

**Social Studies**  
**Kindergarten**

Outcome: **S.S.K.1** Students will compare and contrast holidays celebrated by families.

Components: **S.S.K.1.1** Discuss why we celebrate the National holidays: Columbus Day, Veteran's Day, Thanksgiving, Martin Luther King Day, and Presidents' Day.

**S.S.K.1.2** Describe American holiday traditions (e.g. Halloween, Christmas, Hanukah, Valentine's Day, Easter).

**S.S.K.1.3** Discuss Lincoln and Washington and explain their significance in picture and on money.

Outcome: **S.S.K.2** Students will identify roles within family and school environment, and analyze the group benefits from those roles.

Components: **S.S.K.2.1** Name school staff and describe their roles.

**S.S.K.2.2** Tell about community helpers and describe their roles.

**S.S.K.2.3** Recognize characteristics of a good citizen (voting, respect, take turns, be kind).

**S.S.K.2.4** Follow classroom, school, and playground rules, and explain their benefits.

**S.S.K.2.5** Name family relationships and give examples of cultural differences.

**Social Studies**  
***1<sup>st</sup> Grade***

Outcome: **SS.1.1** Students will examine the roles and responsibilities of community members and how they benefit from belonging to a group.

Components: **SS.1.1.1** – Identify rules and responsibilities they have as a community member and give examples of behavior that shows good citizenship.

**SS.1.1.2** – Recognize that national holidays (Veteran’s Day, Columbus Day, Thanksgiving Day, Martin Luther King, Jr. Day and Presidents' Day) represent ideas and traditions of a community.

**SS.1.1.3** – Explain how community members use voting to help make decisions.

**SS.1.1.4** – Identify basic patriotic symbols that represent the United States (U.S. flag, Statue of Liberty, the American Eagle and White House).

Outcome: **SS.1.2** Students will discuss the similarities of celebrations in different cultures, including their own.

Components: **SS.1.2.1** – Identify family customs related to cultural holidays.

**SS.1.2.2** – Identify common characteristics within celebrations (symbols, food, costumes, gifts and music).

**SS.1.2.3** – Discuss similarities in cultures that unite us as community members.

Outcome: **SS.1.3** Students will apply their knowledge of basic maps skills to locate and describe oceans, the United States, Illinois, and their community.

Components: **SS.1.3.1** – Recognize elements of a map and explain their use (compass rose, map keys).

**SS.1.3.2** – Locate Illinois on a United States map and then communicate and recognize that the United States is divided into states.

**SS.1.3.3** – Locate the United States of America and North America on a world map.

Outcome: **SS.1.4** Students will examine the economics of our community and evaluate the connection between needs and wants.

Components: **SS.1.4.1** – Identify workers in the community.

**SS.1.4.2** – Distinguish between goods and services.

**SS.1.4.3** – Describe how people earn and trade money for goods and services.

**SS.1.4.4** – Identify basic needs and distinguish between wants and needs.

**SS.1.4.5** – Explain the importance of recycling and the impact on the community.

**Social Studies**  
***2<sup>nd</sup> Grade***

Outcome: **SS.2.1** Students will explain the basic principles of U.S. citizenship, describe their role as a participant, and identify significant historical figures, holidays and symbols.

Components: **SS.2.1.1** – List rules and responsibilities they have as a citizen and give examples of behavior that shows good citizenship.

**SS.2.1.2** – Explain why in a democracy people vote on important issues and for leaders.

**SS.2.1.3** – Differentiate between mayor, governor, and president, and name the current president.

**SS.2.1.4** – Identify the three branches of government and list the main responsibility of each.

**SS.2.1.5** – Describe some similarities and differences among the fifty states.

**SS.2.1.6** – Compare life as an early inhabitant of North America to life today.

**SS.2.1.7** – Interpret a timeline.

**SS.2.1.8** – Explain that National holidays represent U.S. political ideas, events, and traditions. (M.L. King, Presidents' Day, Arbor Day, Memorial Day, 4th of July, Labor Day, Constitution Day, Columbus Day, Thanksgiving)

**SS.2.1.9** – Identify symbols that represent the United States (flag, eagle, Statue of Liberty, Liberty Bell, Presidential Seal, Washington D.C.'s Monuments and memorials).

Outcome: **SS.2.2** Students will categorize providers of goods and services and recognize that resources impact consumer choices.

Components: **SS.2.2.1** – Match workers in the community to the goods and services they provide.

**SS.2.2.2** – Define producer and consumer.

**SS.2.2.3** – Define resource and conservation.

**SS.2.2.4** – Classify a list of resources as renewable and non-renewable.

**SS.2.2.5** – Define income.

Outcome: **SS.2.3** Students will apply their knowledge of map skills to locate and describe oceans, continents, countries, states, and cities.

Components: **SS.2.3.1** – Define major elements of a map and explain their use (title, compass rose, map key).

**SS.2.3.2** – Locate the poles, equator, N/S hemispheres, continents and oceans on a map/globe.

**SS.2.3.3** – Locate the community, Illinois and other selected states, the United States, and select countries when given the continent they are located on.

Outcome: **SS.2.4** Students will compare and contrast the cultures of citizens in a global society as reflected in language, traditions, and institutions and give examples of how cultures have influenced the society in which they live.

Components: **SS.2.4.1** – Recognize that countries have their own political systems, languages, symbols, and customs.

**SS.2.4.2** – Identify similarities in cultures that unite us as citizens of the world.

**SS.2.4.3** – Recognize that many Americans and/or their ancestors came from other countries and correlate how this contributes to a diverse America.

**SS.2.4.4** – Name an example of their own family's traditions/customs and hypothesize as to their origin.

## Social Studies

### *3<sup>rd</sup> Grade*

Outcome: **S.S.3.1** Students will apply map skills by reading a variety of maps to compare and contrast the different communities of the early Americas. (*17.A.1, 17.B.1., 17.C.1*)

Components: **S.S.3.1.1** - Locate places on a grid map.

**S.S.3.1.2** - Use the title, scale, legend/key, and compass (cardinal/intermediate directions) to read a map.

**S.S.3.1.3** - Identify the Prime Meridian and the four hemispheres.

**S.S.3.1.4** - Identify landforms on a map (*e.g. mountain, valley, plain, ocean, river, canyon, lake, island, hill, plateau, and peninsula*).

**S.S.3.1.5** - Create and use a timeline to answer questions.

**S.S.3.1.6** - Compare and contrast the location of the different native communities.

Outcome: **S.S.3.2** Students will examine the concept of community to determine what characteristics are required for a functional community.

Components: **S.S.3.2.1** - Analyze the location of various communities to construct a set of reasons why communities develop where they do.

**S.S.3.2.2** - Examine the essential components of a culture (location, habitat, food, clothing, shelter, traditions, games, art).

**S.S.3.2.3** - Describe how culture impacts communities.

**S.S.3.2.4** - Demonstrate how economic concepts (*e.g goods, services, needs, wants, jobs, wages, supply, demand*) are used in communities.

**S.S.3.2.5** - Examine local and federal government to learn how they are used in a functional community (*purpose of taxes, the general role of community/state/country leaders, identify the three branches of the federal government and the main purpose of each*).

**S.S.3.2.6** - Assess a community to see how and why it changes over time.

**S.S.3.2.7** - Evaluate the benefit of living in a community versus living alone.

Outcome: **S.S.3.3** Students will use a variety of resources (timelines, artifacts, documents, and images) to examine the essential elements of Native American cultures (Woodlands, Plains, and Southwest). (*14.A.1, 14.D.1, 15.A.1a, 15.A.1b, 15.C.1a, 15.D.1a, 15.D.2a, 15D.1b, 16.A.1a, 16.A.1b, 16.A.2b, 16.A.1c, 16.A.2c, 16.C.1a (US), 16.C.1a (W), 16.C.1b (W), 16.C.3b (W), 16.D.2 (W), 16.E.2a (W), 17.C.1a, 17.C.1b, 17.C.2b, 17.C.2c, 17.D.1, 17.D.2b, 18.A.1, 18.A.2, 18.A.3, 18.C.1, 18.C.2*)

Components: **S.S.3.3.1** - Examine traditions and customs of the native cultures (*e.g. Iroquois, Cherokee, Sioux, Navajo, Cheyenne, and Seminole*) to compare how families and other groups of people lived with how people live today.

**S.S.3.3.2** - Describe the economic structure of the Native American culture (*trade, goods and services, food sources, and transportation*).

**S.S.3.3.3** - Explain some reasons for having rules and laws governing the lives of native people.

**S.S.3.3.4** - Analyze historical figures from diverse backgrounds who advanced the rights of individuals and groups to promote the common good (*e.g. Hiawatha, Sequoyah, Pocahontas, Crazy Horse, and Sacagawea*)

**S.S.3.3.5** - Compare and contrast the native cultures of one area with another area of the Americas.

**Social Studies**  
***4th Grade***

Outcome: **SS.4.1** Students will apply their knowledge of map skills by reading a variety of maps to compare and contrast the different U.S. regions, states, and the state of Illinois.

Components: **SS.4.1.1** – Use different types of maps: climate, resource, economic, physical, political, population to gather information about people, places, and environments.

**SS.4.1.2** – Identify states and capitals in each region.

**SS.4.1.3** – Use map skills of elevation, latitude, longitude, contour features, landforms, natural resources, coordinates. (These are introduction skills)

**SS.4.1.4** – Analyze the relationship among location of resources, population distribution, and economic activities.

Outcome: **SS.4.2** Students will use a variety of resources to analyze past and present life in the Northeast region and the United States. (Timelines, artifacts, documents, literature, and images, etc.)

Components: **SS.4.2.1** – Describe the various motives for settling in the Northeast region.

**SS.4.2.2** – Construct a timeline for major events in the *Northeast region*.

**SS.4.2.3** – Describe the geography of the region.

**SS.4.2.4** – Describe the important places in the region.

**SS.4.2.5** – *Identify resources or products* of economic activity in the region.

Outcome: **SS.4.3** Students will use a variety of resources to analyze past and present life in the Southeast region of the United States. (Timelines, artifacts, documents, literature, maps, and images, etc.)

Components: **SS.4.3.1** – Describe the various motives for settling the region.

**SS.4.3.2** – Describe the geography of the region.

**SS.4.3.3** – Construct a timeline for major events in the Southeast region.

**SS.4.3.4** – Describe the important places in the region.

**SS.4.3.5** – *Identify resources or products* of economic activity in the region.

Outcome: **SS.4.4** Students will use a variety of resources to analyze past and present life in the Midwest region of the United States. (Timelines, artifacts, documents, literature, and images, etc.)

Components: **SS.4.4.1** – Describe the various motives for settling the region.

**SS.4.4.2** – Describe the geography of the region.

**SS.4.4.3** – Describe the important places in the region.

**SS.4.4.4** – Construct a timeline for major events in the Midwest region.

**SS.4.4.5** – *Identify resources or products* of economic activity in the region.

Outcome: **SS.4.5** Students will use a variety of resources to analyze past and present life in the Southwest region of the United States. (Timelines, artifacts, documents, literature, and images, etc.)

Components: **SS.4.5.1** – Describe the various motives for settling the region.

**SS.4.5.2** – Describe the geography of the region.

**SS.4.5.3** – Describe important places in the region.

**SS.4.5.4** – Construct a timeline for major events in the Southwest region.

**SS.4.5.5** – *Identify resources or products* of economic activity in the region.

Outcome: **SS.4.6** Students will use a variety of resources to analyze past and present life in the Pacific West region of the United States. (Timelines, artifacts, documents, literature, and images, etc.)

Components: **SS.4.6.1** – Describe the various motives for settling the region.

**SS.4.6.2** – Describe the geography of the region.

**SS.4.6.3** – Describe important places in the region.

**SS.4.6.4** – Construct a timeline for major events in the Pacific West region.

**SS.4.6.5** – *Identify resources or products* of economic activity in the region.

Outcome: **SS.4.7** Students will use a variety of resources to analyze the history, land, and people of Illinois.

Components: **SS.4.7.1** – Describe the influence of the famous people in Illinois past and present (Abraham Lincoln, U.S. Grant, Ronald Reagan, Jane Adams, John Deere).

**SS.4.7.2** – Show early important events in the history of Illinois.

**SS.4.7.3** – List the Native American tribes of Illinois and locations named after them.

**SS.4.7.4** – Describe environmental factors and natural resources (renewable and nonrenewable) that drew settlers to Illinois and Chicago and established their settlement patterns.

**SS.4.7.5** – Describe the fight for control in Illinois (Native Americans, French, and British).

**SS.4.7.6** – Investigate the cultural similarities and differences in Illinois (ethnic neighborhoods in Chicago and religious groups such as Amish).

**SS.4.7.7** – Describe the ways institutions meet the needs of society (church, scouts, PTC).

**SS.4.7.8** – Explain the branches of Illinois government as set up by the Illinois Constitution.

**SS.4.7.9** – Describe the rights and responsibilities of individuals in Illinois (voting, protection under law, freedoms).

**SS.4.7.11** – Describe how human activity affects the Illinois environment.

Outcome: **SS.4.8** Students will use a variety of resources to analyze the changing economy in Illinois.

Components: **SS.4.8.1** – Examine how the Native Americans and early settlers took part in trade, barter, and payment of goods.

**SS.4.8.2** – Identify the impact of the railroad on Illinois economy and how it changed the lives of the settlers.

**SS.4.8.3** – Explain how the economy of the local community has changed over time.

**SS.4.8.4** – Describe how entrepreneurs take risks in order to produce goods or services (John Deere).

**SS.4.8.5** – Explain how the Illinois economic system decides what goods and services are produced.

**SS.4.8.6** – Describe the relationship between price and quantity supplied of a good or service (scarcity)

**SS.4.8.7**– *Explain how and why public goods and services are provided in Illinois.*

**Social Studies**  
**5<sup>th</sup> Grade**

**Essential Questions:**

1. How does geography affect the success/failure of a new settlement?
2. Identify the various motives for exploration and the positive and negative impact of European exploration in the New World.
3. Compare and contrast the three Colonial regions (New England, Middle and Southern) in terms of economics, politics, and culture.

Outcome: **SS.5.1.** Students will apply map skills and will discuss by reading a map why geography was important to the success of the European explorers and the colonies of North America.

Components: **SS.5.1.1** – Apply various maps to the exploration and settling of North America. (historical, product, political, climate, etc.)

**SS.5.1.2** – Apply landforms, products, and natural resources to the exploration and settling of North America.

**SS.5.1.3** – Apply a map scale, key, cardinal and intermediate directions on a map to the exploration of North America.

**SS.5.1.4** – Apply lines of latitude and longitude and explain how explorers and colonists used them for direction.

Outcome: **SS.5.2** Students will analyze the reasons for European exploration of the New World in terms of economy, adventure, politics, and the impact these explorers had on the territories of North America

Components: **SS.5.2.1** Identify the various motives for European exploration in the New World. (Viking, English, French, Spanish, and Dutch)

**SS.5.2.2** Identify the positive and negative impact of European explorers in North America. (Viking, English, French, Spanish and Dutch)

**SS.5.2.3** List advances made in ship building technology and navigation throughout European exploration.

Outcome: **SS.5.3** Students will analyze the economic, political and cultural influences of European nations on the early North American colonies.

- Components: **SS.5.3.1** Identify reasons for the disappearance of the Roanoke colony.  
**SS.5.3.2** Compare Jamestown before and after Captain John Smith.
- SS.5.3.3** Identify the reasons the Pilgrims were able to survive in the New World. (Mayflower Compact/reasons for moving to the New World/leadership)
- SS.5.3.4** Assess the scope of the French holdings in the New World. (New France/Louisiana Territory/Quebec)
- SS.5.3.5** Assess the scope of the Spanish holdings in North America. (St. Augustine/Missions/ Spanish territories in the West).
- SS.5.3.6** Identify the reasons why New Amsterdam became the center for trade in North America. (trade networks, Native American agents)
- SS.5.3.7** Examine the economic resources for both European nations and Native Americans in the New World (fur trade, horses, plantations, etc.).
- SS.5.3.8** Categorize the religious activities in the New World and match with the originating country.
- SS.5.3.9** Describe the movement of slaves to the New World.
- SS.5.3.10** Compare and contrast in terms of economics, politics, and culture the three sections of the English colonies. (New England – meeting houses and ship building/ Middle – market towns and trade/ Southern – plantations and triangle of slave trade).

