Attitude Formation and Attitude Change
3. Conformity, Compliance, and Obedience
4. Group Influences on Behavior and Mental Processes
5. Bias, Prejudice, and Discrimination
6. Altruism and Aggression
7. Interpersonal Attraction