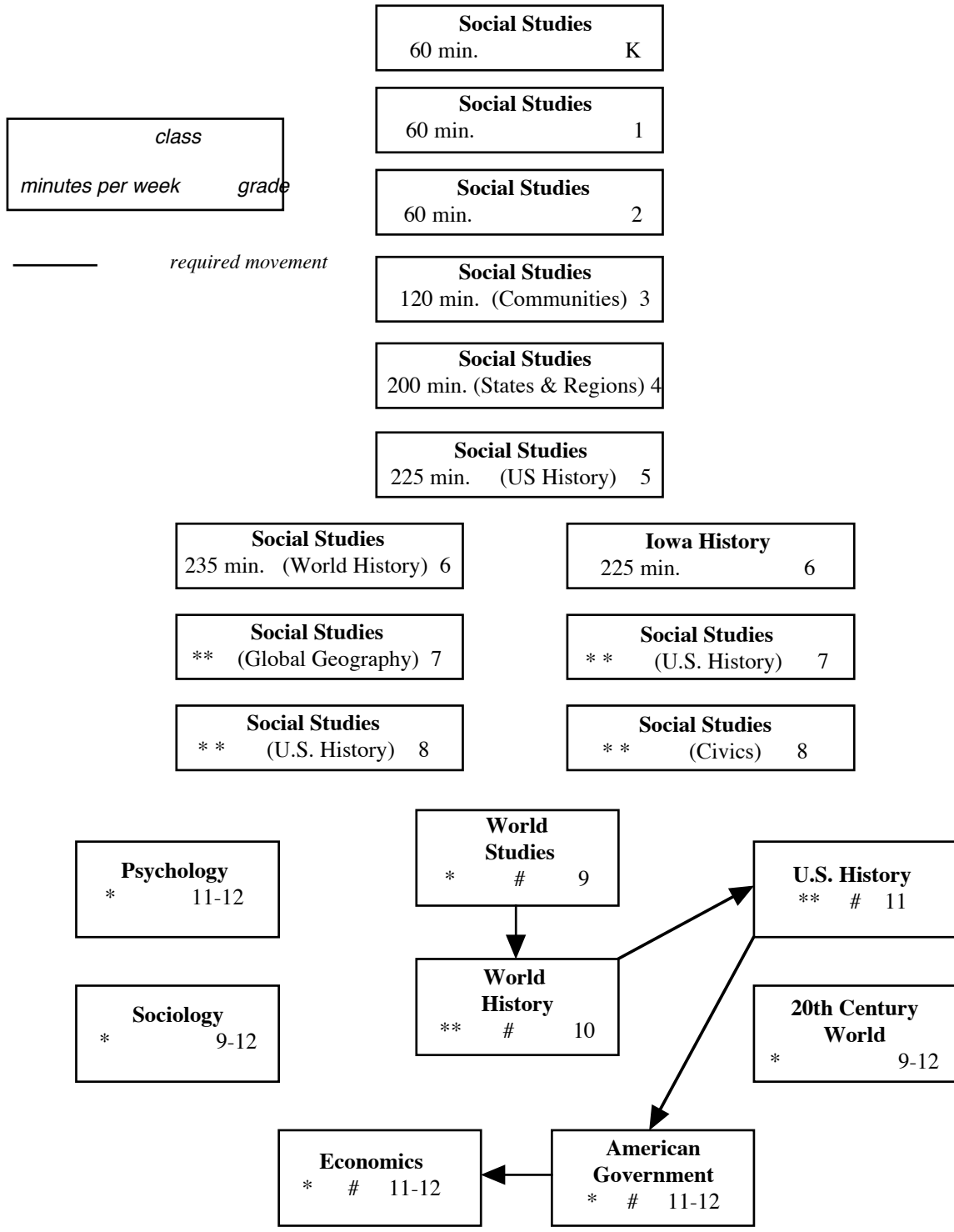


Social Studies Curriculum Program Structure



* 1 term course
 ** 2 term course
 # Required course

Social Studies Curriculum

Kindergarten

Standard

Benchmark

- 1 Understand cultural diversity in a global community.
 - 1 Understand similarities and differences among peoples
- 2 Understand long-term changes & reoccurring patterns in history
 - 1 Identifies the people, events, problems, and ideas that were significant in history.
 - 2 Understands family life in the past, present, & the future.
- 3 Acquire the knowledge and life skills necessary to become a productive citizen.
 - 1 Understand & apply the concept of citizenship.
- 4 Understand the concepts of economic & political systems and their effects on institutions.
 - 1 Demonstrates knowledge of basic economic principles
 - 3 Demonstrates an awareness of careers.
- 5 Utilize the skills & tools of social studies
 - 1 Know the location of school, home, neighborhood, community, state & country.
- 6 Understand the impact of science & technology on societies
 - 1 Know ways that technology is used at home & school.
 - 2 Know that new tools and ways of doing things affect all aspects of life

First Grade

Standard

Benchmark

- 2 Understand long-term changes & reoccurring patterns in history
 - 1 Identifies the people, events, problems, and ideas that were significant in history.
 - 2 Understands family life in the past, present, & the future.
- 3 Acquire the knowledge and life skills necessary to become a productive citizen.
 - 1 Understand & apply the concept of citizenship.
- 4 Understand the concepts of economic & political systems and their effects on institutions.
 - 3 Demonstrates an awareness of careers.
- 5 Utilize the skills & tools of social studies
 - 3 Use maps, graphs & timelines.
- 6 Understand the impact of science & technology on societies
 - 2 Know that new tools and ways of doing things affect all aspects of life

Second Grade

Standard

Benchmark

- 1 Understand cultural diversity in a global community.
 - 1 Understand similarities and differences among peoples
 - 2 Understands that each culture has distinctive characteristics.
- 2 Understand long-term changes & reoccurring patterns in history
 - 1 Identifies the people, events, problems, and ideas that were significant in history.