**Social Studies**  
**6<sup>th</sup> Grade**

Outcome: **SS.6.1** Students will analyze the political, economic, and social systems of ancient Mesopotamia and demonstrate their impact on historical events.

Components: **SS.6.1.1** – Analyze the importance of the global shift from hunters to farmers.  
**SS.6.1.2** – Identify the characteristics for developing and sustaining a structured community.  
**SS.6.1.3** – Explain how and why trade developed.  
**SS.6.1.4** – Define polytheism and how it relates to religion of ancient Mesopotamia.  
**SS.6.1.5** – Locate the early civilizations/Empires (Sumer, Akkadian, Babylonian, Assyrian, Neo-Babylonian) on a map of ancient Mesopotamia.  
**SS.6.1.6** – List or identify the major accomplishments of the Mesopotamian cultures. (e.g., Cuneiform, Hanging Gardens, sundial, Ziggurat, wheel, plow, aqueduct, Hammurabi’s Laws)  
**SS.6.1.7** – Chart the important contributions of Sargon of Akkad, Nebuchadnezzar, Hammurabi.  
**SS.6.1.8** – Identify how the Tigris and Euphrates River Valleys were important factors in the lives of the Ancient Mesopotamians.

Outcome: **SS.6.2** Students will analyze the political, economic, and social systems of ancient Egypt and demonstrate their impact on historical events.

Components: **SS.6.2.1** – Describe the political structure in the Ancient Egyptian society.  
**SS.6.2.2** – Explain the importance of King Tut, Khufu, Hatshepsut, Senusret, and Ramses II.  
**SS.6.2.3** – Describe the economic structure of Ancient Egypt.  
**SS.6.2.4** – Express how their religious beliefs impacted their daily lives.  
**SS.6.2.5** – Explain the importance of significant monuments constructed in Ancient Egypt.  
**SS.6.2.6** – Distinguish between the Old, Middle, and New Kingdom.  
**SS.6.2.7** – Chart the social structure of Ancient Egypt and give examples of the social classes.  
**SS.6.2.8** – Express the importance of Egyptian hieroglyphs.

**SS.6.2.9** – Summarize how the Nile River influenced the lives of the people who lived there.

Outcome: **SS.6.3** Students will analyze the political, economic, and social systems of ancient India and demonstrate their impact on historical events.

Components: **SS.6.3.1** – Describe the economic structure of Ancient India.

**SS.6.3.2** – Describe the political structure in Ancient India.

**SS.6.3.3** – Chart the social structure of Ancient India and give examples of the social classes.

**SS.6.3.4** – Chart or list the origins and beliefs of Hinduism and Buddhism.

**SS.6.3.5** – Express the Unification of India.

**SS.6.3.6** – List the major achievements of the Gupta Empire.

**SS.6.3.7** – Examine Sanskrit.

**SS.6.3.8** – Describe how the Indus River Valley influenced the lives of the Ancient Indians.

Outcome: **SS.6.4** Students will analyze the political, economic, and social systems of ancient China and demonstrate their impact on historical events.

Components: **SS.6.4.1** – Describe the economic structure of ancient China.

**SS.6.4.2** – Describe the political structure of Ancient China.

**SS.6.4.3** – Express or chart the Chinese Feudal System of Ancient China.

**SS.6.4.4** – Describe and compare Confucianism, Daoism, and Legalism.

**SS.6.4.5** – List the accomplishments of the Shang, Zhou, Qin, and Han dynasties.

**SS.6.4.6** – Explain the importance of the Silk Road.

**SS.6.4.7** – List four ways the Huang-He River Valley influenced the lives of the Ancient Chinese.

Outcome: **SS.6.5** Students will analyze the political, economic, and social systems of ancient Greece and demonstrate their impact on historical events.

Components: **SS.6.5.1** – Describe the political structure within the Greek systems of government: monarchy, oligarchy, tyranny, and democracy.

**SS.6.5.2** – Compare the economic structures of Sparta and Athens and the geographic and social reasons for both.

**SS.6.5.3** – Locate Sparta, Athens, and Corinth on a map of ancient Greece.

**SS.6.5.4** – Describe the religious beliefs of the ancient Greeks.

**SS.6.5.5** – Identify the elements of a myth following the models of Greek myths.

**SS.6.5.6** – Express the importance of ancient Greek architecture, sculpture, and theater.

**SS.6.5.7** – Investigate Socrates, Plato, and Aristotle and their importance in the Greek society.

**SS.6.5.8** – Compare and contrast the ancient and modern Olympics.

**SS.6.5.9** – Explain the impact of the Persian and Peloponnesian Wars.

**SS.6.5.10** – Identify the contributions of Pericles, Alexander the Great, Hippocrates, Euclid, Pythagoras, and King Darius.

**Outcome:** **SS.6.6** Students will compare the contributions of two or more ancient civilizations and evaluate which of these had the greatest impact on today's world.

**Components:** **SS.6.6.1** – Identify the key geographical features of ancient Mesopotamia, Egypt, India, China, and Greece and describe their importance.

**SS.6.6.2** – Chart or list the differences in the political structures of selected civilizations.

**SS.6.6.3** – Chart or list the differences in the social structures of selected civilizations.

**SS.6.6.4** – Chart or list the differences in the economic structures of selected civilizations.

**Social Studies**  
**7<sup>th</sup> Grade**

Outcome: **SS.7.1** Students will evaluate the use of violence in a select situation making reference to the American Revolution and its causes.

Components: **SS.7.1.1** – Explain why the results of the French and Indian War created situations of conflict between Britain and its colonies in North America.

**SS.7.1.2** – Identify what elements of Britain's political heritage (Common Law, parliamentary government, etc.) contributed to American resistance to British tax policies.

**SS.7.1.3** – Explain differing American responses to specific pieces of British tax legislation in the 1760's and 1770's.

**SS.7.1.4** – Evaluate illegal and violent episodes associated with resistance to British laws: the Boston Massacre, the Boston Tea Party.

**SS.7.1.5** – Present both British and American propaganda relating to the escalating conflict between Britain and her colonies.

**SS.7.1.6** – Evaluate arguments advanced for American independence making reference to Thomas Paine's Common Sense and the Declaration of Independence.

**SS.7.1.7** – Analyze what characteristics of George Washington made him an extraordinary leader.

**SS.7.1.8** – Compare and contrast the strengths and weaknesses of Britain and the rebelling American colonies at the beginning of the Revolutionary War.

**SS.7.1.9** – Explain the turning-point battles of the American Revolutionary War.

**SS.7.1.10** – Evaluate the reasons for American victory in the American Revolutionary War.

Outcome: **SS.7.2** Students will examine how certain constitutional principles are embodied in both the United States and Illinois Constitutions.

Components: **SS.7.2.1** – Explain why the Articles of Confederation established a weak national government for the United States of America.

**SS.7.2.2** – Analyze the major issues dealt with at the Constitutional Convention of 1787.

**SS.7.2.3** – Explain the underlying principles of the U.S. Constitution: popular sovereignty, republicanism, federalism, separation of powers, checks and balances, limited government, guaranteed people's rights.

**SS.7.2.4** – Identify and explain the major stipulations of the Articles I, II and III of the U.S.

**SS.7.2.5** – Constitution, explaining the organization and function of the legislative, executive and judicial branches of government.

**SS.7.2.6** – Identify and explain the major stipulations of the Bill of Rights with special attention to First Amendment rights.

**SS.7.2.7** – Identify and explain the major stipulations of Amendments 11-27 of the U.S. Constitution.

**SS.7.2.8** – Apply the stipulations of the U.S. Constitution to several contemporary issues of American politics.

**SS.7.2.9** – Compare and contrast the Illinois Constitution with the U.S. Constitution.

**Outcome:** **SS.7.3** Students will evaluate a contemporary issue of American politics in the light of the conflicting political philosophies of leaders of the early American Republic.

**Components:** **SS.7.3.1** – Identify precedents established by George Washington as the first president.

**SS.7.3.2** – Identify the personal characteristics of George Washington that contributed to the success of American republic in its early years.

**SS.7.3.3** – Explain the conflicts within Washington's Cabinet caused by the conflicting political philosophies of Alexander Hamilton and Thomas Jefferson.

**SS.7.3.4** – Compare and contrast the political philosophies and personalities of Alexander Hamilton and Thomas Jefferson.

**SS.7.3.5** – Distinguish between loose and strict construction of the Constitution.

**SS.7.3.6** – Explain how the American party system developed out of the conflicting philosophies of Hamilton and Jefferson.

**SS.7.3.7** – Explain how the Whiskey Rebellion was the first major test of the authority of the new federal government.

**SS.7.3.8** – Explain Hamilton's approach to establishing the financial credit of the U.S. Federal Government.

**Outcome:** **SS.7.4** Students will compare and contrast the major foreign relations crises of the early years of the American Republic and evaluate the effectiveness of the approaches taken to resolve these.

**Components:** **SS.7.4.1** – Explain why relations with France were the major foreign policy issue of the administrations of both Washington and John Adams.

**SS.7.4.2** – Compare and contrast the foreign policy viewpoints of Hamilton and Jefferson and of the Federalist and Democratic-Republicans.

**SS.7.4.3** – Identify the points of conflict that developed between Britain and the United States during the Jefferson and Madison administrations.

**SS.7.4.4** – Explain the constitutional issue involved with Jefferson's decision to purchase the Louisiana Territory.

**SS.7.4.5** – Explain France's motivation for selling the Louisiana Territory.

**SS.7.4.6** – Identify the causes of the war between the United States and Britain starting in 1812.

**SS.7.4.7** – Explain major episodes of the War of 1812: the American invasion of Canada, the British burning of Washington D.C., the defense of Baltimore, the Battle of New Orleans.

**SS.7.4.8** – Explain why the results of the War of 1812 can best be described as a tie, rather than as a victory of either Britain or the United States.

**SS.7.4.9** – Explain why the Battle of New Orleans significantly contributed to American national pride even though it was fought after the war had ended.

**SS.7.4.10** – Compare and contrast the political structures of the United States and Canada as they developed after the War of 1812.

**SS.7.4.11** – Compare and contrast the histories and governments of the United States and Canada.

**Outcome:** **SS.7.5** Students will compare and contrast the political philosophies, strengths and weaknesses of Andrew Jackson and John Quincy Adams.

**Components:** **SS.7.5.1** – Explain how the career of Andrew Jackson reflects the rise of the common man in American society.

**SS.7.5.2** – Explain how the career of John Quincy Adams reflects the influence of education and privilege in the leadership of the Early Republic.

**SS.7.5.3** – Compare and contrast the personalities and careers of John Quincy Adams and Andrew Jackson.

**SS.7.5.4** – Explain the meaning of the Election of 1828 in American political history.

**SS.7.5.5** – Evaluate the accomplishments and failures of the presidencies of John Quincy Adams and Andrew Jackson.

**SS.7.5.6** – Explain why the Nullification Crisis during the administration of Andrew Jackson raised issues that anticipated the causes of the American Civil War.

**SS.7.5.7** – Evaluate Andrew Jackson's policy concerning Native Americans and his conflict with the Supreme Court in relation to the U.S. Constitution and considerations of justice.

Outcome: **SS.7.6** Students will contrast the cultures, economies, and political philosophies of the American North and South in the decades preceding the Civil War.

Components: **SS.7.6.1** – Explain how the Industrial Revolution radically changed the means of production and revolutionized the organization of society.

**SS.7.6.2** – Explain why the Industrial Revolution strongly influenced the evolution of society in the North, but not the South.

**SS.7.6.3** – Explain why European immigrants were drawn to settle in the North, but not the South.

**SS.7.6.4** – Evaluate the impact of the invention of the cotton gin on the economy of the South and on the survival and spread of slavery.

**SS.7.6.5** – Compare and contrast the lives of industrial workers in the North with that of African-American slaves in the South.

**SS.7.6.6** – Compare and contrast the society and culture of the North and of the South before the Civil War.

**SS.7.6.7** – Compare and contrast the political culture of the North and the South before the Civil War.

Outcome: **SS.7.7** Students will evaluate America's westward expansion from several different viewpoints (that of the American settler, the U.S. Government, the Native American, the Mexican).

Components: **SS.7.7.1** – Identify the general route of the Lewis and Clark Expedition and the territories in the American West explored by the Corps of Discovery.

**SS.7.7.2** – Explain the concept of Manifest Destiny and its impact on American expansion.

**SS.7.7.3** – Contrast Mexican and American viewpoints on the American settlement of Texas and on the Texas War for Independence.

**SS.7.7.4** – Contrast President Polk's approach to addressing the Oregon Territory dispute with his approach to dealing with conflicts with Mexico over the Texas question.

**SS.7.7.5** – Explain the viewpoint of Mexico on the terms of the peace treaty that ended the Mexican-American War.

**SS.7.7.6** – Contrast the viewpoints of Mexican and Native inhabitants of New Mexico and California about American acquisition of these territories with that of the U.S. government and American settlers.

**SS.7.7.7** – Compare and contrast the histories and cultures of the United States and Mexico.

**Outcome:** **SS.7.8** Students will evaluate how the work of leading reformers of the first half of the 19th century improved the overall quality of life in the United States in their time.

**Components:** **SS.7.8.1** – Explain how religious motivations led some people in 19th century America to dedicate their lives to fighting injustices in American society.

**SS.7.8.2** – Identify some of the major reformers of 19th century America and their contributions to addressing injustices: e.g. Dorothea Dix, Horace Mann.

**SS.7.8.3** – Explain the motivations and objectives of American abolitionist leaders: e.g. William Lloyd Garrison, Elijah Lovejoy, Harriet Tubman, Frederick Douglass, Sojourner Truth.

**SS.7.8.4** – Contrast the violent methods of abolitionist John Brown with those of non-violent abolitionist leaders like William Lloyd Garrison.

**SS.7.8.5** – Evaluate whether the methods of John Brown were justified by their objective.

**Outcome:** **SS.7.9** Students will analyze the causes of the American Civil War in reference to the escalating differences and conflicts between the two regions.

**Components:** **SS.7.9.1** – Explain how conflicting viewpoints of the North and South are reflected in the language of the U.S. Constitution.

**SS.7.9.2** – Explain how compromises, specifically the Missouri Compromise and the Compromise of 1850, temporarily resolved conflicts between the North and South over the question of slavery in the Western territories.

**SS.7.9.3** – Evaluate how the work of abolitionist writers, specifically William Lloyd Garrison and Harriet Beecher Stowe, exacerbated angry feelings between Northerners and Southerners.

**SS.7.9.4** – Contrast Northern and Southern viewpoints over fugitive slave legislation.

**SS.7.9.5** – Contrast the viewpoints of Northerners and Southerners regarding the concept of popular sovereignty as applied to the question of slavery in Kansas.

**SS.7.9.6** – Explain how the Supreme Court's Dred Scott Decision significantly altered the debate between the North and the South over slavery.

**SS.7.9.7** – Evaluate why John Brown's raid on the Harper's Ferry Arsenal and Northern response to it caused panic and dismay among Southerners.

Outcome: **SS.7.10** Students will name the characteristics of Abraham Lincoln that made him an exceptional leader in relation to other significant leaders in U.S. history.

Components: **SS.7.10.1** – Students will identify the characteristics of Abraham Lincoln that made him an exceptional leader and compare these to the leadership qualities of another significant figure in American history.

**SS.7.10.2** – Evaluate how Lincoln's early struggle against poverty, ignorance and depression influenced his later political thinking.

**SS.7.10.3** – Explain the evolution of Lincoln's thinking regarding the issue of slavery.

**SS.7.10.4** – Compare and contrast the careers and political philosophies of Stephen Douglas and Abraham Lincoln.

**SS.7.10.5** – Evaluate what Lincoln's relationships with his friends, his wife and his children tell us about his character and values.

**SS.7.10.6** – Evaluate the critical role that Lincoln's leadership as President played in the restoration of the Union in the Civil War.

**SS.7.10.7** – Evaluate why Lincoln's assassination was a tragedy for both the North and the South.

**SS.7.10.8** – Evaluate Lincoln's role as an American hero using the basic facts of his life and political career.

Outcome: **SS.7.11** Students will compare and contrast the strengths and weaknesses of the Union and Confederacy in the American Civil War and evaluate how these had an impact on the outcome of the war.

Components: **SS.7.11.1** – Students will compare and contrast the strengths and weaknesses of the Union and Confederacy in the American Civil War and evaluate how these had an impact on selected episode of the war.

