

Van Buren Community Schools

Social Studies Curriculum 2006-2007

Developed summer of 2006

Secondary Curriculum Writers

John Simmons

Tim Roush

Greg Jones

Mike Hurley

Secondary Special Education

Victor Combs

Jason W. Marshall

Heath Teeter

Sherry Peck

Curriculum Director - Vicki Shepard
Curriculum Secretary - Pam Bainbridge

TABLE OF CONTENTS – Van Buren Community Schools – Social Studies Curriculum

Title Page	
Table of Contents	
Acknowledgement	
Forward.....	1
Accreditation Standards.....	2
Division V.....	3
Educational Philosophy.....	4
Educational Equity Policy.....	5
Code No. 608.....	7
5-Year Goal.....	8
Social Studies Rationale.....	9
7-12 Standards and Benchmarks/Scope and Sequence.....	10
7 th Grade Social Studies Syllabus.....	11
7 th Grade Social Studies Curriculum Plan.....	12
8 th Grade Social Studies Syllabus.....	16
8 th Grade Social Studies Curriculum Plan.....	17
World Geography I Course Outline.....	21
World Geography I Curriculum Plan.....	22
World History Course Outline.....	26
World History Curriculum Plan.....	27
American History Course Outline.....	31
American History Curriculum Plan.....	32
World Geography II Course Outline.....	36
World Geography II Curriculum Plan.....	37
Sociology Course Outline.....	41
Sociology Curriculum Plan.....	42
Psychology Course Outline.....	56
Psychology Curriculum Plan.....	57
United States Government Course Outline.....	68
United States Government Curriculum Plan.....	69
Economics Course Outline.....	73
Economics Curriculum Plan.....	74

ACKNOWLEDGEMENT

In January of 2006 a committee was formed of 13 elementary teachers and 8 secondary teachers to develop a Social Studies curriculum with a Pre-K – 12 continuum. On June 1, 2006 the committee members joined together with their unique interests and competencies to develop this curriculum, which is the result of research, consultations and interactions among committee members, other faculty and administrators within the district.

This curriculum should assist teachers in determining the expected concept and performance level at the various grades. It is not designed to restrict or limit the creativity or imagination of the teachers. The guide serves as a springboard for the development of additional concepts and mastery of skills, depending on the ability and interests of each student.

The project was successfully completed in the summer of 2006, because of the dedication and effort of the committee members who participated in this project: Elementary – Teresa Adkins, Kelly Loeffler, Erin Bass, Tessa Menefee, Jolene Davis, Marni Starnes, Renee Thomas, Gwen Pedrick, Sue Cunningham, Linda Golden, Lori Zeitler, Barbara Nixon, Steve Speer; Secondary – John Simmons, Tim Roush, Greg Jones, Mike Hurley, Victor Combs, Jason Marshall, Sherry Peck and Heath Teeter.

We are grateful to these committee members and support and compliment their fine efforts.

It is our hope that the faithful use of this curriculum and guide will allow all social studies teachers to give a sound foundation in social studies to all students.

FORWARD

The purpose of this guide is to assist teachers in the organization and instruction of social studies classes in the Van Buren Community School District.

This guide provides direction for teachers of prekindergarten through grade twelve, and is adaptable for individual and class needs. It is, however, important that teachers follow the suggested sequence and scope of lesson content to ensure systematic and comprehensive instruction of concepts and skills.

Committee members established basic agreement on the philosophy and goals of social studies in our school system.

This guide, prepared by classroom teachers for use by classroom teachers provides a scope and sequence for instruction.

Chapter 12 GENERAL ACCREDITATION STANDARDS

PREAMBLE

The goal for the early childhood through twelfth grade educational system in Iowa is to improve the learning, achievement, and performance of all students so they become successful members of a community and workforce. It is expected that each school and school district shall continue to improve its educational system so that more students will increase their learning, achievement, and performance.

Accreditation focuses on an ongoing school improvement process for schools and school districts. However, general accreditation standards are the minimum requirements that must be met by an Iowa public school district to be accredited. A public school district that does not maintain accreditation shall be merged, by the state board of education, with one or more contiguous school districts as required by Iowa Code subsection 256.11(12). A nonpublic school must meet the general accreditation standards if it wishes to be designated as accredited for operation in Iowa.

General accreditation standards are intended to fulfill the state's responsibility for making available an appropriate educational program that has high expectations for all students in Iowa. The accreditation standards ensure that each child has access to an educational program that meets the needs and abilities of the child regardless of race, color, national origin, gender, disability, religion, creed, marital status, geographic location, socioeconomic background.

With local community input, school districts and accredited nonpublic schools shall incorporate accountability for student achievement into comprehensive school improvement plans designed to increase the learning, achievement, and performance of all students. As applicable, and to the extent possible, comprehensive school improvement plans shall consolidate federal and state program goal setting, planning, and reporting requirements. Provisions for multicultural and gender fair education, technology integration, global education, gifted and talented students, at-risk students, students with disabilities, and the professional development of all staff shall be incorporated, as applicable, into the comprehensive school improvement plan. See subrules 12.5(8) to 12.5(13), 12.7(1), and 12.8(1).

DIVISION I GENERAL STANDARDS

281-12.1(256) General standards.

12.1(1) *Schools and school districts governed by general accreditation standards.* These standards govern the accreditation of all prekindergarten, if offered, or kindergarten through grade 12 school districts operated by public school corporations and the accreditation, if requested, of prekindergarten or kindergarten through grade 12 schools operated under nonpublic auspices. Each school district shall take affirmative steps to integrate students in attendance centers and courses. Schools and school districts shall collect and annually review district, attendance center, and course enrollment data on the basis of race, national origin, gender, and disability. Equal opportunity in programs shall be provided to all students regardless of race, color, national origin, gender, disability, religion, or creed. Nothing in this rule shall be construed as prohibiting any bona fide religious institution from imposing qualifications based upon religion when such qualifications are related to a bona fide religious purpose.

DIVISION V
EDUCATION PROGRAM

12.5(4) Junior high program, grades 7 and 8. The following shall be taught in grades 7 and 8: English-language arts, social studies, mathematics, science, health, human growth and development, physical education, music, visual art, family and consumer education, career education, and technology education. Instruction in the following areas shall include the contributions and perspectives of persons with disabilities, both men and women, and persons from diverse racial and ethnic groups; and shall be designed to eliminate career and employment stereotypes.

In implementing the junior high program standards, the following general curriculum definitions shall be used.

b. Social studies. Social studies 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 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.

12.5(5) High school program, grades 9-12. In grades 9 through 12 a unit is a course or equivalent related components or partial units taught throughout the academic year as defined in subrule 12.5(18). The following shall be offered and taught as the minimum program: English-language arts, six units; social studies, five units; mathematics, six units as specified in 12.5(5) "c"; science, five units; health, one unit; physical education, one unit; fine arts, three units; foreign language, four units; and vocational education, 12 units as specified in 12.5(5) "f."

In implementing the high school program standards, the following curriculum standards shall be used.

b. Social studies (five units). Social studies 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 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; and voter education including instruction in statutes and procedures, voter registration requirements, the use of paper ballots and voting machines in 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 command 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.

EDUCATIONAL PHILOSOPHY

The Board of Directors of the Van Buren Community School District is committed to the operation of schools whose purpose is to serve by assisting each learner develop into a mature individual and contributing member of society. The goals of education and the goals of democracy are fundamentally the same. The board believes the nature of learning is continuous experience throughout the life of each individual. This experience is influenced by a variety of factors including the environment surrounding the learner. The board also believes, and recognizes, the nature of a learner requires an awareness of the unique needs of each individual and the various stages of development associated with growth. It is believed all have the capability of learning given appropriate opportunity.

The Board of Directors recognizes the guardianship of public education is a trust and an obligation. Consequently, the board believes that a desirable learning atmosphere must be provided which includes the following: (1) Appropriate facilities; (2) Competent staff; (3) Appropriate educational and instructional materials; (4) Assurance of safety; (5) Recognition of individual dignity and worth; (6) A scope of educational experiences to challenge each student; and (7) Periodic review, revision, and evaluation.

The Board further believes the scope of educational experience should meet the needs of varied learners and include experiences that encompass the intellect and associated basic and developmental skills, as well as aesthetic, physical, civic, social, vocational, multicultural, and technological awareness.

Date of Adoption: May 9, 1990
Date Reviewed: August 11, 1999
Date Revised: November 8, 1995

EDUCATIONAL EQUITY POLICY

1. It is the policy of Van Buren Community School District to provide equal educational and employment opportunities and not to illegally discriminate on the basis of sex, color, national origin, religion, marital status, race, socioeconomic status or disability in its educational programs, activities or its employment and personnel policies.
2. This district shall provide program activities, a curriculum and instructional resources which will reflect the racial and cultural diversity present in the United States and the variety of careers, roles and life styles open to both men and women in our society. One of the objectives of the district's programs, curriculum, services and teaching strategies is to reduce stereotyping and to eliminate bias on the basis of sex, race, religion, marital status, socioeconomic status, color, national origin and disability. The curriculum, programs and services shall foster respect and appreciation for the cultural diversity found in our country and an awareness of the rights, duties and responsibilities of each individual as a member of a pluralistic society.
3. It is the policy of this district to affirmatively recruit women and men, members of diverse racial/ethnic groups and persons with disabilities for job categories where they are underrepresented. A fair and supportive environment will be provided for all students and employees regardless of their sex, race, national origin, marital status, religion, socioeconomic status, color or disability. Harassment or discriminatory behavior that denies civil rights or access to equal educational opportunities including comments, name-calling, physical conduct or other expressive behavior directed at an individual or group that intentionally demeans the race, color, national origin, sex, disability, socioeconomic status, marital status or religion, made from one employee to another, from an employee to a student or vice versa, and from one student to another creating an intimidating, hostile or demeaning environment is a violation of this policy.
4. The board requires all persons, agencies, vendors, contractors and other persons and organizations doing business with or performing services for the school district to subscribe to all applicable federal and state laws, executive orders, rules and regulations pertaining to contract compliance and equal opportunity.
5. Inquiries regarding compliance of equity policies may be directed to the following:
Title IX – High School Principal; Title VI – Early Childhood Center Director; and Section 504 – Superintendent, Van Buren Jr/Sr. High School, 503 Henry Street, Keosauqua, Iowa 52565, 319-293-3334, to the Director of the Iowa Civil Rights Commission, Des Moines, Iowa, or to the Director of the Region VII Office of Civil Rights, Department of Education, Kansas City, Missouri.
6. The Affirmative Action Coordinator for the district shall be the Building Principals/Superintendent. The Educational Equity Coordinator for the district will be the Curriculum Director. Inquiries concerning a grievance procedure should be addressed to either coordinator.

Federal and state regulations require that the non-discrimination policy, the identity of the designated local coordinator and notification about the existence of the grievance procedure be disseminated to employees, students and parents on an annual or ongoing basis. This notification must be included in major annual or general publications such as:

<i>Student Handbooks</i>	<i>School Newsletters</i>	<i>Teacher Handbooks</i>
<i>Local Newspapers</i>	<i>Employee (Staff) handbooks</i>	<i>Employment</i>
<i>Application Forms</i>	<i>Registration handbook</i>	<i>Program Brochures & Publications</i>
<i>Agreement forms with labor organizations and businesses which hold professional agreements with the school or agency.</i>		

Legal Reference:

- 20 U.S.C. 1221 et seq. (1994)*
- 20 U.S.C. 1681 et seq. (1994)*
- 20 U.S.C. 1701 et seq. (1994)*
- 29 U.S.C. 794 (1994)*
- 42 U.S.C. 12101 et seq. (1994)*
- 34 C.F.R. Pt. 100 (1999)*
- 34 C.F.R. Pt. 104 (1999)*
- Iowa Code 216.9; 256.11, .11A; 280.3 (2001)*
- 281 I.A.C. 12*

Cross Reference:

- 100.2 District Educational Equity Policy*
- 402 Staff Educational Equity Policy*
- 516 Student Educational Equity Policy*

Date of Adoption: May 9, 1990

Date of Review: March 8, 2006

Date of Revision: April 12, 2006

FREEDOM TO TEACH, TO LEARN, AND TO EXPRESS IDEAS IN THE PUBLIC SCHOOLS

The freedom to teach, to learn, and to express ideas without fear of censorship are fundamental rights held by public school teachers and students as well as all other citizens. These freedoms, expressed and guaranteed in the First Amendment to the U.S. Constitution, must be preserved in the teaching/learning process in a society of diverse beliefs and viewpoints and shared freedoms. Public schools must promote an atmosphere of free inquiry and a view of subject matter reflecting a broad range of ideas so that students are prepared for responsible citizenship. However, criticism of educational resources and teaching methods and the advocacy of additional educational resources are also essential First Amendment rights of students, faculty, parents, and other members of the community.

Public school personnel should:

1. Select curriculum, teaching methods, resources, and materials appropriate to the education objectives and the maturity and skill levels of the students based on their professional competence as educators and according to established school board policies and procedures. However, teachers should not be allowed to indoctrinate students with their own personal views.
2. Provide students with access to a broad range of ideas and viewpoints.
3. Encourage students to become decision makers, to exercise freedom of thought, and to make independent judgments through the examination and evaluation of relevant information, evidence, facts, and differing viewpoints.
4. Support students' rights to present their ideas even if some people might find the ideas objectionable.
5. Discuss issues, including those viewed by some as controversial, since such discussion is essential to students' development of critical thinking and other skills which prepare them for full participation as citizens in a democratic society.

Individuals or groups outside the public schools should not be allowed to:

1. Use the public schools to indoctrinate students with particular viewpoints or beliefs.
2. Determine which viewpoints will be presented or avoided in public schools.
3. Require the disciplining of professional staff for including issues or resources considered controversial in their classes if the reasons for including them are educationally sound.

Date of Adoption: August 13, 1986

Date of Review: March 14, 2001

Date of Revision:

Van Buren Community Schools 5-Year Goal for Social Studies:

All students will be proficient in social studies, including the areas of history, geography, government and civics and economics. Van Buren students will also meet the annual yearly progress trajectory, when established.

SOCIAL STUDIES RATIONALE

The social studies program is concerned with preparing young citizens for active participation in American society. Social studies education is the structured school program providing this preparation.

Social studies should be viewed as an essential component of students' education. Social studies plays a significant role in leading students to value democratic beliefs and behavior, to understand themselves in the context of contemporary life, and to live responsibly in the global community. Social studies interrelate the capability and capacity for survival by the human species – survival related to the interdependence with a finite natural resource base.

It is the responsibility of the social studies to prepare young people to identify, understand, and work to resolve problems that confront them, and our nation, and the international community. To accomplish these tasks and work effectively as citizens, they need knowledge of past civilizations and the social and behavioral sciences. Moreover, they should understand the role of social institutions and values in their own society and in other societies around the world.

Social studies should be viewed as the major subject matter area where social interaction skills are emphasized and utilized fully. Social studies develops the necessary individual leadership skills to enable students to cope with change, resolve conflict, appreciate diversity and participate responsibly in a representative democracy at local, state, national, and international levels.

Social Studies
7-12 Standards and Benchmarks/Scope and Sequence

Standards and Benchmarks	Scope and Sequence								
	Class	7 th	8 th	WH	AH	GOV	ECO	SOC	PSY
1. Understanding civic practices and government systems									
7-8 Benchmarks:									
A. Understands the organization and major responsibilities of local, state, and national governments.		D	D						
B. Identifies methods of political participation and its importance in a democratic society		D	D						
9-12 Benchmarks:									
C. Understands methods used by the government to meet the needs and wants of citizens, regulate territory, manage conflict, establish order and security, and balance competing conceptions of a just society.				D	D	D	D	D	D
D. Understand how one person contributes politically and socially to the welfare of a democratic society.				D	D	D	D	D	D
2. Understanding geographic information to understand people and places									
7-8 Benchmarks:									
A. Knows and is able to locate important geographical places, events, and nations.		D	D						
B. Understands the characteristics and uses of geographic tools.		D	D						
9-12 Benchmarks:									
C. Knows the geographic location and significance of important places, events, and nations.				D	D	D	D	D	D
D. Knows ethnic, cultural, and physical characteristics of different regions.				D	D	D	D	D	D
3. Understands the past, present and future of various cultures.									
7-8 Benchmarks:									
A. Recognizes how and why groups, societies, and cultures are similar to and different from us.		D	D						
B. Recognizing change makes connections between historical events and present issues		D	D						
9-12 Benchmarks:									
C. Understands how and why groups, societies, and cultures are similar to and different from us.				D	D	D	D	D	D
D. Understands the causes and long-term consequences of major historical events.				D	D	D	D	D	D
4. Understanding resources, limitations, choices.									
7-8 Benchmarks:									
A. Understands the factors that shaped the economic system in the colonies and the Americas.		D	D						
B. Recognizes how scarcity affects choices		D	D						
9-12 Benchmarks:									
C. Understand how the scarcity of productive resources requires the development of economic systems to make decisions about how goods and services are to be produced and distributed.				D	D	D	D	D	D
D. Understand the role that supply and demand, prices, incentives, and profits play in determining what is produced and distributed in a free market economic system.				D	D	D	D	D	D

7th Grade

7th Grade Social Studies Syllabus

Instructor: Mr. Roush

Length of Class: One Year

The curriculum will be composed of World Geography (Western Hemisphere), and State and Local Government. The time allotted for World Geography is twenty-seven weeks and State and Local Government, nine weeks.

