

CURRICULUM MAPPING

Course – 0232 – American History –2nd Semester

	UNIT 5	UNIT 6	UNIT 7	UNIT 8	UNIT 9
CONTENT	WWI and Progressive Movement	Boom and Bust – 1918 to 1939	WWII – 1939 to 1945	Cold War 1945 to 1989	Post Cold War – 1989 to Present
SKILLS	Timeline reading, map reading, chart reading, compare and contrast, reading comprehension, read ad, create Venn Diagrams, Art Interpretation	Charts, Graphs, Readings, Timeline, Venn Diagram, songs, Listening Skills	Maps, timeline, Venn Diagram, charts, primary source reading, role playing	Map reading charts Primary source readings	Maps, timeline, venn diagram, charts & graphs, budgeting, reading comprehension, internet usage, database research, engaged learning
ASSESSMENTS	American War Project (compare/contrast) Interview in Immigrant Create a Reform Party Platform	Contrast Essays Interview with an Immigrant Start your own company Create a Reform Party Platform Social Problems Today How the Arts influence Life Project	Start your own company, identify an economic problem, American War Project, War-Compare/Contrast essay, how the arts influenced/reflected American life project, projects on K-drive, compare/contrast social problems today	Interview an immigrant Compare and contrast social and cultural systems Engaged Learning (k:drive) Reflected American Life Project	Projects on K & H Drive Interview with an immigrant Map projects – population relocation, locate trouble spots since 1989, fall of communism project, federal budget project, urban renewal performance assessment, company project, debates – affirmation action/abortion rights, chart – how U.S. changed physical systems
CURRICULUM/ UNIT OUTCOMES AND STATE STANDARDS	The U.S. engages in reform in the Progressive Movement and fights WWI and in the process becomes a world power 15.E.4b, 15.E.5a, 15.C.5c, 15.E.4a, 15.E.4b, 15.E.5a, 14.E.4a, 14.E.5, 16.C.4b(US), 14.A.4a, 16.A.5a, 16.B.4, 16.B.5a, 14.F.4b, 16.D.4a, 16.D.5, 18.A.5, 16.E.4a, 16.E.4b, 18.C.5, 18.C.4a	The U.S. goes through a period of post war prosperity and social change. This emerges through geography, economics, government, war and expansion and immigration. This ends with the Great Depression and the New Deal. 16.C.4c, 15.E.4b, 15.E.5a, 15.C.5c, 15.E.4a, 14.F.4a, 16.A.5a, 16.B.4, 16.A.4b, 14.F.4b, 16.B.5b, 16.D.4a, 16.D.5, 18.A.5, 16.E.4a, 16.E.4b, 18.C.5	The U.S. fights to overcome fascism and emerges as an active world power in the fight for freedom 15.D.5c, 14.E.4a, 14.E.5, 14.F.4b, 16.B.5b, 16.D.4a, 16.A.5, 18.A.5, 16.E.4a, 16.E.4b	16.C.4c, 14.F.4b, 16.B.5b, 16.D.4a, 16.D.5, 18.A.5, 16.E.4a, 16.E.4b, 16.B5	The end of communism caused the U.S. to adopt a New World Role while experiencing economic prosperity at home 16.4.C, 16.4.c, 14.F.4b, 16.B.5b, 16.D.4a, 16.D.5, 18.A.5, 16.E.4a, 16.E.4b, 14.E.5, 14.E.4a, 14.C.4, 18.C.5, 16.A.4a, 16.C.4b, 15.D.5c, 15.C.5c, 15.E.4a, 15.E.5b

APPLICATIONS OF LEARNING	Communications, Teaming, Making Connections, Technology, Engaged Learning, Problem Solving	Communication Teaming Technology Making Connections	Communication Problem Solving Teaming Technology Making Connections	Communication Making Connections Communication teaming Problem Solving Communicating Technology	Communication Technology Making Connections Teaming Problem Solving Engaged Learning
VOCABULARY	Interest Groups, Redistribution of Wealth, Progressive Tax, Proportional Tax, Regressive Tax	<u>Intermediate goods</u> (those used up in producing other goods – i.e., glass for cars) productivity, (mechanization increased production, increased supply, decreased unemployment) Public goods or services (New Deal) Unemployment vs. non-employment	Dispora, shortage, ration, watershed event, turning point	Achieved status, mode of production, pluralistic society, watershed event, turning points	National Debt, Trade Deficit, Downsizing, Federal Budget, Nafta, Liberal, conservative, World Policeman, Isolation

CURRICULUM MAPPING

Course – 0232 – American– 2nd Semester

	UNIT 5	UNIT 6	UNIT 7	UNIT 8	UNIT 9
SPECIFIC STATE BENCHMARKS	<p>14.A.4 – Analyze how local, state and national governments serve the purposes for which they were created</p> <p>14.E.4 – Analyze historical trends of United States foreign policy (e.g., emergence as a world leader – military, industrial, financial).</p> <p>14.E.5 – analyze relationships and tensions among members of the international community.</p> <p>14.F.4b – Describe how United States’ political ideas, practices and technologies have extended rights for Americans in the 20th century (e.g., suffrage, civil rights, motor-voter registration).</p> <p>15.C.5c – Explain how government intervention with market prices can cause shortages or surpluses of a good or service (e.g., minimum wage policies, rent freezes, farm subsidies).</p> <p>15.E.4a – Explain why government may intervene in a market economy</p>	<p>14.F.4a – Determine the historical events and processes that brought about changes in United States political ideas and traditions (e.g., the New Deal, Civil War).</p> <p>14.F.4b – Describe how United States’ political ideas, practices and technologies have extended rights for Americans in the 20th century (e.g., suffrage, civil rights, motor-voter registration).</p> <p>15.C.5c – Explain how government intervention with market prices can cause shortages or surpluses of a good or service (e.g., minimum wage policies, rent freezes, farm subsidies).</p> <p>15.E.4a – Explain why government may intervene in a market economy</p> <p>15.E.4b – Describe social and environmental benefits and consequences of production and consumption</p> <p>15.E.5a – Explain how and why government redistributes income in</p>	<p>14.E.4 – Analyze historical trends of United States foreign policy (e.g., emergence as a world leader – military, industrial, financial).</p> <p>14.E.5 – Analyze relationships and tensions among members of the international community.</p> <p>14.F.4b – Describe how United States’ political ideas, practices and technologies have extended rights for Americans in the 20th century (e.g., suffrage, civil rights, motor-voter registration).</p> <p>15.D.5c – Explain how technology has affected trade in the areas of transportation, communication, finance and manufacturing.</p> <p>16.B.5b – Analyze how United States political history has been influenced by the nation’s economic, social and environmental history.</p> <p>16.D.4a – Describe the immediate and long-range social impacts of slavery.</p> <p>16.D.5 – Analyze the relationship between an</p>	<p>14.F.4b - Describe how United States’ political ideas, practices and technologies have extended rights for Americans in the 20th century (e.g., suffrage, civil rights, motor-voter registration).</p> <p>16.B.5a – Describe how modern political positions are affected by differences in ideologies and viewpoints that have developed over time (e.g., political parties’ positions on government intervention in the economy).</p> <p>16.B.5b – Analyze how United States political history has been influenced by the nation’s economic, social and environmental history</p> <p>16.C.4c – Describe how American economic institutions were shaped by industrialists, union leaders and groups including Southern migrants, Dust Bowl refugees, agricultural workers from Mexico and female workers</p>	<p>14.C.4 – Describe the meaning of participatory citizenship (e.g., volunteerism, voting) at all levels of government and society in the United States.</p> <p>14.E.4 – Analyze historical trends of United States foreign policy (e.g., emergence as a world leader – military, industrial, financial).</p> <p>14.E.5 – Analyze relationships and tensions among members of the international community.</p> <p>14.F.4b – Describe how United States’ political ideas, practices and technologies have extended rights for Americans in the 20th century (e.g., suffrage, civil rights, motor-voter registration).</p> <p>15.C.5c – Explain how government intervention with market prices can cause shortages or surpluses of a good or service (e.g., minimum wage policies, rent freezes, farm subsidies).</p> <p>15.D.5c – Explain how technology has affected trade in the areas of transportation, communication, finance and manufacturing.</p> <p>15.E.4a – Explain why government may intervene in</p>