**SS.7.11.2** – Evaluate the advantages enjoyed by the Confederacy as the Civil War began.

**SS.7.11.3** – Explain the overall strategy of the Union for ending the secession of the South.

**SS.7.11.4** – Explain the overall strategy of the Confederacy for preserving its independence.

**SS.7.11.5** – Establish the reasons for early Confederate victories in the Civil War: e.g. Bull Run.

**SS.7.11.6** – Compare and contrast the personalities and military strategies of Robert E. Lee and George McClellan.

**SS.7.11.7** – Compare and contrast the personalities and military strategies of Ulysses S. Grant and George McClellan.

**SS.7.11.8** – Explain General Sherman's concept of total war and contrast it to previous concepts of the rules of war.

**SS.7.11.9** – Evaluate what evolution occurred in Lincoln's role as a commander-in-chief in war time.

**SS.7.11.10** – Explain why the Battle of Gettysburg is considered the turning point of the Civil War.

**SS.7.11.11** – Explain how the peace terms at Appomattox contributed to the reconciliation of the North and South.

**Social Studies**  
***8<sup>th</sup> Grade – American History***

Outcome: **SS.AH8.1** Students will be able to identify and interpret the causes and effects of post Civil War politics on rebuilding southern states as well as the rapidly changing northern states and the peoples therein.

Components: **SS.AH8.1.1** – Explain the concept of reconstruction.

**SS.AH8.1.2** – Identify the key persons involved in reconstruction.

**SS.AH8.1.3** – Determine what effect various law and amendments had on the reconstruction process.

**SS.AH8.1.4** – Compare and contrast the ways in which former slaves were treated in the north versus the south.

**SS.AH8.1.5** – Evaluate the importance of the Freedman’s Bureau.

**SS.AH8.1.6** – Assess the evidence and conclude whether or not President Andrew Johnson was guilty of an impeachable offense.

**SS.AH8.1.7** – Identify the rights gained by former slaves as a result of governmental policies during Reconstruction.

**SS.AH8.1.8** – Identify the failures of Reconstruction as a result of the governmental policies.

Outcome: **SS.AH8.2** Students will be able to summarize the important events involved in the expansion and settlement of the post Civil War west, while describing the difficulties of everyday existence.

Components: **SS.AH8.2.1** – Determine what difficulties settlers faced during Westward Expansion.

**SS.AH8.2.2** – Determine what benefits made the west attractive to Homesteaders.

**SS.AH8.2.3** – Analyze the importance and effectiveness of the Homestead Act.

**SS.AH8.2.4** – Consider the point of view of various Native American tribes in relation to westward expansion.

**SS.AH8.2.5** – Debate the United States' governmental policy and military response to the Native American question.

**SS.AH8.2.6** – Identify the new immigrant class and their impact on the settlement of the west.

**SS.AH8.2.7** – Elaborate on the importance and the role of the cowboy in the west.

**SS.AH8.2.9** – Explain the role of gold and silver prospectors in relation to the development of the boom/bust towns and the economy of the west.

**SS.AH8.2.10** – Evaluate the impact that the establishment of a Transcontinental Railroad had on the entire country.

**SS.AH8.2.11** – Analyze both the positive and negative issues railroad workers faced each day.

Outcome: **SS.AH8.3** Students will be able to assess the impacts of Big Business and Industrial Growth on American citizens and the United States government, while demonstrating how those impacts led to fundamental changes in daily life.

Components: **SS.AH8.3.1** – Identify important business leaders.

**SS.AH8.3.2** – Assess the positive and negative issues regarding monopolies.

**SS.AH8.3.3** – Determine what factors best allow for industrial growth.

**SS.AH8.3.4** – Identify various inventors of the era.

**SS.AH8.3.5** – Interpret the importance and economic impact of various inventions.

**SS.AH8.3.6** – Judge the actions of various industrialists.

**SS.AH8.3.7** – Measure the effect of big business and industrial growth on the average American.

**SS.AH8.3.8** – Document the impact of big business and industry on the national as well as international economies.

**SS.AH8.3.9** – Differentiate between key concepts such as: corporation and trust.

**SS.AH8.3.10** – Explain the concept of social Darwinism.

Outcome: **SS.AH8.4** Students will determine the influence that Immigration had on the establishment and development of the big cities of the north while considering the roles of major reformers and the political/social aspect of the Progressive Movement.

Components: **SS.AH8.4.1** – Analyze the reasons why labor unions developed during the 19th century.

**SS.AH8.4.2** – Assess the issues regarding employment in large factories.

**SS.AH8.4.3** – Examine the concepts and public attitudes in regards to child labor.

**SS.AH8.4.4** – Document the many problems of rapidly growing cities.

**SS.AH8.4.5** – Elaborate on the principle issues that led to Women's movement.

**SS.AH8.4.6** – Identify key reformers and the issues they fought for.

**SS.AH8.4.7** – Evaluate the key issues facing the new wave of immigrants arriving in the United States during the late 19th century.

**SS.AH8.4.8** – Determine the effects of various political reforms on American citizens.

**SS.AH8.4.9** – Compare and contrast the attempts to address and solve various issues of the era.

**SS.AH8.4.10** – Debate the role and effectiveness of Muckrakers on the reform movement.

Outcome: **SS.AH8.5** Students will examine and distinguish between the competing ideologies (political, economic, and social) that plunged the United States into various global affairs.

Components: **SS.AH8.5.1** – Analyze the three types of diplomacy employed by the United States.

**SS.AH8.5.2** – Interpret the causes and effects of the Spanish American War.

**SS.AH8.5.3** – Determine what Imperialism is.

**SS.AH8.5.4** – Debate the positive and negative aspects of Imperialism.

**SS.AH8.5.5** – Identify the importance of international trade.

**SS. AH 8.5.6** – Document the economic benefits and problems of involvement in international affairs.

**SS.AH8.5.7** – Hypothesize what the importance and impacts of a Sphere of Influence might be.

**SS.AH8.5.8** – Consider the issues involved which led to the Russo-Japan War and any effects it may have had on the United States.

**SS.AH8.5.9** – Justify the use and importance of the press, including yellow journalism and propaganda.

**SS.AH8.5.10** – Interpret the causes and effects of WWI.

- Outcome: **SS.WH8.1** Students will assess the impacts of the Roman Empire on the previously existing societies of the Mediterranean world, and demonstrate how those impacts led to fundamental changes in daily life through the creation of social institutions.
- Components: **SS.WH8.1.1** – Determine what factors led to the establishment of Rome.  
**SS.WH8.1.2** – Judge the importance of the creation of a Roman Republic.  
**SS.WH8.1.3** – Explain the reason behind the rapid growth of the Roman Empire and its role in trade.  
**SS.WH8.1.4** – Critique the effect of the Roman Empire on Mediterranean cultures.  
**SS.WH8.1.5** – Debate the importance and historical impact of various Roman Emperors.  
**SS.WH8.1.6** – Consider the events that led to the development and acceptance of Christianity.  
**SS.WH8.1.7** – Evaluate the cultural and political impacts of the Roman Games.  
**SS.WH8.1.8** – Distinguish the identifying features of Roman Architecture when compared to various other forms.  
**SS.WH8.1.9** – Compile a list of factors that led to the fall of Rome.
- Outcome: **SS.WH8.2** Students will examine the roles of individuals and/or groups who shaped Western Europe during the Dark/Middle Ages, and evaluate the influences each had on the development of social structures.
- Components: **SS.WH8.2.1** – Estimate the impact that the loss of Roman institutions had on Western Europe.  
**SS.WH8.2.2** – Assess the importance of the early ruling families of France and England (c. 400-1400 C.E.)  
**SS.WH8.2.3** – Point out how the role of the monarchy led to the creation of Feudalism.  
**SS.WH8.2.4** – Debate the causes, effects and impacts of Nation Building on the peoples of Western Europe.  
**SS.WH8.2.5** – Categorize the various levels of medieval feudal society.  
**SS.WH8.2.6** – Differentiate between countries and the Holy Roman Empire.

**SS.WH8.2.7** – Document the importance of the crusades and their cultural/social/economic impacts.

**SS.WH8.2.8** – Review the role of the Medieval Church and its impacts on everyday life.

**SS.WH8.2.9** – Examine the importance of establishment of legal and political systems. (i.e. jury system, common law, parliament)

**SS.WH8.2.10** – Dissect the events and effects of the Black Death on all levels of society.

Outcome: **SS.WH8.3** Students will categorize the various world religions that directly impact Western European civilizations, and distinguish which founding principles a society may view as beneficial or problematic.

Components: **SS.WH8.3.1** – Compare and contrast the principles of: Christianity/Islam/Judaism.

**SS.WH8.3.2** – Document the issues in the Christian Catholic Church that led to various reform movements.

**SS.WH8.3.3** – Analyze the importance of Martin Luther’s 95 theses.

**SS.WH8.3.4** – Evaluate the impact that Henry VIII’s split from the Catholic Church had on Rome and England.

**SS.WH8.3.5** – Consider the effect that Mary I and Elizabeth I had on the religious identity of English citizens.

**SS.WH8.3.6** – Judge the effect that the Inquisition had on citizens of Europe and on religious institutions.

**SS.WH8.3.7** – Discuss how the successful establishment of Protestant religions forces the Catholic Church to reform itself.

Outcome: **SS.WH8.4** Students will assess the cultural impact of art, music, literature, education, and trade, on the people of Europe, and measure the importance of each in changing the way the citizens thought about worldly issues.

Components: **SS.WH8.4.1** – Identify by name and artist various works of renaissance art.

**SS.WH8.4.2** – Identify by name and author various works of renaissance literature.

**SS.WH8.4.3** – Explain the new innovations and stylistic approaches exhibited in renaissance art.

**SS.WH8.4.4** – Assess the relationship between trade and educational advancements as a result of the crusades and the Black Death.

**SS.WH8.4.5** – Establish a link between the Black Death and early renaissance art and literature.

**SS.WH8.4.6** – Correlate the relationship between renaissance learning and the educational practices of ancient Greece and Rome.

**SS.WH8.4.7** – Review the importance of the printing press and movable type.

**SS.WH8.4.8** – Catalog the important persons of the Renaissance.

**SS.WH8.4.9** – Point out the Catholic Church's response to various Renaissance ideologies.

Outcome: **SS.WH8.5** Students will research the leaders, peoples, and institutions involved in a rapidly growing European continent, and debate the causes and effects that lead to dramatic change and social upheaval.

Components: **SS.WH8.5.1** – Identify key persons in relation to the Monarchs of Europe c.1500-1815.

**SS.WH8.5.2** – Compare and contrast the various Absolute Monarchs of Spain c. 1469-1600.

**SS.WH8.5.3** – Determine the role of the church and monarchy in the establishment of the Spanish Inquisition.

**SS.WH8.5.4** – Compare and contrast the various Absolute Monarchs of England c. 1485-1714.

**SS.WH8.5.5** – Debate the causes and effects of the English Civil War.

**SS.WH8.5.6** – Interpret the importance and costs of exploration and colonization for England, Spain and France.

**SS.WH8.5.7** – Compare and contrast the various Absolute Monarchs of France c. 1610-1792.

**SS.WH8.5.8** – Identify key persons involved in the French Revolution.

**SS.WH8.5.9** – Evaluate the events that led to the revolution in France and determine what might have been the best way to defuse the crisis.

**SS.WH8.5.10** – Consider the role of the estates general as an agent for change.

**SS.WH8.5.11** – Determine the effectiveness of the Reign of Terror.

**SS.WH8.5.12** – Analyze the effectiveness of the French Revolution.

**SS.WH8.5.13** – Examine Napoleon's rise to power.

**SS.WH8.5.14** – Document the successes and failures of Napoleon's reign.

## **Social Studies**

### ***9<sup>th</sup> Grade – Modern World History***

**Outcome:** **SS.9.1** Students will conceptualize the development of industrial progress and its impacts on global diplomacy, economics, and society. They will evaluate the industrial advancements made during the 19<sup>th</sup> Century and analyze the need for reform.

**Components:** **SS.9.1.1** – List the Technological Advancements of the 19th Century Industrial Age.

**SS.9.1.2** – Describe the social and economic effects of industrialization.

**SS.9.1.3** – Identify positive effects of the Industrial Revolution.

**SS.9.1.4** – Define the impacts that the Industrial Age had on the world during the 19th Century.

**SS.9.1.5** – Identify key thinkers and their ideas that supported industrialization.

**SS.9.1.6** – Explain the origins of socialism and Marxism.

**SS.9.1.7** – Explain the origins of the women's suffrage movement.

**SS.9.1.8** – Survey the developments of democratic institutions throughout the world.

**SS.9.1.9** – Survey the advancements in medicine, science, and the rise of mass culture.

**Outcome:** **SS.9.2** Students will assess the dependence of global imperialism and analyze the political, social, and economic ramifications of nations that have adopted the imperialistic structure. They will measure the dependence of the imperialistic structure.

**Components:** **SS.9.2.1** – List the various imperialistic nations and match them to their colonial holdings.

**SS.9.2.2** – Locate on a map the imperialistic nations and their colonial holdings.

**SS.9.2.3** – Define the reasons for the development of Imperialism.

**SS.9.2.4** – Describe Africa before European domination.

**SS.9.2.5** – Summarize the motives which led European colonizers to Africa and the factors that allowed them to control much of the continent.

**SS.9.2.6** – Explain the different forms of colonial control in Africa.

**SS.9.2.7** – Summarize African resistance movements.

**SS.9.2.8** – Analyze the impact of colonial rule in Africa.

**SS.9.2.9** – Describe the British takeover of India.

**SS.9.2.10** – Identify positive and negative aspects of British colonialism in India.

**SS.9.2.11** – Describe U.S. acquisition of the Philippines and Hawaii.

**SS.9.2.12** – Explain the reasons for China's resistance to foreigners.

**SS.9.2.13** – Describe rebellions that shook China.

**SS.9.2.14** – Explain why Japan ended its policies of isolationism.

**Outcome:** **SS.9.3** Students will assess the events that led up to World War I and the various revolutions that gave rise to totalitarian rule in Europe. They will critique the rise and fall of totalitarian revolutions in China, Russia, and India.

**Components:** **SS.9.3.1** – List the countries that made up the Triple Alliance and the Triple Entente.

**SS.9.3.2** – Summarize the events that set World War I in motion.

**SS.9.3.3** – Compare and contrast the impacts of the war on the Eastern and Western fronts.

**SS.9.3.4** – Explain the effects of the Treaty of Versailles on Europe.

**SS.9.3.5** – Summarize the Bolshevik Revolution and its outcome.

**SS.9.3.6** – Explain Lenin's reforms.

**SS.9.3.7** – Define totalitarianism.

**SS.9.3.8** – Describe Stalin's method of transforming the Soviet Union into a totalitarian state.

**SS.9.3.9** – Describe Soviet daily life under Stalin.

**SS.9.3.10** – Sequence the events leading to the rise of communism in China.

**SS.9.3.11** – Describe the civil war between the Communists and Nationalists' of China.

**SS.9.3.12** – Describe how Mao's Marxist regime transformed China.

**SS.9.3.13** – Sequence the events leading to the rise of nationalist activity in India.

**SS.9.3.14** – Summarize Gandhi's nonviolent tactics.

**SS.9.3.15** – Explain how each revolution has impacted the future of the modern world.

**Outcome:** **SS.9.4** Students will formulate the causes of WWII, the development of the

Holocaust, the creation of European nations after WWII, and the financial crisis of post war Europe. They will synthesize the development of the coalition against the financial crisis.

Components: **SS.9.4.1** – Discuss the reasons for the rise of Fascism and Hitler in Germany.

**SS.9.4.2** – Describe Japan's steps in building an empire.

**SS.9.4.3** – Describe the spread of Fascism in Italy.

**SS.9.4.4** – Identify the key militaristic moves which led to the spread of totalitarianism.

**SS.9.4.5** – Outline the events that led to persecution of the Jews and later, the Holocaust.

**SS.9.4.6** – Describe the results of the "Final Solution."

**SS.9.4.7** – Explain the impacts of the Holocaust on the world today.

**SS.9.4.8** – Outline the events that ended WW II.

**SS.9.4.9** – Contrast the shift from democratic governments to dictatorships in Eastern Europe.

**SS.9.4.10** – Define the Cold War.

**SS.9.4.11** – Identify Cold War conflicts in the Middle East.

**SS.9.4.12** – Explain how the Cold War divided the world.

Outcome: **SS.9.5** Students will conceptualize the factors leading to the independence of the Southeastern Asian countries, African nations, and the division of the Middle Eastern nations. They will identify the factors that led to the spread of democracy and the conflicts.

