

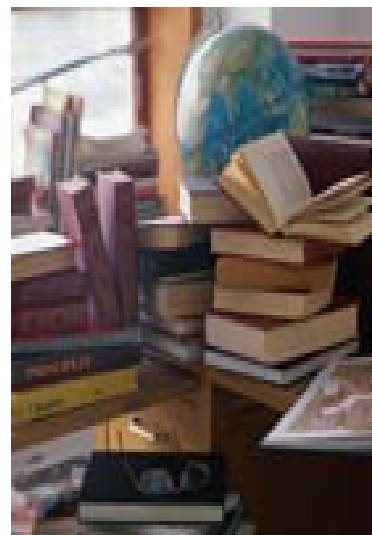
2006-2007 Curriculum Guide West Carroll High School (Grades 9-12)



Illinois Learning Standards

Social Science

The *Illinois Learning Standards for Social Science* were developed using the 1985 Illinois State Goals for Social Science, the National Standards for World History, the National Standards for United States History, the National Geography Standards, the National Standards for Civics and Government, other various state and national work, and local standards contributed by team members.

The integrated study of the social sciences and humanities promotes civic competence. Within the school program social science provides coordinated, systematic study of such disciplines as anthropology, economics, geography, history, law, political science, and sociology, as well as appropriate content from the humanities, mathematics and natural sciences. The study of social science helps people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.




Goal 14 - Political Systems  

Goal 15 - Economics  

Goal 16 - History  

Goal 17 - Geography  

Goal 18 - Social Systems  

Retrieved on May 7, 2007 at www.isbe.net.

West Carroll High School Social Science Course Offerings and Teachers in 2006-2007

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Course: Geography

Instructor: Mr. Travis Findlay

State Goal 17: Understand world geography and the effects of geography on society, with an emphasis on the United States.

State Learning Standards	Benchmark Level- Early High School	Curriculum Standard/Experience (Learner Objective)	Suggested Resources	Month(s) Taught
A. Locate, describe and explain places, regions and features on the Earth.	17.A.4a Use mental maps of physical features to answer complex geographic questions (e.g. how physical features have deterred or enabled migration).	*Translate a mental map into sketch form to illustrate relative location of, size of, and distances between geographic features *Understand how geography effects cultural diffusion	* Alaska map activity *Various map activities *Textbook *Creating a culture activity *Creating a Town Activity	All School Year
A. Locate, describe and explain places, regions and features on the Earth.	17.A.4b Use maps and other geographic instruments and technologies to analyze spatial patterns and distributions on earth.	* Demonstrate understanding of how to display spatial information by constructing maps, graphs, diagrams, and charts to display spatial information *Analyze patterns of movement in space and time	*Textbook *Various charts and graph worksheets *Where on earth activity *Earth and Space lecture and discussion *Weather map activities *”Living With Disaster” video	All School Year
B. Analyze and explain characteristics and interactions of the Earth’s physical systems.	17.B.4a Explain the dynamic interactions within and among the Earth’s physical systems including variation, productivity and constructive and destructive processes.	*Analyze the cause and effects of changes over time in physical landscapes as shown on the maps, graphs, and satellite produced images. *Predict the potential outcomes of the continued movement of Earth’s tectonic plates.	* Textbook *Lecture *Discussion *Forces Shaping the Earth Activity *San Andreas Fault diagram activity. *Pangea to ? Activity	August-October March

B. Analyze and explain characteristics and interactions of the Earth's physical systems.	17.B.4b Analyze trends in world demographics as they relate to physical systems	* Understand how culture traits and culture regions can influence the development of societies and create conflicts among nations. *Explain how people acquire and use the resources necessary to modify their environments *Identify reason related to the natural environment that influence the location of certain human activities	*Your culture Activity *Multinational Companies cause and effect *Discussion *Textbook *Developed vs. Developing Countries Discussion	September-October
C. Understand relationships between geographic factors and society	17.C.4a Explain the ability of modern technology to alter geographic features and the impacts of these modifications on human activities.	*Explain the patterns of natural resource distribution in various regions of the United States and the World *Identify reasons related to the natural environment that influence the location of certain human activities	Where's it from? Activity *Regions at a glance Activity *Countries at a glance Activity *Textbook *Discussion *Lecture Notes	November-May

Course: Geography

Instructor: Mr. Travis Findlay

State Goal 17: Understand world geography and the effects of geography on society, with an emphasis on the United States.

State Learning Standards	Benchmark Level- Early High School	Curriculum Standard/Experience (Learner Objective)	Suggested Resources	Month(s) Taught
C. Understand relationships between geographic factors and society	17.C.4b Analyze growth trends in selected urban areas as they relate to geographic factors	*Analyze rapidly growing urban centers to determine the impact of urban sprawl on the physical and human environment *Understand how business affects population distribution.	Growth of the Megalopolis Activity *Bringing Business Back to the South *Mid-West Cities Activity *Textbook *Discussion *Lecture Notes	November-December

Course: World History (Special Education)

Instructor: Mrs. Julee Hitz

State Goal 16: Analyze the roles of significant individuals and groups of people during important periods of time in history.

State Learning Standards	Benchmark Level-Early High School	Curriculum Standard/Experience (Learner Objective)	Suggested Resources	Month(s) Taught
A. Apply the skills of historical analysis and interpretation	16.A.4a Analyze and report historical events to determine cause-and-effect relationships.	-Understand how Greek civilization affected Roman Civilization -Identify the different points of view discussed during the Reformation -Be able to identify the effect WWI had on WWII -Understand how the American Revolution affected the French Revolution	-Textbook -Greek God Poster activity -Roman Empire Power point and essay -WWI Propaganda advertising assignment -Lecture and Note Taking	All School Year
A. Apply the skills of historical analysis and interpretation	16.A.4b Compare competing historical interpretations of an event	-Be able to compare and contrast information from two different sources -Understand how viewpoints may cause differences in information -Understand how preconceived notions may skew an author's interpretations of the facts.	-Lecture and Note Taking -Discussion -Textbook -Columbus Biography video -Examine letters of Civil War servicemen and chart -Read about the middle east in text and in current events	February, March, April, May

Course: World History (Special Education)

Instructor: Mrs. Julee Hitz

State Goal 16 b-d: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.

