

IOWA CITY COMMUNITY SCHOOL DISTRICT

Social Studies Curriculum Guide
Kindergarten ~ Grade 12

Revised Winter 2015
Original Edition 2003

Table of Contents

Introduction	
State Requirements	1
District Requirements	
Course of Studies and Graduations Requirements	2
Mission Statement	3
Organization of Instructional Program	
Instructional Time Guidelines	4
Curriculum (Scope and Sequence)	
Content Standards	5
Benchmarks	6
Elementary Grade Level Objectives and Activities	11
Secondary Course Descriptions, Objectives, and Units of Study	22
Instructional Methods	
Belief Statements	44
Instructional Resources	46
Assessment	48
Infusion Areas and Approaches	49
References	50
Appendices	
# 1 – Elementary grade level learning standards and associated lessons	51

Acknowledgments

Iowa City Community School District curriculum writing team:

Pamela Ehly, Director of Instruction, Educational Services Center

Elizabeth Bruening, Social Studies Coordinator

Scott Jespersen, former Social Studies Coordinator

Non-Discrimination Statement: It is the policy of the Iowa City Community School District not to discriminate on the basis of race, creed, color, religion, national origin, gender, age, marital status, sexual orientation, gender identity, veteran status, disability, or socioeconomic status in its educational programs, activities, or employment practices. If you believe you have (or your child has) been discriminated against or treated unjustly at school, please contact the District's Director of Equity at 1725 N. Dodge St., Iowa City, IA 52245, 319-688-1000.

INTRODUCTION

Purpose of this curriculum guide is to assist kindergarten through twelfth grade teachers in the organization and instruction of social studies in the Iowa City Community School District.

The guide provides information about district and state requirements. In addition, content standards, grade level benchmarks, instructional objectives, instructional methods, instructional resources and assessment practices are identified. The content standards, benchmarks and objectives were approved by a district curriculum review committee during the 2011-2012 school year. The guide was revised in fall 2009 to reflect the Iowa Core Curriculum, mandated by Iowa law in 2008 and again in winter 2015.

State Requirements

Senate File 2216 mandates the Iowa Core Curriculum:

On May 1, 2008, Governor Culver signed Senate File 2216 mandating the Iowa Core Curriculum which provides academic expectations for all Iowa's K-12 students. The essential concepts and skills students are expected to know are identified by grade level clusters in the following areas: literacy, mathematics, science, social studies, and 21st learning skills (civic literacy, employability skills, financial literacy, health literacy and technology literacy). <https://iowacore.gov/>

Senate File 2272 mandates high school graduation requirements:

The 2006 legislature amended Section 256.7, subsection 26 of Iowa Code Supplement 2005 by identifying the requirements for high school graduation for all students beginning with the graduating class of 2011. Senate File 2272, Section 4, lists these requirements for school districts as four years of English/language arts, three years of mathematics, three years of science, and three years of social studies.

Chapter 12, General Accreditation Standards, Iowa Administrative Code, School Rules of Iowa, July 1999 states the following:

Elementary

Kindergarten

The kindergarten program shall include experiences designed to develop healthy emotional and social habits and growth in the language arts and communication skills, as well as a capacity for the completion of individual tasks, and protect and increase physical well-being with attention given to experiences relating to the development of life skills and human growth and development.

1st through 6th Grade

Instruction shall include citizenship education, history, and social sciences. Democratic beliefs and values, problem-solving skills, and social and political participation skills shall be incorporated. Instruction shall encompass geography, history of the United States and Iowa, and cultures of other peoples and nations. American citizenship, including the study of national, state, and local government; and the awareness of the physical, social, emotional and mental self shall be infused in the instructional program.

Secondary

7th and 8th grade

Instruction shall include citizenship education, history and social sciences. Democratic beliefs and value, problem-solving skills, and social and political participation skills shall be incorporated. Instruction shall encompass history, economics, geography, government including American citizenship, behavioral sciences, and the cultures of other peoples and nations. Strategies for continued development of positive self-perceptions shall be infused.

9th through 12th grade

Instruction shall include citizenship education, history, and the social sciences. Instruction shall encompass the history of the United States and the history and cultures of other peoples and nations including the analysis of persons, events, issues, and historical evidence reflecting time, change, and cause and effect. Instruction in United States government shall include an overview of American government through the study of the United States Constitution, the bill of rights, the federal system of government, and the structure and relationship between the national, state, county, and local governments; and voter education including instruction in statutes and procedures, voter registration requirements, the use of paper ballots and voting machines in the election process, and the method of acquiring and casting an absentee ballot. Students' knowledge of the Constitution and the bill of rights shall be assessed. Economics shall include comparative and consumer studies in relation to the market and commend economic systems. Geography shall include the earth's physical and cultural features, their spatial arrangement and interrelationships, and the forces that affect them. Sociology, psychology, and anthropology shall include the scientific study of the individual and group behavior(s) reflecting the impact of these behaviors on persons, groups, society, and the major institutions in a society. Democratic beliefs and values, problem-solving skills, and social and political skills shall be incorporated. All students in grades nine through twelve must, as a condition of graduation, complete a minimum of one-half unit of United States government and one unit of United States history and receive instruction in the government of Iowa.

District Requirements

Course of Studies

Promotion and Graduation Requirements

Board policies 602.1 governs Curriculum Development (Course of Studies), Administrative Guideline 558 addresses promotion, and Board policy 505.5 governs graduation for students in the Iowa City Community School District.

Elementary

Subject matter is taught by a classroom teacher. Often the five areas of social studies are integrated. They include the following: history, government, geography, economics, and social sciences. The decision regarding promotion of students in grades kindergarten through six is the responsibility of the building principal. ICCSD has no arbitrary promotion standard. There is no such thing as a 70% or a particular grade average required for promotion. Considerations are given for each case; the considerations are listed in Administrative Guideline 558.

The program of studies for elementary grades is reviewed during the curriculum review process which occurs on an eight-year cycle.

Secondary

Subject matter is taught as a "course" and is instructed by a social studies teacher. The following courses are required at the secondary level:

Junior High

- Global Studies (full year course) seventh grade
- American Studies (full year course) eighth grade

Senior High

To receive a high school diploma from ICCSD, a student must have earned a total of 309 credits in grades 9-12. A student must complete 45 credits in the area of social studies (three full years).

- American Studies (full year courses – 15 hours)
- World History (two trimester courses – 10 hours)
- Government (two trimester courses – 10 hours)
- Economics (trimester course – 5 hours)
- Social studies elective (trimester course – 5 hours)

Each secondary schools' program of studies is reviewed annually (October and November) by staff in respective buildings; the Board of Directors approve each secondary schools program of studies annually (December). In addition, during the curriculum review process which occurs on an eight-year cycle, the secondary program of studies from a district perspective is reviewed.

Mission Statement

The mission of social studies instruction in the Iowa City Community School District is to help ensure that students become life-long, independent and interdependent learners who can use social studies to make informed, reasoned decisions and take action for the public good as citizens in a diverse, democratic society and in a dynamic global community.

ORGANIZATION OF INSTRUCTIONAL PROGRAM

Instructional Time Guidelines

There are no state mandates about the amount of time students are to be instructed in particular curricular areas. The amount of time allocated to instructional areas is a local education agency decision.

Elementary

Students in the elementary grades attend school for 1890 minutes per week. The following chart identifies the average number of minutes students are to be engaged in social studies instruction on a weekly basis. Instruction usually occurs three to four days a week depending on the unit or skill involved.

K	1	2	3	4	5	6
125	125	100	100	125	200	200

Secondary

Students in the secondary grades attend social studies classes for 218 minutes (junior high) and 265 minutes (senior high) per week. Instruction occurs every day of the week. At the junior high level, 7th and 8th grade, the class is one of eight per day. A class period is 45 minutes in duration Monday, Tuesday, Wednesday, Friday and 38 minutes on Thursday. At the senior high level, 9th through 12th grade, the class is one of seven per day. A class period is 55 minutes in duration Monday, Tuesday, Wednesday, Friday and 45 minutes on Thursday.

CURRICULUM (scope and sequence)

Curriculum is defined as the content to be taught to students. It includes knowledge of facts, concepts, principles, and generalizations, and relative to process, the demonstration of skills. In other words, both declarative and procedural knowledge are addressed.

Content Standards

What students are expected to know and be able to do

The content standards for the Iowa City Community School District are based on the work of the a) Iowa Core Curriculum and b) the National Council of Social Studies and the C3 Framework. Finally, curriculum standards are also tied to the Common Core Standards. The English/Language Arts standards include a section on History/Social Studies for grades 6-12. These standards focus on writing and reading informational text and primary sources. Please see www.corestandards.org/ELA-Literacy/RH/introduction for more information. Standards address history, government (political science/civics), geography, economics and social sciences (behavioral sciences).

Culture

Understand the nature of culture, cultural diversity, cultural change across time and space, and the multiple perspectives which emerge from varying cultures, as well as demonstrate a respect for human differences and an appreciation of human commonalities.

Time, Continuity, and Change

Develop and demonstrate the use of historical thinking skills, and an understanding of life, culture, events, key documents, and personalities in past and current times, and the process of change over time as well as the power of tradition, and a personal perspective on how the past relates to the present as well as its implications for the future

People, Places, and Environment

Learn critical geographic thinking skills as well as key themes, concepts, spatial relationships, and geographic perspectives and abilities, and apply them to an understanding of human behavior in relation to the physical and cultural environment

Individual Development and Identity

Understand the processes of learning, human behavior, individual growth and development, and the shaping of personal identity in the context of culture and society, and apply these learnings to the building of a positive self-image

Individuals, Groups, and Institutions

Acquire and apply an understanding of the dynamic relationships between and among the individual, the family, the community, the world of work, and other social groups and institutions which exist in any community, culture and/or society

Power, Authority, and Governance

Develop and apply an understanding of how people conceptualize, create, and modify power, authority, and governance systems to regulate the dynamic relationships between the basic rights and responsibilities of individuals and the needs of society, as well as key principles and foundational documents associated with the American style of democracy

Production, Distribution, and Consumption

Develop and demonstrate an understanding of the various ways in which people organize and maintain systems to deal with the problem of scarcity, and how they deal with the desire of people to have their wants and needs met through a system of production, distribution, and consumption of goods and services

Science, Technology, and Society

Develop and apply an understanding of the complex relationships between and among the social sciences and the humanities, the sciences, technology, and the world of work, as well as critical relationships

Global Connections

Develop an accurate picture of themselves in relation to the world as they learn and apply concepts and skills related to historical, cultural, geographic, technological, ethical, and societal issues which make this an ever more connected world community

Civic Ideas and Practices

Develop and demonstrate an ability to apply concepts, principles, skills, and strategies associated with civic competence and enlightened participatory citizenship in a democratic society.

In 2013, the National Council for the Social Studies presented teachers with the C3 Framework (College, Career, and Civic Life) to enhance social studies education through disciplinary and multi-disciplinary concepts and practices based on inquiry and investigation. The C3 Framework centers on an inquiry arc that frames the ways students learn social studies content. The four dimensions of this arc include:

- Develop Questions and Plan Investigations
- Apply Disciplinary Concepts and Tools
- Gather, Evaluate, and Use Evidence
- Communicate Conclusions and Take Informed Action

Teachers should use the inquiry arc to plan and support lessons throughout the curriculum and in all disciplines. More information is available on the NCSS website: www.ncss.org

Benchmarks

Grade level expectations

Elementary

Kindergarten: Me and My World

- Identify the impact of culture on the life of oneself
- Explain how people, places and environment influence the life of oneself
- Give examples of how relationships influence one's life
- Identify the impact of production, distribution and consumption on the individual's life
- Identify how global connections (historical, cultural, geographic, technological, ethical and societal issues) influence one's life
- Identify how time, continuity and change impact oneself
- Give examples of how culture and society influence one's life
- Give examples of authority and governance influences on one's life
- Give examples of influences on one's life relative to science and technology
- Give examples of civic ideals and practices related to one's life

First Grade: School and Family

- Identify the impact of culture on the family
- Explain how people, places and environment influence the family
- Give examples of how relationships influence family life
- Identify the impact of production, distribution and consumption on family life
- Identify how global connections (historical, cultural, geographic, technological, ethical and societal issues) influence one's family
- Identify how time, continuity and change impact a family
- Give examples of how culture and society influence one's family
- Give examples of authority and governance influences on family life
- Give examples of the impact of science and technology on family life
- Give examples of civic ideals and practices related to family life

Second Grade: Community

- Identify the impact of culture as it relates to living in a neighborhood
- Explain how people, places and environment influence living in a neighborhood
- Give examples of how relationships influence neighborhood life
- Identify the impact of production, distribution and consumption on neighborhood life
- Identify how global connections (historical, cultural, geographic, technological, ethical and societal issues) influence neighborhood life
- Identify how time, continuity and change impact living in a neighborhood
- Give examples of how culture and society influence living in a neighborhood
- Give examples of authority and governance influences on neighborhood life
- Give examples of the impact of science and technology on neighborhood life
- Give examples of civic ideals and practices related to living in a neighborhood

Third Grade: Community and Beyond

- Identify the impact of culture as it relates to living in a community
- Explain how people, places and environment influence living in a community
- Give examples of how relationships influence community life
- Identify the impact of production, distribution and consumption on community life
- Identify how global connections (historical, cultural, geographic, technological, ethical and societal issues) influence community life
- Identify how time, continuity and change impact living in a community
- Give examples of how culture and society influence living in a community
- Give examples of authority and governance influences on community life
- Give examples of the impact of science and technology on community life
- Give examples of civic ideals and practices related to living in a community

Fourth Grade: Regions of the United States

- Identify the impact of culture as it relates to the different regions of the United States
- Explain how people, places and environment influence the regions of the United States
- Give examples of how relationships influence the regions of the United States
- Identify the impact of production, distribution and consumption on the regions of the United States
- Identify how global connections (historical, cultural, geographic, technological, ethical and societal issues) influence life in the regions of the US
- Identify how time, continuity and change impact the regions of the United States
- Give examples of how culture and society influence the regions of the United States
- Give examples of the influence of authority and governance on the regions of the United States
- Give examples of the impact of science and technology on regions of the United States
- Give examples of civic ideals and practices related to living in the regions of the US

Fifth Grade: US History (exploration through westward movement) and Iowa History

- Identify the impact of culture as it relates to US and Iowa history
- Explain how people, places and environment influence US and Iowa history
- Give examples of how relationships influence US and Iowa history
- Identify the impact of production, distribution and consumption on US and Iowa history
- Identify how global connections (historical, cultural, geographic, technological, ethical and societal issues) influence US-Iowa history
- Identify how time, continuity and change impact US and Iowa history
- Give examples of how culture and society influence US and Iowa history
- Give examples of authority and governance influences on US and Iowa history
- Give examples of science and technology influences on US and Iowa history
- Give examples of civic ideals and practices related to US and Iowa history

Sixth Grade: Ancient Cultures

- Identify the impact of culture as it relates to ancient cultures
- Explain how people, places and environment influence ancient cultures
- Give examples of how relationships influence ancient cultures
- Identify the impact of production, distribution and consumption on ancient cultures
- Identify how global connections (historical, cultural, geographic, technological, ethical and societal issues) influence ancient cultures
- Identify how time, continuity and change impact ancient cultures
- Give examples of how culture and society influence ancient cultures
- Give examples of authority and governance influences on ancient cultures
- Give examples of science and technology influences on ancient cultures
- Give examples of civic ideals and practices related to ancient cultures

Secondary

Seventh Grade: Global Studies (Non-Western world: Asia, Africa, Russia/C.I.S., Middle East; units on social scientist, culture, population and hunger)