Components: **SS.9.5.1** – List the countries that democratically achieved independence.

**SS.9.5.2** – Identify the impacts of achieving independence.

**SS.9.5.3** – Describe the reasons for the partition of India.

**SS.9.5.4** – Compare the similarities of the struggles for independence in Southeast Asia and Africa.

**SS.9.5.5** – Describe the reasons for the formation of Israel in 1947.

**SS.9.5.6** – Chart the conflicts between Israel and the Arab states.

**SS.9.5.7** – Explain Arab-Israel peace efforts.

**SS.9.5.8** – Identify changes occurring with the dissolution of the Soviet Union.

**SS.9.5.9** – Describe Afghanistan's struggle for independence and possible role in global terrorism.

**Outcome:** **SS.9.6** Students will compare global nations involved in anti-terrorist coalitions and examine the various nations that stress technological advancement, economic, social, environmental, and medical developments with an emphasis on anti-terrorist organizations.

**Components:** **SS.9.6.1** – Define the global economy.

**SS.9.6.2** – Evaluate effects of advances in healthcare, medicine, and agriculture on the world economy.

**SS.9.6.3** – Evaluate the increase in worldwide cultural interaction through technology.

**SS.9.6.4** – Discuss the effects of technology on the world economy.

**SS.9.6.5** – Describe the environmental impacts of global development.

**SS.9.6.6** – Define terrorism.

**SS.9.6.7** – Analyze the historical background of terrorism.

**SS.9.6.8** – List the nations involved with terrorism and terrorist organizations.

**SS.9.6.9** – List the nations involved in the Global Anti-Terrorism Coalition, and the reasons for their involvement.

**SS.9.6.10** – Identify ways that nations deal with issues of war and peace.

**SS.9.6.11** – Describe terrorist attacks on the United States and other nations (including 9/11).

**SS.9.6.12** – Summarize the U.S. and global response to this attack.

## Social Studies

### *Grades 9-10; Adventures in Social Studies*

#### *Early Exploration & the Golden Age of Piracy*

Outcome: **SS.ADSS.1** Students will conceptualize the impacts and achievements of the early explorers and identify the impacts of piracy on the global trading markets. Students will compare the impacts of early piracy to modern piracy and define the roles that the United Nations currently plays in eradicating piracy today.

- Components: **SS.ADSS.1.1** – Analyze the various historical texts about Christopher Columbus.
- SS.ADSS.1.2** – Assess the accuracy of documented information on Christopher Columbus.
- SS.ADSS.1.3** – Evaluate the goals and achievements of the early explorers.
- SS.ADSS.1.4** – Identify the lifestyle and hardships of the early explorers.
- SS.ADSS.1.5** – Identify the different superstitions of the early explorers.
- SS.ADSS.1.6** – Compare early explorer superstitions to modern superstitions.
- SS.ADSS.1.7** – Locate on a map where piracy was most prevalent during the Golden Age of piracy.
- SS.ADSS.1.8** – Examine the lifestyle and appearance of pirates during the Golden Age.
- SS.ADSS.1.9** – Analyze the Pirates Code.
- SS.ADSS.1.10** – Contrast the Pirates Code to the stereotypical opinions about pirate lifestyle, appearance, and conduct.
- SS.ADSS.1.11** – Identify the accuracies and inaccuracies about pirates during the Golden Age.
- SS.ADSS.1.12** – Examine the impacts of modern day pirates on the global economy.
- SS.ADSS.1.13** – Locate on a map where modern day piracy is most prevalent today.
- SS.ADSS.1.14** – Compare and contrast the goals of early piracy to that of modern day piracy.
- SS.ADSS.1.15** – Identify how the United Nations attempts to eradicate piracy.

### *Civil War*

Outcome: **SS.ADSS.2** Students will determine the events that led up to the Civil War. They will identify the impacts of key people and battles, while examining the role of Abraham Lincoln in restructuring the United States.

Components: **SS.ADSS.2.1** – Explain the origins of the Civil War.

**SS.ADSS.2.2** – Identify the advantages and disadvantages of the Union and the Confederacy prior to the Civil War.

**SS.ADSS.2.3** – Assess the roles of key players in the Civil War.

**SS.ADSS.2.4** – Examine the key battles of the Civil War.

**SS.ADSS.2.5** – Evaluate the impact of slavery and slave uprisings in the Civil War.

**SS.ADSS.2.6** – Determine the role that African Americans played during the Civil War.

**SS.ADSS.2.7** – Explain the impacts of the reconstruction period after the Civil War.

**SS.ADSS.2.8** – Examine the early life of Abraham Lincoln.

**SS.ADSS.2.9** – Identify the hardships of Lincoln’s early life.

**SS.ADSS.2.10** – Analyze Lincoln’s views on slavery.

**SS.ADSS.2.11** – Examine the death of Abraham Lincoln.

**SS.ADSS.2.12** – Dispute the role of key players in the assassination of Abraham Lincoln.

### *Illinois History*

Outcome: **SS.ADSS.3** Students will conceptualize the development of Illinois and the emergence of Chicago. They will evaluate the factors that allowed Illinois to become a state and identify the landmarks that are significant to the history of Illinois.

Components: **SS.ADSS.3.1** – Identify the early inhabitants of Illinois.

**SS.ADSS.3.2** – Examine the impacts of the early European settlers in Illinois.

**SS.ADSS.3.3** – Identify the state symbols and objects of Illinois.

**SS.ADSS.3.4** – Examine the events that allowed Illinois to become a state.

**SS.ADSS.3.5** – Evaluate the movement of people and state capitols throughout Illinois.

**SS.ADSS.3.6** – Justify the reasons for the development of Chicago as a trading center.

**SS.ADSS.3.7** – Determine the factors that contributed to the emergence of bootlegging, smuggling, and gang activity in Chicago during the Progressive Era.

**SS.ADSS.3.8** – Identify key events that impacted the development of Chicago.

**SS.ADSS.3.9** – Determine key landmarks of Illinois.

**SS.ADSS.3.10** – Identify each landmarks historical significance to the development of Illinois.

### *Contemporary World Issues*

Outcome: **SS.ADSS.4** Students will conclude how terrorism has influenced global diplomacy. They will compare different nations throughout the world and identify current events that have impacted the modern history.

Components: **SS.ADSS.4.1** – Identify the impact that terrorism has played on modern diplomacy.

**SS.ADSS.4.2** – Measure the impacts of September 11, 2001 on global terrorism concerns.

**SS.ADSS.4.3** – Examine the impact of September 11, 2001 on New York City and the United States economy.

**SS.ADSS.4.4** – Assess the United States concerns to eradicate terrorism.

**SS.ADSS.4.5** – Identify United States policy and law regarding terrorism.

**SS.ADSS.4.6** – Measure the impacts of homeland security and border control in the United States.

**SS.ADSS.4.7** – Examine key countries throughout the world.

**SS.ADSS.4.8** – Compare and contrast each countries government, military, stance on terrorism, and humanitarian goals.

**SS.ADSS.4.9** – Locate each country on a map.

**SS.ADSS.4.10** – Identify key countries throughout the world that work with or against the United States.

**SS.ADSS.4.11** – Evaluate key events impacting the modern world.

**Social Studies**  
***10<sup>th</sup> Grade – U.S. History***

Outcome: **SS.USH.10.1** Students will analyze the (causes, major battles and the) effects of WWI. They will evaluate the effects of war on the U.S. home front and determine how the U.S. entry impacted the outcome of the war, and the peace process that followed.

Components: **SS.USH.10.1.1** – List the Axis of powers.

**SS.USH.10.1.2** – List the Allied powers.

**SS.USH.10.1.3** – Assess the causes of World War I.

**SS.USH.10.1.4** – Consider the events that lead the U.S. into World War I.

**SS.USH.10.1.5** – Describe the U.S. mobilization efforts for World War I.

**SS.USH.10.1.6** – Describe U.S. military participation in World War I.

**SS.USH.10.1.7** – Summarize Wilson's fourteen points and European objections.

**SS.USH.10.1.8** – Describe the 1919 peace conference negotiations and treaty.

**SS.USH.10.1.9** – Explain why the senate rejected the Treaty of Versailles.

Outcome: **SS.USH.10.2** Students will compare the conservative influences of politics and economics on the 1920's and contrast them with the changing nature of cultural and social standards in the U.S.

Components: **SS.USH.10.2.1** – Identify the factors that led to the Red Scare.

**SS.USH.10.2.2** – Explain how the policies of Harding, Coolidge and Hoover supported big business.

**SS.USH.10.2.3** – Explain the reasons for prosperity.

**SS.USH.10.2.4** – Determine how corporate policies reduced the appeal of unions.

**SS.USH.10.2.5** – Identify the kinds of white-collar jobs that most women held.

**SS.USH.10.2.6** – Identify how and why the standard of living of many, though not all Americans, rose during the 1920's.

**SS.USH.10.2.7** – Consider the effects of the automobile on the economy and culture of the 1920's.

**SS.USH.10.2.8** – List the leisure-time activities of Americans during the 1920's.

**SS.USH.10.2.9** – Explain how 1920's social changes caused conflicts among various groups in the U.S.

**SS.USH.10.2.10** – Evaluate some reasons for and effects of the widespread disregard for prohibition.

**Outcome:** **SS.USH.10.3** Students will determine the causes and effects of the stock market crash and decide its impact on the ensuing Great Depression. They will consider the political, social and economic impact of the depression and evaluate the effect of FDR's New Deal.

**Components:** **SS.USH.10.3.1** – Describe the stock market crash of 1929 and explain why it occurred.

**SS.USH.10.3.2** – Explain how the crash led to the Depression and describe some underlying causes of this downturn.

**SS.USH.10.3.3** – Analyze how the Depression affected rural and urban families differently.

**SS.USH.10.3.4** – Explain how people coped with the sacrifices and hardships of the Depression.

**SS.USH.10.3.5** – Decide issues and events that persuaded voters to choose FDR as president.

**SS.USH.10.3.6** – Detail the legislation of the Hundred Days.

**SS.USH.10.3.7** – Discuss the objections of tenant farmers, labor unions, radicals, conservatives, and the Supreme Court to the New Deal.

**SS.USH.10.3.8** – Describe how women, African Americans, and Native Americans were affected by New Deal legislation and attitudes.

**SS.USH.10.3.9** – Discuss the new role that the government began to take in ensuring the welfare of its citizens.

**Outcome:** **SS.USH.10.4** Students will analyze the causes, major battles and events of WWII and its impact on world events. They will evaluate the effects of the war on the U.S. home front and how our entry impacted the outcome of the war.

**Components:** **SS.USH.10.4.1** – Describe the rise of totalitarianism in Europe and its impact on world events.

**SS.USH.10.4.2** – Explain the motives behind Japan's policy of territorial expansion and why Americans were opposed to it.

**SS.USH.10.4.3** – Analyze why at first the U.S. adopted a policy of neutrality toward escalating world tensions.

**SS.USH.10.4.4** – Detail Hitler's conquest of Europe.

**SS.USH.10.4.5** – List the factor's that led to Japan's attack on Pearl Harbor.

**SS.USH.10.4.6** – Explain the overall military strategies of the Allied Powers in Europe and the Pacific.

**SS.USH.10.4.7** – Describe the problems the government of the U.S. faced in maintaining morale and mobilizing the economy.

**SS.USH.10.4.8** – List two major tasks of converting the economy of the U.S. to war production.

**SS.USH.10.4.9** – Explain the purposes of rationing.

**SS.USH.10.4.10** – Describe the violations of Japanese Americans' civil liberties during World War II.

**SS.USH.10.4.11** – Debate the decision to drop the Atomic bomb on Japan.

**Outcome:** **SS.USH.10.5** Students will determine the causes of the Cold War and analyze the political, social and economic differences between the U.S. and the Soviet Union that led to this ideological conflict. Topics will include the Korean Conflict and the arms race.

**Components:** **SS.USH.10.5.1** – Describe events that led to the Soviet dominance in Eastern Europe.

**SS.USH.10.5.2** – Explain how differences between the United States and Soviet Union helped fuel the Cold War.

**SS.USH.10.5.3** – Explain how the Truman Doctrine and Marshall Plan further defined and deepened the Cold War.

**SS.USH.10.5.4** – List the causes and events that led up to the Korean Conflict.

**SS.USH.10.5.5** – Determine how a Soviet atomic bomb affected American society and the arms race.

**SS.USH.10.5.6** – Hypothesize the impact of a nuclear war on the world in the 1950's.

**SS.USH.10.5.7** – Identify the effects of Sputnik on the United States.

**SS.USH.10.5.8** – Explain Eisenhower's massive retaliation strategy.

**Social Studies**  
***Grades 11-12; Historical Perspectives in Cinema***

Outcome: **SS.HPC.1** Students will analyze the causes of the American Revolution and determine whether the movie *The Patriot*, accurately represents the style of fighting, uniforms, way of life and customs of the colonists and British during this time period.

Components: **SS.HPC.1.1** – Determine the cause of the American Revolution.  
**SS.HPC.1.2** – Know and recognize on a map, the 13 colonies.  
**SS.HPC.1.3** – Identify fighting styles of the British.  
**SS.HPC.1.4** – Identify fighting styles of the colonists.  
**SS.HPC.1.5** – Determine who Benjamin Martin was based from.  
**SS.HPC.1.6** – Distinguish between fact and fiction from the movie.  
**SS.HPC.1.7** – Understand customs of the time period.  
**SS.HPC.1.8** – Analyze the accuracy of the portrayal of Lord Cornwallis and Colonel Tavington.  
**SS.HPC.1.9** – List 6 actual events that the movie was based on.  
**SS.HPC.1.10** – List 3 components of the movie that were embellished.

Outcome: **SS.HPC.2** Students will analyze the causes of the American Civil War. After viewing the film *Glory*, they will determine African Americans role in fighting for the North and the discrimination that they faced. They will explain the eventual success of the North and the role African Americans had in that success.

Components: **SS.HPC.2.1** – Determine the causes of the Civil War.  
**SS.HPC.2.2** – Understand African Americans role in the Civil War.  
**SS.HPC.2.3** – Define discrimination.  
**SS.HPC.2.4** – Analyze the role African Americans played in helping the North win the Civil War.  
**SS.HPC.2.5** – Understand the impact of the Emancipation Proclamation.  
**SS.HPC.2.6** – List 3 historical accuracies of the movie *Glory*.  
**SS.HPC.2.7** – List 3 historical inaccuracies of the movie *Glory*.

Outcome: **SS.HPC.3** Students will analyze the impact of western settlement of Americans during the post Civil War period. They will understand why Native Americans fought to preserve their way of life. After viewing the film *Dances with Wolves*, they will compare and contrast Native American culture with that of white American settlers.

Components: **SS.HPC.3.1** – Define culture.

**SS.HPC.3.2** – Identify stereotypes of Native American culture.

**SS.HPC.3.3** – Understand the realities of Native American culture.

**SS.HPC.3.4** – Compare warfare of Native Americans and whites.

**SS.HPC.3.5** – Identify symbolism.

**SS.HPC.3.6** – Know the significance of the buffalo to Native American culture.

**SS.HPC.3.7** – List 2 historical accuracies of the movie *Dances With Wolves*.

**SS.HPC.3.8** – List 2 historical inaccuracies of the movie *Dances With Wolves*.

Outcome: **SS.HPC.4** Students will differentiate between fact and legend of myths about the American Old West of the late 1800's. After viewing the film *Wyatt Earp* students will document the way of life of American settlers and observe the lawlessness of the West during that time period.

Components: **SS.HPC.4.1** – Consider the difference between fact and legend.

**SS.HPC.4.2** – Analyze the historical life of Wyatt Earp.

**SS.HPC.4.3** – Identify occupations of the American Old West.

**SS.HPC.4.4** – Understand the lawlessness of the West.

**SS.HPC.4.5** – List 3 historical accuracies of the movie *Wyatt Earp*.

**SS.HPC.4.6** – List 2 historical inaccuracies of the movie *Wyatt Earp*.

Outcome: **SS.HPC.5** Students will contrast the 1920's with the 1930's in American society. They will analyze the economic, social and historical implications of the Great Depression. After viewing the film *Cinderella Man*, they will determine the effects the Great Depression had on an urban family.