	<p>15.E.4b – Describe social and environmental benefits and consequences of production and consumption</p> <p>15.E.5a – Explain how and why government redistributes income in the economy</p> <p>16.A.5a – Analyze historical and contemporary developments using methods of historical inquiry (pose questions, collect and analyze data, make and support inferences with evidence, report findings).</p> <p>16.B.4 – Identify political ideas that have dominated United States historical eras (e.g., Federalist, Jacksonian, Progressivist, New Deal, New Conservative).</p> <p>16.B.5a – Describe how modern political positions are affected by differences in ideologies and viewpoints that have developed over time (e.g., political parties’ positions on government intervention in the economy).</p> <p>16.C.4b – Analyze the impact of westward expansion on the United States economy</p> <p>16.D.4a – Describe the immediate and long-range</p>	<p>the economy.</p> <p>16.A.4b – Compare competing historical interpretations of an event.</p> <p>16.A.5a – Analyze historical and contemporary developments using methods of historical inquiry (pose questions, collect and analyze data, make and support inferences with evidence, report findings).</p> <p>16.B.4 – Identify political ideas that have dominated United States historical eras (e.g., Federalist, Jacksonian, Progressivist, New Deal, New Conservative).</p> <p>16.B.5b – Analyze how United States political history has been influenced by the nation’s economic, social and environmental history.</p> <p>16.C.4c – Describe how American economic institutions were shaped by industrialists, union leaders and groups including Southern migrants, Dust Bowl refugees, agricultural workers from Mexico and female workers since 1914.</p> <p>16.D.4a – Describe the immediate and long-range social impacts of slavery.</p>	<p>issue in United States social history and the related aspects of political, economic and environmental history.</p> <p>16.E.4a – Describe the causes and effects of conservation and environmental movements in the United States, 1900-present.</p> <p>16.E.4b – Describe different and sometimes competing views, as substantiated by scientific fact, that people in North America have historically held towards the environment (e.g., private and public land ownership and use, resource use vs. preservation).</p> <p>18.A.5 – Compare ways in which social systems are affected by political, environmental, economic and technological changes.</p>	<p>since 1914.</p> <p>16.D.4a – Describe the immediate and long-range social impacts of slavery.</p> <p>16.D.5 – Analyze the relationship between an issue in United States social history and the related aspects of political, economic and environmental history.</p> <p>16.E.4a – Describe the causes and effects of conservation and environmental movements in the United States, 1900 – present.</p> <p>16.E.4b – Describe different and sometimes competing views, as substantiated by scientific fact, that people in North American have historically held towards the environment (e.g., private and public land ownership and use, resource use vs. preservation).</p>	<p>a market economy.</p> <p>15.E.4b – Describe social and environmental benefits and consequences of production and consumption.</p> <p>16.A.4a – Analyze and report historical events to determine cause-and-effect relationships</p> <p>16.B.5b – Analyze how United States political history has been influence by the nation’s economic, social and environmental history.</p> <p>16.C.4b – The impact of westward expansion on the United States economy</p> <p>16.D.4a – Describe the immediate and long-range social impacts of slavery.</p> <p>16.D.5 – Analyze the relationship between an issue in United States social history and the related aspects of political, economic and environmental history.</p> <p>16.E.4a – Describe the causes and effects of conservation and environmental movements in the United States, 1900 – present.</p> <p>16.E.4b – Describe different and sometimes competing views, as substantiated by scientific fact, that people in North America have historically held towards the environment (e.g., private and public land ownership and use, resource use vs. preservation).</p> <p>18.A.5 – Compare ways in</p>
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	<p>social impacts of slavery.</p> <p>16.D.5 – Analyze the relationship between an issue in United States social history and the related aspects of political, economic and environmental history.</p> <p>16.E.4a – Describe the causes and effects of conservation and environmental movements in the United States, 1900-present.</p> <p>16.E.4b – Describe different and sometimes competing views, as substantiated by scientific fact, that people in North America have historically held towards the environment (e.g., private and public land ownership and use, resource use vs. preservation).</p> <p>18.A.5 – Compare ways in which social systems are affected by political, environmental, economic and technological changes.</p> <p>18.C.4a – Analyze major cultural exchanges of the past (e.g., Colombian exchange, the Silk Road, the Crusades).</p> <p>18.C.5 – Analyze how social scientists’ interpretations of societies, cultures and institutions change over time.</p>	<p>16.D.5 – Analyze the relationship between an issue in United States social history and the related aspects of political, economic and environmental history.</p> <p>16.E.4a – Describe the causes and effects of conservation and environmental movements in the United States, 1900 – present.</p> <p>16.E.4b – Describe different and sometimes competing views, as substantiated by scientific fact, that people in North America have historically held towards the environment (e.g., private and public land ownership and use, resource use vs. preservation).</p> <p>18.A.5 – Compare ways in which social systems are affected by political, environmental, economic and technological changes.</p> <p>18.C.5 – Analyze how social scientists’ interpretations of societies, cultures and institutions change over time.</p>			<p>which social systems are affected by political, environmental, economic and technological changes.</p> <p>18.C.5 – Analyze how social scientists’ interpretations of societies, cultures and institutions change over time.</p>
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CURRICULUM MAPPING

Course – 0232 – American History –1st Semester

	UNIT 1	UNIT 2	UNIT 3	UNIT 4
CONTENT	Colonial America and the Revolution 1607-1789	Age of Federalists, Republicans, Age of Democratic and the Age of Jackson	Civil War Reconstruction	Gilded Age and the Industrial Revolution
SKILLS	Venn Diagram Primary Source Reading Chart Reading Timelines Map Reading	Map – slave free states Venn Diagram Jefferson/Hamilton Role Play Political Spectrum Chart Reading Timelines	Venn Diagram Movie Clips Chart Reading Timelines Map Reading	Timeline, Charts, Readings, Newspaper Articles, Role Play, Venn Diagram, Clips from “Far and Away”
ASSESSMENTS	Constitution Test Design your own government Social Problems Today	Start own company Identify Economic Problem War Essay – Comparison	American War Project Contrast Essay Engaged Learning	Start your own company Social problems today Engaged Learning (k:drive) Identify an economic problem Create a Reform Party Platform Interview an Immigrant
CURRICULUM/ UNIT OUTCOMES AND STATE STANDARDS	The United States emerges as a new nation is characterized by achievements in Government, geography, economy, foreign policy, immigration and social change State Bench: 16A4a, 16C4b, 15.E.4b, 15.E.5a, 15.E.5c, 15.E.4a	The nation establishes itself as a democratic and free market through geography, economics, government, war, and expansion and immigration State Bench: 16.C.4b, 16.A.4a, 17.B.5, 17.C.4a, 17.C.5a, 17.D.5, 16.C.4b, 15.D.5c, 15.C.5c, 15.E.4a, 15.E.4b, 14.D.4, 14.F.4a, 16.A.5a, 16.B.4, 14.F.4b, 14.E.4, 14.E.5	Political, social and economic factors led to Sectionalism in America. The strength of the Union was tested, resulting in the Civil War and reconstruction of the U.S. State Bench: 15.D.5c, 14.F.4a, 16.A.5a, 16.B.4, 14.E.4, 14.E.5, 14.F.4b, 16.C.4b (US), 16.B.5b, 16.D.4a, 16.D.5, 16.E.4a, 16.E.4b, 18.A.5	Political, social and economic factors lead to an industrialized country facing problems and finding solutions. 17.B.4b, 17.C.4c, 17.C.5b, 16.A.4a, 16.C.4b (US), 17.B.5, 17.C.4a, 17.C.5a, 17.D.5, 15.E.4b, 15.E.5a, 15.C.5c, 15.E.4a, 16.C.4a, 14.F.4a, 16.A.5a, 16.B.4, 14.F.4b, 14.E.5, 15.D.5c, 16.D.4a, 18.A.5, 16.E.4a, 18.C.5
APPLICATIONS OF LEARNING	Technology, communications making connections. Teaming, problem solving, engaged learning.	Technology, communications making connections. Teaming, problem solving, engaged learning.	Technology, communications making connections. Teaming, problem solving, engaged learning.	Technology, communications making connections. Teaming, problem solving, engaged learning.
VOCABULARY	Human Resources, natural resources, productive resources, capital resources, trade deficit, trade surplus, commodity money, export, civil law, consent of the	Fiscal Policy, tariffs, sectionalism, comparative advantage, mercantilism	Human Resources, circular flow	Human capital, acculturation, diaspora, cultural pluralism, culture shock, ethnocentrism, ethnicity, multiculturalism, gilded age, interest groups, entrepreneurs, monopolistic competition, oligopoly, profit,

	governed, due process of law, judicial review, rule of law, unalienable rights, import/export, economic system, social institution (social justification)			bellwether industry, industrial society diaspora, culture shock, ethnocentrism, proportional tax, mode of production
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CURRICULUM MAPPING