<u>Unit</u>	<u>Length</u>
<u>Unit 1 - Intro to Geography</u>	9 Weeks
Chapter 1: A Geographic World	
Chapter 2: Planet Earth	
Chapter 3: Climate, Environment, and Resources	
Chapter 4: The World's People	
<u>Unit 2 - The Americas (Central and South)</u>	6 Weeks
Chapter 5: Early History of the Americas	
Chapter 6: Mexico	
Chapter 7: Central America and the Caribbean	
Chapter 8: Caribbean South America	
Chapter 9: Atlantic South America	
Chapter 10: Pacific South America	
<u>Unit 3 - North America</u>	8 Weeks
Chapter 11: The United States	
Chapter 12: Canada	
<u>Unit 4 - Iowa History</u>	9 Weeks

Materials

Textbook: Holt, 2007: Western World

SUBJECT AREA: 7th Grade Social Studies

LENGTH OF CLASS: One year

INSTRUCTOR: Mr. Roush

STANDARD 1: Understanding civic practices and government systems

Benchmarks:

- A. Understands the organization and major responsibilities of local, state, and national governments.
- B. Identifies methods of political participation and its importance in a democratic society.

Standards/ Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
1A	Chapter 11 Constitution of the United States of America	Knows the major responsibilities of U.S. government as set forth in the Constitution	Chapter test, quizzes, worksheets and or performance assessments	HOTS, GS, LS, TAG, CS, MCGF, CE, TECH, SPECIAL, GUID, MEDIA, HGD
1A	Iowa Government textual material	Know the major responsibilities of the state and local Iowa governments	Chapter test, quizzes, worksheets and or performance assessments	HOTS, GS, LS, TAG, CS, MCGF, CE, TECH, SPECIAL, GUID, MEDIA, HGD
1B	Chapter 11	Knows how the values and principles of American democracy can be promoted through participating in government	Chapter test, quizzes, worksheets and or performance assessments	HOTS, GS, LS, TAG, CS, MCGF, CE, TECH, SPECIAL, GUID, MEDIA, HGD
1B	Iowa Government textual material	Understand the procedures that allow Iowa citizens to vote	Chapter test, quizzes, worksheets and or performance assessments	HOTS, GS, LS, TAG, CS, MCGF, CE, TECH, SPECIAL, GUID, MEDIA, HGD

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Comments:

Subject Area: 7th Grade Social Studies

LENGTH OF CLASS: One year

Instructor: Mr. Roush

STANDARD 2: Understanding geographic information to understand people and places
Benchmarks:

- A. Knows and is able to locate important geographical places events, and nations.
- B. Understands the characteristics and uses of geographical tools.

Standards/ Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
2A	Chapter 7-12	Knows the human and physical characteristics of places.	Chapter test, quizzes, worksheets and or performance assessments	HOTS, GS, LS, TAG, CS, MCGF, CE, TECH, SPECIAL, GUID, MEDIA, HGD
2A	Iowa History Textual material	Understand the geographic challenges and advantages to settlement in Van Buren County	Chapter test, quizzes, worksheets and or performance assessments	HOTS, GS, LS, TAG, CS, MCGF, CE, TECH, SPECIAL, GUID, MEDIA, HGD
2B	Chapter 1	Understands the characteristics and uses of maps, globes and other geographic tools and technologies.	Chapter test, quizzes, worksheets and or performance assessments	HOTS, GS, LS, TAG, CS, MCGF, CE, TECH, SPECIAL, GUID, MEDIA, HGD
2B	Iowa History Textual material	Understand the principles of surveying and the township/range grid system.	Chapter test, quizzes, worksheets and or performance assessments	HOTS, GS, LS, TAG, CS, MCGF, CE, TECH, SPECIAL, GUID, MEDIA, HGD

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Comments:

SUBJECT AREA: 7th Social Studies

LENGTH OF CLASS: One year

INSTRUCTOR: Mr. Roush

STANDARD 3: Understands the past, present and future of various cultures.

Benchmarks:

- A. Recognizes how and why groups, societies, and cultures are similar to and different from us.
- B. Recognizing change makes connections between historical events and present issues.

Standards/ Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
3A	Chapter 5-10	Understands why places have specific physical and human characteristics in different parts of the world.	Chapter test, quizzes, worksheets and or performance assessments	HOTS, GS, LS, TAG, CS, MCGF, CE, TECH, SPECIAL, GUID, MEDIA, HGD
3A	Chapter 11-12	Understands relationships in an between people and places.	Chapter test, quizzes, worksheets and or performance assessments	HOTS, GS, LS, TAG, CS, MCGF, CE, TECH, SPECIAL, GUID, MEDIA, HGD
3B	Chapter 9	Understands the environmental consequences of both the unintended and intended outcomes of major technological changes in human history.	Chapter test, quizzes, worksheets and or performance assessments	HOTS, GS, LS, TAG, CS, MCGF, CE, TECH, SPECIAL, GUID, MEDIA, HGD
3B	Iowa History Textual material	Understand the connection between early settlement and present day villages of Van Buren County.	Chapter test, quizzes, worksheets and or performance assessments	HOTS, GS, LS, TAG, CS, MCGF, CE, TECH, SPECIAL, GUID, MEDIA, HGD

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Comments:

SUBJECT AREA: 7th Social Studies

LENGTH OF CLASS: One year

INSTRUCTOR: Mr. Roush

STANDARD 4: Understanding resources, limitations, and choices.
Benchmarks:

- A. Understands the factors that shaped the economic system in the colonies and the Americas.
- B. Recognizes how scarcity affects choices.

Standards/ Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
4A	Chapter 11	Identify the way each region contributed economically to the economy of the U.S.	Chapter test, quizzes, worksheets and or performance assessments	HOTS, GS, LS, TAG, CS, MCGF, CE, TECH, SPECIAL, GUID, MEDIA, HGD
4A	Chapter 11	Understand the conditions that led to the use of slave labor in the south	Chapter test, quizzes, worksheets and or performance assessments	HOTS, GS, LS, TAG, CS, MCGF, CE, TECH, SPECIAL, GUID, MEDIA, HGD
4B	Chapter 9	Understands the reasons for conflicting viewpoints	Chapter test, quizzes, worksheets and or performance assessments	HOTS, GS, LS, TAG, CS, MCGF, CE, TECH, SPECIAL, GUID, MEDIA, HGD
4B	Chapter 1	Understand how scarcity in the environment concentrates populations	Chapter test, quizzes, worksheets and or performance assessments	HOTS, GS, LS, TAG, CS, MCGF, CE, TECH, SPECIAL, GUID, MEDIA, HGD

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Comments:

8th Grade Social Studies Syllabus

Instructor: Mr. Simmons
Length of Class: One Year

The essential elements of American History are listed and explained on the following pages of the guide with referencing as to the chapter where they are taught. In addition to the basic course in the guide there are re-teaching worksheets for each section for at risk and special education student as well as a variety of enrichment activities for the talented and gifted student.

<u>Unit</u>	<u>Length</u>
<u>Unit 1</u> Basic Skills: Geography - Map Skills – Time Lines Chapter 1: The World Before the Opening of the Atlantic Chapter 2: New Empires in the Americas Chapter 3: The English Colonies Chapter 4: The American Revolution	9 Weeks
<u>Unit 2</u> Chapter 5: Forming a Government Chapter 6: Citizenship and the Constitution Chapter 7: Launching the Nation	6 Weeks
<u>Unit 3</u> Chapter 8: The Age of Jefferson Chapter 9: A New National Identity Chapter 10: The Age of Jackson Chapter 11: Expanding the West	8 Weeks
<u>Unit 4</u> Chapter 12: The North Chapter 13: The South Chapter 14: New Movements in America Chapter 15: A Divided Nation	8 Weeks
<u>Unit 5</u> Chapter 16: The Civil War Chapter 17: The Reconstruction Era	4 Weeks

Materials

Textbook: Holt, 2007: U.S. History Beginnings Through 1877

SUBJECT AREA: 8th Social Studies

LENGTH OF CLASS: One year

INSTRUCTOR: Mr. Simmons

STANDARD 1: Understanding civic practices and government systems

Benchmarks:

- A. Understands the organization and major responsibilities of local, state, and national governments.
- B. Identifies methods of political participation and its importance in a democratic society.

Standards/ Benchmarks	Section from Text	Critical Objective	Assessment	Infusion/ Provisions
A	Chapter 8 Section 1-5	Describe the basic principles of the Constitution and how framers tried to strike a balance between too much and too little government.	Chapter test, Quizzes, &/or Performance Assessment	HOTS, GS, LS, TAG, CS, MCGF, CE, TECH, SPECIAL, GUID, MEDIA, HGD
A	Chapter 9 Section 1	Describe how the government created a plan to repay national and state debts after the Revolutionary War that enabled our economy to stabilize and grow	Chapter test, Quizzes, &/or Performance Assessment	HOTS, GS, LS, TAG, CS, MCGF, CE, TECH, SPECIAL, GUID, MEDIA, HGD
B	Chapter 9 Section 3	Explain how political differences led to development of political parties in America.	Chapter test, Quizzes, &/or Performance Assessment	HOTS, GS, LS, TAG, CS, MCGF, CE, TECH, SPECIAL, GUID, MEDIA, HGD
B	Chapter 16 Section 3-4	Describe the political significance of the election of Abe Lincoln with the division of the Union.	Chapter test, Quizzes, &/or Performance Assessment	HOTS, GS, LS, TAG, CS, MCGF, CE, TECH, SPECIAL, GUID, MEDIA, HGD

Comments:

SUBJECT AREA: 8th Social Studies

LENGTH OF CLASS: One year

INSTRUCTOR: Mr. Simmons

STANDARD 2: Understanding geographic information to understand people and places.

Benchmarks:

- A. Knows and is able to locate important geographical places, events, and nations.
- B. Understands the characteristics and uses of geographic tools.

Standards/ Benchmarks	Section from Text	Critical Objective	Assessment	Infusion/ Provisions
2A	Chapter 10 Section 2	Describe the route and expedition of Lewis and Clarks "Corp of Discovery."	Chapter test, Quizzes, &/or Performance Assessment	HOTS, GS, LS, TAG, CS, MCGF, CE, TECH, SPECIAL, GUID, MEDIA, HGD
2A	Chapter 3 Section 4-5	Describe some of the hardships faced by early American colonial explorers and settlers due to geographical location.	Chapter test, Quizzes, &/or Performance Assessment	HOTS, GS, LS, TAG, CS, MCGF, CE, TECH, SPECIAL, GUID, MEDIA, HGD
2B	Chapter 1 Section 1	Understands the 5 themes of geography and how they relate to the study of history.	Chapter test, Quizzes, &/or Performance Assessment	HOTS, GS, LS, TAG, CS, MCGF, CE, TECH, SPECIAL, GUID, MEDIA, HGD
2B	Chapter 1 Section 2	Identify and use different types of maps utilizing latitude and longitude to locate a place.	Chapter test, Quizzes, &/or Performance Assessment	HOTS, GS, LS, TAG, CS, MCGF, CE, TECH, SPECIAL, GUID, MEDIA, HGD

Comments:

SUBJECT AREA: 8th Social Studies

LENGTH OF YEAR: One year

INSTRUCTOR: Mr. Simmons

STANDARD 3: Understands the past, present and future of various cultures.
Benchmarks:

- A. Recognizes how and why groups, societies, and cultures are similar to and different from us.
- B. Recognizing change makes connections between historical events and present issues.

Standards/ Benchmarks	Section from Text	Critical Objective	Assessment	Infusion/ Provisions
3A	Chapter 13 Section 5	Examine the Mormon migration due to the growing influence of religious persecution.	Chapter test, Quizzes, &/or Performance Assessment	HOTS, GS, LS, TAG, CS, MCGF, CE, TECH, SPECIAL, GUID, MEDIA, HGD
3A	Chapter 4 Section 1	Describe the Puritan expedition to the colony of Massachusetts and their subsequent colonization using strict religious compliance.	Chapter test, Quizzes, &/or Performance Assessment	HOTS, GS, LS, TAG, CS, MCGF, CE, TECH, SPECIAL, GUID, MEDIA, HGD
3B	Chapter 10 Section 5	Understands the causes behind the War of 1812 and the U.S. "War Hawk" philosophy of foreign and domestic policy.	Chapter test, Quizzes, &/or Performance Assessment	HOTS, GS, LS, TAG, CS, MCGF, CE, TECH, SPECIAL, GUID, MEDIA, HGD
3B	Chapter 13 Section 2	Analyze the foreign policy of the U.S. in regards to the annexation of the Republics of Texas and California and subsequent war with Mexico.	Chapter test, Quizzes, &/or Performance Assessment	HOTS, GS, LS, TAG, CS, MCGF, CE, TECH, SPECIAL, GUID, MEDIA, HGD

Comments:

SUBJECT AREA: 8th Social Studies

LENGTH OF CLASS: One year

INSTRUCTOR: Mr. Simmons

STANDARD 4: Understanding resources, limitations, and choices.

Benchmarks:

- A. Understands the factors that shaped the economic system in the colonies and the Americas.
- B. Recognizes how scarcity affects choices.

Benchmarks	Section from Text	Critical Objective	Assessment	Infusion/ Provisions
4A	Chapter 14 Section 3	Describe how the growth of cotton production and subsequent technology affected the growth in the institution of slavery in our country.	Chapter test, Quizzes, &/or Performance Assessment	HOTS, GS, LS, TAG, CS, MCGF, CE, TECH, SPECIAL, GUID, MEDIA, HGD
4A	Chapter 13 Section 5	Analyze the cause/effect of the discovery of gold in California and its economic influence on the rest of the nation.	Chapter test, Quizzes, &/or Performance Assessment	HOTS, GS, LS, TAG, CS, MCGF, CE, TECH, SPECIAL, GUID, MEDIA, HGD
4B	Chapter 5 Section 3	Describe the colonial boycott on tea with England's response leading to the eventual political action of the colonial people.	Chapter test, Quizzes, &/or Performance Assessment	HOTS, GS, LS, TAG, CS, MCGF, CE, TECH, SPECIAL, GUID, MEDIA, HGD
4B	Chapter 17 Section 1 & 4	Compare/contrast the strength and weaknesses in economies of the Union and Confederacy before, during and after the Civil War.	Chapter test, Quizzes, &/or Performance Assessment	HOTS, GS, LS, TAG, CS, MCGF, CE, TECH, SPECIAL, GUID, MEDIA, HGD

Comments:

World Geography I

Grade: 9 -12

Instructor: Mr. Simmons

Length of Class: One Semester

A broader understanding of the geography of today's world can be helpful to senior high students in many ways. Geography can affect the place where one lives, the way one lives, one's future choice of jobs, and the things one needs and uses in daily living. Geography also helps to understand news events, and how one may be affected. In today's world, things that happen thousands of miles away may affect a person as much as events in the local community. See other sheets to know and understand the make-up of our world plays an important part in everyone's life.

Unit

Length

Unit 1 – The Geographic World

12 Weeks

Chapter 1: Studying Geography

Chapter 2: Earth in Space

Chapter 3: Weather and Climate

Chapter 4: Landforms, Water, and Natural Resources

Chapter 5: Human Geography

Chapter 6: Human Systems

Unit 7 – Africa

6 Weeks

Chapter 21: North Africa

Chapter 22: West and Central Africa

Chapter 23: East Africa

Chapter 24: South Africa

Materials

Textbook: Holt, 2005: World Geography Today

Map and Globe Handbook

SUBJECT AREA: World Geography I

LENGTH OF CLASS: One Semester

INSTRUCTOR: Mr. Simmons

STANDARD 1: Understanding civic practices and government systems
Benchmarks:

- C. Understand methods used by the government to meet needs and wants of citizens, regulate territory, manage conflict, establish order and security, and balance competing conceptions of a just society.
- D. Understand how one person contributes politically and socially to the welfare of a democratic society.