Components: **SS.HPC.5.1** – Identify the causes of the Stock Market Crash.

**SS.HPC.5.2** – List the causes of the Great Depression.

**SS.HPC.5.3** – Determine the effects of the Great Depression.

**SS.HPC.5.4** – Identify New Deal programs used to provide emergency relief.

**SS.HPC.5.5** – Recognize the struggles the Braddock family endured during the Great Depression.

**SS.HPC.5.6** – List 3 historical accuracies of the movie *Cinderella Man*.

**SS.HPC.5.7** – List 2 historical inaccuracies of the movie *Cinderella Man*.

Outcome: **SS.HPC.6** Students will analyze important social, historical and political events of 1962 in America. After viewing the films *American Graffiti* and *Thirteen Days*, they will compare and contrast the innocence of teen behavior before the Cuban Missile Crisis and compare them with realities of the Cold War.

Components: **SS.HPC.6.1** – Compare teen-age behavior of 1962 with today.

**SS.HPC.6.2** – Contrast teen-age behavior of 1962 with today.

**SS.HPC.6.3** – Identify the causes of the Cuban Missile Crisis.

**SS.HPC.6.4** – Define Cold War.

**SS.HPC.6.5** – Analyze the effects of the Cuban Missile Crisis on American society.

**SS.HPC.6.6** – Determine the political significance of the Cuban Missile Crisis on the Kennedy Administration.

**SS.HPC.6.7** – Define Nuclear war.

**SS.HPC.6.8** – List 2 historical accuracies of the movie *Thirteen Days*.

**SS.HPC.6.9** – List 2 historical inaccuracies of the movie *Thirteen Days*.

Outcome: **SS.HPC.7** Students will analyze the negative economic, political, historical and social events during the 1970's in the United States. After viewing the film *Miracle*, they will determine the significance of the U.S. Hockey teams' victory on the American confidence.

Components: **SS.HPC.7.1** – Identify Watergate.

**SS.HPC.7.2** – Identify the Kent St. Massacre.

**SS.HPC.7.3** – Identify the Vietnam War.

**SS.HPC.7.4** – Identify Loves' Canal.

**SS.HPC.7.5** – Identify Three Mile Island.

**SS.HPC.7.6** – Identify the Iranian Hostage Crisis.

**SS.HPC.7.7** – Analyze the significance of the 1980 U.S. Hockey team's win.

**SS.HPC.7.8** – List 2 historical accuracies of the movie *Miracle*.

**SS.HPC.7.9** – List 2 historical inaccuracies of the movie *Miracle*.

Outcome: **SS.HPC.8** Students will explore the global military role the United States played in the 1990's in Somalia. After viewing the film *Black Hawk Down*, they will analyze modern warfare techniques and interpret our influence on third world countries.

Components: **SS.HPC.8.1** – Identify United Nations.

**SS.HPC.8.2** – Understand U.S. military role within UN actions.

**SS.HPC.8.3** – Compare U.S. modern warfare with WWII.

**SS.HPC.8.4** – Define Guerilla warfare.

**SS.HPC.8.5** – Define anarchy.

**SS.HPC.8.6** – Define genocide.

**SS.HPC.8.7** – List 2 historical accuracies of the movie *Black Hawk Down*.

**SS.HPC.8.8** – List 2 historical accuracies of the movie *Black Hawk Down*.

Outcome: **SS.HPC.9** Students will analyze the social and economic implications of the \$300 billion dollar lawsuit against the tobacco companies. After viewing the film *The Insider*, they will determine Jeffrey Wigand's role in the largest lawsuit judgment in U.S. history.

Components: **SS.HPC.9.1** – Define Nicotine.

**SS.HPC.9.2** – Define Addiction.

**SS.HPC.9.3** – Understand Jeffrey Wigand's role in trying to testify against big tobacco.

**SS.HPC.9.4** – Interpret big tobacco's slander campaign against Wigand.

**SS.HPC.9.5** – Determine *60 Minutes* role in the lawsuit.

**SS.HPC.9.6** – List 2 historical accuracies of the movie *The Insider*.

**SS.HPC.9.7** – List 2 historical inaccuracies of the movie *The Insider*.

**Social Studies**  
***10<sup>th</sup> Grade – AP U.S. History***

**The Founding of America 1500-1776**

Outcome: **SS.APUSH.1** Students will synthesize information as they perceive it through the use of primary and secondary sources to explain the importance of the impact of the European “discovery” of America as it relates to the foundation of American history.

Components: **SS.APUSH.1.1** – Identify the colonial settlements by Nation. 15.A.4a, 15.D.4a, 15.D.4b, 16.C.4a

**SS.APUSH.1.2** – Recognize the geographic/regional/demographic differences of the early colonies. 18.A.4, 18.B.4

**SS.APUSH.1.3** – Analyze the impact of regional differences on colonial development. 18.A.4, 18.B.4

**SS.APUSH.1.4** – Explain the influences the regional colonial developments had on early American history. 14.F.4a, 18.A.4, 18.B.4

**SS.APUSH.1.5** – Contrast the differences and impact of colonies of varied nations in early America. 18.A.4, 18.B.4

**SS.APUSH.1.6** – Imagine life in colonial America. 18.A.4, 18.B.4

**SS.APUSH.1.7** – Predict the evolving of colonial society by nation of influence and regional location. 15.D.4b, 16.C.4a

**SS.APUSH.1.8** – Hypothesize the cause and effect of the breakdown in American/British relations in colonial America. 14.A.4, 14.B.4, 14.C.4, 14.F.4a

**SS.APUSH.1.9** – Evaluate the reasons for the breakdown in American/British relations. 14.A.4, 14.B.4, 14.C.4, 14.F.4a, 16.C.4a, 16.D.4b

**Building a New Nation 1776-1800**

Outcome: **SS.APUSH.2** Students will identify, analyze and summarize the key ideas, events and developments of colonial independence and the resulting American government.

Components: **SS.APUSH.2.1** – Explain salutary neglect. 14.F.4a, 15.A.4a, 16.C.4a, 16.D.4b

**SS.APUSH.2.2** – Explain colonial response to the Sugar, Currency, and Stamp Acts. 14.F.4a, 15.C.4a, 16.D.4b

**SS.APUSH.2.3** – Assess the Stamp Act Crisis and the emergence of colonial protest. 14.C.4, 14.F.4a, 15.C.4a, 16.D.4b

**SS.APUSH.2.4** – Explain the circumstances that led to the Boston Massacre and the emergence of colonial leaders for independence. 14.A.4a, 14.C.4, 14.F.4a, 15.C.4b, 16.D.4b

**SS.APUSH.2.5** – Investigate the impact that Lexington and Concorde had on imperial relations with the American colonies. 14.A.4a, 14.C.4, 14.F.4a, 15.C.4b, 16.D.4b

**SS.APUSH.2.6** – Describe the intent and rationale for the Declaration of Independence and the response from King George III. 14.A.4, 14.B.4, 14.C.4, 14.E.4, 14.F.4a, 16.D.4b

**SS.APUSH.2.7** – Assess the effectiveness of the Articles of Confederation. 14.A.4, 14.B.4, 14.C.4

**SS.APUSH.2.8** – Understand the background, the process of development, and the ratification debate that surrounded the constitution of the United States. 14.A.4, 14.B.4, 14.C.4, 14.F.4a, 16.D.4a

**SS.APUSH.2.9** – Compare/contrast the Federalist and Anti-Federalist positions toward the idea of a strong central government. 14.A.4, 14.B.4, 14.C.4

**SS.APUSH.2.10** – Investigate the various compromises that were necessary to insure approval of the proposed constitution including “separation of powers” and the Bill of Rights. 14.C.4, 14.F.4a, 16.D.4b

### *The Age of Jefferson*

Outcome: **SS.APUSH.3** Students will identify the major historical events of the Jeffersonian era in American history and explain their importance in same.

Components: **SS.APUSH.3.1** – Explain advances in education, medicine and science. 14.F.4a, 14.F.4b, 15.C.4b, 15.E.4c, 16.D.4b, 18.B.4

**SS.APUSH.3.2** – Assess the role of religion in this period and compare/contrast to earlier colonial America. 14.F.4a, 16.D.4b, 18.A.4, 18.B.4

**SS.APUSH.3.3** – Describe Jefferson as President and compare/contrast to Presidents that preceded him. 14.E.4, 14.F.4a, 15.E.4c, 16.C.4a, 16.C.4c, 16.E.4b, 18.A.4, 18.B.4

**SS.APUSH.3.4** – Investigate the development and impact of the US Supreme Court in this period. 14.A.4, 14.F.4a, 14.F.4b

**SS.APUSH.3.5** – Examine the Louisiana Purchase controversies and exploration. 14.F.4a, 16.D.4b, 16.E.4a, 17.A.4a, 17.C.4b, 17.C.4c

**SS.APUSH.3.6** – Assess how incidents led to the War of 1812. 14.E.4, 14.F.4a, 16.D.4b

*The Growth of Nationalism and the Expansion of the Economy*

Outcome: **SS.APUSH.4** Students will develop an understanding of the growth of Nationalism in America and the importance of the expansion of the American economy by analyzing and incorporating primary and secondary sources of material as it relates to this topic.

Components: **SS.APUSH.4.1** – Explain the dramatic westward migration that began after the War of 1812. 14.F.4a, 16.C.4b, 16.D.4b, 17.A.4a, 17.C.4c

**SS.APUSH.4.2** – Describe the “Era of Good Feelings”. 14.F.4a, 16.D.4a

**SS.APUSH.4.3** – Assess how the developing sectional conflict-i.e., North vs. South manifested itself. 14.F.4a, 16.D.4b, 18.A.4, 18.B.4

**SS.APUSH.4.4** – Explain the impact of the Marshall Court on the primacy of the national over state governments and resulting issues. 14.A.4, 14.F.4a

**SS.APUSH.4.5** – Investigate Latin America and the Monroe Doctrine. 14.F.4a, 14.F.4b, 15.D.4a, 15.D.4b, 16.C.4a, 16.D.4b, 17.B.4b

**SS.APUSH.4.6** – Identify election procedures and criticisms of same e.g. “corrupt bargain”. 14.C.4, 14.F.4a

**SS.APUSH.4.7** – Investigate the presidency and the setting of the stage from Adams to Jackson. 14.F.4a, 16.D.4b

*Jacksonian America*

Outcome: **SS.APUSH.5** Students will compare and contrast the changing demographics in American politics and analyze the impact of same on the course of American history.

Components: **SS.APUSH.5.1** – Explain the rise of mass democracy. 14.B.4, 14.C.4, 14.F.4a

**SS.APUSH.5.2** – Identify controversial political decisions and policies and the impact of them of American citizenry. 14.F.4a

**SS.APUSH.5.3** – Articulate the formation, reason and utilization of the Whig party. 14.A.4, 14.B.4, 14.F.4a, 14.F.4b

**SS.APUSH.5.4** – Identify the political parties of this time period articulating the similarities and differences of each. 14.A.4, 14.B.4, 14.F.4a

**SS.APUSH.5.5** – Explain the impact of specific political economic decisions on foreign and domestic American history. 14.E.4, 14.F.4a, 14.F.4b, 15.A.4a, 15.C.4b, 15.D.4a, 16.C.4c

**SS.APUSH.5.6** – Describe the role of immigrants in America and compare and contrast people from varied nations of origin as well as the treatment of the Native Americans and slaves. 14.F.4a, 14.F.4b, 15.D.4c, 16.C.4c

*“King Cotton”, the South and the Slave Issue Resulting in the Civil War*

Outcome: **SS.APUSH.6** Students will analyze the role of “King Cotton” to the historical development of the South and will explain the impact of the slave issue on the history of the United States.

Components: **SS.APUSH.6.1** – Investigate the rapid rise of the cotton industry and the southern economic dependence on same. 14.F.4a, 15.A.4a, 15.A.4d, 15.C.4a, 15.D.4a, 15.D.4b, 15.E.4b, 15.E.4c, 16.C.4a, 16.C.4c, 16.D.4b, 17.C.4a, 17.C.4c

**SS.APUSH.6.2** – Explain the planter aristocracy and the resulting regional differences between the South and the North. 14.F.4a, 15.C.4a, 16.C.4c, 16.D.4a, 16.D.4b, 17.B.4b, 17.C.4c, 18.A.4

**SS.APUSH.6.3** – Investigate the life and culture of the Southern slaves. 14.F.4a, 16.C.4c, 16.D.4a, 16.D.4b, 18.A.4, 18.B.4

**SS.APUSH.6.4** – Describe the conflicting views of the Southern slave owner and the Northern abolitionist. 14.F.4a, 16.D.4a, 16.D.4b, 18.A.4, 18.B.4

**SS.APUSH.6.5** – Identify and explain the political, economic, and social views on the slave issue within various regions and social classes in the United States. 14.F.4a, 14.F.4b, 16.C.4c, 16.D.4a, 16.D.4b, 18.B.4

*The Civil War*

Outcome: **SS.APUSH.7** Students will appreciate the differences between the North and the South in the Civil War era that led to the Civil War. Students will gather information from primary and secondary sources that will enable them to clearly articulate the reasons and the rationales for the North and the South to take the positions as they did over the slave issue.

Components: **SS.APUSH.7.1** – Investigate the addition of new territories and the slave or free debate. 14.F.4a

**SS.APUSH.7.2** – Explain specific historic compromises, acts, legal decisions and action of private persons that impacted the move toward Civil War. 14.A.4, 14.C.4, 14.F.4a, 14.F.4b, 16.D.4a, 16.D.4b, 18.A.4, 18.B.4

**SS.APUSH.7.3** – Assess political factors particularly elections that led to secession. 14.F.4a, 16.D.4a, 16.D.4b

**SS.APUSH.7.4** – Explain the events at Fort Sumter and the historic implications. 14.F.4a

**SS.APUSH.7.5** – Explain advantages/disadvantages of the North and the South at the start of the war. 14.F.4a

**SS.APUSH.7.6** – Assess the politics of the North in fighting the Civil War. 14.F.4a, 16.D.4b

**SS.APUSH.7.7** – Compare and contrast the actual fighting of the Civil War. 14.F.4a, 16.D.4b

**SS.APUSH.7.8** – Assess the effects of the Civil War on the South, its economy and social structure. 14.F.4a, 15.C.4a, 15.E.4c, 16.D.4a, 16.D.4b

### Reconstruction and the “New” South

Outcome: **SS.APUSH.8** Students will analyze the reconstruction policies of the South after the Civil War and articulate the historical importance and impact of the policies and practices implemented at this time.

Components: **SS.APUSH.8.1** – Compare/contrast the Lincoln-Johnson plan for reconstruction of the South with that of the Radical Republicans. 14.F.4a, 14.F.4b

**SS.APUSH.8.2** – Assess the effect of Lincoln’s assassination on Reconstruction. 14.F.4a

**SS.APUSH.8.3** – Explain the significance of the Black Codes, and the 14<sup>th</sup> and 15<sup>th</sup> Amendments and the resulting rise of the KKK and Jim Crow laws. 14.F.4a, 14.F.4b, 16.D.4a, 16.D.4b

**SS.APUSH.8.4** – Analyze the Johnson impeachment proceedings. 14.F.4a

**SS.APUSH.8.5** – Assess the effectiveness of the governments imposed upon southern states by the north and the resulting political impact on the US by region. 14.F.4a, 14.F.4b, 16.D.4a, 16.D.4b

**SS.APUSH.8.6** – Investigate the problems encountered by the newly emancipated African Americans. 14.F.4a

**SS.APUSH.8.7** – Explain the legacy of Reconstruction on American history. 14.F.4a, 16.D.4a, 16.D.4b

*Forging an Industrial and Agricultural Society*

Outcome: **SS.APUSH.9** Students will compare and contrast the emergence of an industrial and agricultural American society by analyzing major accomplishments, trends, events and contributions of American citizens.

Components: **SS.APUSH.9.1** – Explain the reasons behind immigration to America and analyze the impact immigrants had on industrial and agricultural America. 14.F.4a, 15.D.4c, 16.C.4c

**SS.APUSH.9.2** – Compare and contrast the development of the west and the east in America. 14.F.4a, 16.C.4c

**SS.APUSH.9.3** – Investigate advances made in agriculture and industry and the impact they had on American history. 14.F.4a

**SS.APUSH.9.4** – Explain the social classes that emerged as a result of the emergence of industrial and agricultural regions in the US. 14.F.4a, 16.C.4c

**SS.APUSH.9.5** – Assess the role of labor in America and the impact of the union movement. 14.F.4a, 15.D.4c

**SS.APUSH.9.6** – Explain the role of politics in the development of industrial and agricultural America. 14.F.4a, 15.D.4c

**SS.APUSH.9.7** – Investigate political issues and third party emergence as a reflection of citizen's discontent in this period. 14.B.4, 14.F.4a

*The Path of Empire*

Outcome: **SS.APUSH.10** Students will formulate an understanding of the importance and historical implications of American expansionism. They will evaluate the various foreign and domestic policies that shaped American expansion and emergence as a global power.

Components: **SS.APUSH.10.1** – Explain the causes and impact of US Imperialism. 14.E.4, 14.F.4a, 14.F.4b, 15.A.4a, 15.D.4a

**SS.APUSH.10.2** – Explain reasons for and results of Spanish American War. 14.F.4a

**SS.APUSH.10.3** – Define terms such as Dollar Diplomacy, Roosevelt Corollary, etc. 14.F.4a

**SS.APUSH.10.4** – Identify US possessions on a map. 14.F.4a

**SS.APUSH.10.5** – Explain imperialist arguments/philosophy and rationale. 15.A.4a

**SS.APUSH.10.6** – Describe US change from a neutral nation to WWI participant. 14.F.4a

**SS.APUSH.10.7** – Explain Wilsonian politics and aspirations. 14.F.4a

**SS.APUSH.10.8** – Describe the results of WW1 for the US. 14.F.4a

### *The Roaring 20's*

Outcome: **SS.APUSH.11** Students will assess the period of the 1920's and compare and contrast this period to those before it from a social, political, and economic perspective.

Components: **SS.APUSH.11.1** – List evidence of a “mass-consumption” society. 15.A.4b, 15.B.4a

**SS.APUSH.11.2** – Describe the urban/rural differences in the context of specific events such as the Scopes Monkey Trial, Prohibition, etc. 14.F.4a, 16.D.4b

**SS.APUSH.11.3** – Describe the “red scare” and the resulting impact on immigration. 14.F.4a

**SS.APUSH.11.4** – Describe cultural developments. 16.D.4b

**SS.APUSH.11.5** – Compare and contrast the “flapper” lifestyle to pre 1920's life. 16.D.4b

**SS.APUSH.11.6** – Identify what the “New prosperity” was and the underlying problems. 14.F.4a

**SS.APUSH.11.7** – Describe changing roles of women. 14.F.4a, 16.C.4c

**SS.APUSH.11.8** – Explain political actions and impact on society in this period. 14.F.4a

### *The Depression and New Deal*

Outcome: **SS.APUSH.12** Students will analyze the causes of the Depression and will analyze the New Deal response with respect to its impact and effectiveness.

Components: **SS.APUSH.12.1** – Explain the causes of the Stock Market Crash and depression. 14.F.4a, 15A.4a, 15.A.4b

**SS.APUSH.12.2** – Describe the Depression's impact on people throughout America. 14.F.4a, 15.A.4c, 15.A.4d, 15.D.4a

**SS.APUSH.12.3** – Compare and contrast the actions of Hoover and Roosevelt in response to the depression. 14.F.4a

**SS.APUSH.12.4** – Describe New Deal programs. 14.F.4a

**SS.APUSH.12.5** – Assess New Deal success. 14.F.4a

**SS.APUSH.12.6** – Identify specific political issues of this period and the person/political party affiliated with same. 14.F.4a

*America Goes to War (WWII)*

Outcome: **SS.APUSH.13** Students will analyze the causes of World War II as well as assess the historical reasons and validity of America’s entry into the war.

Components: **SS.APUSH.13.1** – Describe the causes of the war and the relations of the powers involved to the US. 14.F.4a, 15.C.4a, 15.D.4a

**SS.APUSH.13.2** – Identify the specific “sides” in WWII. 14.F.4a

**SS.APUSH.13.3** – Explain US policy prior to entry into WWII that showed support to a particular nation. 14.F.4a

**SS.APUSH.13.4** – Describe how the US actually came to be in WWII. 14.F.4a

**SS.APUSH.13.5** – Describe the impact of the war on the domestic front in America. 14.F.4a

**SS.APUSH.13.6** – Describe the global impact of America entering WWII. 14.D.4, 14.F.4a, 14.F.4b

**SS.APUSH.13.7** – Explain the strategy of the Axis and Allied powers. 14.F.4a

**SS.APUSH.13.8** – Identify how America’s entry into WWII “turned the tide”. 14.F.4a

**SS.APUSH.13.9** – Assess arguments for dropping the bomb. 14.D.4, 14.E.4, 14.F.4a

*Post War World America and the Cold War*

Outcome: **SS.APUSH.14** Students will analyze post war America at home and globally as well as synthesize information enabling them to understand the Cold War.

Components: **SS.APUSH.14.1** – Describe post war problems and US role in rebuilding. 14.E.4, 14.F.4a

**SS.APUSH.14.2** – Explain political terms of this period such as Marshall Plan, Truman Doctrine, etc. 14.F.4a

**SS.APUSH.14.3** – Compare and contrast the policies of Eisenhower and Truman. 14.F.4a

**SS.APUSH.14.4** – Identify global “posturing”, allies, world leaders and political practices post WWII. 14.E.4, 14.F.4a, 14.F.4b

**SS.APUSH.14.5** – Assess America’s political policies globally. 14.E.4

**SS.APUSH.14.6** – Define the term “Cold War”. 14.E.4, 14.F.4a

**SS.APUSH.14.7** – Explain the impact of the Cold War on America and the rest of the world. 14.D.4, 14.E.4, 14.F.4a, 14.F.4b

*The Eisenhower Era 1952-1960*

Outcome: **SS.APUSH.15** Students will synthesize historical information in the format of primary and secondary sources as they relate to the Eisenhower era.

Components: **SS.APUSH.15.1** – Describe the election of Dwight D. Eisenhower. 14.F.4a

**SS.APUSH.15.2** – Articulate information as it relates to Joseph McCarthy and “McCarthyism”. 14.F.4a, 16.D.4b

**SS.APUSH.15.3** – Explain life in the South, and the seeds of the civil rights revolution. 14.F.4a, 16.D.4b

**SS.APUSH.15.4** – Identify major civil rights events in this period e.g. Brown v. Board of Education. 14.F.4a, 16.D.4b

**SS.APUSH.15.5** – Explain the importance and impact of Martin Luther King, Jr. 14.F.4a, 16.D.4b

**SS.APUSH.15.6** – Describe changing roles and society in the 1950’s. 14.F.4a, 14.F.4b, 16.C.4c

**SS.APUSH.15.7** – Explain the Suez Canal crisis 1956-it’s historic impact and legacy. 14.F.4a

**SS.APUSH.15.8** – Describe the “space race” historic fact and importance. 14.F.4a

**SS.APUSH.15.9** – Assess John F. Kennedy’s election to office and the era he would usher in. 14.F.4a

*The Stormy Sixties*

Outcome: **SS.APUSH.16** Students will compare and contrast the events of the 1960’s and be able to explain the relevance of the phrase “the stormy sixties”.

Components: **SS.APUSH.16.1** – Assess the Civil Rights movement in this period describing events and identifying leaders. 14.F.4a, 14.F.4b, 16.C.4c

**SS.APUSH.16.2** – Understand causes and impact of Vietnam War , US involvement and impact at home during the war and the aftermath. 14.E.4, 14.F.4a, 14.F.4b

**SS.APUSH.16.3** – Describe social, cultural mores and norms that emerged in this period. 14.F.4a, 16.D.4b

**SS.APUSH.16.4** – Explain the emergence of social and cultural protest and the impact on politics that resulted. 14.F.4a, 16.D.4b

**SS.APUSH.16.5** – Assess Presidents in this period. 14.F.4a, 16.D.4b

**SS.APUSH.16.6** – Describe fads, fashions and trends associated with this period. 14.F.4a, 16.D.4b

**SS.APUSH.16.7** – Explain the changing roles of women and minorities. 14.F.4a, 16.C.4c, 16.D.4b

### *The Staleated Seventies*

Outcome: **SS.APUSH.17** Students will analyze the 1970's and accrue information to enable them to compare and contrast this period to those prior to it and after as well as enable them to understand the importance of this period to American history.

Components: **SS.APUSH.17.1** – Describe the actions of young Americans in terms of social, political and cultural behavior. 14.F.4a, 16.D.4b

**SS.APUSH.17.2** – Identify social issues of this period their impact and importance. 14.F.4a

**SS.APUSH.17.3** – Examine critical issues to Americans e.g. Roe v. Wade, the environment, etc. 14.F.4a

**SS.APUSH.17.4** – Assess the Nixon presidency-politics, policies at home and globally. 14.E.4, 14.F.4a

**SS.APUSH.17.5** – Explain economic/consumer issues as well as foreign policy concerns e.g. OPEC. 14.E.4, 14.F.4a

**SS.APUSH.17.6** – Explain “Watergate”-its historical and political impact of the “event” and the aftermath. 14.F.4a

**SS.APUSH.17.7** – Compare and contrast the Ford presidency to the election and presidency of Carter. 14.F.4a

**SS.APUSH.17.8** – Identify major global “players” in this period and their relationship to the US. 14.E.4, 14.F.4a

**SS.APUSH.17.9** – Define the “New Right” and assess the emergence of it in this period. 14.F.4a

**SS.APUSH.17.10** – Describe the rise of Ronald Reagan, compare and contrast to James Carter. 14.F.4a

*The Resurgence of Conservatism*

Outcome: **SS.APUSH.18** Students will analyze the emergence of the “New Right” and will compare and contrast the events of this period associated with the 1980’s to those prior to and after it.

- Components: **SS.APUSH.18.1** – Examine the rise of conservatism. 14.F.4a  
**SS.APUSH.18.2** – Investigate religious revivalism and the social, cultural, and political impact. 14.F.4a, 16.D.4b  
**SS.APUSH.18.3** – Explain the economy and economic policies of this period. 14.F.4a, 15.A.4a, 15.A.4b  
**SS.APUSH.18.4** – Describe the election of 1980. 14.F.4a  
**SS.APUSH.18.5** – Explain the “Reagan Revolution”. 14.F.4a  
**SS.APUSH.18.6** – Describe the impact of the Reagan years in the White house. 14.F.4a  
**SS.APUSH.18.7** – Explain US foreign policy in this period, list global powers and their relation to the US. 14.E.4, 14.F.4a  
**SS.APUSH.18.8** – Describe the Clinton election. 14.F.4a  
**SS.APUSH.18.9** – Compare and contrast the Reagan presidency to the Clinton presidency. 14.F.4a

*The 1990’s and Beyond*

Outcome: **SS.APUSH.19** Students will analyze the historical events of the 1990’s and beyond and will evaluate the impact of these events on themselves as well as other Americans.

- Components: **SS.APUSH.19.1** – Assess the presidencies of this period. 14.F.4a  
**SS.APUSH.19.2** – Compare and contrast the administration of each president to the next from 1990 to date. 14.E.4, 14.F.4a, 14.F.4b, 15.A.4a  
**SS.APUSH.19.3** – List major global “players” and their relationship to the US. 14.E.4  
**SS.APUSH.19.4** – Describe major American domestic issues. 14.F.4a  
**SS.APUSH.19.5** – Describe major American foreign issues. 14.E.4, 14.F.4a  
**SS.APUSH.19.6** – Explain the role of America in today’s world and the historical roots that brought us to this point. 14.E.4, 14.F.4a

**SS.APUSH.19.7** – Describe social classes and cultural groups that have emerged in the US, identify traditional social institutions and roles of Americans and how they have changed. 14.F.4a, 16.C.4c, 16.D.4b, 18.A.4, 18.B.4

**SS.APUSH.19.8** – Predict future events in American history explain your reasoning for your predictions.

**Social Studies**  
***11<sup>th</sup> Grade – American Government***

Outcome: **SS.USG.11.1** Students will compare governments & economies and explain what led to the creation of different types. They will identify how the U.S. government was established, considering economic, political, and social events that led to the creation as it now exists.

Components: **SS.USG.11.1.1** – List the essential features of a state.

**SS.USG.11.1.2** – Explain the theories about the origins of governments and economies.

**SS.USG.11.1.3** – Determine similarities and differences between unitary and federal governments.

**SS.USG.11.1.4** – Compare the relationship between democracy and free enterprise.

**SS.USG.11.1.5** – Outline the ways the U.S. has modified its free enterprise system.

**SS.USG.11.1.6** – Examine why colonists expected representative government.

**SS.USG.11.1.7** – Relate how colonists united against British law, leading to the Declaration of Independence.

**SS.USG.11.1.8** – Give opinion on the strengths and weaknesses of the Articles of Confederation.

**SS.USG.11.1.9** – Describe the creation and ratification of the Constitution.

Outcome: **SS.USG.11.2** Students will analyze the different branches of government while examining the Constitution's basic structure and principles. They will evaluate how it can be changed and the changes that have taken place since the creation of the original Constitution.

Components: **SS.USG.11.2.1** – Report the structure of the U.S. Constitution.

**SS.USG.11.2.2** – Debate the principles behind the U.S. Constitution.

**SS.USG.11.2.3** – List the powers and duties of the three branches of the federal government.

**SS.USG.11.2.4** – Debate the roles of the three branches of the federal government.

**SS.USG.11.2.5** – Investigate the ways of proposing amendments to the Constitution.

**SS.USG.11.2.6** – Explain ways of ratifying amendments to the Constitution.

**SS.USG.11.2.7** – Classify amendments by type: individual rights, societal change, and affecting structure and power of government.

**SS.USG.11.2.8** – Describe and evaluate the goals of the government as listed in the pre-amble.

**SS.USG.11.2.9** – Give opinion as to how the U.S. is a limited government.

Outcome: **SS.USG.11.3** Students will determine the differences between national, state, and local powers within a federal system and decide its impact on public policy. They will review how citizens are affected by federalism and the impact of relations between the 3 levels.

Components: **SS.USG.11.3.1** – List the different types of powers found within a federal system of government.

**SS.USG.11.3.2** – Compare federal powers with state powers.

**SS.USG.11.3.3** – Evaluate how the Constitution regulates interstate relations.

**SS.USG.11.3.4** – Identify the views of federalism.

**SS.USG.11.3.5** – Summarize the impact of federalism on politics.

**SS.USG.11.3.6** – Hypothesize on the future of federalism.

**SS.USG.11.3.7** – Determine why the federal government is more powerful than state government.

**SS.USG.11.3.8** – Interpret how individuals have been affected by federalism.

Outcome: **SS.USG.11.4** Students will compare the membership, duties, qualifications, and selection process for the 3 branches of federal government. They will analyze the process of a bill becoming a law and determine how presidential styles and the Supreme Court can influence.

Components: **SS.USG.11.4.1** – List the qualifications for congressional membership.

**SS.USG.11.4.2** – Examine the rules and procedures used in the House during the lawmaking process.

**SS.USG.11.4.3** – Contrast the Senate’s role in the lawmaking process with that of the House.

**SS.USG.11.4.4** – Describe the requirements for the Office of the President.

**SS.USG.11.4.5** – Document the components of the Executive Office of the President.

**SS.USG.11.4.6** – Express the leadership qualities important to the success of a President.

**SS.USG.11.4.7** – Compare the seven major roles of the President.

**SS.USG.11.4.8** – Determine the jurisdiction of federal and state courts and the method of selecting federal judges.

**SS.USG.11.4.9** – Appraise the ways the Supreme Court shapes public policy.

**SS.USG.11.4.10** – Characterize the forces that shape the Supreme Courts decision.

**SS.USG.11.4.11** – Discuss the historical foundations of the Electoral College and its positives and negatives.

**Outcome:** **SS.USG.11.5** Students will examine the development of political parties and voting rights to show the role they play in nomination of candidates. They will analyze campaigns, their influence on voters and the impact of non-voters in elections.