State Learning Standards	Benchmark Level- Early High School	Curriculum Standard/Experience (Learner Objective)	Suggested Resources	Month(s) Taught
B. Understand the development of significant political events	16.B.4a Identify political ideas that began during the Renaissance and the Enlightenment(e.g. church/state relationships)	-Identify common political trends in the eastern and western hemispheres after 1500 C.E. - Analyze the political cause and effect relationships caused created by European exploration and expansion in the eastern and western hemisphere	- Textbook -Lecture and Note Taking - Discussion -Leonardo Da Vinci Biography Movie -Great Renaissance inventors informational poster -European exploration Empires activity	January, February, March, April
C. Understand the development of economic systems	16.C.4a Describe the growing dominance of the American and European capitalism and the institutions after 1500	-Analyze the impact of long-term economic trends on the political, social, economic, and environmental developments of societies in different parts of the world 1500 CE to present -Understand how industrialization change the global economy.	-Textbook -Lecture -Discussion	March-May
C. Understand the development of economic	16.C.4c Describe the impact of key individuals/ideas from 1500-present,	- Understand how ideas change over time -Know the importance of	-Textbook -Lecture -Discussion - Biography Activity	February-April

systems.	including Adam Smith, Karl Marx, and John Maynard Keynes.	forward thinkers and their impact on the global society -Explain how changes in science and technology affected the exchange of goods and services among people of different geographical regions of the past	-Scientific Revolution Activities -Linking inventions of the past to the present activity	
D. Understand Illinois, United States, and world social history.	16.D.4 Identify significant events and developments since 1500 that altered world social history in ways that persist today including colonization, Protestant Reformation, industrialization, the rise of technology, and human rights movements.	-Analyze the consequences of discrimination past and present -Analyze the impact of mass migrations of people up the political, economic, social, and environmental aspects of a world region - Assess the impact of significant individuals or groups on world social history	-Textbook -Lecture -Discussion -Ancient Empire Brochures	February-May

Course: World History (Special Education)

Instructor: Mrs. Julee Hitz

State Goal 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.

State Learning Standards	Benchmark Level-Early High School	Curriculum Standard/Experience (Learner Objective)	Suggested Resources	Month(s) Taught
E. Understand Illinois, United States and World environmental history.	16.E.4a Describe how cultural encounters among peoples of the world (e.g. Columbian exchange, opening of China and Japan to external trade, building of Suez Canal) affected the environment, 1500-present.	-Describe the effects of the Columbian Exchange -Assess the effect of the industrial revolution on the physical environment in an industrialized country	-Lecture -Textbook -Travel Brochure activity - Test	April-May
E. Understand Illinois, United States and World environmental history.	16.E.4b Describe how migration has altered the world's environment since 1450.	*Understand the affect The African Dispora had on three continents. *Understand how cultural diffusion has created a global culture	-Textbook -Lecture Notes -Discussion -Current Event Magazine -Columbus Video	April-May

Course: World History

Instructor: Mr. Travis Findlay

State Goal 16: Analyze the roles of significant individuals and groups of people during important periods of time in history.

State Learning Standards	Benchmark Level- Early High School	Curriculum Standard/Experience (Learner Objective)	Suggested Resources	Month(s) Taught
A. Apply the skills of historical analysis and interpretation	16.A.4a Analyze and report historical events to determine cause-and-effect relationships.	*Understand how Greek civilization affected Roman Civilization *Identify the different points of view discussed during the Reformation *Be able to identify the effect WWI had on WWII *Understand how the American Revolution affected the French Revolution	*Textbook *Greek and Roman Civilization Activity *Reformation cause and effect chart activity *WWI and WWII Venn Diagram *Lecture and Note Taking	All School Year
A. Apply the skills of historical analysis and interpretation	16.A.4b Compare competing historical interpretations of an event	*Be able to compare and contrast information from two different sources *Understand how viewpoints may cause differences in information *Understand how preconceived notions may skew an author's interpretations of the facts.	*Lecture and Note Taking *Discussion *Textbook *Napoleon poster activity *European colonization powers compare and contrast activity *Columbus Biography video	February-May

Course: World History

Instructor: Mr. Travis Findlay

State Goal 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.

State Learning Standards	Benchmark Level- Early High School	Curriculum Standard/Experience (Learner Objective)	Suggested Resources	Month(s) Taught
B. Understand the development of significant political events	16.B.4a Identify political ideas that began during the Renaissance and the Enlightenment(e.g. church/state relationships)	*Identify common political trends in the eastern and western hemispheres after 1500 C.E. * Analyze the political cause and effect relationships caused created by European exploration and expansion in the eastern and western hemisphere	* Textbook *Lecture and Note Taking * Discussion * Leonardo Da Vinci Biography *Reformation Compare and Contrast Activity *European exploration Empires activity	January-April
B. Understand the development of significant political events	16.B.4b Identify political ideas from the early modern historical era to the present which have had worldwide impact	* Understand how the political revolutions of Europe and the United States were related * Identify the components of the Cold War and the impact of the global leaders of this era.	*Textbook *Lecture Notes *Discussion *American and French Revolutions Venn Activity *Cold War at Home and Abroad Activity	March-April
C. Understand the development of economic systems.	16.C.4a Describe the growing dominance of the American and European capitalism and the institutions after 1500.	*Analyze the impact of long-term economic trends on the political, social, economic, and environmental developments of societies in different parts of the world 1500 CE to present * Understand how industrialization change the global economy.	* Textbook *Lecture *Discussion *Post Cold War Activity *Commercial Revolution Activity *Raw materials Activity *Setting up a Company	March-May