Standards/ Benchmark	Section from Text	Critical Objective	Assessment	Infusion/ Provisions
1C	Chapter 6 Section 3	Analyze how conflict and cooperation affect international relations.	Chapter test, Quizzes, &/or Performance Assessment	HOTS, GS, LS, TAG, CS, MCGF, CF, TECH, SPECIAL, GUID, MEDIA, HGD
1C	Chapter 5 Section 1	Explain how geographers study the changing trends in world population.	Chapter test, Quizzes, &/or Performance Assessment	HOTS, GS, LS, TAG, CS, MCGF, CF, TECH, SPECIAL, GUID, MEDIA, HGD
1D	Chapter 4 Section 3	Clarify concerns that individuals have in water and air quality.	Chapter test, Quizzes, &/or Performance Assessment	HOTS, GS, LS, TAG, CS, MCGF, CF, TECH, SPECIAL, GUID, MEDIA, HGD
1D	Chapter 6 Section 2	Explain how people use land in the rural areas.	Chapter test, Quizzes, &/or Performance Assessment	HOTS, GS, LS, TAG, CS, MCGF, CF, TECH, SPECIAL, GUID, MEDIA, HGD

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Comments:

SUBJECT AREA: World Geography I

LENGTH OF CLASS: One Semester

INSTRUCTOR: Mr. Simmons

STANDARD 2: Understanding geographic information to understand people and places.

Benchmarks:

- C. Knows the geographic location and significance of important places, events, and nations.
- D. Know ethnic, cultural, and physical characteristics of different regions.

Standards/ Benchmarks	Section from Text	Critical Objective	Assessment	Infusion/ Provisions
2C	Chapter 21 Section 1	Discuss the impact of the Sahara Desert on the Surrounding countries of North Africa.	Chapter test, Quizzes, &/or Performance Assessment	HOTS, GS, LS, TAG, CS, MCGF, CF, TECH, SPECIAL, GUID, MEDIA, HGD
2C	Chapter 22 Section 1	Identify the main eras in the history of Western and Central Africa.	Chapter test, Quizzes, &/or Performance Assessment	HOTS, GS, LS, TAG, CS, MCGF, CF, TECH, SPECIAL, GUID, MEDIA, HGD
2D	Chapter 21 Section 1	Describe the people and culture of Egypt and the Nile River Valley.	Chapter test, Quizzes, &/or Performance Assessment	HOTS, GS, LS, TAG, CS, MCGF, CF, TECH, SPECIAL, GUID, MEDIA, HGD
2D	Chapter 22 Section 3	Discuss the plight of the Taureg, a nomadic tribe of Northern Africa.	Chapter test, Quizzes, &/or Performance Assessment	HOTS, GS, LS, TAG, CS, MCGF, CF, TECH, SPECIAL, GUID, MEDIA, HGD

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Comments:

SUBJECT AREA: World Geography I

LENGTH OF CLASS: One Semester

INSTRUCTOR: Mr. Simmons

STANDARD 3: Understands the past, present and future of various cultures.

Benchmarks:

- C. Understand how and why groups, societies, and cultures are similar to and different from us.
- D. Understand the causes and long term consequences of major historical events.

Standards/ Benchmark	Section from Text	Critical Objective	Assessment	Infusion/ Provisions
3C	Chapter 24 Section 2	Discuss the European influence in South Africa thru the end of apartheid.	Chapter test, Quizzes, &/or Performance Assessment	HOTS, GS, LS, TAG, CS, MCGF, CF, TECH, SPECIAL, GUID, MEDIA, HGD
3C	Chapter 5 Section 2	Explain how geographers study culture.	Chapter test, Quizzes, &/or Performance Assessment	HOTS, GS, LS, TAG, CS, MCGF, CF, TECH, SPECIAL, GUID, MEDIA, HGD
3D	Chapter 22 Section 2	Discuss the impact of the Berlin Conference of 1884 on the continent of Africa.	Chapter test, Quizzes, &/or Performance Assessment	HOTS, GS, LS, TAG, CS, MCGF, CF, TECH, SPECIAL, GUID, MEDIA, HGD
3D	Chapter 24 Section 2	Discuss the long term implications of the AIDS epidemic in Africa.	Chapter test, Quizzes, &/or Performance Assessment	HOTS, GS, LS, TAG, CS, MCGF, CF, TECH, SPECIAL, GUID, MEDIA, HGD

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Comments:

SUBJECT AREA: World Geography I

LENGTH OF CLASS: One Semester

INSTRUCTOR: Mr. Simmons

STANDARD 4: Understanding resources, limitations, and choices.
Benchmarks:

- C. Understand how the scarcity of productive resources requires the development of economic systems to make decisions about how goods and services are to be produced and distributed.
- D. Understand the role that supply and demand, prices, incentives, and profits play in determining what is produced and distributed in a free market economic system.

Standards/ Benchmark	Section from Text	Critical Objective	Assessment	Infusion/ Provisions
4C	Chapter 4 Section 3	Explain why soil and forest are important resources.	Chapter test, Quizzes, &/or Performance Assessment	HOTS, GS, LS, TAG, CS, MCGF, CF, TECH, SPECIAL, GUID, MEDIA, HGD
4C	Chapter 6 Section 2	Analyze how people have used land throughout history.	Chapter test, Quizzes, &/or Performance Assessment	HOTS, GS, LS, TAG, CS, MCGF, CF, TECH, SPECIAL, GUID, MEDIA, HGD
4D	Chapter 6 Section 1	Contrast developing nations to developed nations.	Chapter test, Quizzes, &/or Performance Assessment	HOTS, GS, LS, TAG, CS, MCGF, CF, TECH, SPECIAL, GUID, MEDIA, HGD
4D	Chapter 21 Section 3	Identify the economic challenges facing the peoples of North Africa.	Chapter test, Quizzes, &/or Performance Assessment	HOTS, GS, LS, TAG, CS, MCGF, CF, TECH, SPECIAL, GUID, MEDIA, HGD

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Comments:

World History

Instructor: Mr. Roush

Length of Class: One Year

The purpose of World History is primarily to provide both an understanding and appreciation of the present in terms of the past. To more nearly understand the present in terms of the past. To more nearly understand the present, the student should be acquainted with the history of Eastern Civilizations as well, providing the student of World History with a more global perspective.

<u>Unit</u>	<u>Length</u>
<u>Unit 1- The People of the World, Prehistory – 2500 B.C.</u>	3 Weeks
Chapter 2: Early River Valley Civilizations	
Chapter 3: People and Ideas on the Move, 2000 B.C. – 250 B.C.	
Chapter 4: First Age of Empires, 1570 B.C. – 200 B.C.	
<u>Unit 2 – New Directions In Government and Society, 2000 B.C.–700 A.D.</u>	6 Weeks
Chapter 5: Classical Greece, 2000 B.C. – 300 B.C.	
Chapter 6: Ancient Rome and Early Christianity, 500 B.C. – 500 A.D.	
Chapter 7: India and China Establish Empires, 400 B.C. – 550 A.D.	
Chapter 8: African Civilizations, 1500 B.C. – 700 A.D.	
<u>Unit 3 - An Age of Exchange and Encounter, 500 - 1500</u>	7 Weeks
Chapter 10: An Age of Exchange and Encounter, 500 - 1500	
Chapter 11: Byzantines, Russians, and Turks Interact, 500 - 1500	
Chapter 13: European Middle Ages, 500 - 1200	
Chapter 14: The Formation of Western Europe, 800 - 1500	
Chapter 17: European Renaissance and Reformation, 1300 - 1600	
<u>Unit 4 – Colonization, Absolutism, and Revolution, 1400 -1900</u>	8 Weeks
Chapter 20: The Atlantic World, 1492 - 1800	
Chapter 21: Absolute Monarchs in Europe, 1500 - 1800	
Chapter 22: Enlightenment and Revolution, 1550 - 1789	
Chapter 23: The French Revolution and Napoleon, 1789 - 1815	
Chapter 24: Nationalist Revolts Sweep the West, 1789 -1900	
<u>Unit 5 – Transitioning to the Modern World</u>	3 Weeks
Chapter 25: The Industrial Revolution, 1770 - 1900	
Chapter 26: The Age of Democracy and Progress, 1815 - 1914	
Chapter 27: The Age of Imperialism, 1850 - 1914	
Chapter 28: Transformations Around the Globe, 1800 - 1914	
<u>Unit 6 – The World at War, 1900 - 1945</u>	6 Weeks
Chapter 29: The Great War, 1914 - 1918	
Chapter 30: Revolution and Nationalism, 1900 - 1939	
Chapter 31: Years of Crisis, 1919 -1 939	
Chapter 32: W.W. II, 1939 - 1945	

Materials

Textbook: McDougal Littell, 2007: World History Patterns of Interaction

SUBJECT AREA: World History

LENGTH OF CLASS: One year

INSTRUCTOR: Mr. Roush

STANDARD 1: Understanding Civic Practices and Government Systems.
Benchmarks:

- C. Understand methods used by the government to meet needs and wants of citizens, regulate territory, manage conflict, establish order and security, and balance competing conceptions of a just society.
- D. Understand how one person contributes politically and socially to the welfare of a democratic society.

Standards/ Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
1C	Chapter 5	Understand how a tries to balance the competing needs of its citizens	Chapter test, Quizzes, Worksheets & or Performance Assessments	HOTS, GS, LS, TAG CS, MCGF, CE, TECH, SPECIAL, GUID, MEDIA, HGD
1C	Chapter 20	Understand Great Britain's relationship with the British North American colonies.	Chapter test, Quizzes, Worksheets & or Performance Assessments	HOTS, GS, LS, TAG CS, MCGF, CE, TECH, SPECIAL, GUID, MEDIA, HGD
1D	Chapter 30	Understand how Gandhi's leadership and courage established India's independence.	Chapter test, Quizzes, Worksheets & or Performance Assessments	HOTS, GS, LS, TAG CS, MCGF, CE, TECH, SPECIAL, GUID, MEDIA, HGD
1D	Chapter 22	Understand the contributions of the founding fathers and how the Enlightenment influenced them.	Chapter test, Quizzes, Worksheets & or Performance Assessments	HOTS, GS, LS, TAG CS, MCGF, CE, TECH, SPECIAL, GUID, MEDIA, HGD

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Comments:

SUBJECT AREA: World History

LENGTH OF CLASS: One year

INSTRUCTOR: Mr. Roush

STANDARD 2: Understanding geographic information to understand people and places.

Benchmarks:

- C. Knows the geographic location and significance of important places, events, and nations.
- D. Know ethnic, cultural, and physical characteristics of different regions.

Standards/ Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
2C	Chapter 2	Understands the Importance of river systems to early civilizations.	Chapter test, Quizzes, Worksheets & or Performance Assessments	HOTS, GS, LS, TAG CS, MCGF, CE, TECH, SPECIAL, GUID, MEDIA, HGD
2C	Chapter 7	Understand the early development of India and China.	Chapter test, Quizzes, Worksheets & or Performance Assessments	HOTS, GS, LS, TAG CS, MCGF, CE, TECH, SPECIAL, GUID, MEDIA, HGD
2D	Chapter 20	Understand how the influence of various European nations affected the development of the new world.	Chapter test, Quizzes, Worksheets & or Performance Assessments	HOTS, GS, LS, TAG CS, MCGF, CE, TECH, SPECIAL, GUID, MEDIA, HGD
2D	Chapter 17	Understand the differences between the Italian and Northern Renaissance.	Chapter test, Quizzes, Worksheets & or Performance Assessments	HOTS, GS, LS, TAG CS, MCGF, CE, TECH, SPECIAL, GUID, MEDIA, HGD

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Comments:

SUBJECT AREA: World History

LENGTH OF CLASS: One year

INSTRUCTOR: Mr. Roush

STANDARD 3: Understand the past, present, and future of various cultures.

Benchmarks:

- C. Understand how and why groups, societies, and cultures are similar to and different from us.
- D. Understand the causes and long term consequences of major historical events.

Standards/ Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
3C	Chapter 7	Understand the paths of historical development of India and China and how they compare and differ from American society.	Chapter test, Quizzes, Worksheets & or Performance Assessments	HOTS, GS, LS, TAG CS, MCGF, CE, TECH, SPECIAL, GUID, MEDIA, HGD
3C	Chapter 10	Understand the basics tenets of Islam and Islamic culture.	Chapter test, Quizzes, Worksheets & or Performance Assessments	HOTS, GS, LS, TAG CS, MCGF, CE, TECH, SPECIAL, GUID, MEDIA, HGD
3D	Chapter 17	Understand how societal, political, or economic change affects subsequent generations.	Chapter test, Quizzes, Worksheets & or Performance Assessments	HOTS, GS, LS, TAG CS, MCGF, CE, TECH, SPECIAL, GUID, MEDIA, HGD
3D	Chapter 30	Understand how the Russian Revolution and the emergence of communism affected the 20 th Century.	Chapter test, Quizzes, Worksheets & or Performance Assessments	HOTS, GS, LS, TAG CS, MCGF, CE, TECH, SPECIAL, GUID, MEDIA, HGD

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Comments:

SUBJECT AREA: World History

LENGTH OF CLASS: One year

INSTRUCTOR: Mr. Roush

STANDARD 4: Understand resources, choices, and limitations.
Benchmarks:

- C. Understand how the scarcity of productive resources requires the development of economic systems to make decisions about how goods services are to be produced and distributed.
- D. Understand the role that supply and demand, prices, incentives, and profits play in determining what is produced and distributed in a free market economic system.

Standards/ Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
4C	Chapter 13	Understand the economic structure of feudalism.	Chapter test, Quizzes, Worksheets & or Performance Assessments	HOTS, GS, LS, TAG CS, MCGF, CE, TECH, SPECIAL, GUID, MEDIA, HGD
4C	Chapter 30	Understand the Russian Revolution and the production shortages that caused it.	Chapter test, Quizzes, Worksheets & or Performance Assessments	HOTS, GS, LS, TAG CS, MCGF, CE, TECH, SPECIAL, GUID, MEDIA, HGD
4D	Chapter 20	Understand the influence of global trade on the behavior of nations and their desire for access to trade goods.	Chapter test, Quizzes, Worksheets & or Performance Assessments	HOTS, GS, LS, TAG CS, MCGF, CE, TECH, SPECIAL, GUID, MEDIA, HGD
4D	Chapter 25	Understand the profit motive that led to the Industrial Revolution.	Chapter test, Quizzes, Worksheets & or Performance Assessments	HOTS, GS, LS, TAG CS, MCGF, CE, TECH, SPECIAL, GUID, MEDIA, HGD

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Comments:

American History

Instructor: Mr. Roush

Length of Class: One Year

“I know no way of judging the future but by the past” - Patrick Henry
History is not only about yesterday’s events, it is about today’s headlines and tomorrow’s news.
To better understand the direction the United States is heading, it is important that students understand how we got to the present.
Why study History? Because we are all a part of it.

<u>Unit</u>	<u>Length</u>
<u>Unit 1- Reconstruction</u> Chapter 4: The Union in Peril	1 Week
<u>Unit 2 – Bridge to the 20th Century</u> Chapter 5: Changes on the Western Front Chapter 6: A New Industrial Age Chapter 7: India Immigrants and Urbanization Chapter 8: A Life at the Turn of the Century	4 Weeks
<u>Unit 3 – Modern America Emerges</u> Chapter 9: The Progressive Era Chapter 10: America Claims an Empire Chapter 11: The First World War	5 Weeks
<u>Unit 4 – The 1920’s and the Great Depression</u> Chapter 12: Politics of the Roaring 20’s Chapter 13: The Roaring Life of the 1920’s Chapter 14: The Great Depression Chapter 15: The New Deal	7 Weeks
<u>Unit 5 – W.W. II and It’s Aftermath, 1931 - 1960</u> Chapter 16: World War Looms Chapter 17: The U.S. In W.W. II Chapter 18: Cold War Conflicts Chapter 19: The Post War Boom	8 Weeks
<u>Unit 6 – Living With Great Turmoil</u> Chapter 20: The New Frontier and the Great Society Chapter 21: Civil Rights Chapter 22: The Vietnam War Years Chapter 23: The Era of Social Change	8 Weeks
<u>Unit 7 – Passage to a New Century</u> Chapter 24: An Age of Limits Chapter 25: The Conservative Tide Chapter 26: The U.S, In Today’s World	4 Weeks

Materials

Textbook: McDougal Littell, 2007: The Americans – Reconstruction to the 21st Century

SUBJECT AREA: American History

LENGTH OF CLASS: One year

INSTRUCTOR: Mr. Roush

STANDARD 1: Understanding Civic Practices and Government Systems.
Benchmarks:

- C. Understand methods used by the government to meet needs and wants of citizens, regulate territory, manage conflict, establish order and security, and balance competing conceptions of a just society.
- D. Understand how one person contributes politically and socially to the welfare of a democratic society.

