

Title 7: Education K-12

Part 193: Mississippi College- and Career-Readiness Standards for Social Studies



**MISSISSIPPI**

COLLEGE- AND CAREER-READINESS

**STANDARDS**

For the *Social Studies*

EFFECTIVE DATE: 2022 | Find this document online at [www.mdek12.org/ese](http://www.mdek12.org/ese)



MISSISSIPPI  
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EDUCATION



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# ACKNOWLEDGEMENTS

## 2022 MISSISSIPPI COLLEGE-AND-CAREER-READINESS STANDARDS FOR THE SOCIAL STUDIES REVIEW COMMITTEE

The Office of Secondary Education, through the Mississippi Department of Education (MDE), deeply appreciates the time and expertise given by the following individuals to the revision of the *Mississippi College- and Career-Readiness Standards (MS CCRS) for the Social Studies 2021* draft of the *Mississippi College-and-Career-Readiness Standards for Social Studies 2018*.

The 2022 Review Committee consisted of representatives from each of the four congressional districts with a total of 62 members on the Review Committee. The committee members were invited to solicit feedback from the field prior to a face-to-face work session, which was aided by 26 MDE employees serving in the role of facilitator or note-taker. During the revisions process, teachers, administrators, curriculum directors, and university professors had an opportunity to review the proposed 2021 draft of the MS CCRS for Social Studies along with the public comments. A total of 241 educators (Congressional District 1- 56, Congressional District 2-73, Congressional District 3- 58, Congressional District 4-54), as well as seven university professors, gave input into the revision of the standards.

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# INTRODUCTION

## MISSION STATEMENT

The Mississippi Department of Education (MDE) is dedicated to student success, which includes improving student achievement in the social studies, equipping citizens to solve complex problems, and establishing fluent communication skills, while preparing students for college, career, and civic life. The Mississippi College- and Career-Readiness Standards (MS CCRS) provide a consistent, clear understanding of what students are expected to know and be able to do by the end of each grade level or course. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that students need for success in college and careers and allowing students to compete in the global economy.

## PURPOSE

This document is designed to provide districts and K-12 social studies teachers with a basis for curriculum development. In order to prepare students for careers and college, it outlines what knowledge students should obtain, and the types of skills students must master upon successful completion of each grade level. The *2022 MS CCRS for the Social Studies* reflect national expectations while focusing on postsecondary success, but they are unique to Mississippi in addressing the needs of our students and teachers. The standards' content centers around four practices: conceptual understanding, fostering inquiry, collaboration and action, and integration of content skills. Instruction in these areas is designed for a greater balance between content and process. Teachers are encouraged to transfer more ownership of the learning process to students, who can then direct their own learning and develop a deeper understanding of the social studies and the problem-solving process. Doing so will produce students who will become more capable, independent, and literate adults.

## IMPLEMENTATION

The 2022 MS CCRS for the Social Studies Revision will be implemented during the 2023 – 2024 academic year.

# REVISION PROCESS

## MS CCR STANDARDS

FOR THE *Social Studies*

The *MS CCRS for Social Studies* 2018 along with the following documents were used as foundational references to the *MS CCRS for Social Studies* 2022.

- National Council for the Social Studies: ***College, Career, and Civic Life (C3) Framework for Social Studies State Standards: Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History***
- National Assessment of Educational Progress (NAEP) Framework for Civics, Economics, Geography, and U.S. History
- Fordham Institute Social Studies Standards
- ACT College- and Career-Readiness (CCR) Benchmarks
- *National Standards for History Education*
- *National Standards for the Social Studies*
- *National Standards for Economic Education*
- *National Standards for Civics and Government*
- *Geography for Life (2<sup>nd</sup> Edition) National Standards for Geography*
- Standards for Advanced Placement programs
- Social Studies standards from other states: AL, LA, TN, TX
- Current literature and research regarding the Social Studies

# The **SOCIAL STUDIES**



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## **STRANDS**

The different content strands in social studies combine to give a clear picture of the past and present. Strands also give depth to the social studies curriculum, enabling students to grasp the complexity of events from the past and present and help them acquire critical thinking skills to make informed decisions in the future. The Mississippi College- and Career-Readiness Standards for the Social Studies 2022 is comprised of five (5) essential content strands: Civics, Civil Rights, Economics, Geography, and History. The five (5) strands remain integrated throughout each of the k-12 social studies courses.

## **HISTORY**

The history strand asks students to examine historical events that significantly changed the way humans live through the study of primary and secondary sources. To gain an in-depth historical understanding, students investigate how the past shapes the present, how people and events have changed society through time, and how localized changes can impact the world power structure.

## **CIVICS**

The civics strand provides students with a basic understanding of civic life, politics, and government. It allows them to comprehend the workings of their own and other political systems, as well as the relationship of the United States. It creates a foundation for competent and responsible participation in our constitutional democracy. The civics strand should be expanded through instruction by related learning experiences in the school and community that enable students to learn how to participate in their own governance.

## **ECONOMICS**

The economic strand allows students to grasp economic concepts, as well as an understanding of markets, the U.S. economy in a global setting, and financial literacy to make informed financial decisions throughout their lives. The strand emphasizes economic reasoning through integration into each grade level and course.

## **CIVIL RIGHTS**

Mississippi Code 37-13-193 requires the Mississippi Department of Education to work with the Mississippi Civil Rights Education Commission to incorporate civil rights education into the state's K-12 educational programs. Civil rights education, as understood by the writers of this framework, is defined as the mastery of content, skills and values that are learned from a focused and meaningful exploration of civil rights issues (both past and present), locally, nationally, and globally. This education should lead learners to understand and appreciate issues such as social justice, power relations, diversity, mutual respect, and civic engagement. Students should acquire a working knowledge of tactics engaged by civil rights activists to achieve social change. Among these are: demonstrations, resistance, organizing, and collective action/unity. The content was incorporated as a content strand throughout the entire K-12 framework at the recommendation of the Mississippi Civil Rights Commission.

## **GEOGRAPHY**

The geography strand equips students with the knowledge, skills, and perspectives of world geography to engage in ethical action regarding self, other people, other species, and Earth's diverse cultures and natural environments. Students learn how to use geographic thinking and information to make well-reasoned decisions and to solve personal and community problems.

# SEQUENCING

Kindergarten	Citizenship at Home and School
First Grade	Citizenship at School
Second Grade	Citizenship in School and Community
Third Grade	Citizenship in Local Government
Fourth Grade	Mississippi Studies and Regions
Fifth Grade	United States History from Pre-Columbian Era to American Revolution
Sixth Grade	World Geography and Civics
Seventh Grade	Early World History-Early World History from Pre-Historic Era to Age of Enlightenment or Compacted
Eighth Grade	United States History from Exploration through Reconstruction (1877)

## ORGANIZATION OF DOCUMENT

Kindergarten Citizenship at Home and School	
<b>CIVICS</b>	
Standard	Objectives
<b>K.CI.1</b> Demonstrate how to be a productive citizen.	<ol style="list-style-type: none"> <li>1. Define authority figures and leaders.</li> <li>2. Define a productive citizen and citizenship.</li> <li>3. Describe character traits of productive citizens.</li> <li>4. List examples of productive citizenship at home and school.</li> </ol>
<b>K.CI.2</b> Examine the purpose of rules and consequences.	<ol style="list-style-type: none"> <li>1. Identify the purpose of rules and explain why rules should be followed.</li> <li>2. Recognize that leaders and authority figures establish rules to provide order, security, and safety.</li> <li>3. Differentiate between positive and negative consequences.</li> </ol>
<b>K.CI.3</b> Differentiate the roles and responsibilities of authority figures and leaders.	<ol style="list-style-type: none"> <li>1. Relate how leaders can be authority figures.</li> <li>2. Describe the responsibilities of authority figures and leaders.</li> <li>3. Identify authority figures and leaders at home, school, and in the community.</li> </ol>
<b>ECONOMICS</b>	
Standard	Objectives
<b>K.E.1</b> Analyze how money is earned and used.	<ol style="list-style-type: none"> <li>1. Identify different types of jobs and describe their work.</li> <li>2. Explain that money is earned through work.</li> <li>3. Recognize monetary units.</li> <li>4. Distinguish saving from spending.</li> <li>5. Illustrate how money is used in daily life.</li> </ol>

— Course Grade Level

— Theme or Description

— Standards and Objectives

— Strand



## Mississippi Studies

### **½ Carnegie Unit**

\*The examples listed within the document are not an exhaustive list.

## Mississippi Studies

½ Carnegie  
Unit

Standard	Objectives
<b>MS.1</b> Examine the geographic features of Mississippi.	<ol style="list-style-type: none"><li>1. Identify the physical features, landforms, and soil regions of Mississippi.</li><li>2. Differentiate between the geographic regions of Mississippi.</li><li>3. Describe how the geographic and physical features set Mississippi apart from other states.</li><li>4. Explain how the geographic features and processes of Mississippi contribute to social, technological, and economic development throughout the state (e.g., Mississippi River, Gulf Coast, Pine Hills, Delta, Great Flood of 1927, Hurricanes Camille and Katrina, etc.).</li></ol>
<b>MS.2</b> Compare and contrast the indigenous cultures in Mississippi and assess their lasting impact on the state's history and traditions.	<ol style="list-style-type: none"><li>1. Explain the impact of Mississippi's geography on the cultural development of its indigenous peoples (e.g., Choctaw, Chickasaw, Natchez, etc.).</li><li>2. Trace the relationships between the various indigenous groups in Mississippi, including their alliances with the Europeans who settled in what would become the Mississippi Territory.</li><li>3. Evaluate the impact of native cultures on Mississippi, past and present.</li></ol>
<b>MS.3</b> Examine the motivations and the effects of the European arrival and presence in Mississippi.	<ol style="list-style-type: none"><li>1. Compare and contrast the French, Spanish and English arrival, and presence in Mississippi (e.g., lifestyles, religion, successes, failures, etc.).</li><li>2. Examine the impact of European arrival and presence on the cultural development of Mississippi (e.g., Code Noir, holiday, religious, economic, etc.).</li></ol>

Standard	Objectives
<p><b>MS.4</b> Explain the development of the Mississippi Territory and its evolution to statehood.</p>	<ol style="list-style-type: none"> <li>1. Investigate life and work in Mississippi during the colonial and revolutionary periods.</li> <li>2. Examine the conflicts ( e.g., Natchez Rebellion, etc.), treaties (e.g., Fort Adams, Mount Dexter, Doak’s Stand, Dancing Rabbit Creek, Pontotoc Creek, etc.), and subsequent removal (e.g., Trail of Tears, etc.) of indigenous Mississippians.</li> <li>3. Trace the events and legislative processes necessary for Mississippi to gain statehood.</li> <li>4. Identify the key points of the Mississippi Constitution of 1817 and identify the government and political influences that led to its development.</li> </ol>
<p><b>MS.5</b> Analyze the characteristics of antebellum Mississippi, with an emphasis on the plantation system and the evolution of slavery.</p>	<ol style="list-style-type: none"> <li>1. Trace the evolution of slavery in Mississippi, including the significance of the Forks of the Road slave market in Natchez.</li> <li>2. Analyze the relationship between cotton and the evolution of the plantation economy in antebellum Mississippi.</li> <li>3. Examine the culture and social structure that developed in Mississippi during the antebellum period.</li> </ol>
<p><b>MS.6</b> Analyze the role of Mississippi during the Civil War and evaluate the effects of Reconstruction in the state.</p>	<ol style="list-style-type: none"> <li>1. Examine the Mississippi Declaration of Secession and trace the events that led to the secession of Mississippi from the Union in 1861.</li> <li>2. Analyze the significance of the military campaigns that took place in Mississippi during the Civil War and the impact wartime conditions had on the civilian population.</li> <li>3. Examine the roles and contributions of women, enslaved people, and free African Americans during the Civil War.</li> <li>4. Analyze the impact of Reconstruction on Mississippi, including the new Mississippi Constitution of 1868.</li> <li>5. Describe the changing roles and contributions of African American Mississippians during Reconstruction.</li> </ol>



Standard	Objectives
<p><b>MS.7</b> Examine the economic, political, and social changes in the Jim Crow Era Mississippi from the end of Reconstruction through World War II.</p>	<ol style="list-style-type: none"> <li>1. Analyze the differences between the Mississippi Constitutions of 1868 and 1890.</li> <li>2. Trace the changes in Mississippi’s economy and technology in the decades following Reconstruction.</li> <li>3. Analyze reforms that contributed to social and economic changes after the Civil War (e.g., Jim Crow, poll taxes, literacy tests, segregation, etc.).</li> </ol>
<p><b>MS.8</b> Evaluate the role of Mississippi in the Civil Rights Movement.</p>	<ol style="list-style-type: none"> <li>1. Analyze the significant figures, groups, and events of the Civil Rights Movement in Mississippi (e.g., Emmett Till, Medgar Evers, James Meredith, Fannie Lou Hamer, etc.).</li> <li>2. Discuss the significant strategies used within the Civil Rights Movement.</li> <li>3. Examine organized resistance to the Civil Rights Movement in Mississippi and how it shaped the conflict between the State and Federal governments during the Civil Rights Era (e.g., Citizen’s Council, MS State Sovereignty Commission, Ross Barnett, etc.).</li> <li>4. Evaluate the lasting impact of the Civil Rights movement on Mississippi.</li> </ol>
<p><b>MS.9</b> Analyze the economic characteristics of modern Mississippi.</p>	<ol style="list-style-type: none"> <li>1. Identify various industries and factories that drive Mississippi’s modern economy.</li> <li>2. Analyze how the major industries of Mississippi have impacted the economy in Mississippi.</li> <li>3. Identify Mississippi’s global economic relationships.</li> <li>4. Analyze the causes of Mississippi’s past and present-day struggle with poverty.</li> </ol>

Standard	Objectives
<p><b>MS.10</b> Analyze the structure and function of local and state government in Mississippi.</p>	<ol style="list-style-type: none"> <li>1. Evaluate the rights and responsibilities of Mississippi citizenship.</li> <li>2. Analyze the role of the judicial, legislative, and executive branches within the government of Mississippi.</li> <li>3. Examine the various forms of local governments and evaluate how they meet the needs of local communities.</li> <li>4. Compare types of services offered by local and state government to meet the needs of Mississippians.</li> </ol>
<p><b>MS.11</b> Examine the impact of Mississippi artists, musicians, and writers on the state, nation, and world.</p>	<ol style="list-style-type: none"> <li>1. Identify and describe the accomplishments of Mississippi artists, musicians, and writers (e.g., William Faulkner, B.B. King, Muddy Waters, Walter Anderson, Elvis Presley, etc.).</li> <li>2. Analyze how Mississippi's history and/or religious traditions have impacted the state's artist, musicians, and writers.</li> <li>3. Examine the role of cultural diversity in the artistic, musical, and literary traditions of Mississippi.</li> <li>4. Identify locations in Mississippi that have artistic, musical, or literary significance (e.g., Delta-Blues, Coast- Walter Anderson, Jackson- Eudora Welty, etc.).</li> </ol>
<p><b>MS.12</b> Examine the contributions of various ethnic and religious groups in Mississippi.</p>	<ol style="list-style-type: none"> <li>1. Identify and describe the various ethnic and religious groups in Mississippi.</li> <li>2. Cite evidence of the growing ethnic diversity of Mississippi's populations and its impact on the state today.</li> <li>3. Analyze the push and pull factors of people migrating to Mississippi.</li> <li>4. Describe the contributions of various ethnic and religious groups to Mississippi.</li> </ol>



## ■ World History: Age of Enlightenment to Present **1 Carnegie Unit**

\*The examples listed within the document are not an exhaustive list.

