

Course Syllabus

Social Studies, US History

Morgan County Curriculum 4.1 High School, Final
Morgan County School District

Social Studies standards are organized around five "Big Ideas" that are important to the discipline of social studies. The five Big Ideas in social studies are: Government and Civics, Cultures and Societies, Economics, Geography and Historical Perspective.

Successful completion of US HISTORY is REQUIRED for graduation.

Upon reviewing assessment results, the Morgan County High School will help the student and parent to determine what courses their child needs to take during their high school career, utilizing the Individual Learning Plan (ILP)

Government & Civics

The study of government and civics equips students to understand the nature of government and the unique characteristics of

American representative democracy, including its fundamental principles, structure, and the role of citizens. Understanding the historical development of structures of power, authority, and governance and their evolving functions in contemporary U.S. society and other parts of the world is essential for developing civic competence. An understanding of civic ideals and practices of citizenship is critical to full participation in society and is a central purpose of the social studies.

■ 1.1.1 (DOK 3) ASSESSED

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.

■ 1.1.2 (DOK 2) ASSESSED

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).

■ 1.1.3 (DOK) Supporting

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).

■ 1.2.1 (DOK 3) ASSESSED

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).

■ 1.2.2 (DOK 3) ASSESSED

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."

■ 1.3.1 (DOK 2) ASSESSED

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.

■ 1.3.2 (DOK 2) ASSESSED

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).

■ 1.3.3 (DOK 3) ASSESSED

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).

Course Syllabus

Social Studies, US History

Morgan County Curriculum 4.1 High School, Final
Morgan County School District

Culture & Society

Culture is the way of life shared by a group of people, including their ideas and traditions. Cultures reflect the values and beliefs of groups in different ways (e.g., art, music, literature, religion); however, there are universals (e.g., food, clothing, shelter, communication) connecting all cultures. Culture influences viewpoints, rules and institutions in a global society. Students should understand that people form cultural groups throughout the United States and the world, and that issues and challenges unite and divide them.

- 2.1.1 (DOK 2) ASSESSED
The learner will be able to explain how belief systems, knowledge, technology, and behavior patterns define cultures and help to explain historical perspectives and events in the modern world (1500 A.D. to present) and United States (Reconstruction to present).
- 2.2.1 (DOK) Supporting
The learner will be able to explain how various human needs are met through interaction in and among social institutions (e.g., family, religion, education, government, economy) in the modern world (1500 A.D. to present) and the United States (Reconstruction to present).
- 2.3.1 (DOK 2) ASSESSED
The learner will be able to explain the reasons why conflict and competition (e.g., violence, difference of opinion, stereotypes, prejudice, discrimination, genocide) may develop as cultures emerge in the modern world (1500 A.D. to present) and the United States (Reconstruction to present).
- 2.3.2 (DOK 2) ASSESSED
The learner will be able to explain and give examples of how compromise and cooperation are characteristics that influence social interaction (e.g., peace studies, treaties, conflict resolution) in the modern world (1500 A.D. to present) and the United States (Reconstruction to present).

Economics

Economics includes the study of production, distribution and consumption of goods and services. Students need to understand how their economic decisions affect them, others, the nation and the world. The purpose of economic education is to enable individuals to function effectively both in their own personal lives and as citizens and participants in an increasingly connected world economy. Students need to understand the benefits and costs of economic interaction and interdependence among people, societies, and governments.

- 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.
- 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.
- 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.
- 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.
- 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.).

Course Syllabus

Social Studies, US History

Morgan County Curriculum 4.1 High School, Final
Morgan County School District

- 3.3.1 (DOK 2) ASSESSED
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).
- 3.3.2 (DOK) Supporting
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).
- 3.3.3 (DOK) Supporting
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.
- 3.3.4 (DOK) Supporting
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.
- 3.4.1 (DOK 3) ASSESSED
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.
- 3.4.2 (DOK 2) ASSESSED
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 increased productivity in the world.
- 3.4.3 (DOK 2) ASSESSED
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).

Geography

Geography includes the study of the five fundamental themes of location, place, regions, movement and human/environmental interaction. Students need geographic knowledge to analyze issues and problems to better understand how humans have interacted with their environment over time, how geography has impacted settlement and population, and how geographic factors influence climate, culture, the economy and world events. A geographic perspective also enables students to better understand the past and present to prepare for the future.