<p>C. Understand the development of economic systems.</p>	<p>16.C.4c Describe the impact of key individuals/ideas from 1500-present, including Adam Smith, Karl Marx, and John Maynard Keynes.</p>	<ul style="list-style-type: none"> * Understand how ideas change over time * Know the importance of forward thinkers and their impact on the global society * Explain how changes in science and technology affected the exchange of goods and services among people of different geographical regions of the past. 	<ul style="list-style-type: none"> *Textbook *Lecture *Discussion * Biography Activity *Scientific Revolution Activities *Linking inventions of the past to the present activity 	<p>February-April</p>
<p>D. Understand Illinois, United States, and world social history.</p>	<p>16.D.4 Identify significant events and developments since 1500 that altered world social history in ways that persist today including colonization, Protestant Reformation, industrialization, the rise of technology, and human rights movements.</p>	<ul style="list-style-type: none"> *Analyze the consequences of discrimination past and present *Analyze the impact of mass migrations of people up the political, economic, social, and environmental aspects of a world region * Assess the impact of significant individuals or groups on world social history 	<ul style="list-style-type: none"> *Textbook *Lecture *Discussion *Columbus Posters *Reformation Activities *Post World War II group migration activity 	<p>February-May</p>

Course: World History

Instructor: Mr. Travis Findlay

State Goal 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.

State Learning Standards	Benchmark Level- Early High School	Curriculum Standard/Experience (Learner Objective)	Suggested Resources	Month(s) Taught
E. Understand Illinois, United States and World environmental history.	16.E.4a Describe how cultural encounters among peoples of the world (e.g. Columbian exchange, opening of China and Japan to external trade, building of Suez Canal) affected the environment, 1500-present.	*Describe the effects of the Columbian Exchange *Assess the effect of the industrial revolution on the physical environment in an industrialized country	*Age of Exploration Expansion Activity *Industrialization Vs. Environmentalism Debate *Lecture *Textbook *Discussion	February April-May
E. Understand Illinois, United States and World environmental history.	16.E.4b Describe how migration has altered the world's environment since 1450.	*Understand the affect The African Dispora had on three continents. *Understand how cultural diffusion has created a global culture	*Textbook *Lecture Notes *Discussion *Where's it From Activity	January April-May

Course: American History (Special Education)

Instructor: Mrs. Julee Hitz

STATE GOAL 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.

State Learning Standards	Benchmark Level- High School	Curriculum Standard/Experience (Learner Objective)	Suggested Resources	Month(s) Taught
A. Apply the skills of historical analysis and interpretation.	16.A.3a Describe how historians use models for organizing historical interpretation (e.g.,	Analyze primary sources to show how history is interpreted.	- Declaration of Independence primary source	August and September October through December and January

	biographies, political events, issues and conflicts).		Work -native American report -textbook	
A. Apply the skills of historical analysis and interpretation.	16.A.4a Analyze and report historical events to determine cause-and-effect relationships.	Assess the effects that unexpected events had on the long-term trends of a given period.	- World War II notes - movie "Schindlers List" -lecture notes -textbook work in "America's Story" by Steck-Vaughn -chapter test	April-May
A. Apply the skills of historical analysis and interpretation.	16.A.3b Make inferences about historical events and eras using historical maps and other historical sources.	Analyze troop movement and the outcome of war through primary sources and maps.	-World War I map assignment - Documentary -lecture notes -textbook work in "America's Story" by Steck-Vaughn -chapter test	February
A. Apply the skills of historical analysis and interpretation.	16.A.4b Compare competing historical interpretations of an event.	Comprehend how different points of view can affect how history is written or told.	- Native American reports off of internet search - Class discussion -lecture notes -textbook work in "America's Story" by Steck-Vaughn	January/February

B. Understand the development of significant political events.	16.B.3b (US) Explain how and why the colonies fought for their independence and how the colonists' ideas are reflected in the Declaration of Independence and the United States Constitution.	Analyze the four parts of the Declaration of Independence and the affects that it had on the Colonists.	- Declaration of Independence primary source study - Declaration of Independence Movie quiz -lecture notes -textbook work in "America's Story" by Steck-Vaughn -chapter test	September
B. Understand the development of significant political events.	16.B.3c (US) Describe the way the Constitution has changed over time as a result of amendments and Supreme Court decisions.	Analyze the affects of Supreme Court decisions on the interpretation of the Constitution over time.	-textbook work in "America's Story" by Steck-Vaughn -chapter test	April
B. Understand the development of significant political events.	16.B.4 (US) Identify political ideas that have dominated United States historical eras (e.g., Federalist, Jacksonian, Progressivist, New Deal, New Conservative)	Compare and contrast the initial philosophy of political institution or group with its later and or contemporary philosophy.	-lecture notes -textbook work in "america's Story" by Steck-Vaughn "new York Times" Current Events Magazine -chapter test	December-April
C. Understand the development of economic systems.	16.C.4a (US) Explain how trade patterns developed between the Americas and the rest of the global economy, 1500 -	Compare and contrast the economies of the North and the South prior to the Civil War and the effects that it had on the	- "North and South" Movie -lecture notes -textbook work in "America's	March

	1840.	Country (tariffs and foreign trade).	Story” by Steck-Vaughn -chapter test	
C. Understand the development of economic systems.	16.C.4b (US) Analyze the impact of westward expansion on the United States economy.	Analyze the affect of Westward Expansion on the economy of the United States focusing on changing of the infrastructure and the types of trade within the country and with other countries.	-lecture notes -textbook work in “America’s Story” by Steck-Vaughn Map work in supplemental book “Map Skills of the World” by Steck Vaughn -chapter test	September –Oct And April
C. Understand the development of economic systems.	16.C.4c (US) Describe how American economic institutions were shaped by industrialists, union leaders and groups including Southern migrants, Dust Bowl refugees, agricultural workers from Mexico and female workers since 1914.	Assess the significance of economic changes within the United States that was based on the economic depression of a specific group of people.	- Movie “Far and Away” - Migrant worker map work -lecture notes -textbook -chapter test	March
D. Understand Illinois, United States and world social history.	16.D.4a (US) Describe the immediate and long-range social impacts of slavery.	Analyze the affects of slavery and its end on the economic system of the south and the social hierarchy of the United States.	- Movie “North and South” -lecture notes -textbook work in “America’s Story” by Steck-Vaughn -paragraph writing on relevance of	March-April

			movie w/book	
D. Understand Illinois, United States and world social history.	16.D.5 (US) Analyze the relationship between an issue in United States social history and the related aspects of political, economic and environmental history.	Analyze the impact of World War II on the economy, political views, and the environment in the United States.	-lecture notes -textbook work in “America’s Story” by Steck- Vaughn -chapter test	April-May
D. Understand Illinois, United States and world social history.	16.D.4b (US) Describe unintended social consequences of political events in United States history (e.g., Civil War/emancipation, National Defense Highway Act/decline of inner cities, Vietnam War/anti- government	Analyze the affect of the Vietnam war on the social structure of the United States and the difference between those who supported the troops and the anti-war protesters.	-lecture notes -textbook work in “America’s Story” by Steck- Vaughn -chapter test	May