Standard	Objectives
<p><b>WH 1   Scientific Revolution and Enlightenment</b> Investigate the important ideas and achievements of the Scientific Revolution and the Age of Enlightenment</p>	<ol style="list-style-type: none"> <li>1. Identify the theories of cosmology as described by Nicolaus Copernicus, Galileo Galilei, and Sir Isaac Newton.</li> <li>2. Compare and contrast new methods of reasoning as demonstrated by Francis Bacon and Rene Descartes (e.g., inductive reasoning and the scientific method, deductive reasoning, etc.).</li> <li>3. Contrast the views of Thomas Hobbes and John Locke concerning the domination of absolute governments.</li> <li>4. Differentiate the influence of Charles de Montesquieu, Voltaire, and Jean-Jacques Rousseau on the development of democratic ideals.</li> </ol>
<p><b>WH 2   French Revolution</b> Analyze the causes of the French Revolution and its impact on Europe.</p>	<ol style="list-style-type: none"> <li>1. Examine various opinions of the developing democratic ideals amidst the economic troubles of the French social class.</li> <li>2. Explain the impact of the American Revolution on the French call for social equality as expressed in the “Declaration of Rights of Man and the Citizen (1789).”</li> <li>3. Examine Napoleon’s geographic and political influence on Europe through the spread of liberalism and nationalism.</li> <li>4. Evaluate the significant outcomes of the Congress of Vienna and the creation of the Concert of Europe.</li> <li>5. Analyze the impact of the revolutionary period on the abolition of the Atlantic slave trade, the Emancipation of Spanish America, and the Issuance of the Monroe Doctrine by the United States.</li> </ol>

Standard	Objectives
<p><b>WH 3   Dawn of the Industrial Revolution</b> Examine the origins, impact, and spread of the Agricultural and Industrial Revolutions.</p>	<ol style="list-style-type: none"> <li>1. Analyze the factors that led to the Industrial Revolution in England.</li> <li>2. Discuss the significance of the Agricultural Revolution, Enclosure Movement, and the Industrial Revolution and their impact on society (e.g., Charles Townshend, John Deere, Cyrus McCormick, etc.).</li> <li>3. Evaluate important concepts and inventors during the Industrial Revolution (e.g., James Hargreaves, Eli Whitney, James Watt, Thomas Edison, the Bessemer Process, etc.).</li> <li>4. Contrast factors that enhanced or impeded the spread of Industrial Revolution into Eastern Europe and the Far East.</li> </ol>
<p><b>WH 4   Results of the Industrial Revolution</b> Analyze capitalism as the economic philosophy that developed as a result of the Industrial Revolution and compare economic reactions to capitalism including socialism and communism.</p>	<ol style="list-style-type: none"> <li>1. Examine the principles of capitalism as developed by classical economist Adam Smith.</li> <li>2. Compare and contrast the rise of economic theories as a result of the industrial revolution (e.g., capitalism, socialism, Marxism, communism, etc.).</li> <li>3. Appraise government reactions to social problems including Britain’s and Germany’s passage of labor laws, early welfare, and insurance programs.</li> <li>4. Investigate major social problems and solutions caused by urban overcrowding and lack of environmental control (e.g., the contributions of Baron Haussmann, Edwin Chadwick, Louis Pasteur, Joseph Lister, etc.).</li> <li>5. Analyze the International impacts and contributions of intellectual movements (e.g., Darwinism, suffrage, medicine, psychology, physics, etc.).</li> </ol>

Standard	Objectives
<p><b>WH 5   Nationalism in the Nineteenth Century</b> Analyze the emergence of nationalism and its role in the nineteenth century revolutions, unification movements, and the emergence of multinational empires.</p>	<ol style="list-style-type: none"> <li>1. Examine nationalist movements throughout the world (e.g., the unification of Italy and Germany, the Meiji Restoration in Japan, the Tanzimat reforms in the Ottoman Empire, the self-strengthening movement in China, etc.).</li> <li>2. Analyze the characteristics that defined Russia, Austria-Hungary, and the Ottoman Empire as multinational empires.</li> <li>3. Trace the emergence of political economic, and social modernization in the early twentieth-century Russian Empire (e.g., the reign of the Romanov dynasty, Russian expansionism, emancipation of the serfs, etc.).</li> <li>4. Examine the creation of the dual monarchy of Austria-Hungary and the ethnic complexity of the Ottoman Empire in Asia and the European Balkan Peninsula.</li> </ol>
<p><b>WH 6   Imperialism</b> Evaluate western imperialism as a force of global change, emphasizing its impact on colonized peoples and lands.</p>	<ol style="list-style-type: none"> <li>1. Examine various social and economic factors of the spread of imperialism.</li> <li>2. Analyze the important events of imperialism in Asian and Oceania (e.g., the establishment of Chinese spheres of influence by western powers, British colonization of India, Hawaiian annexation by the United States, U.S. Open Door Policy, Russo-Japanese War, etc.).</li> <li>3. Compare important events in the partition of Africa by European powers (e.g., construction of the Suez Canal, the French occupation of Algeria, Belgium’s claim to the Congo, defeat of Italy by Ethiopia, Anglo- Boer Wars, development of apartheid in South Africa, etc.).</li> <li>4. Analyze important events in U.S. imperialism in Latin American (e.g., the Spanish-American War, issuance of the Roosevelt Corollary, construction of the Panama Canal, etc.).</li> <li>5. Investigate the responses of imperialism (e.g., Philippine-American War, Opium War, Boxer Rebellion, The First War of Indian Independence, Zulu Resistances in Southern Africa, etc.).</li> </ol>

Standard	Objectives
<p><b>WH 7   World War I</b> Examine the causes, effects, and significant events of World War I in Europe.</p>	<ol style="list-style-type: none"> <li>1. Assess the primary causes of World War I (e.g., the rise of militarism, alliance systems, nationalism, imperialism, assassination of Archduke Franz Ferdinand, etc.).</li> <li>2. Describe how trench warfare and advances in military technology affected the course and outcome of World War I.</li> <li>3. Examine the role of propaganda as a means to mobilize civilian populations during World War I.</li> <li>4. Evaluate the physical and economic destruction of Europe caused by World War I.</li> <li>5. Analyze the United States' increasing role in global affairs during and after World War I.</li> </ol>
<p><b>WH 8   Interwar Period</b> Analyze the challenges of the interwar period, emphasizing the rise of totalitarian states.</p>	<ol style="list-style-type: none"> <li>1. Analyze the Treaty of Versailles as an agent for unrest.</li> <li>2. Examine the global impact of the Great Depression.</li> <li>3. Compare the civil wars in Russia and China and how they led to the growth and spread of Communism (e.g., the rise of Vladimir Lenin, the Bolsheviks in Russia, Mao Zedong in China, etc.).</li> <li>4. Analyze Japanese militarism and territorial expansion (e.g., Manchuria, the Rape of Nanjing, etc.).</li> </ol>

Standard	Objectives
<p><b>WH 9   World War II</b>  Compare and contrast the causes, effects, and significant events of World War II.</p>	<ol style="list-style-type: none"> <li>1. Analyze totalitarian aggression by Germany, Italy, Japan, and the Soviet Union, and examine how the administrations of Hitler, Mussolini, Hirohito, and Stalin prompted the outbreak of war.</li> <li>2. Examine how antisemitism in the 19<sup>th</sup> century and Nazi ideas about race and nation led to the dehumanization and genocide of Jews in the Holocaust.</li> <li>3. Analyze the major turning points of World War II in both the European and Pacific theatres (e.g., German invasion of Poland, North African Campaign, Battle of Midway, Battle of Stalingrad, D-Day Invasion, Battle of the Bulge, etc.).</li> <li>4. Trace the geopolitical shifts following World War II, including the bi-polarization and independence movements of Europe.</li> <li>5. Explain the political and geographic disputes that necessitated the creation of the United Nations (e.g., the Atomic Era, war crimes, “crimes against humanity”, etc.).</li> </ol>



Standard	Objectives
<p><b>WH 10   Cold War</b>            Analyze the period of post-World War II recovery and realignment, emphasizing the social, economic, and political effects of the Cold War.</p>	<ol style="list-style-type: none"> <li>1. Explain the origins and significance of the United Nations' Partition Plan, establishment of the modern State of Israel, and the reactions by surrounding countries</li> <li>2. Analyze various economic, political, and military shifts of the post-World War II world (e.g., effects of the Truman Doctrine, the Marshall Plan in Europe and Southeast Asia, nationalism in Africa, détente in China, the fall of Communism in the Soviet Union, etc.).</li> <li>3. Trace the development of the United States and the Soviet Union as the two Cold War Superpowers.</li> <li>4. Compare and contrast American democracy and Soviet communism (e.g., expansionist efforts of the Soviet Union versus America's policy of containment, etc.).</li> <li>5. Trace the political movements of various nationalist groups and their leaders in Latin America, the Middle East, French-Indochina, and Africa (e.g., Fidel Castro in Cuba, Ho Chi Minh in Vietnam, Gamal Abdel Nasser in Egypt, etc.).</li> <li>6. Explore the collapse of the Soviet Union (e.g., Russia's struggle for democracy, the impact of liberalism, perestroika (free markets), glasnost (openness), economic recovery brought on by Mikhail Gorbachev, Ronald Regan, Boris Yeltsin, etc.).</li> </ol>

Standard	Objectives
<p><b>WH11   Contemporary World</b>            Debate the changing role of globalization in the contemporary world.</p>	<ol style="list-style-type: none"> <li>1. Examine social and political issues that helped advance civil and human rights (e.g., Mahatma Gandhi in India, Martin Luther King Jr. in the United States, Nelson Mandela in South Africa, etc.).</li> <li>2. Examine OPEC’s dominance over the world’s oil market and its influence in determining the foreign policies of Middle Eastern nations (e.g., oil embargos, the Iranian Hostage Crisis, the Gulf Wars, etc.).</li> <li>3. Analyze the aspects of modern domestic and global terrorism (e.g., the September 11<sup>th</sup> attack, the War in Afghanistan, the rise of ISIS, etc.).</li> <li>4. Recognize the global impact of the internet (e.g., social media platforms and its influence on politics and social movements, immigrations, climate change, activism, the rise of global culture, etc.).</li> </ol>



## US History: 1877 to Present

### **1 Carnegie Unit**

\*The examples listed within the document are not an exhaustive list.

Standard	Objectives
<p><b>USH 1   Westward Expansion and the New South</b> Trace how economic developments and the westward movement impacted regional differences and democracy in the post Reconstruction era.</p>	<ol style="list-style-type: none"> <li>1. Illustrate the impact of Manifest Destiny on the economic and technological development of the post-Civil War West (including mining, the cattle industry, and the transcontinental railroad).</li> <li>2. Trace the changing role of the American farmer (including establishment of the Granger movement, the Populist Party, and agrarian rebellion over currency issues).</li> <li>3. Evaluate the Dawes Act for its effect on tribal identity, land ownership, and assimilation of American Indians.</li> <li>4. Explain the impact of the Populist movement on the role of the federal government in American society.</li> <li>5. Evaluate Reconstruction Amendments, black codes, Jim Crow, disenfranchisement, sharecropping, <i>Plessy vs. Ferguson</i> (1896), and the rise of early Civil Rights Activists as a response to the injustice such as Booker T. Washington, Ida B. Wells-Barnett, and W.E.B. DuBois.</li> </ol>

Standard	Objectives
<p><b>USH 2   Industrialization</b>            Analyze industrialization and its impact on the United States in the late 19<sup>th</sup> and early 20<sup>th</sup> century.</p>	<ol style="list-style-type: none"> <li>1. Interpret the changes brought by industrialization to the American economy (including mass production in factories, creation of corporations and monopolies, influence of industrialists like John Rockefeller and Andrew Carnegie, the impact of inventions/innovations and inventors).</li> <li>2. Compare population changes caused by industrialization (including settlement patterns of the new immigrants from Europe and China and the nativist reaction evidenced by the Chinese Exclusion Act).</li> <li>3. Interpret the impact of industrialization on workers on living conditions linked to urbanization, tenement living, social gospel, Jane Addams, and the lack of city services; the responses of workers to work and life challenges (including the formation of labor unions, the Knights of Labor, the American Federation of Labor the industrial Workers of the World, the rise of labor leaders, Eugene V. Debs, Samuel Gompers, the impact of strikes, Haymarket Riot, Homestead Strike, and Pullman Strike).</li> <li>4. Analyze the effects of laissez-faire economics on business practices in the United States and their effects (including John D. Rockefeller, Andrew Carnegie, JP Morgan, and Bessemer Process, horizontal, vertical integration, and Sherman Antitrust Act).</li> <li>5. Trace the evolution from the power of the political machines to Civil Service reform (including Spoils/patronage system, Tweed Ring, Thomas Nast, and Pendleton Civil Service Act).</li> </ol>

Standard	Objectives
<p><b>USH 3   Progressive Movement</b> Evaluate causes, goals, and outcomes of the Progressive Movement.</p>	<ol style="list-style-type: none"> <li>1. Assess the impact of media and influence of muckrakers on public opinion during the Progressive movement (including Upton Sinclair, Jacob Riis, and Ida Tarbell).</li> <li>2. Trace the development of political, social, and cultural movements and subsequent reforms (including women’s suffrage, Temperance Movement, and compulsory public education).</li> <li>3. Evaluate the limitation of reform efforts of the voices of the Niagara Movement, the National Association of the Advancement of Colored People (NAACP), Ida B. Wells, Booker T. Washington, W.E.B. Du Bois, and Marcus Garvey in response to Jim Crow Laws, <i>Plessy vs. Ferguson</i> (1896).</li> <li>4. Compare and contrast presidential domestic policies of Theodore Roosevelt, William Taft, and Woodrow Wilson (including trustbusting, Pure Food and Drug Act, Meat Inspection Act, conservation, the Hepburn Act, Federal Reserve, and Federal Trade Commission).</li> <li>5. Trace national legislation including the use of Sherman Antitrust Act, the Clayton Antitrust Act, and constitutional amendments (16-19) resulting from and affecting the Progressive Movement.</li> </ol>

