

Course Syllabus

Social Studies, World Civilization

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 WORLD CIVILIZATION 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).

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

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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.
- 3.2.1 (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.
- 3.2.3 (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.).
- 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.

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

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- 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.
- 5.2.7 (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.
- 5.3.1 (DOK 2) ASSESSED
The learner will be able to explain how humans began to rediscover the ideas of the Classical Age (e.g., humanism, developments in art and architecture, literature, political theories, rediscovery of Greco-Roman philosophies) and to question their place in the universe during the Renaissance and Reformation.

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■ 5.3.2 (DOK 2) ASSESSED

The learner will be able to explain and give examples of how new ideas and technologies led to an Age of Exploration by Europeans that brought great wealth to the absolute monarchies and caused significant political, economic, and social changes (disease, religious ideas, technologies, new plants/animals, forms of government) to the other regions of the world.

■ 5.3.3 (DOK 3) ASSESSED

The learner will be able to analyze how an Age of Revolution brought about changes in science, thought, government, and industry (e.g., Newtonian physics, free trade principles, rise of democratic principles, development of the modern state) that shaped the modern world, and evaluate the long range impact of these changes on the modern world.

■ 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.