Course: U.S. History

Instructor: Mrs. Monica Burkholder

State Goal 16: Understanding events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.

State Learning Standards	Benchmark Level-High School	Curriculum Standard/Experience (Learner Objective)	Suggested Resources	Month(s) Taught
A. Apply the skills of historical analysis and interpretation.	16.A.3a Describe how historians use models for organizing historical interpretation (e.g., biographies, political events, issues and conflicts).	Analyze primary sources to show how history is interpreted.	- Native American resistance primary source worksheet -lecture notes -textbook	November
A. Apply the skills of historical analysis and interpretation.	16.A.4a Analyze and report historical events to determine cause-and-effect relationships.	Assess the effects that unexpected events had on the long-term trends of a given period.	- World War II overhead questions. -World War II movie -Battle Project Presentations -lecture notes -textbook -chapter test	March
A. Apply the skills of historical analysis and interpretation.	16.A.3b Make inferences about historical events and eras using historical maps and other historical sources.	Analyze troop movement and the outcome of war through primary sources and maps.	-World War I map. Documentary "Guns of August" -World War I battle project presentations -lecture notes -textbook -chapter test	February
A. Apply the skills of historical analysis and interpretation.	16.A.4b Compare competing historical interpretations of an event.	Comprehend how different points of view can affect how history is written or told.	- Spanish/American War primary source. - Class discussion -lecture notes -textbook	January/February

B. Understand the development of significant political events.	16.B.3b (US) Explain how and why the colonies fought for their independence and how the colonists' ideas are reflected in the Declaration of Independence and the United States Constitution.	Analyze the four parts of the Declaration of Independence and the affects that it had on the Colonists.	- Declaration of Independence - Declaration of Independence with comments. -lecture notes -textbook -chapter test	September
B. Understand the development of significant political events.	16.B.4 (US) Identify political ideas that have dominated United States historical eras (e.g., Federalist, Jacksonian, Progressivist, New Deal, New Conservative).	Compare and contrast the initial philosophy of political institution or group with its later and or contemporary philosophy.	- Historical Political Party chart. - The demise of specific political parties due to the end of an issue. -lecture notes -textbook -chapter test	December
B. Understand the development of significant political events.	16.B.3c (US) Describe the way the Constitution has changed over time as a result of amendments and Supreme Court decisions.	Analyze the affects of Supreme Court decisions on the interpretation of the Constitution over time.	-Supreme Court Case booklet. - Brown v. Board movie clip. -lecture notes -textbook -chapter test	April
C. Understand the development of economic systems.	16.C.4a (US) Explain how trade patterns developed between the Americas and the rest of the global economy, 1500 - 1840.	Compare and contrast the economies of the North and the South prior to the Civil War and the effects that it had on the Country (tariffs and foreign trade).	- Civil War information packet. -Civil War Economy overhead -lecture notes -textbook -chapter test	October
C. Understand the development of economic	16.C.5a (US) Analyze how and why the role of the United States in the world	Assess the significance of watershed event in United States economic history	-overhead summary of NAFTA. --lecture notes -textbook	May

systems.	economy has changed since World War II.	focusing on NAFTA.	-chapter test	
C. Understand the development of economic systems.	16.C.4b (US) Analyze the impact of westward expansion on the United States economy.	Analyze the affect of Westward Expansion on the economy of the United States focusing on changing of the infrastructure and the types of trade within the country and with other countries.	-lecture notes -textbook -chapter test	September thru November
C. Understand the development of economic systems.	16.C.5b (US) Analyze the relationship between an issue in United States economic history and the related aspects of political, social and environmental history.	Analyze the affects of the New Deal on the benefits for U.S. citizens and illegal immigration.	-New Deal hand out with provisions. - Summary of benefits -Discussion of the affects of the New Deal for the people of the Untied States. -lecture notes -textbook -chapter test	February/ March
C. Understand the development of economic systems.	16.C.4c (US) Describe how American economic institutions were shaped by industrialists, union leaders and groups including Southern migrants, Dust Bowl refugees, agricultural workers from Mexico and female workers since 1914.	Assess the significance of economic changes within the United States that was based on the economic depression of a specific group of people.	- Movie "1930's Depression" - Discussion of summary of "Grapes of Wrath" - Migrant worker discussion -lecture notes -textbook -chapter test	March
D. Understand	16.D.4a (US) Describe the	Analyze the affects of slavery and its	- Reconstruction overhead	November