- Identify the impact of culture on non-Western societies
- Explain how people, places and environment influence geographic characteristics in non-Western societies
- Give examples of the relationships that exist between individuals, families, community groups and other societal institutions in non-Western societies
- Identify the impact of production, distribution and consumption on the economic development of non-Western societies
- Identify how global connections (historical, cultural, geographic, technological, ethical and societal issues) influence non-Western societies
- Identify how time, continuity and change impact non-Western societies
- Give examples of how culture and society influence individual and group identity in non-Western societies
- Give examples of how non-Western societies conceptualize, create, modify, and use power, authority, and governance systems
- Identify the impact of science and technology on non-Western societies
- Give examples of civic ideals and practices as they relate to non-Western societies and their relationships to the United States

Eighth Grade: American Studies I (early American history to 1900)

- Identify the impact of culture as it relates to United States history
- Explain how people, places and environment influenced United States history
- Give examples of how relationships between individuals, families, and community groups influenced United States history
- Identify the impact of production, distribution and consumption of goods and services on United States history
- Identify how global connections (historical, cultural, geographic, technological, ethical and societal issues) influenced United States history
- Identify how time, continuity and change impacted United States history
- Give examples of how culture and society influenced United States history
- Give examples of how the basic rights and responsibilities of individuals and the needs of society have been influenced by systems of authority and governance throughout United States history
- Identify how science and technology have impacted United States history
- Give examples of civic ideals and practices related to United States history

Ninth Grade: American Studies II (1900 to present)

- Identify the impact of culture as it relates to United States history
- Explain how people, places and environment influence United States history
- Give examples of how relationships between individuals, families, and community groups influenced United States history
- Identify the impact of production, distribution and consumption of goods and services on United States history
- Identify how global connections (historical, cultural, geographic, technological, ethical and societal issues) influenced United States history
- Identify how time, continuity and change impacted United States history
- Give examples of how culture and society influenced United States history
- Give examples of how the basic rights and responsibilities of individuals and the needs of society have been influenced by systems of authority and governance throughout United States history
- Identify how science and technology have impacted United States history
- Give examples of civic ideals and practices related to United States history

History and Area Studies

Related to world area studies electives, including World Religions, World Religions Seminar, World History I, II, III, History of Europe, AP European History, Asian Civilizations, Middle East and North Africa, Basic World History, Africa and Latin America

- Identify the impact of culture as it relates to history and area studies
- Explain how people, places and environment influence history and area studies
- Give examples of how relationships influence history and area studies
- Identify the impact of production, distribution and consumption on history and area studies
- Identify how global connections influence history and area studies
- Identify how time, continuity and change impact history and area studies
- Give examples of how culture and society influence history and area studies
- Give examples of authority and governance influence history and area studies
- Give examples of the influences of history and area studies relative to science and technology
- Give examples of civic ideals and practices related to history and area studies

Government: Local, State, National

- Explain how various cultural factors impact the particular governmental/political system found in a given place or society
- Explain how people, places and environment influence government/political systems
- Identify how relationships between individuals, social groups and other societal institutions influence government
- Identify the impact of governmental/political systems on the means of production, distribution and consumption
- Identify how global connections influence governmental decisions and international relations
- Identify how governmental/political systems are impacted by the forces of time, continuity and change
- Give examples of the interrelationship between culture and society related to government/political systems
- Provide examples of how the relationships between the basic rights and responsibilities of individuals and the needs of society are affected by authority and governance
- Give examples of the impact of government on the development and use of science and technology
- Identify civic ideals and practices and how they can be applied by citizens in a participatory democracy

Economics

- Explain how various cultural factors impact the particular economic system found in a given place/society
- Explain the various ways in which economic systems are influenced by the people, places and environment of a given place/society
- Identify and analyze critical relationships that exist between and among individuals, social groups and other key societal institutions as they approach the problem of economic scarcity
- Identify and analyze how individuals, groups and institutions organize themselves to answer key questions related to the production, distribution, and consumption of goods/services
- Explain how global connections (historical, cultural, geographic, technological, ethical and societal issues) influence economic decisions, particularly specialization and trade
- Identify how various economic systems tend to be impacted by time, continuity and change
- Provide examples of how economic forces and factors shape a given culture and/or society
- Give examples of how governmental systems and economic systems are interdependent and interact with each other
- Identify and evaluate the economic impact of science and technology on a society
- Give examples of civic ideals and practices as they relate to the economic vitality of a given society

Grade Level ~ Course Objectives

Elementary

The charts below indicate units of study and associated student objectives and activities from the Social Studies Alive! Program. They are located at the following web site: <http://www.teachtci.com>

For a listing of grade level benchmarks and associated lessons by grade level, see Appendix 1.

Kindergarten: Social Studies Alive! Me and My World

Units of Study and Student Objectives/Activities

Who Am I?	Depict what they look like, what they care about, what feelings are, and what they can do. In a book titled "Who Am I?" they will show some of what makes them special.
What is a Family?	Explore why their family is special as they make a family collage, draw something together, make a book of family "gifts," and highlight a special family tradition or activity.
How Do I Get Along with Others?	Learn how talking, listening, taking turns, and making choices can help them to get along with others.
How Do I Make Friends?	Learn how to make friends by practicing four important skills: introducing themselves, asking a friend to play, sharing, and being kind.
How Do I Solve Problems with Others?	Learn about and practice a process for solving problems with others in which they calm down, talk and listen, figure out what will help, and agree on a plan and try it.
How Can I Be a Good Helper at School?	Learn and practice four ways to be helpful at school through a series of games, classroom discussions, and hands-on activities.
What Is In My Neighborhood?	Work in groups to build a three-dimensional neighborhood with buildings, outdoor places, and people. Then, students will discuss their role in the neighborhood.
Where Am I in the World?	Learn basic geography and mapping skills as they assemble a book of maps that show where they live.
How do people live around the world?	Explore how people feel, work, learn, and play around the world. Students discuss the similarities of people's daily lives.
How Can I Help Take Care of the World?	Learn about reducing, recycling, and reusing, and identify ways that they can help take care of the Earth.

Grade 1: Social Studies Alive! My School and Family

Units of Study and Student Objectives/Activities

How Do We Get Along in School?	Discover how talking, listening, taking turns, and sharing help them create a picture with a partner—and help them get along in school.
Why Is It Important to Learn from Each Other?	Practice using important social skills, such as appropriate ways to greet, talk, and listen to each other, to explore their similarities and differences, and to celebrate their unique talents.
Why Do Schools Have Rules?	Play a game without rules to discover why rules are needed—in games and in schools.
Who Helps Us at School?	Learn about the typical duties of a school teacher, principal, secretary, and custodian, and then act out them out.
How Are We Good Helpers at School?	Explore four situations they might encounter at school and make choices and act out how they can be good helpers. Students learn they can make a difference when they help others, respect property, are positive, and solve problems.
What Is a Map?	Learn what a map is and what its basic elements are by creating a map of a story about an escaped mouse. Afterward, students create a map of their own.
What Was School Like Long Ago?	Work in groups to hypothesize how specific historical school and classroom artifacts were used in the past. Then they compare schools long ago with schools today.
What Groups Do We Belong To?	Identify common groups to which they belong and categorize different types of groups, such as school, family, and community groups.
How Are Families Special?	Write a “My Family Is Special” book about their family that describes family members, their favorite place at home, and favorite things their family likes to do. Then students share their books to see that all families are special in different ways.
What Do Families Need and Want?	Work in groups to explore the economic concept of needs and wants by creating camping triaramas that depict what families might need and want on a camping trip.
How Do Family Members Care for One Another?	Categorize pictures that illustrate the different responsibilities family members have and create a family job chart that explains the different ways their own family members help out at home.
How Do Families Change?	View and discuss images depicting changing families in order to understand factors that have caused these changes.
What Are Family Traditions?	Experience traditions from different cultures and create a quilt square that illustrates their own traditions.
What Do Good Neighbors Do?	Create posters that exemplify qualities of a good neighbor.

Grade 2: Social Studies Alive! My Community

Units of Study and Student Objectives/Activities

What Is a Community?	Design a community showing different places to live, work, and play.
How are Communities Different?	Analyze images of urban, rural, and suburban communities in order to understand their differences.
How Do We Use Maps?	Discover how to use a compass rose and map grid to locate important places in a community.
What is Geography?	Play a game as they learn the names of important geographic features found in a community.
How Do People Use Our Environment?	Become survivors on a deserted island and propose ways to use their environment for food, shelter, and clothing.
How Are Goods Made and Brought to Us?	Become members of an assembly line and participate in a relay race to learn about the production and distribution of goods.
Who Provides Services in a Community?	Create puppets of service occupations to use in a mock career day.
How Can I Be a Good Shopper?	Experience shopping with limited funds and play a game in order to discover how to be a wise shopper.
How Do Communities Change?	Design an urban renewal plan after learning why communities grow and decline.
How Did One Community Change?	View images of San Francisco from 1846-1906 to learn about factors that caused the city to change.
How Can One Person Make a Difference in a Community	Discover how single individuals made significant contributions to their community.
How Do Leaders Help Their Communities?	Become concerned citizens as they participate in a demonstration at a mock city council meeting.
What Does a Good Citizen Do?	Practice being good citizens as they distribute coupons from "Good Citizen" coupon books they have made.
What Do Communities Share?	Experience the interdependence of communities as they exchange cards for goods they need or want.

Grade 3: Social Studies Alive! Our Community and Beyond

Units of Study and Student Objectives/Activities

Where in the World Is Our Community?	Learn geographic features of the earth, like equator, hemispheres, and continents. They use that knowledge to steer their space shuttle back to its landing site on earth.
Where in the United States Is Our Community?	Work with a partner and use a compass and ruler to find the distance and direction from their community to various landmarks around the United States.
What Is the Geography of Your Community?	Learn about physical geography, natural resources, and climate and use that information to create a travel brochure about a community in the United States.
How Do People Become Part of Our Country?	Become “immigrants” and experience key aspects of the immigrant experience, like why people leave their countries and challenges immigrants face to get to America.
What Makes Our Community Diverse?	Work in groups to brainstorm examples of things that make their own community diverse.
How Do People Improve Their Communities?	Work in groups to learn about individuals who helped to improve their own communities. Students then create a human statue to commemorate one of these people.
How Are People Around the World Alike and Different?	Students learn about children from communities in other parts of the world. Then they write a letter to one of them, describing similarities and differences in their lives.
How Does Our Economy Work?	Become “buyers” and “sellers” at a fresh fruit market in order to learn about the concepts of supply and demand.
How Does Global Trade Affect Our Community?	Sit in a large circle and trade goods with one another, in the process creating an actual web of global trade.
What Are the Public Services in Our Community?	Analyze artifacts and match them to different public services that are provided in communities.
Who Works at City Hall?	Deliver letters to different offices or departments at City Hall and in the process learn about the responsibilities of the people in these offices and departments.
How Do We Have a Voice in Our Community?	Analyze and “step into” visual images to learn four different ways that people have a voice in the decisions of their community.
Whose Planet Is It Anyway?	Investigate case studies of communities facing an environmental problem. Groups discuss how they would address each problem before learning what the communities did.
How Can We Help the Global Community?	Work in groups to design proposals for class projects to help the global community. The class then reviews all the proposals and selects one to implement.

Grade 4: Social Studies Alive! Regions of Our Country

Units of Study and Student Objectives/Activities

Discovering the Social Sciences?	Examine “artifacts” gathered from around their homes to determine which social scientist—a geographer, a historian, an economist, or a political scientist—would be most interested in studying the artifact.
Exploring Regions of the United States	Actively develop key mapping skills as they analyze colorful maps of the U.S. The maps reveal information about the five regions of the U.S. as well as population density, rainfall, elevation, and political boundaries.
The Peopling of the United States	Create a colorful classroom quilt filled with symbols and images representing the settlement experiences and contributions of five American racial and ethnic groups.
A Train Tour of the Northeast	Take a simulated tour of nine key sites in the Northeast region. Students learn about democracy at Plymouth, mass production in Hershey, Pennsylvania, and urbanization while “climbing” the stairs of the Empire State Building.
Population Density and Life in the Northeast	Experience the population density of New York City by using students and desks to represent the land area and population in the city. Afterward, students explore and discuss the advantages and disadvantages of urban and rural settings.
A Boat and Bus Tour of the Southeast	Take a simulated tour of nine key locations in the Southeast region. Students learn about English settlement at Jamestown, American musical traditions in Memphis, and civil rights in Montgomery.
The Effects of Geography on Life in the Southeast	Answer “Geography Investigation” questions on such topics as climate, elevation, natural resources, and bodies of water in the Southeast before hypothesizing and learning about these key geographical influences.
A Crop Duster Tour of the Midwest	Take a simulated tour of nine key locations in the Midwest region. Students learn about ranching in Dodge City, Kansas, the assembly line in Detroit, and American consumerism at the Mall of America.
Agricultural Changes in the Midwest	Use investigative skills to compare and contrast farm life in the 1800s with farm life today.
A Big Rig Tour of the Southwest	Take a simulated tour of nine key locations in the Southwest region. Students learn about engineering at the Hoover Dam, U.S.—Mexico border relations in El Paso, and westward movement in Guthrie, Oklahoma.
A Case Study in Water Use: The Colorado River	Role play various water users in the Colorado River basin in four different time periods to understand how the river’s water is used and shared—and why it must be conserved.

Grade 4 continued

Units of Study and Student Objectives/Activities

A Van and Airplane Tour of the West	Take a simulated tour of nine key locations in the West region. Students learn about mining life in Leadville, Colorado, declining salmon populations along the Columbia River, and tourism in Hawaii.
Cities of the West	Develop an advertising campaign promoting a major western city.
Researching Your State's Geography	Create and play board games that detail the major geographic features of their state.
Researching Your State's History	Work in groups to make "talking buildings" that tell the story of the history of their state.
Researching Your State's Economy	Create wax museum exhibits that depict the major economic activities in their state.
Researching Your State's Government	Develop an idea for a new state law and write and illustrate a storybook about their legislative proposal's progress in becoming a new law.

Grade 5: Social Studies Alive! America's Past

Units of Study and Student Objectives/Activities

Geography of the United States	Apply key geography skills to learn 14 geographic terms and 15 physical features that describe the U.S. Create question cards and answers for an Interactive Desk Map game.
American Indians and Their Land	Use visual images and written information to discover why Native Americans migrated to North America and how they adapted to the environments they encountered. Illustrate dictionary entries for the terms migration, environment, and adaptation.
American Indian Cultural Regions	Discover how several Native American groups adapted to different geographic areas. Assume the role of historian to evaluate a movie script about life in the Northwest during the 1700s.
How and Why Europeans Came to the New World	"Excavate" and examine artifacts from a "sunken ship" and discuss what they reveal about exploration.
Routes of Exploration to the New World	Imagine they are explorers returning from the New World and write an explorer's log about their experience.
Early English Settlements	Analyze images of early English settlements in North America and create act-it-outs. Design a real estate advertisement that would encourage people to move to Jamestown or Plymouth.
Comparing the Colonies	Create a billboard about one of six American colonies and then give a presentation to convince other students to settle in their colony. Imagine they are moving from England to a colony in America and write a goodbye letter to their families.
Facing Slavery	Learn about slavery from the perspective of West Africans and gain appreciation for the dilemmas they faced. Assume the role of West Africans living in the early 1700s and write journal entries describing one day in their lives.
Life in Colonial Williamsburg	Take a "walking tour" of Williamsburg and examine written and visual information, record notes, and complete tasks. Write a postcard to a friend describing their favorite sites in colonial Williamsburg.
Tensions Grow between the Colonies and Great Britain	Feel frustrated and powerless as they plan a class party under restrictions from the teacher. Analyze lyrics from a satirical ballad and then write their own version of the song.
To Declare Independence or Not	Bring to life one of six historical figures and then hold a panel discussion on whether to declare independence. Compose letters to the panelists with whom they most agreed and most disagreed.
The Declaration of Independence	Examine "artifacts" on Thomas Jefferson's "desk" to learn about the Declaration of Independence and the events that led to it, and then paraphrase key excerpts in their own words. Create a historical plaque for Thomas Jefferson's desk.

