

Curriculum Grade Book

Morgan County School District

Final, 01/11/2010

US History Social Studies

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
Government & Civics																															
<p>■ 1.1.1 (DOK 3) ASSESSED</p> <p>The learner will be able to compare and contrast (purposes, sources of power) various forms of government in the world (e.g., monarchy, democracy, republic, dictatorship) and evaluate how effective they have been in establishing order, providing security, and accomplishing common goals.</p>																															
<p>■ 1.1.2 (DOK 2) ASSESSED</p> <p>The learner will be able to explain and give examples of how democratic governments preserve and protect the rights and liberties of their constituents through different sources (e.g., U.N. Charter, Declaration of the Rights of Man, U.N. Declaration of Human Rights, U.S. Constitution).</p>																															
<p>■ 1.1.3 (DOK) Supporting</p> <p>The learner will be able to evaluate how the U.S. government's response to contemporary issues and societal problems (e.g., education, welfare system, health insurance, childcare, crime) reflects the needs, wants, and demands of its citizens (e.g., individuals, political action committees, special interest groups, political parties).</p>																															
<p>■ 1.2.1 (DOK 3) ASSESSED</p> <p>The learner will be able to analyze how powers of government are distributed and shared among levels and branches and evaluate how this distribution of powers protects the "common good" (e.g., Congress legislates on behalf of the people; the President represents the people as a nation; the Supreme Court acts on behalf of the people as a whole when it interprets the Constitution).</p>																															

Curriculum Grade Book

Morgan County School District

Final, 01/11/2010

US History Social Studies

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
<p>■ 1.2.2 (DOK 3) ASSESSED</p> <p>The learner will be able to interpret the principles of limited government (e.g., rule of law, federalism, checks and balances, majority rule, protection of minority rights, separation of powers) and evaluate how these principles protect individual rights and promote the "common good."</p>																															
<p>■ 1.3.1 (DOK 2) ASSESSED</p> <p>The learner will be able to explain and give examples of how the rights of one individual (e.g., smoking in public places, free speech) may, at times, be in conflict (e.g., slander, libel) with the rights of another.</p>																															
<p>■ 1.3.2 (DOK 2) ASSESSED</p> <p>The learner will be able to explain how the rights of an individual (e.g., Freedom of Information Act, privacy) may, at times, be in conflict with the responsibility of the government to protect the "common good" (e.g., homeland security issues, environmental regulations, censorship, search and seizure).</p>																															
<p>■ 1.3.3 (DOK 3) ASSESSED</p> <p>The learner will be able to evaluate the impact citizens have on the functioning of a democratic government by assuming responsibilities (e.g., seeking and assuming leadership positions, voting) and duties (e.g., serving as jurors; paying taxes; complying with local, state, and federal laws; serving in the armed forces).</p>																															

Curriculum Grade Book
Morgan County School District
Final, 01/11/2010

US History
Social Studies

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
Economics																														
<p>■ 3.1.1. (DOK 2) ASSESSED The learner will be able to give examples of and explain how scarcity of resources necessitates choices at both the personal and societal levels in the modern world (1500 A.D. to present) and the United States (Reconstruction to present) and explain the impact of those choices.</p>																														
<p>■ 3.1.2 (DOK) Supporting The learner will be able to explain how governments have limited budgets, so they must compare revenues to costs and consider opportunity cost when planning public projects.</p>																														
<p>■ 3.2.1 (DOK 2) ASSESSED The learner will be able to compare and contrast economic systems (traditional, command, market, mixed) based on their abilities to achieve broad social goals such as freedom, efficiency, equity, security, and growth in the modern world.</p>																														
<p>■ 3.2.2 (DOK) Supporting The learner will be able to describe economic institutions such as corporations, labor unions, banks, stock markets, cooperatives, and partnerships.</p>																														
<p>■ 3.2.3 (DOK 2) ASSESSED The learner will be able to explain how, in a free enterprise system, individuals attempt to maximize their profits based on their role in the economy (e.g., producers try to maximize resources, entrepreneurs try to maximize profits, workers try to maximize income, savers and investors try to maximize return.).</p>																														
<p>■ 3.3.1 (DOK 2) ASSESSED</p>																														

Curriculum Grade Book

Morgan County School District

Final, 01/11/2010

US History Social Studies

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
The learner will be able to explain and give examples of how numerous factors influence the supply and demand of products (e.g., supply--technology, cost of inputs, number of sellers; demand--income, utility, price of similar products, consumers' preferences).																														
<p>■ 3.3.2 (DOK) Supporting</p> <p>The learner will be able to describe how specific financial and non-financial incentives often influence individuals differently (e.g., discounts, sales promotions, trends, personal convictions).</p>																														
<p>■ 3.3.3 (DOK) Supporting</p> <p>The learner will be able to explain how the level of competition in a market is largely determined by the number of buyers and sellers.</p>																														
<p>■ 3.3.4 (DOK) Supporting</p> <p>The learner will be able to explain how laws and government mandates (e.g., anti-trust legislation, tariff policy, regulatory policy) have been adopted to maintain competition in the United States and in the global marketplace.</p>																														
<p>■ 3.4.1 (DOK 3) ASSESSED</p> <p>The learner will be able to analyze the changing relationships among business, labor and government (e.g., unions, anti-trust laws, tariff policy, price controls, subsidies, tax incentives) and how each has affected production, distribution, and consumption in the United States.</p>																														
<p>■ 3.4.2 (DOK 2) ASSESSED</p> <p>The learner will be able to describe and give examples of how factors such as technological change, investments in capital goods, and human capital/resources have</p>																														