Standard	Objectives
<p><b>USH 4   Imperialism and WWI</b>  Assess the domestic and foreign developments that contributed to the emergence of the United States as a world power in the twentieth century.</p>	<ol style="list-style-type: none"> <li>1. Assess causes of the Spanish-American War (including yellow journalism, the sinking of the <i>USS Maine</i>, and economic interest in Cuba).</li> <li>2. Explain the role of the Rough Riders on the iconic status of President Theodore Roosevelt.</li> <li>3. Analyze consequences of the Spanish-American War (including territorial expansion in the Pacific and the Caribbean (<i>Treaty of Paris 1898</i>), insurgency in the Philippines, and establishment of the Anti-Imperialist League).</li> <li>4. Trace the involvement of the United States in the Hawaiian Islands for economic and imperialistic interests.</li> <li>5. Evaluate the role of the Open-Door Policy and the Roosevelt Corollary on America’s expanded economic and geographic interests.</li> <li>6. Compare the executive leadership represented by Theodore Roosevelt’s Big Stick Diplomacy (the Roosevelt Corollary), William Howard Taft’s Dollar Diplomacy, and Woodrow Wilson’s Moral Diplomacy.</li> <li>7. Evaluate the factors that led to US involvement in World War I (including the “<i>Lusitania</i>”, Zimmerman Telegram, and unrestricted submarine warfare).</li> <li>8. Investigate controversies over the Woodrow Wilson’s Fourteen Points, Treaty of Versailles of 1919, and the League of Nations.</li> <li>9. Evaluate the domestic impact of World War I (including the war mobilization effort, changes in the workforce, the origins of the Great Migration, and <i>Schenck vs. United States</i> (1919)).</li> </ol>

Standard	Objectives
<p><b>USH 5   1920s – 1930s</b>            Evaluate the impact of social and economic changes and the conflict between traditionalism and modernism in the 1920s through the 1930s.</p>	<ol style="list-style-type: none"> <li>1. Analyze the impact of radio, cinema, and print media on the creation of mass culture.</li> <li>2. Analyze the impact of the Lost Generation writers on American culture (including F. Scott Fitzgerald, Ernest Hemingway, John Steinbeck, and William Faulkner).</li> <li>3. Determine the impact of technological innovations on increased leisure time.</li> <li>4. Assess effects of overproduction, stock market speculation, and restrictive monetary policies on the pending economic crisis.</li> <li>5. Evaluate the impact of the Smoot-Hawley Tariff Act on the global economy and the resulting worldwide depression.</li> <li>6. Analyze the impact of the changes in the 1920s on the economy, society, and culture (including mass production, the role of credit, and the effect of radio in creating a mass culture).</li> <li>7. Debate the causes and effects of the social change and conflict between traditional and modern culture that took place during the 1920s, including the role of women, the Red Scare, immigration quotas, Prohibition, and the Scopes trial.</li> <li>8. Evaluate the impact of the Harlem Renaissance and Black Nationalism on the social and cultural landscape of America (including Langston Hughes, Zora Neal Hurston, Marcus Garvey, Louis Armstrong, Duke Ellington, and Ella Fitzgerald).</li> <li>9. Analyze the Great Depression for its impact on the American family (including the Bonus Army, Hoovervilles, Dust Bowl, and Dorothea Lange).</li> <li>10. Investigate conditions created by the Dust Bowl for their impact on migration patterns during the Great Depression.</li> </ol>



Standard	Objectives
<p><b>USH 6   Great Depression and New Deal</b> Analyze the causes and effects of the Great Depression and New Deal.</p>	<ol style="list-style-type: none"> <li>1. Assess the causes of the Great Depression (including the uneven distribution of wealth, rampant stock market speculation, the collapse of the farm economy, policies of the federal government, the Federal Reserve System, overproduction of industry, and the impact of the Smoot-Hawley Tariff Act).</li> <li>2. Assess President Herbert Hoover’s initial conservative response to the Great Depression (including the Reconstruction Finance Corporation, the Bonus Army, rugged individualism, and trickle-down economics).</li> <li>3. Analyze President Franklin Roosevelt’s New Deal as a response to the economic crisis of the Great Depression (including Keynesian economics and the effectiveness of New Deal programs in relieving suffering, achieving economic recovery, promoting organized labor, and incorporating reforms).</li> <li>4. Evaluate the impact of Franklin D. Roosevelt’s presidency on the expansion of federal powers.</li> </ol>

**USH 7 | World War II**

Examine the nation's role in World War II and the impact on domestic and international affairs.

1. Explain the isolationist debate as it evolved from the 1920s through the 1930s to the bombing of Pearl Harbor and the subsequent change in United States' foreign policy.
2. Examine roles of significant World War II leaders (including Franklin D. Roosevelt, Harry S. Truman, Dwight D. Eisenhower, Douglas MacArthur, and George S. Patton).
3. Identify the impact of military strategies of World War II (including blitzkrieg, island-hopping, and amphibious landings).
4. Analyze the U.S. response to war crimes committed during World War II like the Holocaust and Bataan Death March (including the Nuremberg Trials, and the postwar Universal Declaration of Human Rights).
5. Analyze the reasons for and results of dropping atomic bombs on Japan.
6. Describe the mobilization of various industries to meet war needs.
7. Explain the expansion of the U.S. military through the selective service and the contributions of minority populations (including Native Americans, African Americans, Japanese Americans, and women).
8. Trace the way in which the U.S. government took control of the economy through rationing, price controls, limitations on labor unions, prohibition of discrimination in the defense industry, the sale of bonds, and wage controls.
9. Discuss the impact and challenges faced by women and minorities during the war (including A. Phillip Randolph, Bracero Program, the Zoot Suit Riots, Double V Campaign, and Rosie the Riveter).
10. Summarize the discrimination that Japanese Americans faced during WWII including internment and *Korematsu vs. United States* (1944).

**USH 8 | Post WWII: President Truman and President Eisenhower**

Assess the evolving role of the U.S. in global affairs and the domestic impact on national security, individual freedoms, and changing culture.

1. Distinguish between cold war and conventional war.
2. Locate areas of conflict during the Cold War from 1945 to 1960 (including East and West Germany, Hungary, Poland, Cuba, Korea, and China).
3. Analyze the breakdown of relations between the U.S. and U.S.S.R. after WWII.
4. Identify and explain the steps the U.S. took to contain communism during the Truman and Eisenhower administrations.
5. Describe how the Truman Doctrine and the Marshall Plan deepened the tensions between the U.S. and the U.S.S.R.
6. Identify the importance of the following on Cold War tensions: Berlin Blockade, Berlin Airlift, NATO, Warsaw Pact, and Iron Curtain.
7. Evaluate the role, function, and purpose of the United Nations (UN).
8. Examine the United States' reaction to Communist takeover in China.
9. Summarize the Korean War and its impact on the Cold War.
10. Describe U.S. government efforts to control the spread of communism within the United States and impact of the Red Scare on individual freedoms.
11. Discuss the role of the space race and the arms race in the Cold War (including Sputnik, the U-2 incident, and NASA).
12. Explain the social and cultural changes in post war America (including the G.I. Bill, Interstate Highway Act, the Baby Boom, and the impact of television).

Standard	Objectives
<p><b>USH 9   President Kennedy, President Johnson, and President Nixon</b>            Demonstrate an understanding of domestic and international issues from each administration.</p>	<ol style="list-style-type: none"> <li>1. Analyze the domestic events of Presidents Kennedy, Johnson, and Nixon (including The New Frontier, Great Society, the Silent Majority, the anti-war and counter-cultural movements, the Watergate scandal, and the Supreme Court case, <i>U.S. vs. Nixon</i> (1974)).</li> <li>2. Debate the reasons for the nation’s changing immigration policy, with emphasis on how the Immigration Act of 1965 and successor actions have transformed American society.</li> <li>3. Analyze the impact of the African American Civil Rights Movement on other movements (including American Indian Movement (AIM), United Farm Workers (UFW), and the Disability Rights Movement).</li> <li>4. Describe the changing roles of women in society as reflected in the entry of more women into the labor force and the changing family structure (including the Equal Pay Act, and the modern women’s movement).</li> <li>5. Analyze the impact of the environmental movement and the development of environmental protection laws.</li> <li>6. Explain how the federal, state, and local governments have responded to demographic and social changes, including population shifts to the suburbs, racial concentrations in the cities, Rustbelt-to-Sunbelt migration, and drug abuse.</li> <li>7. Analyze the international policies and actions taken as a response to the Cold War (including U.S. involvement in Cuba, the escalation of the war in Vietnam as a result of the Gulf of Tonkin Resolution, and de-escalation of Cold War tensions through détente).</li> </ol>

Standard	Objectives
<p><b>USH 10   President Ford, President Carter, President Reagan, and President H.W. Bush</b>            Explain the reaction to Carter’s Administration and the emergence of the Conservative movement and its impact on domestic and international issues from 1974-1992.</p>	<ol style="list-style-type: none"> <li>1. Evaluate the conservative movement as a response to social, economic, and environmental issues from 1974 to 1992 (including Moral Majority, <i>Roe vs. Wade</i> (1973), <i>Regents of the University of California vs. Bakke</i> (1978), and Three Mile Island, Reaganomics).</li> <li>2. Analyze President Reagan’s and President Bush’s international policies (including the Strategic Defense Initiative, Reagan Doctrine, Iran-Contra, End of the Cold War, Invasion of Grenada, Invasion of Panama, and Persian Gulf War).</li> <li>3. Analyze the response of the Carter administration to environmental issues, the Cold War, and conflicts in the Middle East.</li> </ol>

Standard	Objectives
<p><b>USH 11   Civil Rights Movement</b>            Evaluate the impact of the Civil Rights Movement on social and political change in the United States.</p>	<ol style="list-style-type: none"> <li>1. Explain the importance of President Truman’s order to integrate the U.S. military and the federal government.</li> <li>2. Trace the federal government’s involvement in the modern Civil Rights Movement (including the abolition of the poll tax, nationalization of state militias, <i>Brown vs. Board of Education</i> (1954), the Civil Rights Acts of 1957 and 1964, and the Voting Rights Act of 1965).</li> <li>3. Explain contributions of individuals and groups to the modern Civil Rights Movement (including Martin Luther King, Jr., James Meredith, Medgar Evers, Thurgood Marshall, Rosa Parks, Fannie Lou Hamer, the Southern Christian Leadership Conference (SCLC), the Student Nonviolent Coordinating Committee (SNCC), the Congress of Racial Equality (CORE), the National Association for the Advancement Colored People (NAACP), and the grassroots efforts of the Civil Rights movement (civil rights foot soldiers)).</li> <li>4. Describe the development of the Black Power Movement (including the ideology of self-defense which inspired the change in focus of the SNCC, the rise of Malcolm X, Stokely Carmichael, and the Black Panther Movement).</li> <li>5. Describe the significance of Martin Luther King Jr.’s “Letter from a Birmingham Jail” and his “I Have a Dream” speech.</li> <li>6. Describe the accomplishments of the modern civil rights movement (including the growth of the African American middle class, increased political power, and declining rates of African American poverty).</li> <li>7. Evaluate the effectiveness of major non-violent demonstrations and events on the Civil Rights Movement (including Montgomery Bus Boycott, sit-ins, Freedom Rides, the March on Washington, and Selma March).</li> </ol>

Standard	Objectives
<p><b>USH 12   1992 to the Present</b>            Explain key domestic issues as well as America’s role in the changing world from 1992 to present.</p>	<ol style="list-style-type: none"> <li>1. Examine domestic issues (including Contract with America, Impeachment Trial of William “Bill” Clinton, Eminent Domain, No Child Left Behind, Hurricane Katrina, and Affordable Care Act of 2010).</li> <li>2. Describe the reactions to domestic and global terrorism (including Oklahoma City bombing, terrorist attack of September 11, 2001, Operation Iraqi Freedom, the War in Afghanistan, the U.S.A. P.A.T.R.I.O.T. Act, Transportation Security Administration (TSA), Homeland Security).</li> <li>3. Describe issues surrounding the changing global economy (including North American Free Trade Agreement (NAFTA), immigration, national debt, technological trends, and global climate concerns).</li> <li>4. Discuss the historic Presidential Elections of 2000, 2008, and 2016.</li> </ol>



## United States Government **1/2 Carnegie Unit**

\*The examples listed within the document are not an exhaustive list.



Standard	Objectives
<p><b>USG.1</b> Examine the basic concepts of democracy.</p>	<ol style="list-style-type: none"> <li>1. Evaluate the fundamental worth and dignity of the individual that all persons are entitled to life, liberty, and due process of law.</li> <li>2. Examine the equality of all citizens under the law.</li> <li>3. Compare and contrast majority rule and minority rights.</li> <li>4. Evaluate the necessity of compromise.</li> <li>5. Define freedom of the individual.</li> <li>6. Compare and contrast private and civic life.</li> <li>7. Analyze the relationship between politics and government.</li> </ol>
<p><b>USG.2</b> Examine the fundamental principles and philosophies that shaped the government of the United States.</p> <p><i>This section is continued on next page.</i></p>	<ol style="list-style-type: none"> <li>1. Trace the development of Athenian democracy and the Roman republic.</li> <li>2. Explain how the Magna Carta, English Petition of Right, and English Bill of Rights and their significance on the foundational documents of the United States.</li> <li>3. Examine the writings of Hobbes, Locke, and Montesquieu.</li> <li>4. Describe guarantee of the “rights of Englishmen” that had been violated by the British government through statutory regulation in Colonial America.</li> <li>5. Evaluate the Articles of Confederation as a ruling document.</li> </ol>

Standard	Objectives
<p><b>USG.2</b> <i>Continued</i> Examine the fundamental principles and philosophies that shaped the government of the United States.</p>	<ol style="list-style-type: none"> <li>6. Analyze the natural rights philosophy expressed in the Declaration of Independence.</li> <li>7. Examine the importance of Shay’s Rebellion in the formation of the Constitution.</li> <li>8. Analyze the different beliefs of the Founding Fathers at the Constitutional Convention.</li> <li>9. Analyze how the United States Constitution balances classical republican concern of promotion of the public good and the classical liberal concern of protecting individual rights.</li> <li>10. Discuss how liberal constitutionalism and democracy are joined in the Declaration of Independence as “self-evident truths.”</li> <li>11. Describe how the Founding Fathers’ realistic view of human nature led directly to the establishment of a constitutional system that limited the power of the governors and the governed as articulated in the Federalist Papers (e.g., checks and balances, the importance of an independent judiciary, enumerated powers, rule of law, federalism, etc.).</li> <li>12. Analyze the creation of the Bill of Rights that guarantees rights and protections of citizens by limiting the government’s power.</li> <li>13. Assess how different philosophies and power structures determine economic policies, social welfare policies, and human rights practices.</li> <li>14. Examine how power is divided between the federal and state governments.</li> <li>15. Compare federal, confederal, and unitary systems of government to determine the advantages and disadvantages of each.</li> </ol>