Standards/ Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
1C	Chapter 4	Understand the role the government played in settling the West.	Chapter test, Quizzes, Worksheets & or Performance Assessments	HOTS, GS, LS, TAG CS, MCGF, CE, TECH, SPECIAL, GUID, MEDIA, HGD
1C	Chapter 23	Understand how the counterculture and the anti-war movement challenged American domestic and foreign policy.	Chapter test, Quizzes, Worksheets & or Performance Assessments	HOTS, GS, LS, TAG CS, MCGF, CE, TECH, SPECIAL, GUID, MEDIA, HGD
1D	Chapter 15	Describe the methods of Roosevelt's New Deal in dealing with the depression in America.	Chapter test, Quizzes, Worksheets & or Performance Assessments	HOTS, GS, LS, TAG CS, MCGF, CE, TECH, SPECIAL, GUID, MEDIA, HGD
1D	Chapter 21	Understand the methods and actions used by Martin Luther King Jr. in the Civil Rights movement.	Chapter test, Quizzes, Worksheets & or Performance Assessments	HOTS, GS, LS, TAG CS, MCGF, CE, TECH, SPECIAL, GUID, MEDIA, HGD

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Comments:

SUBJECT AREA: American History

LENGTH OF CLASS: One year

INSTRUCTOR: Mr. Roush

STANDARD 2: Understanding geographic information to understand people and places.
Benchmarks:

- C. Knows the geographic location and significance of important places, events, and nations.
- D. Know ethnic, cultural, and physical characteristics of different regions.

Standards/ Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
2C	Chapter 22	Understand the geographic challenges of the Vietnam War.	Chapter test, Quizzes, Worksheets & or Performance Assessments	HOTS, GS, LS, TAG CS, MCGF, CE, TECH, SPECIAL, GUID, MEDIA, HGD
2C	Chapter 17	Understand the location and importance of WW II combat theatres of operation and battles.	Chapter test, Quizzes, Worksheets & or Performance Assessments	HOTS, GS, LS, TAG CS, MCGF, CE, TECH, SPECIAL, GUID, MEDIA, HGD
2D	Chapter 5	Understand the location and cultural attributes of Plains Indians.	Chapter test, Quizzes, Worksheets & or Performance Assessments	HOTS, GS, LS, TAG CS, MCGF, CE, TECH, SPECIAL, GUID, MEDIA, HGD
2D	Chapter 15	Understands the effects of the depression on the different regions of the United States.	Chapter test, Quizzes, Worksheets & or Performance Assessments	HOTS, GS, LS, TAG CS, MCGF, CE, TECH, SPECIAL, GUID, MEDIA, HGD

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (L-S); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Comments:

SUBJECT AREA: American History

LENGTH OF CLASS: One year

INSTRUCTOR: Mr. Roush

STANDARD 3: Understand the past, present, and future of various cultures.
Benchmarks:

- C. Understand how and why groups, societies, and cultures are similar to and different from us.
- D. Understand the causes and long term consequences of major historical events.

Standards/ Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
3C	Chapter 7	Understand the attributes of Americas Immigrant cultures.	Chapter test, Quizzes, Worksheets & or Performance Assessments	HOTS, GS, LS, TAG CS, MCGF, CE, TECH, SPECIAL, GUID, MEDIA, HGD
3C	Chapter 10	Understand the groups who came under American control between 1860 – 1910.	Chapter test, Quizzes, Worksheets & or Performance Assessments	HOTS, GS, LS, TAG CS, MCGF, CE, TECH, SPECIAL, GUID, MEDIA, HGD
3D	Chapter 15	Understand the lingering affects of Roosevelt's New Deal.	Chapter test, Quizzes, Worksheets & or Performance Assessments	HOTS, GS, LS, TAG CS, MCGF, CE, TECH, SPECIAL, GUID, MEDIA, HGD
3D	Chapter 18	Understand the geographic, economic, political, and historical effect of the cold war.	Chapter test, Quizzes, Worksheets & or Performance Assessments	HOTS, GS, LS, TAG CS, MCGF, CE, TECH, SPECIAL, GUID, MEDIA, HGD

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Comments:

SUBJECT AREA: American History

LENGTH OF CLASS: One year

INSTRUCTOR: Mr. Roush

STANDARD 4: Understand resources, choices, and limitations.
Benchmarks:

- C. Understand how the scarcity of productive resources requires the development of economic systems to make decisions about how goods and services are to be produced and distributed.
- D. Understand the role that supply and demand, prices, incentives, and profits play in determining what is produced and distributed in a free market economic system.

Standards/ Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
4C	Chapter 17	Understand rationing and the shift from consumer to war goods production in WW II.	Chapter test, Quizzes, Worksheets & or Performance Assessments	HOTS, GS, LS, TAG CS, MCGF, CE, TECH, SPECIAL, GUID, MEDIA, HGD
4C	Chapter 5	Understand the populist movement and the underlying economic issues that created it.	Chapter test, Quizzes, Worksheets & or Performance Assessments	HOTS, GS, LS, TAG CS, MCGF, CE, TECH, SPECIAL, GUID, MEDIA, HGD
4D	Chapter 7	Understand the consumer demand that absorbed output of the Industrial Revolution.	Chapter test, Quizzes, Worksheets & or Performance Assessments	HOTS, GS, LS, TAG CS, MCGF, CE, TECH, SPECIAL, GUID, MEDIA, HGD
4D	Chapter 24	Understand the causes and effects of the gas crisis of the 1970's.	Chapter test, Quizzes, Worksheets & or Performance Assessments	HOTS, GS, LS, TAG CS, MCGF, CE, TECH, SPECIAL, GUID, MEDIA, HGD

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Comments:

World Geography II

Grade: 11 - 12

Instructor: Mr. Simmons

Length of Class: One Semester

A broader understanding of the geography of today's world can be helpful to senior high students in many ways. Geography can affect the place where one lives, the way one lives, one's future choice of jobs, and the things one needs and uses in daily living. Geography also helps to understand news events, and how one may be affected. In today's world, things that happen thousands of miles away may affect a person as much as events in the local community. It is a necessity to know and understand the make-up of our world for it plays an important part in everyone's life.

<u>Unit</u>	<u>Length</u>
<u>Unit 4 – Europe</u>	5 Weeks
Chapter 13: National Environments of Europe	
Chapter 14: Northern and Western Europe	
Chapter 15: Central Europe	
Chapter 16: Southern Europe and the Balkans	
<u>Unit 5 – Russia and Northern Eurasia</u>	2 Weeks
Chapter 17: Russia, Ukraine, Belarus	
Chapter 18: Central Asia	
<u>Unit 6 – Southwest Asia</u>	2 Weeks
Chapter 19: Persian Gulf and Interior	
Chapter 20: Eastern Mediterranean	
<u>Unit 8 – South Asia</u>	2 Weeks
Chapter 25: India	
Chapter 26: Indian Perimeter	
<u>Unit 9 – East and Southeast Asia</u>	4 Weeks
Chapter 27: China, Mongolia, Taiwan	
Chapter 28: Japan and the Koreas	
Chapter 29: Mainland Southeast Asia	
Chapter 30: Islands of Southeast Asia	
<u>Unit 10 – The Pacific World</u>	3 Weeks
Chapter 31: Australia and New Zealand	
Chapter 32: The Pacific Islands	

Materials

Textbook: Holt, 2005: World Geography Today

Map and Globe Handbook

SUBJECT AREA: World Geography II

LENGTH OF CLASS: One Semester

INSTRUCTOR: Mr. Simmons

STANDARD 1: Understanding civic practices and government systems
Benchmarks:

- C. Understand methods used by the government to meet needs and wants of citizens, regulate territory, manage conflict, establish order and security, and balance competing conceptions of a just society.
- D. Understand how one person contributes politically and socially to the welfare of a democratic society.

Standards/ Benchmarks	Section from Text	Critical Objective	Assessment	Infusion/ Provisions
1C	Chapter 27 Section 2	Identify the major political events that have affected the history of China, Mongolia, and Taiwan.	Chapter test, Quizzes, &/or Performance Assessment	HOTS, GS, LS, TAG, CS, MCGF, CF, TECH, SPECIAL, GUID, MEDIA, HGD
1C	Chapter 31 Section 1	Examine some of Australia's human systems.	Chapter test, Quizzes, &/or Performance Assessment	HOTS, GS, LS, TAG, CS, MCGF, CF, TECH, SPECIAL, GUID, MEDIA, HGD
1D	Chapter 9 Section 2	Explain how people, empires, and Islam have affected the history of the Persian Gulf area.	Chapter test, Quizzes, &/or Performance Assessment	HOTS, GS, LS, TAG, CS, MCGF, CF, TECH, SPECIAL, GUID, MEDIA, HGD
1D	Chapter 14 Section 2	Explain how the issue of religion has caused tension in Northern Ireland.	Chapter test, Quizzes, &/or Performance Assessment	HOTS, GS, LS, TAG, CS, MCGF, CF, TECH, SPECIAL, GUID, MEDIA, HGD

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Comments:

SUBJECT AREA: World Geography II

LENGTH OF CLASS: One Semester

INSTRUCTOR: Mr. Simmons

STANDARD 2: Understanding geographic information to understand people and places.

Benchmarks:

- C. Knows the geographic location and significance of important places, events, and nations.
- D. Know ethnic, cultural, and physical characteristics of different regions.

Standards/ Benchmarks	Section from Text	Critical Objective	Assessment	Infusion/ Provisions
2C	Chapter 29	Explain some of the major events in mainland Southeast Asia history.	Chapter test, Quizzes, &/or Performance Assessment	HOTS, GS, LS, TAG, CS, MCGF, CF, TECH, SPECIAL, GUID, MEDIA, HGD
2C	Chapter 17 Section 2	Identify some major events in the growth of the Russian Empire.	Chapter test, Quizzes, &/or Performance Assessment	HOTS, GS, LS, TAG, CS, MCGF, CF, TECH, SPECIAL, GUID, MEDIA, HGD
2D	Chapter 27 Section 2	Describe some features of Chinese cultures.	Chapter test, Quizzes, &/or Performance Assessment	HOTS, GS, LS, TAG, CS, MCGF, CF, TECH, SPECIAL, GUID, MEDIA, HGD
2D	Chapter 13	Describe Europe's major landform regions.	Chapter test, Quizzes, &/or Performance Assessment	HOTS, GS, LS, TAG, CS, MCGF, CF, TECH, SPECIAL, GUID, MEDIA, HGD

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Comments:

SUBJECT AREA: World Geography II

LENGTH OF CLASS: One Semester

INSTRUCTOR: Mr. Simmons

STANDARD 3: Understands the past, present and future of various cultures.
Benchmarks:

- C. Understand how and why groups, societies, and cultures are similar to and different from us.
- D. Understand the causes and long term consequences of major historical events.

Standards/ Benchmarks	Section from Text	Critical Objective	Assessment	Infusion/ Provisions
3C	Chapter 14 Section 2-4	Note how the Scandinavian culture differs from the French culture.	Chapter test, Quizzes, &/or Performance Assessment	HOTS, GS, LS, TAG, CS, MCGF, CF, TECH, SPECIAL, GUID, MEDIA, HGD
3C	Chapter 17 Section 2	Describe some features of the culture of the people of the former Soviet Union.	Chapter test, Quizzes, &/or Performance Assessment	HOTS, GS, LS, TAG, CS, MCGF, CF, TECH, SPECIAL, GUID, MEDIA, HGD
3D	Chapter 27 Section 2	Examine some of the important events in the early history of China.	Chapter test, Quizzes, &/or Performance Assessment	HOTS, GS, LS, TAG, CS, MCGF, CF, TECH, SPECIAL, GUID, MEDIA, HGD
3D	Chapter 28 Section 2	Identify the culture that influenced the early history of Japan and the Koreans.	Chapter test, Quizzes, &/or Performance Assessment	HOTS, GS, LS, TAG, CS, MCGF, CF, TECH, SPECIAL, GUID, MEDIA, HGD

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Comments:

SUBJECT AREA: World Geography II

LENGTH OF CLASS: One Semester

INSTRUCTOR: Mr. Simmons

STANDARD 4: Understanding resources, limitations, and choices.
Benchmarks:

- C. Understand how the scarcity of productive resources requires the development of economic systems to make decisions about how goods and services are to be produced and distributed.
- D. Understand the role that supply and demand, prices, incentives, and profits play in determining what is produced and distributed in a free market economic system.

Standards/ Benchmarks	Section from Text	Critical Objective	Assessment	Infusion/ Provisions
4C	Chapter 19 Section 3	Discuss the importance of oil in the worlds economics and the role the Persian Gulf countries play.	Chapter test, Quizzes, &/or Performance Assessment	HOTS, GS, LS, TAG, CS, MCGF, CF, TECH, SPECIAL, GUID, MEDIA, HGD
4C	Chapter 26 Section 3	Identify the basis of the economies of the Indian perimeter.	Chapter test, Quizzes, &/or Performance Assessment	HOTS, GS, LS, TAG, CS, MCGF, CF, TECH, SPECIAL, GUID, MEDIA, HGD
4D	Chapter 20 Section 3	Describe the activities the Eastern Mediterranean countries rely upon.	Chapter test, Quizzes, &/or Performance Assessment	HOTS, GS, LS, TAG, CS, MCGF, CF, TECH, SPECIAL, GUID, MEDIA, HGD
4 D	Chapter 31 Section 2	Examine New Zealand's economy and identify the major economic challenges the country faces.	Chapter test, Quizzes, &/or Performance Assessment	HOTS, GS, LS, TAG, CS, MCGF, CF, TECH, SPECIAL, GUID, MEDIA, HGD

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Comments:

Course Outline 11th & 12th grade Sociology

Instructor: Mr. Jones
Length of class: 1 Semester

The juniors and seniors of Van Buren Community High School need to understand that life is greatly affected by society and culture. Due to the students rural setting, exposure to the outside world is limited are therefore elements of the outside world must be brought to and taught to the students in the classroom. The world has become a global economy and our students need to have a broader outlook to the world in which they live to be successful. The students will develop a deeper understanding for diversity, structure, aging and placement processes, stratification, racial and ethnic relations, economy, politics, education and religion. With this deeper understanding, the students will become better learners and contributors to the modern day society.

<u>Unit</u>	<u>Length</u>
Chapter 1 The Sociological Point of View.....	6 days
Chapter 2 Cultural Diversity.....	6 days
Chapter 3 Cultural Conformity and Adaptation.....	7 days
Chapter 4 Social Structure.....	7 days
Chapter 5 Socializing the Individual.....	7 days
Chapter 6 The Adolescence in Society.....	7 days
Chapter 7 The Adult in Society.....	7 days
Chapter 8 Deviance and Social Control.....	6 days
Chapter 9 Social Stratification.....	7 days
Chapter 10 Racial and Ethnic Relations.....	7 days
Chapter 12 The Family.....	6 days
Chapter 13 The Economy and Politics.....	6 days
Chapter 14 Education and Religion.....	6 days

Textbook: Holt, Rinehart and Winston, 2005: *Sociology The Study of Human Relations*, W. LaVerne Thomas. Teacher will use whiteboard, teach/re-teach strategies, enrichment worksheets, hand-out, manipulatives, magazines/newspaper articles, internet for research papers, video's, class/group activity, overhead projector and transparencies, guest speakers.

Length of Unit: 6 days

Subject Area: Sociology – Unit 1

Instructor: Mr. Jones

Standards 1: Understanding civic practices and government systems.

Benchmarks:

- C. Understands the methods used by the government to meet the needs and wants of the citizens, regulate territory, manage conflict, establish order and security, and balance competing conceptions of a just society.
- D. Understands how one persons contributions politically and socially to the welfare of a democratic society.

Standards 3: Understands the past, present, and future of various cultures.

Benchmarks:

- D. Understands the causes and long-term consequences of major historical events.

Standards/ Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
9-12 1C	Chapter 1, pp. 3-6	TSW determine the main focus of sociology and develop an understanding of the sociological perspective and imagination.	Define terms, non-directed questioning, classroom discussion, quizzes, worksheets, chapter tests, readings, papers, surveys, observations	HOTS, Special, Media, Tech, MCGF, GUID, TAG, LS, CS, GS, HGD, CE
9-12 1C	Chapter 1, pp. 7-9	TSW be made aware of the differences between sociology and other social sciences; anthropology, psychology, economics, political science and history.	Define terms, non-directed questioning, classroom discussion, quizzes, worksheets, chapter tests, readings, papers, surveys, observations	HOTS, Special, Media, Tech, MCGF, GUID, TAG, LS, CS, GS, HGD, CE
9-12 1D 3D	Chapter 1, pp. 10-14	TSW be able to identify the major early sociologists and their contributions to their field; such as Auguste Comte, Herbert Spencer, Karl Marx, Emile Durkheim and Max Weber	Define terms, non-directed questioning, classroom discussion, quizzes, worksheets, chapter tests, readings, papers, surveys, observations	HOTS, Special, Media, Tech, MCGF, GUID, TAG, LS, CS, GS, HGD, CE
9-12 1D 3D	Chapter 1, pp. 14-19	TSW be introduced to the three main theoretical perspectives in sociology; functionalists, conflict, interactionist, and be able to relate the founders of sociology to their respected perspectives.	Define terms, non-directed questioning, classroom discussion, quizzes, worksheets, chapter tests, readings, papers, surveys, observations	HOTS, Special, Media, Tech, MCGF, GUID, TAG, LS, CS, GS, HGD, CE

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Subject Area: Sociology – Unit 2

Length of Unit: 6 days

Instructor: Mr. Jones

Standards 1: Understanding civic practices and government systems.