Curriculum Grade Book

Morgan County School District

Final, 01/11/2010

US History Social Studies

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
increased productivity in the world.																														
<p>■ 3.4.3 (DOK 2) ASSESSED</p> <p>The learner will be able to explain and give examples of how interdependence of personal, national and international economic activities often results in international issues and concerns (e.g., natural resource dependencies, economic sanctions, environmental and humanitarian issues) in the modern world (1500 A.D. to present) and the United States (Reconstruction to present).</p>																														
Geography																														
<p>■ 4.1.2 (DOK) Supporting</p> <p>The learner will be able to explain how mental maps, the mental image a person has of an area including knowledge of features and spatial relationships, become more complex as experience, study, and the media bring new geographic information.</p>																														
<p>■ 4.1.3 (DOK) Supporting</p> <p>The learner will be able to use geographic tools (e.g., maps, globes, photographs, models, satellite images) to interpret the reasoning patterns (e.g., available transportation, location of resources and markets, individual preference, centralization versus dispersion) on which the location and distribution of Earth's human features are based.</p>																														
<p>■ 4.1.1 (DOK 3) ASSESSED</p> <p>The learner will be able to use a variety of geographic tools (e.g., maps, globes, photographs, models, satellite images, charts, graphs, databases) to explain and analyze the reasons for the distribution of physical and human</p>																														

Curriculum Grade Book

Morgan County School District

Final, 01/11/2010

US History Social Studies

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
features on Earth's surface.																														
<p>■ 4.2.1 (DOK) Supporting The learner will be able to interpret how places and regions serve as meaningful symbols for individuals and societies (e.g., Jerusalem, Vietnam Memorial, Ellis Island, the Appalachian region).</p>																														
<p>■ 4.2.2 (DOK 2) ASSESSED The learner will be able to explain how physical (e.g., climate, mountains, rivers) and human characteristics (e.g., interstate highways, urban centers, workforce) of regions create advantages and disadvantages for human activities in a specific place.</p>																														
<p>■ 4.2.3 (DOK) Supporting The learner will be able to explain how people can develop stereotypes about places and regions (e.g., all cities are dangerous and dirty; rural areas are poor).</p>																														
<p>■ 4.2.4 (DOK) Supporting The learner will be able to explain how people from different cultures with different perspectives view regions (e.g., Middle East, Balkans) in different ways, sometimes resulting in conflict in the modern world (1500 A.D. to present) and United States (Reconstruction to present).</p>																														
<p>■ 4.3.1 (DOK 3) ASSESSED The learner will be able to describe the movement and settlement patterns of people in various places and analyze the causes of that movement and settlement (e.g., push factors such as famines or military conflicts; pull factors such as climate or economic opportunity) and the impacts in the modern world (1500 A.D. to present) and United States (Reconstruction to present).</p>																														

Curriculum Grade Book

Morgan County School District

Final, 01/11/2010

US History Social Studies

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
History																															
<p>■ 5.1.1 (DOK 3) ASSESSED</p> <p>The learner will be able to use a variety of tools (e.g., primary and secondary sources, data, artifacts) to analyze perceptions and perspectives (e.g., gender, race, region, ethnic group, nationality, age, economic status, religion, politics, geographic factors) of people and historical events in the modern world (1500 A.D. to present) and United States History (Reconstruction to present).</p>																															
<p>■ 5.1.2 (DOK 3) ASSESSED</p> <p>The learner will be able to analyze how history is a series of connected events shaped by multiple cause and effect relationships, tying past to present.</p>																															
<p>■ 5.2.1 (DOK 2) ASSESSED</p> <p>The learner will be able to compare and contrast the ways in which Reconstruction was approached and evaluate the success of Reconstruction programs.</p>																															
<p>■ 5.2.2 (DOK 2) ASSESSED</p> <p>The learner will be able to explain how the rise of big business, factories, mechanized farming, and the labor movement impacted the lives of Americans.</p>																															
<p>■ 5.2.3 (DOK 2) ASSESSED</p> <p>The learner will be able to explain the impact of massive immigration (e.g., new social patterns, conflicts in ideas about national unity amid growing cultural diversity) after the Civil War.</p>																															
<p>■ 5.2.4 (DOK 3) ASSESSED</p> <p>The learner will be able to explain and evaluate the impact of significant social, political, and economic changes (e.g., imperialism to isolationism, industrial</p>																															

Curriculum Grade Book

Morgan County School District

Final, 01/11/2010

US History Social Studies

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
<p>■ 5.3.5 (DOK 3) ASSESSED</p> <p>The learner will be able to explain the rise of both the United States and the Soviet Union to superpower status following World War II, the subsequent development of the Cold War, and the formation of new nations in Africa, Asia, Eastern Europe, and the Middle East, and evaluate the impact of these events on the global community.</p>																															
<p>■ 5.3.6 (DOK 2) ASSESSED</p> <p>The learner will be able to explain how the second half of the 20th century was characterized by rapid social, political, and economic changes that created new challenges (e.g., population growth, diminishing natural resources, environmental concerns, human rights issues, technological and scientific advances, shifting political alliances, globalization of the economy) in countries around the world, and give examples of how countries have addressed these challenges.</p>																															