Illinois, United States and world social history.	immediate and long-range social impacts of slavery.	end on the economic system of the south and the social hierarchy of the United States.	-lecture notes -textbook -chapter test	
D. Understand Illinois, United States and world social history.	16.D.5 (US) Analyze the relationship between an issue in United States social history and the related aspects of political, economic and environmental history.	Analyze the impact of World War II on the economy, political views, and the environment in the United States.	- World War II at home overheads. - Movie “1950’s” -lecture notes -textbook -chapter test	March
D. Understand Illinois, United States and world social history.	16.D.4b (US) Describe unintended social consequences of political events in United States history (e.g., Civil War/emancipation, National Defense Highway Act/decline of inner cities, Vietnam War/anti-government activity).	Analyze the affect of the Vietnam war on the social structure of the United States and the difference between those who supported the troops and the anti-war protesters.	- Movie, “1960’s” - Vietnam Battle Projects -lecture notes -textbook -chapter test	April
E. Understand Illinois, United States and world environmental history.	16.E.4a (US) Describe the causes and effects of conservation and environmental movements in the United States, 1900 - present.	Evaluate the importance of an environmental issue on the conduct of political life in United States.	- Oil consumption and use chart. - Renewable energy chart -lecture notes -textbook	May
E. Understand Illinois, United States and world environmental history.	16.E.5a (US) Analyze positive and negative aspects of human effects on the environment in the United States	Analyze the effects of nuclear power on the environment both positive and negative.	- Article about Three Mile Island - movie “1980’s” -lecture notes -textbook -chapter test	May

	including damming rivers, fencing prairies and building cities.			
E. Understand Illinois, United States and world environmental history.	16.E.4b (US) Describe different and sometimes competing views, as substantiated by scientific fact, that people in North America have historically held towards the environment (e.g., private and public land ownership and use, resource use vs. preservation).	Assess the use of fossil fuels vs. renewable sources of energy and its affect on the history of the United States.	-lecture notes -textbook	May
E. Understand Illinois, United States and world environmental history.	16.E.5b (US) Analyze the relationship between an issue in United States environmental history and the related aspects of political, economic and social history.	Evaluate how special interest lobbyist affect politcs and the people who hold power.	- Lobbying handout -Internet search sheet -lecture notes -textbook -chapter test	March

Course: U.S. History

Instructor: Mrs. Monica Burkholder

State Goal 18: Understand social systems, with an emphasis on the United States.

State Learning Standards	Benchmark Level High School	Curriculum Standard/Experience (Learner Objective)	Suggested Resources	Month(s) Taught
A. Compare characteristics of culture as reflected in language, literature, the	18.A.5 Compare ways in which social systems are affected by political,	Analyze how the United States changed after the Civil War.	-Notes and lecture over Reconstruction. -textbook - Reconstruction	October/November

arts, traditions and institutions.	environmental, economic and technological changes.		test	
C. Understand how social systems form and develop over time.	18.C.4a Analyze major cultural exchanges of the past (e.g., Colombian exchange, the Silk Road, the Crusades).	Analyze the relationship between White Americans and Native Americans from 1800-1900.	-Notes and lecture over Westward Expansion. -Movie “The Real West” - textbook -Chapter tests.	September thru November

Course: U.S. HISTORY

Instructor: Mr. Tom Hoch

State Goal 16: Understand events, trends, individuals, and movements shaping the history of Illinois, the United States, and other nations.

State Learning Standards	Benchmark Level- Early High School	Curriculum Standard/Experience (Learner Objective)	Suggested Resources	Month(s) Taught
A. Apply the skills of historical analysis and interpretation.	16.A.4a Analyze and report historical events to determine cause-and-effect relationships.	Students will demonstrate their understanding of the following events: North vs. South ideology, Lincoln’s role in history, concept of freedom and connections to the modern world. Assessment tools: Exams, individual writings, group and individual projects.	Textbook, videos (<i>Gettysburg</i>), Internet (various sites), teacher hand-outs (Civil War packet). Additional books: <i>Little Known Facts of the Civil War, Lincoln; The Man and the Myth, Civil War Blunders, Valor</i>	September
		Students will demonstrate their understanding of the following events: Reconstruction, U.S. role in the international community, civil rights, westward expansion, industry, and leadership.	Textbook, videos (<i>The Best of the Real West</i>), Internet (various sites), teacher hand-outs. Additional books: <i>Time-Life Old West Series,</i>	October

		Assessment tools: Exams, individual writings, group and individual projects.	<i>Draw!</i>	
B. Understand the development of significant political events.	16.B.4 (U.S.) Identify political ideas that have dominated U.S. historical eras (e.g., Federalists, Jacksonian, Progressivist, New Deal, New Conservative)	Students will demonstrate their knowledge of The Gilded Age, industrial leadership vs. labor, political and industrial reform. International involvement, and connections to the modern world. Assessment tools: Exams, individual writings, group and individual projects.	Textbook, videos (<i>Teddy Roosevelt, Great Events of the 20th Century</i>), Internet, teacher hand-outs.	November
		Students will demonstrate their knowledge of the government's role in everyday life, World War I, civil and womens' rights. Assessment tools: Exams, individual writings, group and individual projects.	Textbook, videos, Internet (web quest), teacher hand-outs.	December
		Students will demonstrate their knowledge of the following 1920's issues: U.S. expansion, leadership, economy, education, prohibition, and international involvement, technology and connections to the modern world.	Textbook, videos, Internet, teacher hand-outs.	January/February

		<p>Assessment tools: Exams, individual writings, group and individual projects.</p> <p>Students will demonstrate their knowledge of the following 1930's issues: The Depression, FDR's role, Henry Ford and other U.S. business leaders' role, international relations, immigration, revival of isolationism, technology, connections to the modern world.</p> <p>Assessment tools: Exams, individual writings, group and individual projects.</p> <p>Students will demonstrate their knowledge of the following issues of the 1940's: WW II--- causes, leaders, specific events. Technology, U.S. role as a superpower following the war, industrial and social recovery from the war.</p> <p>Assessment tools: Exams, individual writings, group and individual projects.</p>	<p>Textbook, videos (<i>The Depression, FDR</i>), Internet, teacher hand-outs</p> <p>Textbook, videos (<i>D-day, Pearl Harbor, Great Escapes of WW II, The 1940's</i>), Internet, teacher hand-outs.</p>	<p>March/April</p> <p>April/May</p>
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Course: Micro/Macro-Economics

Instructor: Mr. Tom Hoch

State Goal 15: Understand economic systems, with an emphasis on the U.S.