Benchmarks:

D. Understands how one person contributes politically and socially to the welfare of a democratic society.

Standards 3: Understands the past, present, and future of various cultures.

Benchmarks:

C. Understands how and why groups, societies, and cultures are similar to and different from us.

D. Understands the causes and long-term consequences of major historical events.

Standards/ Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
9-12 3C, D	Chapter 2, pp. 22-26	TSW develop an understanding of material culture and nonmaterial culture by being able to list five examples of each. TSW be able to identify and describe the basic components of a culture; technology, language, values and norms	Define terms, non-directed questioning, classroom discussion, quizzes, worksheets, chapter tests, readings, papers, surveys, observations	HOTS, Special, Media, Tech, MCGF, GUID, TAG, LS, CS, GS, HGD, CE
9-12 1D 3C, D	Chapter 2, pp. 26-34	TSW understand the difference between cultural traits, cultural complexes and cultural patterns. TSW discover cultural universals and why they exist. TSW discover Margaret Mead's contribution to the study of cultures.	Define terms, non-directed questioning, classroom discussion, quizzes, worksheets, chapter tests, readings, papers, surveys, observations	HOTS, Special, Media, Tech, MCGF, GUID, TAG, LS, CS, GS, HGD, CE
9-12 3C, D	Chapter 2, pp. 34-37	TSW be able to define ethnocentrism and be able to state how it differs from cultural relativism.	Define terms, non-directed questioning, classroom discussion, quizzes, worksheets, chapter tests, readings, papers, surveys, observations	HOTS, Special, Media, Tech, MCGF, GUID, TAG, LS, CS, GS, HGD, CE
9-12 3C	Chapter 2, pp. 38-40	TSW discuss subcultures and countercultures and then assess how they are related.	Define terms, non-directed questioning, classroom discussion, quizzes, worksheets, chapter tests, readings, papers, surveys, observations	HOTS, Special, Media, Tech, MCGF, GUID, TAG, LS, CS, GS, HGD, CE

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Subject Area: Sociology – Unit 3

Length of Unit: 7 days

Instructor: Mr. Jones

Standards 1: Understanding civic practices and government systems.

Benchmarks:

- C. Understands methods used by the government to meet the needs and wants of its citizens, regulate territory, manage conflict, establish order and security, and balance competing conceptions of a just society.
- D. Understands how one person contributes politically and socially to the welfare of a democratic society.

Standards 2: Understanding geographic information to understand people and places.

Benchmarks:

- C. Knows the geographical location and significance of important places, events, and nations.

Standards 3: Understands the past, present, and future of various cultures

Benchmarks:

- C. Understands how and why groups, societies, and cultures are similar to and different from us.

Standards/ Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
9-12 1C, D	Chapter 3, pp. 44-49	TSW discover the core American values outlined by Robin M. Williams and James M. Henslin and be able to list and describe five of them. TSW research some new American values that have emerged in recent years.	Define terms, non-directed questioning, classroom discussion, quizzes, worksheets, chapter tests, readings, papers, surveys, observations	HOTS, Special, Media, Tech, MCGF, GUID, TAG, LS, CS, GS, HGD, CE
9-12 1C	Chapter 3, pp. 50-53	TSW be able to identify the two methods through which society enforces norms. TSW be able to explain the difference between positive sanctions and negative sanctions by giving examples of each. TSW discover the roles that government policies play in enforcing cultural values and social norms.	Define terms, non-directed questioning, classroom discussion, quizzes, worksheets, chapter tests, readings, papers, surveys, observations	HOTS, Special, Media, Tech, MCGF, GUID, TAG, LS, CS, GS, HGD, CE
9-12 2C	Chapter 3, pp. 54-58	TSW review the civil rights movement and the women's rights movement and discover how they are major examples of social change.	Define terms, non-directed questioning, classroom discussion, quizzes, worksheets, chapter tests, readings, papers, surveys, observations	HOTS, Special, Media, Tech, MCGF, GUID, TAG, LS, CS, GS, HGD, CE
9-12 3C	Chapter 3, pp. 58-61	TWS explore cultural diffusion and see how it has changed eating habits in the United States. TSW discuss reasons why people resist change.	Define terms, non-directed questioning, classroom discussion, quizzes, worksheets, chapter tests, readings, papers, surveys, observations	HOTS, Special, Media, Tech, MCGF, GUID, TAG, LS, CS, GS, HGD, CE

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Subject Area: Sociology – Unit 4

Length of Unit: 7 days

Instructor: Mr. Jones

Standards 1: Understanding civic practices and government systems.

Benchmarks:

- C. Understands methods used by the government to meet the needs and wants of citizens, regulate territory, manage conflict, establish order and security, and balance competing conceptions of a just society.
- D. Understands how one person contributes politically and socially to the welfare of a democratic society.

Standards 2: Understanding geographic information to understand people and places.

Benchmarks:

- D. Knows ethnic, cultural, and physical characteristics of different regions.

Standards 3: Understands the past, present, and future of various cultures.

Benchmarks:

- C. Understands how and why groups, societies, and cultures are similar to and different from us.

Standards/ Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
9-12 3C	Chapter 4, pp. 66-72	TSW examine status and roles of an individual and investigate how role conflict affects groups and individuals to find resolution strategies. TSW be able to list and discuss the five most common forms of interaction recognized by sociologists.	Define terms, non-directed questioning, classroom discussion, quizzes, worksheets, chapter tests, readings, papers, surveys, observations	HOTS, Special, Media, Tech, MCGF, GUID, TAG, LS, CS, GS, HGD, CE
9-12 2D 3C	Chapter 4, pp. 73-77	TSW be able to describe and identify the three broad categories of societies used by sociologists.	Define terms, non-directed questioning, classroom discussion, quizzes, worksheets, chapter tests, readings, papers, surveys, observations, Little Red Riding Hood assessment	HOTS, Special, Media, Tech, MCGF, GUID, TAG, LS, CS, GS, HGD, CE
9-12 3C	Chapter 4, pp. 78-81	TSW be able to differentiate the roles of group members between primary and secondary groups.	Define terms, non-directed questioning, classroom discussion, quizzes, worksheets, chapter tests, readings, papers, surveys, observations	HOTS, Special, Media, Tech, MCGF, GUID, TAG, LS, CS, GS, HGD, CE
9-12 1C 1D	Chapter 4, pp. 83-89	TSW examine Max Weber's model to discover the major characteristics of a bureaucracy. TSW locate weaknesses that influence the effectiveness of bureaucracies.	Define terms, non-directed questioning, classroom discussion, quizzes, worksheets, chapter tests, readings, papers, surveys, observations	HOTS, Special, Media, Tech, MCGF, GUID, TAG, LS, CS, GS, HGD, CE

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Subject Area: Sociology – Unit 5

Length of Unit: 7 days

Instructor: Mr. Jones

Standards 1: Understanding civic practices and government systems.

Benchmarks:

- C. Understands methods used by the government to meet the needs and wants of its citizens, regulate territory, manage conflict, establish order and security, and balance competing conceptions of a just society.
- D. Understands how one person contributes politically and socially to the welfare of a democratic society.

Standards 2: Understanding geographic information to understand people and places.

Benchmarks:

- D. Knows ethnic, cultural, and physical characteristics of different regions.

Standards 3: Understands the past, present, and future of various cultures.

Benchmarks:

- C. Understands how and why groups, societies, and cultures are similar to and different from us.
- D. Understands the causes and long-term consequences of major historical events.

Standards/ Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
9-12 1D 2D 3C	Chapter 5, pp.96-102	TSW investigate how the nature vs. nurture debate has evolved and be able to answer questions accordingly. TSW research principle factors that social scientists believe are the principle factors that influence personality development.	Define terms, non-directed questioning, classroom discussion, quizzes, worksheets, chapter tests, readings, papers, surveys, observations	HOTS, Special, Media, Tech, MCGF, GUID, TAG, LS, CS, GS, HGD, CE
9-12 3C, D	Chapter 5, pp. 102-106	TSW examine the research on children reared in isolation to indicate the effects of the cultural environment on social and psychological development.	Define terms, non-directed questioning, classroom discussion, quizzes, worksheets, chapter tests, readings, papers, surveys, observations	HOTS, Special, Media, Tech, MCGF, GUID, TAG, LS, CS, GS, HGD, CE
9-12 1D	Chapter 5, pp. 107-111	TSW discover the role in self in the socialization process. TSW examine the theory of the looking-glass self developed by Charles Cooley and draw conclusions from a persons sense of self development and the process in which it occurs.	Define terms, non-directed questioning, classroom discussion, quizzes, worksheets, chapter tests, readings, papers, surveys, observations	HOTS, Special, Media, Tech, MCGF, GUID, TAG, LS, CS, GS, HGD, CE
9-12 1C	Chapter 5, pp. 112-115	TSW be able to identify the primary agents of socialization in the United States.	Define terms, non-directed questioning, classroom discussion, quizzes, worksheets, chapter tests, readings, papers, surveys, observations	HOTS, Special, Media, Tech, MCGF, GUID, TAG, LS, CS, GS, HGD, CE

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Length of Unit: 7 days

Subject Area: Sociology – Unit 6

Instructor: Mr. Jones

Standards 1: Understanding civic practices and government systems.

Benchmarks:

D. Understands how one person contributes politically and socially to the welfare of a democratic society.

Standards 2: Understanding geographic information to understand people and places.

Benchmarks:

D. Knows ethnic, cultural, and physical characteristics of different regions.

Standards/ Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
9-12 2D	Chapter 6, pp. 118-122	TSW be able to describe the factors that led to the development of the concept of adolescence in the United States.	Define terms, non-directed questioning, classroom discussion, quizzes, worksheets, chapter tests, readings, papers, surveys, observations	HOTS, Special, Media, Tech, MCGF, GUID, TAG, LS, CS, GS, HGD, CE
9-12 1D	Chapter 6, pp. 123-126	TSW identify and describe the five major features of adolescence.	Define terms, non-directed questioning, classroom discussion, quizzes, worksheets, chapter tests, readings, papers, surveys, observations	HOTS, Special, Media, Tech, MCGF, GUID, TAG, LS, CS, GS, HGD, CE
9-12 1D 2D	Chapter 6, pp. 127-134	TSW look at the practice of dating in the United States and try to understand its development. TSW decipher the functions that the dating process performs today.	Define terms, non-directed questioning, classroom discussion, quizzes, worksheets, chapter tests, readings, papers, surveys, observations	HOTS, Special, Media, Tech, MCGF, GUID, TAG, LS, CS, GS, HGD, CE
9-12 1D 2D	Chapter 6, pp. 135, 145	TSW discuss the major social problems that face American teenagers today.	Define terms, non-directed questioning, classroom discussion, quizzes, worksheets, chapter tests, readings, papers, surveys, observations	HOTS, Special, Media, Tech, MCGF, GUID, TAG, LS, CS, GS, HGD, CE

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Length of Unit: 7 days

Subject Area: Sociology – Unit 7

Instructor: Mr. Jones

Standards 1: Understanding civic practices and government systems.

Benchmarks:

- C. Understands methods used by the government to meet the needs and wants of its citizens, regulate territory, manage conflict, establish order and security, and balance competing conceptions of a just society.
- D. Understands how one person contributes politically and socially to the welfare of a democratic society.

Standards 2: Understanding geographic information to understand people and places.

Benchmarks:

- D. Knows ethnic, cultural, and physical characteristics of different regions.

Standards/ Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
9-12 1D 2D	Chapter 7, pp. 148-156	TSW be able to briefly describe Daniel Levinson's views on adult male development. TSW investigate how adult female development differs from adult male development.	Define terms, non-directed questioning, classroom discussion, quizzes, worksheets, chapter tests, readings, papers, surveys, observations	HOTS, Special, Media, Tech, MCGF, GUID, TAG, LS, CS, GS, HGD, CE
9-12 1C, D	Chapter 7, pp. 156-163	TSW research how the composition of the American labor has changed. TSW study ways how the nature of work in the United States changed during the 1900's.	Define terms, non-directed questioning, classroom discussion, quizzes, worksheets, chapter tests, readings, papers, surveys, observations	HOTS, Special, Media, Tech, MCGF, GUID, TAG, LS, CS, GS, HGD, CE
9-12 1D	Chapter 7, pp. 163-170	TSW explore challenges and opportunities that are associated with the later stages of life.	Define terms, non-directed questioning, classroom discussion, quizzes, worksheets, chapter tests, readings, papers, surveys, observations	HOTS, Special, Media, Tech, MCGF, GUID, TAG, LS, CS, GS, HGD, CE
9-12 1D	Chapter 7, pp. 170-171	TSW be able to list and briefly describe the main characteristics of each stage of life during the later years of adulthood.	Define terms, non-directed questioning, classroom discussion, quizzes, worksheets, chapter tests, readings, papers, surveys, observations	HOTS, Special, Media, Tech, MCGF, GUID, TAG, LS, CS, GS, HGD, CE

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Subject Area: Sociology – Unit 8

Length of Unit: 6 days

Instructor: Mr. Jones

Standards 1: Understanding civic practices and government systems.

Benchmarks:

- C. Understands methods used by the government to meet the needs and wants of citizens, regulate territory, manage conflict, establish order and security, and balance competing conceptions of a just society.
- D. Understand how one person contributes politically and socially to the welfare of a democratic society.

Standards 3: Understands the past, present, and future of various cultures.

Benchmarks:

- C. Understands how and why groups, societies, and cultures are similar to and different from us.

Standards/ Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
9-12 1D	Chapter 8, pp. 174-186	TSW be able to explain the functions of deviance. TSW recognize how the labeling theory differs from other theories of deviance.	Define terms, non-directed questioning, classroom discussion, quizzes, worksheets, chapter tests, readings, papers, surveys, observations	HOTS, Special, Media, Tech, MCGF, GUID, TAG, LS, CS, GS, HGD, CE
9-12 1C, D	Chapter 8, pp. 187-193	TSW list and describe the five general categories of crime. TSW be able to list types of crime in each category.	Define terms, non-directed questioning, classroom discussion, quizzes, worksheets, chapter tests, readings, papers, surveys, observations	HOTS, Special, Media, Tech, MCGF, GUID, TAG, LS, CS, GS, HGD, CE
9-12 1C 3C	Chapter 8, pp. 193-196	TSW investigate the correctional system and discover what purposes that the correctional system fulfills.	Define terms, non-directed questioning, classroom discussion, quizzes, worksheets, chapter tests, readings, papers, surveys, observations	HOTS, Special, Media, Tech, MCGF, GUID, TAG, LS, CS, GS, HGD, CE
9-12 1C	Chapter 8, pp. 196-197	TSW investigate the juvenile justice system and discover how it compares with the adult correctional systems.	Define terms, non-directed questioning, classroom discussion, quizzes, worksheets, chapter tests, readings, papers, surveys, observations	HOTS, Special, Media, Tech, MCGF, GUID, TAG, LS, CS, GS, HGD, CE

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Subject Area: Sociology Unit 9

Length of Unit: 7 days

Instructor: Mr. Jones

Standards 1: Understanding civic practices and government systems.

Benchmarks:

- C. Understands methods used by the government to meet the needs and wants of citizens, regulate territory, manage conflict, establish order and security, and balance competing conceptions of a just society.
- D. Understand how one person contributes politically and socially to the welfare of a democratic society.

Standards 2: Understanding geographic information to understand people and places.

Benchmarks:

- C. Knows the geographic location and significance of important places, events, and nations.

Standards 3: Understands the past, present, and future of various cultures.

Benchmarks:

- C. Understands how and why groups, societies, and cultures are similar to and different from us.

Standards/ Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
9-12 1C 2C 3C	Chapter 9, pp. 204-212	TSW compare and contrast the caste systems and class systems. TSW compare and contrast the functionalist and conflict explanations of stratification.	Define terms, non-directed questioning, classroom discussion, quizzes, worksheets, chapter tests, readings, papers, surveys, observations	HOTS, Special, Media, Tech, MCGF, GUID, TAG, LS, CS, GS, HGD, CE
9-12 1C	Chapter 9, pp. 212-220	TSW be able to list and discuss the six major social classes recognized by most American sociologists.	Define terms, non-directed questioning, classroom discussion, quizzes, worksheets, chapter tests, readings, papers, surveys, observations	HOTS, Special, Media, Tech, MCGF, GUID, TAG, LS, CS, GS, HGD, CE
9-12 1C, D	Chapter 9, pp. 221-225	TSW investigate the poverty level of America and discover how it is calculated. TSW discover how the poverty level affects the life chances of Americans.	Define terms, non-directed questioning, classroom discussion, quizzes, worksheets, chapter tests, readings, papers, surveys, observations	HOTS, Special, Media, Tech, MCGF, GUID, TAG, LS, CS, GS, HGD, CE
9-12 1C	Chapter 9, pp. 225-227	TSW investigate government programs that assist poor Americans and see how they have changed in recent years.	Define terms, non-directed questioning, classroom discussion, quizzes, worksheets, chapter tests, readings, papers, surveys, observations	HOTS, Special, Media, Tech, MCGF, GUID, TAG, LS, CS, GS, HGD, CE

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Subject Area: Sociology – Unit 10

Length of Unit: 7 days

Instructor: Mr. Jones

Standards 1: Understanding civic practices and government systems.