Units of Study and Student Objectives/Activities

The American Revolution	Struggle in a game of tug-of-war in which the teacher changes the rules to favor a seemingly weaker team, and then compare their experience to the Revolutionary War. Design a historical marker that commemorates factors that allowed the American colonies to win the Revolutionary War.
The Constitution	Discover the stability of having three branches of government as they attempt to Play a game in which they determine which branch of government will resolve a series of situations. Summarize a recent newspaper article that describes an action carried out by one branch of government.
The Bill of Rights	Work in small groups to create “living scenes” that represent key amendments in the Bill of Rights. Determine whether the events depicted in four fictional newspaper headlines could occur legally in the U.S.
Manifest Destiny and Settling the West	Act as 19th-century settlers and migrate into the western territories of the U.S. Draw a settler and a native person and then write voice bubbles describing their perspectives on U.S. westward expansion.
The Diverse Peoples of the West	Create interactive dramatizations about one group of westerners, such as the forty-niners. Portray the feelings about westward expansion of three westerners using drawings and voice bubbles.
The Causes of the Civil War	Read about events that led to the Civil War and then complete an illustrated storybook. Polish their storybooks by adding covers, bindings, and other creative touches to make them look authentic.
The Civil War	“Travel” to the battlefield at Gettysburg to discover important aspects of the Civil War, such as combat conditions. Compose a eulogy honoring those who fought and died at Gettysburg.
Industrialization and the Modern United States	Read about key post-Civil War events, create an illustrated timeline, and play a game to better understand the importance of the events. Design a monument for the event they believe has had the greatest influence on their lives.
Iowa History	Discover and apply key concepts, principles, and skills about Iowa’s history, geography, culture, economics, and government. Understand how our state has changed over time through interactive and informational activities.

Grade 6: History Alive! The Ancient World

Units of Study and Student Objectives/Activities

Early Humans and the Rise of Civilization

Investigating the Past: Explore a cave and make hypotheses about the paintings uncovered there. Understand how social scientists examine artifacts to reconstruct the lives of early humans.

Early Hominids: Analyze images to hypothesize about the capabilities of early hominids. Create a superhero who showcases these innovative abilities.

From Hunters and Gatherers to Farmers: Travel with early hominids as they move from hunting and gathering to farming. Create a comic book that highlights their journey.

The Rise of the Sumerian City-States: Respond to key problems faced by early Mesopotamians. Learn how Neolithic farming villages evolved into Sumerian city-states.

Ancient Sumer: Uncover characteristics of civilization in ancient Sumerian artifacts. Analyze contemporary artifacts for evidence of Sumerian civilization in the world today.

Exploring Four Empires of Mesopotamia: Explore the ancient empires of Mesopotamia. Build mechanical dioramas that illustrate the major achievements of Akkadia, Babylon, Assyria, and neo-Babylon.

Ancient Egypt and the Middle East

Geography and the Early Settlement of Egypt, Kush, and Canaan: Use your body to create the physical geography of ancient Egypt, Kush, and Canaan. Recognize how environmental factors influenced human settlement.

The Ancient Egyptian Pharaohs: Sail a felucca down the Nile and tour the ancient monuments along the way. Discover the stories of the pharaohs who created them.

Daily Life in Ancient Egypt: Step back in time and experience life in ancient Egypt. Bring to life day-to-day scenes from all levels of society.

The Kingdom of Kush: Venture south from Egypt and explore the rival kingdom of Kush. Debate interpretations of paintings of Kush history.

Origins of Judaism: Meet three ancient Hebrew leaders – Abraham, Moses, and David – and read excerpts about them from the Torah. Work together to tell the Hebrews' story in an illustrated scroll.

Learning About World Religions: Judaism Experience the challenge of passing on traditions through successive and scattered generations. Learn about the central beliefs of Judaism and how they are maintained during the Diaspora.

Units of Study and Student Objectives/Activities

Ancient India

Geography and the Early Settlement of India: Map the continent of India and use the knowledge to predict the location of the earliest Indian settlements.

Unlocking the Secrets of Mohenjodaro: Explore the ruins of Mohenjodaro and make hypotheses about life in ancient India. Discover what archaeologists have to say about their excavations of this ancient city.

Learning About World Religions: Hinduism: Examine Hindu symbols and match them to the beliefs they represent. Create new symbols for these beliefs and design a mandala to showcase them.

Learning About World Religions: Buddhism: Follow the Buddha on his path to enlightenment. Dramatize scenes from his life and compose a poem that highlights his journey.

The First Unification of India: Interpret excerpts from King Ashoka's edicts and categorize them according to four key values. Understand the role these values played in the unification of India.

The Achievements of the Gupta Empire: Celebrate the golden age of India. Commemorate Gupta achievements in a 4th-century-style palm leaf book.

Ancient China

Geography and the Early Settlement of China: Design a poster-size relief map of China that highlights five important geographic regions. Use the poster to support various hypotheses on the influence of geography on Chinese history.

The Shang Dynasty: Excavate a Shang tomb to learn about this early civilization's government, religion, social structure, art, writing, and technology.

Three Chinese Philosophies: Experience the philosophies of Confucianism, Daoism, and Legalism by completing a lesson according to the beliefs and practices of each. Understand how these philosophies attempted to bring order to the chaos of the Zhou dynasty.

The First Emperor of China: Relive the reign of Qin Shi Huang Di, the first emperor of China. Share his struggles to unite China, protect its northern boundary, and oppose Confucian scholars.

The Han Dynasty: Visit Han China and discover this period's innovations in government, warfare, agriculture, industry, art, science, and medicine.

The Silk Road: Travel the Silk Road and trade for silk, gold, and spices along the way. Brave the perils and reap the material and cultural rewards!

Units of Study and Student Objectives/Activities

Ancient Greece

Geography and the Early Settlement of Greece: Choose a settlement site in ancient Greece and find ways to make your colony survive. Understand the effect of geography on settlement and culture.

The Rise of Democracy: Use the principles of monarchy, oligarchy, tyranny, and democracy to make class decisions. Trace the development of government in ancient Greece.

Life in Two City-States: Athens and Sparta: Create metopes to illustrate aspects of life in Athens and Sparta. Examine the differences between these two city-states.

Fighting the Persian Wars: Dramatize scenes from the Persian wars based on analysis of images of the conflict. Present each battle's background, participants, and outcome.

The Golden Age of Athens: Tour Athens at its zenith. Visit sites around the city to learn about the city's religion, architecture, sculpture, drama, philosophy, and sports.

Alexander the Great and His Empire: Follow Phillip and Alexander in their quest to conquer an empire. Speculate on their chances for success.

The Legacy of Ancient Greece: Recognize the contributions of ancient Greece to the world today. Match each Greek achievement to its modern counterpart.

Ancient Rome

Geography and the Early Development of Rome: Revisit the founding of Rome and note the civilization's Greek and Etruscan influences. Discover evidence of these influences in depictions of Roman life.

The Rise of the Roman Republic: Work together as plebeians and patricians to build a mosaic. Experience how the struggle between these two groups led a more democratic government in the Roman republic.

From Republic to Empire: Design columns to honor the growth of the Roman Empire. Mark these columns with graffiti to express the negative aspects of this growth.

Daily Life In the Roman Empire: Journey back in time to experience life as a Roman teenager. Examine parties, home life, workouts, picnics, studies, and music to compare Roman teenage life with the lives of teenagers today.

The Origins and Spread of Christianity: Track the development of Christianity and the effect of this new religion on the Roman Empire. Match passages from the Bible with artwork depicting key events in Christianity's growth.

The Legacy of Rome in the Modern World: Recognize the influence of ancient Rome on modern life. Learn about Roman art, engineering, and language, and uncover the legacy of these features in the world today.

Secondary

GLOBAL STUDIES

Global Studies

Grade: 7th

Length: Full Year (Required Course)

Course Description

The Global Studies class strives to cultivate in the student a perspective of the world which emphasizes interdependence, scarcity of resources, environmental problems, different governments and diversity of cultures throughout the world. The view of the world as a collection of countries pursuing separate goals is no longer valid. Therefore, it is important that our students understand our nation's security, prosperity and way of life are dependent upon our ability to understand world problems.

A major goal for students in Global Studies is to understand the world as a global system, see themselves as participants in that system, recognize the benefits, costs, rights and responsibilities inherent in such participation, and to learn to think globally and act locally.

Course Objectives - Students will be able to:

- understand the world as a global system, see themselves as participants in that system, and recognize the benefits, costs, rights and responsibilities inherent in such participation
- use geographic, cultural, or economic data and issues in order to practice and perform various tasks associated with ICCSD's identified media literacy and technology standards and benchmarks
- gain a perspective of the world which emphasizes interdependence, scarcity of resources, environmental problems, differing governments/political systems, and diversity of cultures throughout the world
- understand various cultures and geographic/political and economic characteristics of selected world areas/regions

Units of Instruction

- Unit 1: Overview of Geography
- Unit 2: Sub-Saharan Africa
- Unit 3: Global Issues and Population
- Unit 4: Middle East (Southwest Asia) and North Africa
- Unit 5: Asia
- Unit 6: Europe and Russia

AMERICAN STUDIES

American Studies I

Grade: 8th

Length: Full Year (Required Course)

Course Description

American Studies I is the first of a two-year survey of American history. The content outline begins in the 1600's with the establishment of Colonial America and progresses through the post-Civil War era and westward expansion. The course outline utilizes a combination of chronological and thematic organization. The course is intended to provide students with an in-depth study of the American story, including its beginnings, development, people, and places, as well as how those things impact our lives today.

Students in this course are expected to increase their content knowledge of history as well as to improve their skills in the areas of reading, analysis, writing, listening, comprehension and technology. As a spring-board into high school studies of American history, students in eighth grade American Studies will gain the fundamental background knowledge, skills, and attitudes on which further learning will be built.

Course Objectives - Students will be able to:

- describe the conditions leading up to European discovery of America, both from a European and a North American perspective
- demonstrate knowledge of the various people, economics, and regions as developed in the early colonial period
- demonstrate understanding of the causes and effects of the American Revolution for all those involved
- comprehend the meaning of democratic government, and demonstrate the ability to gather information from the U.S. Constitution
- explain the problems that existed for the new nation, politically, economically, and socially
- demonstrate an understanding of reform movements in America in which various citizens attempted to improve living standards for all people living in the U.S.
- practice and perform various tasks associated with ICCSD's identified media literacy and technology standards and benchmarks
- demonstrate knowledge concerning causes and effects of the American Civil War, from a economic, social, and political perspective
- explain how the country attempted to pull itself back together after the Civil War, and how it benefited from the onslaught of social industrial, economic, and technological change

Units of Instruction

- Exploration and Colonization
- The Revolutionary Era
- The Constitution
- The Early Republic
- Westward Expansion
- The Civil War and reconstruction
- America After Reconstruction

American Studies II

Grade: 9th

Length: Full Year (Required Course)

Course Description

This required year-long course is intended to be a survey of the political, economic, social, and diplomatic development of the United States since about 1900. Areas of study include turn-of-the-century reform movements, emergence of the United States as a world power, the causes and effects of World War I, the impact of technology on society, the search for national identity in the 1920's, and the causes and effects of the Great Depression.

Other areas of study include the causes and effects of World War II, domestic and international impact of the Cold War, significant social movements of the '60's and '70's, and the emerging historical significance of the '80's, 90's, and beyond. This course will require students to examine the important issues, personalities, and events of the 20th Century which have a lasting impact on the society, structure, policies, and common values of the United States today. It is designed to have students gain a sense of continuity between the past and the present, and to think intelligently about the future.

Course Objectives - Students will be able to:

- understand the importance of significant turn-of-the-century reform movements
- explain key issues, personalities, and events related to the United States' emergence as a world power in the first half of the 20th Century
- understand the key causes and effects of World War I
- comprehend the significant impact of innovation in general, and of technology in particular on American society
- demonstrate an understanding of the search for national identity in the 1920's, and key causes and effects of the Great Depression
- identify and understand key causes and effects of World War II
- demonstrate knowledge of the domestic and international impact of the Cold War era
- use historical data or issues to practice and perform various tasks associated with ICCSD's identified media literacy and technology standards and benchmarks
- identify and explain the significance of key social movements in the '60's and '70's, especially the civil rights movement
- demonstrate an understanding of the historical significance of the '80's, '90's, and the transition into the 21st Century

Trimesters of Instruction

- Trimester 1: Turn-of-the-Century Through Great Depression
- Trimester 2: The 1940's Through Vietnam Era
- Trimester 3: The 1970's Through the Clinton Years

The American Experience (City HS)

Grade: 11th – 12th

Length: Trimester

Course Description

This course is designed to be an advanced level American History class that will involve students not only with an interest in learning about history, but also an interest in becoming an historian. Students work with books, primary documents and sources in hands-on historical activities involving research, oral histories and the community. Subjects of study may change from one trimester to another with choices such as local history, U. S. Civil War and the 1950's.

Course Objectives - Students will be able to:

- think chronologically
- comprehend historical information
- analyze and interpret historical information
- research historical information
- analyze and make decisions relative to historical issues

Units of Instruction

- Unit 1: Researching local history
- Unit 2: Civil war
- Unit 3: The 1950's

WORLD HISTORY and AREA STUDIES

AP Human Geography (West HS)

Grade: 9th

Length: Full-year

Course Description

This is a yearlong course designed to meet the experience of a college introductory human geography course as outlined by the College Board. The course is divided into seven units of study, and is centered around utilizing geographic concepts to systematically study and understand spatial patterns in the world around us and the development of those patterns throughout history.

Course Objectives - Students will be able to:

- understand the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface
- employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences
- identify and understand the methods and tools geographers and historians use in their science and practice

Units of Instruction

- Unit 1: Nature of Geography
- Unit 2: Population
- Unit 3: Cultural Patterns
- Unit 4: Political Organization
- Unit 5: Agricultural and Rural Land Use
- Unit 6: Industrialization and Economic Development
- Unit 7: Cities and Urban Land Use

World History for Tomorrow 1 (City HS)

Grade: 10th to 12th

Length: One Trimester (Counts as one World History requirement)

Course Description

This course, which takes in the time period from Prehistory to 1000 C.E., examines the rise of civilization, the development of ideas such as religion, philosophy, and government which have shaped human societies. Using case studies from several world regions, students examine how these ideas have influenced the world in the past and will continue to do so on into the future.

Course Objectives - Students will be able to:

- understand the impact of the environment, technology, and demography on civilization
- identify and analyze the cultural and intellectual developments and interactions among and within societies
- understand the on-going struggle for the ideal form of government
- comprehend the interaction among major societies (trade, systems of international exchange, war and diplomacy)
- identify and analyze the relationship of change and continuity across the world history periods covered in the course
- construct and evaluate arguments, and use evidence to make plausible arguments
- use original documents and other primary data: developing the skills necessary to analyze point of view, context, and bias, and to understand and interpret information
- demonstrate the ability to assess issues of change and continuity over time
- enhance the capacity to handle diversity of interpretations through analysis of context, bias, and frame of reference

Units of Instruction

- Unit 1: Introduction to the Study of History and Civilization
- Unit 2: River Valley Civilizations
- Unit 3: Empires of the Ancient World
- Unit 4: Regional Civilizations
- Unit 5: The Muslim World

World History for Tomorrow 2 (City HS)

Grade: 10th to 12th

Length: One Trimester (Counts as one World History requirement)

Course Description

This course, which takes in the time period from 1000 C.E. to 1800 C.E., explores the development of interconnections between civilizations of the world as nation-states develop. Through the examination of how nation-states develop and expand, students will grow in their understanding of globalization and its implications.