Social Studies Curriculum

- 3 Acquire the knowledge and life skills necessary to become a productive citizen.
 - 1 Understand & apply the concept of citizenship.
- 4 Understand the concepts of economic & political systems and their effects on institutions.
 - 2 Understands why people work.
 - 3 Demonstrates an awareness of careers.
- 5 Utilize the skills & tools of social studies
 - 2 Identifies states of the US, continents, bodies of water & major countries of the world.
 - 3 Use maps, graphs & timelines.
 - 4 Explain the characteristics of a variety of places or regions

Third Grade

Standard

Benchmark

- 1 Understand cultural diversity in a global community.
 - 1 Understand similarities and differences among peoples
 - 2 Understands that each culture has distinctive characteristics.
- 2 Understand long-term changes & reoccurring patterns in history
 - 1 Identifies the people, events, problems, and ideas that were significant in history.
 - 2 Understands family life in the past, present, & the future.
- 3 Acquire the knowledge and life skills necessary to become a productive citizen.
 - 3 Understands the sources, purposes and functions of government.
- 4 Understand the concepts of economic & political systems and their effects on institutions.
 - 1 Demonstrates knowledge of basic economic principles
 - 2 Understands why people work.
 - 3 Demonstrates an awareness of careers.
- 5 Utilize the skills & tools of social studies
 - 2 Identifies states of the US, continents, bodies of water & major countries of the world.
 - 3 Use maps, graphs & timelines.
 - 4 Explain the characteristics of a variety of places or regions
- 6 Understand the impact of science & technology on societies
 - 2 Know that new tools and ways of doing things affect all aspects of life

Fourth Grade

Standard

Benchmark

- 1 Understand cultural diversity in a global community.
 - 2 Understands that each culture has distinctive characteristics.
- 3 Acquire the knowledge and life skills necessary to become a productive citizen.
 - 1 Understand & apply the concept of citizenship.
 - 3 Understands the sources, purposes and functions of government.
- 4 Understand the concepts of economic & political systems and their effects on institutions.
 - 1 Demonstrates knowledge of basic economic principles
 - 3 Demonstrates an awareness of careers.

Social Studies Curriculum

- 5 Utilize the skills & tools of social studies
 - 1 Know the location of school, home, neighborhood, community, state & country.
 - 2 Identifies states of the US, continents, bodies of water & major countries of the world.
 - 3 Use maps, graphs & timelines.
 - 4 Explain the characteristics of a variety of places or regions
- 5 Utilize the skills & tools of social studies
 - 4 Explain the characteristics of a variety of places or regions

Fifth Grade

Standard

Benchmark

- 1 Understand cultural diversity in a global community.
 - 1 Understand similarities and differences among peoples
 - 2 Understands that each culture has distinctive characteristics.
- 2 Understand long-term changes and reoccurring patterns in history.
 - 1 Identifies the people, events, problems, and ideas that were significant in history.
 - 2 Understands family life in the past, present, and the future.
 - 3 Recognizes how events in history impact decisions regarding the future.
- 3 Acquire the knowledge and life skills necessary to become a productive citizen.
 - 1 Understand and apply the concept of citizenship.
 - 3 Understands the sources, purposes and functions of government.
- 4 Understand the concepts of economic and political systems and their effects on institutions.
 - 1 Demonstrates knowledge of basic economic principles.
 - 2 Understands why people work.
 - 4 Demonstrates knowledge of political systems throughout the world.
- 5 Utilize the skills and tools of social studies.
 - 2 Identifies states of the U.S., continents, bodies of water and major countries of the world.
 - 3 Use maps, graphs, and timelines.
 - 4 Explains the characteristics of a variety of places or regions.
- 6 Understand the impact of science and technology on societies.
 - 2 Know that new tools and ways of doing things affect all aspects of life.

Sixth Grade

Standard

Benchmark

- 1 Understand cultural diversity in a global community.
 - 1 Understand similarities and differences among peoples
 - 2 Understands that each culture has distinctive characteristics.
- 2 Understand long-term changes & reoccurring patterns in history
 - 1 Identifies the people, events, problems, and ideas that were significant in history.
 - 2 Understands family life in the past, present, & the future.
- 3 Acquire the knowledge and life skills necessary to become a productive citizen.
 - 1 Understand & apply the concept of citizenship.
 - 2 Understands the sources, purposes and functions of law.
 - 3 Understands the sources, purposes and functions of government.

Social Studies Curriculum

- 4 Understand the concepts of economic & political systems and their effects on institutions.
 - 1 Demonstrates knowledge of basic economic principles
 - 2 Understands why people work.
 - 4 Demonstrates an awareness of careers.
- 5 Utilize the skills & tools of social studies
 - 3 Use maps, graphs & timelines.
 - 4 Explain the characteristics of a variety of places or regions
- 6 Understand the impact of science & technology on societies
 - 1 Know ways that technology is used at home & school.
 - 2 Know that new tools and ways of doing things affect all aspects of life

Seventh Grade

Standard

Benchmark

- 1 Understand cultural diversity in a global community.
 - 1 Understand similarities and differences among peoples.
 - 2 Understands that each culture has distinctive characteristics.
- 2 Understand long-term changes and reoccurring patterns in history.
 - 1 Identifies the people, events, problems, and ideas that were significant in history.
- 4 Understand the concepts of economic and political systems and their effects on institutions.
 - 1 Demonstrates knowledge of basic economic principles.
 - 3 Demonstrates an awareness of careers.
- 5 Utilize the skills and tools of social studies.
 - 2 Identifies states of the US, continents, bodies of water and major countries of the world.
 - 3 Use maps, graphs and timelines.
 - 4 Explains the characteristics of a variety of places or regions.
- 6 Understand the impact of science and technology on societies.
 - 2 Know that new tools and ways of doing things affect all aspects of life.

Eighth Grade

Standard

Benchmark

- 1 Understand cultural diversity in a global community.
 - 1 Understand Similarities and differences among peoples.
- 2 Understand long-term changes & reoccurring patterns in history.
 - 1 Identifies the people, events, problems, and ideas that were significant in history.
 - 2 Understands family life in the past, present, and future.
 - 3 Recognizes how events in history impact decisions regarding the future.
- 3 Acquire the knowledge & life skills necessary to become a productive citizen.
 - 1 Understand and apply the concept of citizenship.
 - 2 Understands the sources, purposes and functions of law.
 - 3 Understands the sources, purposes and functions of government.
- 4 Understands the concepts of economic & political systems and their effects on institutions.
 - 1 Demonstrates knowledge of basic economic principles.
 - 3 Demonstrates an awareness of careers.
- 5 Utilize the skills and tools of social studies.
 - 3 Use maps, graphs, and timelines.
- 6 Understand the impact of science and technology on societies.
 - 2 Know that new tools and ways of doing things affect all aspects of life.