Standard	Objectives
<p><b>USG.3</b> Evaluate the basic organization and function of the United States government.</p>	<ol style="list-style-type: none"> <li>1. Examine the functions and relationships among the three branches of government including the system of checks-and-balances.</li> <li>2. Identify the organization and jurisdiction of federal, state, and local courts and their interrelationships.</li> <li>3. Assess the scope of the Executive Branch (e.g., the powers, roles, responsibilities of the President, etc.).</li> <li>4. Describe the organization, jurisdiction, and proceedings of federal courts.</li> <li>5. Evaluate how John Marshall established the Supreme Court as an independent, co-equal branch of government through his opinion in <i>Marbury vs Madison</i> (1803).</li> <li>6. Compare the philosophies of judicial activism and judicial restraint and explain their role in Supreme Court decision making.</li> <li>7. Describe the organization, election, and function of the legislative branch.</li> </ol>
<p><b>USG.4</b> Analyze the creation and implementation of public policy in the United States.</p>	<ol style="list-style-type: none"> <li>1. Examine how the national government influences the public agenda and shapes public policy.</li> <li>2. Describe the process by which public policy is formed and implemented by the national, state, and local government.</li> <li>3. Compare the processes of lawmaking by national, state, and local governments.</li> <li>4. Analyze how individuals, interest groups, lobbyists, and the media influence public policy.</li> <li>5. Evaluate how the judiciary influences public policy by delineating the power of government and safeguarding the rights of the individual.</li> </ol>

Standard	Objectives
<p><b>USG.5</b> Analyze of the role of federalism in addressing the distribution of power between the national, state, and local governments.</p>	<ol style="list-style-type: none"> <li>1. Explain the relationship and powers shared between state governments and the national government.</li> <li>2. Trace the extent to which power is shared by all levels of government.</li> <li>3. Examine the powers denied to state governments and national government.</li> <li>4. Evaluate the balance of power between state governments and national government related to funding.</li> <li>5. Investigate how the amendment process protects both the national government and state governments.</li> <li>6. Identify the major responsibilities and sources of revenue for state and local governments.</li> <li>7. Analyze the various interpretations and extent of the federal government's power provided by the Ninth and Tenth Amendments.</li> </ol>

Standard	Objectives
<p><b>USG.6</b> Differentiate civil rights from civil liberties and describe how each have been interpreted and amended throughout United States' history.</p>	<ol style="list-style-type: none"> <li>1. Examine the civil liberties and rights guaranteed in the Bill of Rights.</li> <li>2. Explain due process of law as expressed in the Fifth and Fourteenth Amendments.</li> <li>3. Evaluate the balance between individual liberties and the public order.</li> <li>4. Analyze changing interpretations of the Bill of Rights over time, particularly the First and Fourteenth Amendments.</li> <li>5. Analyze judicial activism and restraint as well as the effects of each policy over the decades.</li> <li>6. Evaluate the effects of the Court's interpretations of the Constitution in <i>Marbury vs Madison</i> (1803), <i>McCulloch vs Maryland</i> (1819), and <i>United States vs Nixon</i> (1974).</li> <li>7. Investigate the controversies that have resulted over changing interpretations of civil rights (e.g., <i>Plessy vs Ferguson</i> (1896), <i>Brown vs Board Education</i> (1954), <i>Miranda vs Arizona</i> (1966), <i>Regents of the University of California vs Bakke</i> (1978), <i>Adarand Constructors Inc. vs Pena</i> (1995), <i>United States vs Virginia (VMI)</i> (1996), etc.).</li> </ol>

Standard	Objectives
<p><b>USG.7</b> Describe the role and function of linkage institutions such as the media, interest groups, political parties, and political action committees, on the citizens and federal government.</p>	<ol style="list-style-type: none"> <li>1. Describe the controversies over campaign funding.</li> <li>2. Evaluate the decision <i>Citizens United vs Federal Election Commission</i> (2010) on campaign financing.</li> <li>3. Examine how political parties impact primary and general elections as well as citizen involvement in campaigns.</li> <li>4. Identify major interest groups and their major agenda messages (e.g., AARP, NRA, ACLU, American Bar Association, American Medical Association, National Chamber of Commerce, Sierra Club, etc.).</li> <li>5. Evaluate the responsibility of citizens to thoughtfully examine information presented by media and interest groups in forming individual political opinions.</li> <li>6. Identify the role of journalism in the political process and trace its development over time.</li> <li>7. Examine the role and history of Political Action Committees and interest groups on the electoral process.</li> </ol>

Standard	Objectives
<p><b>USG.8</b> Describe and evaluate the role, rights, and responsibility of a citizen in the American democracy.</p>	<ol style="list-style-type: none"> <li>1. Evaluate the effectiveness of citizen efforts to influence decisions of state and local governments by examining events.</li> <li>2. Compare the ways that citizens participate in the political process (e.g., voting, campaigning, lobbying, filing a legal challenge, demonstrating, petitioning, picketing, running for political office, etc.).</li> <li>3. Analyze trends in voter turnout.</li> <li>4. Investigate the causes and effects of reapportionment and redistricting, including spatial districting and the rights of minorities.</li> <li>5. Examine the function of the Electoral College.</li> <li>6. Identify the importance of each of the rights guaranteed by the Bill of Rights and how each is secured (e.g., freedoms of: religion, speech, press, assembly, petition, and privacy).</li> <li>7. Identify the importance of economic rights and explain how they are secured.</li> <li>8. Discuss the legal obligations to obey the law, serve as a juror, and pay taxes.</li> <li>9. Justify the obligations of civic mindedness (e.g., voting, being informed on civic issues, volunteering, performing public service, serving in the military or alternative service, etc.).</li> <li>10. Explain reciprocity between rights and obligations.</li> <li>11. Describe how one becomes a citizen of the United States (e.g., the process of naturalization: literacy, language, and other requirements, etc.).</li> </ol>



## Economics

### **1/2 Carnegie Unit**

\*The examples listed within the document are not an exhaustive list.



Standard	Objectives
<p><b>E.1</b> Explain the problem of scarcity, choice, decision making, and opportunity cost.</p>	<ol style="list-style-type: none"> <li>1. Explain the problem of scarcity and discuss how it is experienced by individuals, governments, and societies.</li> <li>2. Explain that all choices involving tradeoffs and opportunity costs.</li> <li>3. Discuss ways that decisions made by individuals, firms, or government officials often have unintended consequences that can, partially or entirely, offset or supplement the initial effects of the decision.</li> <li>4. Relate marginal benefit and marginal cost to choice.</li> <li>5. Evaluate the role that risk takes in decision making and that risk can be reduced by diversification.</li> <li>6. Examine the household as a major institution in which consumption and production take place.</li> </ol>
<p><b>E.2</b> Evaluate different economic systems.</p>	<ol style="list-style-type: none"> <li>1. Explain that scarcity requires the use of some distribution method to allocate goods, services, and resources, whether the method is selected explicitly or not.</li> <li>2. Discuss the differences among market, command, mixed, and traditional economies.</li> <li>3. Analyze how the different economic systems answer the three major economic questions:               <ul style="list-style-type: none"> <li>• What goods and services will be produced?</li> <li>• How will these goods and services be produced?</li> <li>• Who will consume them?</li> </ul> </li> <li>4. Describe how various economic systems rely on government directives (central planning) and signals (prices) from private markets to allocate scarce goods, services, and productive resources.</li> <li>5. Compare the benefits and costs of different allocation methods.</li> </ol>

Standard	Objectives
<p><b>E.3</b> Examine how voluntary exchanges and trade are reflections of positive and negative incentives.</p>	<ol style="list-style-type: none"> <li>1. Describe how consumers, producers, workers, savers, investors, and citizens respond to incentives to allocate their scarce resources in ways that provide them the highest possible net benefits.</li> <li>2. Explain how free trade increases the worldwide material standard of living.</li> <li>3. Identify gains from free trade and recognize they are not distributed equally, and some individuals or groups may lose more than they gain when trade barriers are reduced.</li> <li>4. Explain why many nations employ trade barriers for national defense, protection of key industries and protection of workers.</li> <li>5. Explain why import restrictions result in higher prices and decreased job opportunities and profits.</li> <li>6. Define labor productivity.</li> <li>7. Evaluate how international economic interdependence causes economic conditions and policies in one nation to be affected by economic conditions and policies in other nations.</li> <li>8. Describe the comparative advantage in the production of goods or services when a product is produced at a lower opportunity cost than other individuals or nations.</li> <li>9. Evaluate the reasons for international trade (e.g., comparative advantage, availability of resources, market price, etc.).</li> <li>10. Define transaction cost and explain why trade increases if transaction costs decrease (e.g., the cost of locating buyers or sellers, negotiating the terms of an exchange, ensuring the exchange occurs on the agreed upon terms, etc.).</li> <li>11. Illustrate how goods can be produced at the lowest opportunity cost regarding resources, technology, political institutions, and economic institutions.</li> </ol>

Standard	Objectives
<p><b>E.4</b> Analyze the role of price on the market, the buyer, and the seller.</p>	<ol style="list-style-type: none"> <li>1. Define relative price, market clearing/equilibrium price, shortage, and surplus.</li> <li>2. Investigate the relationship between market clearing price and supply and demand.</li> <li>3. Explain that market outcomes depend on available resources and government policies.</li> <li>4. Relate shortages and surpluses to changes in price.</li> <li>5. Discuss the concept of market price and exchange rates.</li> <li>6. Examine how changes in supply or demand cause relative prices to change.</li> <li>7. Relate government enforced price ceilings and floors to persistent shortages or surpluses.</li> </ol>

Standard	Objectives
<p><b>E.5</b> Analyze the impact of market structures on the economy.</p>	<ol style="list-style-type: none"> <li>1. Describe how pursuit of self-interest in competitive markets usually leads to choices and behavior that also promotes the national level of well-being.</li> <li>2. Evaluate how the level of competition in an industry is affected by the ease with which new producers can enter the industry, and by consumers' information about the availability, price and quantity of substitute goods and services.</li> <li>3. Explore how companies are categorized based on the amount of competition they face (e.g., monopoly, oligopoly, etc.).</li> <li>4. Describe the role of banks and other financial institutions in channeling funds from savers to borrowers and investors.</li> <li>5. Explain the purpose of labor unions and how they influence laws created in market economies.</li> <li>6. Identify the role not-for-profit organizations have and that they are established primarily for religious, health, educational, civic, or social purposes and are exempt from certain taxes.</li> <li>7. Evaluate the factors that regulate price and market security.</li> </ol>
<p><b>E.6</b> Assess entrepreneurship.</p>	<ol style="list-style-type: none"> <li>1. Discuss how entrepreneurs organize resources to produce goods and services because they expect to earn profits.</li> <li>2. Describe how entrepreneurs earn profits and incur losses.</li> <li>3. Compare and contrast positive and negative aspects of entrepreneurship.</li> <li>4. Evaluate how entrepreneurial decisions are influenced by tax, regulatory, education, and research support policies.</li> </ol>

Standard	Objectives
<p><b>E.7</b> Examine the factors that influence personal income.</p>	<ol style="list-style-type: none"> <li>1. Define and explain the different forms of earning income (e.g., labor, capital, natural resources, entrepreneurial talents, etc.).</li> <li>2. Relate income to choices made for education, training, skill development, and careers.</li> <li>3. Demonstrate how changes in the structure of the economy can influence personal income.</li> <li>4. Examine factors related to personal spending with respect to maintaining a household budget.</li> </ol>
<p><b>E.8</b> Evaluate the role of money and its relationship to the market economy.</p>	<ol style="list-style-type: none"> <li>1. Define and explain the purpose of CPI, annual inflation rate, and interest rate.</li> <li>2. Describe the three functions of money: a store of value, a unit of account, and a medium of exchange.</li> <li>3. Explain inflation and its impact on the value of money.</li> <li>4. Compare and contrast M-1 and M-2 money in the United States.</li> <li>5. Explain what is and is not considered money.</li> <li>6. Evaluate real and nominal interest rates and discuss their impact on consumers.</li> <li>7. Evaluate the impact of higher real interest rates on business investment spending and consumer spending on major purchases.</li> <li>8. Examine the types of unemployment and its effects on society.</li> <li>9. Describe how unexpected inflation imposes costs on some people and benefits others.</li> </ol>

Standard	Objectives
<p><b>E.9</b> Describe economic growth and evaluate the cause and effect of economic fluctuations.</p>	<ol style="list-style-type: none"> <li>1. Describe the characteristics of economic growth in the long and short term.</li> <li>2. Illustrate how economic growth has been a vehicle for alleviating poverty and raising standards of living.</li> <li>3. Justify the importance of investing in new physical or human capital for future productivity and consumption.</li> <li>4. Investigate how lower interest rates encourage investment.</li> <li>5. Define and explain GDP, its components, and how it can be calculated.</li> <li>6. Compare and contrast GDP and GDP per capita.</li> <li>7. Compare and contrast real and nominal GDP.</li> <li>8. Evaluate the business cycle, specifically the fluctuations in real GDP around its potential level.</li> </ol>
<p><b>E.10</b> Evaluate the role of the government in correcting market failures.</p>	<ol style="list-style-type: none"> <li>1. Describe the reasons for a market failure.</li> <li>2. Discuss the role of government in the economy to define, establish, and enforce property rights.</li> <li>3. Compare and contrast positive and negative externalities on the market.</li> <li>4. Identify methods the United States government can use to address externalities (e.g., subsidies, laws, government ownership, income redistribution through tax laws, price controls, etc.).</li> <li>5. Evaluate the benefits and costs of market intervention by government.</li> </ol>

Standard	Objectives
<p><b>E.11</b> Compare and contrast fiscal and monetary policy in the United States economy.</p>	<ol style="list-style-type: none"> <li>1. Discuss how fiscal policies are decisions to change spending and taxation levels by the federal government to influence national levels of output, employment, and prices.</li> <li>2. Describe the short-term and long-term benefits and costs of fiscal policy.</li> <li>3. Discuss how monetary policy by the Federal Reserve Bank influences the overall levels of employment, output, and prices.</li> <li>4. Differentiate budget deficit, budget surplus and balanced budget.</li> <li>5. Explain why and how government debt is created.</li> <li>6. Evaluate how monetary policies lead to changes in the supply of money, short term interest rates, and the availability of credit.</li> <li>7. Describe the Federal Reserve System’s three major monetary policy tools.</li> <li>8. Differentiate the federal funds rate from the discount rate and the prime rate.</li> <li>9. Evaluate why the Federal Reserve would increase interest rate targets.</li> </ol>

The following classes are  
**Elective Courses**





## Introduction to Geography

### **½ Carnegie Unit**

\*The examples listed within the document are not an exhaustive list.