Benchmarks:

- C. Understanding methods used by the government to meet the needs and wants of citizens, regulate territory, manage conflict, establish order and security, and balance competing conceptions of a just society.
- D. Understand how one person contributes politically and socially to the welfare of a democratic society.

Standards 2: Understanding geographic information to understand people and places.

Benchmarks:

- D. Knows ethnic, cultural, and physical characteristics of different regions.

Standards 3: Understands the past, present, and future of various cultures.

Benchmarks:

- C. Understands how and why groups, societies, and cultures are similar to and different from us.
- D. Understands the causes and long-term consequences of major historical events.

Standards 4: Understanding resources limitations, choices.

Benchmarks:

- C. Understand how the scarcity of productive resources requires the development of economic systems to make decisions about how goods and services are to be produced and distributed.
- D. Understand the role that supply and demand, prices, incentives, and profits play in determining what is produced and distributed in a free market economic system.

Standards/ Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
9-12 1C, D 3C, D	Chapter 10, pp.230-235	TSW investigate the characteristics, and be able to define, race, ethnicity, and minority groups.	Define terms, non-directed questioning, classroom discussion, quizzes, worksheets, chapter tests, readings, papers, surveys, observations	HOTS, Special, Media, Tech, MCGF, GUID, TAG, LS, CS, GS, HGD, CE
9-12 1C, D 3C, D	Chapter 10, pp. 236-246	TSW learn about the association between discrimination and prejudice. TSW be able to list and describe the seven most common patterns of minority treatment.	Define terms, non-directed questioning, classroom discussion, quizzes, worksheets, chapter tests, readings, papers, surveys, observations, Little Red Riding Hood assessment	HOTS, Special, Media, Tech, MCGF, GUID, TAG, LS, CS, GS, HGD, CE

Standards/ Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
9-12 2D 3C	Chapter 10, pp. 246-257	<p>TSW explore the experiences of African Americans, Hispanics, Asian Americans, and American Indians.</p> <p>TSW compare and contrast the experience and treatments of these minority groups.</p> <p>TSW discover why sociologists have studied the experiences of white ethnics.</p>	Define terms, non-directed questioning, classroom discussion, quizzes, worksheets, chapter tests, readings, papers, surveys, observations	HOTS, Special, Media, Tech, MCGF, GUID, TAG, LS, CS, GS, HGD, CE
9-12 4C, D	Chapter 10, p. 257	TSW analyze changes such as food and business in the majority American culture resulting from adaptations to various American Indian cultures.	Define terms, non-directed questioning, classroom discussion, quizzes, worksheets, chapter tests, readings, papers, surveys, observations	HOTS, Special, Media, Tech, MCGF, GUID, TAG, LS, CS, GS, HGD, CE

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Subject Area: Sociology - Unit 11

Length of Unit: 6 days

Instructor: Mr. Jones

Standards 1: Understanding civic practices and government systems.

Benchmarks:

- C. Understands methods used by the government to meet the needs and wants of citizens, regulate territory, manage conflict, establish order and security, and balance competing conceptions of a just society.
- D. Understand how one person contributes politically and socially to the welfare of a democratic society.

Standards 2: Understanding geographic information to understand people and places.

Benchmarks:

- D. Knows ethic, cultural, and physical characteristics of different regions

Standards 4: Understanding resources, limitations, choices.

Benchmarks:

- D. Understand the role that supply and demand, prices, incentives, and profits play in determining what is produced and distributed in a free market economic system.

Standards/ Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
9-12 2D	Chapter 12, pp. 294-299	TSW look at the structure of families and discover how the families are structured around the world.	Define terms, non-directed questioning, classroom discussion, quizzes, worksheets, chapter tests, readings, papers, surveys, observations	HOTS, Special, Media, Tech, MCGF, GUID, TAG, LS, CS, GS, HGD, CE
9-12 1C, D	Chapter 12, pp. 300-304	TSW unveil four basic questions that help determine how a society or group within a society organizes families. TSW discover functions that the family fulfills.	Define terms, non-directed questioning, classroom discussion, quizzes, worksheets, chapter tests, readings, papers, surveys, observations, Little Red Riding Hood assessment	HOTS, Special, Media, Tech, MCGF, GUID, TAG, LS, CS, GS, HGD, CE
9-12 1C	Chapter 12, pp. 304-313	TSW look at divorce in the United States and discover how sociologists explain the high rate of divorce.	Define terms, non-directed questioning, classroom discussion, quizzes, worksheets, chapter tests, readings, papers, surveys, observations	HOTS, Special, Media, Tech, MCGF, GUID, TAG, LS, CS, GS, HGD, CE
9-12 4D	Chapter 12, pp. 313-317	TSW investigate why the number of married women in the workforce increased.	Define terms, non-directed questioning, classroom discussion, quizzes, worksheets, chapter tests, readings, papers, surveys, observations	HOTS, Special, Media, Tech, MCGF, GUID, TAG, LS, CS, GS, HGD, CE

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Subject Area: Sociology – Unit 12

Length of Unit: 6 days

Instructor: Mr. Jones

Standards 1: Understanding civic practices and government systems.

Benchmarks:

- C. Understands methods used by the government to meet the needs and wants of citizens, regulate territory, manage conflict, establish order and security, and balance competing conceptions of a just society.

Standards 3: Understands the past, present, and future of various cultures.

Benchmarks:

- C. Understands how and why groups, societies, and cultures are similar to and different from us.

Standards/ Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
9-12 1C 3C	Chapter 13, pp. 320-331	TSW compare and contrast capitalism and socialism in terms of ownership of the factors production and in terms of regulation of economic activity.	Define terms, non-directed questioning, classroom discussion, quizzes, worksheets, chapter tests, readings, papers, surveys, observations	HOTS, Special, Media, Tech, MCGF, GUID, TAG, LS, CS, GS, HGD, CE
9-12 1C	Chapter 13, pp. 331-333	TSW discover how e-commerce changed the American economy.	Define terms, non-directed questioning, classroom discussion, quizzes, worksheets, chapter tests, readings, papers, surveys, observations, Little Red Riding Hood assessment	HOTS, Special, Media, Tech, MCGF, GUID, TAG, LS, CS, GS, HGD, CE
9-12 1C	Chapter 13, pp. 334-342	TSW look at democratic and authoritarian governments to discover the ways in which they use power.	Define terms, non-directed questioning, classroom discussion, quizzes, worksheets, chapter tests, readings, papers, surveys, observations	HOTS, Special, Media, Tech, MCGF, GUID, TAG, LS, CS, GS, HGD, CE
9-12 1C	Chapter 13, pp. 342-345	TSW investigate the methods that interest groups and political action committees use to win political and public support for their issues.	Define terms, non-directed questioning, classroom discussion, quizzes, worksheets, chapter tests, readings, papers, surveys, observations	HOTS, Special, Media, Tech, MCGF, GUID, TAG, LS, CS, GS, HGD, CE

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Subject Area: Sociology – Unit 13

Length of Unit: 6 days

Instructor: Mr. Jones

Standard 1: Understanding civic practices and government systems.

Benchmarks:

- C. Understands methods used by the government to meet the needs and wants of citizens, regulate territory, manage conflict, establish order and security, and balance competing conceptions of a just society.

Standard 3: Understands the past, present, and future of various cultures.

Benchmarks:

- D. Understand how one person contributes politically and socially to the welfare of a democratic society.
- C. Understands how and why groups, societies, and cultures are similar to and different from us.

Standards/ Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
9-12 1C 3C	Chapter 14, pp. 348-357	TSW compare and contrast the functionalist, conflict, and interactionist views of educational issues such as tracking and the transmission of culture.	Define terms, non-directed questioning, classroom discussion, quizzes, worksheets, chapter tests, readings, papers, surveys, observations	HOTS, Special, Media, Tech, MCGF, GUID, TAG, LS, CS, GS, HGD, CE
9-12 1C, D	Chapter 14, pp. 358-361	TSW investigate the steps that the educational authorities have taken to curb violence and other criminal activities in schools.	Define terms, non-directed questioning, classroom discussion, quizzes, worksheets, chapter tests, readings, papers, surveys, observations	HOTS, Special, Media, Tech, MCGF, GUID, TAG, LS, CS, GS, HGD, CE
9-12 1C 3C	Chapter 14, pp. 362-366	TSW explore various religions and question why religions differ from society to society.	Define terms, non-directed questioning, classroom discussion, quizzes, worksheets, chapter tests, readings, papers, surveys, observations	HOTS, Special, Media, Tech, MCGF, GUID, TAG, LS, CS, GS, HGD, CE
9-12 1C 3C	Chapter 14, pp. 366-371	TSW explore the major features of religion in the United States.	Define terms, non-directed questioning, classroom discussion, quizzes, worksheets, chapter tests, readings, papers, surveys, observations	HOTS, Special, Media, Tech, MCGF, GUID, TAG, LS, CS, GS, HGD, CE

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Course Outline 11th & 12th Grade Psychology

Instructor: Mr. Jones
Length of class: 1 Semester

The juniors and seniors of Van Buren Community High School need to understand human thought, behavior, learning and motivation processes that will allow them to further understand themselves and others. This need is as old as civilization, but that need has never been more important than it is today. This course will attempt to improve our understanding of ourselves, and others through an investigation and discussion of the learning process, intelligence and creativity, motivation and behavior, the self and personality, abnormal behavior and social behavior. Emphasis will be placed on the individual's views, opinions and class discussion.

Unit	Length
1. Chapter 1 The Science of Psychology.....	5 Days
2. Chapter 2 Theories of Personality.....	8 Days
3. Chapter 3 Development over the Life Span.....	8 Days
4. Chapter 5 Body Rhythms and Mental States.....	10 Days
5. Chapter 7 Thinking and Intelligence.....	13 Days
6. Chapter 8 Memory.....	7 Days
7. Chapter 9 Learning.....	10 Days
8. Chapter 10 Behavior in Social and Cultural Context.....	6 Days
9. Chapter 11 Psychological Disorders.....	13 Days
10. Chapter 14 Motivation.....	7 Days

Materials

Textbook: Prentice Hall, 2005: Invitation to Psychology, third edition, Carole Wade & Carol Tavis. Teacher will use white board, teach/re-teach strategies, enrichment worksheets, hand-outs, manipulatives, magazine/newspaper articles, internet for research papers, video's, class/group activities, overhead projector and transparencies, guest speakers and mental health tour.

Subject Area: Psychology-Unit 1

Length of Unit: 5 days

Instructor: Mr. Jones

Standard 1: Understanding civic practices and government systems.

Benchmark:

D. Understands how one person contributes politically and socially to the welfare of a democratic society.

Standard 3: Understanding the past, present and future of various cultures.

Benchmark:

D. Understands the causes and long-term consequences of major historical events.

Standard 4: Understands resources, limitations, choice.

Benchmark:

C. Understands how the scarcity of productive resources requires the development of economic systems to make decisions about how goods and services are to be produced and distributed.

Standards/ Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
9-12 1D 3D	Chapter 1 pp. 2-5	TSW be able to differentiate the difference between psychology, pseudoscience, and popular opinion. TSW discover and investigate psychologies past – from the armchair to the laboratory, including early history and the three early psychologies.	Define terms, non-directed questioning, classroom discussion, quizzes, worksheets, chapter tests, readings, papers, surveys, observations	HOTS, SPECIAL, MEDIA, TECH, MCGF, GUID, TAG, LS, CS, GS, HGD, CE
9-12 1D	Chapter 1 pp. 5-8	TSW discover psychology's present – the five major psychological perspectives; biological, learning, cognitive, sociocultural and psychodynamic.	Define terms, non-directed questioning, classroom discussion, quizzes, worksheets, chapter tests, readings, papers, surveys, observations, Little Red Riding Hood assessment	HOTS, SPECIAL, MEDIA, TECH, MCGF, GUID, TAG, LS, CS, GS, HGD, CE
9-12 1D 4C	Chapter 1 pp. 8-12	TSW learn about two influential movements in psychology, humanistic and feminist, and distinguish the difference. TSW be informed of what psychologists do, the types of research involved and numerous jobs associated with psychology.	Define terms, non-directed questioning, classroom discussion, quizzes, worksheets, chapter tests, readings, papers, surveys, observations	HOTS, SPECIAL, MEDIA, TECH, MCGF, GUID, TAG, LS, CS, GS, HGD, CE
9-12 1D	Chapter 1 pp. 13-33	TSW discover the steps to critical and scientific thinking in psychology. TSW explore the many ways that psychologists do research in establishing the facts, looking for relationships, hunting for causes and evaluating the findings.	Define terms, non-directed questioning, classroom discussion, quizzes, worksheets, chapter tests, readings, papers, surveys, observations	HOTS, SPECIAL, MEDIA, TECH, MCGF, GUID, TAG, LS, CS, GS, HGD, CE

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Subject Area: Psychology-Unit 2

Length of Unit: 8 days

Instructor: Mr. Jones

Standard 1: Understanding civic practices and government systems.

Benchmark:

D. Understands how one person contributes politically and socially to the welfare of a democratic society.

Standard 3: Understands the past, present, and future of various cultures.

Benchmark:

C. Understands how and why groups, societies, and cultures are similar to and different from us.

Standards/ Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
9-12 1D 3C	Chapter 2, pp. 38-46	TSW explore the psychodynamic theories of personality TSW investigate Freudian theory of the id, ego and superego along with the defense mechanisms and development of personality. TSW explore other psychodynamic approaches to personality	Define terms, non-directed questioning, classroom discussion, quizzes, worksheets, chapter tests, readings, papers, surveys, observations	HOTS, SPECIAL, MEDIA, TECH, MCGF, GUID, TAG, LS, CS, GS, HGD, CE
9-12 1D	Chapter 2, pp. 46-49	TSW be introduced to the modern study of personality, popular personality tests and clustering traits.	Define terms, non-directed questioning, classroom discussion, quizzes, worksheets, chapter tests, readings, papers, surveys, observations	HOTS, SPECIAL, MEDIA, TECH, MCGF, GUID, TAG, LS, CS, GS, HGD, CE
9-12 1D 3C	Chapter 2, pp. 50-62	TSW explore genetic influences, environmental and cultural influences on personality.	Define terms, non-directed questioning, classroom discussion, quizzes, worksheets, chapter tests, readings, papers, surveys, observations	HOTS, SPECIAL, MEDIA, TECH, MCGF, GUID, TAG, LS, CS, GS, HGD, CE
9-12 1D 3C	Chapter 2, pp. 62-66	TSW investigate the inner experience and the humanistic approaches to personality. TSW study the theories of Abraham Maslow, Carl Rogers and Rollo May.	Define terms, non-directed questioning, classroom discussion, quizzes, worksheets, chapter tests, readings, papers, surveys, observations	HOTS, SPECIAL, MEDIA, TECH, MCGF, GUID, TAG, LS, CS, GS, HGD, CE

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Subject Area: Psychology – Unit 3

Length of Unit: 8 days

Instructor: Mr. Jones

Standards 1: Understanding civic practices and government systems.

Benchmarks:

- C. Understands methods used by the government to meet the needs and wants of its citizens, regulate territory, manage conflicts, establish order and security, and balance competing conceptions of a just society.
- D. Understand how one person contributes and socially to the welfare of a democratic society.

Standard 2: Understanding geographic information to understand people and places.

Benchmarks:

- D. Knows ethnic, cultural, and physical characteristics of different regions.

Standard 3: Understands the past, present and future of various cultures.

Benchmarks:

- C. Understands how and why groups, societies, and cultures are similar to and different from us.