Social Studies Curriculum

High School Classes

WORLD STUDIES COURSE RATIONALE

World Studies will focus on geographic terms, latitude, longitude, and the five themes of geography: location, place, human environment interactions, movement, and regions. These themes will be used to study the physical, cultural, political, economic, and historic geography of the countries of the world. Introduction to current events will also be incorporated. Students will explore topics of national and global significance by examining issues from different viewpoints and reaching independent conclusions.

COURSE DESCRIPTION

World Studies is a one-term, coeducational, required freshman course. This course is designed to build upon geographic concepts and skills acquired at earlier grade levels. In the first part of the course, the students should acquire an understanding of the earth's physical features (land forms, water, soil, climate) and cultural (ideas and things devised by humans) features, their areal arrangements and interrelationships, and the forces that affect them. A subsequent study of selected cultural regions introduces students to the various ways people have coped with the limitations and opportunities of their physical surroundings. Additionally, this course should help students understand the interdependent nature of life and human aspirations on earth. Typically units include the physical world, sources of knowledge of the world, maps and globes, and the concept of culture region, (Latin American culture regions, African culture regions, Asian culture regions). The student will be expected to work cooperatively in groups. The student will also be responsible for keeping a 3-ring notebook for all handouts and assignments.

COURSE GOALS

AFFECTIVE DOMAIN:

The student will understand cultural diversity in a global community which includes understanding similarities and differences among peoples and understanding that each culture has distinctive characteristics.

COGNITIVE DOMAIN:

The student will utilize the skills and tools of social studies which includes: identifying continents, bodies of water, major countries of the world; using maps, graphs, and timelines; explaining the characteristics of a variety of places and regions.

PSYCHOMOTOR DOMAIN:

The student will demonstrate how to map, graph, and locate various regions and countries of the world and how to produce a timeline of events from different cultural regions.

CAREER EDUCATION:

The student will use the knowledge gained from various skills in geography and social studies to help them learn how to find information about careers and ask the important questions about self when considering possible careers.

COURSE OUTLINE/TIMELINE

- I. GEOGRAPHY SKILLS FOR LIFE (2 weeks)
 - A. Five Themes of Geography
 - a. Location
 - b. Place
 - c. Human-Environment Interaction
 - d. Movement
 - e. Regions
 - B. Six Essential Elements of Geographical Skills
 - a. The World in Spatial Terms
 - b. Places and Regions
 - c. Physical Systems
 - d. Human Systems
 - e. Environment and Society
 - f. The Uses of Geography
- II PHYSICAL AND HUMAN GEOGRAPHY (2 weeks)
 - A. Exploring Geography
 - B. Climate and Vegetation
 - C. Population and Culture
 - D. Resources and Land Use

Social Studies Curriculum

III. ASIA	(1.5 weeks)
A. Physical Geography of Asia	
B. The Cultural Geography of Asia	
C. Asia Today	
IV. AFRICA	(1.5 weeks)
A. Physical Geography of Africa	
B. The Cultural Geography of Africa	
C. Africa Today	
V. LATIN AMERICA	(2 weeks)
A. Physical Geography of Latin America	
B. The Cultural Geography of Latin America	
C. Latin America Today	

COURSE RESOURCES

Textbooks:

<u>World Geography</u> ; Richard G. Boehm; Glencoe McGraw-Hill, Columbus, OH.,	2003.
<u>World Geography: Building a Global Perspective</u> ; Baerwald & Fraser; Prentice Hall, Upple Saddle River, NJ.,	1998.

OTHER MATERIALS:

<u>Lessons on Asia</u> ; Shedlock; Learning Center USA, Scio, NY.,	1998.
<u>Lessons on Africa</u> ; Shedlock; Learning Center USA, Scio, NY.,	1998.
<u>Lessons on Latin America</u> ; Shedlock; Learning Center USA, Scio, NY.,	1998.

World Studies

Standard

Benchmark

- 5 Utilize the skills & tools of social studies.
- 4 Explains the characteristics of a variety of places or regions.

WORLD HISTORY

COURSE RATIONALE

This course encourages the student to ask large and searching questions about the human past, to compare patterns of continuity and change in different parts of the world, and to examine the histories and achievements of particular peoples or civilizations with an eye to wider social, cultural, or economic contexts.

COURSE DESCRIPTION

World History is a two-term, co-educational, two-credit, required sophomore course. Through instruction in this course, the student will become acquainted with the importance of history. The content will emphasize the contribution of Western Civilization. The first term covers ancient history, which is the history of mankind before 1500. The second term covers history of mankind after 1500 with the major emphasis on the period from 1850 to the present, and the roles played by the major European powers. The student will be expected to work cooperatively in groups. The student will also be responsible for keeping a 3-ring notebook for all handouts and assignments.

COURSE GOALS

AFFECTIVE DOMAIN:

The student will learn to appreciate that history provides the only avenue we have to reach an understanding of ourselves and of our society, in relation to human condition over time.

COGNITIVE DOMAIN:

The student will understand that history is a broadly integrative field which includes various spheres of human activity: social, political, scientific/technological, economic, and cultural.

PSYCHOMOTOR DOMAIN:

The student will practice and demonstrate the ability to think chronologically, to demonstrate historical comprehension, to use historical analysis and interpretation, to exhibit historical research capabilities, and to use historical issues-analysis and decision-making.

Social Studies Curriculum

CAREER EDUCATION:

The student will exhibit the ability to develop a comprehensive understanding of the world, and of the many cultures and ways of life different from their own.