Course – 0232 – American– 1st Semester

	UNIT 1	UNIT 2	UNIT 3	UNIT 4
SPECIFIC STATE BENCHMARKS	<p>15.E.4a – Explain why government may intervene in a market economy.</p> <p>15.E4b – Describe social and environmental benefits and consequences of production and consumption.</p> <p>15.E5a – Explain how and why government redistributes income in the economy.</p> <p>15.E5c – Describe key schools of thought (e.g., classical, Keynesian, monetarist, supply-side) and explain their impact on government policies.</p> <p>16.A.4a – Analyze and report historical events to determine cause-and-effect relationships.</p> <p>16.C.4b – Analyze the impact of westward expansion on the united States economy.</p>	<p>14.D.4 – Analyze roles and influences of individuals, groups and media in shaping current debates on state and national policies.</p> <p>14.E.4 – Analyze historical trends of United States foreign policy (e.g., emergence as a world leader – military, industrial, financial).</p> <p>14.E.5 – Analyze relationships and tensions among members of the international community.</p> <p>14.F.4a – Determine the historical events and processes that brought about changes in United states political ideas and traditions (e.g., the New Deal, Civil War).</p> <p>14.F.4b – Describe how United States’ political ideas, practices and technologies have extended rights for Americans in the 20th century (e.g., suffrage, civil rights, motor-voter registration).</p> <p>15.C.5c – Explain how government intervention with market prices can cause shortages or surpluses of a good or service (e.g., minimum wage policies, rent freezes, farm subsidies).</p> <p>15.D.5c – Explain how technology has affected trade in</p>	<p>14.E.4 – Analyze historical trends of United States foreign policy (e.g., emergence as a world leader – military, industrial, financial).</p> <p>14.E.5 – Analyze relationships and tensions among members of the international community</p> <p>14.F.4a – Determine the historical events and processes that brought about changes in United States political ideas and traditions (e.g., the New Deal, Civil War).</p> <p>14.F.4b – Describe how United States political ideas, practices and technologies have extended rights for Americans in the 20th century (e.g., suffrage, civil rights, motor-voter registration).</p> <p>15.D.5c – Explain how technology has affected trade in the areas of transportation, communication, finance and manufacturing.</p> <p>16.A.5a – Analyze historical and contemporary developments using methods of historical inquiry (pose questions, collect and analyze data, make and support inferences with evidence, report findings).</p> <p>16.B.4 – Identify political ideas that have dominated United States historical eras (e.g.,</p>	<p>14.E.4 – Analyze historical trends of United States foreign policy (e.g., emergence as a world leader – military, industrial, financial).</p> <p>14.E.5 – Analyze relationships and tensions among members of the international community</p> <p>14.F.4a – Determine the historical events and processes that brought about changes in United States political ideas and traditions (e.g., the New Deal, Civil War).</p> <p>14.F.4b – Describe how United States’ political ideas, practices and technologies have extended rights for Americans in the 20th century (e.g., suffrage, civil rights, motor-voter registration).</p> <p>15.C.5c – Explain how government intervention with market prices can cause shortages or surpluses of a good or service (e.g., minimum wage policies, rent freezes, farm subsidies).</p> <p>15.D.5c – Explain how technology has affected trade in the areas of transportation, communication, finance and manufacturing</p> <p>15.E.4a – Explain why government may intervene in a market economy</p> <p>15.E.4b – Describe social and environmental benefits and</p>

		<p>the areas of transportation, communication, finance and manufacturing.</p> <p>15.E.4a – Explain why government may intervene in a market economy.</p> <p>15.E.4b – Describe social and environmental benefits and consequences of production and consumption.</p> <p>16.A.4a – Analyze and report historical events to determine cause-and-effect relationships.</p> <p>16.A.5a – Analyze historical and contemporary developments using methods of historical inquiry (pose questions, collect and analyze data, make and support inferences with evidence, report findings).</p> <p>16.B.4 – Identify political ideas that have dominated United States historical eras (e.g., Federalist, Jacksonian, Progressivist, New Deal, New Conservative).</p> <p>16.C.4b – Compare socialism and communism in Europe, America, Asia and Africa after 1815 CE.</p> <p>17.B.5 – Analyze international issues and problems using ecosystems and physical geography concepts.</p> <p>17.C.4a – Explain the ability of modern technology to alter geographic features and the impacts of these modifications on human activities.</p>	<p>Federalist, Jacksonian, Progressivist, New Deal, New Conservative</p> <p>16.B.5b – Analyze how United States political history has been influenced by the nation’s economic, social and environmental history.</p> <p>16.C.4b – Analyze the impact of westward expansion on the United States economy.</p> <p>16.D.4a – Describe the immediate and long-range social impacts of slavery</p> <p>16.D.5 – Analyze the relationship between an issue in United States social history and the related aspects of political economic and environmental history.</p> <p>16.E.4a – Describe the causes and effects of conservation and environmental movements in the United States, 1900 – present.</p> <p>16.E.4b – Describe different and sometimes competing views, as substantiated by scientific fact, that people in North America have historically held towards the environment (e.g., private and public land ownership and use, resource use vs. preservation).</p> <p>18.A.5 Compare ways in which social systems are affected by political, environmental, economic and technological changes.</p>	<p>consequences of production and consumption</p> <p>15.E.5a – Explain how and why government redistributes income in the economy</p> <p>16.A.4a – Analyze and report historical events to determine cause-and-effect relationships</p> <p>16.A.5a – Analyze historical and contemporary developments using methods of historical inquiry (pose questions, collect and analyze data, make and support inferences with evidence, report findings).</p> <p>16.B.4 – Identify political ideas that have dominated United States historical eras (e.g., Federalist, Jacksonian, Progressivist, New Deal, New Conservative).</p> <p>16.C.4a (US) – Explain how trade patterns developed between the Americas and the rest of the global economy, 1500-1840.</p> <p>16.C.4b (US) – Analyze the impact of westward expansion on the United States economy</p> <p>16.D.4a – Describe the immediate and long-range social impacts of slavery</p> <p>16.E.4a – Describe the causes and effects of conservation and environmental movements in the United States, 1900 – present</p> <p>17.B.4b – Analyze trends in world demographics as they relate to physical systems.</p> <p>17.B.5 – Analyze international issues and problems using</p>
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		<p>17.C.5a – Compare resource management methods and policies in different regions of the world.</p> <p>17.D.5 – Analyze the historical development of a current issue involving the interaction of people and geographic factors (e.g., mass transportation, changes in agricultural subsidies, flood control).</p>		<p>ecosystems and physical geography concepts</p> <p>17.C.4a – Explain the ability of modern technology to alter geographic features and the impacts of these modifications on human activities.</p> <p>17.C.4c – Explain how places with various population distributions function as centers of economic activity (e.g., rural, suburban, urban).</p> <p>17.C.5a – Compare resource management methods and policies in different regions of the world.</p> <p>17.C.5b – Describe the impact of human migrations and increased urbanization on ecosystems.</p> <p>17.D.5 – Analyze the historical development of a current issue involving the interaction of people and geographic factors (e.g., mass transportation, changes in agricultural subsidies, flood control).</p> <p>18.A.5 – Compare ways in which social systems are affected by political, environmental, economic and technological changes</p> <p>18.C.5 – Analyze how social scientists’ interpretations of societies, cultures and institutions change over time.</p>
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CURRICULUM MAPPING

Course – 0212 Geography – 1st Semester

	UNIT 1	UNIT 2	UNIT 3	UNIT 4
CONTENT	5 Themes of Geography	Processes above surface and below the earth	Culture/Landscapes North America	Culture/Landscapes Latin America
SKILLS	Interpreting maps, map projection	Learning how to interpret maps, charts, graphs	- Reading/Interpreting Maps, graphs, charts,	- Reading/Interpreting Maps, graphs, charts,
ASSESSMENTS	- ABCs Five theme project	- CRT - Jigsaw Project 12 different projects - Pick 3	- U.S. regions project - Trip Report	- Tourism Project
CURRICULUM/ UNIT OUTCOMES AND STATE STANDARDS	What is Geography? A. Define and explain the study of Geography. 17.A.4a, 17.A.4b, 17.A.5 B. Demonstrate the ability to understand and use the tools of Geography. 11.A.4a, 11.A.4a-f, 11.A.5a-e, 11.B.a-e, 11.B.5a-f, 13.C.4c, 17.A.4b,	Earth's Processes A. Demonstrate an understanding of processes above the earth. 12.A.4c, 12.B.4c, 17.B.5 B. Analyze the processes that affect earth's surface. 12.A.5c, 17.A.4a, 17.B.5 C. Describe the composition and processes occurring below the surface of the earth. 12.B.5c	Anglo-America A. Identify physical systems in Anglo-America. 12.C.4c, 12.C.5a, 17.B.4a, 17.C4a, 17.C4b B. Identify climatic features in Anglo-America. 12.A.4c, 13.C.4a, 17.B.4a, 17.C.4a C. Identify economic activities in Anglo-America. 12.C.4c, 17.B.4b, 17.C.4a, 17.C.4c, D. Identify political systems in Anglo-America. E. Identify cultural traits/characteristics of Anglo-America.	Latin America A. Identify physical regions in Latin America. 17.B.4a, 17.B.5 B. Identify economic activities in Latin America. 17.C.4a, 17.C.4b, 17.C.4c C. Identify the political systems in Latin America. D. Identify and explain the cultural traits/characteristics of Latin America.
APPLICATIONS OF LEARNING	Communicating Technology Teaming	Communicating Technology Teaming Problem Solving	Communicating Technology Teaming Problem Solving	Communicating Technology Teaming Problem Solving
VOCABULARY	Ecosystem Environmental Stress Zone Greenhouse Effect Relative Location Absolute Location Acculturation Aerial Photograph Map Projection Population Pyramid Thematic Map	Ecosystem Greenhouse Effect Spatial Distribution Non Renewable Resource Tectonic Force Topography	Ecosystem, Environmental Stress Zone, Greenhouse Effect, Productivity, Shortage, Competition, Demand, Entrepreneurs, Entrepreneurial Ability, Exchange Rate, Export, GDP, Goods, Human Capital, Human Resources, Import, Inflation, Innovation, Investment, Industrial Society, Modernization, Balance of Trade, Values, Belief System, Cultural Pluralism, Culture Shock, Cultural Trait, Ethnocentrism,	Climograph, Aerial, Photograph, Competition, Balance of Trade, Consumers, Demand, Entrepreneurs, Entrepreneurial Ability, Exchange Rate, Export, Export Subsidy, GDP, Goods, Human Capital, Human Resources, Import, Inflation, Innovation, Invention, Investment, Industrial Society, Modernization, Balance of Trade, Values, Belief System, Cultural Pluralism, Culture Shock, Cultural Trait, Ethnocentrism,