Introduction to Geography	½ Carnegie Unit
Standard	Objectives
<p><b>ITG.1</b> Investigate the world using spatial terms and concepts.</p>	<ol style="list-style-type: none"> <li>1. Evaluate the advantages and disadvantages of the tools used to analyze spatial distributions and patterns on Earth.</li> <li>2. Utilize maps and geospatial technologies (e.g., GIS, surveying maps, digital globes, GPS, etc.) to explain relationships among peoples, places, and environments.</li> <li>3. Create, compare, and interpret maps, charts, graphs, and pictures to determine characteristics of world regions.</li> </ol>
<p><b>ITG.2</b> Assess the nature, origin, evolution, and meaning of places.</p>	<ol style="list-style-type: none"> <li>1. Determine how the physical and human characteristics of a place contribute to unique personal, community, and national identities.</li> <li>2. Analyze the ways that places change as a result of physical and human processes.</li> <li>3. Investigate how culture and experiences influence people’s perceptions of places.</li> <li>4. Analyze how technology has changed the rate and scale at which people can modify the physical environment.</li> <li>5. Compare and contrast how human activities can affect the physical environment, either positively or negatively.</li> </ol>
<p><b>ITG.3</b> Examine how regions are used to describe the organization of Earth’s surface.</p>	<ol style="list-style-type: none"> <li>1. Analyze regions using formal, functional, and perceptual delineations to recognize the different understandings each delineation produces.</li> <li>2. Investigate processes and reasons for regional change (e.g., migration, urbanization, erosion, etc.).</li> <li>3. Analyze interactions between regions to show transnational relationships, including the flow of commodities and connectivity.</li> <li>4. Interpret the variable impact of globalization processes on the regions of the world.</li> <li>5. Examine how perceptions of places are created and changed through direct and indirect experiences (e.g., movies, music, news, etc.).</li> </ol>

<p><b>ITG.4</b> Analyze the implications of varying demographic structures within human populations on Earth.</p>	<ol style="list-style-type: none"> <li>1. Investigate current and historic major migration streams of the United States and the world in terms of time, distance, and cause.</li> <li>2. Explain how push and pull factors cause voluntary and involuntary migration with resulting consequences to the countries of origin and of destination.</li> <li>3. Examine the changes of human populations and how the rate of natural increase or decrease can affect a country's ability to function economically, politically, and socially.</li> </ol>
<p><b>ITG.5</b> Evaluate the concept of culture as it relates to places on Earth.</p>	<ol style="list-style-type: none"> <li>1. Analyze how contact between differing cultures impacts each society.</li> <li>2. Evaluate how the diffusion of ideas and technologies change the characteristics and distributions of cultures.</li> <li>3. Explain why cultural landscapes exist and how they vary across space and time.</li> </ol>
<p><b>ITG.6</b> Examine the patterns and networks of economic interdependence on Earth's surface.</p>	<ol style="list-style-type: none"> <li>1. Investigate how the ratios of primary, secondary, and tertiary differ.</li> <li>2. Analyze the changes to subsistence and commercial livelihoods over time.</li> <li>3. Illustrate how and why integrated transportation and communication networks provide essential infrastructure for economic interdependence from local to global scales.</li> </ol>
<p><b>ITG.7</b> Analyze the relationships that occur between boundaries and territorially delineated entities.</p>	<ol style="list-style-type: none"> <li>1. Identify different types of territories and analyze how their governments manage and control Earth's surface.</li> <li>2. Explain the role that human and physical features play in determining the boundaries of countries.</li> <li>3. Examine why international conflict occurs between boundaries.</li> </ol>

<p><b>ITG.8</b>          Explain the patterns, processes of development, and operation of human settlements.</p>	<ol style="list-style-type: none"> <li>1. Differentiate among the types of urban land use and analyze how they are systematically arranged.</li> <li>2. Describe why and how human activities in certain locations have contributed to the development of settlements.</li> <li>3. Compare and contrast how the number and types of services (e.g., educational, economic, social, etc.) differ for settlements of various sizes.</li> </ol>
<p><b>ITG.9</b>          Illustrate how human systems develop in response to physical environment conditions.</p>	<ol style="list-style-type: none"> <li>1. Explain how the characteristics of the physical environment can be both opportunities and constraints depending on people's knowledge, technology, and choices.</li> <li>2. Explain the processes that produce various environmental hazards.</li> <li>3. Compare and contrast how people and nations deal with weather, climate, natural disasters, and environmental hazards (e.g., oil spills, atomic bombs, pollution, etc.).</li> </ol>
<p><b>ITG.10</b>          Examine the cultural concept of natural resources and the changes in the spatial distribution, quantity, and quality of resources through time and by location.</p>	<ol style="list-style-type: none"> <li>1. Describe how different cultures define and use resources.</li> <li>2. Compare and contrast renewable and nonrenewable resources and examine how their use has lasting impact.</li> <li>3. Investigate how common resources of the contemporary world are extracted, refined, and transported.</li> </ol>



## ■ Advanced World Geography

### 1 Carnegie Unit

\*The examples listed within the document are not an exhaustive list.

**Advanced World Geography****1 Carnegie Unit**

<b>Standard</b>	<b>Objectives</b>
<b>AWG.1</b> Describe and interpret the world using a variety of sources including spatial terms and concepts.	<ol style="list-style-type: none"><li>1. Trace the development of geographic tools from early representations of the earth to modern geospatial technologies.</li><li>2. Evaluate how different types of geographic tools express the relationships among people, places, and environments (e.g., GIS, surveying maps, cartography, Geo visualization, digital globes, remote sensing, GPS, etc.).</li><li>3. Create, compare, and interpret maps, charts, graphs, and pictures to determine characteristics of world regions.</li></ol>
<b>AWG.2</b> Explore the nature, origins, evolution, and meaning of places.	<ol style="list-style-type: none"><li>1. Determine how the physical and human characteristics of a place contribute to individual, community, and national identities.</li><li>2. Examine the ways that places change as a result of physical and human processes.</li><li>3. Describe the impact of culture and experience in influencing people's perceptions of places.</li></ol>
<b>AWG.3</b> Evaluate how regions are used to describe the organization of Earth's surface.	<ol style="list-style-type: none"><li>1. Differentiate among formal, functional, and perceptual designations of regions.</li><li>2. Explain the physical and human factors that impact the characteristics of a region.</li><li>3. Examine the characteristics of globalization on regions of the world in terms of economics, culture, and technology.</li><li>4. Explain how perceptions of regions and the cultures that inhabit them change as a result of direct and indirect experiences (e.g., music, media, news, etc.).</li></ol>

Standard	Objectives
<p><b>AWG.4</b> Compare and contrast geographic patterns in the environment that result from the processes of Earth’s physical systems.</p>	<ol style="list-style-type: none"> <li>1. Explain how natural processes shape the physical environment and produce different conditions in different places on Earth (e.g., natural disasters, erosion, weathering, etc.).</li> <li>2. Describe the impact of physical processes on different types of ecosystems over time.</li> </ol>
<p><b>AWG.5</b> Interpret the characteristics and processes of human population and migration on Earth.</p>	<ol style="list-style-type: none"> <li>1. Explain the characteristics of a population over time using data related to crude birth rate, crude death rate, infant mortality rate, fertility rate, natural increase rate, and demographic transition models.</li> <li>2. Explain the relationship between the socioeconomic status of women and population patterns in a society (e.g., access to healthcare, access to education, access to professions, legal equity, etc.).</li> <li>3. Trace the major migration patterns in the United States and the world in terms of distance, origin, cause, and time.</li> <li>4. Examine the various ways that nations manage intraregional, interregional, and international population flows.</li> <li>5. Evaluate the conditions which produce refugees, asylum seekers, and internally displaced persons and the processes countries utilize to meet their needs.</li> </ol>
<p><b>AWG.6</b> Examine the characteristics and factors that contribute to the development of culture.</p>	<ol style="list-style-type: none"> <li>1. Describe the characteristics that define a culture over time.</li> <li>2. Compare and contrast major world religions and their impact on the development and values of a culture.</li> <li>3. Distinguish characteristics of folk culture and pop culture and examine each in societies.</li> <li>4. Examine the economic and political factors that affect how and where cultures spread.</li> </ol>

Standard	Objectives
<p><b>AWG.7</b> Explain the patterns and networks of economic interdependence around the world.</p>	<ol style="list-style-type: none"> <li>1. Categorize economic activities as primary, secondary, or tertiary.</li> <li>2. Explain the differences between subsistence and commercial livelihoods and why groups of people change from one to the other over time.</li> <li>3. Define economic globalization and explain its impact on places, populations, and environments.</li> <li>4. Examine the role of technologies including communications, transportation, and infrastructure in the emergence of global economic interdependence.</li> </ol>
<p><b>AWG.8</b> Analyze the patterns of human settlements and explain their development and operation.</p>	<ol style="list-style-type: none"> <li>1. Explain how human activities have contributed to the development of settlements in particular locations.</li> <li>2. Distinguish among the various types of settlements and explain differences in the number and types of services they provide.</li> <li>3. Examine the reasons behind the increase and/or decrease of urbanization in the world and the economic, social, and political implications.</li> </ol>
<p><b>AWG.9</b> Describe and analyze boundaries and political entities and the cooperation and conflicts that occur among them.</p>	<ol style="list-style-type: none"> <li>1. Analyze the advantages and disadvantages of political and other boundaries that are based on physical and human factors.</li> <li>2. Explain how countries and organizations make agreements to cooperate on a global scale (e.g., United Nations, European Union, NATO, Warsaw Pact, NAFTA, Silk Road, African Union etc.).</li> <li>3. Examine how conflict occurs at the international level (e.g., World Wars, Vietnam, North Korea, Ukraine and Russia, etc.).</li> </ol>



Standard	Objectives
<p><b>AWG.10</b> Demonstrate and explain how human actions modify the physical environment.</p>	<ol style="list-style-type: none"> <li>1. Describe how human-induced changes in one place can affect the physical environment in other places.</li> <li>2. Explain how the use of technology has changed the scale and rate at which people can modify the physical environment.</li> <li>3. Compare and contrast how human activities can affect the physical environment either positively or negatively (e.g., conservation, crop rotation, tourism, wildfires, etc.).</li> </ol>
<p><b>AWG.11</b> Evaluate how human systems develop in response to physical environmental conditions.</p>	<ol style="list-style-type: none"> <li>1. Explain how characteristics of the physical environment can both hinder and advance development.</li> <li>2. Evaluate how human processes threaten environmental sustainability.</li> <li>3. Describe how people perceive, prepare, and cope with environmental hazards and disasters (e.g., hurricanes, earthquakes, oil spills, flooding, etc.).</li> </ol>
<p><b>AWG.12</b> Evaluate the concept of natural resources and the changes in the spatial distribution, quantity, and quality of resources through time and location.</p>	<ol style="list-style-type: none"> <li>1. Explain how culture plays a role in the perception and use of natural resources.</li> <li>2. Distinguish and analyze renewable and nonrenewable resources with respect to suitability, viability, and sustainability.</li> <li>3. Assess how common resources of the contemporary world are extracted, refined, and transported.</li> </ol>



## African American Studies

### **1 Carnegie Unit**

\*The examples listed within the document are not an exhaustive list.

Standard	Objectives
<p><b>AAS.1</b> Examine African culture and narratives leading up to the slave trade (e.g., Mansa Musa, slavery in Africa) and the influence of African culture in the social, political, and economic development of slavery in the United States for both the enslaved and the colonists.</p>	<ol style="list-style-type: none"> <li>1. Analyze the geographical, historical, economic, cultural, political, and scientific life of African people prior to European exploration.</li> <li>2. Analyze the economic, political, geographical, and social reasons for focusing the slave trade on Africa (e.g., the role of Africans, Europeans, colonists, etc.).</li> <li>3. Assess the role of geography on the growth and development of slavery.</li> <li>4. Analyze the economic and cultural impact of the slave trade on Africa and the colonies.</li> <li>5. Identify and explain the Middle Passage as one of the largest forced migrations in human history.</li> </ol>
<p><b>AAS.2</b> Analyze the justifications and ramifications of slavery between 1619 and 1860.</p>	<ol style="list-style-type: none"> <li>1 Analyze the economic, social, religious, and legal justifications for the establishment and continuation of slavery (e.g., 3/5<sup>th</sup> Compromise, Fugitive Slave Act, Dred Scott, etc.).</li> <li>2. Identify and evaluate the various ways Africans in Americas resisted slavery (e.g., Haitian Revolution, Nat Turner, Denmark Vesey, Gabriel Prosser, etc.).</li> <li>3. Analyze the role slavery played in the development of nationalism and sectionalism (e.g., Bleeding Kansas, proslavery vs. anti-slavery debate, etc.).</li> <li>4. Assess the development of the abolitionist movement and its impact on slavery and the nation (e.g., John Brown and the raid on Harper’s Ferry, Harriet Beecher Stowe’s <i>Uncle Tom’s Cabin</i>, David Walker, Maria Stewart, etc.).</li> </ol>

Standard	Objectives
<p><b>AAS.3</b> Differentiate between African American life and cultural contributions through 1860.</p>	<ol style="list-style-type: none"> <li>1. Compare and contrast African American urban and rural communities in the North and the South.</li> <li>2. Analyze the African American family in antebellum America.</li> <li>3. Trace the development of African American institutions, including religion, education, and benevolent organizations and possible constraints against their development (e.g., AME Church in Philadelphia and other “Invisible Churches,” Prince Hall Masons, etc.).</li> <li>4. Identify and explain the contributions of African Americans in science and the arts (e.g., George Washington Carver, Edmonia Lewis, Lewis Latimer, Sarah Breedlove Walker, Elijah McCoy, etc.).</li> </ol>
<p><b>AAS.4</b> Evaluate the roles of African Americans during the Civil War and Reconstruction.</p>	<ol style="list-style-type: none"> <li>1. Analyze President Lincoln's changing views on slavery and the status of freed slaves in the United States.</li> <li>2. Identify and explain the roles of African American soldiers, spies, and slaves to the war effort in both the North and the South (e.g., 54<sup>th</sup> Massachusetts Regiment, the 13<sup>th</sup> U.S. Colored Troops, etc.).</li> <li>3. Analyze the effects of Reconstruction on the legal, political, social, cultural, educational, and economic life of freedmen.</li> <li>4. Assess the successes and failures of Reconstruction as they relate to African Americans (e.g., forty acres and a mule, voting, Clinton Massacre, etc.).</li> </ol>

Standard	Objectives
<p><b>AAS.5</b> Analyze the rise of Jim Crow and its effects on the life experiences of African Americans in the late nineteenth and early twentieth centuries.</p>	<ol style="list-style-type: none"> <li>1. Assess the de facto economic and social impacts of Jim Crow laws on African Americans, including the Tulsa Massacre and Red Summer (e.g., poll tax, Grandfather Clause, Plessy vs. Ferguson, etc.).</li> <li>2. Analyze the de jure legal ramifications of segregation laws and court decisions on American society.</li> <li>3. Compare and contrast the political movements that developed in response to Jim Crow laws (e.g., the Niagara Movement, the NAACP, the Urban League, The Atlanta Compromise, The Farmers' Union Movement, Brotherhood of Sleeping Car Porters, the Anti-Lynching Crusade, etc.).</li> <li>4. Compare and contrast the African American political and legal personalities of the time period and their impact on American society (e.g., Samuel McElwee, Robert Church Sr., Ida B. Wells, Randolph Miller, James Napier, Booker T. Washington, W.E.B. Du Bois, etc.).</li> <li>5. Describe the development of African American institutions post-Reconstruction (e.g., religion, education, benevolent organizations, etc.).</li> <li>6. Evaluate the economic, cultural, political, and social impact of African American migration within and from the South (e.g., the Exodusters, Benjamin Pap Singleton, 2<sup>nd</sup> Great Migration, etc.).</li> <li>7. Describe the impact of African American regiments on the western campaigns, the Spanish American War, and World War I (e.g., Buffalo Soldiers, George Jordan, 3<sup>rd</sup> North Carolina, 6<sup>th</sup> Virginia, 7<sup>th</sup> and 10<sup>th</sup> Immunes, the Harlem Hellfighters, etc.).</li> </ol>