State Learning Standards	Benchmark Level- Early High School	Curriculum Standard/Experience (Learner Objective)	Suggested Resources	Month(s) Taught
A. Understand how different economic systems operate in the exchange, production, distribution, and consumption of goods and services.	15.A.4a Explain how national economies vary in the extent that government and private markets help allocate goods, services and resources.	Students will display a working knowledge of economic terms (scarcity, wants, needs, etc.) and will be able to satisfactorily explain the roles of governments and the private sector when dealing with goods, services, and resources.	Textbook, newspapers, Internet (nyse.com, ibd.com, etc.) television, videos and teacher hand-outs.	September
	15.A.4c Analyze the impact of inflation on an individual and the economy as a whole	Through exams and individual writings, students will explain the different aspects of inflation and how it affects the lives of citizens, with respect to individual and collective finance.	Textbook, newspapers, Internet, television, magazine articles, and teacher hand-outs. Additional books--- <i>Rich Dad, Poor Dad, The Richest Man in Babylon, Think and Grow Rich</i>	September/October
D. Understand trade as an exchange of goods and services.	15.D.5a Explain how transaction costs affect decisions to produce or consume.	Through exams, individual writings, and projects students will display their understanding of competition, entrepreneurship, financing, government policies, and investment vehicles (stocks, bonds, etc.)	Textbook, newspapers, Internet, television, magazine articles, teacher hand-outs, spreadsheets, and videos. Additional books--- <i>The Millionaire Next Door, How to Retire at Fort, Economics for Dummies.</i>	October/November

	15.D.5c Explain how technology has affected trade in the areas of transportation, communication, finance, and manufacturing.	Through exams, individual writings, and projects, students will demonstrate a working knowledge of how technology affects marketing, distribution, labor, cost of materials and goods, and production creation and innovation.	Textbook, television, articles, Internet, teacher hand-outs. Additional books--- <i>The World is Flat and Freakonomics.</i>	November/December
E. Understand the impact of government policies and decisions on production and consumption in the economy.	15.E.5b Describe how fiscal, monetary and regulatory policies affect overall levels of employment, output and consumption.	Students will demonstrate their understanding of the federal reserve, monetary policy, the stock market, and the government's future role in economics. Flow charts, individual writings, and exams will be the major instruments used to show understanding.	Text, Internet, articles, teacher hand-outs, and videos. Additional books: <i>Taking Sides; Clashing Views on Controversial Economic Issues, Essential Economics</i>	December/January

Course: Modern U.S. History/Current Issues

Instructor: Mr. Tom Hoch

State Goal 16: Understand events, trends, individuals, and movements shaping the history of Illinois, the United States, and other nations.

State Learning Standards	Benchmark Level- Early High School	Curriculum Standard/Experience (Learner Objective)	Suggested Resources	Month(s) Taught
A. Apply the skills of historical analysis and interpretation.	16.A.4a Analyze and report historical events to determine cause-and-effect relationships.	Students will demonstrate their understanding of the Cold War, the Korean War, fear of communism, 50's leadership, societal changes, and 50's lifestyle in America and around the world. Assessment tools: Exams, individual writings, group and individual projects.	Textbook, videos (<i>Ruby Bridges</i>), Internet (various sites), teacher hand-outs. Additional books: <i>Guinness Book of the 20th Century, The 1950's</i>	September
		Students will demonstrate their understanding of the following events and people: J.F.K. (Camelot), L.B.J. (Great Society), Vietnam War, Cuban Missile Crisis, Bay of Pigs, television coverage and influence, consumerism, civilian protests, and lifestyle changes. Assessment tools: Exams, individual writings, group and individual projects.	Textbook, videos (American Graffiti), Internet, teacher hand-outs. Additional books: <i>The 1960's, Vietnam</i>	October
B. Understand the development of significant political events.	16.B.4 (U.S.) Identify political ideas that have dominated U.S. historical eras (e.g., Federalists, Jacksonian, Progressivist, New Deal, New Conservative)	Students will demonstrate their knowledge of civil unrest, musical influence on society in the 70's, Watergate, Roe vs. Wade, leadership, immigration, and U. S. international connections during the 1970's. Assessment tools:	Textbook, videos, Internet, teacher hand-outs. Additional books: <i>The 1970's</i>	November

		Exams, individual writings, group and individual projects.		
		Students will demonstrate their knowledge of the government's role in events of the 1980's and 1990's, leadership, economy, Desert Storm, changing vocational opportunities, education, collapse of communism, and international relations. Assessment tools: Exams, individual writings, group and individual projects.	Textbook, videos, Internet, teacher hand-outs.	December
		Students will demonstrate their knowledge of the following 1990's and 2000's issues: developing technology, 9-11 tragedy, terrorist threat, Iraq War, oil, and the United States' place in the future world. Assessment tools: Exams, individual writings, group and individual projects.	Textbook, videos, Internet, teacher hand-outs.	January

Course: Psychology

Instructor: Mr. Tom Hoch

Instructor Goal: Develop an understanding of the human mind with respect toward critical thinking and behavior.

Instructor Learning Standards	Instructor Benchmarks	Curriculum Standard/Experience (Learner Objective)	Suggested Resources	Month(s) Taught
Understand the components of critical thinking.	Analyze human personality with respect to values, principles, and self preservation.	Students will demonstrate their understanding of biases, defense mechanisms, self-actualization, and locus of control. Assessment tools: Exams, individual writings, group and individual projects.	Textbook, Internet (various sites), videos (<i>Can't Buy Me Love</i>), teacher hand-outs. Additional books: <i>Psychology for Dummies, The Idiot's Guide to Psychology, Introduction to Jung, Introduction to Freud, Introduction to Psychology, Flawless</i>	September
	Identify different learning styles and explain multiple intelligence theory.	Students will demonstrate their understanding of four major learning styles, as well as operant and classical conditioning. They will also develop an understanding of multiple intelligence in themselves and others. Assessment tools: Exams, individual writings, group and individual projects.	Textbook, Internet, videos, teacher hand-outs. Additional books: <i>Multiple Intelligences in the Classroom, Intelligence Reframed, Learning Styles and Multiple Intelligences (ONU), I won't Learn From You, Your Child is Smart</i>	October
	Analyze human memory and its connections to intelligence.	Students will demonstrate an understanding of encoding, storage, retrieval, and cognitive processing. Assessment tools: Exams, individual writings, group and	Textbook, videos (Dr. Sanjay Gupta's Memory Special), Internet, teacher hand-outs. Additional tapes: <i>Gary Trudeau's Memory System</i>	November

		individual projects.		
	Analyze the nature of psychological disorders and treatment in society.	Students will demonstrate their understanding of phobias, mental illness, and personality disorders. They will also explain the current treatment for the above conditions. Assessment tools: Exams, individual writings, group and individual projects.	Textbook, videos (<i>Sling Blade</i>), Internet, teacher hand-outs.	December
	Understand the connections between thinking and language.	Students will demonstrate their understanding of cognition, insight, artificial intelligence, and concepts and will be able to show connections to language. Assessment tools: Exams and individual writings.	Textbooks, videos, teacher hand-outs.	January