Course Objectives - Students will be able to:

- understand the impact of the environment, technology, and demography on civilization
- identify and analyze the cultural and intellectual developments and interactions among and within societies
- understand the on-going struggle for the ideal form of government
- comprehend the interaction among major societies (trade, systems of international exchange, war and diplomacy)
- identify and analyze the relationship of change and continuity across the world history periods covered in the course
- construct and evaluate arguments, and use evidence to make plausible arguments
- use original documents and other primary data: developing the skills necessary to analyze point of view, context, and bias, and to understand and interpret information
- demonstrate the ability to assess issues of change and continuity over time
- enhance the capacity to handle diversity of interpretations through analysis of context, bias, and frame of reference

Units of Instruction

- Unit 1: The Byzantine Empire and Rise of Russia
- Unit 2: Spread of Civilizations in East Asia
- Unit 3: Kingdoms and Trading States of Africa
- Unit 4: Renaissance and Reformation
- Unit 5: Age of Absolutism & The Enlightenment
- Unit 6: The French Revolution and Napoleon

World History for Tomorrow 3 (City HS)

Grade: 10th to 12th

Length: One Trimester (Counts as one World History requirement)

Course Description

This course, which takes in the time period from 1800 C.E. to Modern Times, examines the ideas, events, and personalities which are often catalysts for such dramatic changes that they are referred to as historical turning points. This course explores critical political, economic, intellectual, and social changes which continue to impact today's world. Students examine the causes, characteristics, and impact of key turning points in history.

Course Objectives - Students will be able to:

- understand the impact of the environment, technology, and demography on civilization
- identify and analyze the cultural and intellectual developments and interactions among and within societies
- understand the on-going struggle for the ideal form of government
- comprehend the interaction among major societies (trade, systems of international exchange, war and diplomacy)
- identify and analyze the relationship of change and continuity across the world history periods covered in the course
- construct and evaluate arguments, and use evidence to make plausible arguments
- use original documents and other primary data: developing the skills necessary to analyze point of view, context, and bias, and to understand and interpret information
- demonstrate the ability to assess issues of change and continuity over time
- enhance the capacity to handle diversity of interpretations through analysis of context, bias, and frame of reference

Units of Instruction

- Unit 1: Case Studies on Genocide and Human Rights
- Unit 2: Industrialization and Nationalism
- Unit 3: Imperialism and Nationalism
- Unit 4: Revolution in Russia
- Unit 5: Upheavals in China
- Unit 6: The Fall of the Soviet Union and Eastern Europe
- Unit 7: The Middle East

Africa and Latin America Civilizations (West HS)

Grade: 10th to 12th

Length: One Trimester (Counts as one trimester requirement)

Course Description

This course attempts to examine many forces at work in Africa and Latin America, including the social, cultural, and political/economic traditions and changes in these regions throughout their respective histories. The course includes a variety of learning materials and activities. Areas of study include: geography, ancient civilizations, and colonization and slavery; social, political, and economic development; status and roles of women and men; current issues and problems; cultural, artistic, and scientific contributions; and issues related to modernization and urbanization.

Course Objectives - Students will be able to:

- understand the social, cultural, and political systems of early civilizations in Africa and Latin America
- understand the impact of European colonization and the struggle for liberation from it in Africa and Latin America
- understand the legacy of imperialism in Africa and Latin America, and how these independent regions have developed from a political, economic, and cultural perspective since the colonial era

Units of Instruction

- Unit 1: Geography and Kingdoms of Africa
- Unit 2: African Colonialism and Post-Colonialism
- Unit 3: Aztecs, Incas, Mayans (geography included)
- Unit 4: Independence and Post-Independence Movements in Latin America

Asian Civilizations (West HS)

Grade: 10th to 12th

Length: One Trimester (Counts as one trimester requirement)

Course Description

This course examines Asia as a cultural and geographic region. Students have the opportunity to compare and contrast the ways in which Japan and Imperial China have approached modernization.

Course Objectives - Students will be able to:

- understand the origins and development of the civilizations in China and Japan
- understand the political, social, and economic changes and tensions throughout the history of China and Japan
- understand the customs and traditions throughout the history of China and Japan

Units of Instruction

- Unit 1: Foundation and Unification of China (includes geography)
- Unit 2: Imperial China
- Unit 3: Communist China
- Unit 4: Foundations of Japan and the Tokugawa Period
- Unit 5: Meiji Restoration to World War II
- Unit 6: Modern Japan

Ideas in Conflict (West HS)

Grade: 10th to 12th

Length: One Trimester (Counts as one trimester requirement)

Course Description

This course provides students with the opportunity to study major ideas in conflict in a variety of more contemporary topics. The historical development of these ideas in conflict as well as their impact on current affairs will be examined. Powerful films, autobiographies, and readings will be used to give greater meaning to the units of study, whose subjects will be revised as appropriate in terms of the news events of the particular time the course is being held.

Particular topics of study include historical and on-going issues involved with apartheid in South Africa, and Mohandas Gandhi and the independence movement in India. Current events/issues drive this curriculum to a great degree.

Course Objectives - Students will be able to:

- understand and apply basic terminology, methods, fundamental concepts and principles related to the various ways in which societies and/or other major social units attempt to resolve conflicting ideas, needs, or desires
- interpret and appropriately use graphic and other forms of information concerning current or past events as they relate to conflicts between groups of people
- use conflict-related data and problems/issues in order to practice and perform various tasks associated with ICCSD's identified media literacy and technology standards and benchmarks
- identify and analyze the significant issues and ideas involved in the story of South Africa, both before and after apartheid
- understand significant issues and ideas involved in the story of Mohandas Gandhi and the independence movement in India

Units of Instruction

- Units will vary based upon current and contemporary issues in the world.

AP European History I, II, III (West HS)

Grade: 11th to 12th

Length: One Trimester (Counts as one trimester requirement)

Course Description

The historical influence of European society, their idea, institutions, and technological developments have impacted the entire world. It is necessary to have an understanding of the history of western society in order to understand the world today. By examining European political, social, and economic thought, as well as the resulting revolution and conflicts, students will gain an appreciation for the many forces that have worked together to create the world in which we now live. Much of the course is devoted to the study of analytical writing. Emphasis is also placed on expository writing and analysis. Advanced Placement offers an acceleration of learning equivalent to an introductory college or university course. Therefore, an additional purpose of the course is to prepare students to take the advanced placement test and possibly attain college credit.

Course Objectives - Students will be able to:

- examine the personalities and history of various time periods of European history
- examine the way in which European traditions, beliefs and values have carried over and are compared with those of modern American society

Units of Instruction

AP European History 1

- Unit 1: Renaissance
- Unit 2: Reformation
- Unit 3: Age of Exploration
- Unit 4: Scientific Revolution
- Unit 5: Rise of Nation States
- Unit 6: Rise of Absolute Monarchies
- Unit 7: Enlightenment

AP European History 2

- Unit 1: French Revolution
- Unit 2: Napoleon
- Unit 3: Rise of Nationalism and Imperialism
- Unit 4: Democratic Reforms
- Unit 5: Industrialization

AP European History 3

- Unit 1: Modernization
- Unit 2: World War I
- Unit 3: Russian Revolution
- Unit 4: Totalitarianism
- Unit 5: World War II
- Unit 6: Cold War
- Unit 7: End of Imperialism in Africa

World Religions (West HS)

Grade: 10th to 12th

Length: One Trimester (Counts as one trimester requirement)

Course Description

World Religions provides an opportunity to learn more about the world's major religions, and the basic value systems underlying Eastern and Western societies. Religion continues to be a powerful force shaping our world, yet many people know very little about the beliefs and practices of the world's major faiths. This survey course, a prerequisite for World Religions Seminar, utilizes many varying types of instruction to enhance students' understanding of the teachings of Confucianism and Taoism, Hinduism, Islam, Judaism, and Christianity. Two important goals of this course are to gain greater understanding of and respect for the beliefs and practices of others.

Teaching About Religion In A Public School—Guiding Principles:

- The school's approach to religion is academic, not devotional.
- The school may strive for student awareness of religions, but should not press for student acceptance of any one religion.
- The school may expose students to diversity of religious views, but may not impose any particular view.

Course Objectives - Students will be able to:

- understand key terms, history, concepts, beliefs, and practices associated with the religion of Taoism
- understand key terms, history, concepts, beliefs, and practices associated with the religion of Hinduism
- understand key terms, history, concepts, beliefs, and practices associated with the religion of Buddhism
- understand key terms, history, concepts, beliefs, and practices associated with the religion of Islam
- understand key terms, history, concepts, beliefs, and practices associated with the religions of Judaism and Christianity
- use data or problems/issues associated with various world religions to practice and perform various tasks associated with ICCSD's identified media literacy and technology standards and benchmarks

Units of Instruction

- Unit 1: Introduction to the Religion/Philosophy of Taoism
- Unit 2: Introduction to the Religion/Philosophy of Hinduism
- Unit 3: Introduction to the Religion/Philosophy of Buddhism
- Unit 4: Introduction to the Religion/Philosophy of Islam
- Unit 5: Introduction to the Religion/Philosophy of Judaism and Christianity

ECONOMICS

Economics

Grade: 11th to 12th

Length: One Trimester (Counts as one trimester requirement)

Course Description

Economics is the study of critical understandings, skills, and practical applications related to the ways in which our scarce resources are allocated to satisfy the virtually unlimited wants and needs of people. Emphasis is placed on basic concepts, principles, and reasoning skills related to critical economic choices, so that students will become effective consumers, producers, money managers, and citizens. The ways in which individuals, groups, and institutions organize themselves to answer key questions related to production, distribution, and consumption of goods and services are also examined in the pursuit of economic literacy for all.

Course Objectives - Students will be able to:

- identify and apply the basic terms, methods, fundamental concepts and principles related to the various ways in which societies chose to allocate scarce resources, as well as the opportunity costs associated with various trade-offs involved in that effort
- understand and apply the microeconomic concepts, principles and forces which impact economic markets in general, and the modern market economy in particular, especially as it relates to the laws of supply and demand as well as cost and price determination issues
- interpret and appropriately use graphic and other forms of economic information and models as they relate to problems and current issues involved in the study of economics
- use economic data and problems/issues in order to practice and perform various tasks associated with ICCSD's identified media literacy and technology standards and benchmarks
- understand and analyze current economic events/trends, as well as fiscal and monetary policy decisions, and other macroeconomic issues related to the government's role in the economy; and
- understand their present and potential role in the personal and collective economic decision-making process, especially as it relates to effective and responsible money/financial management, career opportunities, and the importance of the consumer in our market economy

Units of Instruction

- Unit 1: Introduction to Economics
- Unit 2: Economic Markets and Supply & Demand/Cost & Price
- Unit 3: Types of Market Structures, The Role of Government, and Money & Banking
- Unit 4: Personal/Household Financial Issues

AP Economics

Grade: 11th to 12th

Length: Full-Year (Satisfies economics requirement)

Course Description

Advanced Placement Economics is a year-long course divided into three main parts: Microeconomics, Macroeconomics, and Analysis and Application. The first part, Microeconomics, is the study of economic principles concerning individual decision-makers within an economy. The second part, Macroeconomics, is the study of how economic decision-makers affect the economy as a whole in terms of employment, price stability, and economic growth. The third part, Analysis and Application, is geared toward preparing for the Advanced Placement examination in economics. Students use reasoned, logical arguments to discuss and write about current economic issues.

By taking AP Economics, students will be able to better understand the impact of economic news and changes in the world economy on various countries and businesses, as well as on their own lives. Overall, AP Economics is designed to give students an academic experience equivalent in rigor and content to survey college courses in microeconomics and macroeconomics.

Course Objectives - Students will be able to:

- understand and explain key microeconomic and macroeconomic principles and concepts as derived from the National Economic Standards and the AP Economics Workbook
- understand and describe current economic issues using an internalized framework of basic economic laws, principles and concepts
- understand and apply the microeconomic concepts, principles and forces which create and impact economic markets, especially as it relates to the laws of supply and demand as well as cost and price determination issues
- understand and analyze current economic events/trends, as well as fiscal and monetary policy decisions, and other macroeconomic issues related to the government's role in the economy
- use economic data or issues to practice and perform various tasks associated with ICCSD's identified media literacy and technology standards and benchmarks
- describe how various economic changes and fluctuations will impact countries, businesses, institutions, and individuals
- understand their present and potential role in the personal and collective economic decision-making process, especially as it relates to effective and responsible financial management, and career opportunities

Units of Instruction

Microeconomics

- Unit 1: Basic economic concepts
- Unit 2: The nature and functions of product markets
- Unit 3: Factor markets
- Unit 4: Efficiency, equity, and the role of government

Macroeconomics

- Unit 1: Basic economic concepts
- Unit 2: Measurement of economic performance
- Unit 3: National income and price determination
- Unit 4: Economic Growth
- Unit 5: International finance, exchange rates, and balance of payments – 8 days

Personal Finance

- Unit 1: Financial planning tools, skills, and its importance/value
- Unit 2: Relative risks and rewards of various savings/investment, insurance tools/methods, and the power of compound interest
- Unit 3: Credit use and abuse issues

Application and Analysis

- Unit 1: Review of macroeconomic topics and concepts
- Unit 2: Review of microeconomic topics and concepts
- Unit 3: Student Choice Review

GOVERNMENT

Government

Grade: 11th to 12th

Length: Two Trimesters (Satisfies government requirement)

Course Description

This set of two government courses, each being one-trimester in length, is intended to be a comprehensive study of critical concepts, principles, and applications related to the underpinnings and institutions of government at the national, state, and local levels in our nation. Students will develop an in-depth understanding of the U.S. Constitution, as well as other authority-related documents, institutions, branches, issues, roles, and decision/policy-making dynamics at the federal/national level.

Further, this course will include an examination of the various branches, institutions, roles, and decision/policy-making processes of government at the state and local levels. The study of government at all levels is intended to empower students to participate effectively in their government, and to instill in them the value of such participation.

Course Objectives - Students will be able to:

- define and correctly use key terms and phrases associated with the basic study of government/politics, as well as the various tools/methods used by social scientists in the study of governmental and political issues
- apply reading/reasoning skills to the interpretation of graphic and other forms of data, such as maps, globes, charts, graphs, tables, and computer-based data of various types, and for various purposes
- identify and analyze how individuals, societies, and institutions tend to reflect the various political beliefs they hold in terms of how best to provide and promote basic democratic values such as civil liberty, equity, representative democracy, and the basic rule of law,
- understand fundamental principles, concepts, and values, and the rights and responsibilities associated with our government, including especially those found in key documents such as the Declaration of Independence, the U.S. Constitution, and various Constitutional amendments, including especially the Bill of Rights
- compare/contrast the various roles and decision-making processes of the three branches and related institutions of government at the national/federal level, as well the relationship between the federal government and the various state governments and other issues concerned with the principle of federalism
- understand how global connections and international alliances of various kinds affect governmental systems and decision-making in general
- use governmental/political data in order to practice and perform various tasks associated with the school district's identified media literacy and technology standards and benchmarks
- demonstrate an understanding of how our democratic values, civic ideals, and other key cultural factors have impacted the particular type of governmental and socioeconomic systems that have developed over time in the U.S., and participate in actions associated with those values
- identify and analyze ways in which our governmental/political system and our particular economic system tend to be highly related and interdependent
- understand and analyze various current events/issues, court cases, societal choices, and on-going dilemmas associated with the attempt to insure political freedom, promote equity of opportunity, and uphold the rule of law in a democratic society
- identify and analyze various institutions, decision-making processes, and other critical and on-going issues at the state and local governmental levels

Units of Instruction (Taught over two-trimester sequence)

- Unit 1: The Foundations/Underpinnings of Democratic Government
- Unit 2: The U.S. Constitution and the Bill of Rights/Federalism Issues
- Unit 3: Federal and State Court Systems (The Judicial Branch)
- Unit 4: The Executive Branch
- Unit 5: The Political Party System
- Unit 6: The Legislative Branch
- Unit 7: State and Local Government/Authority Issues

AP Government

Grade: 11th to 12th

Length: Full-Year (Satisfies government requirement)

Course Description

The first half of the course focuses on the fundamental principles, institutions, processes and policies related to United States government and politics. Emphasized topics include the US Constitution, federalism, linkage institutions, national policy-making institutions and public policy. The second half of the course introduces students to comparative politics through a continued examination of the United States and a comparative investigation of the political systems and processes of Britain, China, Iran, Mexico, Nigeria, Russia and transnational organizations such as the European Union.