**Components:** **SS.USG.11.5.1** – Elaborate on the role of political parties in American politics.

**SS.USG.11.5.2** – Chart the organization of American political parties.

**SS.USG.11.5.3** – Compile the advantages of different ways to nominate candidates.

**SS.USG.11.5.4** – Identify the disadvantages of different ways to nominate candidates.

**SS.USG.11.5.5** – Interpret the role campaign financing plays in electing candidates for public office.

**SS.USG.11.5.6** – Describe the role political parties’ play in elections.

**SS.USG.11.5.7** – Determine the historical expansion of voting rights.

**SS.USG.11.5.8** – Evaluate the factors that influence voters and non-voters.

**Outcome:** **SS.USG.11.6** Students will analyze interest groups organization and ability to affect and shape public policy and connect it to the power held by the group and the amount of money under their control. They will examine data measuring public opinion and its impact.

**Components:** **SS.USG.11.6.1** – Define the types of interest groups found within the United States.

**SS.USG.11.6.2** – Identify in what parts of the country interest groups are strongest.

**SS.USG.11.6.3** – Assess how lobbyists affect public policy.

**SS.USG.11.6.4** – Debate the pros and cons of lobbyists.

**SS.USG.11.6.5** – Document how public policy is formed in the United States.

**SS.USG.11.6.6** – List the most accurate types of polls.

**SS.USG.11.6.7** – Evaluate the methods used to measure public opinion.

**SS.USG.11.6.8** – Defend what types of legislation have the greatest chance of being passed.

Outcome: **SS.USG.11.7** Students will evaluate how the government raises money and analyze how that money is used and distributed. They will analyze the federal budget and determine the government’s role in managing the economy.

Components: **SS.USG.11.7.1** – Identify the types of taxes used to raise money.

**SS.USG.11.7.2** – Evaluate the methods of borrowing used by the government to raise money.

**SS.USG.11.7.3** – Define the role of the executive branch in preparing the federal budget.

**SS.USG.11.7.4** – Explain the role of the legislative branch in preparing the federal budget.

**SS.USG.11.7.5** – Investigate the influence of fiscal and monetary policy on the economy.

**SS.USG.11.7.6** – Examine the safeguards in place to control federal spending.

**SS.USG.11.7.7** – Debate the question of whether the federal income tax should be replaced.

**SS.USG.11.7.8** – Identify the Federal Reserve and its purposes.

**SS.USG.11.7.9** – List the responsibilities of the Internal Revenue Service.

Outcome: **SS.USG.11.8** Students will examine state constitutions and different states three branch system in determining how public policy is established within various states. They will examine how local governments work with state and federal systems.

Components: **SS.USG.11.8.1** – Detail the importance of state constitutions.

**SS.USG.11.8.2** – Explain the functions of state constitutions.

**SS.USG.11.8.3** – Analyze the organization and functions of the three branches of state governments.

**SS.USG.11.8.4** – Explain the ways in which state governments write and enforce public policy.

**SS.USG.11.8.5** – Evaluate and identify various sources of state revenue.

**SS.USG.11.8.6** – Describe and compare various forms of local government.

**SS.USG.11.8.7** – Discuss how local governments provide a range of services to residents of the community.

**SS.USG.11.8.8** – Identify problems that metropolitan areas face.

**SS.USG.11.8.9** – Recommend solutions to the problems that metropolitan areas face.

**Social Studies**  
***Grades 11-12; Psychology***

- Outcome: **SS.PSY.1** Students will analyze why it is useful to study psychology. They will examine the relatively brief history of psychology, and determine the large number of professions available to those interested in psychology.
- Components: **SS.PSY.1.1** – Describe the range of topics that are covered in an introductory psychology course.  
**SS.PSY.1.2** – Identify the goals and scientific basis of psychology.  
**SS.PSY.1.3** – Explain important trends in the history of psychology.  
**SS.PSY.1.4** – Identify various approaches to the study of psychology.  
**SS.PSY.1.5** – Consider the work of a psychologist.  
**SS.PSY.1.6** – Summarize the careers and specialized fields in psychology.
- Outcome: **SS.PSY.2** Students will compare the different altered states of consciousness; they will evaluate sleep and sleep disorders. They will determine the effects of drug abuse on the brain and consciousness.
- Components: **SS.PSY.2.1** – Describe the research related to sleep and dreams.  
**SS.PSY.2.2** – List and discuss sleep disorders.  
**SS.PSY.2.3** – Determine how hypnosis relates to consciousness.  
**SS.PSY.2.4** – Analyze research into biofeedback and meditation.  
**SS.PSY.2.5** – Identify the effects drugs have on consciousness.  
**SS.PSY.2.6** – Define drug abuse.
- Outcome: **SS.PSY.3** Students will analyze the physical and mental factors that cause people to act a specific way at a specific time. They will also examine the theories explaining how and why people experience various emotions.
- Components: **SS.PSY.3.1** – Describe four theories of motivation.  
**SS.PSY.3.2** – Explain the difference between intrinsic and extrinsic motivation.  
**SS.PSY.3.3** – Consider the biological and social needs of humans.  
**SS.PSY.3.4** – Identify Maslow’s hierarchy of needs.

**SS.PSY.3.5** – Describe the physiological theories of emotion.

**SS.PSY.3.6** – Explain the cognitive theorists' approach to the study of emotion.

Outcome: **SS.PSY.4** Students will analyze the different theories of personality that have been developed by the different schools of psychology.

Components: **SS.PSY.4.1** – Describe the major purposes of personality theories.

**SS.PSY.4.2** – List the major schools of personality theory.

**SS.PSY.4.3** – Explain Sigmund Freud's structural concepts of personality.

**SS.PSY.4.4** – Define Freud's defense mechanisms.

**SS.PSY.4.5** – Describe Carl Jung's theory of personality.

**SS.PSY.4.6** – Describe Skinner's concept of personality.

**SS.PSY.4.7** – Explain Bandura's social cognitive theory of personality.

**SS.PSY.4.8** – Determine Maslow's idea of self-actualization.

**SS.PSY.4.9** – Analyze Carl Roger's view of human behavior.

**SS.PSY.4.10** – Explain the main features of trait personality.

**SS.PSY.4.11** – Describe Allport's, Cattell's, and Eysenck's theories of personality.

Outcome: **SS.PSY.5** Students will determine sources of stress, their physical and psychological reactions to stress and ways to cope with stress.

Components: **SS.PSY.5.1** – Define stress.

**SS.PSY.5.2** – Identify various sources of stress.

**SS.PSY.5.3** – Examine psychological, physical, and behavioral reactions to stress.

**SS.PSY.5.4** – Identify stages of the stress reaction.

**SS.PSY.5.5** – Explain defensive strategies of coping with stress.

**SS.PSY.5.6** – Describe active strategies of coping with stress.

**SS.PSY.5.7** – Analyze some of the issues related to adjustment to college life.

**SS.PSY.5.8** – Define Rational Emotive Therapy.

Outcome: **SS.PSY.6** Students will examine how normal behavior becomes abnormal. They will categorize common types of psychological disorders and be able to interpret the causes and symptoms of these disorders.

Components: **SS.PSY.6.1** – Define psychological disorder.

**SS.PSY.6.2** – Distinguish between the concepts of normality and abnormality.

**SS.PSY.6.3** – Identify the behavioral patterns of anxiety disorders.

**SS.PSY.6.4** – Explain what causes anxiety disorders.

**SS.PSY.6.5** – Identify the behavioral patterns of somatoform disorders.

**SS.PSY.6.6** – Describe the symptoms of dissociative disorders.

**SS.PSY.6.7** – Describe the disorder of schizophrenia.

**SS.PSY.6.8** – Assess several theories that try to explain mood disorders.

**SS.PSY.6.9** – Decide how personality disorders differ from other psychological disorders.

**SS.PSY.6.10** – Explain how drug abuse is a psychological problem.

Outcome: **SS.PSY.7** Students will analyze the various therapies available to treat psychological disorders. They will also assess the aims and goals of different types of therapies.

Components: **SS.PSY.7.1** – Explain the nature of psychotherapy.

**SS.PSY.7.2** – Describe the role of a therapist.

**SS.PSY.7.3** – Identify psychoanalysis and its aims.

**SS.PSY.7.4** – Explain humanistic therapy and its goals.

**SS.PSY.7.5** – Identify cognitive therapies and their aims.

**SS.PSY.7.6** – Explain the processes and goals of behavior therapy.

**SS.PSY.7.7** – Determine biological approaches to treatment.

**SS.PSY.7.8** – Consider examples of treatment medicines and their effects on patients.

**Social Studies*****Grades 11-12; Psychology 2***

Outcome: **SS.PSY2.1** Students will determine the functions of the nervous system, the endocrine system, and the brain. They will analyze how the nervous system, endocrine system, and the environment affect the brain and behavior.

Components: **SS.PSY2.1.1** – Identify the parts of the nervous system.  
**SS.PSY2.1.2** – Describe the functions of the nervous system.  
**SS.PSY2.1.3** – Determine the structure and functions of the human brain.  
**SS.PSY2.1.4** – Discuss the different ways psychologists study the brain.  
**SS.PSY2.1.5** – Describe the endocrine system.  
**SS.PSY2.1.6** – Identify hormones and their function in the endocrine system.  
**SS.PSY2.1.7** – Compare the effects of heredity and environment on behavior.  
**SS.PSY2.1.8** – Summarize research on the effects of heredity and environment on behavior.

Outcome: **SS.PSY2.2** Students will analyze sensation and perception. They will discriminate between different sensory thresholds and explore the organization of perceptual information.

Components: **SS.PSY2.2.1** – Describe the field of study known as psychophysics.  
**SS.PSY2.2.2** – Define and discuss threshold, Weber’s law, and signal detection.  
**SS.PSY2.2.3** – Explain the nature and functioning of the sense organs.  
**SS.PSY2.2.4** – Identify the skin and body senses and explain how they work.  
**SS.PSY2.2.5** – Outline the principles involved in perception.  
**SS.PSY2.2.6** – Describe how we learn to perceive and what illusions are.  
**SS.PSY2.2.7** – Identify and label the parts of the eye and ear.

Outcome: **SS.PSY2.3** Students will examine three different types of learning; classical conditioning, operant conditioning, and social learning. They will also analyze how the principles of learning are applied to human and animal behavior through such techniques as reinforcement.

Components: **SS.PSY2.3.1** – Describe the principles of classical conditioning.  
**SS.PSY2.3.2** – Outline the techniques of classical conditioning.  
**SS.PSY2.3.3** – Identify the principles of operant conditioning.  
**SS.PSY2.3.4** – Describe applications of operant conditioning.  
**SS.PSY2.3.5** – Explain the concept of reinforcement.  
**SS.PSY2.3.6** – Describe the principles involved in cognitive learning and modeling.  
**SS.PSY2.3.7** – Integrate the principles of learning to human and animal behavior.  
**SS.PSY2.3.8** – Identify the principles of learning used in behavior modification.

Outcome: **SS.PSY2.4** Students will determine the ways in which people receive, process, store, retrieve, and analyze information. They will explain how people can improve memory through the use of meaningfulness and association.

Components: **SS.PSY2.4.1** – Explain the three processes of memory.  
**SS.PSY2.4.2** – Describe the information-processing model of memory.  
**SS.PSY2.4.3** – Identify the types of long and short term memory.  
**SS.PSY2.4.4** – Identify several memory retrieval processes.  
**SS.PSY2.4.5** – Explain the processes involved in forgetting.  
**SS.PSY2.4.6** – List ways to improve memory.

Outcome: **SS.PSY2.5** Students will analyze problem solving, decision making, and reasoning processes. They will also determine the relationship between language and human thought.

Components: **SS.PSY2.5.1** – Identify the units of thought and the kinds of thinking.  
**SS.PSY2.5.2** – Explain strategies for and obstacles to problem solving.  
**SS.PSY2.5.3** – Explain the structure of language.  
**SS.PSY2.5.4** – Describe how children develop language.

Outcome: **SS.PSY2.6** Students will analyze the characteristics of psychological tests, and explore the various types of psychological tests, including those that measure intelligence and achievement.

- Components: **SS.PSY2.6.1** – Identify three ways of measuring reliability.
- SS.PSY2.6.2** – Explain test standardization and how test validity is assessed.
- SS.PSY2.6.3** – Explain the various views of intelligence.
- SS.PSY2.6.4** – Identify two kinds of IQ tests.

**Social Studies**

***12<sup>th</sup> Grade – Sociological Dynamics of the Individual & Family***

Outcome: **SS.FL.12.1** Students will analyze the nature of relationships and determine the impact of intimacy and paired bonds within those relationships. They will compare and contrast the changing social patterns in society from the 1960's to the present.

Components: **SS.FL.12.1.1** – Define both primary and secondary relationships and describe the contrasting characteristics of each.

**SS.FL.12.1.2** – Discuss the paired bonds within primary relationships.

**SS.FL.12.1.3** – Analyze the characteristics of intimacy.

**SS.FL.12.1.4** – Describe the three types of people who have low need for intimacy.

**SS.FL.12.1.5** – Consider the ways that social patterns of relating may vary among societies, cultures, and subcultures based on class, race, ethnicity, and religion.

**SS.FL.12.1.6** – Discuss changes in American society from the 1960's to the present.

Outcome: **SS.FL.12.2** Students will evaluate how traditional patterns of gender-role socialization differ from current patterns and consider the effects of nature vs. nurture on personality, defining gender and distinguishing between gender characteristics of females and males.

Components: **SS.FL.12.2.1** – Define gender.

**SS.FL.12.2.2** – Identify and distinguish the role of each of the three interacting parts of gender.

**SS.FL.12.2.3** – Distinguish between primary and secondary gender characteristics of females and males.

**SS.FL.12.2.4** – Define the concept of overlapping distribution of gender traits.

**SS.FL.12.2.5** – Explain how traditional and cultural patterns of gender-role socialization differ from current patterns.

**SS.FL.12.2.6** – Compile the differences between girls and boys and women and men in the use of language.

**SS.FL.12.2.7** – Assess the steps in the development of gender identity.

**SS.FL.12.2.8** – Compare and contrast the arguments for nature versus nurture.

Outcome: **SS.FL.12.3** Students will explain the importance of understanding the various aspects of love and the theories that attempt to unify, clarify, and explain love. Students will interpret research findings in regards to romance.

Components: **SS.FL.12.3.1** – List the various aspects of love and the theories that attempt to unify, clarify and explain love.

**SS.FL.12.3.2** – Discuss self-love as the basis for all love.

**SS.FL.12.3.3** – Differentiate between adult-infant love and adult-adult love.

**SS.FL.12.3.4** – Define altruistic love.

**SS.FL.12.3.5** – Discuss the attachment theory as an explanation for the origin of love and describe its differing styles from infancy to maturity.

**SS.FL.12.3.6** – Describe gender differences in self-disclosure and desire for equilibrium in intimate relationships.

**SS.FL.12.3.7** – Explain both positive and negative limerence, in terms of crystallization, stages, and duration.

**SS.FL.12.3.8** – Discuss research findings as to whether men or women are more romantic.

**SS.FL.12.3.9** – Elaborate on the many faces and patterns of jealousy.

**SS.FL.12.3.10** – Distinguish between passionate love and companionate love in the two-forms-of-love theory suggested by Hatfield and Rapson.

Outcome: **SS.FL.12.4** Students will analyze the historical perspective of marriage and compare it to the changing societal trends on marriage laws. They will list reasons people choose to marry, consider the legal rights, obligations in marriage, and assess the economic cost.

Components: **SS.FL.12.4.1** – Discuss the historical perspective of marriage.

**SS.FL.12.4.2** – Define nuclear family.

**SS.FL.12.4.3** – Discuss the effects of changing societal trends in marriage laws.

**SS.FL.12.4.4** – Explain the legal rights and obligations in marriage.

**SS.FL.12.4.5** – Elaborate on the reasons people choose to marry.

**SS.FL.12.4.6** – Explain the procedural steps to marriage.

**SS.FL.12.4.7** – List the economic costs of a traditional wedding.

**SS.FL.12.4.8** – Explain the difference among coercive power, attributed power, and negotiated power in marital interaction.

**SS.FL.12.4.9** – Define adultery, consensual adultery, and motivations for committing adultery.

**SS.FL.12.4.10** – Outline the five stages of the family life cycle theory.

**SS.FL.12.4.11** – Explain the incidence, motivation, and success rate of child-free marriages.

**Outcome:** **SS.FL.12.5** Students will evaluate the components of child development and will connect it with the developmental sequence for children through the neonate, infant and young child stages. They will assess the importance of nutrition, early bonding, and relationships.

**Components:** **SS.FL.12.5.1** – Describe the developmental sequence for children through the neonate, infant and young child stages.