Standards/ Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
9-12 2D 3C	Chapter 3, pp. 70-77	TSW study the human development over the lifespan. TSW begin by viewing the development from conception to the first year.	Define terms, non-directed questioning, classroom discussion, quizzes, worksheets, chapter tests, readings, papers, surveys, observations	HOTS, SPECIAL, MEDIA, TECH, MCGF, GUID, TAG, LS, CS, GS, HGD, CE
9-12 1C, D 2D 3C	Chapter 3, pp. 77-92	TSW discover the cognitive, moral and gender developmental factors. TSW look at language development and how it is associated with cognitive development and also study Jean Piaget's theory in cognitive development. TSW study Lawrence Kohlberg's theory of moral reasoning and discover how it shapes moral behavior.	Define terms, non-directed questioning, classroom discussion, quizzes, worksheets, chapter tests, readings, papers, surveys, observations	HOTS, SPECIAL, MEDIA, TECH, MCGF, GUID, TAG, LS, CS, GS, HGD, CE
9-12 1D 2D	Chapter 3, pp. 92-95	TSW explore the physiology of adolescence, timing of puberty and brain development. TSW explore the psychology of adolescence, turmoil and adjustment, separation and connection.	Define terms, non-directed questioning, classroom discussion, quizzes, worksheets, chapter tests, readings, papers, surveys, observations	HOTS, SPECIAL, MEDIA, TECH, MCGF, GUID, TAG, LS, CS, GS, HGD, CE
9-12 1D 2D	Chapter 3, pp. 95-103	TSW explore the psychology of adulthood and the stages of psychological development proposed by Erik Erikson. The students will then conclude with examining elderly development.	Define terms, non-directed questioning, classroom discussion, quizzes, worksheets, chapter tests, readings, papers, surveys, observations	HOTS, SPECIAL, MEDIA, TECH, MCGF, GUID, TAG, LS, CS, GS, HGD, CE

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Subject Area: Psychology – Unit 4

Length of Unit: 10 days

Instructor: Mr. Jones

Standards 1: Understanding civic practices and government systems:

Benchmarks:

D. Understand how one person contributes politically and socially to the welfare of a democratic society.

Standards 2: Understanding geographic information to understand people and places.

Benchmarks:

D. Knows ethnic, cultural, and physical characteristics of different regions.

Standards/ Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
9-12 1D	Chapter 5, pp. 142-149	TSW investigate the biological rhythms of the human body. They will explore the circadian, ultradian and infradian rhythms. TSW look at the effects of jet lag, the menstrual cycle, S.A.D. and testosterone on the human body.	Define terms, non-directed questioning, classroom discussion, quizzes, worksheets, chapter tests, readings, papers, surveys, observations	HOTS, SPECIAL, MEDIA, TECH, MCGF, GUID, TAG, LS, CS, GS, HGD, CE
9-12 1D	Chapter 5, pp. 150-154	TSW will explore the reasons of sleep, why we sleep and the realms of sleep. TSW complete a dream journal by recording their dreams for an entire week.	Define terms, non-directed questioning, classroom discussion, quizzes, worksheets, chapter tests, readings, papers, surveys, observations	HOTS, SPECIAL, MEDIA, TECH, MCGF, GUID, TAG, LS, CS, GS, HGD, CE
9-12 1D 2D	Chapter 5, pp. 154-158	TSW explore the dream world and investigate the four major theories of dream interpretation; Dreams of unconscious Wishes, Dreams as Reflections of Current Concerns, Dreams as a By-product of Mental Housekeeping and Dreams as Interpreted Brain Activity.	Define terms, non-directed questioning, classroom discussion, quizzes, worksheets, chapter tests, readings, papers, surveys, observations	HOTS, SPECIAL, MEDIA, TECH, MCGF, GUID, TAG, LS, CS, GS, HGD, CE
9-12 1D 2D	Chapter 5, pp. 158-170	TSW look into other factors that affect the body's biological rhythms like hypnosis and the psychology of drug effects.	Define terms, non-directed questioning, classroom discussion, quizzes, worksheets, chapter tests, readings, papers, surveys, observations	HOTS, SPECIAL, MEDIA, TECH, MCGF, GUID, TAG, LS, CS, GS, HGD, CE

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Subject Area: Psychology – Unit 5

Length of Unit: 13 days

Instructor: Mr. Jones

Standards 1: Understanding civic practices and government systems.

Benchmarks:

- C. Understands methods used by the government to meet the needs and wants of citizens, regulate territory, manage conflict, establish order and security, and balance competing conceptions of a just society.
- D. Understands how one person contributes politically and socially to the welfare of a democratic society.

Standards 2: Understanding geographical information to understand people and places.

Benchmarks:

- C. Knows the geographic location and significance of important places, events, and nations.

Standards 3: Understands the past, present and future of various cultures.

Benchmarks:

- C. Understands how and why groups, societies, and cultures are similar to and different from us.

Standards/ Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
9-12 1D	Chapter 7, pp. 212-217	TSW analyze thinking and perception, using thought and what we know. TSW explore the elements of cognition, imagery and the consciousness of thought.	Define terms, non-directed questioning, classroom discussion, quizzes, worksheets, chapter tests, readings, papers, surveys, observations	HOTS, SPECIAL, MEDIA, TECH, MCGF, GUID, TAG, LS, CS, GS, HGD, CE
9-12 1C, D	Chapter 7, pp. 217-227	TSW investigate reasoning – Formal reasoning; algorithms and logic and Informal reasoning, heuristics and dialectical thinking. TSW discover the barriers to reasoning rationally, reflective judgment, exaggeration, bias, loss and the need for consistency.	Define terms, non-directed questioning, classroom discussion, quizzes, worksheets, chapter tests, readings, papers, surveys, observations	HOTS, SPECIAL, MEDIA, TECH, MCGF, GUID, TAG, LS, CS, GS, HGD, CE
9-12 2C 3C	Chapter 7, pp. 228-234	TSW examine intelligence and the psychometric approach to measuring intelligence. TSW learn about the invention of the IQ test and be able to compute an individual's IQ. TSW view the positives and negatives of IQ testing and look beyond the IQ test.	Define terms, non-directed questioning, classroom discussion, quizzes, worksheets, chapter tests, readings, papers, surveys, observations, take various intelligence tests	HOTS, SPECIAL, MEDIA, TECH, MCGF, GUID, TAG, LS, CS, GS, HGD, CE
9-12 1D 2D	Chapter 7, pp. 234-245	TSW examine other areas of intelligence; such as Robert Sternberg's triarchic theory, Howard Gardner's multiple intelligence theory and the theory of emotional intelligence. TSW examine the factors of genes on intelligence. TSW explore animal intelligence and the differences and similarities to human intelligence.	Define terms, non-directed questioning, classroom discussion, quizzes, worksheets, chapter tests, readings, papers, surveys, observations	HOTS, SPECIAL, MEDIA, TECH, MCGF, GUID, TAG, LS, CS, GS, HGD, CE

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Subject Area: Psychology – Unit 6

Length of Unit: 7 days

Instructor: Mr. Jones

Standards 1: Understanding civic practices and government systems

Benchmarks:

- C. Understands the methods used by the government to meet the needs and wants of citizens, regulate territory, manage conflict, establish order and security, and balance competing conceptions of a just society.
- D. Understand how one contributes politically and socially to the welfare of a democratic society.

Standards/ Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
9-12 1C, D	Chapter 8, pp.250-259	TSW explore the psychology of memory by learning about the manufacture, reconstruction and the conditions of confabulation of memory. TSW examine memory and the power of suggestion by looking at eyewitness testimony and children's testimony.	Define terms, non-directed questioning, classroom discussion, quizzes, worksheets, chapter tests, readings, papers, surveys, observations	HOTS, SPECIAL, MEDIA, TECH, MCGF, GUID, TAG, LS, CS, GS, HGD, CE
9-12 1C, D	Chapter 8, pp. 259-267	TSW pursue, and develop an understanding of elements of memory, such as ways to measure memory and the models of memory. TSW discover the three-box model of memory: fleeting memories, short-term memory and long-term memory.	Define terms, non-directed questioning, classroom discussion, quizzes, worksheets, chapter tests, readings, papers, surveys, observations, Little Red Riding Hood assessment	HOTS, SPECIAL, MEDIA, TECH, MCGF, GUID, TAG, LS, CS, GS, HGD, CE
9-12 1C, D	Chapter 8, pp. 267-276	TSW view how we remember by looking at effective encoding, rehearsal and mnemonics. TSW view why we forget by looking at effective decay, replacement, interference, forgetting and repression.	Define terms, non-directed questioning, classroom discussion, quizzes, worksheets, chapter tests, readings, papers, surveys, observations	HOTS, SPECIAL, MEDIA, TECH, MCGF, GUID, TAG, LS, CS, GS, HGD, CE
9-12 1C, D	Chapter 8, pp.276-280	TSW examine autobiographical memories by studying childhood amnesia and the missing years.	Define terms, non-directed questioning, classroom discussion, quizzes, worksheets, chapter tests, readings, papers, surveys, observations	HOTS, SPECIAL, MEDIA, TECH, MCGF, GUID, TAG, LS, CS, GS, HGD, CE

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Subject Area: Psychology-Unit 7

Length of Unit: 10 days

Instructor: Mr. Jones

Standards 1: Understanding civic practices and government systems.

Benchmarks:

- C. Understands methods used by the government to meet the needs and wants of citizens, regulate territory, manage conflict, establish order and security, and balance competing conceptions of a just society.
- D. Understands how one person contributes politically and socially to the welfare of a democratic society.

Standards 2: Understanding geographic information to understand people and places.

Benchmarks:

- D. Knows ethnic, cultural, and physical characteristics of different regions.

Standards 3: Understands the past, present and future of various cultures.

Benchmarks:

- C. Understands how and why groups, societies, and cultures are similar to and different from us.

Standards/ Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
9-12 1C, D 2D	Chapter 9, pp. 284-293	TSW discover psychological elements of learning. TSW learn about classical conditioning and its principles theorized by Ivan Pavlov. TSW relate classical conditioning to real life; learning to like, learning to fear, accounting for taste, reaction to medical treatments.	Define terms, non-directed questioning, classroom discussion, quizzes, worksheets, chapter tests, readings, papers, surveys, observations	HOTS, SPECIAL, MEDIA, TECH, MCGF, GUID, TAG, LS, CS, GS, HGD, CE
9-12 1C, D 2D	Chapter 9, pp. 294-301	TSW learn about operant conditioning and its principles theorized by B.F. Skinner, Edward Thorndike.	Define terms, non-directed questioning, classroom discussion, quizzes, worksheets, chapter tests, readings, papers, surveys, observations, Little Red Riding Hood assessment	HOTS, SPECIAL, MEDIA, TECH, MCGF, GUID, TAG, LS, CS, GS, HGD, CE
9-12 1D 3C	Chapter 9, pp. 301-306	TSW assess operant conditioning in real life by looking at the affects of punishment; when it works and when it fails. TSW review the problems with rewards; like misuse and when rewards backfire.	Define terms, non-directed questioning, classroom discussion, quizzes, worksheets, chapter tests, readings, papers, surveys, observations	HOTS, SPECIAL, MEDIA, TECH, MCGF, GUID, TAG, LS, CS, GS, HGD, CE
9-12 1C 3C	Chapter 9, 307-312	TSW examine learning and the mind by studying the theories of Edward Tolman and Albert Bandura. TSW examine the social learning theory and learning by observation.	Define terms, non-directed questioning, classroom discussion, quizzes, worksheets, chapter tests, readings, papers, surveys, observations	HOTS, SPECIAL, MEDIA, TECH, MCGF, GUID, TAG, LS, CS, GS, HGD, CE

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Subject Area: Psychology – Unit 8

Length of Unit: 6 days

Instructor: Mr. Jones

Standards 1: Understanding civic practices and government systems.

Benchmarks:

D. Understands how one person contributes to politically and socially to the welfare of a democratic society.

Standards 2: Understanding geographic information to understand people and places.

Benchmarks:

C. Knows the geographical location and significance of important places, events and nations.

D. Knows ethnic, cultural, and physical characteristics of different regions.

Standards 3: Understands the past, present and future of various cultures.

Benchmarks:

C. Understands how and why groups, societies, and cultures are similar to and different from us.

D. Understands the causes and long term consequences of major historical events.

Standards/ Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
9-12 1D 3C	Chapter 10, pp. 316-323	TSW explore the psychological realms of behavior in social and cultural context. TSW examine the rules and roles that are affected by society and culture, obedience studies by Stanley Milgram and Phillip Zimbardo.	Define terms, non-directed questioning, classroom discussion, quizzes, worksheets, chapter tests, readings, papers, surveys, observations	HOTS, SPECIAL, MEDIA, TECH, MCGF, GUID, TAG, LS, CS, GS, HGD, CE
9-12 1D 2D 3C	Chapter 10, pp.323-333	TSW examine social influences on beliefs, such as attributions, attitudes and persuasion. TSW examine behaviors of individuals in groups, such as conformity, groupthink, anonymous crowds and disobedience and dissent.	Define terms, non-directed questioning, classroom discussion, quizzes, worksheets, chapter tests, readings, papers, surveys, observations, Little Red Riding Hood assessment	HOTS, SPECIAL, MEDIA, TECH, MCGF, GUID, TAG, LS, CS, GS, HGD, CE
9-12 1D 3C, D	Chapter 10, pp. 333-343	TSW discover the Us vs. Them: group identity psychological outlook by learning about ethnic identity, ethnocentrism, and stereotypes. TSW examine group conflict and prejudice to learn about its origins, definitions and measuring factors.	Define terms, non-directed questioning, classroom discussion, quizzes, worksheets, chapter tests, readings, papers, surveys, observations	HOTS, SPECIAL, MEDIA, TECH, MCGF, GUID, TAG, LS, CS, GS, HGD, CE
2C 3C, D	Chapter 10, pp. 343-347	TSW explore ways to reduce conflict and prejudice. TSW discuss the banality of evil and its affects worldwide, from the past to present day.	Define terms, non-directed questioning, classroom discussion, quizzes, worksheets, chapter tests, readings, papers, surveys, observations	HOTS, SPECIAL, MEDIA, TECH, MCGF, GUID, TAG, LS, CS, GS, HGD, CE

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Subject Area: Psychology – Unit 9

Length of Unit: 13 days

Instructor: Mr. Jones

Standards 1: Understanding civic practices and government systems.

Benchmarks:

- C. Understands methods used by the government to meet the needs and wants of citizens, regulate territory, manage conflict, establish order and security, and balance competing conceptions of a just society.
- D. Understands how one person contributes politically and socially to the welfare of a democratic society.

Standards 3: Understands the past, present, and future of various cultures.

Benchmarks:

- C. Understands how and why groups, societies, and cultures are similar to and different from us.

Standards/ Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
9-12 1C, D 3C	Chapter 11, pp. 352-360	TSW be able to define and review the steps in diagnosing mental disorders. TSW be introduced to the DSM, the Statistical Manual that is used to define mental disorders and discuss the positives and negatives of diagnosis people with disorders.	Define terms, non-directed questioning, classroom discussion, quizzes, worksheets, chapter tests, readings, papers, surveys, observations, group activity – develop ink blots	HOTS, SPECIAL, MEDIA, TECH, MCGF, GUID, TAG, LS, CS, GS, HGD, CE
9-12 1D 3C	Chapter 11, pp. 360-376	TSW be introduced to and develop an understanding of common mental disorders; anxiety, mood and personality disorders. TSW be exposed to the affects of drug abuse and addiction by examining the biological, learning and cultural aspects of addiction.	Define terms, non-directed questioning, classroom discussion, quizzes, worksheets, chapter tests, readings, papers, surveys, observations	HOTS, SPECIAL, MEDIA, TECH, MCGF, GUID, TAG, LS, CS, GS, HGD, CE
9-12 1D	Chapter 11, pp. 376-378	TSW will be introduced to and develop an understanding of a common dissociative identity disorder – MPD (Multiple Personality Disorder).	Define terms, non-directed questioning, classroom discussion, quizzes, worksheets, chapter tests, readings, papers, surveys, observations	HOTS, SPECIAL, MEDIA, TECH, MCGF, GUID, TAG, LS, CS, GS, HGD, CE
9-12 1D	Chapter 11, pp. 378-384	TSW be introduced to and develop an understanding of Schizophrenia by looking at symptoms and theories of the disorder.	Define terms, non-directed questioning, classroom discussion, quizzes, worksheets, chapter tests, readings, papers, surveys, observations	HOTS, SPECIAL, MEDIA, TECH, MCGF, GUID, TAG, LS, CS, GS, HGD, CE

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Length of Unit: 7 days

Subject Area: Psychology – Unit 10

Instructor: Mr. Jones

Standards 1: Understands civic practices of government systems.

Benchmarks:

- C. Understands methods used by the government to meet the needs and wants of citizens, regulate territory, manage conflict, establish order and security, and balance competing conceptions of a just society.
- D. Understands how one person contributes politically and socially to the welfare of a democratic society.

Standards 2: Understanding geographical information to understand people and places.

Benchmarks:

- D. Knows ethnic, cultural, and physical characteristics of different regions.

Standards 3: Understands the past, present and future of various cultures.

Benchmarks:

- C. Understands how and why groups, societies, and cultures are similar to and different from us.

Standards 4: Understanding resources, limitations, choices.

Benchmarks:

- D. Understands the role that supply and demand, prices, incentives, and profits play in determining what is produced and distributed in a free market economic system.