Course Objectives - Students will be able to:

- define and correctly use key terms and phrases associated with the basic study of government/politics, as well as the various tools/methods used by social scientists in the study of governmental and political issues
- apply reading/reasoning skills to the interpretation of graphic and other forms of data, such as maps, globes, charts, graphs, tables, and computer-based data of various types
- identify and analyze how individuals, societies, and institutions tend to reflect the various political beliefs they hold in terms of how best to provide and promote basic democratic values such as civil liberty, equity, representative democracy, and the basic rule of law
- understand fundamental principles, concepts, and values, and the rights and responsibilities associated with our government, including especially those found in key documents such as the Declaration of Independence, the U.S. Constitution, and various Constitutional amendments, including especially the Bill of Rights
- compare/contrast the various roles and decision-making processes of the three branches and related institutions of government at the national/federal level, as well the relationship between the federal government and the various state governments and other issues concerned with the principle of federalism
- understand how global connections and international alliances of various kinds affect governmental systems and decision-making in general
- use governmental/political data in order to practice and perform various tasks associated with the school district's identified media literacy and technology standards and benchmarks
- identify and analyze ways in which our governmental/political system and our particular economic system tend to be highly related and interdependent
- understand and analyze various current events/issues, court cases, societal choices, and on-going dilemmas associated with the attempt to insure political freedom, promote equity of opportunity, and uphold the rule of law in a democratic society
- identify and analyze various institutions, decision-making processes, and other critical and on-going issues at the state and local government levels

Units of Instruction

- Unit 1: Constitutional Underpinnings of United States Government
- Unit 2: Political Beliefs and Behaviors
- Unit 3: Political Parties, Interest Groups, and Mass Media
- Unit 4: Institutions of National Government
- Unit 5: Public Policy
- Unit 6: Civil Rights and Civil Liberties

SOCIAL SCIENCES

Behavioral Science (City HS)

Grade: 9th to 12th

Length: One Trimester (Counts as one trimester elective)

Course Description

Behavioral Science is designed to introduce students to the scientific study of behavior which has been examined and reviewed by psychologists, sociologists and anthropologists. It will acquaint students with the scientific techniques and attitudes that have been verified about the behavior of individuals and groups. In this course we study people's behavior during certain stages of their lives. Students gain a better understanding of their own behavior and that of others.

Course Objectives - Students will be able to:

- compare and contrast basic components of the three behavioral sciences
- discuss the important prenatal influences on the developing child
- analyze past and present parenting styles
- define the characteristics of birth order and sibling rivalry
- define types, causes and effects of child abuse
- analyze the "adolescent", including facts, statistics, and important issues related to being an adolescent
- understand the role of the elderly in today's society
- define and analyze the important stages of the life and death cycle

Units of Instruction

- Unit 1: Introduction to the behavioral sciences
- Unit 2: The child and family
- Unit 3: Child abuse and neglect
- Unit 4: Adolescence
- Unit 5: Adulthood and aging
- Unit 6: Death and dying

General Psychology (City HS)

Grade: 11th to 12th

Length: One Trimester (Counts as one trimester elective)

Course Description

This is a survey course that introduces students to the behavior of human beings and an understanding of their own behavior in various settings. Areas of study include a brief introduction to the field of psychology, psychophysiology, consciousness, learning and memory, and creativity. Issues related to personality and various life adjustments will also be examined.

Course Objectives - Students will be able to:

- understand the two historical perspectives and five current perspectives in the field of Psychology
- understand the relationship between sensation and perception, and the biological and psychological processes involved
- define and compare different states of consciousness, and the stages of sleep
- compare and contrast the principles of operant and classical conditioning
- complete a research paper exploring a psychological topic of their choice according to class guidelines
- use psychological data or issues to practice and perform various tasks associated with ICCSD's identified media literacy and technology standards and benchmarks
- participate in activities to demonstrate various methods and modes of problem solving, memory, and creativity
- differentiate between personality theories and self-concept and apply principles to their lives, and understand the major theories and levels of emotions, stress, in relation to mental and general health

Units of Instruction

- Unit 1: Introduction to the Field of Psychology
- Unit 2: Psychophysiology: Sensation/Perception
- Unit 3: Consciousness: States of Consciousness, Sleep, Sleep Disorders, Hypnosis, and Dreams
- Unit 4: Learning
- Unit 5: Problem Solving, Memory, and Creativity
- Unit 6: Personality
- Unit 7: Emotions, Stress, and Health

Abnormal Psychology (City HS)

Grade: 11th to 12th

Length: One Trimester (Counts as one trimester elective)

Course Description

This course provides an introduction to the psychology of several types of abnormal behavior. Students study the causes, effects, treatment and prevention of these disorders.

Course Objectives - Students will be able to:

- differentiate between the various anxiety disorders
- differentiate between the various anxiety disorders
- understand the possible causes for schizophrenia
- distinguish between normal and abnormal reactions
- understand the particular facets of the various mood disorders
- differentiate between the characteristics of the personality disorders and the various psychoses

Units of Instruction

- Unit 1: What are normal and abnormal behaviors?
- Unit 2: Emotional disorders
- Unit 3: Mental disorders: schizophrenia
- Unit 4: Mental disorders: mood disorders
- Unit 5: Personality disorders/psychosexual disorders

Psychology 1: Introduction, Research, the Brain, Sensation and Perception, Consciousness (West HS)

Grade: 11th to 12th

Length: One Trimester (Counts as one trimester elective)

Course Description

This course is designed to introduce the student to the basic ideas, theories, and concepts of the social scientific field of Psychology. Introduction and Research Methods defines the field of psychology, describes its history, identifies the methods of examining behavior and mental processes, and reviews scientific careers associated with the discipline.

The units of study will include: Introduction, Overview, and History of Psychology; Research and Experimental Methods; Psychological Approaches and Perspectives; Biological Bases of Behavior; and Sensation and Perception. Also examined will be States of Consciousness, which explores varying stages of awareness, including sleep, reactions to drugs, daydreaming, and controlled conscious processes. This course is aligned with the National Standards for the Teaching of High School Psychology.

Course Objectives - Students will be able to:

- define Psychology as a field of study, as well as understand basic ideas, theories, and concepts associated with the study of psychological issues
- understand the history of Psychology as a field of study, as well as identify and analyze the methods of examining behavior and mental processes
- identify various careers associated with the field of Psychology
- use psychological data or issues to practice and perform various tasks associated with ICCSD's identified media literacy and technology standards and benchmarks
- understand the relationship between sensation and perception and the biological and psychological processes involved
- define and compare various states of consciousness, and the stages of awareness, including sleep, reactions to drugs, daydreaming, and controlled conscious processes

Units of Instruction

- Unit 1: Introduction to and History of Psychology
- Unit 2: Research and Experimental Methods in Psychology
- Unit 3: Psychological Approaches and Perspectives
- Unit 4: Biological Bases of Behavior
- Unit 5: Sensation and Perception
- Unit 6: States of Consciousness and Awareness

Psychology 2: Learning, Memory, Thought/Intelligence, Life Stages, Social Psychology (West HS)

Grade: 11th to 12th

Length: One Trimester (Counts as one trimester elective)

(Elective—Psychology 1 is required for Psychology 2)

Course Description

Psychology 2 is the continuation of the course work presented in Psychology 1. This course focuses on the Cognitive and Developmental Domains in the study of Psychology. The Lifespan Development unit examines how nature and nurture influence our development from conception until death. The Learning unit demonstrates how we make changes in our behavior through with the environment, focusing on classical conditioning, instrumental conditioning, and cognitive learning. The Memory unit addresses how we remember, as well as how we can improve memory.

The Thinking and Language unit examines the role of language, problem-solving skills, creativity, multilingualism, and intelligence testing as primary interests of researchers in this area. The Social Psychology unit includes such topics as social cognition, attitudes and persuasion, social influence, conformity, compliance, obedience, altruism, interpersonal relationships, and social deviancy. This course is aligned with the National Standards for the Teaching of High School Psychology.

Course Objectives - Students will be able to:

- identify and analyze how nature and nurture influence our individual development from conception to death
- understand how we as humans make changes in our behavior in relation to the environment, as well as analyze various theories such as classical conditioning, instrumental conditioning, and cognitive learning
- identify the processes involved with memory, and how it can be enhanced
- use psychological data or issues to practice and perform various tasks associated with ICCSD's identified media literacy and technology standards and benchmarks
- understand the role of language, problem-solving, skills, creativity, multilingualism, and intelligence testing as primary interests of researchers in the field of Psychology
- identify and analyze key concepts associated with topics such as social cognition, attitudes and persuasion, social influence, conformity, compliance, obedience, altruism, interpersonal relationships, and social deviancy

Units of Instruction

- Unit 1: Lifespan Development
- Unit 2: Learning Theories/Principles
- Unit 3: Memory Issues
- Unit 4: Thinking and Language
- Unit 5: Social Psychology

Psychology 3: Personality, Motivation and Emotion, Stress and Health, and Psychological Disorders and Therapies (West HS)

Grade: 11th to 12th

Length: One Trimester (Counts as one trimester elective)

(Elective—Psychology 1 or permission of instructor required for Psychology 3)

Course Description

Psychology 3 is the continuation of the course work presented in Psychology 1 and Psychology 2. This course focuses on the social and cultural dimensions of behavior, which explores how we as humans perceive the social world and how we behave in interaction with others. The Individual Differences unit explores how psychologists measure and compare individual abilities and characteristics. The Personality and Assessment unit demonstrates scientific explanations of personality development along with the measures psychologists employ to assess personality-related concepts. The Psychological Disorders and Abnormal Behavior unit investigates patterns of behavior which are considered deviant or distressful in our culture, and includes how psychologists diagnose these patterns. The Treatment of Psychological Disorders unit explores various intervention methods, including both psychotherapy and medical interventions that mental health practitioners use in treating abnormal behaviors and brain processes.

Course Objectives - Students will be able to:

- identify and analyze how psychologists measure and compare/contrast individual abilities and characteristics
- understand various scientific explanations of personality development, as well as the key measures psychologists use to assess personality-related concepts,
- use psychological data or issues to practice and perform various tasks associated with ICCSD's identified media literacy and technology standards and benchmarks
- identify and analyze patterns of behavior which are considered deviant in our culture, and the ways in which psychologists diagnose these patterns
- understand the various psychotherapy and/or medical interventions which mental health practitioners use in treating abnormal behaviors and brain processes

Units of Instruction

- Unit 1: Individual Differences
- Unit 2: Personality Development and Assessment
- Unit 3: Psychological Disorders and Abnormal Behavior
- Unit 4: Treatment of Psychological Disorders

AP Psychology

Grade: 10th-12th

Length: Full-year

Course Description

AP Psychology is a challenging course that is the equivalent of a first year college course that may earn students college credit via a qualifying score on the AP Psychology Exam in May. The year-long course covers the systematic and scientific study of behavior and mental processes. In addition, students will be exposed to the psychological facts, principles, and phenomena associated with each of the major sub-fields within psychology. Topics include history and approaches, research methods, biological bases of behavior, sensation and perception, states of consciousness, learning and memory, cognition, motivation and emotion, developmental psychology, abnormal psychology, treatment of psychological disorders and social psychology.

Course Objectives - Students will be able to:

- develop a working knowledge of the theories and key concepts of each of the major subfields within psychology
- identify many of the contributing psychologists and significant research studies, both historical and current, which have shaped our understanding of behavior and mental processes.
- understand at an introductory level each of the major 14 units of inquiry typical to a college-level introduction to psychology course, including: history and approaches; research methods; social psychology; biological bases for behavior; states of consciousness; sensation and perception; developmental psychology; thinking, intelligence, language and individual differences; learning; memory and cognition; motivation and emotion; personality; abnormal psychology; and treatment.
- identify and apply psychological principles and understand connections between ideas and theories
- understand the scientific methods and ethical procedures used within the psychology field

Units of Study

First Trimester

- Unit 1 –History and Approaches
- Unit 2 – Research Methods and Statistics
- Unit 3 –Social Psychology
- Unit 4 – Biological, Evolutionary, and Genetic Bases for Behavior
- Unit 5 – States of Consciousness
- Unit 6 - Sensation and Perception

Second Trimester

- Unit 7 – Developmental Psychology
- Unit 8 - Thinking, Language, and Intelligence; Testing and Individual Differences
- Unit 9 - Learning
- Unit 10 – Memory and Cognition
- Unit 11 - Motivation and Emotion

Third Trimester

- Unit 12 – Personality
- Unit 13 – Abnormal Psychology
- Unit 14 – Treatment

Sociology

Grade: 10th to 12th CHS; 11th to 12th WHS Length: One Trimester (Counts as one trimester elective)

Course Description

Sociology is the scientific study of human behavior. It examines how people interact with others, how groups or societies differ, and how those social dynamics affect human behavior. A study of sociology helps us better understand the forces that affect us in all social situations and, in the process, provides a better understanding of the individual and individual behavior. The field of sociology is concerned with how social conditions (rather than “human nature” or individual failures or successes) influence people’s lives.

Course Objectives - Students will be able to:

- identify and analyze key terms, concepts and perspectives associated with the history of, and tools utilized in the field of sociology
- understand various terms and concepts associated with the role of such social structures or issues as societies and nations, culture, and population patterns
- use sociological data or issues to practice and perform various tasks associated with ICCSD’s identified media literacy and technology standards and benchmarks
- identify and analyze patterns of behavior which are associated with various aspects of social dynamics
- understand various key concepts and issues related to social divisions and social institutions of varying types

Units of Instruction

- Unit 1: Introduction to Sociology
- Unit 2: Social Structures
- Unit 3: Social Dynamics
- Unit 4: Social Divisions
- Unit 5: Social Institution

INSTRUCTIONAL METHODS

Belief Statements

We believe students should:

- Demonstrate a respect for individual differences and an appreciation of human commonalities
- Have the opportunity to develop their own voice, opinions, and perspectives
- Appreciate the complex relationships between and among technology, human values, and social behavior
- Understand the relationship of the past to the present and its implications for the future
- Use problem-solving, conflict resolution, and critical/creative thinking skills
- Set goals, and evaluate their own learning
- Apply appropriate materials and technology to specific tasks
- Evaluate, organize, and use information for various purposes
- Be active learners who work individually and collaboratively
- Make informed, reasoned decisions, and develop leadership skills

A working definition of social studies education is that it is the integrated study of the social sciences and humanities to promote civic competence and enlightened participatory citizenship. Social studies education provides coordinated, systematic study drawing upon the various disciplines of the social and behavioral sciences and the humanities, as well as making key connections with appropriate content from the language arts, the natural sciences and other curricular areas.