			Medium of Exchange, Balance of Trade, Non Renewable Resource, Balance of Trade, Interdependence, Monopoly, Private Goods & Services, Producers, Public Goods or Services, Surplus, Representative Democracy, Republican Government, Belief System, Cultural Pluralism, Culture Shock, Cultural Trait, Ethnocentrism, Ethnicity, Mores, Multiculturalism, Values	Ethnicity, Mores, Multiculturalism, Pluralistic Society
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CURRICULUM MAPPING

Course – 0212 Geography – 2nd Semester

	UNIT 5	UNIT 6	UNIT 7	UNIT 8
CONTENT	Culture/Landscapes Europe	Culture/Landscape North Africa/Middle East	Culture/Landscape Africa South of Sahara	Culture/Landscape of Asia
SKILLS	- Reading/Interpreting Maps, graphs, charts,	- Reading Climographic Maps - Understanding Demographics - Interpret Population Pyramids - Writing Skills - Reading Skills - Venn Diagrams	- Reading Climographic Maps - Understanding Demographics - Interpret Population Pyramids - Writing Skills - Reading Skills - Venn Diagrams	- Reading Climographic Maps - Understanding Demographics - Interpret Population Pyramids - Writing Skills - Reading Skills - Venn Diagrams
ASSESSMENTS	- Travel Brochure - News Coverage	- News Coverage Project - Travel Brochure - Debate between countries - Cultural Diversity Project	- Conflict Resolution Project Include: Aids Apartheid Economic Development Civil Wars	- Population Pyramids Connected w/India & China - India/Pakistan Conflict Resolution
CURRICULUM/ UNIT OUTCOMES AND STATE STANDARDS	Europe A. Identify physical systems in Europe. 12.A.4c, 17.B.1a, 17.B.1b B. Identify how climatic features affect Europe 12.A.4c, 17.B.4a, 17.B.1b C. Identify economic activities in Europe. 15.A.4a, 15.C.4a, 15.C.4b D. Identify the political systems in Europe. 14.B.4, 14.A.4 E. Identify the cultural traits/characteristics of Europe. 17.A.4a 17.A.4b, 18.A.4, 18.C.4a	North Africa and Middle East A. Identify and explain specific physical systems in North Africa and Middle East. 17.A.4a, 17.B.4a B. Identify how climatic features affect North Africa and Middle East 12.A.4c, 17.A.4a C. Identify and explain the economic activities by region in North Africa and Middle East. 14.B.4b, 15.A.4a, 15.B.4b, D. Identify and explain the political systems by regions in North Africa and Middle East. 14.A.4, 14.D.4 E. Identify and explain the cultural traits/characteristics of North Africa and Middle East. 18.A.4, 18.B.4, 18.C.4a	Africa – South of the Sahara A. Identify and explain specific physical systems in Africa – South of the Sahara. 12.A.4c, 17.A.4a B. Identify how climatic and physical features affect Africa – South of the Sahara. 12.A.4c, 17.A.4b C. Identify and explain the economic activities by region in Africa – South of the Sahara. 15.A.4a, 15.D.4b D. Identify and explain the political systems by regions in Africa – South of the Sahara. 14.A.4, 14.D.4 E. Analyze the impact of	Asia A. Identify and explain specific physical systems in Asia. 12.A.4c, 17.A.4a, 17.A.4b B. Identify how climatic features affect Asia. 12.A.4c, 17.A.4a, 17.B.4a C. Identify and explain the economic activities by region in Asia. 15.A.4a, 15.C.4b D. Identify and explain the political systems by regions in Asia. 14.A.4, 14.D.4 E. Identify and explain the cultural traits/characteristics of Asia. 18.A.4, 18.C.4a

			European Colonialism on traditional African culture and the problems it has created. 18.A.4, 18.C.4a	
APPLICATIONS OF LEARNING	Communicating Technology Technology Teaming Problem Solving	Communicating Technology Teaming Problem Solving	Communicating Technology Teaming Problem Solving	Communicating Technology Teaming Problem Solving
VOCABULARY	Climograph, Industrial Society, CPI, Consumers, Demand, Entrepreneurs, Entrepreneurial Ability, Exchange Rate, Export, GDP, Goods, Human Capital, Human Resources, Import, Inflation, Innovation, Invention, Investment, Representative Democracy, Republican Government, Belief System, Cultural Pluralism, Culture Shock, Cultural Trait, Ethnocentrism, Ethnicity, Multiculturalism, Pluralistic Society, Values, Diaspora	Cloropleth map, Climograph, Non Renewable Resource, Natural Resources, Barter, Consumers, Demand, Economic System, Economics, Entrepreneurs, Entrepreneurial Ability, Exchange Rate, Export, Export Subsidy, GDP, Goods, Human Capital, Human Resources, Import, Income, Inflation, Innovation, Invention, Investment, Belief System, Cultural Pluralism, Culture, Culture Shock, Culture Trait, Ethnocentrism, Ethnicity, Pluralistic Society, Values	Climograph, Pre-Industrial Society, Spending, Standard of Living, Balance of Trade, Barter, Competition, Consumers, Demand, Economic System, Economics, Entrepreneurs, Entrepreneurial Ability, Exchange Rate, Export, Export Subsidy, GDP, Goods, Human Capital, Human Resources, Import, Income, Inflation, Innovation, Invention, Investment, Belief System Cultural Pluralism, Culture, Culture Shock, Culture Trait, Ethnocentrism, Ethnicity, Values, Diaspora	Cloropleth map, Tariff, Technology, Trade Barriers, Trade Deficit, Trade Surplus, Trade Econ. System, Balance of Trade, Barriers to Trade, Barter, Competition, Consumers, Demand, Economic System, Economics, Entrepreneurs, Entrepreneurial Ability, Exchange Rate, Export, Export Subsidy, GDP, Goods, Human Capital, Human Resources, Import, Income, Inflation, Innovation, Invention, Investment, Command Economy, Cultural Pluralism, Culture, Culture Shock, Culture Trait, Ethnocentrism, Ethnicity, Multiculturalism, Pluralistic Society, Values

CURRICULUM MAPPING

Course – 0212 Geography – 1st Semester

	UNIT 1	UNIT 2	UNIT 3	UNIT 4
SPECIFIC STATE BENCHMARKS	<p>17.A.4a – Use mental maps of physical features to answer complex geographic questions (e.g. how physical features have deterred or enabled migration)</p> <p>17.A.4b – Use maps and other geographic instruments and technologies to analyze spatial patterns and distributions on earth.</p> <p>17.A.5 – Demonstrate how maps, other geographic instruments and technologies are used to solve spatial problems (e.g., land use, ecological concerns).</p>	<p>17.A.4a – Use mental maps of physical features to answer complex geographic questions (e.g., how physical features have deterred or enabled migration).</p> <p>17.B.5 – Analyze international issues and problems using ecosystems and physical geography concepts.</p>	<p>17.B.4a – Explain the dynamic interactions within and among the Earth’s physical systems including variation, productivity and constructive and destructive processes.</p> <p>17.B.4b – Analyze trends in world demographics as they relate to physical systems.</p> <p>17.C.4a – Explain the ability of modern technology to alter geographic features and the impacts of these modifications on human activities.</p> <p>17.C.4b – Analyze growth trends in selected urban areas as they relate to geographic factors.</p> <p>17.C.4c – Explain how places with various population distributions function as centers of economic activity (e.g., rural, suburban, urban).</p>	<p>17.B.4a – Explain the dynamic interactions within and among the Earth’s physical systems including variation, productivity and constructive and destructive processes.</p> <p>17.B.5 – Analyze international issues and problems using ecosystems and physical geography concepts.</p> <p>17.C.4a – Explain the ability of modern technology to alter geographic features and the impacts of these modifications on human activities.</p> <p>17.C.4b – Analyze growth trends in selected urban areas as they relate to geographic factors.</p> <p>17.C.4c – Explain how places with various population distributions function as centers of economic activity (e.g., rural, suburban, urban).</p>

CURRICULUM MAPPING

Course – 0212 Geography – 2nd Semester

	UNIT 5	UNIT 6	UNIT 7	UNIT 8
SPECIFIC STATE BENCHMARKS	<p>17.A.4a – Use mental maps of physical features to answer complex geographic questions (e.g., how physical features have deterred or enabled migration).</p> <p>17.A.4b – Use maps and other geographic instruments and technologies to analyze spatial patterns and distributions on earth.</p> <p>17.B.4a – Explain the dynamic interactions within and among the Earth’s physical systems including variation, productivity and constructive and destructive processes.</p> <p>18.A.4 – Analyze the influence of cultural factors including customs, traditions, language, media, art and architecture in developing pluralistic societies.</p> <p>18.C.4a – Analyze major cultural exchanges of the past (e.g., Columbian exchange, the Silk Road, the Crusades).</p>	<p>17.A.4a – Use mental maps of physical features to answer complex geographic questions (e.g., how physical features have deterred or enabled migration).</p> <p>17.B.4a – Explain the dynamic interactions within and among the Earth’s physical systems including variation, productivity and constructive and destructive processes.</p> <p>18.A.4 – Analyze the influence of cultural factors including customs, Traditions, language, media, art and architecture in developing pluralistic societies.</p> <p>18.B.4 – Analyze various forms of institutions (e.g., educational, military, charitable, governmental).</p> <p>18.C.4a – Analyze major cultural exchanges of the past (e.g., Colombian exchange, the Silk Road, the Crusades).</p>	<p>17.A.4a – Use mental maps of physical features to answer complex geographic questions (e.g., how physical features have deterred or enabled migration).</p> <p>17.A.4b – Use maps and other geographic instruments and technologies to analyze spatial patterns and distributions on earth.</p> <p>18.A.4 – Analyze the influence of cultural factors including customs, traditions, language, media, art and architecture in developing pluralistic societies.</p> <p>18.C.4a – Analyze major cultural exchanges of the past (e.g., Colombian exchange, the Silk Road, the Crusades).</p>	<p>17.A.4a – Use mental maps of physical features to answer complex geographic questions (e.g., how physical features have deterred or enabled migration).</p> <p>17.A.4b – Use maps and other geographic instruments and technologies to analyze spatial problems (e.g., land use, ecological concerns).</p> <p>17.B.4a – Explain the dynamic interactions within and among the Earth’s physical systems including variation, productivity and constructive and destructive processes.</p> <p>18.A.4 – Analyze the influence of cultural factors including customs, traditions, language, media, art and architecture in developing pluralistic societies.</p> <p>18.C.4a – Analyze major cultural exchanges of the past (e.g., Colombian exchange, the Silk Road, the Crusades).</p>

CURRICULUM MAPPING

Course - 0236 Government – 1st Semester

	UNIT 1	UNIT 2	UNIT 3	UNIT 4	UNIT 5
CONTENT	Political Philosophies	U.S. Constitution	U.S. Bill of Rights	IL Constitution	Responsibilities of (Local Government), Citizens
VOCABULARY	Consent of the governed, limited government, representative democracy, republican government, rules of law, unlimited government	Civil law, judicial review, unalienable rights	Criminal law, civil law, due process of law		Common or public good interest group
SKILLS	Read charts, create Venn Diagrams, Create charts, Primary source Readings	Primary Source Readings, Debating, Charts, Timelines	Writing skills, Reading, Primary Source Documents, Venn Diagram, Read Charts, Public Speaking	Venn Diagram Reading Charts Compare and Contrast Public Speaking	Public Speaking, Writing Skills, Charts
ASSESSMENTS	Create political spectrum Compare/Contrast Create Own Philosophy	Create School Constitution Constitution Test U.S. Constitution Tutor Software Role Play Court Decisions Security Guard Mock Jury	Venn Diagram Oral Presentation Education	Mock IL Legislature Oral Presentation	Register to vote Mock election Letter to officials
CURRICULUM & UNIT OUTCOME STATE STANDARDS	The United States developed a political system that has evolved into a two part system that allows different political philosophies to exist. 14.A.1, 14.A.2, 14.A.4 14.D.4, 14.D.5 14.F.1, 14.F.2, 14.F.3a, 14.F.3b, 14.F.4a, 14.F.4b, 14.F.5	The Federal Constitution adapts the United States government to the needs of the people and is a dynamic document that meets changing circumstances. 14.A.2, 14.A.3, 14.A.4, 14.B.1, 14.B.2	The bill of Rights protects the individual rights of the people from the federal government while the rest of the amendments help the constitution to adapt to changing times. 14.A.5, 14.F.1, 14.F.2, 14.F.3a, 14.F.3b, 14.F.4a, 14.F.4b, 14.F.5	The Illinois Constitution was created to call out the responsibilities of state government and protect individual rights not addressed in the US Constitution. 14.A.1, 14.A.2, 14.A.3, 14.A.4, 14.A.5, 14.B.1, 14.B.2, 14.B.3, 14.B.4, 14.D.1	Responsibilities of citizens in a developed representative democratic system of government that relies heavily upon citizens being involved, informed and educated for it to be successful. 14.C.1, 14.C.2, 14.C.3, 14.C.4, 14.C.5, 14.D.1, 14.D.2, 14.D.3, 14.D.4, 14.D.5
APPLICATIONS OF LEARNING	Communicating, Problem Solving, Teaming, Technology, Engaged Learning, Making Connections	Communicating, Problem Solving, Teaming, Technology, Engaged Learning, Making Connections	Communicating, Problem Solving, Teaming, Technology, Engaged Learning, Making Connections	Communicating, Problem Solving, Teaming, Technology, Engaged Learning, Making Connections	Communicating, Problem Solving, Teaming, Technology, Engaged Learning, Making Connections

SPECIFIC STATE BENCHMARKS

14.A.1 – Describe the fundamental principles of government including representative government, government of law, individual rights and the common good.

14.A.2 – Explain the importance of fundamental concepts expressed and implied in major documents including the Declaration of Independence, the United States Constitution and the Illinois Constitution.

14.A.4 – Analyze how local, state and national governments serve the purposes for which they were created.

14.D.4 – Analyze roles and influences of individuals, groups and media in shaping current debates on state and national policies.

14.D.5 – Interpret a variety of public policies and issues from the perspectives of different individuals and groups.

14.F.1 – Describe political ideas and traditions important to the development of the United States including democracy, individual rights and the concept of freedom.

14.F.2 – Identify consistencies and

14.A.2 – Explain the importance of fundamental concepts expressed and implied in major documents including the Declaration of Independence, the United States Constitution and the Illinois Constitution.

14.A.3 – Describe how responsibilities are shared and limited by the United States and Illinois Constitutions and significant court decisions.

14.A.4 – Analyze how local, state and national governments serve the purposes for which they were created.

14.B.1 – Identify the different levels of government as local, state and national.

14.B.2 – Explain what government does at local, state and national levels.

14.A.5 – Analyze ways in which federalism protects individual rights and promotes the common good and how at times has made it possible for states to protect and deny rights for certain groups.

14.F.1 – Describe political ideas and traditions important to the development of the United States including democracy, individual rights and the concept of freedom.

14.F.2 – Identify consistencies and inconsistencies between expressed United States political traditions and ideas and actual practices (e.g., freedom of speech, right to bear arms, slavery, voting rights).

14.F.3a – Analyze historical influences on the development of political ideas and practices as enumerated in the Declaration of Independence, the United States Constitution, the Bill of Rights and the Illinois Constitution.

14.F.3b – Describe how United States political ideas and traditions were instituted in the Constitution and the Bill of Rights.

14.F.4a – Determine the historical events and

14.A.1 – Describe the fundamental principles of government including representative government, government of law, individual rights and the common good.

14.A.2 – Explain the importance of fundamental concepts expressed and implied in major documents including the Declaration of Independence, the United States Constitution and the Illinois Constitution.

14.A.3 – Describe how responsibilities are shared and limited by the United States and Illinois Constitutions and significant court decisions.

14.A.4 – Analyze how local, state and national governments serve the purposes for which they were created.

14.A.5 – Analyze ways in which federalism protects individual rights and promotes the common good and how at times has made it possible for states to protect and deny rights for certain groups.

14.B.1 – Identify the different levels of government as local, state and national.

14.B.2 – Explain what government does at local,

14.C.1 – Identify concepts of responsible citizenship including respect for the law, patriotism, civility and working with others.

14.C.2 – Describe and evaluate why rights and responsibilities are important to the individual, family, community, workplace, state and nation (e.g., voting, protection under the law).

14.C.3 – Compare historical issues involving rights, roles and statutes of individuals in relation to municipalities, states and the nation.

14.C.4 – Describe the meaning of participatory citizenship (e.g., volunteerism, voting) at all levels of government and society in the United States.

14.C.5 – Analyze the consequences of participation and non-participation in the electoral process (e.g., women’s suffrage, voter registration, effects of media).

14.D.1 – Identify the roles of civic leaders (e.g., elected leaders, public service leaders).

14.D.2 – Explain ways that individuals and groups influence and shape public policy.

14.D.3 – Describe roles and influences of individuals, groups and media in shaping current Illinois and United States public policy (e.g., general public opinion, special

	<p>inconsistencies between expressed United States political traditions and ideas and actual practices (e.g., freedom of speech, right to bear arms, slavery, voting rights).</p> <p>14.F.3a – Analyze historical influences on the development of political ideas and practices as enumerated in the Declaration of Independence, the United States Constitution, the Bill of Rights and the Illinois Constitution.</p> <p>14.F.3b – Describe how United States political ideas and traditions were instituted in the Constitution and the Bill of Rights.</p> <p>14.F.4a – Determine the historical events and processes that brought about changes in United States political ideas and traditions (e.g., the New Deal, Civil War).</p> <p>14.F.4b – Describe how United States political ideas, practices and technologies have extended rights for Americans in the 20th century (e.g., suffrage, civil rights, motor-voter registration).</p> <p>14.F.5 – Interpret how changing geographical, economic, technological and social forces affect</p>		<p>processes that brought about changes in United States political ideas and traditions (e.g., the New Deal, Civil War).</p> <p>14.F.4b – Describe how United States political ideas, practices and technologies have extended rights for Americans in the 20th century (e.g., suffrage, civil rights, motor-voter registration).</p> <p>14.F.5 – Interpret how changing geographical, economic, technological and social forces affect United States political ideas and traditions (e.g., freedom, equality and justice, individual rights).</p>	<p>state and national levels.</p> <p>14.B.3 – Identify and compare the basic political systems of Illinois and the United States as prescribed in their constitutions.</p> <p>14.B.4 – Compare the political systems of the United States to other nations.</p> <p>14.D.1 – Identify the roles of civic leaders (e.g., elected leaders, public service leaders).</p>	<p>interest groups, formal parties, media).</p> <p>14.D.4 – Analyze roles and influences of individuals, groups and media in shaping current debates on state and national policies.</p> <p>14.D.5 – Interpret a variety of public policies and issues from the perspectives of different individuals and groups.</p>
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	United States political ideas and traditions (e.g., freedom, equality and justice, individual rights).				
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CURRICULUM MAPPING

Course - 0236 Government – 1st Semester

	UNIT 6	UNIT 7			
CONTENT	Local Government	International Affairs			
VOCABULARY	Progressive tax Spending Taxes	Balance of trade Barriers to trade Command economy Tariff			
SKILLS	Venn Diagram, Chart, Public Speaking, Letter Writing, Reading Primary Source Documents	Public Speaking, Compare and Contrast Charts, Primary Sources, Writing			
ASSESSMENTS	Register to Vote, Local Tax Project	Chart/compare governments, Mock U.N., Venn Diagram – Pol, Econ., Military			
CURRICULUM & UNIT OUTCOME STATE STANDARDS	14.B.1, 14.B.2, 14.B.3, 14.C.4	14.E.1, 14.E.2, 14.E.3, 14.E.4, 14.E.5			
APPLICATIONS OF LEARNING	Communicating, Problem Solving, Teaming, Technology, Engaged Learning, Making Connections	Communicating, Problem Solving, Teaming, Technology, Engaged Learning, Making Connections			

<p>SPECIFIC STATE BENCHMARKS</p>	<p>14.B.1 – Identify the different levels of government as local, state and national.</p> <p>14.B.2 – Explain what government does at local, state and national levels.</p> <p>14.B.3 – Identify and compare the basic political systems of Illinois and the United States as prescribed in their constitutions.</p> <p>14.C.4 – Describe the meaning of participatory citizenship (e.g., volunteerism, voting) at all levels of government and society in the United States.</p>	<p>14.E.1 – Identify relationships that the federal government establishes with other nations.</p> <p>14.E.2 – Determine and explain the leadership role of the United States in international settings.</p> <p>14.E.3 – Compare the basic principles of the United States and its international interests (e.g., territory, environment, trade, use of technology).</p> <p>14.E.4 – Analyze historical trends of United States foreign policy (e.g., emergence as a world leader – military, industrial, financial).</p> <p>14.E.5 – Analyze relationships and tensions among members of the international community.</p>			
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CURRICULUM MAPPING

Course - 0235 - Honors Psychology – 1st Semester

	UNIT 1	UNIT 2	UNIT 3	UNIT 4
CONTENT	Psychological methodology & careers Chapters 1, 2 Appendix A	Biological & Perceptual Processes Chapters 3,8	Learning & Cognition Chapters 9, 10, 12	Health, Stress & Coping Chapter 16
VOCABULARY	Psychology, Sociology	Psychology, Sociology	Belief System, Formal Sanction, Informal Sanction	Subsidence Strategy
SKILLS	Debate (public speaking), writing, reading, charts, graphs, research methods	Graphs, charts, primary source readings, technological presentations	Graphs, charts, primary source readings, technological presentations	Graphs, charts, primary source readings, technological presentations
ASSESSMENTS	Careers in psychology Dennis Hold Casso Study Research Study Psychology Seminar	IQ tests for students Memory tests Psychology Seminar	Psychology Seminar Case Studies Research Projects	Psychology Seminar Case Studies Research Projects
CURRICULUM & UNIT OUTCOME STATE STANDARDS	What is Psychology? What are its goals? Major trends in psychology. ID psychology research methods.	Learn how nerve cells operate and comm. How brain is organized and what higher structures do. Understand that states of cons. Can promote self-awareness and enhance personal effectiveness.	Define IQ qualities of good psych. Test. What causes mental retardation. Understand different types of learning. How memory is measured. Understand how CC & OP effect behavior	How mental states affect and stress affect mental well-being What are stressors and how they can be dealt with Stress management techniques
APPLICATIONS OF LEARNING	Communicating, problem solving, thinking skills, teaming technology, engaged learning, making connections	Communicating, problem solving, thinking skills, teaming technology, engaged learning, making connections	Communicating, problem solving, thinking skills, teaming technology, engaged learning, making connections	Communicating, problem solving, thinking skills, teaming technology, engaged learning, making connections

CURRICULUM MAPPING

Course - 0235 - Honors Psychology – 2nd Semester

	UNIT 5	UNIT 6	UNIT 7	UNIT 8
CONTENT	Development and sexuality Chapters 4, 5, 14	Social Psychology Chapters 19, 20	Personality	Psychological Disorders and Therapy Chapters 17, 18
VOCABULARY	Achieved status, ascribed status, cultural pluralism, group, peer group role, status	Acculturation, belief system, cultural pluralism, cultural relativism, culture, culture shock, culture trait, deviance, ethnocentrism, mores, norms, reference group, social institution	Socialization, values, reference group	Symbol
SKILLS	Read Charts, timelines, reading, writing, visual analyzation	Read Charts, timelines, reading, writing, visual analyzation	Read Charts, timelines, reading, writing, visual analyzation	Read Charts, timelines, reading, writing, visual analyzation
ASSESSMENTS	Experience with Child Development Classes Gender and sex survey Psychology Seminar	Research Project Case Studies Psychology Seminar	Research Project Case Studies Psychology Seminar	Mental Disorder Case Studies Presentation Research Project Case Studies
CURRICULUM & UNIT OUTCOME STATE STANDARDS	Understand basic dimensions of sex psych. development associated with each of lifestyles. How heredity and environment affect development How developing stages affect child development and adult development. How the sexes are more alike than different. How gender affects behavior	How group membership affects behavior Why people have the need for affiliation.	Analyze personality theories Analyst methods to assess personality	Understand how cognitive human behavior psychodynamic, and biopsychology theory is used to treat mental disorders. Define major mental disorders, causes, prevalence. Understand that judgments of normality are relative. Can classify psych disorders. Understand the major forms of therapy for major mental disorders.
APPLICATIONS OF LEARNING	Communicating, Problem Solving, Teaming, Technology, Engaged Learning, Making Connections	Communicating, Problem Solving, Teaming, Technology, Engaged Learning, Making Connections	Communicating, Problem Solving, Teaming, Technology, Engaged Learning, Making Connections	Communicating, Problem Solving, Teaming, Technology, Engaged Learning, Making Connections

CURRICULUM MAPPING

Course - 0234 - Sociology – 1st Semester

	UNIT 1	UNIT 2	UNIT 3	UNIT 4	UNIT 5
CONTENT	Introduction to Sociology	Culture and Social Structures	Social Inequality	Inequalities of Gender and Age	Social Institutions
VOCABULARY	Behavior, sociology, social structure, capitalist, class conflict, pastorate	Folkway, symbols, norms, taboo, values, mores, sanctions	Wrath, class, power, prestige	Sex, gender, discrimination, ageism, inequalities	Bureaucracy, sect, cult,
SKILLS	Read charts, timelines, reading, writing, visual analysis	Read charts, timelines, reading, writing, visual analysis	Read charts, timelines, reading, writing, visual analysis	Read charts, timelines, reading, writing, visual analysis	Read charts, timelines, reading, writing, visual analysis
ASSESSMENTS	Timeline Culture Project	Book of rules Folkway Project Sanction Creations Timeline Culture Project	Poverty Research Design a budget based on poverty level Research apartment rentals to car purchases Timeline Culture Project	Ageism comic Timeline Culture Project	Research on violence Create laws to fix a social problem Timeline Culture Project
CURRICULUM & UNIT OUTCOME STATE STANDARDS	Sociology is the study of how people behave in groups, and it presents us with the opportunity to view human behavior from a different perspective. 18.A.5 18.C.5	Social structures are affected by different cultural ideas and experiences 18.A.4 18.B.4 18.C.5	Social inequality has influenced society and affected people according to their status in society. 18.C.4a	Gender differences and age have resulted in inequalities for some Americans. 18.B.5	Explore how the five major social institutions of the family, education, political life, the economy, and religion meet the needs of society. 18.B.4 18.B.5
APPLICATIONS OF LEARNING	Communicating, problem solving, thinking skills, teaming technology, engaged learning, making connections	Communicating, problem solving, thinking skills, teaming technology, engaged learning, making connections	Communicating, problem solving, thinking skills, teaming technology, engaged learning, making connections	Communicating, problem solving, thinking skills, teaming technology, engaged learning, making connections	Communicating, problem solving, thinking skills, teaming technology, engaged learning, making connections
SPECIFIC STATE BENCHMARKS	18.A.5 – Compare ways in which social systems are affected by political, environmental, economic and technological changes. 18.C.5 – Analyze how social scientists’	18.A.4 – Analyze the influence of cultural factors including customs, traditions, language, media, art and architecture in developing pluralistic societies.	18.C.4a – Analyze major cultural exchanges of the past (e.g., Colombian exchange, the Silk Road, the Crusades).	18.B.5 – Use methods of social science inquiry (pose questions, collect and analyze data, make and support conclusions with evidence, report findings) to study the development and	18.B.4 – Analyze various forms of institutions (e.g., educational, military, charitable, governmental). 18.B.5 – Use methods of social science inquiry (pose questions, collect and analyze

	interpretations of societies, cultures and institutions change over time.	18.B.4 – Analyze various forms of institutions (e.g., educational, military, charitable, governmental). 18.C.5 – Analyze how social scientists’ interpretations of societies, cultures and institutions change over time.		functions of social systems and report conclusions to a larger audience.	data, make and support conclusions with evidence, report findings) to study the development and functions of social systems and report conclusions to a larger
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CURRICULUM MAPPING

Course – 0222 – World History – 1st Semester

	UNIT 1	UNIT 2	UNIT 3	UNIT 4
CONTENT	Ancient Civilizations	Greece and Rome	Middle Ages and the Development of Cultures Around the World	Renaissance and the Age of Discovery
SKILLS	Map reading and interpretation. Understand economics and Economic Systems	Interpreting maps, charts, making inferences, summarizing	Maps – location and movement recognizing causes, analyzing themes, human – environment interaction	Maps – Places and regions analyzing motives, making decision; comparing
ASSESSMENTS	Geography essay Culture Map What-If Project Compare/Contrast	Concept map G & R Differences Athens Role Play Roman Timeline Culture Chart	Feudalism What-If Groups Crusades Role Play Sci/Tech. Essay Newspaper Headlines	Concept Maps Tech. Timeline Oral Presentation -> Biography Martin Luther/Pope LeoX Debate
CURRICULUM/ UNIT OUTCOMES AND STATE STANDARDS	Ancient Civilizations were characterized by achievements in Economics, Government, Technology and Religion. State Bench: 17.A.4b, 17.A.4A, 18.C.4a, 15.E.4b, 16.C.5(w), 16.E.5b(w), 16.C.4a(w), 16.C.4b(w), 16.C.4d(w), 16.C.5a(w), 16.C.5b(w), 16.C.5c(w), 15.D.4b, 15.E.4c, 18.C.5	Greece and Rome provided original contributions to the development of economics, governments, technology, philosophy, religion, and the arts. State Bench: 17.A.4b, 17.A.4a, 18.C.4a, 15.D.4b, 15.E.4c	Contact between cultures led to the Middle Ages and the development of other cultures around the world. State Bench: 17A4a, 18C4a, 17A4b, 15.D.4b, 15.E.4c, 15.E.4b, 16.C.5c(w), 16.E.5b(w),	The rebirth of learning led to advances in science and technology culminating in the discovery of the Americas. State Bench: 17.A.4b, 15.E.4b, 16.C.5c(w), 16.E.5b(w), 14.E.5, 14.F.5, 18.C.5
APPLICATIONS OF LEARNING	Communicating Problem Solving Technology Making Connections Teaming	Communicating, Problem Solving, Technology, Teaming, Making Connections	Problem solving, Technology, Teaming, Making Connections, Communicating	Communicating, Problem Solving, Teaming, Technology, Making Connections
VOCABULARY	Relative Location, Absolute Location, Natural Resources, Division of Labor, Economic System Export, Import Natural Resources, Innovation, Consumers Costs, Resources, Pre-Industrial State Costs, Barter, Technology, Unlimited Government Law, Rule of Law	Tectonic Forces, Topography, Export, Import, Natural Resources, Money, Competition, Costs, Taxes, Consent of the Governed, Republican Government, Rule of Law, Limited Government, Diaspora	Natural Resources, Division of Labor, Competition, Consumers, Costs, Private Goods & Services, Public Goods, Consumers Costs, Belief System, Cultural Pluralism, Culture, Culture Shock, Pluralistic Society	Natural Resources, Investment Competition, Consumers, Costs, Services, Rule of Law, Columbian Exchange.

CURRICULUM MAPPING

Course – 0222 – World History – 2nd Semester

	UNIT 5	UNIT 6	UNIT 7	UNIT 8	UNIT 9
CONTENT	Rise of Nationalism and Absolutism	The Ages of Reason and Revolutions	The Industrial Revolution and the Rise of Modern Countries	World Wars	Post War World
SKILLS	Reading Skills Interpreting Charts	Evaluating divisions, interpreting charts, analyze motives	Developing perspective Interpreting Graphs Hypothesizing	Summarizing. Interpreting Maps: region, location making Inferences Recognizing Effects	<ul style="list-style-type: none"> - Analyze global economy - Examine Cold War - Evaluate the arts developed as a response to the wars - Post cold war global interdependence - Recognize technological advances in the past – Industrialized Era
ASSESSMENTS	Venn Diagram of Governments, Chart Concept Map of Monarchs	Chart Reasons for the French Revolution, Role Play Congress of Vienna	Create Venn Diagram Comparing and Contrasting Capitalism, Socialism and Communism, Chart Positive and Negative Effects of the Industrial Revolution	Chart the Long Range Causes and Immediate Causes of WWI, Draw up a Peace Treaty, construct a timeline chart of the Russian Revolution, Create Venn Diagram on Totalitarian Governments	<ul style="list-style-type: none"> - Interpret political cartoon w/JFK & Krushchev. - Project for the Annual History Fair on the Cold War - Venn Diagram democracy and communism - Map out Vietnam and Korean wars - Role play the Domino Theory - Research a current “hot spot” in the world - Science and technology newspaper (Perf. Ass)
CURRICULUM/ UNIT OUTCOMES AND STATE STANDARDS	The rise of Nationalism led to Formation of Countries and the Development of Absolutism: 17.A.4b, 15.E.4b, 16.C.5c(w), 16.E.5b(w), 14.E.5, 14.F.5, 16.D.4(w), 16.B.4a(w),	New Concepts in Government and Philosophy Led to the Age of Reason and Later to the Age of Revolution 15.D.4b, 15.E.4c, 16.A.4a, 16.B.5a(w), 16.B.5b(w)	The Industrial Revolution Transformed Europe and North America and Accelerated the Rise of Modern Nations. 17.A.4b, 16.B.5c(w) 16.D.5(w), 16.E.5b(w), 16.A.4a, 16.C.5b(w), 16.C.4b(w), 16.B.5a(w), 16.B.4a(w), 16.B.4b(w), 16.B.5c(w),	The 1 st half of the 20 th Century is dominated by World Wars that Affected Everyone World Wide. 17.A.4a, 18.C.4a, 17.A.4b, 15.E.4b, 15.E.5c, 16.C.5b(w), 16.B.5b(w), 16.B.4b(w),	16.B.5b(w), 15.E.4b, 16.C.5c(w), 16.E.5b(w), 14.E.5, 14.F.5, 16.B.4a(w), 16.B.5a(w),

	16.B.4b(w), 16.A.4a, 16.B.5c.(w)		16.B.5c(w), 16.D.5(w), 16.D.4W)16.E.5a(w)	16.C.4b(w), 16.C.4c(w), 16.D.4(w), 16.B.5c(w), 16.D.5(w)	
APPLICATIONS OF LEARNING	Communicating, problem solving, technology, teamwork, using technology, making connections communicating,	Communicating, making connections, problem solving, teaming, technology,	Communicating, problem solving, technology, making connections, teaming,	Communicating, problem solving, technology, teaming,	Communicating, making connections, problem solving, technology, teaming, using technology
VOCABULARY	Natural resources, competition, consumers, costs, tariff, unlimited government, representative democracy, republican government, limited government, balance of trade, barriers to trade, ethnicity	Demand, economic system, economics, natural resources, consumers, limited government	Natural resources, competition, costs, producers, resources, demand, division of labor, economic system, economics, entrepreneurs, entrepreneurial ability, export, GDP import, monopoly, output, income, innovation, invention, investment, interdependence, consumers, private goods & services, standard of living, industrial society, competition, interest, nonrenewable resources, modernization, costs, prejudice	Natural resources, deflation, demand, economic system, economics, entrepreneurs, entrepreneurial ability, export, GDP, import, monopoly, oligopoly, output, barriers to trade, competition, CPI consumers, costs, price, trade deficit, unemployed, command economy, unlimited government, totalitarian governments, ethnicity, prejudice	Demand, economic system, economics, entrepreneurs, entrepreneurial ability, export, GDP, import, monopoly, oligopoly, output, balance of trade, barriers to trade, command economy, competition, CPI consumers, costs, price, private goods & services, profit, public goods, standard of living, surplus, industrial society, modernization, pluralistic society

CURRICULUM MAPPING

Course – 0222 – World History – 1st Semester

	UNIT 1	UNIT 2	UNIT 3	UNIT 4
SPECIFIC STATE BENCHMARKS	<p>15.D.4b – Describe the relationships between the availability and price of a nation’s resources and its comparative advantage in relation to other nations.</p> <p>15.E.4b – Describe social and environmental benefits and consequences of production and consumption.</p> <p>15.E.4c – Analyze the relationship between a country’s science/technology policies and its level and balance of trade.</p> <p>16.C.4a(w) – Describe the growing dominance of American and European capitalism and their institutions after 1500.</p> <p>16.C.4b(w) – Compare socialism and communism in Europe, America, Asia and Africa after 1815 CE.</p> <p>16.C.4d(w) – Describe how the maturing economies of Western Europe and Japan led to colonialism and imperialism.</p> <p>16.C.5a(w) – Explain how industrial capitalism became the dominant economic model in the world.</p> <p>16.C.5b(w) – Describe how historical trends in population, urbanization, economic development and technological advancements have caused change</p>	<p>15.D.4b – Describe the relationships between the availability and price of a nation’s resources and its comparative advantage in relation to other nations.</p> <p>15.E.4c – Analyze the relationship between a country’s science/technology policies and its level and balance of trade.</p> <p>17.A.4a – Use mental maps of physical features to answer complex geographic questions (e.g., how physical features have deterred or enabled migration).</p> <p>17.A.4b – Use maps and other geographic instruments and technologies to analyze spatial patterns and distributions on earth.</p> <p>18.C.4a – Analyze major cultural exchanges of the past (e.g., Colombian exchange, the Silk Road, the Crusades).</p>	<p>15.D.4b – Describe the relationships between the availability and price of a nation’s resources and its comparative advantage in relation to other nations.</p> <p>15.E.4b – Describe social and environmental benefits and consequences of production and consumption.</p> <p>15.E.4c – Analyze the relationship between a country’s science/technology policies and its level and balance of trade.</p> <p>16.C.5c(w) – Analyze the relationship between an issue in world economic history and the related aspects of political, social and environmental history.</p> <p>16.E.5b(w) – Analyze the relationship between an issue in world environmental history and the related aspects of political, economic and social history.</p> <p>17.A.4a – Use mental maps of physical features to answer complex geographic questions (e.g., how physical features have deterred or enabled migration).</p> <p>17.A.4b – Use maps and other geographic instruments and technologies to analyze spatial patterns and distributions on earth.</p> <p>18.C.4a – Analyze major</p>	<p>14.E.5 – Analyze relationships and tensions among members of the international community.</p> <p>14.F.5 – Interpret how changing geographical, economic, technological and social forces affect United States political ideas and traditions (e.g., freedom, equality and justice, individual rights).</p> <p>15.E.4b – Describe social and environmental benefits and consequences of production and consumption.</p> <p>16.C.5c(w) – Analyze the relationship between an issue in world economic history and the related aspects of political, social and environmental history.</p> <p>16.E.5b(w) – Analyze the relationship between an issue in world environmental history and the related aspects of political, economic and social history.</p> <p>17.A.4b – Use maps and other geographic instruments and technologies to analyze spatial patterns and distributions on earth.</p> <p>18.C.5 – Analyze how social scientists’ interpretations of societies, cultures and institutions change over time.</p>

	<p>in world economic systems.</p> <p>16.C5c(w) – Analyze the relationship between an issue in world economic history and the related aspects of political, social and environmental history.</p> <p>16.E.5b(w) – Analyze the relationship between an issue in world environmental history and the related aspects of political, economic and social history.</p> <p>17.A.4a – Use mental maps of physical features to answer complex geographic questions (e.g., how physical features have deterred or enabled migration).</p> <p>17.A.4b – Use maps and other geographic instruments and technologies to analyze spatial patterns and distributions on earth.</p> <p>18.C.4a – Analyze major cultural exchanges of the past (e.g., Colombian exchange, the Silk Road, the Crusades).</p> <p>18.C.5 – Analyze how social scientists’ interpretations of societies, cultures and institutions change over time.</p>		<p>cultural exchanges of the past (e.g., Colombian exchange, the Silk Road, the Crusades).</p>	
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CURRICULUM MAPPING

Course – 0222 – World History – 2nd Semester

	UNIT 5	UNIT 6	UNIT 7	UNIT 8	UNIT 9
SPECIFIC STATE BENCHMARKS	<p>14.E.5 – Analyze relationships and tensions among members of the international community.</p> <p>14.F.5 – Interpret how changing geographical, economic, technological and social forces affect United States political ideas and traditions (e.g., freedom, equality and justice, individual rights).</p> <p>15.E.4b – Describe social and environmental benefits and consequences of production and consumption.</p> <p>16.A.4a – Analyze and report historical events to determine cause-and-effect relationships.</p> <p>16.B.4a (w) – Identify political ideas that began during the Renaissance and the Enlightenment and that persist today (e.g., church/state relationships).</p> <p>16.B.4b (w) – Identify political ideas from the early modern historical era to the present which have had worldwide impact (e.g., nationalism/Sun Yat-Sen, non-violence/Ghandi, independence/Kenyatt</p>	<p>15.D.4b – Describe the relationships between the availability and price of a nation’s resources and its comparative advantage in relation to other nations.</p> <p>15.E.4c – Analyze the relationship between a country’s science/technology policies and its level and balance of trade.</p> <p>16.A.4a – Analyze and report historical events to determine cause-and-effect relationships.</p> <p>16.B.5a (w) – Analyze worldwide consequences of isolated political events, including the events triggering the Napoleonic Wars and World Wars I and II.</p> <p>16.B.5b (w) – Describe how tensions in the modern world are affected by different political ideologies and including democracy and totalitarianism.</p>	<p>16.A.4a – Analyze and report historical events to determine cause-and-effect relationships.</p> <p>16.B4a(w) – Identify political ideas that began during the Renaissance and the Enlightenment and that persist today (e.g., church/state relationships).</p> <p>16.B.4b(w) – Identify political ideas from the early modern historical era to the present which have had worldwide impact (e.g., nationalism/Sun Yat-Sen, non-violence/Ghandi, independence/Kenyatt</p> <p>16.B.5a(w) – Analyze worldwide consequences of isolation political events, including the events triggering the Napoleonic Wars and World Wars I and II.</p> <p>16.B.5c (w) – Analyze the relationship of an issue in world political history to the related aspects of world economic, social and environmental history.</p> <p>16.C.4b(w) – Compare socialism and communism in Europe, America, Asia and Africa after 1815 CE.</p>	<p>17.A.4a – Use mental maps of physical features to answer complex geographic questions (e.g., how physical features have deterred or enabled migration).</p> <p>17.A.4b – Use maps and other geographic instruments and technologies to analyze spatial patterns and distributions on earth.</p> <p>15.E.4b – Describe social and environmental benefits and consequences of production and consumption.</p> <p>15.E.5c – Describe key schools of thought (e.g., classical, Keynesian, monetarist, supply-side) and explain their impact on government policies.</p> <p>16.B.4b(w) – Identify political ideas from the early modern historical era to the present which have had worldwide impact (e.g., nationalism /Sun Yat-Sen, non-violence/Ghandi, independence/Kenyatt</p> <p>16.B.5a(w) – Analyze worldwide consequences of isolated political events, including the events</p>	<p>14.E.5 – Analyze relationships and tensions among members of the international community.</p> <p>14.F.5 – Interpret how changing geographical, economic, technological and social forces affect United States political ideas and traditions (e.g., freedom, equality and justice, individual rights).</p> <p>15.E.4b – Describe social and environmental benefits and consequences of production and consumption.</p> <p>16.B.4a(w) – Identify political ideas that began during the Renaissance and the Enlightenment and that persist today (e.g., church/state relationships).</p> <p>16.B.5a(w) – Analyze worldwide consequences of isolated political events, including the events triggering the Napoleonic Wars and World Wars I and II</p> <p>16.B.5b(w) – Describe how tensions in the modern world are affected by different political</p>

	<p>16.B.5.c (w) – Analyze the relationship of an issue in world political history to the related aspects of world economic, social and environmental history.</p> <p>16.C.5c (w) – Analyze the relationship between an issue in world economic history and the related aspects of political, social and environmental history.</p> <p>16.D.4 (w) – Identify significant events and developments since 1500 that altered world social history in ways that persist today including colonization, Protestant Reformation, industrialization, the rise of technology and human rights movements.</p> <p>16.E.5b (w) – Analyze the relationship between an issue in world environmental history and the related aspects of political, economic and social history.</p> <p>17.A.4b – Use maps and other geographic instruments and technologies to analyze spatial patterns and distributions on earth.</p>		<p>16.C.5b(w) – Describe how historical trends in population, urbanization, economic development and technological advancements have caused change in world economic systems.</p> <p>16.D.4(w) – Identify significant events and developments since 1500 that altered world social history in ways that persist today including colonization, Protestant Reformation, industrialization, the rise of technology and human rights movements.</p> <p>16.D.5 (w) – Analyze the relationship between an issue in world social history and the related aspects of political, economic and environmental history.</p> <p>16.E.5a(w) – Analyze how technological and scientific developments have affected human productivity, human comfort and the environment.</p> <p>16.E.5b(w) – Analyze the relationship between an issue in world environmental history and the related aspects of political, economic and social history.</p> <p>17.A.4b – Use maps and other geographic instruments and technologies to analyze spatial patterns and distributions on earth.</p>	<p>triggering the Napoleonic Wars and World Wars I and II.</p> <p>16.B.5b(w) – Describe how tensions in the modern world are affected by different political ideologies including democracy and totalitarianism.</p> <p>16.C.4b(w) – Compare socialism and communism in Europe, America, Asia and Africa after 1815 CE.</p> <p>16.C.4c(w) – Describe the impact of key individuals/ideas from 1500 – present, including Adam Smith, Karl Marx and John Maynard Keynes.</p> <p>16.C.5b(w) – Describe how historical trends in population, urbanization, economic development and technological advancements have caused change in world economic systems.</p> <p>16.D.5(w) – Analyze the relationship between an issue in world social history and the related aspects of political, economic and environmental history.</p> <p>18.C.4a – Analyze major cultural exchanges of the past (e.g., Colombian exchange, the Silk Road, the Crusades).</p>	<p>ideologies including democracy and totalitarianism.</p> <p>16.C.5c(w) – Analyze the relationship between an issue in world economic history and the related aspects of political, social and environmental history.</p> <p>16.E.5b(w) – Analyze the relationship between an issue in world environmental history and the related aspects of political, economic and social history.</p>
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