Course: Sociology

Instructor: Mr. Tom Hoch

State Goal 18: Understand social systems, with an emphasis on the United States.

State Learning Standards	Benchmark Level- Early High School	Curriculum Standard/Experience (Learner Objective)	Suggested Resources	Month(s) Taught
A. Compare characteristics of culture as reflected in language, literature, the arts, traditions, and institutions.	18.A.4 Analyze the influence of cultural factors including customs, traditions, language, media, art, and architecture in developing pluralistic societies.	Students will demonstrate their knowledge of cultural diversity, variation within societies, ethnocentrism, sub and countercultures, and cultural ideology. Assessment tools: Exams, individual writings, group and individual projects.	Textbook, Internet, videos, teacher hand-outs. Additional books: <i>Nonsense is Ruining America</i>	January/February
B. Understand the roles and interactions of individuals and groups in society.	18.B.4 Analyze various forms of institutions (e.g. educational, military, charitable, governmental).	Students will demonstrate their understanding of postindustrial societies, bureaucracy, formal organizations, <i>Gemeinschaft</i> and <i>Gesellschaft</i> societies. Assessment tools: Exams, individual writings, group and individual projects.	Textbook, Internet, videos, teacher hand-outs. Additional books: <i>Freakonomics</i> , <i>The Twilight of American Culture</i>	March
C. Understand how social systems form and develop over time.	18.C.4b Analyze major contemporary cultural exchanges as influenced by worldwide communications.	Students will demonstrate their understanding of U.S. culture and how we fit into the overall scheme of international cooperation. Vocations, social deviance, cultural transmission theory, and conformity will be stressed. Assessment tools: Exams, individual writings, group and individual projects.	Textbook, videos, Internet, teacher hand-outs. Additional books: <i>The Winner's Curse</i>	April
	18.C.5 Analyze how social scientists' interpretations of societies, cultures,	Students will demonstrate their understanding of social stratification, social mobility, poverty,	Textbook, videos, Internet, teacher hand-outs.	April/May

	and institutions change over time.	governmental roles, and socioeconomic status on a national and international basis. Assessment tools: Exams, individual writings, group and individual projects.		
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Course: Government (Special Education)

Instructor: Mrs. Julee Hitz

State Goal 14: Understand political systems, with an emphasis on the United States.

State Learning Standards	Benchmark Level High School	Curriculum Standard/Experience (Learner Objective)	Suggested Resources	Month(s) Taught
A. Understand and explain basic principles of the United States government.	14.A.3 Describe how responsibilities are shared and limited by the United States and Illinois Constitutions and significant court decisions.	Students will analyze significant U.S. Supreme Court decisions that address equal protection and due process issues.	-Project pas booklet. -"New York Times" current event magazine -lecture notes -Bill of Rights Poster project	January-February November
A. Understand and explain basic principles of the United States government.	14.A.4 Analyze how local, state and national governments serve the purposes for which they were created.	Students will analyze the fundamental principles of our political system that often come into conflict. (Majority rule with minority rights, rule of law, separation of powers)	- lecture notes -Constitution primary source examination -Constitution video quiz -chapter test. -"Illinois Handbook of Government" by Jesse White	September and October May
B. Understand the structures and functions of the political systems of Illinois, the United States and other nations.	14.B.3 Identify and compare the basic political systems of Illinois and the United States as prescribed in their constitutions.	Analyze the basic principles of Federalism and how it works.	- Movie "Have all who wish voted" -Illinois constitution lesson book -lecture notes -chapter test	December/ January
B. Understand the structures and functions of	14.B.4 Compare the political	Students will compare the government of the	-Project Pass booklet. -"New York	August, September and April

the political systems of Illinois, the United States and other nations.	systems of the United States to other nations.	United States with that of other types of government around the world. (Specifically Britain, Russia, Mexico, and Japan)	Times” current event magazine -chapter test	
C. Understand election processes and responsibilities of citizens.	14.C.3 Compare historical issues involving rights, roles and status of individuals in relation to municipalities, states and the nation.	Student will critique the advantages and disadvantages of maintaining the electoral college system for the election of the president of the United States.	- Voting current event study -writing project on Democrat vs. Republican -lecture notes -“Illinois Handbook of Government” by Jesse White	March-April
D. Understand the roles and influences of individuals and interest groups in the political	14.D.3 Describe roles and influences of individuals, groups and media in shaping current Illinois and United States public policy (e.g., general public opinion, special interest groups, formal parties, media).	Students will evaluate the impact of individuals or group lobbying upon legislative decision-making.	- Lobbying handout -Internet search sheet -lecture notes -textbook -chapter test	March
D. Understand the roles and influences of individuals and interest groups in the political	14.D.4 Analyze roles and influences of individuals, groups and media in shaping current	Students will be able to identify the platform of a political candidate or party.	-Movie “An Inconvenient Truth” -Monthly “New York Times” magazine	October/ March

	debates on state and national policies.			
E. Understand United States foreign policy as it relates to other nations and international issues.	14.E.3 Compare the basic principles of the United States and its international interests (e.g., territory, environment, trade, use of technology).	Analyze the effectiveness of U.S. foreign policy within an historical or contemporary context.	-Vietnam War lecture by a veteran -test	April
F. Understand the development of United States political ideas and traditions.	14.F.3a Analyze historical influences on the development of political ideas and practices as enumerated in the Declaration of Independence, the United States Constitution, the Bill of Rights and the Illinois Constitution.	Evaluate the advantages and disadvantages of negative rights (inherent rights that the government cannot take away) and positive rights (government can not deny citizens certain rights).	-Project pas booklet. -"New York Times" current event magazine -lecture notes -Bill of Rights Poster project	September
F. Understand the development of United States political ideas and traditions.	14.F.4a Determine the historical events and processes that brought about changes in United States political ideas and traditions (e.g., the New Deal, Civil War).	Analyze examples of successes or failures of groups who have tried change and maintain continuity within a political party or government system (NRA, NAACP, etc..)	-lecture notes -movie "North and South" -chapter test -Republican Party and Democratic comparison chart	April