Elementary

The elementary Social Studies Alive! Program “approach consists of a series of instructional practices that allows students to use their multiple intelligences to ‘experience’ social studies.” Three key ideas driving the program are: students have multiple intelligences, cooperative interaction increases learning and improves social skills, and all students can learn. (Bower and Lobdell, 2003)

Service learning is encouraged in the district, but not mandated or required for promotion. Service learning projects are best coordinated at the individual teacher level.

Secondary

The mission of the ICCSD K-12 social studies program strives to help develop learners who “make informed, reasoned decisions and take action for the public good.” In order to truly realize this mission, teachers must constantly strive for teaching and learning strategies and approaches which have been found to foster these kinds of life-long outcomes.

Above all, the District believes that teachers must utilize strategies and approaches which encourage active learning on the part of all students. Working individually or collaboratively, students need to be actively engaged in learning activities which go well beyond the mere acquisition of facts. Teachers should nurture and students should develop the various habits of mind which facilitate life-long learning.

Students must learn to access, evaluate, and use information to help solve problems of interest and, in the process they must learn to apply appropriate materials and technology to the task at hand. In delivering and/or assessing instruction, a balance should be maintained among various types of large group and small group methods in order to help insure that the needs of students with varying styles and rates of learning are adequately addressed.

Further, students in the ICCSD 7-12 social studies program should be given the opportunity to engage in meaningful service learning projects of various kinds. These types of projects encourage a sense of community while being authentic and hands-on in nature. Service learning projects are not mandated by the district, but are encouraged to enhance students’ social studies experience. Service learning projects should be approved by the respective building administrator and developmentally appropriate.

Finally, the District believes that curriculum, instruction, and assessment must be as authentic as possible. For example, this involves a de-emphasis on the use of a textbook as a “curriculum guide” and a renewed emphasis upon using the textbook as one of many resources available to students. It also involves engaging students either in real-life experiences or activities which simulate those experiences, and the use of primary sources and real or simulated artifacts whenever possible and appropriate.

The District stresses utilizing learning and assessment activities such as debates, projects, essays, presentations, and other kinds of challenges which involve students in a range of perspectives on controversial and/or timely issues, and the development of a personal voice by the learner. In all instruction and assessment methods utilized, the ten social studies program goals (based upon those themes designed by the National Council for the Social Studies) are emphasized. In these ways, we believe lasting learning of outcomes of real significance may be realized by all students.

Service learning is encouraged in the district, but not mandated or required for promotion or graduation. Service learning projects are best coordinated at the individual teacher/course level.

INSTRUCTIONAL RESOURCES

Elementary

Core:

- K-6th Grades: *Social Studies Alive!* by Teachers' Curriculum Institute © 2010
 - Kindergarten: *Social Studies Alive! Me and My World*
 - Grade 1: *Social Studies Alive! My School and Family*
 - Grade 2: *Social Studies Alive! My Community*
 - Grade 3: *Social Studies Alive! Our Community and Beyond*
 - Grade 4: *Social Studies Alive! Regions of Our Country*
 - Grade 5: *Social Studies Alive! America's Past*
 - Grade 6: *Social Studies Alive! Ancient World*

Supplemental:

- Junior Achievement
- Kits through ICCSD District Media
 - Japan and China (grades 3 and 4)
 - Iowa history (grade 5)
 - Greece, Egypt, and Rome (grade 6)

Secondary

Junior High

Core:

- 7th Grade Global Studies
myWorld Geography by Pearson © 2011
- 8th Grade American Studies I
History Alive! The United States Through Industrialism by Teacher's Curriculum Institute © 2011

Senior high

Core:

- 9th Grade American Studies II
History Alive! Pursuing American Ideals by Teacher's Curriculum Institute © 2013
- Abnormal Psychology
Abnormal Psychology – Clinical Perspectives on Psychological Disorders by McGraw Hill © 2010
- African/Latin American Studies
History Alive! World Connections by Teacher's Curriculum Institute © 2013
- Asian Civilizations
History Alive! World Connections by Teacher's Curriculum Institute © 2013
- Behavioral Science
Understanding Psychology by McGraw Hill © 2008
- Economics
Econ Alive! by Teacher's Curriculum Institute © 2010
- Economics AP
Krugman's Economics for AP by Bedford/Worth © 2011
- European History AP
The Western Heritage by Pearson © 2011
- Government
Government Alive! by Teacher's Curriculum Institute © 2014
- Government AP
American Government by Pearson © 2011

- History of Europe I, II, and III (WHS)
History Alive! World Connections by Teacher's Curriculum Institute © 2013
- Human Geography AP
The Cultural Landscape by Pearson © 2014
- North Africa and Middle East Affairs
History Alive! World Connections by Teacher's Curriculum Institute © 2013
- Psychology,
Thinking About Psychology by Blair-Broeker/Ernst © 2013
- Psychology AP
Psychology: Tenth Edition in Modules by Worth Publishers © 2013
- Sociology
Sociology: The Study of Human Relationships by Holt McDougal © 2010
- World History I, II, and III (CHS)
History Alive! World Connections Teacher's Curriculum Institute © 2013
- World History AP
Ways of the World by Bedford/St. Martin's © 2011
- World Religions
History Alive! World Connections by Teacher's Curriculum Institute © 2013

Supplemental:

- *Choices for the 21st Century Education Program* © 2005
- *The DBQ Project – DBQ Project* © 2009

ASSESSMENT

The chart below identifies TWO types of assessments utilized by teachers on a district-wide basis.

Grade Level	Types of Assessment	
	Norm Referenced Testing	Teacher ~ Classroom Testing
K	- None	- Tasks and projects - Parent/teacher conferences - End-of-Year Report
1-2	- None	- Tasks and projects - Parent/teacher conferences - End-of-Year Report
3-6	- Iowa Assessments	- Tasks, projects and tests - Parent/teacher conferences - End-of-Year Report
7-8	- Iowa Assessments	- Quizzes and tests - Projects and tasks - Demonstrations/presentations - Report cards
9-11	- Iowa Assessments	- Quizzes and tests - Projects and tasks - Demonstrations/presentations - Report cards
12	- None	- Quizzes and tests - Projects and tasks - Demonstrations/presentations - Report cards

Norm Referenced Assessments and Testing

The social studies sub-test of *Iowa Assessments*, Riverside Publishing © 2012, is administered to all students in grades 3, 4, 5, 6, 7, 8, 9, 10 & 11 in October. The social studies sub-test measures history, geography, economics and government and society. The results of the tests are reported to individual students and the school district. District results are reported as a whole for each grade level, by school, and by homeroom teacher at the elementary for each grade level. National standard scores, percentile ranks and grade equivalents are identified. In addition, an item analysis is created giving educators information about what are areas of strengths and limitations.

Teacher ~ Classroom Assessments and Testing

At the elementary level, two parent / teacher conferences are required to be scheduled, one in the fall and one in late winter. General information about student achievement is shared. Parent / teacher conferences are an option for parents at the secondary level. At either level, parents may request a conference as needed.

At the secondary level, report cards are issued at mid-trimester and end of trimester grading periods resulting in six grading periods per year. All students receive letter grades of A, B, C, D or F. In addition, teachers may select from a list of phrases to describe student performance.

Students indicate academic achievement in a variety of ways some of which are written and some of which are demonstrated through spoken words and actions. Students may engage in tasks, demonstrations, presentations and/or projects to communicate their learning. As students advance through the grades, quizzes and/or tests may be an appropriate mode for showing their learning. There are no district requirements or mandates regarding the above mentioned methods. Teachers should consider the developmental appropriateness when designing and assigning an assessment.

INFUSION AREAS and APPROACHES

Chapter 12 of the *General Accreditation Standards, Iowa Administrative Code, School Rules of Iowa* directs local education agencies (LEA) to infuse and/or approach specific content in their educational programs. Under Division V Education Program, the following areas are addressed:

12.5(17) *Twenty-first century learning skills.* Twenty-first century learning skills include civic literacy, health literacy, technology literacy, financial literacy, and employability skills. Schools and school districts shall address the curricular needs of students in kindergarten through grade twelve in these areas. In doing so, schools and school districts shall apply to all curricular areas the universal constructs of critical thinking, complex communication, creativity, collaboration, flexibility and adaptability, and productivity and accountability.

a. Civic literacy. Components of civic literacy include rights and responsibilities of citizens; principles of democracy and republicanism; purpose and function of the three branches of government; local, state, and national government; inherent, expressed, and implied powers; strategies for effective political action; how law and public policy are established; how various political systems define rights and responsibilities of the individual; the role of the United States in current world affairs.

b. Health literacy. Components of health literacy include understanding and using basic health concepts to enhance personal, family and community health; establish and monitor health goals; effectively manage health risk situations and advocate for others; demonstrate a healthy lifestyle that benefits the individual and society.

c. Technology literacy. Components of technology literacy include creative thinking; development of innovative products and processes; support of personal learning and the learning of others; gathering, evaluating, and using information; use of appropriate tools and resources; conduct of research; project management; problem solving; informed decision making.

d. Financial literacy. Components of financial literacy include developing short- and long-term financial goals; understanding needs versus wants; spending plans and positive cash flow; informed and responsible decision making; repaying debt; risk management options; saving, investing, and asset building; understanding human, cultural, and societal issues; legal and ethical behavior.

e. Employability skills. Components of employability skills include different perspectives and cross-cultural understanding; adaptability and flexibility; ambiguity and change; leadership; integrity, ethical behavior, and social responsibility; initiative and self-direction; productivity and accountability.

For more detail regarding the 21st Century Skills, please visit <https://iowacore.gov/iowa-core/subject/21st-century-skills>

References

Bower, Bert and Lobdel, Jim. *Social Studies Alive! Engaging Diverse learners in the Elementary Classroom*, Teachers' Curriculum Institute: Palo Alto, CA, 2010.

APPENDIX 1

Elementary grade level learning standards and associated lessons.

Grades K-2

Iowa Core Curriculum

DOMAIN: Behavioral Sciences - the areas of sociology, anthropology and psychology. In addressing these disciplines the actions and reactions of humans are studied through observational and experimental methods.		
Standards		
1. Understand the changing nature of society 2. Understand all people have individual traits 3. Understand interactions between self and the peer group 4. Understand the relationship of the individual to the components of society and culture		
K – 2nd Grade Learning Standards What students will Know (<i>facts and concepts</i>), Understand (<i>principles and generalizations</i>), Do (<i>actions/skills and strategies</i>)	"I Can" Statements in student language	Evidence of student learning
<p>Understand the changing nature of society.</p> <ul style="list-style-type: none"> Understand that people/institutions change over time. Understand past, present and future. Understand that people in different times and places view the world differently. <p>Understand all people have individual traits.</p> <ul style="list-style-type: none"> Understand that people are alike and different in many ways. Understand that individuals will respond to events differently. <p>Understand interactions between self and the peer group.</p> <ul style="list-style-type: none"> Understand that people often choose to dress, talk, and act like their friends. Understand that people often choose to do certain things their own way. Understand that telling and listening is a way that people can learn from others. Understand that disagreements occur between friends. Understand that rules let people understand what to expect and so can reduce the number of disputes <p>Understand the relationship of the individual to the components of society and culture.</p> <ul style="list-style-type: none"> Understand that different groups may have different rules and patterns of acceptable behavior. Understand that people belong to some groups because they are born into them and some because they join them. Understand that groups influence one's thoughts and actions. Understand that a community is a group to which a person may belong. Understand that people tend to live in families in which individuals have different roles. Understand the features of nuclear and extended families. 	<p>I can tell examples of how people and places change over time.</p> <p>I can examples of how individuals and groups make decisions.</p> <p>I can list things that influence my choices and the choices of others.</p> <p>I can explain how a person's identity develops.</p>	<p>Observations, Participation, daily work, informal/formal assessments from the following chapters:</p> <p>K: Me and My World Who Am I? What is a Family? How do I Make Friends? How Do I Get Along With Others? How Do I Solve Problems With Others?</p> <p>1:My School and Family How Are Families Special? How Do Families Change? How Do Families Care for Each Other? What Was School Like Long Ago? Why Is It Important to Learn From Each Other? Why Do Schools Have Rules? Who Helps Us at School? What Groups Do We Belong To?</p> <p>2:My Community How Can One Person Make a Difference in a Community? How Did One Community Change? How Do Communities Change? What Does a Good Citizen Do? Who Provides Services in a Community? How Can I Be A Good Shopper? What Do Communities Share? How Do People Use Our Environment? How Do Leaders Help their Communities?</p>

<p>DOMAIN: Economics – study of production, distribution, and consumption of goods and services. The concept of scarcity is understood to mean that available resources are insufficient to satisfy the wants and needs of everyone. Economics is therefore founded upon the alternative use of available resources and the study of choices.</p> <p>Standards</p> <ol style="list-style-type: none"> 5. Understand the role of scarcity and economic trade-offs and how economic conditions impact people's lives 6. Understand that the basic nature of economics is an exchange of resources 7. Understand how governments throughout the world influence economic behavior 8. Understand people in all part of the world trade with one another 9. Understand that changes in technology impact individuals, the economy and society 10. Understand the universal economic concept of needs and wants 		
<p>K – 2nd Grade Learning Standards What students will Know (<i>facts and concepts</i>), Understand (<i>principles and generalizations</i>), Do (<i>actions/skills and strategies</i>)</p>	<p>"I Can" Statements in student language</p>	<p>Evidence of student learning</p>
<p>Understand the role of scarcity and economic trade-offs and how economic conditions impact people's lives.</p> <ul style="list-style-type: none"> • Understand people are both consumers and producers. • Understand that a cost is what you give up when you decide to do something, and a benefit is something that satisfies your wants. • Understand that since people cannot have everything they want, they must make choices about using goods and services to satisfy wants. <p>Understand that the basic nature of economics is an exchange of resources.</p> <ul style="list-style-type: none"> • Understand the role of money in everyday life. • Understand that a price is the amount of money people pay for a good or service. • Understand that people sell resources to businesses to earn income. • Understand that in an exchange people trade goods and services for other goods and services or for money. • Understand that money is a good that can be used to buy all other goods and services. • Understand that barter is trading goods and services for other goods and services without using money. • Understand natural resources are from nature; capital resources are made by humans; human resources (labor) are the efforts of people who produce goods and services. <p>Understand how governments throughout the world influence economic behavior.</p> <ul style="list-style-type: none"> • Understand that some goods and services are provided by governments. • Understand the purpose of taxes. • Understand the concept of capitalism. <p>Understand people in all parts of the world trade with one another.</p> <ul style="list-style-type: none"> • Understand the basic concept of trading. • Understand that different currencies are used throughout the world. <p>Understand that changes in technology impact individuals, the economy and society.</p> <ul style="list-style-type: none"> • Understand that the types of jobs and goods and services change over time. • Understand the technological developments that influenced changes in communication and transportation. • Understand that people are always inventing new ways to solve problems and accomplish work. • Understand that manufacturing technology creates a design of a product and then produces the product in quantity. <p>Understand the universal economic concept of needs and wants.</p> <ul style="list-style-type: none"> • Understand the difference between needs and wants. • Understand the concepts of consumers and producers. • Understand that people make choices because they cannot have everything they want. 	<p>I can give examples consumers and producers.</p> <p>I can give examples of how money helps buy goods, services, and resources.</p> <p>I can give examples of goods and services.</p> <p>I can give examples of how people and groups share and trade.</p> <p>I can explain how technology impacts people's lives.</p> <p>I can tell the difference between things people want and/or need.</p>	<p>Observations participation, daily work, and informal/formal assessments from the following chapters:</p> <p>K. Me and My World How Can I Help Take Care of World? How Do People Live Around the World?</p> <p>1: My School and Family What Do Families Need and Want? Why Is It Important to Learn From Each Other? What Do Good Neighbors Do? How Do Family Members Care For Each Other? What Do Family Members Need and Want? How Do People Live Around the World?</p> <p>2: Me and My Community How Are Goods Made and Brought to Us? Who Provides Services in a Community? How Can I be a Good Shopper? How Can One Person Make a Difference in a Community? How Do Leaders Help Their Communities? What Do Communities Share? What Does a Good Citizen Do?</p>

<p>DOMAIN: Geography - study of the interaction between people and their environments. Geography therefore looks at the world through the concepts of location, place, human-environmental interaction, movement, and region.</p> <p>Standards</p> <ol style="list-style-type: none"> 11. Understand the use of geographic tools to locate and analyze information about people, places, and environments 12. Understand how geographic and human characteristics create culture and define regions 13. Understand how human factors and the distribution of resources affect the development of society and the movement of populations 14. Understand how geographic processes and human actions modify the environment and how the environment affects humans 		
<p>K – 2nd Grade Learning Standards What students will Know (<i>facts and concepts</i>), Understand (<i>principles and generalizations</i>), Do (<i>actions/skills and strategies</i>)</p>	<p>"I Can" Statements in student language</p>	<p>Evidence of student learning</p>
<p>Understand the use of geographic tools to locate and analyze information about people, places, and environments.</p> <ul style="list-style-type: none"> • Understand representations of the earth such as maps, globes and photographs. • Understand representations of locales and regions on maps and globes. <p>Understand how geographic and human characteristics create culture and define regions.</p> <ul style="list-style-type: none"> • Understand human and physical characteristics of places. (Ex. rural, urban, forest, desert, etc.). • Understand the concept of regions according to physical and human criteria. • Understand the concept of culture. • Understand the concepts of urban and suburban. • Understand that different people living in the same region maintain different ways of life <p>Understand how human factors and the distribution of resources affect the development of communities and the movement of populations.</p> <ul style="list-style-type: none"> • Understand why people choose to settle in different places. • Understand the role that resources play in human's daily lives. • Understand modes of transportation used to move products, people and ideas. <p>Understand how geographic processes and human actions modify the environment and how the environment affects humans.</p> <ul style="list-style-type: none"> • Understand ways in which people depend on the physical environment. • Understand humans impact the environment in positive and negative ways. • Understand the environment impacts humans in positive and negative ways. • Understand areas of a community have changed over time. 	<p>I can use multiple tools to locate and learn about people and places.</p> <p>I can explain how the geography of a region affects the way people live.</p> <p>I can give examples of how available resources help shape people's lives.</p> <p>I can explain how people and the environment affect each other.</p>	<p>Observations, participation, daily work, and informal/formal assessments in the following chapters:</p> <p>K: Me and My World How Do People Live Around the World? Where Am I in the World? How Can I Help Take Care of the World?</p> <p>1: My School and Family What Are Family Traditions? What Groups Do We Belong To? What Is a Map What Do Families Need and Want? How Do Families Care for Each Other? How Do Families Change?</p> <p>2: Me and My Community How Do We Use Maps? What Is Geography What Is A Community?? How Do People Use Our Environment? How Are Goods Made and Brought to Us? How Did One Community Change? How Do Communities Change? What Do Communities Share? How Are Communities Different? How Can One Person Make a Difference in a Community?</p>

<p>DOMAIN: History - study and analysis of the past. Built upon a foundation of historical knowledge, history seeks to analyze the past in order to describe the relationship between historical facts, concepts, and generalizations. History draws upon cause and effect relationships within multiple social narratives to help explain complex human interactions. Understanding the past provides context for the present and implications for the future.</p> <p>Standards</p> <ol style="list-style-type: none"> 15. Understand people construct knowledge of the past from multiple and various types of sources 16. Understand how and why people create and participate in governance 17. Understand culture and how cultural diffusion affects the development and maintenance of societies 18. Understand individuals and groups within a society may promote change or the status quo 19. Understand economic needs and wants affect individual and group decisions 20. Understand relationship between geography and historical events 21. Understand cause and effect relationships and other historical thinking skills in order to interpret events and issues 		
<p>K – 2nd Grade Learning Standards What students will Know (<i>facts and concepts</i>), Understand (<i>principles and generalizations</i>), Do (<i>actions/skills and strategies</i>)</p>	<p>"I Can" Statements in student language</p>	<p>Evidence of student learning</p>
<p>Understand people construct knowledge of the past from multiple and various types of sources.</p> <ul style="list-style-type: none"> • Understand past, present, and future time in relation to historical events. • Understand that primary sources such as artifacts, photographs, and documents are used to learn about the past. • Understand timelines. • Understand that people in different times and places view the world differently. <p>Understand how and why people create and participate in governance.</p> <ul style="list-style-type: none"> • Understand the need for government and how our government came to be. • Understand national symbols through which American values and principles are expressed. • Understand factors that contribute to disputes or cooperation in groups and nations. <p>Understand culture and how cultural diffusion affects the development and maintenance of societies.</p> <ul style="list-style-type: none"> • Understand cultures influence society and government. • Understand reasons groups of people moved into and within the United States long ago and today. • Understand the different roles of majority and minority groups in society. <p>Understand individuals and groups within a society may promote change or the status quo.</p> <ul style="list-style-type: none"> • Understand the roles historic and ordinary Americans have played in changing society and government. • Understand ways science and technology have changed the lives of people. • Understand changes in values, beliefs, and attitudes have resulted in technological and scientific knowledge. • Understand that changes in society may or may not be beneficial. <p>Understand economic needs and wants affect individual and group decisions.</p> <ul style="list-style-type: none"> • Understand the differences between needs and wants. • Understand the need for public and private goods and services and the workers who provide them. • Understand the development of technological innovations and their economic effects. • Understand changes in transportation and communication and their effects. <p>Understand relationship between geography and historical events.</p> <ul style="list-style-type: none"> • Understand that science and technology can affect physical environments. • Understand why people developed a region. • Understand that the earth's physical features have changed over time. <p>Understand cause and effect relationships and other historical thinking skills in order to interpret events and issues.</p> <ul style="list-style-type: none"> • Understand that historical decisions can help inform current public issues. • Understand historical research methods. • Understand the difference between fact and fiction 	<p>I can use multiple sources to show what is different about then and now.</p> <p>I can demonstrate why rules and laws are important and how they may change over time.</p> <p>I can tell how cultures have changed because of the movement of people and ideas.</p> <p>I can explain how one person or group can have an impact on a community.</p> <p>I can demonstrate how needs and wants affect how decisions are made.</p> <p>I can explain the effects of geography on historical events.</p> <p>I can give examples of cause and effect.</p>	<p>Observations, participation, daily work, and informal/formal assessments from the following chapters: K: Me and My World Where Am I in the World? Who Am I? How Do I Make Friends? How Do I Get Along With Others? How Do I Solve Problems With Others? How Can I Be a Good Helper at School? What is in My Neighborhood? How Do People Live Around the World? 1: My School and Family How Are We Good Helpers At School? What Was School Like Long Ago? Why Do Schools Have Rules? What Do Families Need and Want? 2: My Community What is a Community? How are Communities Different? How Can One Person Make a Difference in a Community? How Did One Community Change? How Do Communities Change? How Do Leaders Help Their Communities? How Do People Use Our Environment? What Do Communities Share? What Does A Good Citizen Do? What is Geography? Who Provides Services in a Community? How Can I Be A Good Shopper?</p>

<p>DOMAIN: Political Science / Civics - study of power and authority through the examination of political processes, governmental institutions, and human behavior in a civil society. In this context the study of civics is understood to include the form and function of government. Civic literacy encompasses civics but also addresses the individual's social and political participation.</p> <p>Standards</p> <p>22. Understands the basic concepts of government and democracy and that the Constitution defines the rights and responsibilities of citizens</p> <p>23. Understand how government affects citizens and how citizens affect government</p> <p>24. Understand the United States has a role in current world affairs</p>		
<p>K – 2nd Grade Learning Standards What students will Know (<i>facts and concepts</i>), Understand (<i>principles and generalizations</i>), Do (<i>actions/skills and strategies</i>)</p>	<p>"I Can" Statements in student language</p>	<p>Evidence of student learning</p>
<p>Understand the basic concepts of government and democracy and that the Constitution defines the rights and responsibilities of citizens.</p> <ul style="list-style-type: none"> Understand what the US Constitution is and why it is important. Understand the purpose of rules. Understand the concept of fairness. Understand rights and responsibilities. <p>Understand how government affects citizens and how citizens affect government.</p> <ul style="list-style-type: none"> Understand the purpose of government. Understand the characteristics of a good leader. Understand respect for other's point of view. Understand the concepts of power and authority. <p>Understand the United States has a role in current world affairs.</p> <ul style="list-style-type: none"> Understand the world is divided into nations. Understand how the nations of the world interact with one another. 	<p>I can describe the differences between rights and responsibilities.</p> <p>I can tell why we have rules and laws.</p> <p>I can explain how the United States is one part of the world.</p>	<p>Observations, participation, daily work, and informal/formal assessments from the following chapters:</p> <p>K: Me and My World How Do People Live Around the World? How Do I Make Friends? How Do I Get Along With Others? How Do I Solve Problems With Others?</p> <p>1: My School and Family Why Do Schools Have Rules? How Are We Good Helpers at School? How Do Families Take Care of Each Other? Why Do Schools Have Rules?</p> <p>2: My Community How Can one Person Make a Difference in the Community? How Do Leaders Help Their Communities? What Does a Good Citizen Do? What Do Communities Share?</p>

<p>DOMAIN: Behavioral Sciences - the areas of sociology, anthropology and psychology. In addressing these disciplines the actions and reactions of humans are studied through observational and experimental methods.</p> <p>Standards</p> <p>25. Understand the changing nature of society 26. Understand the influences on individual and group behavior and group decision-making 27. Understand how personality and socialization impact the individual 28. Understand the process of how human develop, learn, adapt to their environment, and internalize their culture 29. Understand current social issues to determine how the individual formulates opinions and responds to issues 30. Understand how to evaluate social research and information</p>		
<p>3rd to 5th Grade Learning Standards <i>What students will Know (facts and concepts), Understand (principles and generalizations), Do (actions/skills and strategies)</i></p>	<p>"I Can" Statements <i>in student language</i></p>	<p>Evidence <i>of student learning</i></p>
<p>Understand the changing nature of society.</p> <ul style="list-style-type: none"> Understand various institutions, ideas, values and behavior patterns change over time. Understand that the decisions of one generation provide the range of possibilities open to the next generation. Understand that human beings can use the memory of their past experiences to make judgments about new situations. <p>Understand the influences on individual and group behavior and group decision-making.</p> <ul style="list-style-type: none"> Understand that people involved in a dispute often have different points of view. Understand that communicating different points of view in a dispute can often help people to find a satisfactory compromise. Understand that resolving a conflict by force rather than compromise can lead to more problems. Understand that if a conflict cannot be settled by compromise, it may be decided by a vote if everyone agrees to accept the results. Understand that family, groups and community influence the individual's daily life and personal choices. Understand stereotyping. Understand the role of cultural unity and diversity within and across groups. <p>Understand how personality and socialization impact the individual.</p> <ul style="list-style-type: none"> Understand that various factors contribute to the shaping of a person's identity. Understand that human beings have different interests, motivations, skills, and talents. Understand the rights and responsibilities of the individual in relation to his/her social group. Understand various meanings of social group, general implications of group membership, and different ways that groups function. <p>Understand the process of how humans develop, learn, adapt to their environment, and internalize their culture.</p> <ul style="list-style-type: none"> Understand the fundamental concepts of growth and development. Understand learning and physical development affect behavior. Understand personal changes over time, such as those related to physical development and personal issues. Understand that language, stories, folktales, music, and artistic creations are expressions of culture. Understand that interactions among learning, inheritance, and physical development affect human behavior. Understand that group and cultural influences contribute to human development, identity, and behavior. <p>Understand current social issues to determine how the individual formulates opinions and responds to issues.</p> <ul style="list-style-type: none"> Understand that the way a person views an issue reflects personal beliefs, experiences, and attitudes. <p>Understand how to evaluate social research and information.</p> <ul style="list-style-type: none"> Understand the use of research procedures and skills to investigate an issue. 	<p>I can explain why societies change.</p> <p>I can list factors that help influence decision-making.</p> <p>I can explain how a person's identity develops.</p> <p>I can explain how culture develops over time.</p> <p>I can list factors that help influence decision-making.</p> <p>I can determine whether information is fact or opinion.</p>	<p>Observations, daily work, informal and formal assessments from the following chapters...</p> <p>Our Community and Beyond What Makes Our Community Diverse? How are People around the World Alike and Different? How Do We Have a Voice in Our Community? RF9: "How Trade is Changing Bangalore RF14: "Learning About Others Through Art"</p> <p>Regions of Our Country The Peopling of the United States RF6: "The Quilters of Gee's Bend"</p> <p>America's Past Causes of the Civil War Life in Colonial Williamsburg</p>

<p>DOMAIN: Economics – study of production, distribution, and consumption of goods and services. The concept of scarcity is understood to mean that available resources are insufficient to satisfy the wants and needs of everyone. Economics is therefore founded upon the alternative use of available resources and the study of choices.</p> <p>Standards</p> <p>31. Understand the role of scarcity and economic trade-offs and how economic conditions impact people's lives</p> <p>32. Understand the functions of economic institutions</p> <p>33. Understand how governments throughout the world influence economic behavior</p> <p>34. Understand factors that create patterns of interdependence in the world economy</p> <p>35. Understand that advancing technologies impact the global economy</p> <p>36. Understand that all economies throughout the world rely upon universal concept</p>		
<p>3rd to 5th Grade Learning Standards <i>What students will Know (facts and concepts), Understand (principles and generalizations), Do (actions/skills and strategies)</i></p>	<p>"I Can" Statements <i>in student language</i></p>	<p>Evidence <i>of student learning</i></p>
<p>Understand the role of scarcity and economic trade-offs and how economic conditions impact people's lives.</p> <ul style="list-style-type: none"> Understand that goods and services are scarce because there are not enough resources to satisfy all of the wants of individuals, governments, and societies Understand that consumers buy less of products and services when prices go up and buy more when prices go down. Understand that businesses are willing to sell more products and services when prices go up and less when the price goes down. Understand the concept of unemployment. Understand the importance of work. Understand how competition among sellers results in lowers costs and higher product quality. <p>Understand the functions of economic institutions.</p> <ul style="list-style-type: none"> Understand that banks provide money to consumers and serve as the intermediary between savers and borrowers. <p>Understand how governments throughout the world influence economic behavior.</p> <ul style="list-style-type: none"> Understand that the government pays for goods and services it provides by taxing and borrowing. Understand that all societies have developed economic systems and there are advantages and disadvantages to each type of system. Understand when consumers buy goods some of the money that goes to the business is used to pay for resources and taxes. <p>Understand factors that create patterns of interdependence in the world economy.</p> <ul style="list-style-type: none"> Understand that when countries specialize they become more interdependent. Understand the impact of increasing economic interdependence in different regions of the world. Understand that local goods and services are part of the global economy. Understand the concepts of exports and imports. <p>Understand that advancing technologies impact the global economy.</p> <ul style="list-style-type: none"> Understand that technologies have costs and benefits associated with them. Understand that new inventions reflect people's needs and wants; and when these change, technology changes to reflect the new needs and wants. Understand that the design process is a series of methodical steps for turning ideas into useful products and systems. Understand that the manufacturing process includes designing product, gathering the resources, and producing a finished product. <p>Understand that all economies throughout the world rely upon universal concepts.</p> <ul style="list-style-type: none"> Understand that there are producers and consumers in all economies. Understand supply and demand in various types of economies. Understand that production, distribution, exchange, and consumption of goods and services are economic decisions with which all societies and nations must deal. Understand how nations throughout the world have joined with one another to promote economic development and growth. Understand barriers to trade among people across nations. 	<p>I can explain how supply and demand affects prices and daily life.</p> <p>I can explain the role of banks in saving/borrowing.</p> <p>I can explain how governments collect and use taxes.</p> <p>I can give examples of economic interactions between countries.</p> <p>I can explain how technology affects the global economy.</p> <p>I can give examples of some economic concepts that are universal.</p>	<p>Observations, daily work, informal and formal assessments from the following chapters...</p> <p>Our Community and Beyond How Does Our Economy Work? How Does Global Trade Affect Our Community?</p> <p>Regions of Our Country Cities of the West Researching Your State's Economy NE Tour: 4.8 Hershey, PA Pop Density 5.5 Making a Living</p> <p>America's Past The Declaration of Independence The Diverse Peoples of the West Comparing Colonies</p> <p>Additional Resources: Junior Achievement</p>

DOMAIN: Geography - study of the interaction between people and their environments. Geography therefore looks at the world through the concepts of location, place, human-environmental interaction, movement, and region.		
Standards		
3 rd to 5 th Grade Learning Standards <i>What students will Know (facts and concepts), Understand (principles and generalizations), Do (actions/skills and strategies)</i>		
3rd to 5th Grade Learning Standards <i>What students will Know (facts and concepts), Understand (principles and generalizations), Do (actions/skills and strategies)</i>	"I Can" Statements <i>in student language</i>	Evidence <i>of student learning</i>
<p>37. Understand the use of geographic tools to locate and analyze information about people, places, and environments</p> <p>38. Understand how geographic and human characteristics create culture and define regions</p> <p>39. Understand how human factors and the distribution of resources affect the development of society and the movement of populations</p> <p>40. Understand how physical processes and human actions modify the environment and how the environment affects humans</p> <p>Understand the use of geographic tools to locate and analyze information about people, places, and environments.</p> <ul style="list-style-type: none"> Understand political, topographical and historical maps, aerial photos and maps. Understand the use of mental maps to organize information about people, places, and environments in a spatial context. Understand the concepts of title, legend, cardinal directions, distance, grids. Understand the use of data sources, atlases, data bases, grid systems, charts, graphs, and maps to generate, manipulate, and interpret information. Understand the spatial elements of point, line, area and volume. Understand the representations of major physical and human features on maps and globes. <p>Understand how geographic and human characteristics create culture and define regions.</p> <ul style="list-style-type: none"> Understand the characteristics of regions--physical and cultural. Understand regions change over time and the causes and consequences of these changes. Understand ways regional, ethnic, and national cultures influence individuals' daily lives. Understand how people from different cultures think about and deal with their physical environment and social conditions. Understand language, stories, folktales, music and artistic creations serve as expressions of culture and influence behavior of people. <p>Understand how human factors and the distribution of resources affect the development of society and the movement of populations.</p> <ul style="list-style-type: none"> Understand causes and effects of human migration. Understand reasons for the growth and decline of settlements. Understand density and scarcity in terms of human settlement. Understand the relationship between population growth and resource use. Understand the concepts of renewable and non-renewable resources. Understand recycling. Understand the relation between economic activities and natural resources in areas. <p>Understand how physical processes and human actions modify the environment and how the environment affects humans.</p> <ul style="list-style-type: none"> Understand the characteristics of places are shaped by physical and human processes. Understand humans interact and adapt to the physical environment. Understand ways to monitor science and technology in order to protect the physical environment, individual rights and the common good. Understand laws and policies that govern the environment. 	<p>I can use multiple tools to locate and learn about people and places.</p> <p>I can explain how the geography of a region affects the way people live.</p> <p>I can give examples of how the use of available resources helps shape people's lives.</p> <p>I can explain how people and the environment affect each other.</p>	<p>Observations, daily work, informal and formal assessments from the following chapters...</p> <p>Our Community and Beyond Where in the World is Our Community? Where in the United States is Our Community? What is the Geography of Our Community? How are People around the World Alike and Different? Whose Planet is it, Anyway? RF4: "One Immigrant's Story" RF5: "Many People, Many Ways of Life" RF8: "Making Mail Faster"</p> <p>Regions of Our Country Exploring Regions of the United States Population Density and Life in the NE Effects of Geography on Life in the SE Agricultural Changes in the Midwest A Case Study in Water Use Researching Your State's Geography RF12: "Exploring the Pacific Crest Trail" RF13: "Portland, Oregon: Green and Clean"</p> <p>America's Past Geography of the United States American Indians and Their Land American Indian Cultural Regions The Diverse Peoples of the West</p>

DOMAIN: History - study and analysis of the past. Built upon a foundation of historical knowledge, history seeks to analyze the past in order to describe the relationship between historical facts, concepts, and generalizations. History draws upon cause and effect relationships within multiple social narratives to help explain complex human interactions. Understanding the past provides context for the present and implications for the future.		
Standards		
41. Understand historical patterns, periods of time and the relationships among these elements. 42. Understand how and why people create, maintain, or change systems of power, authority, and governance. 43. Understand the role of culture and cultural diffusion on the development and maintenance of societies. 44. Understand the role of individuals and groups within a society as promoters of change or the status quo. 45. Understand the effect of economic needs and wants on individual and group decisions. 46. Understand the effects of geographic factors on historical events. 47. Understand the role of innovation on the development and interaction of societies. 48. Understand cause and effect relationships and other historical thinking skills in order to interpret events and issues.		
3rd to 5th Grade Learning Standards <i>What students will Know (facts and concepts), Understand (principles and generalizations), Do (actions/skills and strategies)</i>	"I Can" Statements <i>in student language</i>	Evidence <i>of student learning</i>
<p>Understand historical patterns, periods of time and the relationships among these elements.</p> <ul style="list-style-type: none"> Understand the similarities and differences between various civilizations within a time period. Understand problems, issues, and dilemmas of life in the past and their causes. Understand differences in life today compared to life in the past Understand causes and effects of events within a time period. <p>Understand how and why people create, maintain, or change systems of power, authority, and governance.</p> <ul style="list-style-type: none"> Understand groups and institutions work to meet individual needs and the common good of all. Understand that belief systems affect government policies and laws. Understand the consequences of governmental decisions. <p>Understand the role of culture and cultural diffusion on the development and maintenance of societies.</p> <ul style="list-style-type: none"> Understand ways culture has influenced interactions of various groups. Understand ways culture affects decisions of a society, group or individual. Understand major historical events and developments that involved interaction among various groups. <p>Understand the role of individuals and groups within a society as promoters of change or the status quo.</p> <ul style="list-style-type: none"> Understand roles of important individuals and groups in technological and scientific fields. Understand that specific individuals had a great impact on history Understand people, events, problems, and ideas that were significant in creating the history of their state. Understand how democratic values have been exemplified by people, events, and symbols. <p>Understand the effect of economic needs and wants on individual and group decisions.</p> <ul style="list-style-type: none"> Understands factors that shaped the economic system in the United States. Understand that economic activities in the community have changed over time. Understand that the types of work local community members do have changed over time. <p>Understand the effects of geographic factors on historical events.</p> <ul style="list-style-type: none"> Understand varying landforms and geographic features and their importance in the development of communities. Understand seasons, climate, and weather, environmental change and crises affect social and economic development. Understand major land and water routes of explorers. <p>Understand the role of innovation on the development and interaction of societies.</p> <ul style="list-style-type: none"> Understand the influence of cultural, scientific, and technological decisions on societies. Understand ways science and technology have changed the way people think about the natural world Understands that the use of technology in the local community has changed over time. 	<p>I can explain why cultures change over time.</p> <p>I can explain why people create governments and why governments change over time.</p> <p>I can describe how cultures change because of the movement of people and ideas.</p> <p>I can give examples of how one person or group can have an impact on a community.</p> <p>I can explain how needs and wants affect decision-making.</p> <p>I can explain the effects of geography on historical events.</p> <p>I can give examples of how technology has influenced history.</p>	<p>Observations, daily work, informal and formal assessments from the following chapters...</p> <p>Our Community and Beyond How Do People Become Part of Our Country? How Do People Improve their Communities?</p> <p>Regions of Our Country The Peopling of the United States Agricultural Changes in the Midwest A Case Study in Water Use Researching Your State's History NE Tour: 4.5, 4.9, 4.12, RF RF5: "Inventing New Ways of Living" SE Tour: 6.4, 6.7, 6.9, 6.10, RF MW Tour: 8.5, 8.7, RF SW Tour: 10.8, 10.10, RF West Tour: 12.2, 12.4, 12.10</p> <p>America's Past Early English Settlements Tensions Grow Between the Colonies and Great Britain The Diverse Peoples of the West The Causes of the Civil War <i>All chapters have something that connects.</i></p>

Understand cause and effect relationships and other historical thinking skills in order to interpret events and issues.

- Understand processes important to reconstructing and interpreting the past.
- Understand the historical perspective including cause and effect.
- Understand how to view the past in terms of the norms and values of the time.
- Understand interpretation of data in timelines.

I can explain how cause and effect influence events and issues.



DOMAIN: Political Science / Civics - study of power and authority through the examination of political processes, governmental institutions, and human behavior in a civil society. In this context the study of civics is understood to include the form and function of government. Civic literacy encompasses civics but also addresses the individual's social and political participation.		
Standards		
49. Understands the rights and responsibilities of each citizen and demonstrate the value of lifelong civic action 50. Understand how the government established by the Constitution embodies the enduring values and principles of democracy and republicanism 51. Understand the purpose and function of each of the three branches of government established by the Constitution 52. Understand differences among local, state and national government 53. Understand the role of the United States in current world affairs		
3rd to 5th Grade Learning Standards <i>What students will Know (facts and concepts), Understand (principles and generalizations), Do (actions/skills and strategies)</i>	"I Can" Statements <i>in student language</i>	Evidence <i>of student learning</i>
<p>Understand the rights and responsibilities of each citizen and demonstrate the value of lifelong civic action.</p> <ul style="list-style-type: none"> Understand what it means to be a citizen. Understand why civic responsibility is important and know examples of civic responsibility. Understand that Congress passes laws to protect individual rights. Understand how people can participate in their government. Understand what political leaders do and why leadership is necessary in a democracy. Understand opportunities for leadership and public service in the student's own classroom, school, community, state, and the nation. Understand the importance of voluntarism as a characteristic of American society. <p>Understand how the government established by the Constitution embodies the enduring values and principles of democracy and republicanism.</p> <ul style="list-style-type: none"> Understand the fundamental values and principles of American democracy. Understand the difference between power and authority. Understand fundamental values and principles of American democracy are expressed in documents such as the Declaration of Independence, the Preamble to the United States Constitution, and the Bill of Rights, as well as in American songs, stories, and speeches. Understand the costs and benefits of diversity in American society. <p>Understand the purpose and function of each of the three branches of government established by the Constitution.</p> <ul style="list-style-type: none"> Understand that the legislative branch passes laws to protect individual rights. Understand that the executive branch carries out and enforces laws to protect individual rights. Understand that the judicial branch, headed by the Supreme Court, makes decisions concerning the law that aim to protect individual rights. <p>Understand the differences among local, state and national government.</p> <ul style="list-style-type: none"> Understand the roles of local, state and national government and the roles of representative leaders at these levels such as mayor, governor and President. Understand major services provided by national, state, and local governments. Understand how national, state and local government officials are chosen. <p>Understand the role of the United States in current world affairs.</p> <ul style="list-style-type: none"> Understand that the world is divided into many different nations with each one having its own government. Understand the major ways nations interact with each other such as trade, diplomacy, cultural contacts, treaties or agreements, and use of military force. Understand factors that contribute to cooperation and cause disputes within and among groups and nations. 	<p>I can explain the differences between a citizen's rights and responsibilities.</p> <p>I can explain how our current government is based on the Constitution.</p> <p>I can explain the purpose and function of the three branches of government.</p> <p>I can describe the differences among local, state and national government.</p> <p>I can explain how the United States is part of a global community.</p>	<p>Observations, daily work, informal and formal assessments from the following chapters...</p> <p>Our Community and Beyond How Do People Become Part of Our Country? What are the Public Services in our Community? Who Works at City Hall? How Do We Have a Voice in Our Community? RF2: "Eagles, Flags, and Midnight Parades" RF6: "Helping a Community in Need"</p> <p>Regions of Our Country Researching Our State's Government NE Tour: 4.4 and 4.8-4.12 SW Tour: 10.9 Austin</p> <p>America's Past To Declare Independence or Not The Constitution The Bill of Rights</p>

Sixth Grade Benchmarks	History Alive! Lessons
Identify the impact of culture as it relates to ancient cultures.	Lesson 9: Daily Life in Ancient Egypt Lesson 14: Unlocking the Secrets of Mohenjodaro Lesson 21: Discovering Three Chinese Philosophies Lesson 23: Daily Life Under the Han Dynasty Lesson 24: The Silk Road Lesson 29: The Golden Age of Athens Lesson 35: Daily Life During the Roman Empire
Explain how people, places and environment influence ancient cultures.	Lesson 7: Geography and the Early Settlement of Egypt, Kush, and Canaan Lesson 13: Geography and the Early Settlement of India Lesson 19: Geography and the Early Settlement of China Lesson 25: Geography and the Early Settlement of Greece Lesson 32: Geography and the Early Development of Rome
Give example of how relationships influence ancient cultures.	Lesson 10: The Kingdom of Kush
Identify the impact of production, distribution and consumption on ancient cultures.	Lesson 3: From Hunters and Gatherers to Farmers Lesson 23: Daily Life Under the Han Dynasty Lesson 24: The Silk Road
Identify how global connections (historical, cultural, geographic, technological, ethical, and societal issues) influence ancient cultures.	Lesson 17 Buddhism and the First Unification of India Lesson 31: The Legacy of Ancient Greece Lesson 37: The Legacy of Rome in the Modern World
Identify how time, continuity and change impact ancient cultures.	Lesson 4: The Rise of the Sumerian City-States Lesson 12: The Struggle to Preserve Judaism Lesson 17 Buddhism and the First Unification of India Lesson 31: The Legacy of Ancient Greece Lesson 34: From Republic to Empire Lesson 37: The Legacy of Rome in the Modern World
Give examples of how culture and society influence ancient cultures.	Lesson 5: Was Ancient Sumer a Civilization? Lesson 8: The Ancient Egyptian Pharaohs Lesson 11: The Origins of Judaism Lesson 15: Learning About Hindu Beliefs Lesson 16: The Story of Buddhism Lesson 21: Discovering Three Chinese Philosophies Lesson 23: Daily Life Under the Han Dynasty Lesson 29: The Golden Age of Athens Lesson 36: The Origins and the Spread of Christianity

Sixth Grade Benchmarks (continued)	History Alive! Lessons
Give examples of the influence of authority and governance on ancient cultures.	Lesson 6: Exploring Four Empires of Mesopotamia Lesson 8: The Ancient Egyptian Pharaohs Lesson 18: The Achievements of the Guta Empire Lesson 20: Exploring the Shang Dynasty Lesson 22: China's First Emperor Lesson 23: Daily Life Under the Han Dynasty Lesson 26: The Rise of Democracy Lesson 30: Alexander the Great and His Empire Lesson 33: The Rise of the Roman Republic
Give examples of influences of ancient cultures relative to science and technology.	Lesson 3: From Hunters and Gatherers to Farmers Lesson 29: The Golden Age of Athens Lesson 31: The Legacy of Ancient Greece Lesson 37: The Legacy of Rome in the Modern World
Give examples of civic ideals and practices related to ancient cultures.	Lesson 26: The Rise of Democracy Lesson 31: The Legacy of Ancient Greece Lesson 33: The Rise of the Roman Republic