**SS.FL.12.5.2** – Identify the components of healthy child development.

**SS.FL.12.5.3** – Explain the impact of adequate nutrition for brain development both prenatally and during the first two years of life.

**SS.FL.12.5.4** – Explain the importance of early bonding between parent and child.

**SS.FL.12.5.5** – Consider the importance of emotional security and how it relates to spoiling a child.

**SS.FL.12.5.6** – Discuss the importance of setting limits on children’s behavior.

**SS.FL.12.5.7** – Determine the effects of parent-child relationships in enhancing self-esteem of a child.

**SS.FL.12.5.8** – Describe the process and importance of learning mastery skills in childhood.

**SS.FL.12.5.9** – Explain how a child acquires values.

**SS.FL.12.5.10** – Distinguish between disciplining and punishing a child.

**Outcome:** **SS.FL.12.6** Students will analyze the concept of conflict inevitability in marriage and explain the difference between reality-oriented and defense-oriented behavior in response to conflict. They will determine the importance of communication as it relates to conflict.

**Components:** **SS.FL.12.6.1** – Define conflict and explain its nature.

**SS.FL.12.6.2** – Discuss the concept of conflict inevitability in marriage.

**SS.FL.12.6.3** – Explain the difference between reality-oriented behavior and defense-oriented behavior in response to conflict.

**SS.FL.12.6.4** – Select examples of defense mechanisms that may be used in conflict.

**SS.FL.12.6.5** – Distinguish among extra punitive, intrapunitive, and impunitive patterns of response to conflict.

**SS.FL.12.6.6** – Identify common patterns of attack and defense in conflict.

**SS.FL.12.6.7** – Discuss the destructive consequences of unresolved conflict.

**SS.FL.12.6.8** – Define the concept “psychological game” and identify the characteristics of this pattern of interaction in conflict.

**SS.FL.12.6.9** – Name and explain the most commonly used patterns of ineffective communication.

**SS.FL.12.6.10** – Consider the steps involved in constructive resolution of conflict.

**SS.FL.12.6.11** – Discuss the term “feedback” as it relates to communication and conflict resolution.

**Outcome:** **SS.FL.12.7** Students will analyze the common causes and statistics concerning divorce in America. Students will discuss the characteristics of remarriages as they relate to step families and extended families.

**Components:** **SS.FL.12.7.1** – List the common causes of divorce.

**SS.FL.12.7.2** – Cite statistics concerning divorce in America.

**SS.FL.12.7.3** – Evaluate the individual or personal factors that affect divorce rates and discuss how they influence the probability for divorce.

**SS.FL.12.7.4** – Evaluate the long-term effects of divorce on women, men, girls, and boys.

**SS.FL.12.7.5** – Interpret statistics concerning remarriage.

**SS.FL.12.7.6** – Discuss the demographic characteristics of remarriage as they are complicated by factors of age, race, income, and education.

**SS.FL.12.7.7** – Identify and describe the many possible types of stepfamilies.

**SS.FL.12.7.8** – Describe the structures and dynamics of a stepfamily that distinguish it from a first family.

**SS.FL.12.7.9** – Assess the financial pressures in a stepfamily.

**Outcome:** **SS.FL.12.8** Students will analyze data concerning the effectiveness of various forms of birth control. Students will assess succession of conception, gestation, and childbirth.

Components: **SS.FL.12.8.1** – Define contraceptive.

**SS.FL.12.8.2** – Discuss the most popular forms of contraceptives in America.

**SS.FL.12.8.3** – Evaluate the effectiveness rate of each type of contraceptive.

**SS.FL.12.8.4** – Define conception and gestation.

**SS.FL.12.8.5** – Summarize the three stages of childbirth.

**SS.FL.12.8.6** – Discuss the transmission and treatment of sexually transmissible diseases.

**SS.FL.12.8.7** – Differentiate between the many forms of STD's.

**Social Studies*****Social Statements in Art (See Humanities)***

## **Social Studies**

### ***Grades 11-12; American Judicial System (Civil Law)***

#### ***Civil Law***

Outcome: **SS.CL.1** Students will identify, analyze and synthesize information as it relates to the definition of and component parts of the civil law system today.

Components: **SS.CL.1.1** – Identify what civil law is –specifically identify the different topic areas of civil law and differentiate civil from criminal law.

**SS.CL.1.2** – Analyze the civil law system-its purpose, structure and process.

**SS.CL.1.3** – Assess the value of civil law by comparing and contrasting to the criminal law system in terms of process, procedure and purpose.

#### ***Families***

Outcome: **SS.CL.2** Students will identify, analyze and summarize key ideas, concepts, policies and legal procedures in the area of family law.

Components: **SS.CL.2.1** – Explore areas of pre-marital family civil law-paternity, engagement, pre-nuptial agreements and domestic violence.

**SS.CL.2.2** – Analyze the Illinois Marriage and Dissolution Act.

**SS.CL.2.3** – Assess the Illinois Family statutes as they relate to children in the areas of custody, support and adoption.

**SS.CL.2.4** – Analyze issues particular to family law today in terms of what a family is, embryos, surrogacy and non-traditional family units.

#### ***Estates, Trusts & Fiduciaries***

Outcome: **SS.CL.3** Students will evaluate and interpret information as it relates to estate planning, trusts and fiduciary relationships.

Components: **SS.CL.3.1** – Explain the Probate Act of 1975-identify the rules of estate planning as it relates to drafting a will as well as comparing the estate of an individual that dies with or without a will.

**SS.CL.3.2** – Assess the value of an estate plan as it relates to various individuals.

**SS.CL.3.3** – Identify the component parts of a trust and explain the difference between a will and a trust.

**SS.CL.3.4** – Analyze areas of law included in estate law such as guardianship, conservator, living will, third party beneficiary and power of attorney.

### *Torts*

Outcome: **SS.CL.4** Students will identify, analyze and synthesize information as it relates to tort law.

Components: **SS.CL.4.1** – Define what tort law is differentiate from other areas of civil law as well as criminal.

**SS.CL.4.2** – Identify the seven intentional torts and explain the defenses possible.

**SS.CL.4.3** – Explain the concept of defamation, nuisance, negligence, gross negligence, products liability, strict liability, vicarious liability and malpractice.

**SS.CL.4.4** – Assess the validity of the remedy available to one suing in a tort action.

### *Contracts*

Outcome: **SS.CL.5** Students will evaluate and interpret information as it relates to contract law.

Components: **SS.CL.5.1** – Explain the component parts of a contract-offer and acceptance, consideration, litigation-rights and remedies.

**SS.CL.5.2** – Explore and assess actual contracts currently in use-apply rules of contract law to the document and evaluate the effectiveness of same.

**SSCL.5.3** – Assess the value of laws as they relate to contracts for both the plaintiff and the defendant in any given contract dispute.

**SS.CL.5.4** – Evaluate the remedies the law allows in a contract dispute.

### *The Civil Trial*

Outcome: **SS.CL.6** Students will identify the component parts of a civil case as it goes through the trial process.

Components: **SS.CL.6.1** – Identify the parties to a civil case as well as filing documents and component parts of a courtroom.

**SS.CL.6.2** – Explain the component parts of a civil trial from an attorneys perspective-jury selection, the opening statement, direct and cross exams, the use of objections, and the closing statement.

**SS.CL.6.3** – Explore the civil trial process by preparation of a civil trial casebook and participation in a mock trial.

## *Social Studies*

### *Grades 11 & 12 – American Judicial System (Criminal Law)*

#### *Criminal Justice Today*

Outcome: **SS.CRL.1** Students will identify, analyze and synthesize information as it relates to the definition of and component parts of the criminal justice system today.

Components: **SS.CRL.1.1** – Identify what a crime is - analyze the criminal law models (consensus and conflict) as well as the integrated definition of crime from both primary and secondary sources.

**SS.CRL.1.2** – Analyze the criminal justice system-its purpose, structure and process.

**SS.CRL.1.3** – Assess the values in the criminal justice system today by comparing and contrasting control of crime vs. due process, punishment of the criminal vs. protection of the public.

**SS.CRL.1.4** – Document factors as they relate to trends and issues in criminal justice today-crime rates, citizen perceptions of crime, crime rate, criminals, and victims.

#### *Measuring and Explaining Crime*

Outcome: **SS.CRL.2** Students will evaluate and interpret information as it relates to the measuring of crime and explaining the causes of the commission of crime.

Components: **SS.CRL.2.1** – Identify and critique crime reports currently in use as well as create a report system that should/could be used in place of or in addition to those currently in use (Crime Index, Uniform Crime Report, National Incident Based Reporting System, Victim Surveys, and Self-Reported Surveys).

**SS.CRL.2.2** – Explain crime trends and patterns-location of crime, individual class, race and age of defendant and victim, impact of drugs and alcohol and the “career” criminal. Further, hypothesize as to future crime trends and patterns locally, on the state and national level.

**SS.CRL.2.3** – Explore the causes of crime-assess crime and free will, evaluate biological and psychological theories of crime, evaluate sociological theories of crime and the impact of family, friends and the media.

***History and Development of American Criminal Law***

Outcome: **SS.CRL.3** Students will identify, analyze and summarize key ideas, events and developments in the American criminal law system.

Components: **SS.CRL.3.1** – Explain the development of American criminal law from concept historically to early man to early English Common Law.

**SS.CRL.3.2** – Identify the written sources of American criminal law-constitutional law, statutory law, administrative law and case law.

**SS.CRL.3.3** – Distinguish the purposes of criminal law-protect and punish, maintain and teach.

**SS.CRL.3.4** – Differentiate between classes of crime-civil and criminal law, felonies and misdemeanors, mala in se and mala prohibita.

**SS.CRL.3.5** – Appreciate the elements of a crime-actus reus, mens rea, concurrence, causation, attendant circumstances and harm.

**SS.CRL.3.6** – Consider the legal definition of crime.

**SS.CRL.3.7** – Analyze criminal responsibility/defenses under the law-insanity, intoxication, mistake, duress, use of force for self and others, necessity and entrapment.

**SS.CRL.3.8** – Assess procedural safeguards-the Bill of Rights and Due Process.

***Police Agents of Law and Order***

Outcome: **SS.CRL.4** Students will identify, and explain the importance of Police as agents of law and order in our society as it pertains to the criminal law system.

Components: **SS.CRL.4.1** – Explain the history of the American Police-English roots, early American Police, modernization of the American Police force, and historical occurrences impacting same.

**SS.CRL.4.2** – Identify law enforcement agencies-municipal agencies, Sheriffs and county enforcement, State Police and Highway patrols, Federal law enforcement agencies and private security.

**SS.CRL.4.3** – Assess the responsibilities of the Police-enforcing the laws, providing services, preventing crime, and preserving the peace.

**SS.CRL.4.4** – Evaluate the role of and interpret the meaning of discretion in policing.

***Policing: Organization and Strategies***

Outcome: **SS.CRL.5** Students will develop an understanding of the organization and strategies of policing.

Components: **SS.CRL.5.1** – Describe the structure of a police department.

**SS.CRL.5.2** – Analyze police on patrol-the purpose of patrol, patrol activities, methods of patrol and value of patrol.

**SS.CRL.5.3** – Explain police investigations-from report of crime to crime scene and beyond.

**SS.CRL.5.4** – Assess police organization and strategies and community impact.

***Police and the Rule of Law***

Outcome: **SS.CRL.6** Students will identify, analyze and appreciate police work under our American Constitutional framework.

Components: **SS.CRL.6.1** – Explain the 4<sup>th</sup> Amendment as it applies to crime-reasonableness, probable cause and the exclusionary rule.

**SS.CRL.6.2** – Analyze “stop and frisk”-the Terry v. Ohio case and what constitutes a “stop”, a “frisk”?

**SS.CRL.6.3** – Describe an arrest-elements of an arrest with or without a warrant.

**SS.CRL.6.4** – Identify what makes a search and seizure lawful-the role of privacy, search and seizure with or without a warrant, automobile searches, the plain view doctrine and the use of electronic surveillance.

**SS.CRL.6.5** – Explain the interrogation process and the impact of Miranda v. Arizona.

**SS.CRL.6.6** – Assess the identification process of a suspected criminal.

***Challenges to Effective Policing***

Outcome: **SS.CRL.7** Students will develop an understanding of the challenges facing the development of and maintenance of an effective police force.

Components: **SS.CRL.7.1** – Identify the requirements to become a police officer.

**SS.CRL.7.2** – Assess the issues facing a police officer-“us v. them” police subculture, the physical and mental dangers of police work, authority and use or misuse of force, police corruption, ethics and accountability.

### *Criminal Courts*

Outcome: **SS.CRL.8** Students will develop an understanding of the criminal court system.

- Components: **SS.CRL.8.1** – Identify functions of the courts.  
**SS.CRL.8.2** – Compare and contrast the state and federal court systems.  
**SS.CRL.8.3** – Explain the role of Judges in the court system.  
**SS.CRL.8.4** – Identify members of courtroom.

### *Pretrial Procedures-The Adversary System*

Outcome: **SS.CRL.9** Students will identify, analyze and summarize the component parts of the pre-trial system.

- Components: **SS.CRL.9.1** – Compare and contrast the role/responsibilities of a Prosecuting Attorney and a Defense Attorney.  
**SS.CRL.9.2** – Explain the pre-trial detention of a criminal.  
**SS.CRL.9.3** – Explain the negotiating process in a criminal case from the State’s and Defendant’s perspective.

### *The Criminal Trial*

Outcome: **SS.CRL.10** Students will understand the criminal trial process.

- Components: **SS.CRL.10.1** – Identify features of the criminal trial-“speedy” trial, role of jury, privilege against self-incrimination, presumption of innocence, strict standard of proof.  
**SS.CRL.10.2** – Analyze the jury selection process from the perspective of a States’ Attorney and a Defense Attorney.  
**SS.CRL.10.3** – Identify the steps in a criminal trial from jury selection to post conviction procedures.

### *Punishment and Sentencing*

Outcome: **SS.CRL.11** Students will analyze and assess the punishment system in the criminal law process.

- Components: **SS.CRL.11.1** – Identify the purpose and structure of sentencing.  
**SS.CRL.11.2** – Assess individualized punishment and sentencing-just or inconsistent?

**SS.CRL.11.3** – Evaluate sentencing reform.

**SS.CRL.11.4** – Analyze capital punishment as a viable punishment.

### *Corrections from Probation to Prison*

Outcome: **SS.CRL.12** Students will identify, analyze and understand the component parts of the correctional system.

Components: **SS.CRL.12.1** – Explain the purpose and function of community corrections/probation.

**SS.CRL.12.2** – Construct a history of the American prison system.

**SS.CRL.12.3** – Assess the role of prisons in society-identify types of prisons-form and function.

### *The Life of an Inmate*

Outcome: **SS.CRL.13** Students will assess the life of an inmate and evaluate the use of incarceration in our society.

Components: **SS.CRL.13.1** – Explain prison culture.

**SS.CRL.13.2** – Evaluate effectiveness of the correctional system for those in it.

**SS.CRL.13.3** – Identify post prison (probation or release) issues.

**SS.CRL.13.4** – Assess the life of a prisoner considered too “dangerous” to be released and the life term he/she will serve.

### *The Juvenile Justice System*

Outcome: **SS.CRL.14** Students will analyze and understand the issues of particular concern when a juvenile enters the criminal justice system as a defendant.

Components: **SS.CRL.14.1** – Explain the evolution of the American juvenile justice system.

**SS.CRL.14.2** – Analyze the meaning and interpretation of “delinquency”.

**SS.CRL.14.3** – Identify the steps a juvenile defendant takes in the criminal law process-compare and contrast to that of an adult.

**SS.CRL.14.4** – Explain the juvenile corrections system.

*Issues in American Criminal Law Today*

Outcome: **SS.CRL.15** Students will assess crimes that are continuing to occur on a large scale and /or are “new” to American criminal justice \*at this time two topics are listed but this unit is open to “updates”.

Components: **SS.CRL.15.1** – Identify and explain the issues surrounding the ongoing war against illegal drugs in the United States.

**SS.CRL.15.2** – Analyze the history of the criminalization of certain drugs in America.

**SS.CRL.15.3** – Compare and contrast the war on drugs to alternatives to prohibition.

**SS.CRL.15.4** – Explain what a cyber crime is.

**SS.CRL.15.5** – Identify classes and types of cyber crimes currently identified.

**SS.CRL.15.6** – Compare the identification of something as a cyber crime vs. civil liberties on the internet.