Standard	Objectives
<p><b>AAS.6</b> Trace the cultural contributions made by African Americans to the arts post-Reconstruction.</p>	<ol style="list-style-type: none"> <li>1. Assess the literary contributions made by African Americans (e.g., Zora Neale Hurston, Richard Wright, Ida B. Wells, Nikki Giovanni, etc.).</li> <li>2. Describe the contributions of African Americans to the performing arts (e.g., Fisk Jubilee Singers, W.C. Handy, John Work III, DeFord Bailey, etc.).</li> <li>3. Describe the contributions of African Americans to the visual arts (e.g., William Edmondson, Edmonia Lewis, Jean-Michel Basquiat, etc.).</li> <li>4. Evaluate the impact of the African American media on American life (e.g., Black Press: <i>Chicago Defender</i>, <i>Pittsburg Courier</i>, <i>The Crisis</i>, etc.).</li> </ol>
<p><b>AAS.7</b> Analyze the conditions and contributions of African Americans during the Great Depression and World War II.</p>	<ol style="list-style-type: none"> <li>1. Analyze the impact of the Great Depression and the New Deal on the lives of African Americans.</li> <li>2. Describe the effects of African American “pop” culture of the 1930s and 1940s (e.g., big band, jazz, the blues, swing, etc.).</li> <li>3. Analyze how African Americans use the Double-V Campaign to address the issues of racism in the United States and fascism in Europe during World War II.</li> <li>4. Evaluate the contributions of African American women in the Civilian Workforce and African American men in the military during World War II (e.g., Tuskegee Airman, 761<sup>st</sup> Black Panther Tank Battalion, etc.).</li> <li>5. Explain how World War II laid the groundwork for the modern Civil Rights Movement (e.g., Medgar Evers, A. Philip Randolph, Jesse Owens, etc.).</li> </ol>

Standard	Objectives
<p><b>AAS.8</b> Analyze the successes and challenges of the Civil Rights Movement in the United States.</p>	<ol style="list-style-type: none"> <li>1. Explain how legal victories prior to 1954 inspired and propelled the Civil Rights Movement (e.g., <i>Amistad</i>, Elizabeth Freeman, <i>Jennings vs Third Ave. Railroad</i>, <i>Sweatt vs Paint</i>, <i>McLaurin vs Oklahoma State Regents</i>, etc.).</li> <li>2. Describe the impact of <i>Brown vs Board of Education</i> and evaluate the resistance and reaction to it such as private academies and citizens' councils.</li> <li>3. Define various methods used to obtain civil rights (e.g., boycotts, demonstrations, sit-ins, marches, freedom rides, etc.).</li> <li>4. Identify various organizations and their role in the Civil Rights Movement (e.g., the Highlander Folk School, SNCC, CORE, SCLC, the Deacons for Defense, etc.).</li> <li>5. Assess the extent to which the Civil Rights Movement transformed American politics and society (e.g., Civil Rights Act of 1964, Voting Rights Act of 1965, Title IX, ADA, etc.).</li> <li>6. Determine the impact of the Vietnam War on the Civil Rights Movement (e.g., Cassius Clay, etc.).</li> </ol>

Standard	Objectives
<p><b>AAS.9</b>            Debate the issues confronting contemporary African Americans in the continuing struggle for equality.</p>	<ol style="list-style-type: none"> <li>1. Identify and analyze how the changing political environment has impacted civil rights.</li> <li>2. Describe how African Americans have responded to or engaged in political conservatism.</li> <li>3. Compare and contrast the responses of African Americans to the economic, social, and political challenges of contemporary America.</li> <li>4. Identify and evaluate major contemporary African American issues confronting society (e.g., affirmative action, the educational achievement gap, the wealth gap, poverty, AIDS, crime, etc.).</li> <li>5. Analyze the impact of immigration and migration on the lives of African Americans in contemporary America.</li> <li>6. Identify the major contributions of contemporary African Americans in business, education, the arts, politics, sports, science, technology, and society (e.g., Wilma Rudolph, Tina Turner, Oprah Winfrey, the Williams Sisters, Beyonce, President Barack Obama, Kamala Harris, Kobe Bryant, etc.).</li> </ol>





## ■ History of the Ancient Middle East

### **1 Carnegie Unit**

\*The examples listed within the document are not an exhaustive list.

Standard	Objectives
<p><b>HAME.1</b>                      Contrast how geography, economics, and politics have influenced the development of the ancient Middle East.</p>	<ol style="list-style-type: none"> <li>1. Examine the advantages of living in a river valley or coastal region as compared to inland areas of the Middle East.</li> <li>2. Describe major events in the development and decline of regional empires (e.g., Sumerians, Egyptian, Assyrian, Babylonian, Medo-Persian, Greek, Roman, etc.).</li> <li>3. Examine the development of Israel as a civilization.</li> </ol>
<p><b>HAME.2</b>                      Trace the relationship of people, places, and environments from B.C. to A.D.</p>	<ol style="list-style-type: none"> <li>1. Analyze the accomplishments and challenges of regional empires of the Middle East from 2000 B.C. to 100 A.D.</li> <li>2. Examine the conflicts in the Eastern Mediterranean from 2000 B.C. to 100 A.D.</li> <li>3. Analyze the movements and interactions of various groups of people in the ancient Middle East.</li> <li>4. Discuss the impact of war and conflict on different groups from 2000 B.C. to 100 A.D.</li> </ol>
<p><b>HAME.3</b>                      Examine the contributions made by archaeological work in the Middle East.</p>	<ol style="list-style-type: none"> <li>1. Define the science of archaeology.</li> <li>2. Review archaeological finds dealing with ancient Middle Eastern civilizations from 2000 B.C. to 100 A.D. (e.g., findings at Saqqara, findings at Gaza, etc.).</li> <li>3. Evaluate the impact of archaeology related to various documents (e.g., Hammurabi’s Code, the Bible, Dead Sea scrolls, etc.).</li> </ol>

Standard	Objectives
<p><b>HAME.4</b> Describe the impact of science and technology on the historical development of the Middle East.</p>	<ol style="list-style-type: none"> <li>1. Explain how technological development transformed agriculture and customs of the ancient Middle East.</li> <li>2. Describe the transition from the barter system to monetary system (e.g., coinage, etc.).</li> </ol>
<p><b>HAME.5</b> Demonstrate the ability to apply and interpret social studies tools. (e.g., timelines, maps, globes, graphs, compass, technology, political cartoons, primary and secondary documents, charts, etc.)</p>	<ol style="list-style-type: none"> <li>1. Locate and label physical features of the Middle East (e.g., Red Sea, Mediterranean Sea, Persian Gulf, Arabian Sea, Zagros Mountains, etc.).</li> <li>2. Compare and contrast ancient political boundaries with those of modern independent nations.</li> </ol>
<p><b>HAME.6</b> Debate the similarities and differences of ancient Middle Eastern cultures.</p>	<ol style="list-style-type: none"> <li>1. Compare and contrast the religious practices, rituals, and traditions of ancient Middle Eastern cultures.</li> <li>2. Analyze examples of cultural contributions made by the various ancient civilizations of the Middle East.</li> <li>3. Examine the roles, status, and interaction of diverse groups of people. (e.g., parents, children, men, women, slaves, etc.) within various ancient Middle Eastern societies.</li> <li>4. Analyze selected examples of ancient Middle Eastern literature (e.g., legends, poetry, prophecy, wisdom literature, etc.).</li> </ol>

Standard	Objectives
<p><b>HAME.7</b> Analyze the development of social and political systems in the ancient Middle East.</p>	<ol style="list-style-type: none"> <li>1. Compare and contrast political systems of the ancient Middle East (e.g., Persian, Egyptian, Sumerian, etc.).</li> <li>2. Discuss major political movements from 2000 B.C. to 100 A.D.</li> <li>3. Describe the warfare, weaponry, and resolution of conflicts in the ancient Middle East.</li> <li>4. Analyze the development and expansion of various legal systems (e.g., Israelite, Roman, Sumerian, Egyptian, etc.).</li> <li>5. Show the impact of various empires on developing social structures of the ancient Middle East.</li> <li>6. Summarize the effects of early religious teachings on ancient and modern social structures (e.g., Jewish, Christian, Roman, Persian, Egyptian, Sumerian, etc.).</li> </ol>



# ■ Problems of American Democracy

## 1 Carnegie Unit

\*The examples listed within the document are not an exhaustive list.

## Problems of American Democracy

## 1 Carnegie Unit

Standard	Objectives
<p><b>PAD.1</b> Examine the historical, economic, and political factors that played a role in the shaping of the U.S. Constitution.</p>	<ol style="list-style-type: none"><li>1. Compare and contrast the concepts of state and national sovereignty as illustrated in the Articles of Confederation and the Constitution.</li><li>2. Describe the monetary and trade practices of U.S. states in the 1780s and their consequences.</li><li>3. Analyze challenges that emerged in the 1780s and how the enumerated powers in the Constitution aimed to correct these issues.</li><li>4. Analyze the use of the separation of powers as a mechanism for federal accountability and limited powers.</li></ol>
<p><b>PAD.2</b> Describe the patterns of conflict and cooperation between the emerging United States and Native Americans from colonial times through the antebellum period.</p>	<ol style="list-style-type: none"><li>1. Trace the major interactions between early American settlers and indigenous tribes during the colonial period that impacted the relationships between the U.S. and native groups following the revolution.</li><li>2. Explain the various treaties between the United States and native groups under the Articles of Confederation and the U.S. Constitution and the political and practical limitations to their enforcement.</li><li>3. Identify and describe major events and turning points in the relationship between the United States and Native Americans in the early nineteenth century, including the Indian Removal Act.</li><li>4. Assess the impact of westward expansion on Native American populations.</li></ol>

Standard	Objectives
<p><b>PAD.3</b> Trace the historical factors and institutions that gave rise to the current financial policies, practices, and systems of the U.S. government.</p>	<ol style="list-style-type: none"> <li>1. Compare the arguments of Alexander Hamilton, James Madison, and Thomas Jefferson in the debate over the establish of the Bank of the United States in 1791.</li> <li>2. Outline the key economic processes and events that shaped the emerging banking systems in the United States in the early 1800s including the Second Bank of the United States and the Panic of 1837.</li> <li>3. Analyze the economic factors that led to the Panic of 1907 and the Federal Reserve Act of 1913.</li> <li>4. Describe the economic conditions that led to the Great Depression and the federal interventions and safety net programs that developed as a result.</li> <li>5. Examine Franklin D. Roosevelt’s use of Keynesian economics over <i>laissez-faire</i> economic policies to attempt to solve the issues of the Great Depression.</li> <li>6. Compare and contrast the mechanisms of governance and response of the Federal Reserve to periods of financial instability in the late 1900s and early 2000s.</li> </ol>

Standard	Objectives
<p><b>PAD.4</b> Assess the development of a system of public education in the United States and its role in facilitating civic, political, and economic engagement.</p>	<ol style="list-style-type: none"> <li>1. Describe the origins and development of early public education in New England from the Colonial Period to the mid-1800s.</li> <li>2. Explain the conditions and prevailing perspectives in New York State leading up to the passage of the Free Schools Law in 1849.</li> <li>3. Trace the spread and development of public education throughout the U.S. through the late 1800s and 1900s, including the Committee of Ten.</li> <li>4. Examine the impact of contemporary policies on public education in the U.S., including the No Child Left Behind Act and the emergence of charter schools (e.g., <i>Brown vs Board of Education</i> (1954), No Child Left Behind Act, emergence of charter schools, Every Student Succeeds Act, etc.).</li> </ol>
<p><b>PAD.5</b> Examine the political, economic, and cultural conditions that led to the U.S. Civil War.</p>	<ol style="list-style-type: none"> <li>1. Describe the economic characteristics of the North and South in the early-to-mid-nineteenth century that contributed to sectional political conflict specifically the American institution of slavery and its role in southern antebellum economy.</li> <li>2. Trace measures taken during the early 1800s to maintain the balance of power between free and slave states including policies related to the admittance of states into the Union and the management of the western territories.</li> <li>3. Assess the response of the U.S. government to the secession of southern states following the election of Abraham Lincoln as president.</li> </ol>



Standard	Objectives
<p><b>PAD.6</b> Analyze the effectiveness of Reconstruction policies in the United States following the Civil War.</p>	<ol style="list-style-type: none"> <li>1. Evaluate the efforts to rebuild the Union and restore southern states during Reconstruction.</li> <li>2. Identify and describe the significance of the 13<sup>th</sup>, 14<sup>th</sup>, and 15<sup>th</sup> amendments to the U.S. Constitution.</li> <li>3. Assess efforts by former Confederate states to disenfranchise black voters during the late 1800s including the use of poll taxes and literacy tests.</li> <li>4. Assess economic and cultural conditions in the North that impacted Reconstruction policies.</li> </ol>
<p><b>PAD.7</b> Evaluate the impact of industrialization of the living conditions of U.S. citizens.</p>	<ol style="list-style-type: none"> <li>1. Explain the geographic and social changes that resulted from industrialization in the U.S. in the late 1800s and early 1900s.</li> <li>2. Assess challenges faced by workers, especially immigrants, in factories during the early twentieth century, and the creation of labor unions to address these issues.</li> <li>3. Define muckraker and describe the role of journalism in bringing awareness to concerns and abuses related to industrialization.</li> <li>4. Identify and explain federal policies created in the early 1900s and then again in the mid-twentieth century to regulate domestic food and drug safety.</li> </ol>

Standard	Objectives
<p><b>PAD.8</b> Examine how and under what circumstances state governments and the federal government have expanded or constrained the civil and political rights of African Americans and other groups since the Civil War.</p>	<ol style="list-style-type: none"> <li>1. Trace accomplishments and setbacks related to the enfranchisement of African Americans during Reconstruction.</li> <li>2. Describe the social, economic, and political disenfranchisement of African Americans under the Jim Crow laws.</li> <li>3. Examine the rise of the Civil Rights Movement in the 1950s and the goals, strategies, and accomplishments of the movement.</li> </ol>
<p><b>PAD.9</b> Describe the major events in U.S. history related to the rights and status of women.</p>	<ol style="list-style-type: none"> <li>1. Survey the rights of women in the United States during the Revolutionary Period and the role of women in the war effort.</li> <li>2. Trace the major accomplishments of the Women’s Rights Movement in the mid-nineteenth century and identify the contributions of the movement’s leaders including Lucretia Mott, Elizabeth Cady Stanton, Susan B. Anthony, and Sojourner Truth.</li> <li>3. Trace the events and conditions that led to the ratification of the 19<sup>th</sup> amendment to the Constitution in 1920 and the efforts of the Women’s Rights Movement to address other social and economic inequalities in the years that followed.</li> <li>4. Describe the push for equality for women starting with the 18<sup>th</sup> Amendment through Title IX.</li> </ol>

Standard	Objectives
<p><b>PAD.10</b> Examine contemporary challenges faced by American democracy as a result of political, economic, and technological changes.</p>	<ol style="list-style-type: none"> <li>1. Analyze how developments in communication technologies including radio, television, and the internet offer challenges in American democracy and how American society and government have responded to those challenges.</li> <li>2. Trace the development of campaign finance laws from 1907 to present and explain the significance of the Citizens United decision in 2010.</li> <li>3. Survey problems in American society related to socioeconomic stratification, immigration, and ethnic and religious strife, and evaluate competing perspectives on those problems.</li> <li>4. Assess the historic impact of journalism and the media on the development of American democracy and describe the role of citizens in determining the reliability and utility of various forms of journalism in civil discourse.</li> </ol>



## Psychology I

### **½ Carnegie Unit**

\*The examples listed within the document are not an exhaustive list.