COURSE OUTLINE/TIMELINE

- I. THE BEGINNINGS OF HUMAN SOCIETY (3 weeks)
 - A. The biological and cultural processes that gave rise to the earliest human communities.
 - B. The processes that led to the emergence of agricultural societies around the world.
- II. EARLY CIVILIZATIONS AND THE RISE OF PASTORAL PEOPLES, 4000-1000 BC (4 weeks)
 - A. The major characteristics of civilization and how civilizations emerged in Mesopotamia, Egypt, and the Indus valley.
 - B. How agrarian societies spread and new states emerged in the third and second millennia BC
 - C. The political, social, and cultural consequences of population movements and militarization in Eurasia in the second millennium BC
- III. CLASSICAL TRADITIONS, MAJOR RELIGIONS, AND GIANT EMPIRES, 1000 BC-300 AD (4 weeks)
 - A. Innovation and change from 1000-600 BC: horses, ships, iron, and monotheistic faith.
 - B. The emergence of Aegean civilization and how interrelations developed among peoples of the eastern Mediterranean and Southwest Asia, 600-200 BC
 - C. How major religions and large-scale empires arose in the Mediterranean basin, China, and India, 500 BC-300 AD
 - D. The development of early agrarian civilizations in Mesoamerica.
- IV. EXPANDING ZONES OF EXCHANGE AND ENCOUNTER, 300-1000 AD (4 weeks)
 - A. Imperial crises and their aftermath, 300-700 AD
 - B. Causes and consequences of the rise of Islamic civilization in the 7th-10th centuries.
 - C. Major developments in East Asia in the era of the Tang dynasty, 600-1000 AD
 - D. The search for political, social, and cultural redefinition in Europe, 500-1000 AD
 - E. The spread of agrarian populations and rise of states in Africa south of the Sahara.
 - F. The rise of centers of civilization in Mesoamerica and Andean South America in the first millennium AD
- V. INTENSIFIED HEMISPHERIC INTERACTIONS, 1000-1500 AD (4 weeks)
 - A. The maturing of an interregional system of communication, trade, and cultural exchange in an era of Chinese economic power and Islamic expansion.
 - B. The redefining of European society and culture, 1000-1300 AD
 - C. The rise of the Mongol empire and its consequences for Eurasian peoples, 1200-1350 AD
 - D. The growth of states, towns, and trade in Sub-Saharan Africa between the 11th and 15th centuries.
 - E. Patterns of crisis and recovery in Afro-Eurasia, 1300-1450 AD
 - F. The expansion of states and civilizations in the Americas, 1000-1500 AD
- VI. GLOBAL EXPANSION AND ENCOUNTER, 1450-1770 (5 weeks)
 - A. How the transoceanic interlinking of all major regions of the world from 1450 to 1600 led to global transformations.
 - B. How European society experienced political, economic, and cultural transformations in an age of global intercommunication, 1450-1750.
 - C. How large territorial empires dominated much of Eurasia between the 16th and 18th centuries.
 - D. Economic, political, and cultural interrelations among peoples of Africa, Europe, and the Americas, 1500-1750.
 - E. How Asian societies responded to the challenges of expanding European power and forces of the world economy.
 - F. Major global trends from 1450-1770.
- VII. AN AGE OF REVOLUTIONS, 1750-1914 (6 weeks)
 - A. The causes and consequences of political revolutions in the late 18th and early 19th centuries.
 - B. The causes and consequences of the agricultural and industrial revolutions, 1700-1850.
 - C. The transformation of Eurasian societies in an era of global trade and rising European power, 1750-1850.
 - D. Patterns of nationalism, state-building, and social reform in Europe and the Americas, 1830-1914.
 - E. Patterns of global change in the era of Western military and economic domination, 1850-1914.
 - F. Major global trends from 1750 to 1914.
- VIII. THE 20TH CENTURY (6 weeks)
 - A. Global and economic trends in the high period of Western dominance.
 - B. The causes and global consequences of World War I.
 - C. The search for peace and stability in the 1920s and 1930s.

Social Studies Curriculum

- D. The causes and global consequences of World War II.
- E. How new international power relations took shape following World War II.
- F. Promises and paradoxes of the second half of the 20th century.

COURSE RESOURCES

TEXTBOOK:

World History, Gordon; Amsco School Publications, Inc. New York, NY., 1986.

OTHER SOURCES:

Book 1: World History: Beginning-1200 A.D.; Miltner, Quinn, & Warren; The Center for Learning, USA., 1992.

Book 2: World History: 1201-1814; Lane, Miltner, & Warren; The Center for Learning, USA., 1992.

Book 3: World History: 1815-1919; Costello, Maloney, & Morgan; The Center for Learning, USA., 1992.

Book 4: World History: 1919-1992; Kovacs, Lambert, & Lane; The Center for Learning, USA., 1992.

Lessons on World History; Shedlock; Learning Center USA.,

1991.

Hooked on World History!; John Thompson, The Center for Applied Research in Education, West Nyack, NY., 1996.

World History

Standard

Benchmark

- 1 Understand cultural diversity in a global community.
 - 1 Understand similarities and differences among peoples.
 - 2 Understands that each culture has distinctive characteristics.
- 2 Understand long-term changes & reoccurring patterns in history.
 - 3 Recognizes how events in history impact decisions regarding the future.
- 4 Understand the concepts of economic & political systems and their effects on institutions.
 - 4 Demonstrates knowledge of political systems throughout the world.
- 5 Utilize the skills & tools of social studies.
 - 4 Explains the characteristics of a variety of places or regions.
- 6 Understand the impact of science & technology on societies.
 - 1 Know ways that technology is used at home & school.

UNITED STATES HISTORY

COURSE RATIONALE

This course provides the student with a historical background of where our nation has been, what its core values are, and what decisions of the past account for present circumstances. Without this background, preparation for our private lives and fulfillment and the preparation for public life as democratic citizens will not be fulfilled.

COURSE DESCRIPTION

U.S. History is a two-term, co-educational, two-credit, required junior course. Through instruction in this course, students will study the entire history of the United States from the colonial period up the present day. Major emphasis is placed on knowing what particular events took place to what decade and century. The student will be expected to work cooperatively in groups. The student will also be responsible for keeping a 3-ring notebook for all handouts and assignments. Many resources and activities will be incorporated to analyze our role as a world leader.

Social Studies Curriculum

COURSE GOALS

AFFECTIVE DOMAIN:

The student will learn to appreciate that history provides the only avenue we have to reach an understanding of ourselves and of our society, in relation to human condition over time.

COGNITIVE DOMAIN:

The student will understand that history is a broadly integrative field which includes various spheres of human activity: social, political, scientific/technological, economic, and cultural.

PSYCHOMOTOR DOMAIN:

The student will practice and demonstrate the ability to think chronologically, to demonstrate historical comprehension, to use historical analysis and interpretation, to exhibit historical research capabilities, and to use historical issues-analysis and decision-making.

CAREER EDUCATION:

The student will exhibit the ability to develop a comprehensive understanding of the world, and of the many cultures and ways of life different from their own.