Standards/ Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
9-12 1C, D 2D 3C 4D	Chapter 14, pp. 450-455	TSW explore the major motives of life: love, sex, food and work. TSW examine the social animal and the motives to love.	Define terms, non-directed questioning, classroom discussion, quizzes, worksheets, chapter tests, readings, papers, surveys, observations,	HOTS, SPECIAL, MEDIA, TECH, MCGF, GUID, TAG, LS, CS, GS, HGD, CE
9-12 1D 3C	Chapter 14, pp. 455-465	TSW examine the erotic animal and the motives for sex by reviewing the biological desire, the psychology of desire, the culture of desire and sexual orientation.	Define terms, non-directed questioning, classroom discussion, quizzes, worksheets, chapter tests, readings, papers, surveys, observations	HOTS, SPECIAL, MEDIA, TECH, MCGF, GUID, TAG, LS, CS, GS, HGD, CE
9-12 1D 3C	Chapter 14, pp. 465-470	TSW examine the hungry animal and the motivation to eat TSW discuss the genetics, culture and biology of weight and learn about eating disorders.	Define terms, non-directed questioning, classroom discussion, quizzes, worksheets, chapter tests, readings, papers, surveys, observations	HOTS, SPECIAL, MEDIA, TECH, MCGF, GUID, TAG, LS, CS, GS, HGD, CE

Standards/ Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
9-12 1C 4D	Chapter 14, pp. 471-480	TSW examine the competent animal and the motives to achieve. TSW discuss the effects of motivation on work and the effects of work on motivation. TSW discuss motives, values and well-being.	Define terms, non-directed questioning, classroom discussion, quizzes, worksheets, chapter tests, readings, papers, surveys, observations	HOTS, SPECIAL, MEDIA, TECH, MCGF, GUID, TAG, LS, CS, GS, HGD, CE

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

United States Government

Instructor: Mr. Simmons

Length of Class: One Semester

When asked about government, many high school students respond that it is uninteresting. Yet, politics is an exciting subject. People fight and die for political benefits. Government addresses some of the most basic issues in your life- the purity of the food you eat, your personal safety, your education, and your rights to voice an opinion. This class hopes to present material that makes the institution of government meaningful to each student's daily life. Our country's success as a democracy and a leading voice of freedom in the world depends on an understanding of and participation in our local, state and national government.

<u>Unit</u>	<u>Length</u>
<u>Unit 1 - Foundations of American Government</u>	4 Weeks
Chapter 1: Principles of Government	
Chapter 3: Constitution	
Chapter 4: Federalism	
<u>Unit 2 – Political Behavior: Government By the People</u>	5 Weeks
Chapter 5: Political Parties	
Chapter 7: Electoral Process	
Chapter 8: Mass Media and Public Opinion	
Chapter 9: Interest Groups	
<u>Unit 3 - Legislative Branch</u>	1.5 Weeks
Chapter 10: Congress	
<u>Unit 4 – Executive Branch</u>	1.5 Weeks
Chapter 13: Presidency	
<u>Unit 5 - Federal Court System</u>	6 Weeks
Chapter 18: Federal Court System	
Chapter 19: Civil Liberties: First Amendment Freedoms	
Chapter 20: Civil Liberties: Protecting Individual Rights	
Chapter 21: Civil Liberties: Equal Justice Under the Law	

Materials

Textbook: Prentice Hall, 2006: Magruder's American Government

SUBJECT AREA: United States Government

LENGTH OF CLASS: One Semester

INSTRUCTOR: Mr. Simmons

STANDARD 1: Understanding civic practices and government systems
Benchmarks:

- C. Understand methods used by the government to meet needs and wants of citizens, regulate territory, manage conflict, establish order and security, and balance competing conceptions of a just society.
- D. Understand how one person contributes politically and socially to the welfare of a democratic society.

Standards/ Benchmarks	Section from Text	Critical Objective	Assessment	Infusion/ Provisions
1C	Chapter 1 Section 1	List the fundamental values and principles of a constitutional democracy.	Chapter test, Quizzes, &/or Performance Assessment	HOTS, GS, LS, TAG, CS, MCGF, CF, TECH, SPECIAL, GUID, MEDIA, HGD
1C	Chapter 4 Section 1	Describe the power the federal government has and those it gives or shares with the states.	Chapter test, Quizzes, &/or Performance Assessment	HOTS, GS, LS, TAG, CS, MCGF, CF, TECH, SPECIAL, GUID, MEDIA, HGD
1D	Chapter 9 Section 2	Explain how the American tradition of joining organizations has resulted in a wide range of interest groups.	Chapter test, Quizzes, &/or Performance Assessment	HOTS, GS, LS, TAG, CS, MCGF, CF, TECH, SPECIAL, GUID, MEDIA, HGD
1D	Chapter 7 Section 2	Describe the process of voting in America.	Chapter test, Quizzes, &/or Performance Assessment	HOTS, GS, LS, TAG, CS, MCGF, CF, TECH, SPECIAL, GUID, MEDIA, HGD

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Comments:

SUBJECT AREA: United States Government

LENGTH OF CLASS: One Semester

INSTRUCTOR: Mr. Simmons

STANDARD 2: Understanding geographic information to understand people and places.

Benchmarks:

- C. Knows the geographic location and significance of important places, events, and nations.
- D. Know ethnic, cultural, and physical characteristics of different regions.

Standards/ Benchmarks	Section from Text	Critical Objective	Assessment	Infusion/ Provisions
2C	Chapter 13 Section 3	Describe how the original plan for the presidential election has changed due to political parties.	Chapter test, Quizzes, &/or Performance Assessment	HOTS, GS, LS, TAG, CS, MCGF, CF, TECH, SPECIAL, GUID, MEDIA, HGD
2C	Chapter 19 Section 4	Discuss the importance of the court case Tinker v. Des Moines Schools.	Chapter test, Quizzes, &/or Performance Assessment	HOTS, GS, LS, TAG, CS, MCGF, CF, TECH, SPECIAL, GUID, MEDIA, HGD
2D	Chapter 10 Section 2	Explain how House seats are reapportioned among the states after each census.	Chapter test, Quizzes, &/or Performance Assessment	HOTS, GS, LS, TAG, CS, MCGF, CF, TECH, SPECIAL, GUID, MEDIA, HGD
2D	Chapter 21 Section 1	Summarize the history of race-based discrimination in the U.S.	Chapter test, Quizzes, &/or Performance Assessment	HOTS, GS, LS, TAG, CS, MCGF, CF, TECH, SPECIAL, GUID, MEDIA, HGD

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Comments:

SUBJECT AREA: United States Government

LENGTH OF CLASS: One Semester

INSTRUCTOR: Mr. Simmons

STANDARD 3: Understands the past, present and future of various cultures.
Benchmarks:

- C. Understand how and why groups, societies, and cultures are similar to and different from us.
- D. Understand the causes and long term consequences of major historical events.

Standards/ Benchmarks	Section from Text	Critical Objective	Assessment	Infusion/ Provisions
3C	Chapter 19 Section 3	Summarize how the Supreme Court has limited seditious speech and obscenity.	Chapter test, Quizzes, &/or Performance Assessment	HOTS, GS, LS, TAG, CS, MCGF, CF, TECH, SPECIAL, GUID, MEDIA, HGD
3C	Chapter 20 Section 1	Describe the right of privacy and its origins in constitutional law.	Chapter test, Quizzes, &/or Performance Assessment	HOTS, GS, LS, TAG, CS, MCGF, CF, TECH, SPECIAL, GUID, MEDIA, HGD
3D	Chapter 20 Section 4	Describe the Courts history and decisions regarding capital punishment.	Chapter test, Quizzes, &/or Performance Assessment	HOTS, GS, LS, TAG, CS, MCGF, CF, TECH, SPECIAL, GUID, MEDIA, HGD
3D	Chapter 18 Section 3	Discuss the scope of the Supreme Court jurisdiction, its current make up, and the way it operates.	Chapter test, Quizzes, &/or Performance Assessment	HOTS, GS, LS, TAG, CS, MCGF, CF, TECH, SPECIAL, GUID, MEDIA, HGD

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Comments:

SUBJECT AREA: United States Government

LENGTH OF CLASS: One Semester

INSTRUCTOR: Mr. Simmons

STANDARD 4: Understanding resources, limitations, and choices.
Benchmarks:

- C. Understand how the scarcity of productive resources requires the development of economic systems to make decisions about how goods and services are to be produced and distributed.
- D. Understand the role that supply and demand, prices, incentives, and profits play in determining what is produced and distributed in a free market economic system.

Standards/ Benchmarks	Section from Text	Critical Objective	Assessment	Infusion/ Provisions
4C	Chapter 1 Section 3	Analyze the connections between democracy and the free enterprise system.	Chapter test, Quizzes, &/or Performance Assessment	HOTS, GS, LS, TAG, CS, MCGF, CF, TECH, SPECIAL, GUID, MEDIA, HGD
4C	Chapter 8 Section 3	Examine the role of the mass media in providing the public with political information.	Chapter test, Quizzes, &/or Performance Assessment	HOTS, GS, LS, TAG, CS, MCGF, CF, TECH, SPECIAL, GUID, MEDIA, HGD
4D	Chapter 21 Section 3	Explore the economic issues of affirmative action.	Chapter test, Quizzes, &/or Performance Assessment	HOTS, GS, LS, TAG, CS, MCGF, CF, TECH, SPECIAL, GUID, MEDIA, HGD
4D	Chapter 10 Section 4	Describe the compensation and privileges of members of Congress.	Chapter test, Quizzes, &/or Performance Assessment	HOTS, GS, LS, TAG, CS, MCGF, CF, TECH, SPECIAL, GUID, MEDIA, HGD

Higher Order Thinking Skills (HOTS), Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Comments:

Economics

Economics

Instructor: Mr. Simmons

Length of Class: One Semester

Our nation cannot afford to have high school age students who lack basic skills to understand vital economic issues. They need a solid education in economics to learn their role in our wealth creating society. This class offers students a chance to examine economic concepts through simulators, hands-on applications, and analyses and interpretations of economics.

<u>Unit</u>	<u>Length</u>
<u>Unit 1</u>	4 Weeks
Chapter 1: What is Economics	
Chapter 2: Economic Systems and Decision Making	
Chapter 3: Business Organizations	
<u>Unit 2</u>	5 Weeks
Chapter 4: Demand	
Chapter 5: Supply	
Chapter 6: Pricing and Decision Making	
Chapter 7: Market Structures	
<u>Unit 3</u>	3 Weeks
Chapter 11: Money and Banking	
Chapter 12: Financial Markets	
<u>Unit 4</u>	3 Weeks
Chapter 14: Economic Instability	
Chapter 15: The Federal and Monetary Policy	
<u>Unit 5</u>	2 Weeks
Chapter 17: International Trade	
Chapter 20: Global Economic Challenges	

Materials

Textbook: Glencoe, 2005: Economics – Principles and Practices

SUBJECT AREA: Economics

LENGTH OF CLASS: One Semester

INSTRUCTOR: Mr. Simmons

**STANDARD 1: Understanding Civic Practices and Government Systems.
Benchmarks:**

- C. Understand methods used by the government to meet needs and wants of citizens, regulate territory, manage conflict, establish order and security, and balance competing conceptions of a just society.
- D. Understand how one person contributes politically and socially to the welfare of a democratic society.

Standards/ Benchmarks	Section from text	Critical Objective	Assessment	Infusion/ Provisions
1C	Ch. 2 sect. 1	Describe characteristics, advantages and disadvantages of the traditional, command and free market economies.	Chapter test, Quizzes, &/or Performance Assessment	HOTS, GS, LS, TAG, CS, MCGF, CF, TECH, SPECIAL, GUID, MEDIA, HGD
1C	Ch. 15 sect. 1	Describe the structure and regulatory responsibilities of the Federal Government.	Chapter test, Quizzes, &/or Performance Assessment	HOTS, GS, LS, TAG, CS, MCGF, CF, TECH, SPECIAL, GUID, MEDIA, HGD
1D	Ch. 6 sect. 1	Describe how prices act as signals that help us make our economic decisions.	Chapter test, Quizzes, &/or Performance Assessment	HOTS, GS, LS, TAG, CS, MCGF, CF, TECH, SPECIAL, GUID, MEDIA, HGD
1D	Ch. 12 sect. 1	Explain how individual saving is important for capital formation.	Chapter test, Quizzes, &/or Performance Assessment	HOTS, GS, LS, TAG, CS, MCGF, CF, TECH, SPECIAL, GUID, MEDIA, HGD

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Comments:

SUBJECT AREA: Economics

LENGTH OF CLASS: One Semester

INSTRUCTOR: Mr. Simmons

STANDARD 2: Understanding geographic information to understand people and places.

Benchmarks:

- C. Knows the geographic location and significance of important places, events, and nations.
- D. Know ethnic, cultural, and physical characteristics of different regions.

Standards/ Benchmarks	Section from Text	Critical Objective	Assessment	Infusion/ Provisions
2C	Ch. 17 sect. 1	Compare and contrast the absolute and comparative advantages the U.S. has in trade with its foreign markets.	Chapter test, Quizzes, &/or Performance Assessment	HOTS, GS, LS, TAG, CS, MCGF, CF, TECH, SPECIAL, GUID, MEDIA, HGD
2C	Ch. 19 sect. 1	State the concern for the plight of developing countries with economic development.	Chapter test, Quizzes, &/or Performance Assessment	HOTS, GS, LS, TAG, CS, MCGF, CF, TECH, SPECIAL, GUID, MEDIA, HGD
2D	Ch. 2 sect. 1	List the many weaknesses of the Command Economy.	Chapter test, Quizzes, &/or Performance Assessment	HOTS, GS, LS, TAG, CS, MCGF, CF, TECH, SPECIAL, GUID, MEDIA, HGD
2D	Ch. 19 sect. 1	List and discuss obstacles to economic development of foreign nations.	Chapter test, Quizzes, &/or Performance Assessment	HOTS, GS, LS, TAG, CS, MCGF, CF, TECH, SPECIAL, GUID, MEDIA, HGD

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Comments:

SUBJECT AREA: Economics

LENGTH OF CLASS: One Semester

INSTRUCTOR: Mr. Simmons

STANDARD 3: Understand the past, present, and future of various cultures.

Benchmarks:

- C. Understand how and why groups, societies, and cultures are similar to and different from us.
- D. Understand the causes and long term consequences of major historical events.

Standards/ Benchmarks	Section from Text	Critical Objective	Assessment	Infusion/ Provisions
3C	Ch. 7 sect. 1	Compare and contrast how a Free Market economy differs from other in providing for the wants and needs of its people.	Chapter test, Quizzes, &/or Performance Assessment	HOTS, GS, LS, TAG, CS, MCGF, CF, TECH, SPECIAL, GUID, MEDIA, HGD
3C	Ch. 3 sect. 3	Describe why multinational companies harm both its host nation and the U.S. economy	Chapter test, Quizzes, &/or Performance Assessment	HOTS, GS, LS, TAG, CS, MCGF, CF, TECH, SPECIAL, GUID, MEDIA, HGD
3D	Ch. 11 sect. 3	Relate the effects of Depression-Era bank failures on deposit insurance creation.	Chapter test, Quizzes, &/or Performance Assessment	HOTS, GS, LS, TAG, CS, MCGF, CF, TECH, SPECIAL, GUID, MEDIA, HGD
3D	Ch. 20 sect. 2	Describe the long term effects of the initial creation of the OPEC oil cartel in 1973.	Chapter test, Quizzes, &/or Performance Assessment	HOTS, GS, LS, TAG, CS, MCGF, CF, TECH, SPECIAL, GUID, MEDIA, HGD

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Comments:

SUBJECT AREA: Economics

LENGTH OF CLASS: One Semester

INSTRUCTOR: Mr. Simmons

**STANDARD 4: Understand resources, choices, and limitations.
Benchmarks:**

- C. Understand how the scarcity of productive resources requires the development of economic systems to make decisions about how goods and services are to be produced and distributed.
- D. Understand the role that supply and demand, prices, incentives, and profits play in determining what is produced and distributed in a free market economic system.

Standards/ Benchmarks	Section from Text	Critical Objective	Assessment	Infusion/ Provisions
4C	Ch. 1 sect. 1	Describe how productive resources are limited, thusly people cannot have everything they want.	Chapter test, Quizzes, &/or Performance Assessment	HOTS, GS, LS, TAG, CS, MCGF, CF, TECH, SPECIAL, GUID, MEDIA, HGD
4C	Ch. 1 sect. 3	Analyze trade offs and opportunity costs individual face each day.	Chapter test, Quizzes, &/or Performance Assessment	HOTS, GS, LS, TAG, CS, MCGF, CF, TECH, SPECIAL, GUID, MEDIA, HGD
4D	Ch. 4 Ch. 5 Ch. 6	Be able to graph both supply and demand to explain how prices are determined.	Chapter test, Quizzes, &/or Performance Assessment	HOTS, GS, LS, TAG, CS, MCGF, CF, TECH, SPECIAL, GUID, MEDIA, HGD
D	Ch. 12 sect. 3	Understand how individuals and firms measure stock market performance.	Chapter test, Quizzes, &/or Performance Assessment	HOTS, GS, LS, TAG, CS, MCGF, CF, TECH, SPECIAL, GUID, MEDIA, HGD

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Comments: