

WORLD HISTORY 9 PROGRAM

COURSE DESCRIPTION: World History, a required course for ninth graders, focuses on the economic, political, and cultural development of mankind from ancient civilization through modern times. Student will study cause-effect relationships and become aware of the importance of how cultural diffusion contributes to the development of civilizations.

COURSE OBJECTIVES

The student will:

1. be able to understand basic knowledge in World History, political, economic, and social systems and how they developed
2. trace major themes and events throughout history that have shaped contemporary events and views
3. evaluate the changes in democratic beliefs and values throughout history and the different aspects of societies and how they affected those values
4. develop an awareness of the consequences that result from people not being responsible in their society/political system

Unit 1: Beginnings of Ancient Civilization

Length of time spent – 4 weeks

Learner outcomes

- Knowledge 1,2,3,4,5,6
- Thinking skills 1,2,3,4,5,6
- Democratic beliefs and values 1,2,4,6
- Civic responsibility 1,2,4,6

Unit objectives

The student will:

1. evaluate the question of civilization . Are we civilized?
From the human aspect? Technologically?
2. analyze the progress of the human race from pre-history through modern times
3. understand the importance of the Nile River to the ancient Egyptians
4. understand the political, economic and social systems of these ancient civilizations
5. list and explain the stages of civilization
6. analyze the affect of traditional beliefs on modern societies

Concepts/Key ideas

1. civilization - technological vs. humane
2. war

3. poverty
4. role of government
5. utopia
- 6 law/rules
7. afterlife beliefs
8. religious conflict and toleration
9. social class structure
10. political organization
11. economic systems
12. geographic locations and their affect on societies
13. sexist attitudes

Unit 2: Mediterranean World

Length of time spent - 4 weeks

Learner outcomes

Knowledge 1,2,3,4,5

Thinking skills 1,2,3,4,5,6

Democratic beliefs and values 1,2,3,4,5,6

Civic responsibility 1,3,5,6

Unit objectives

The student will:

1. understand the basic principle of democracy
2. learn how a city-state functions
3. distinguish between different political systems
4. evaluate the influence of Christianity on the Roman Empire
5. compare and contrast the Roman Empire with other civilizations
6. understand the importance of civic responsibility

Concepts/Key ideas

1. abuse of freedoms
2. responsibility/social contract theory
3. democracy
4. apathy
5. laws/rules
6. city-state
7. philosophy
8. empire
- 9 influence of religion
10. decline of and empire

Unit 3: Middle Ages in Western Europe

Length of time spent - 4 weeks

Learner outcomes

Knowledge 1,2,3,4,5

Thinking skills 1,2,3,4,5

Democratic beliefs and values 1,2,3,4,5

Civic responsibility 2,4,5

Unit objective

The student will:

1. understand the organization of the feudal system
2. understand what brought about the feudal system
3. appreciate the everyday life of a common person on a manor
4. be able to explain why the Roman Catholic Church was so powerful during the Middle Ages
5. understand the importance of civic responsibility to prevent rule by military dictatorships in the future

Concepts/Key ideas

1. class structure
2. church as a political unit
3. feudalism
4. civilization/city life
5. economic development
6. educational development
7. revolt
8. governmental organization
9. representation

Unit 4: The Spread of New Ideas

Length of time spent - 4 weeks

Learner outcomes

Knowledge 1,2,6

Thinking skills 1,2,3,4,6

Democratic beliefs and values 1,2,3,4,5

Civic responsibility 1,3,4,5

Unit objectives

The student will:

1. understand what led to the Renaissance
2. be able to identify the early humanists and explain their contributions
3. appreciate the importance of education for an individual as well as for a society

4. understand the importance of challenging policies that you believe are wrong
5. understand that reform does not always require violence
6. analyze how the Renaissance led to the Reformation

Concepts/Key ideas

1. Renaissance
2. humanism
3. education
4. value of questioning policies
5. reform techniques
6. religious conflict/emotions
7. aftermath of the Reformation

Unit 5: Transition to Modern Times

Length of time spent - 1 week

Learner outcomes

- Knowledge 1,2,4,5
- Thinking skills 1,2,3,4,5,6
- Democratic beliefs and values 2,3,5,6
- Civic responsibility 2,3,5,6

Unit objectives

The student will:

1. be able to identify and explain the contributions of the philosophies
2. analyze the stages of revolution as they relate to our responsibilities as citizens
3. be able to explain how the Enlightenment opened peoples' eyes to their situation
4. understand the developments of the Scientific Revolution and explain their importance
5. develop an awareness of how Napoleon and other dictators came to power
6. understand the importance of education in all societies

Concepts/Key ideas

1. philosophies
2. Enlightenment
3. Scientific Revolution
4. stages of revolution
5. dictatorship
6. social classes
7. civic responsibility
8. cause-effect relationships
9. militarism
10. education

Unit 6: Age of European Dominance

Length of time spent - 4 week

Learner outcomes

- Knowledge 1,2,5
- Thinking skills 1,2,3,4,5,6
- Democratic beliefs and values 2,3,4,5,6
- Civic responsibility 2,3,4,5,6

Unit objectives

The student will:

1. define and explain the Industrial Revolution and its importance
2. understand how Germany became a unified country in 1871 and its significance to Europe
3. understand the importance of being an informed citizen and participating in the democratic process
4. develop an awareness of how diplomacy works and just how powerful one man can become
5. appreciate the ways that war can be used as a political tool
6. evaluate the importance of nationalism and hatred between nations and their consequences

Concepts/Key ideas

1. Industrial Revolution
2. urbanization
3. changes in societies
4. unification
5. authoritarianism
6. war
7. does the end justify the means
8. treaties and their impact
9. nationalism
10. hatred between nations

Unit 7: Years of Crisis

Length of time spent - 4 weeks

Learner outcomes

- Knowledge 1,3,5,6
- Thinking skills 1,2,3,4,5,6
- Democratic beliefs and values 1,2,3,4,5,6
- Civic responsibility 1,2,3,4,6

Unit objectives

The student will:

1. understand the causes of WWI - immediate and underlying

2. participate in a WWI simulation that will give the student an opportunity to experience the difficulties of decision-making
3. analyze the factors that led to WWII
4. evaluate the various techniques that were used by the Nazis to take over Germany
5. describe the communist revolution in Russia
6. appreciate the successes and failures of the Treaty of Versailles

Concepts/Key ideas

1. nationalism
2. militarism
3. imperialism
4. system of alliances
5. importance and consequences of treaties
6. importance of wise leadership
7. League of Nations
8. maintaining peace
9. depression
10. totalitarianism
11. fascism
12. communism
13. revolution
14. indoctrination
15. propaganda techniques
16. intimidation

Text: World History: McDougal Littell, 1997

AMERICAN HISTORY 10 PROGRAM

COURSE DESCRIPTION: This required survey course for grade 10 emphasizes important periods and themes in American history including the social, cultural, political, and economic development of the United States. Some important activities in this course include the reading of historical fiction, role-playing, and the writing of a formal history research paper.

Course objectives

The student will:

1. acquire knowledge of the major periods and trends in American history from the pre-exploration period into the 20th century.
2. analyze and evaluate past historical themes in relation to contemporary America.
3. develop and understanding and appreciation for our national heritage
4. develop and awareness of American history as a tool for responsible citizenship
5. understand the notion of historical perspective, particularly from the point of view of our nation's minorities

Unit 1: Early Exploration

Length of time spent - 2 weeks

Learner outcomes

- Knowledge 1,2,3,5
- Thinking skills 1,5
- Democratic beliefs and values
- Civic responsibility 1

Unit objectives

The student will:

1. appreciate the diversity of Native American cultures that developed in America
2. understand the forces that led to the Age of Exploration
3. identify important European explorers of the Americas and explain the significance of their achievements
4. evaluate the actions of the Spanish conquistadors toward the Native Americans
5. analyze the reasons for conflict between England and Spain

Concepts/Key ideas

1. cultural diversity
2. land bridge theory
3. feudalism
4. rise of nation-states
5. Renaissance
6. technology
7. conquistadors
8. Protestant Reformation
9. defeat of the Spanish Armada
10. Crusades
11. agriculture and the development of civilization

Unit 2: Colonization

Length of time spent - 2-3 weeks

Learner outcomes

- Knowledge 1,2,3,4,5,6
- Thinking skills 6
- Democratic beliefs and values 2
- Civic responsibility

Unit objectives

The student will:

1. describe the founding of French, Dutch, and English colonies in America
2. understand the relationship between mercantilist theory and English colonization in America
3. recognize the political, social, and economic diversity of England's American colonial empire
4. trace the growing friction between colonial settlers, and Native Americans
5. understand the causes and results of the rivalry for empire between France and Britain
6. compare and contrast the lifestyles of the colonial period with contemporary America

Concepts/Key ideas

1. mercantilism
2. balance of trade
3. Jamestown
4. royal/proprietary/self-governing colonies
5. representative assembly
6. Puritans
7. Mayflower Compact
8. theocracy
9. Quakers
10. religious persecution
11. subsistence farming
12. triangular trade
13. back country
14. Navigation Acts
15. French and Indian War

Unit 3: The American Revolution

Length of time spent - 3-4 weeks

Learner outcomes

- Knowledge 1,2,3,4,5,6
- Thinking skills 2,4,7
- Democratic beliefs and values 3,4,6,7
- Civic responsibility 3

Unit objectives

The student will:

1. identify important social, political, and economic factors that created friction between the colonies and the mother country
2. trace events chronologically demonstrated the deteriorating relations between the colonies and Britain
3. explain the purpose and principles of the Declaration of Independence
4. analyze the American Revolution from both the colonial and British viewpoints
5. describe the major campaigns and personalities involved in the Revolutionary War
6. appreciate the contributions of those individuals and groups who helped us gain our independence
7. gain a flavor and understanding of the period by reading April Morning by Howard Fast.

Concepts/Key ideas

1. Stamp Act
2. writs of assistance
3. Boston Massacre
4. Tea monopoly
5. Intolerable Acts
6. Battles of Lexington and Concord
7. Common Sense
8. Loyalists
9. radical
10. natural rights
11. French assistance
12. Treaty of Paris

Unit 4: Forming a Constitution

Length of time spent - 1-2 weeks

Learner outcomes

- Knowledge 1,2,3,4,5
- Thinking skills 1,5
- Democratic beliefs and values 3,4,5,6,7
- Civic Responsibility 6,7

Unit objectives

The student will:

1. compare the powers held by the states and the national government under the Articles of Confederation
2. describe the many problems associated with the Articles of Confederation
3. understand the important principle of government built into the new constitution
4. recognize the compromises built into the Constitution
5. compare the positions of those for and against the ratification of the Constitution
6. understand the importance of the Bill of Rights as an addition to the Constitution
7. appreciate the enormous accomplishment of our Founding Fathers in creating the Constitution

Concepts/Key ideas

1. bill of rights
2. confederation
3. federal system
4. inflation/recession/depression
5. Shay's Rebellion
6. republic
7. Great Compromise
8. electoral college system
9. separation of powers

- 10 checks and balances
- 11. delegated/reserved/concurrent powers

Unit 5: Research Paper

Length of time - 3 weeks

Learner outcomes

- Knowledge 3,4,5
- Thinking skills 1,2,3,4,5
- Democratic beliefs and values 3
- Civic responsibility

Unit objectives

The student will:

1. choose and research an historical event in American history
2. learn to synthesize information from various sources
3. demonstrate proper use of footnoting and bibliography
4. learn to analyze an event from a cause-effect relationship
5. demonstrate the correct use of manuscript style

Concepts/Key ideas

1. cause-effect
2. fact/opinion
3. manuscript style
4. introduction/main body/conclusion
5. outlining

Unit 7: Westward Expansion

Length of time spent - 3-4 weeks

Learner outcomes

- Knowledge 1,2,3,4,5,6
- Thinking skills 1,3,4,6
- Democratic beliefs and values 1,3,6
- Civic responsibility 6

Unit objectives

The student will:

1. evaluate the 19th century concept of Manifest Destiny
2. locate major territorial acquisitions and explain how they became part of the United States
3. develop an awareness of the impact of westward expansion on the indigenous culture

4. analyze the Mexican War from the perspective of both the expansionists and the Mexicans
5. trace the sequence of events leading to Texas independence and annexation
6. evaluate the post-Civil War expansion on the Native American population in the West

Concepts/Key ideas

1. Louisiana Purchase
2. Manifest Destiny
3. White Anglo-Saxon Protestant
4. expansionists
5. California Gold Rush
6. vigilantism
7. genocide
8. Wounded Knee Massacre
9. reservations

Unit 8: The Civil War

Length of time spent - 3-4 weeks

Learner outcomes

- Knowledge 1,2,3,4,5,6
- Thinking skills 2,3,5
- Democratic beliefs and values - 3,5
- Civic Responsibility

Unit Objectives

The student will:

1. understand important social, political, and economic differences between the North and the South
2. evaluate the importance of slavery, the states' rights issue, economic differences, and fanaticism as causal factors in the Civil War
3. evaluate the actions of Abraham Lincoln during the Civil War period
4. identify important individuals and campaign of the war
5. develop insights into the nature of the war and the soldiers who fought in it
6. recognize the important strengths and weaknesses of the North and the South

Concepts/Key ideas

1. early labor movement
2. nativists
3. immigration
4. plantation life
5. slavery
6. popular sovereignty
7. Uncle Tom's Cabin
8. abolitionism
9. secession

10. financing war
11. Emancipation Proclamation
12. segregation
13. total war
14. Gettysburg Address
15. Reconstruction

Unit 9: Black History

Length of time spent - 3 weeks

Learner outcomes

- Knowledge 1,2,3,4,5,6
- Thinking skills 2,6
- Democratic beliefs and values 5,6
- Civic responsibility 6

Unit objectives

The student will:

1. identify and explain major periods in Black History from slavery to the present time
2. understand and evaluate the problems faced by African-Americans during the period of segregation
3. identify the unique characteristics of the Civil Rights Movement
4. understand the important struggles and outcomes of the Civil Rights Movement
5. appreciate the contributions of Dr. Martin Luther King, Jr. and his strategy of non-violent civil disobedience
6. evaluate the successes and failures of the Civil Rights Movement in light of problems faced by African-Americans today

Concepts/Key ideas

1. Jim Crow laws
2. segregation
3. "separate, but equal" doctrine
4. civil rights
5. non-violent civil disobedience
6. voting rights
7. Black Power movement
8. cycle of poverty
9. discrimination

Unit 10: The U.S. Becomes a World Power

Length of time spent - 2 weeks

Learner outcomes

- Knowledge 1,2,3,4,5
- Thinking skills 1,2,3,5
- Democratic beliefs and values 1,3
- Civic responsibility 1

Unit objectives

The student will:

1. evaluate the moral implications of American expansion near the end of the 19th century
2. evaluate the causes of the Spanish-American War
3. analyze and evaluate U.S. behavior toward Latin American from the administrations of Roosevelt through Wilson
4. identify the nature and results of various acts of U.S. intervention in Latin America
5. compare and contrast the reaction of Japan and China toward Western imperialism in the 19th century

Concepts/Key ideas

1. Monroe Doctrine
2. intervention
3. imperialism
4. Social Darwinism
5. Mahan's theory
6. jingoism
7. yellow journalism
8. mediation
9. arbitration
10. Roosevelt Corollary
11. Middle Kingdom
12. spheres of influence
13. Open Door Policy

Unit 11: Life in the 1920' and 1930's

Length of time spent - 3 weeks

Learner outcomes

- Knowledge 1,2,3,6
- Thinking skills 3,5,6
- Democratic beliefs and values 3,4,5
- Civic responsibility 4,5

Unit objectives

The student will:

1. understand the contrasting lifestyles of each decade
2. recognize how economic factors helped shape the culture of each decade

3. participate in a cooperative group project on the culture of the 1920's
4. appreciate the hard times of most Americans during the 1930's
5. evaluate the approach of Franklin Roosevelt and his New Deal programs
6. understand why the stock market crashed in 1929

Concepts/Key ideas

1. business cycle
2. credit
3. intolerance
4. stock market
5. speculation
6. New Deal
7. Social Security

Unit 12: Conflicts of the 20th Century

Length of time spent - 3-4 weeks

Learner outcomes

- Knowledge 1,2,3,4
- Thinking skills 2,3,5
- Democratic beliefs and values 3,5
- Civic responsibility 5

Unit objectives

The student will:

1. understand the basic causes and effects of WWI, WWII, Korean War, and the Vietnam War
2. compare and contrast the nature of the military conflict in each war
3. compare the reaction of the American public to each war
4. recognize important trends and events that occurred within each war
5. evaluate the rights and responsibilities of citizens during a time of war

Concepts/Key ideas

1. alliances
2. nationalism
3. imperialism
4. Fourteen Points
5. Treaty of Versailles
6. reparations
7. fascism
8. mobilization
9. Cold War
10. containment
11. nuclear arms race
12. McCarthyism

13. protest

Text: The Americans, McDougal, Littell, and Company, 2005.
April Morning by Howard Fast

AMERICAN GOVERNMENT 11

COURSE DESCRIPTION: This required semester course is intended to prepare students for the responsibilities of adult citizenship. Students will study the background to our governmental system and focus on the duties and functions of each branch of our federal government. Other areas emphasized are constitutional rights, functions of state and local government, the criminal justice system, and politics and elections. A strong emphasis is placed on almost daily discussion of current events.

Course objectives

The student will:

1. understand the role and functions of our various political institutions at the federal, state, and local levels
2. apply critical-thinking skills to controversial issues and events related to the study of American government or current events
3. develop an appreciation for the Constitution and its principles as the foundation of our democracy
4. demonstrate an awareness of the importance of civic responsibility and participation
5. recognize why a well-informed citizenry is an essential element of a democratic society
6. understand the roots of American democracy through the study of the history of Western political thought

Unit 1: Foundations of American Government

Length of time spent - 2 weeks

Learner Outcomes

Knowledge 1,2,3,4,5

Thinking skills 2

Democratic beliefs and values 5

Civic Responsibility

Unit objectives

The student will:

1. track the major contributions of civilizations and nations upon the development of American political institutions
2. understand and evaluate political theories prior to the American Revolution
3. recognize the characteristics of authoritarian and democratic rule
4. become familiar with the historical events leading up to the writing of the Constitution
5. appreciate the emphasis on individual liberty that democratic governments provide

Concepts/Key ideas

1. nation-state
2. sovereignty
3. citizenship
4. legitimacy
5. divine right
6. social contract theory
7. autocracy
8. oligarchy
9. constitutional monarchy
10. totalitarianism
11. propaganda
12. direct democracy
13. civil liberties
14. rule by law
15. naturalization
16. limited government
17. common law
18. legal precedent
19. natural rights

Unit 2: The Constitution

Length of time spent - 2 weeks

Learner outcomes

- Knowledge 1,2,3,4
- Thinking skills 1
- Democratic beliefs and values 1,2,3
- Civic responsibility 1

Unit objectives

The student will:

1. identify and understand the basic principles within the Constitution
2. describe the duties and responsibilities of each of the three branches of the federal government
3. understand the important compromises made at the Constitutional Convention
4. understand the basic freedoms guaranteed in the Bill of Rights

Concepts/Key ideas

1. federalism
2. checks and balances
3. civilian control of the military
4. civil rights
5. separation of powers
6. "living" document
7. federal supremacy
8. amendment process
9. powers granted or denied
10. implied powers

Unit 3: Civil Liberties

Length of time spent - 4 weeks

Learner outcomes

- Knowledge 1,2,4
- Thinking skills 3
- Democratic beliefs and values 2,3,4
- Civic responsibility 1,5

Unit objectives

The student will:

1. respect the need for limitations on all individual rights in order not to trample on the rights of others
2. define each first amendment freedom and explain landmark Supreme Court cases relating to them
3. evaluate controversial court decisions relating to individual rights
4. identify and appreciate the rights of those accused of crime

5. recognize the need of citizen involvement in preserving our civil liberties

Concepts/Key ideas

1. establishment/free exercise clause
2. defamation
3. sedition
4. clear and present danger rule
5. prior restraint/censorship
6. probable cause
7. exclusionary rule
8. due process of law
9. equal protection of the law
10. Miranda warnings

Unit 4: The Legislative Branch

Length of time spent - 3 weeks

Learner outcomes

- Knowledge 1,2,4
- Thinking skills 3,5
- Democratic beliefs and values 3,5,6
- Civic responsibility 5,6

Unit objectives

The student will:

1. understand the special functions of the House and Senate
2. describe how the two-party system is reflected in the organization of Congress
3. evaluate the factors influencing a politician when voting on a bill
4. understand the lawmaking process including the various steps and roadblocks that bills face
5. learn how to create a bill as a solution to a problem
6. appreciate the many duties and responsibilities of members of Congress

Concepts/Key ideas

1. constituency
2. seniority
3. marking up a bill
4. exclusive powers of the House and Senate
5. qualifications of office
6. impeachment process
7. committee system
8. "one man, one vote" principle
9. partisan politics
- 10 redistricting

Unit 5: The Executive Branch

Length of time spent - 3 weeks

Learner outcomes

- Knowledge 1,2,4,5,6
- Thinking skills 3,4
- Democratic beliefs and values 2,4
- Civic responsibility 4

Unit objectives

The student will:

1. identify and explain the various roles and powers of the President
2. appreciate the extraordinary demands the office places upon the individual
3. evaluate the process we use to elect our President

4. draw conclusions on the issue of abuse of presidential powers
5. understand the rules regarding presidential succession and disability
6. identify the political and Constitutional checks placed upon the power of the presidency

Concepts/Key ideas

1. executive privilege
2. Watergate
3. succession
4. electoral college system
5. qualifications
6. Commander-in-chief
7. Chief Executive
8. pardon
9. disability
10. presidential electoral process

Unit 6: The Judicial Branch

Length of time spent - 2 weeks

Learner outcomes

- Knowledge 1,2,4,5,6
- Thinking skills 2,5
- Democratic beliefs and values 2,5
- Civic responsibility

Unit objectives

The student will:

1. identify and explain the duties of each level of our federal judiciary
2. analyze a variety of Supreme Court decisions
3. understand the process by which cases reach the Supreme Court
4. describe how the Supreme Court chooses, hears, and decides upon cases
5. analyze how the political makeup of the Court can have a profound effect upon its values and decision-making
6. understand how the Supreme Court checks and is checked by each of the other two branches of government

Concepts/Key ideas

1. judicial review
2. dissenting/majority opinions
3. appeal
4. Marbury v. Madison
5. strict constructionist
6. liberal interpretation
7. trial/appellate courts

Unit 7: State and Local Government

Length of time spent - 2 weeks

Learner outcome

Knowledge 1,2,3,4,5,6

Thinking skills 1,3

Democratic beliefs and values 3

Civic Responsibility 3

Unit objectives

The student will:

1. compare the structure of Wisconsin government to that of the federal government
2. understand how state and local programs are funded
3. discuss and evaluate current issues regarding state and local government
4. understand the functions and organization of county government
5. recognize the various forms of local government
6. be familiar with the services provided by local government

Concepts/Key ideas

1. referendum
2. assessment
3. zoning
4. line-item veto
5. corrections
6. various types of taxes
7. progressive/regressive taxation
8. public welfare programs

Text: McGruder's American Government, Prentice Hall, 2002.

MODERN HISTORY 11

COURSE DESCRIPTION: Modern History is an investigation of relevant events in world history. This elective, college preparatory course is designed to help students develop an understanding of those recent events which have shaped the world as it is today. Students will examine the major conflicts, personalities, and challenges of the modern era, including the causes and consequences of various wars from German unification through Vietnam. The content and activities of this course will help students see today's events, in part, as a consequence of past events. In addition, this course will help develop a variety of study and research skills necessary for success in college-level social studies classes.

Course objectives

The student will:

1. understand the causes and consequences of a variety of international conflicts
2. analyze and evaluate individuals, events, and ideologies which have had a major impact on the modern world
3. develop appreciation and an awareness for the suffering and sacrifices of many throughout modern history
4. recognize the need for understanding of major trends consistent throughout modern history in order to make informed decisions as citizens

Unit 1: The Causes of World War I

Length of time spent - 3 weeks

Learner outcomes

- Knowledge 1,2,3,4
- Thinking skills 4,5
- Democratic beliefs and values 5
- Civic responsibility

Unit objectives

The student will:

1. understand how nationalism created tensions throughout Europe
2. understand why systems of alliances were formed and how they enhanced the possibility of war
3. understand how cultural ties helped create bonds and rivalries between different nations and peoples of Europe
4. understand how one incident within the proper historical perspective can trigger a series of events leading to war
5. demonstrate in the form of role-playing an understanding of the dynamics of historical forces on the eve of WWI
6. evaluate the causes of WWI

Concepts/Key ideas

1. balance of power
2. nationalism
3. imperialism
4. militarism
5. total war
6. ethnicity
7. wars of unification
8. geopolitical goals
9. the domino effect
10. secret diplomacy

Unit 2: World War 1

Length of time spent - 2 weeks

Learner outcomes

Knowledge 2,3,4,5,6,7,8,9

Thinking skills 1,2,5,6,7

Democratic beliefs and values 1,2,6

Civic responsibility 6

Unit objectives

The student will:

1. realize how the initial enthusiasm for the war faded as time passed
2. understand the brutal nature of trench warfare on the Western Front
3. understand how new weapons of mass destruction led to horrendous casualties
4. trace the history of U.S. during the war and the reasons behind our eventual entry into the conflict
5. analyze the terms of the Treaty of Versailles and its implications for the future
6. explore personal feelings toward war
7. understand and evaluate the principles of Marxism
8. trace the downfall of the Russian monarchy and the birth of the world's first communist nation
9. locate on a map nations and major battles and campaigns of the war

Concepts/Key ideas

1. trench warfare
2. Russo-Japanese War
3. Revolution of 1905
4. Lusitania incident
5. Wilson's 14 Points
6. "peace without victory"
7. dialectical materialism
8. alienation
9. class struggle
10. exploitation
11. communism
12. League of Nation

Unit 3: The Inter-war Period

Length of time spent - 2-3 weeks

Learner outcomes

Knowledge 1,2,3,4,5,6

Thinking skills 1,2,3

Democratic beliefs and values 4,5

Civic responsibility

Unit objectives

The student will:

1. understand and evaluate the basic characteristics of fascism
2. recognize why fascism was appealing to many after WWI
3. evaluate the effects of forced industrialization, collectivization of agriculture, and Stalin's purges on the Soviet people
4. understand how Hitler and the Nazis came to power in Germany
5. understand how the Nazis created a totalitarian fascist state in Germany in the 1930's
6. recognize the factors responsible for the deterioration of relations between the U.S. and Japan in the 1920's and 1930's

Concepts/Key ideas

1. master race theory
2. propaganda
3. anti-intellectual
4. scapegoats
5. Darwinism
6. totalitarianism
7. "cult of personality"
8. 5 year Plans
9. Mein Kampf
10. nazification
11. collectivization
12. anti-semitism
13. the political spectrum
14. propaganda techniques
15. rearmament

Unit 4: Research Paper

Length of time spent - 2 weeks

Learner outcomes

- Knowledge 1
- Thinking skills 1,2,3,4
- Democratic beliefs and values
- Civic responsibility

Unit objectives

The student will:

1. choose, research, and organize information on a topic in modern history
2. develop a thesis on the topic
3. follow proper style for documentation
4. synthesize information effectively to support a thesis

Concepts/Key ideas

1. thesis
2. manuscript style

Unit 5: The Holocaust

Length of time spent - 2 weeks

Learner outcomes

- Knowledge 1,5
- Thinking skills 2,3,4,5
- Democratic beliefs and values 3,4
- Civic Responsibility 3,4

Unit objectives

The student will:

1. recognize and understand the 3 phases of the Holocaust
2. explore various factors that may have caused the Holocaust
3. evaluate who or what should be held responsible for the Holocaust
4. explore personal feelings toward the horrible acts committed against Jews and others
5. speculate on lessons to be learned in today's world from the experience of the Holocaust

Concepts/Key ideas

1. genocide
2. anti-Semitism
3. persecution
4. extermination
5. ghettoization
6. Final Solution
7. war crimes
8. accountability

Unit 6: World War II

Length of time spent - 3 weeks

Learner outcomes

- Knowledge 1,2,3,4,6
- Thinking skills 5
- Democratic beliefs and values 5
- Civic responsibility

Unit objectives

The student will:

1. understand why the policy of appeasement was a failure in preventing a world war
2. identify, locate, and explain the major campaigns of WWII in Europe, North Africa, and the Pacific
3. understand U.S. policy and actions prior to U.S. entry into the war
4. identify important leaders and their roles during the war
5. evaluate Truman's decision to drop the atomic bombs on Japan
6. recognize how the closing months of WWII set the stage for the Cold War

Concepts/Key ideas

1. appeasement
2. blitzkrieg
3. bushido
4. embargo
5. unconditional surrender
6. Manhattan Project
7. kamikaze

Unit 7: The Cold War

Length of time spent - 3 weeks

Learner outcomes

- Knowledge 1,2,3,4
- Thinking skills 1,3,4,5,6
- Democratic beliefs and values 4,6
- Civic responsibility 4,6

Unit objective

The student will:

1. identify and apply major post-WWII trends to the world today
2. recognize and explain the chronology of major Cold War confrontations
3. evaluate the policy of containment of communism
4. understand why the Vietnam War became the most controversial war in American history
5. analyze possible lessons that might be learned from a study of the Cold War period
6. draw conclusions upon the moral implications of war

Concepts/Key ideas

1. Iron Curtain
2. containment
3. Truman Doctrine
4. Marshall Plan
5. nuclear proliferation
6. wars of national liberation
7. non-aligned nations

8. limited war
9. McCarthyism
10. Maoism
11. Berlin crisis
12. quarantine
13. chemical weapons
14. Vietnamization
15. anti-war protest
16. War Powers Act

Text: The Twentieth Century, McGraw Hill, 2002.

NON-WESTERN CIVILIZATION 12

COURSE DESCRIPTION: Class work will center on Non-Western cultures.

The main thrust of this semester elective course will be on the economic, political, cultural, and current developments of such cultures as China, the Middle East, and Japan. The students also will be introduced to the geography of each area studied.

Special emphasis will be given to the following two areas:

1. the rise of communism and its effects on world cultures
2. the emergence of Third and Fourth World countries into world affairs and their effects on the world community.

Course objectives

The student will:

1. be able to understand basic knowledge in the geography, social, economic, and political systems of China, Japan, and the Middle East
2. be able to compare and contrast these systems with each other as well as the United States
3. be able to analyze democratic beliefs and values as they compare to other systems
4. understand the importance of being an informed citizen and understand the consequences when a society is apathetic

Unit 1: The Middle East

Length of time spent - 6 weeks

Learner outcomes

Knowledge 1,2,3

Thinking skills 2,3,4,5,6

Democratic beliefs and values 2,3,4,5,6
Civic responsibility 2,4,5,6

Unit objectives

The student will:

1. be able to locate the countries of the region on a map
2. be able to compare and contrast Judaism, Christianity, and Islam
3. explore the causes of war in the region and the historical background
4. appreciate the unique culture of Islamic countries
5. learn how to accept a value system that is radically different
6. evaluate just how powerful one group or man can become when they control both the government and the religion

Concepts/Key ideas

1. causes of war
2. techniques and strategies of warfare
3. religious conflict/toleration
4. Islam
5. Christianity
6. Judaism
7. stereotyping
8. unifying a culture
9. religion and government as a powerful combination

Unit 2: China

Length of time spent - 5 weeks

Learner outcomes

Knowledge 2,3,4,5,6,7

Thinking skills 1,2,3,4,5,6,7

Democratic beliefs and values 1,2,3,4,6,7

Civic responsibility 2,4,6,7

Unit objectives

The student will:

1. be able to compare and contrast Confucianism, Taoism, and Buddhism
2. explore traditional Chinese beliefs and evaluate how they have influenced China
3. learn about the Kazakhs as an example of a culture virtually unchanged for centuries
4. analyze the one-child policy in China in depth
5. evaluate the Boxer Rebellion
6. describe the one-child policy and explain how it works
7. explain Mao's rise to power and the Communist Revolution

Concepts/Key ideas

1. traditional beliefs

2. Confucianism
3. Taoism
4. Buddhism
5. one-child policy
6. propaganda
7. rebellion
8. communism
9. revolution
10. Mao's rise to power
11. Long March

Unit 3: Japan

Length of time spent - 4 weeks

Learner outcomes

- Knowledge 1,4,5
- Thinking skills 1,2,3,4,5
- Democratic beliefs and values 1,2,3,4,5
- Civic responsibility 1,2,4,5

Unit objectives

The student will:

1. understand the sacrifices that the Japanese have made for their economic success and evaluate
2. evaluate the effect of the "samurai spirit" on the Japanese culture - how this has affected their work ethic
3. analyze their desire to maintain a homogeneous society
4. appreciate the traditional Japanese beliefs and customs
5. draw conclusions about the military dictatorship that controlled Japan in the 1930's and 1940's

Concepts/Key ideas

1. capitalism
2. sacrifice
3. samurai
4. homogeneous society
5. Buddhism
6. shinto
7. militarism

Unit 4: Oral Reports

Length of time spent - 2 weeks

Learner outcomes

Knowledge 1,2,3
Thinking skills 1,2,3,4,5
Democratic beliefs and values 4,5
Civic responsibility 3,4,5

Unit objectives

The student will:

1. learn how to research for a report
2. understand the organization necessary to complete a report
3. appreciate the importance of following procedure
4. exhibit public speaking skills
5. learn how to be an active listener

Concepts/Key ideas

1. research
2. organization
3. following procedure
4. time management
5. respect for peers

Texts: Regional Studies Series: China, Japan and Korea, The Middle East and North Africa, Globe Book Company, 1993.

BEHAVIORAL STUDIES 1

COURSE DESCRIPTION: This semester elective course deals with social and individual behaviors and problems. These are then related to psychology. The student will be introduced to a number of broad psychological topics and concepts. Some of the areas explored are introduction to various schools of psychology, motivation, behavior, personality development and emotions.

Course objectives

The student will:

1. understand basic knowledge in the field of psychology; schools, definitions, and theories in a variety of psychological issues
2. compare and contrast the different psychological theories
3. appreciate how the values of a culture affect the accepted behavior for individuals in that culture
4. understand how our behaviour affects others as an aspect of our civic responsibility

Unit 1: A Look at Psychology

Length of time spent - 2 weeks

Learner outcomes

- Knowledge 1,2,3,4,5
- Thinking skills 1,2,3,4,5
- Democratic beliefs and values 2,3
- Civic responsibility 2,3,5

Unit objectives

The student will:

1. understand what psychology is and how psychologists function
2. evaluate his/her own behaviour according to various psychological theories
3. appreciate where his/her values came from and analyze his/her values system
4. recognize the connections between the mind and the body
5. participate in observation exercises to evaluate behavior

Concepts/Key ideas

1. what is psychology
2. methods
3. social science
4. individualizing
5. behavior
6. values
7. self-esteem
8. mind and body
9. observation

Unit 2: Understanding personality

Length of time spent - 5 weeks

Learner outcomes

- Knowledge 1,2,3,4
- Thinking skills 1,2,3,4,5
- Democratic beliefs and values
- Civic responsibility

Unit objectives

The student will:

1. learn to appreciate the causes of behavior patterns
2. understand different theories on personality development
3. evaluate psychoanalysis critically as a method of therapy
4. analyze birth order characteristics and how they affect personality
5. thoughtfully discuss Freudian theories and analyze them

Concepts/Key ideas

1. behavior
2. personality development

3. psychoanalysis
4. behaviorism
5. birth order characteristics
6. Freudian theories
7. behavior problems

Unit 3: Measuring Personality

Length of time spent - 2-3 weeks

Learner outcomes

- Knowledge 4
- Thinking skills 1,2,3,4
- Democratic beliefs and values 1,2
- Civic responsibility 3,4

Unit objectives

The student will:

1. participate in a personality profile exercise to evaluate their ownw personality
2. discuss the benefits of understanding different personality types
3. understand the roles that we fill in different circumstances
4. discuss techniques for making relationships between different personality types more effective

Concepts/Key ideas

1. methods of measuring personality
2. personality
3. roles that people play
4. masking
5. self-analysis

Unit 4: Positive Self-Image

Length of time spent - 3-4 weeks

Learner outcomes

- Knowledge 2,3,4
- Thinking skills 1,2,3,4
- Democratic beliefs and values 1,2,4
- Civic responsibility 2

Unit objectives

The student will:

1. understand that only they determine their own self-image
2. evaluate the negative and positive influences of our society
3. analyze psychological theories of self-image
4. analyze cognitive dissonance experiences that they have had

Concepts/Key ideas

1. cycles of negative/positive self-image
2. determinates of PSI
3. impact of society
4. cognitive dissonance
5. problems of low self-esteem