COURSE OUTLINE/TIMELINE

- I. THREE WORLDS MEET(BEGINNINGS TO 1620) (3 Weeks)
- A. The characteristics of societies in the Americas, western Europe, and West Africa that increasingly interacted after 1450.
 - B. Early European exploration and colonization; the resulting cultural and ecological interactions.
- II. COLONIZATION AND SETTLEMENT(1585-1763) (3 Weeks)
- A. The early arrival of Europeans and Africans in the Americas, and how these people interacted with the Native Americans.
 - B. How political institutions and religious freedom emerged in the North American colonies.
 - C. How the values and institutions of European economic life took root in the colonies; how slavery reshaped European and African life in the Americas.
- III. REVOLUTION AND THE NEW NATION(1754-1820s) (3 Weeks)
- A. The causes of the American Revolution, the ideas and interests involved in forging the revolutionary movement, and the reasons for the American victory.
 - B. How the American Revolution involved multiple movements among the new nation's many groups to reform American society.
 - C. The institutions and practices of government created during the revolution and how they revised between 1787 and 1815 to create the foundation of the American political system.
- IV. EXPANSION AND REFORM(1801-1861) (4 Weeks)
- A. United States territorial expansion between 1801 and 1861, and how it affected relations with external powers and Native Americans.
 - B. How the industrial revolution, the rapid expansion of slavery, and the westward movement changed the lives of Americans and led toward regional tensions.
 - C. The extension, restriction, and reorganization of political democracy after 1800.
 - D. The sources and character of reform movements in the antebellum period and what the reforms accomplished or failed to accomplish.
- V. CIVIL WAR AND RECONSTRUCTION(1850-1877) (2 Weeks)
- A. The causes of the Civil War.
 - B. The course and character of the Civil War and its effects on the American people.
 - C. How various reconstruction plans succeeded or failed.
- VI. THE DEVELOPMENT OF THE INDUSTRIAL UNITED STATES(1870-1900) (3 Weeks)
- A. How the rise of big business, heavy industry, and mechanized farming transformed the American peoples.
 - B. Massive immigration after 1870 and how new social patterns, conflicts, and ideas of national unity developed amid growing cultural diversity.
 - C. The rise of the American labor movement, and how political issues reflected social and economic changes.
 - D. Federal Indian policy and United States foreign policy after the Civil War.

Social Studies Curriculum

- VII. THE EMERGENCE OF MODERN AMERICA(1890-1930) (3 Weeks)
- A. How Progressives and others addressed problems of industrial capitalism, urbanization, and political corruption.
 - B. The changing role of the United States in world affairs through World War I.
 - C. How the United States changed from the end of World War I to the eve of the Great Depression.
- VIII. THE GREAT DEPRESSION AND WORLD WAR II(1929-1945) (4 Weeks)
- A. The causes of the Great Depression and how it affected American society.
 - B. How the New Deal addressed the Great Depression, transformed American federalism, and initiated the welfare state.
 - C. The origins and course of World War II, the character of the war at home and abroad, and its reshaping of the U.S. role in world affairs.
- IX. POSTWAR UNITED STATES(1945 TO EARLY 1970s) (5 Weeks)
- A. The economic boom and social transformation of postwar America.
 - B. The postwar extension of the New Deal.
 - C. The Cold War and the Korean and Vietnam conflicts in domestic and international politics.
 - D. The struggle for racial and gender equality and for the extension of civil liberties.
- X. CONTEMPORARY UNITED STATES(1968 TO THE PRESENT) (6 Weeks)
- A. Major developments in foreign and domestic policies during the Cold War era
 - B. Major social and economic developments in contemporary America.

COURSE RESOURCES

TEXTBOOK:

History of a Free Nation; Bradon, McClutchen, & Ritchie;
Glencoe Division of MacMillian/MacGraw; Westerville, OH, 1992.

OTHER MATERIALS:

Book 1: U.S. History: America: Creating the Dream Beginnings-1865;
Ghiandoni & Wasowski; The Center for Learning, USA., 1997.

Book 2: U.S. History: The Emergence of Modern America 1866-1920;
Ghiandoni & Wasowski; The Center for Learning, USA., 1997.

Book 3: U.S. History: Prelude to Present 1920-1960;
Ghiandoni & Wasowski; The Center for Learning, USA., 1997.

Book 4: U.S. History: Seeking New Directions 1960-1990;
Ghiandoni & Wasowski; The Center for Learning, USA., 1997.

Hooked on American History!; John Thompson;
The Center For Applied Research in Education, West Nyack, NY., 1993.

Don't Know Much About History-Everything You Need to Know about American History but Never Learned;
Kenneth C. Davis, Avon Books, New York, NY., 1990.

United States History

Standard

Benchmark

- 1 Understand cultural diversity in a global community.
 - 1 Understand similarities and differences among peoples.
 - 2 Understands that each culture has distinctive characteristics.
- 2 Understand long-term changes and reoccurring patterns in history.
 - 1 Identifies the people, events, problems, and ideas that were significant in history.
 - 3 Recognizes how events in history impact decisions regarding the future.
- 3 Acquire the knowledge & life skills necessary to become a productive citizen.
 - 1 Understand & apply the concept of citizenship.
 - 2 Understands the sources, purposes and functions of law.
 - 3 Understands the sources, purposes and functions of government.

Social Studies Curriculum

- 5 Utilize the skills and tools of social studies.
 - 2 Identifies states of the US, continents, bodies of water and major countries of the world.
 - 3 Use maps, graphs, and timelines.
- 6 Understand the impact of science and technology on societies.
 - 2 Know that new tools and ways of doing things affect all aspects of life.

AMERICAN GOVERNMENT

COURSE RATIONALE

This course provides the student with an understanding of the history, development and current functions of the United States Government. It will give the student the tools necessary to be an informed participant in our political systems as well as the knowledge of how it compares to other governments.

COURSE DESCRIPTION

American government is one-term, co-educational, one-credit, required senior course. Through instruction in this course, students will understand and learn how to function in today's complex governmental system. Principles of government will be studied, including such things as the political process. The structure of our government will also be emphasized, including the structure of congress, the presidency and executive branch, and our system of courts. The student will be expected to work cooperatively in groups. The student will also be responsible for keeping a 3-ring notebook for all handouts and assignments.

COURSE GOALS

AFFECTIVE DOMAIN:

The student will learn the importance of their participation in the workings of local, state and federal government.

COGNITIVE DOMAIN:

The student will demonstrate an understanding of the history, development and current functions of United States government.

PSYCHOMOTOR DOMAIN:

The student will practice and develop essential skills that they will need to become active citizens in today's world.

CAREER EDUCATION:

Students will understand the involvement of government in business decisions and the positions of the political parties on issues and possible career opportunities in government.

COURSE OUTLINE/TIMELINE

- | | |
|---|-------------|
| I. INTRODUCTION | (2.5 weeks) |
| A. Democratic Voices in A Changing Society. | |
| B. Participation in Democracy. | |
| C. Federalism. | |
| D. Mass Media and Government. | |
| E. Congress. | |
| F. Legislative Process. | |
| G. Congress and the President. | |
| H. Federal Courts. | |
| I. Intergovernmental Relations. | |
| II. PROTECTING HUMAN RIGHTS | (2.5 weeks) |
| A. The Living Constitution. | |
| B. Constitution in Crisis. | |
| C. Bill of Rights. | |
| D. First Amendment Freedoms. | |
| E. Criminal Justice. | |
| F. Due Process of Law. | |
| III. THE POLITICS OF DEMOCRACY | (1 week) |
| A. Political Parties. | |
| B. Interest Groups. | |
| C. Media and Elections. | |

Social Studies Curriculum

- IV. INDIVIDUAL INVOLVEMENT IN GOVERNMENT (1 week)
- A. The Empty Voting Booth/Why Don't More Americans Vote?
 - B. The Initiative and Referendum
 - C. You CAN Influence Congress!

COURSE RESOURCES

TEXTBOOK:

West's American Government: West Publishing; St. Paul; 1993.

VIDEO SERIES:

Voices in Democracy: U.S. Government, Great Plains National, Lincoln, NE, 2000.

OTHER TEXTS USED:

*Book 1-U.S. Government-We The People, The Center for Learning, U.S., 1992.

*Book 2-U.S. Government-Government of the People and by the People,
Leach, Warren, & Wilhelms, U.S., 1992.

American Government

Standard

Benchmark

- 3 Acquire the knowledge & life skills necessary to become a productive citizen.
 - 1 Understand & apply the concept of citizenship.
 - 2 Understands the sources, purposes and functions of law.
 - 3 Understands the sources, purposes and functions of government.

SOCIOLOGY

COURSE DESCRIPTION

Sociology is a one-semester, co-educational, one-credit elective course available to seniors. Through instruction in this course, students will become acquainted with their cultural and social environment. Emphasis will be placed on cultural values, the individual and his/her personality, group behavior, the family, and social class systems. The student will also investigate the importance of today's social problems ; including problems of government, crime, poverty, population, pollution, war and the aged. Attempts will be made to look to the future and suggest possible solutions to these and other important cultural concerns.

COURSE RATIONALE

This Sociology course, with a full understanding, will change your life. Throughout this course you will feel yourself developing the sociological imagination. This will enable you to see a connection between the social forces around you and your life.

COURSE GOALS

AFFECTIVE DOMAIN:

The students will be learning to apply sociological knowledge in their personal lives and into the workplace.

COGNITIVE DOMAIN:

The student will learn to develop a sociological imagination which will help the student detect connection between their personal life and social world.

PSYCHOMOTOR DOMAIN:

The student will practice and demonstrate the use of sociological imagination. Another time and another place to identify customs and beliefs, to exhibit sociological research skills, and to use sociological issues analysis and decision-making skills.

CAREER EDUCATION: The student will be able to explain how globalization influences change, compare and contrast pressures on urban, suburban, and rural residents in the modern world.

COURSE OUTLINE/TIMELINE

- I. Sociological Perspectives
 - A. An invitation to Sociology (5 days)
 - B. Sociologists doing research (5 days)
- II. Culture and Social Structure
 - A. Culture (5 days)
 - B. Socialization (5 days)
 - C. Social Structure and Society (5 days)

Social Studies Curriculum

D. Groups and Formal Organizations	(5 days)
E. Deviance and Social Control	(5 days)
III. Social Inequality	
A. Social Stratification	(5 days)
B. Inequalities of race and ethnicity	(5 days)
C. Inequalities of gender and race	(5 days)
IV. Social Institutions	
A. The family	(5 days)
B. Education	(2 days)
C. Political and economic institutions	(2 days)
D. Religion	(2 days)
E. Sport	(2 days)
V. Social Change	
A. Population ad urbanization	(5 days)
B. Social Change and collective behavior	(5 days)

COURSE RESOURCES

Textbook: Sociology and You: Shepard & Green, National Textbook Company , Lincolnwood, Illinois: 2001
Activity Box---Sociology and You

Sociology

Standard

Benchmark

- 1 Understand cultural diversity in a global community.
 - 1 Understand similarities and differences among peoples.
 - 2 Understands that each culture has distinctive characteristics.
- 2 Understand long-term changes & reoccurring patterns in history.
 - 1 Identifies the people, events, problems, and ideas that were significant in history.
 - 2 Understands family life in the past, present, & the future.
 - 3 Recognizes how events in history impact decisions regarding the future.
- 3 Acquire the knowledge & life skills necessary to become a productive citizen.
 - 1 Understand & apply the concept of citizenship.
- 4 Understand the concepts of economic & political systems and their effects on institutions.
 - 2 Understands why people work.
 - 3 Demonstrates an awareness of careers.
 - 4 Demonstrates knowledge of political systems throughout the world.
- 5 Utilize the skills & tools of social studies.
 - 3 Use maps, graphs, & timelines.
 - 4 Explains the characteristics of a variety of places or regions.
- 6 Understand the impact of science & technology on societies.
 - 1 Know ways that technology is used at home & school.
 - 2 Know that new tools and ways of doing things affect all aspects of life.

PSYCHOLOGY

COURSE RATIONALE

Psychology will help students to gain a better understanding of people. Throughout the course, students will discover new ways of looking at and interpreting their own behavior. Daily events they might ordinarily take for granted may now become fuel for thought. Learning about psychology can help a student gain a better understanding of their own behavior, knowledge about how psychologists study human and human behavior, and practical applications for enriching their life.

Social Studies Curriculum

COURSE DESCRIPTION

Psychology is a one-term, co-educational, one-credit, elective course available to juniors and seniors. This course is an introductory course enabling students to gain knowledge of such topics as perception, motivation, emotion, memory and thought, the brain and behavior, altered states of consciousness (sleep, dreams, hypnosis), conflict and stress, development, personality, abnormal behavior, therapy and change, and experimentation. A psychology course can help students better understand themselves and others. The student will be expected to work cooperatively in groups. The student will also be responsible for keeping a 3-ring notebook for all handouts and assignments.

COURSE GOALS

AFFECTIVE DOMAIN:

The student will understand that the field of psychology is a relatively young social science yet very influential in one's daily life to better understand themselves and others behaviors.

COGNITIVE DOMAIN: The student will analyze the psychological perspective on various psychological content areas: development theory, memory, learning process, the interaction of the environment, problem solving and thinking, personality, and psychological disorders.

PSYCHOMOTOR DOMAIN: The student will demonstrate their understanding of various psychological experiments dealing with such topics as: memory, learning process, personality tests, problem solving and thinking, perception, emotion, and sensory processes.

CAREER EDUCATION: The student will examine the development of the science of psychology in the the 20th century. Also, examine the major subfields and career opportunities that comprise psychology.

COURSE OUTLINE/TIMELINE

- | | |
|--|-----------|
| I. INTRODUCING PSYCHOLOGY | (1 week) |
| A. Why Study Psychology? | |
| B. Overview of Psychology | |
| C. A Brief History of Psychology | |
| D. Psychology as a Profession | |
| II. MEMORY AND THOUGHT | (1 week) |
| A. Taking in Information | |
| B. Storing Information | |
| C. Retrieving Information | |
| D. Central Processing of Information | |
| III. MOTIVATION AND EMOTION | (1 week) |
| A. Biological Motives | |
| B. Social Motives | |
| C. Emotion | |
| IV. INFANCY AND CHILDHOOD | (2 weeks) |
| A. The Beginning of Life | |
| B. How Do Babies Grow? | |
| C. Intellectual Development | |
| D. Mental Retardation | |
| E. The Development of Language | |
| F. Emotional Development | |
| G. Socialization | |
| V. ADOLESCENCE | (1 week) |
| A. Views of Adolescence | |
| B. Personal Development | |
| C. Social Development | |
| D. Difficulties in the Transition from Late Adolescence to Adulthood | |
| VI. PSYCHOLOGICAL TESTING | (1 week) |
| A. Basic Characteristics of Tests | |
| B. Intelligence Testing | |
| C. Test-Taking Strategies | |
| D. Measuring Abilities and Interests | |

Social Studies Curriculum

- E. Personality Testing
- F. Situational Testing
- VII. ABNORMAL BEHAVIOR (2 weeks)
 - A. What is Abnormal Behavior?
 - B. The Problem of Classification
 - C. Anxiety-Based Disorders
 - D. Somatoform Disorders
 - E. Dissociative Disorders
 - F. Mood Disorders
 - G. Schizophrenia
 - H. Personality Disorders

COURSE RESOURCES

TEXTBOOK:

Psychology: It's Principles and Applications; Engle & Snellgrove;
Harcourt, Brace, & Jovanovich Publishers, Orlando, FL., 1987.

OTHER MATERIALS:

Lessons in Psychology; Eder,
J. Weston Walch Publishers, Portland, ME., 1985.

The Standard Deviants Study Sidekick: The Stimulating World of Psychology;
Fishman, Lescano, & Torgeson; Cerebellum Corporation, USA, 1997.

Psychology

Standard

Benchmark

- 1 Understand cultural diversity in a global community.
 - 1 Understand similarities and differences among peoples.
- 4 Understand the concepts of economic & political systems and their effects on institutions.
 - 3 Demonstrates an awareness of careers.
- 6 Understand the impact of science & technology on societies.
 - 2 Know ways that technology is used at home & school.

ECONOMICS

COURSE RATIONALE

This course provides the student with an economic background sufficient to function knowledgeably in our society. The student will understand the principles which underlie daily economic activity and how those principles affect their lives.

COURSE DESCRIPTION

Economics is a one-term, co-educational, one-credit, required course for all seniors. Economics is the study of how individuals and societies decide how to use scarce resources in order to satisfy their unlimited wants. Concepts that develop out of scarcity, should include supply-and-demand relationships, the business cycle, social costs and social goods, values and characteristics of command and market systems, the role of fiscal and monetary policy in our present-day economy, and the impact of international trade on all countries. Students will study the ideas of well-known economists of the nineteenth and twentieth centuries. Students will also gain an appreciation for the fact that they are responsible for contributing to society through business organizations and labor groups as producers as well as through their decisions as consumers. The student will be expected to work cooperatively in groups. The student will also be responsible for keeping a 3-ring notebook for all handouts and assignments.

COURSE GOALS

AFFECTIVE DOMAIN:

The student will appreciate the need to understand the underlying economic principles which effect his/her life, business, and family.

COGNITIVE DOMAIN:

The student will understand that who controls the factors of production determines what type of economy a nation has, how their choices play out in a market economy, the similarities and differences among the various nation's economies, the nature of global economics, the fundamentals of supply and demand and the stock market.

Social Studies Curriculum

PSYCHOMOTOR DOMAIN:

The student will be introduced to and show such skills as analyzing issues, making rational decisions, interpreting economic data found in graphs and charts, and estimating future trends and outcomes.

CAREER EDUCATION:

The student will discuss marketing, advertising, public relations, financing, supply and demand, scarce resources, the stock market and international trade in ways that illustrate to themselves career applications and possible problem solving scenarios in their own future businesses.

COURSE OUTLINE/TIMELINE

- I. FUNDAMENTAL ECONOMIC CONCEPTS (2.5 weeks)
 - A. Scarcity and Choice
 - B. Opportunity Cost and Trade-offs
 - C. Productivity
 - D. Economic Systems
 - E. Economic Institutions and Incentives
 - F. Exchange, Money, and Interdependence
- II. MICROECONOMIC CONCEPTS (2 weeks)
 - A. Markets and Prices
 - B. Supply and Demand
 - C. Competition and Market Structure
 - D. Income Distribution
 - E. Market Failures
 - F. The Role of Government
- III. MACROECONOMIC CONCEPTS (2.5 weeks)
 - A. Gross Domestic Product
 - B. Aggregate Supply and Aggregate Demand
 - C. Unemployment
 - D. Inflation and Deflation
 - E. Monetary Policy
 - F. Fiscal Policy
- III. INTERNATIONAL ECONOMIC CONCEPTS (2 weeks)
 - A. Absolute and Comparative Advantage and Barriers to Trade
 - B. Exchange Rates and the Balance of Payments
 - C. International Aspects of Growth and Stability
- IV. STOCK MARKET (6 weeks)
 - A. Introduction
 - B. Competition vs. Guthrie Center High Finance Club-2 terms
 - C. Competition vs. various schools in Buena Vista competition-

COURSE RESOURCES

Textbook: Economics Today and Tomorrow; Miller, Roger L.;
Glencoe, Westerville, OH, 1995.

Other Materials:
 Book 1-Economics: Microeconomics and the American Economy; Lambert, Pangroce, & Warren;
 The Center for Learning, New York, NY, 1997.
 Book 2-Economics: Macroeconomics and the American Economy; Lambert, Pangroce, & Warren;
 The Center for Learning, New York, NY, 1997.

Economics

Standard

Benchmark

- 3 Acquire the knowledge & life skills necessary to become a productive citizen.
 - 3 Understands the sources, purposes and functions of government.

Social Studies Curriculum

- 4 Understand the concepts of economic & political systems and their effects on institutions.
 - 1 Demonstrates knowledge of basic economic principles.
 - 2 Understands why people work.
 - 4 Demonstrates knowledge of political systems throughout the world.

20th CENTURY WORLD COURSE RATIONALE

This course provides the student with an understanding of the 20th century historically, politically, economically, socially, culturally, and how these events and people changed the modern world as we know it today.

COURSE DESCRIPTION

Twentieth Century World is a one-term, co-educational, one-credit, elective course available to all students. The student will be responsible for keeping a 3 ring-notebook for all handouts and assignments. Through the use of many reference materials, the student will gain an in-depth study of the modern world today. A dynamic 10-part video series entitled THE 20TH CENTURY brings back to life-the good and the bad-through insightful narration, rare photographs and stunning footage-some of which is being released to the public for the first time. Each decade will be explored in depth.

COURSE GOALS

AFFECTIVE DOMAIN:

The student will learn to appreciate that history is the discipline that can best help them to understand and deal with change, and at the same time to identify the deep continuities that link past and present.

COGNITIVE DOMAIN:

The student will understand that history is a broadly integrative field which includes various spheres of human activity: social, political, scientific/technological, economic, and cultural.

PSYCHOMOTOR DOMAIN:

The student will practice and demonstrate the ability to think chronologically, to demonstrate historical comprehension, to use historical analysis and interpretation, to exhibit historical research capabilities, and to use historical issues-analysis and decision-making.

CAREER EDUCATION:

The student will exhibit the ability to develop a comprehensive understanding of the world to help satisfy their longing for a sense of identity and of their time and place in the human story.

COURSE OUTLINE/TIMELINE

- I. 1900s-THE SEEDS OF PROGRESS (2.5 days)
 - A. The Industrial Revolution and the rise of urban living.
 - B. Massive immigration to the United States.
 - C. The rise of black culture and institutions.
 - D. Assassination of President McKinley.
 - E. Emergence of the United States as a global power.
- II. 1910s-THE MODERN ERA BEGINS (2.5 days)
 - A. Giant leaps in transportation, telecommunications, oil and steel industries.
 - B. Revolutions in Mexico, Ireland, Russia, and Germany.
 - C. World War I and the Versailles Treaty.
 - D. Women's suffrage movements in the United States and Great Britain.
 - E. Popular culture embodies everything from nickelodeons to jazz music.
- II. 1920s-A DECADE OF CONTRADICTIONS (1 week)
 - A. Prohibition leads to bootlegging and organized crime.
 - B. African-American culture accelerates while membership in the KKK reaches an all-time high.
 - C. Stalin and Mussolini gain power as America turns its back on international affairs.
 - D. American cities boom; agriculture lags.
 - E. Big spending and overproduction lead to the stock market crash.
- III. 1930s-THE GREAT DEPRESSION (1 week)
 - A. U.S. unemployment tops 15 million.

Social Studies Curriculum

- B. Drought devastates the Great Plains.
 - C. FDR implements his “New Deal”.
 - D. Americans turn to baseball, radio and movies for entertainment and escapism.
 - E. Stalin begins to “purge” his enemies while Japan and Germany flex their military muscles.
- IV. 1940s-WAR, RECOVERY AND REBIRTH (1 week)
- A. World War II, the Holocaust and the atomic bomb.
 - B. Women enter the work force in large numbers.
 - C. Israel declares its independence.
 - D. The Baby Boom begins.
 - E. Entertainment shifts to Big Bands, the jitterbug and crooners including Bing Crosby and Frank Sinatra.
- V. 1950s-PROMOTING THE AMERICAN DREAM (1 week)
- A. Arms race between the United States and the Soviet Union.
 - B. Senator Joseph McCarthy’s “witch hunts”.
 - C. The birth of the Civil Rights movement.
 - D. The rising influence of television.
 - E. Rock ‘N Roll and the conservative/religious reaction.
- VI. 1960s-A GLOBAL REVOLUTION (1 week)
- A. Tensions reach the boiling point between the United States and Cuba.
 - B. The assassinations of four political leaders.
 - C. The Vietnam War, anti-war demonstrations and the Civil Rights Movement.
 - D. The Space Race.
 - E. The hippie culture and the British Invasion.
- VII. 1970s-POWER PLAYS (1 week)
- A. The fall of Saigon.
 - B. The Watergate Scandal.
 - C. Americans taken hostage in Iran.
 - D. Home life changes dramatically with easier access to microwaves, fast food and VCR’s.
 - E. The Disco Revolution.
- VIII. 1980s-A DECADE OF DECADENCE (1 week)
- A. The Challenger, Chernobyl, Mount St. Helens and the Exxon Valdez disasters.
 - B. The shootings of President Reagan, Pope John Paul II, and John Lennon.
 - C. Improved relations between the United States and the Soviet Union.
 - D. The Savings & Loan Scandal and the Iran-Contra Affair.
 - E. An exploding market of cell phones, PCs and crack cocaine.
- IX. 1990s-AMERICA’S HARD DRIVE (1 week)
- A. The Persian Gulf War fought with computerized weapons.
 - B. Personal computers, beepers, cell phones and fax machines become commonplace.
 - C. Former communist nations make the difficult change to capitalism.
 - D. Shocking rise of violence and terrorism in the United States.
 - E. Athletes led by Michael Jordan, Wayne Gretzky, Sammy Sosa, and Mark McGuire become role models in American culture.

COURSE RESOURCES

- *THE 20TH CENTURY-10 part video series, MPI Teleproductions, Munter, Garte, Pelini, 1999
- *Lessons in World History, Shedlock, Learning Center USA, 1991.
- *Lessons in American History, Shedlock, LearningCenter USA, 1991.

20th Century World

Standard

Benchmark

- 2 Understand long-term changes & reoccurring patterns in history.
 - 1 Identifies the people, events, problems, and ideas that were significant in history.
 - 3 Recognizes how events in history impact decisions regarding the future.