F. Understand the development of United States political ideas and traditions.	14.F.3b Describe how United States political ideas and traditions were instituted in the Constitution and the Bill of Rights.	Students analyze the significance and the affects of the first amendment on U.S. citizens	- Constitution primary document study - Student Amendment Posters. -lecture notes -textbook -chapter test	January/ February
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Course: Government

Instructor: Mrs. Monica Burkholder

State Goal 14: Understand political systems, with an emphasis on the United States.

State Learning Standards	Benchmark-High School	Curriculum Standard/Experience (Learner Objective)	Suggested Resources	Month(s) Taught
A. Understand and explain basic principles of the United States government.	14.A.3 Describe how responsibilities are shared and limited by the United States and Illinois Constitutions and significant court decisions.	Students will analyze significant U.S. Supreme Court decisions that address equal protection and due process issues.	- Supreme Court projects. - Movie "Marbury v. Madison" -Supreme Court Case manual. -Textbook -lecture notes	January
A. Understand and explain basic principles of the United States government.	14.A.4 Analyze how local, state and national governments serve the purposes for which they were created.	Students will analyze the fundamental principles of our political system that often come into conflict. (Majority rule with minority rights, rule of law, separation of powers)	- lecture notes -textbook -Constitution -Student examples. -chapter test.	September
B. Understand the structures and functions of the political systems of Illinois, the United States and other nations.	14.B.3 Identify and compare the basic political systems of Illinois and the United States as prescribed in their constitutions.	Analyze the basic principles of Federalism and how it works.	- Movie "Federalism at Work" -Federalism binder resources. -lecture notes -textbook -chapter test	December/ January

B. Understand the structures and functions of the political systems of Illinois, the United States and other nations.	14.B.4 Compare the political systems of the United States to other nations.	Students will compare the government of the United States with that of other types of government around the world. (Specifically Britain, Russia, Mexico, and Japan)	-Countries of the World Project. -Forms of Government Quiz -lecture notes -textbook -chapter test	September and April
C. Understand election processes and responsibilities of citizens.	14.C.3 Compare historical issues involving rights, roles and status of individuals in relation to municipalities, states and the nation.	Student will critique the advantages and disadvantages of maintaining the electoral college system for the election of the president of the United States.	- Voting packets - Electoral College pros and cons chart -lecture notes -textbook -chapter test	March
D. Understand the roles and influences of individuals and interest groups in the political	14.D.3 Describe roles and influences of individuals, groups and media in shaping current Illinois and United States public policy (e.g., general public opinion, special interest groups, formal parties, media).	Students will evaluate the impact of individuals or group lobbying upon legislative decision-making.	- Lobbying handout -Internet search sheet -lecture notes -textbook -chapter test	March
D. Understand the roles and influences of individuals and interest groups in the political	14.D.4 Analyze roles and influences of individuals, groups and media in shaping current debates on state and national	Students will be able to identify the platform of a political candidate or party.	-Voting Packet -Internet Congressional search -lecture notes -textbook -chapter test	October/ March

	policies.			
E. Understand United States foreign policy as it relates to other nations and international issues.	14.E.3 Compare the basic principles of the United States and its international interests (e.g., territory, environment, trade, use of technology).	Analyze the effectiveness of U.S. foreign policy within an historical or contemporary context.	-U.S. History book -Cold War and Vietnam lecture notes -test	April
E. Understand United States foreign policy as it relates to other nations and international issues.	14.E.4 Analyze historical trends of United States foreign policy (e.g., emergence as a world leader - military, industrial, financial).	Analyze patterns of conflict and compromise related to international affairs.	-The settlement of the United States and who the land was acquired from notes and lecture. - U.S. history book -chapter tests.	September/ October and January
F. Understand the development of United States political ideas and traditions.	14.F.3a Analyze historical influences on the development of political ideas and practices as enumerated in the Declaration of Independence, the United States Constitution, the Bill of Rights and the Illinois Constitution.	Evaluate the advantages and disadvantages of negative rights (inherent rights that the government cannot take away) and positive rights (government can not deny citizens certain rights).	-lecture notes -textbook -chapter test	September
F. Understand the development of United States political ideas and	14.F.4a Determine the historical events and processes	Analyze examples of successes or failures of groups who have tried	-Move “ The History of the Civil Rights Movement”	April/ May

traditions.	that brought about changes in United States political ideas and traditions (e.g., the New Deal, Civil War).	change and maintain continuity within a political party or government system (NRA, NAACP, etc..)	-Political Party worksheet -lecture notes -textbook -chapter test -Republican Party and Democratic Party movie.	
F. Understand the development of United States political ideas and traditions.	14.F.3b Describe how United States political ideas and traditions were instituted in the Constitution and the Bill of Rights.	Students analyze the significance and the affects of the first amendment on U.S. citizens	- Constitution - Student Amendment Posters. -lecture notes -textbook -chapter test	January/ February
F. Understand the development of United States political ideas and traditions.	14.F.3b Describe how United States political ideas and traditions were instituted in the Constitution and the Bill of Rights.	Students will be able to analyze why amendments were added to the Constitution and the significance of those amendments.	-Constitution - Amendments and dates added. -lecture notes -textbook -chapter test	February