Unit 5: Motivation and Emotions

Length of time spent - 1-2 weeks

Learner outcomes

- Knowledge 1,2,3
- Thinking skills 1,2,3,4,5
- Democratic beliefs and values 5
- Civic Responsibility 3,5

Unit objectives

The student will:

1. define and explain what emotions are and how they work
2. discuss psychological changes and how they impact emotions
3. study various theories of motivation and compare and contrast them
4. analyze adolescence as the most emotional time in life
5. analyze how peer pressure can be used positively and negatively

Concepts/Key ideas

1. emotion
2. psychological influence
3. motivation
4. measuring emotion
5. emotional theories
6. adolescence
7. mid-life crisis
8. peer pressure

Unit 6: Learning

Length of time spent - 2-3 weeks

Learner outcomes

- Knowledge 1,2,3
- Thinking skills 1,2,3,4,5
- Democratic beliefs and values
- Civic responsibility

Unit objectives

The student will:

1. analyze the whole concept of learning differentiating between reflexes, physical changes, and actual learning experiences
2. participate in a maze exercise as an example of trial and error learning
3. study Pavlov's classic experiment in classical conditioning
4. develop an example of their own of classical conditioning to enhance their understanding of this concept
5. evaluate the theory of insight

Concepts/Key ideas

1. learning
2. classical conditioning
3. operant conditioning
4. cognitive learning
5. insight
6. trial and error learning
7. educational system/problems and successes

Text: Psychology: Its Principles and Applications, Harcourt Brace Jovanovich, Publishers, 1989.

BEHAVIORAL STUDIES II

COURSE DESCRIPTION: This semester elective course includes discussion of social problems as they relate to the field of sociology. Topics to be covered include problems, of social stability, problems of minorities in America and problems faced by the individual, and problems of the environment.

Course objectives

The student will:

1. understand basic knowledge in the following areas of sociology; norms, socializing the individual, stages of life, men and women, the family, and mass society
2. compare and contrast different sociological theories in various areas
3. evaluate how and why groups of people behave in the manner that they do
4. understand how our behaviour as individuals and as groups affects others as an aspect of our civic responsibility

Unit 1: You and Society

Length of time spent - 2 weeks

Learner outcomes

Knowledge 2

Thinking skills 1,2,3,4
Democratic beliefs and values 1,2,3,4

Unit objectives

The student will:

1. participate in a simulation activity designed to help them appreciate the difficulties of cross-cultural relationships
2. understand the impact that our social environment has on our behavior
3. understand the importance of a society's values and how they impact people and groups
4. evaluate various methods of social control and how deviance is dealt with

Concepts/Key ideas

1. social environment
2. values and norms
3. social control
4. deviance
5. social science
6. opinions and how they influence us
7. cross-cultural relationships

Unit 2: Socializing the Individual

Length of time spent - 2 weeks

Learner outcomes

Knowledge 1,2
Thinking skills 1,2,3
Democratic beliefs and values 1,3
Civic responsibility 3

Unit objectives

The student will:

1. understand how society impact personality development
2. study Cooley's Looking Glass Self as it relates to self-esteem
3. evaluate the influence of religion, family, school, peers and mass media on a society and its individuals

Concepts/Key ideas

1. personality development
2. social self
3. religion
4. family
5. school
6. peers
7. mass media

Unit 3: Adolescence and Adulthood

Length of time spent - 6 weeks

Learner outcomes

- Knowledge 1,3,5
- Thinking skills 1,2,4,5
- Democratic beliefs and values 1,2,4
- Civic responsibility 3,5

Unit objectives

The student will:

1. understand the task of adolescence and evaluate it
2. explain the advantages and disadvantages of having a mentor
3. learn about various stages of life and each stage's positives and negatives
4. analyze the significance of adolescence in a society
5. realize that all societies do not have a stage of adolescence and study the changes this creates

Concepts/Key ideas

1. adolescence
2. relationships
3. life patterns
4. work
5. retirement
6. mentoring

Unit 4: Women and Men and the Family

Length of time spent - 6 weeks

Learner outcomes

- Knowledge 1,2,4
- Thinking skills 1,2,3,4
- Democratic beliefs and values 1,2,3,4
- Civic responsibility 1,3,4

Unit objectives

The student will:

1. understand the woman's movement as it relates to past, present, and future roles for men and women
2. evaluate the differences between men and women biologically and psychologically
3. study changes in the family in America and the results of such changes
4. discuss various types of dysfunctional families and how they are characterized

Concepts/Key ideas

1. roles of women and men past and present

2. feminist movement
3. American family in crisis
4. biological/psychological differences between men and women
5. discrimination
6. social problems
7. purpose of the family
8. how families function
9. dysfunctional families

Unit 5: Mass Society

Length of time spent - 2 weeks

Learner outcomes

Knowledge 1,2,3

Thinking skills 1,2,3,4,5

Democratic beliefs and values 1,2,3,4,5

Civic responsibility 1,2,3,4,5

Unit objectives

The student will:

1. understand the large influence that the media has on a society and evaluate it
2. evaluate collective behavior and the power of its influence
3. understand the importance of participating in social movements for causes that one believes in
4. analyze the whole concept of advertising and its influence on society
5. appreciate feelings of alienation and how our society increases or decreases these

Concepts/Key ideas

1. mass media
2. collective behavior
3. social movements
4. advertising
5. alienation

Text: Sociology: The Study of Human Relationships, Harcourt Brace
Jovanovich Publishers, 1982.

Updated 9/14/05