- 4.1.2 (DOK) Supporting
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.
- 4.1.3 (DOK) Supporting
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.
- 4.1.1 (DOK 3) ASSESSED
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 features on Earth's surface.
- 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).
- 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

Course Syllabus

Social Studies, US History

Morgan County Curriculum 4.1 High School, Final
Morgan County School District

regions create advantages and disadvantages for human activities in a specific place.

- 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).
- 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).
- 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).
- 4.3.2 (DOK 2) ASSESSED
The learner will be able to explain how technology has facilitated the movement of goods, services and populations; increased economic interdependence at all levels; and influenced development of centers of economic activity (e.g., cities, interstate highways, airports, rivers, railroads, computers telecommunications).
- 4.4.1 (DOK) Supporting
The learner will be able to explain how humans develop strategies (e.g., transportation, communication, technology) to overcome limits of their physical environment.
- 4.4.2 (DOK 2) ASSESSED
The learner will be able to explain how human modifications to the physical environment (e.g., deforestation, mining), perspectives on the use of natural resources (e.g., oil, water, land), and natural disasters (e.g., earthquakes, tsunamis, floods) may have possible global effects (e.g., global warming, destruction of the rainforest, acid rain) in the modern

world (1500 A.D. to present) and United State (Reconstruction to present).

- 4.4.3 (DOK) Supporting
The learner will be able to explain how group and individual perspectives impact the use of natural resources (e.g., mineral extraction, land reclamation).

History

History is an account of events, people, ideas, and their interaction over time that can be interpreted through multiple perspectives. In order for students to understand the present and plan for the future, they must understand the past. Studying history engages students in the lives, aspirations, struggles, accomplishments and failures of real people. Students need to think in an historical context in order to understand significant ideas, beliefs, themes, patterns and events, and how individuals and societies have changed over time in Kentucky, the United States and the World.

- 5.1.1 (DOK 3) ASSESSED
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).
- 5.1.2 (DOK 3) ASSESSED
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.
- 5.2.1 (DOK 2) ASSESSED
The learner will be able to compare and contrast the ways in which Reconstruction was approached and evaluate the success of Reconstruction programs.
- 5.2.2 (DOK 2) ASSESSED
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.

Course Syllabus

Social Studies, US History

Morgan County Curriculum 4.1 High School, Final
Morgan County School District

■ 5.2.3 (DOK 2) ASSESSED

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.

■ 5.2.4 (DOK 3) ASSESSED

The learner will be able to explain and evaluate the impact of significant social, political, and economic changes (e.g., imperialism to isolationism, industrial capitalism, urbanization, political corruption, initiation of reforms) during the Progressive Movement, World War I, and the Twenties.

■ 5.2.5 (DOK 3) ASSESSED

The learner will be able to evaluate how the Great Depression, New Deal policies, and World War II transformed America socially and politically at home (e.g., stock market crash, relief, recovery, reform initiatives, increased role of government in business, influx of women into workforce, rationing) and reshaped its role in world affairs (emergence of the U.S. as economic and political superpower).

■ 5.2.6 (DOK 3) ASSESSED

The learner will be able to explain and give examples of how after WWII, America experienced economic growth (e.g., suburban growth), struggles for racial and gender equality (e.g., Civil Rights Movement), the extension of civil liberties, and conflict over political issues (i.e., McCarthyism, U.S. involvement in Vietnam).

■ 5.2.7 (DOK 3) ASSESSED

The learner will be able to analyze how the United States participates with the global community to maintain and restore world peace (e.g., League of Nations, United Nations, Cold War politics, Persian Gulf War), and evaluate the impact of these efforts.

■ 5.3.4 (DOK 3) ASSESSED

The learner will be able to analyze how nationalism, militarism, and imperialism led to world conflicts and the rise of totalitarian governments (e.g., European imperialism in Africa, World War I, the Bolshevik Revolution, Nazism).

■ 5.3.5 (DOK 3) ASSESSED

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.

■ 5.3.6 (DOK 2) ASSESSED

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.