Psychology I		½ Carnegie Unit
Standard	Objectives	
<p><b>PSY.I.1</b> Describe the historical traditions, perspectives, career opportunities, and modern empirical nature of the psychological inquiry.</p>	<ol style="list-style-type: none"> <li>1. Identify the major historical traditions in psychology (e.g., structuralism, functionalism, behaviorism, Gestalt psychology, psychodynamics, humanistic psychology, etc.).</li> <li>2. Explain the influence of various perspectives (e.g., biological, social, behavioral, cognitive, etc.) on approaches to empirical investigation in psychology.</li> <li>3. Distinguish modern psychological science from historical perspectives on the mind and contemporary and historical examples of pseudo psychology.</li> </ol>	
<p><b>PSY.I.2</b> Distinguish the various methods and tools employed by researchers to explain human mental and behavioral processes.</p>	<ol style="list-style-type: none"> <li>1. Explain the scientific method and the role of experimental research in determining cause and effect relationships.</li> <li>2. Describe and distinguish experimental and non-experimental methods of inquiry in psychological research including controlled experiments, surveys, naturalistic observations, correlational studies, longitudinal studies, and case studies.</li> </ol>	
<p><b>PSY.I.3</b> Describe the biological structures and processes that give rise to and influence human behavior and cognitive experiences.</p>	<ol style="list-style-type: none"> <li>1. Illustrate the structures of a neuron and the process of neural transmission.</li> <li>2. Identify the role of neurotransmitters on human behavior and cognitive experiences.</li> <li>3. Sketch the major structures of the brain and describe their functions (e.g., the cerebellum, brain stem, limbic system, and cortex).</li> </ol>	

Standard	Objectives
<p><b>PSY.I.4</b> Explain the ways in which human sensory and perceptual systems translate and interpret information from the environment.</p>	<ol style="list-style-type: none"> <li>1. Explain the concept of transduction and outline the ways in which stimuli in the environment are translated into sensory experiences.</li> <li>2. Demonstrate absolute and difference thresholds as they relate to vision, hearing, smell, taste, and touch.</li> <li>3. Define the differences between sensation and perception.</li> <li>4. Examine the factors that influence perception (e.g., top-down and bottom-up processing, priming forces, expectancy bias, environmental factors, perceptual sets, change blindness, etc.).</li> </ol>
<p><b>PSY.I.5</b> Describe the various states of consciousness including sleeping and dreaming and the impact on consciousness of both internal and external factors.</p>	<ol style="list-style-type: none"> <li>1. Diagram the stages of the sleep cycle and the characteristics and brain wave patterns of each.</li> <li>2. Examine the major disorders associated with sleep (e.g., insomnia, night terrors, sleep apnea, narcolepsy, etc.).</li> <li>3. Distinguish the impacts of various drugs (e.g., depressants, stimulants, opiates, hallucinogens, etc.) on consciousness, mental, and physical health.</li> </ol>
<p><b>PSY.I.6</b> Describe the processes through which humans learn, including behavioral and cognitive learning processes.</p>	<ol style="list-style-type: none"> <li>1. Interpret the major elements of classical conditioning (e.g., conditioned and unconditioned stimuli, conditioned and unconditioned responses, neutral stimuli, acquisition, stimulus generalization, etc.).</li> <li>2. Explain the development of operant conditioning and evaluate the usefulness of reward versus punishment as it relates to learning.</li> <li>3. Examine cognitive and observational learning processes.</li> </ol>

Standard	Objectives
<p><b>PSY.I.7</b> Combine the elements of memory and concept formation to examine how those cognitive processes contribute to perception and judgment.</p>	<ol style="list-style-type: none"> <li>1. Diagram the stages of memory formation (e.g., the processes of sensory memory, working memory, long-term memory, etc.).</li> <li>2. Distinguish between concepts, concept hierarchies, schemas, and prototypes.</li> </ol>
<p><b>PSY.I.8</b> Distinguish the elements that give rise to emotions, explain the various theories of emotion, and summarize the significance of emotional intelligence on mental wellness.</p>	<ol style="list-style-type: none"> <li>1. Explain the universal nature of emotion (e.g., the works of Paul Ekman, Robert Plutchik, etc.).</li> <li>2. Compare and contrast theories of emotion (e.g., James-Lange, Canon-Bard, Schacter-Singer (Two Factor), Cognitive Appraisal, Opponent Process theories, etc.).</li> <li>3. Discuss emotional intelligence and its impact on mental wellness and interpersonal relationships.</li> </ol>

# Psychology II

½ Carnegie Unit



\*The examples listed within the document are not an exhaustive list.  
\*\*Pre-requisite Psychology I



Psychology II	½ Carnegie Unit
Standard	Objectives
<p><b>PSY.II.1</b> Discuss the role of biological drives and motivations on human behavior and cognitive processes.</p>	<ol style="list-style-type: none"> <li>1. Distinguish between intrinsic and extrinsic sources of motivation.</li> <li>2. Describe the concept of need for achievement and its significance in understanding motivational differences among people.</li> <li>3. Employ Maslow’s Hierarchy of Needs to understand human behavioral priorities.</li> </ol>
<p><b>PSY.II.2</b> Breakdown the various theories of human cognitive and social development.</p>	<ol style="list-style-type: none"> <li>1. Recall biological concepts related to human development (e.g., genetic structure, prenatal development, infancy, etc.).</li> <li>2. Trace the physical development and the development of motor skills through early childhood.</li> <li>3. Diagram Piaget’s Stages of Cognitive Development and describe the characteristics of each stage.</li> <li>4. Compare and contrast cognitive and social perspectives of an individual through Erikson’s Psychosocial Stages of Development.</li> <li>5. Examine theories of moral development, including Kohlberg’s Stages of Moral Reasoning.</li> </ol>
<p><b>PSY.II.3</b> Outline the major personality theories, assessments, and practices of type and trait theorists and justify the practical applications of their work.</p>	<ol style="list-style-type: none"> <li>1. Compare and contrast Freudian and Neo-Freudian perspectives on personality (e.g., Freudian model of the mind, the unconscious mind, archetypes, neuroticism, basic anxiety, inferiority complex, etc.).</li> <li>2. Explain behavioral, social-cognitive, and humanistic concepts related to personality (e.g., reciprocal determinism, locus of control, unconditional positive regard, the fully functioning person, etc.).</li> </ol>

	<ol style="list-style-type: none"> <li>3. Describe the five-factor model of personality.</li> <li>4. Explain methods used by researchers to assess personality (e.g., projective tests, personality inventories, etc.).</li> </ol>
<p><b>PSY.II.4</b> Outline the historical progression of intelligence research and explain the major theories of intelligence including the works of Charles Spearman, Robert Sternberg, and Howard Gardner.</p>	<ol style="list-style-type: none"> <li>1. Discuss theories of intelligence (e.g., Spearman’s g factor, Sternberg’s triarchic theory, Gardner’s theory of multiple intelligences, etc.).</li> <li>2. Describe historical and contemporary tools for measuring intelligence (e.g., the intelligence quotient, the roles they play in categorizing intellectual ability, normal range, intellectual disability, giftedness, etc.).</li> <li>3. Examine the history of cultural bias in intelligence measures and the sociocultural underpinnings of those processes.</li> </ol>
<p><b>PSY.II.5</b> Identify the conditions that lead to mental wellness, including a positive self-concept, healthy cognitive processes, and edifying interpersonal relationships.</p>	<ol style="list-style-type: none"> <li>1. Examine the role of the stress response and its contribution to physical and psychological health.</li> <li>2. Describe the field of positive psychology and its application of psychological concepts to improve mental well-being.</li> <li>3. Examine the role of sleep, self-concept, need for achievement, and interpersonal relationships in establishing healthy cognitive and emotional processes.</li> <li>4. Discuss the role of poor mental health and its negative effects (e.g., self-harm, eating disorders, etc.).</li> </ol>
<p><b>PSY.II.6</b> Describe major psychological disorders, their symptoms, and classifications.</p>	<ol style="list-style-type: none"> <li>1. Define the different types of mental illness (e.g., mood disorders, dissociative disorders, personality disorders, anxiety disorders, somatoform disorders, schizophrenia, etc.).</li> <li>2. Employ the DSM-V as a tool for diagnosing mental disorders as illustrated in case studies.</li> </ol>

<p><b>PSY.II.7</b>  Explain the methods used by mental health professionals to treat people living with mental illness.</p>	<ol style="list-style-type: none"> <li>1. Distinguish between the work of a psychiatrist and psychologist in treating mental illness.</li> <li>2. Examine the role of stigma in preventing people from accessing adequate mental healthcare.</li> <li>4. Compare and contrast psychodynamic, humanistic, and behavioral therapies in the treatment of mental disorders.</li> <li>5. Describe the usefulness of cognitive therapy, cognitive-behavioral therapy, and group therapies in the treatment of mental disorders.</li> </ol>
<p><b>PSY.II.8</b>  Describe the influence of social factors on individual cognition and behavior including conformity, obedience, the bystander effect, bias, and polarization.</p>	<ol style="list-style-type: none"> <li>1. Describe the concept of social role and conformity as illustrated in the Stanford Prison Experiment and other studies.</li> <li>2. Explain the findings of obedience and conformity as illustrated in the research of Stanley Milgram and Solomon Asch.</li> <li>3. Examine the concepts of bias, polarization, and the bystander effect.</li> <li>4. Identify the major elements of behavioral economics as evidenced by the research of Amos Tversky, Daniel Kahneman, and Dan Ariely.</li> </ol>



## Sociology

**½ Carnegie Unit**

\*The examples listed within the document are not an exhaustive list.

Sociology		½ Carnegie Unit
Standard	Objectives	
<p><b>SOC.1</b>            Explain the development of sociology as a scientific field of study and the methods used by sociologists to study human social systems.</p>	<ol style="list-style-type: none"> <li>1. Explore the sociological perspective and the methods used by sociologists to explore that perspective.</li> <li>2. Identify patterns related to social structures and interactions and the role of the individual in participating in those structures.</li> <li>3. Trace the growth of sociology from Weber to modern day sociology and explain how theoretical perspectives changed over time.</li> <li>4. Collect and display various tools used by sociologists to examine aspects of social systems and explain their usefulness in offering insights into social institutions.</li> </ol>	
<p><b>SOC.2</b>            Evaluate the role of culture throughout the world.</p>	<ol style="list-style-type: none"> <li>1. Define culture.</li> <li>2. Distinguish the components of symbolic culture.</li> <li>3. Differentiate between subcultures and countercultures.</li> <li>4. Identify elements that are culturally universal.</li> <li>5. Describe the impact of modern technology on cultures throughout the world.</li> </ol>	

Standard	Objectives
<p><b>SOC.3</b> Apply theories on life cycle development to explain differences in social interactions and relationships at different points in the life cycle of a human being based on cultural socialization in response to those developmental changes.</p>	<ol style="list-style-type: none"> <li>1. Identify major patterns of life cycle change (e.g., Erikson’s Stages of Psychosocial Development, Piaget’s Stages of Cognitive Development, Kohlberg’s Stages of Moral Reasoning, etc.).</li> <li>2. Compare the life cycle patterns to human interactions that are common among various social groups composed of diverse demographic patterns.</li> <li>3. Differentiate the role of women in a variety of cultural and historical contexts, specifically noting the impact of those roles on the greater culture and the historical movements to reduce gender inequality.</li> <li>4. Explain the various types of family units, the roles of each family member, and the impact of cultural and economic factors on family functioning.</li> <li>5. Describe societal institutions including schools, churches, non-profit, media, and government organizations, and their impacts on communities and families.</li> <li>6. Interpret the ways in which cultural and social forces impact an individual’s values, behaviors, self-concept, and temperament.</li> <li>7. Compare how various cultures deal with death and dying.</li> </ol>
<p><b>SOC.4</b> Examine human behaviors that deviate from social norms including antisocial behavior, violence, criminal activity, and rehabilitative strategies, and their effectiveness.</p>	<ol style="list-style-type: none"> <li>1. Define deviance and conformity.</li> <li>2. Compare various perspectives on deviance (e.g., Symbolic Interactionist, Functionalist, Conflict Perspectives, etc.).</li> <li>3. Examine society’s reaction to deviance.</li> </ol>

Standard	Objectives
<p><b>SOC.5</b> Define the roles of group dynamics in societies, including work groups in commercial, governmental, and non-profit organizations.</p>	<ol style="list-style-type: none"> <li>1. Define bureaucracy.</li> <li>2. Define economic systems that impact societies (e.g., communism, socialism, fascism, capitalism, etc.).</li> <li>3. Compare the views of Marx and Weber on bureaucracies.</li> <li>4. Identify the characteristics of a bureaucracy.</li> <li>5. Explore the problems that exist within bureaucracies that are universal.</li> </ol>
<p><b>SOC.6</b> Describe theories and processes related to human social networks.</p>	<ol style="list-style-type: none"> <li>1. Trace the development of various types of social groups from hunter-gathering cultures to modern day.</li> <li>2. Identify various groups within society and their functions (e.g., family, secondary groups, reference groups, social networks, etc.).</li> <li>3. Explain the various dynamics that exist within a group.</li> <li>4. Investigate social media and examine its effects on human social networks.</li> </ol>
<p><b>SOC.7</b> Breakdown the economic and social factors that play a role in socioeconomic stratification.</p>	<ol style="list-style-type: none"> <li>1. Explore the levels of socioeconomic stratification that exist globally and compare them to those present in the United States.</li> <li>2. Explain social status and social mobility.</li> <li>3. Identify social class and the consequences of social mobility and access to healthcare, education, and other resources.</li> </ol>

Standard	Objectives
<p><b>SOC.8</b> Describe the roles by which individuals and groups establish and maintain a sense of identity.</p>	<ol style="list-style-type: none"> <li>1. Examine the role of age, race, ethnicity, etc. in creating an individual's sense of identity.</li> <li>2. Distinguish between race and ethnicity as defining characteristics.</li> <li>3. Compare age, race, ethnicity, etc. in various cultures as a measurement of social value.</li> </ol>
<p><b>SOC.9</b> Describe the roles of various social institutions on maintaining societal norms.</p>	<ol style="list-style-type: none"> <li>1. Explain the role of the economic systems in social institutions across various cultures.</li> <li>2. Explain the role of education systems as a social institution in perpetuating societal norms or promoting social mobility.</li> <li>3. Explain the role of marital and family structures as society's basic social institution.</li> <li>4. Explain the types of religion as a social institution and define its roles in various cultures.</li> <li>5. Explain the challenges faced by society in providing access to quality healthcare.</li> </ol>
<p><b>SOC.10</b> Analyze the impact of social change on society.</p>	<ol style="list-style-type: none"> <li>1. Compare and contrast social movements, methods utilized, and the effectiveness of each.</li> <li>2. Explain the development of urban spaces and the challenges posed by those spaces including environmental concerns, crime, poverty, and social justice issues.</li> <li>3. Discuss the values associated with global citizenship (e.g., environmental, civic, social, economic, political action, etc.).</li> </ol>





## ■ Law Related Education

### ½ Carnegie Unit

\*The examples listed within the document are not an exhaustive list.

**Law Related Education****½ Carnegie Unit**

Standard	Objectives
<b>LRE.1</b> Assess the changes in the legal system and recognize the dynamic nature of the law in the United States over time.	<ol style="list-style-type: none"><li>1. Define justice and law and trace its development in the United States.</li><li>2. Discuss the functions of the law, including lawmaking, advocacy, and settling disputes.</li><li>3. Describe how court decisions have dynamically altered the American political landscape.</li></ol>
<b>LRE.2</b> Identify the characteristics of the civil and criminal justice systems; analyze their operations and assess their effectiveness.	<ol style="list-style-type: none"><li>1. Compare and contrast criminal law and civil law.</li><li>2. Describe the various types of criminal law, including crimes against the person, crimes against property, and defenses.</li><li>3. Illustrate the Criminal Justice Process: the investigation, proceedings before trial, the trial and sentencing and corrections.</li><li>4. Identify juvenile justice concerns and differences in the due process procedures.</li><li>5. Summarize issues and problems confronting the criminal justice systems and assess the effectiveness of each system in resolving these problems.</li><li>6. Define civil law and the procedure for a civil case.</li><li>7. Identify the differences of various types of civil cases (e.g., civil wrongs, intentional torts, negligence, strict liability, torts, public policy, etc.).</li><li>8. Summarize issues and problems confronting the civil justice systems and assess the effectiveness of each system in resolving these problems.</li></ol>

Standard	Objectives
<p><b>LRE.3</b> Compare and contrast the state and federal judicial levels and analyze the relationships between them.</p>	<ol style="list-style-type: none"> <li>1 . Illustrate the court system on the federal level.</li> <li>2 . Describe the Mississippi judicial system.</li> <li>3 . Contrast the various functions of lawyers in both federal and state levels.</li> <li>4 . Compare and contrast the federal and state levels and the role of the citizen and lawyer in each.</li> <li>5 . Analyze the state’s rights position versus the federal position (e.g., General Welfare Clause, 9<sup>th</sup> Amendment, 10<sup>th</sup> Amendment, 16<sup>th</sup> Amendment, Elastic Clause, etc.) .</li> </ol>
<p><b>LRE.4</b> Describe the roles and responsibilities of local, state and federal law enforcement agencies.</p>	<ol style="list-style-type: none"> <li>1. Understand the traditional American assumptions as they apply to law and law enforcement.</li> <li>2. Compare and contrast the functions, responsibilities, and jurisdictions of local, state, and federal law enforcement agencies.</li> <li>3. Analyze contemporary issues of law enforcement and their role in society.</li> <li>4. Discuss the role of health and mental professionals in assisting law enforcement with lowering crime.</li> </ol>

Standard	Objectives
<p><b>LRE.5</b> Assess the effectiveness of correctional systems in deterring criminal behavior.</p>	<ol style="list-style-type: none"> <li>1. Demonstrate an understanding of sentencing and corrections on the state and federal level.</li> <li>2. Describe the sentencing options available to the courts.</li> <li>3. Compare and contrast punishment and rehabilitation as functions of the correctional system.</li> <li>4. Evaluate the function of parole.</li> <li>5. Discuss the arguments for and against capital punishment.</li> <li>6. Evaluate data on recidivism to determine the effectiveness of the correctional system on deterring criminal behaviors.</li> </ol>
<p><b>LRE.6</b> Explain the various ways that the legal system insures civil rights and liberties.</p>	<ol style="list-style-type: none"> <li>1 . Distinguish between statutory and Constitutional law.</li> <li>2 . Explain the ways that the state and federal courts have interpreted the Constitution (e.g., freedom of speech, freedom of the press, freedom of religion, due process, the right to privacy, civil rights, etc.).</li> </ol>

Standard	Objectives
<p><b>LRE.7</b> Summarize and evaluate the conflicts resulting from competing interests, conflicting laws, and conflicting interpretations of the Constitution.</p>	<ol style="list-style-type: none"> <li>1. Investigate conflicts that arose because of differing opinions on the following: <ul style="list-style-type: none"> <li>• civil rights</li> <li>• property rights</li> <li>• family values</li> <li>• housing rights</li> <li>• business rights</li> <li>• consumer rights</li> </ul> </li>   <li>2. Debate conflicts that arose because of differing opinions on issues of liberty versus order (e.g., Red Scare, Patriot Act, rights of labor unions to strike, etc.).</li> </ol>



## Minority Studies

**½ Carnegie Unit**

\*The examples listed within the document are not an exhaustive list.

Standard	Objectives
<p><b>MIN.1</b> Examine which aspects define a minority group.</p>	<ol style="list-style-type: none"> <li>1. Investigate minority groups and determine the underlying factors that result in their marginalization.</li> <li>2. Compare and contrast the challenges of women, individuals with disabilities, and ethnic minorities at various points in history.</li> <li>3. Identify and describe prominent groups associated with protecting and broadening protections for minority groups (e.g., the National Association for the Advancement of Colored People, Southern Poverty Law Center, the American Civil Liberties Union, National Organization on Disability, Anti-Defamation League, etc.).</li> <li>4. Examine social and political factors and events that have impacted attitudes and discrimination towards immigrants and religious communities (e.g., American Muslims, Hispanic Americans, West Indian Americans, Sikh Americans, American Hindus, American Jews, etc.).</li> </ol>
<p><b>MIN.2</b> Trace the group dynamics that play a role in the marginalization of minority groups.</p>	<ol style="list-style-type: none"> <li>1. Analyze the various causes of prejudice (e.g., ableism, ageism, social distance, economic competition, scapegoating, conflicting social and religious norms, stereotypes, etc.).</li> <li>2. Analyze political, cultural, and ableist factors that may serve to maintain inequalities experienced by minority groups.</li> </ol>

Standard	Objectives
<p><b>MIN.3</b> Examine the experiences of Native American populations from the age of exploration to present day.</p>	<ol style="list-style-type: none"> <li>1. Trace the historical perspectives on Native American populations by European settlers from the age of exploration to the period of westward expansion.</li> <li>2. Describe the social and political status of Native Americans during the early history of the United States, westward expansion through the twentieth century.</li> <li>3. Analyze the lasting impact of the historical treatment of Native Americans and their resistance to maintain their culture from westward expansion to present day.</li> </ol>
<p><b>MIN.4</b> Examine the Women’s Rights Movement.</p>	<ol style="list-style-type: none"> <li>1. Identify and describe the origins and early leaders of the Women’s Rights Movement.</li> <li>2. Trace the major events, achievements, and leaders of the women’s suffrage movement leading to the 19<sup>th</sup> amendment in 1920.</li> <li>3. Survey the accomplishments of women in the United States during the twentieth century who took on roles and offices that had been traditionally held by men.</li> <li>4. Analyze the current status of women in the United States with respect to political representation, economic opportunities, healthcare, and shifting social norms.</li> </ol>
<p><b>MIN.5</b> Describe discrimination faced by Asian-Americans in the late nineteenth and mid-twentieth century.</p>	<ol style="list-style-type: none"> <li>1. Trace the migration of East Asians to the United States in the 19<sup>th</sup> century and the economic, social, legal, and political factors that contributed to discrimination against them.</li> <li>2. Investigate the internment of Japanese Americans during World War II.</li> </ol>



Standard	Objectives
<p><b>MIN.6</b> Examine the major events, methods, and leaders of the Civil Rights Movement.</p>	<ol style="list-style-type: none"> <li>1. Describe the conditions during the mid-twentieth century that led to the Civil Rights Movement including Jim Crow laws and systemic inequality throughout the United States.</li> <li>2. Evaluate the prominent methods, leaders, and events of the Civil Rights movements culminating in the Civil Rights Act of 1964.</li> <li>3. Analyze the impact of the Civil Rights Movement on the status of African Americans and on the American social and political culture in the late twentieth and early twenty-first centuries.</li> </ol>
<p><b>MIN.7</b> Compare and contrast historically significant events and cultural characteristics related to the challenges of minority groups outside of the United States. (e.g., Nazi-occupied Europe, South Africa, India, etc.)</p>	<ol style="list-style-type: none"> <li>1. Illustrate the major events, minority groups, and people associated with the Holocaust and its global impact (e.g., Jewish people, Gypsies, people with disabilities, etc.).</li> <li>2. Trace the historical context and major events and people associated with the rise and fall of Apartheid in South Africa.</li> <li>3. Explain the caste system in India and trace the changes that have occurred in attitudes towards various castes through much of the twentieth century.</li> </ol>
<p><b>MIN.8</b> Examine contemporary issues related to the treatment of minority groups.</p>	<ol style="list-style-type: none"> <li>1. Examine contemporary concepts related to the treatment of minority groups including microaggressions and concerns about cultural appropriation.</li> <li>2. Explain significant events during the early twenty-first century that have resulted in rising tensions between minority populations and law enforcement in some areas of the United States and the significance of technology in the impact of those events.</li> </ol>

Standard	Objectives
<b>MIN.9</b> Assess modern movements to broaden protections for minority groups.	<ol style="list-style-type: none"><li data-bbox="821 269 1751 334">1. Examine social and political factors and events that have impacted attitudes and discrimination towards modern minority groups.</li><li data-bbox="821 375 1719 472">2. Describe significant events of the early twenty-first century related to the expansion and protection of civil liberties for members of the LGBTQ community.</li></ol>



## ■ Western Civilization

### ½ Carnegie Unit

\*The examples listed within the document are not an exhaustive list.

Western Civilization		½ Carnegie Unit
Standard	Objectives	
<p><b>WC.1</b> Examine the ancient river valley civilizations, including those of ancient Israel, Mesopotamia, Egypt, the Indus Saraswati River Valley, and China.</p>	<ol style="list-style-type: none"> <li>1. Trace the development of social, political, citizenship, and economic patterns of early Mesopotamia, Egypt, China, and Indus Saraswati River Valley in their emergence of power.</li> <li>2. Explain the development of language, writing, technology, and arts of early civilizations (e.g., Neolithic pottery, Epic of Gilgamesh, Book of Songs, the Torah, etc.).</li> <li>3. Explain the role of religious traditions, origin of beliefs and customs of early civilizations such as cave art and the Zuni emergence tale.</li> </ol>	
<p><b>WC.2</b> Examine the location of Greece, its political structure, arts, and religious traditions that influenced Greek society.</p>	<ol style="list-style-type: none"> <li>1. Locate and recognize the importance of climate and geography on the emergence of civilization in Greece.</li> <li>2. Trace the development and legacy of social, political, citizen responsibility, and economic patterns of Greece while examining the rise of city-states.</li> <li>3. Explain the development of language, writing, technology, and arts of Greece (e.g., the work of Homer, philosophers, Greek poetry, Athenian pottery, Hellenistic culture, Greek architectural traditions, Socrates, Plato, Aristotle, etc.).</li> <li>4. Explain the role of religious traditions of the Greek gods, origin of mythology, and customs of Greece through the Golden Age.</li> </ol>	

Standard	Objectives
<p><b>WC.3</b> Analyze ancient Rome by assessing the influence of geography, mythology, and development of the Roman Republic.</p>	<ol style="list-style-type: none"> <li>1. Locate and recognize the importance of climate and geography on the emergence of civilization in Rome.</li> <li>2. Trace the development and legacy of social, political, and citizen responsibility of Roman citizens while analyzing Roman Republic, Roman imperialism, Cicero, and the politics of rhetoric.</li> <li>3. Explain the development of language, writing, and arts of Greece through Virgil, Horace and Ovid while observing various Roman architecture and sculptures during that time period.</li> <li>4. Explain the role of religious traditions of the Roman gods, origin of mythology, and spread of Roman Culture.</li> </ol>
<p><b>WC.4</b> Analyze the social, economic, military conquest and cultural achievements during the medieval time period.</p>	<ol style="list-style-type: none"> <li>1. Locate and describe the evolution of nation-states England, France, Spain, and Russia.</li> <li>2. Discuss the political and social impact of the Crusades, the Mongol conquests, and the fall of Constantinople.</li> <li>3. Identify the role of Greek, Roman, Jewish, and Arabic philosophy, medicine, and science during the medieval time period.</li> <li>4. Trace the emergence of pagan and Christian traditions through the rise of the Catholic church and the medieval monastery.</li> </ol>

Standard	Objectives
<p><b>WC.5</b> Analyze the social, economic, and political changes and cultural achievements during the Renaissance in Europe.</p>	<ol style="list-style-type: none"> <li>1. Evaluate the economic infrastructure of the Italian Renaissance.</li> <li>2. Trace the events related to the rise and political development city-states while examining the Humanistic movement impact on society.</li> <li>3. Contrast the arts, literary, architecture, and philosophical ideologies with the medieval time period (e.g., Shakespeare, Leonardo da Vinci, Michelangelo, Petrich, etc.).</li> <li>4. Identify the Roman Catholic role on society and summarize religious reforms associated with Martin Luther, John Calvin, Henry VII, and their impact on the Reformation.</li> </ol>
<p><b>WC.6</b> Understand the impact of the Age of Discovery and exploration into Africa, Asia, and the Americas.</p>	<ol style="list-style-type: none"> <li>1. Locate the triangle trade, migration patterns, and cultural diffusion in colonized areas.</li> <li>2. Identify the development of social, political, and economic motivation of explorers and conquistadors while analyzing their impact on indigenous peoples.</li> <li>3. Describe the impact that religion had on the Age of Exploration and the effect that it had on colonized areas.</li> </ol>
<p><b>WC.7</b> Examine the impact of global trade on various civilizations of the world.</p>	<ol style="list-style-type: none"> <li>1. Locate and explain the development of the Ottoman Empire.</li> <li>2. Identify the development of social, political, and economic impact on Africa, India, and growth of European nations.</li> </ol>