

Course Title: American Problems

Text: None

Course Description: American Problems is centered on discussion, contemplation, and debate over current issues in American society. The class will analyze and discuss possible solutions to some of the toughest issues confronting our country today. Students will be expected to keep abreast of current events in the news and be asked to express an opinion about these issues. The ultimate goal of this class is to empower students with the instruments and perspectives needed to become active participants in a democratic society.

Prerequisite Courses: None

Grade: 12

Course Length: 1 semester

Credit: 1

State Goals and Objectives:

State Goal 14: Understand and explain basic principles of the United States government

Illinois Learning Standard

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

14.A.5. Analyze the 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.C.4. Describe the meaning of participatory citizenship (e.g., volunteerism, voting) at all levels of government and society in the United States.

Students Learning Objective

1. Students will be able to analyze how public policy issues are influenced by government actions (e.g., transportation, the environment).

2. Students will be able to identify sources of revenue and funding used to support government services at the local, state, and national levels.

3. Students will describe how changing interpretations of the powers and limitations of our Constitution have affected rights and responsibilities of groups and individuals.

4. Students will describe contemporary controversies regarding the principle of federalism and states rights.

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.5. Interpret a variety of public policies and issues from the perspective of different individuals and groups

14.E.5. Analyze relationships and tensions among members of the international community.

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).

5. Students will evaluate the impact of propaganda on the role of decision-making within the political process.

6. Students will analyze the role of individuals, groups, and the media in shaping contemporary debate on local, state, and national government.

7. Students will evaluate editorial positions in the print or electronic media in terms of their strength, accuracy, and persuasive influence.

8. Students will defend a position on a political issue related to current events or national policies.

9. Students will analyze the platform of a political candidate or party.

10. Students will explain the influence of contemporary international organizations on world affairs.

11. Students will analyze the changing role of the judiciary in defining citizen’s rights and responsibilities.

State Goal 15: Understand economic systems, with an emphasis on the United States.

Illinois Learning Standard

15.B.4b. Analyze the impact of current events (e.g., weather/natural disasters, wars) on consumer prices.

15.D.4a. Explain the meaning and importance of “balance of trade” and how trade surpluses and deficits between nations are determined.

Student Learning Objective

1. Students will analyze the potential impact of current events on the price of consumer goods or services (e.g., new environmental regulations for automobiles; hurricanes and floods in agricultural areas).

2. Students will analyze the impact of United States imposed trade barriers on U.S. citizens and on the citizens of trading partners.

15. E. 4b. Describe social and environmental benefits and consequences of production and consumption.

15.E.5b. Describe how fiscal, monetary, and regulatory policies affect overall levels of employment, output and consumption.

3. Students will evaluate what would happen if government did not intervene and produce public goods.

4. Students will provide examples of government responses that have had a positive or negative effect on society, the environment, or markets.

5. Students will identify monetary policy in the U.S. and explain who determines that policy.

6. Students will identify government policies that are designed to directly redistribute income, and explain why such policies exist.

State Goal 16: Understand events, trends, individuals, and movements shaping the history of Illinois, the United States and other nations.

Illinois Learning Standards

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).

16.D.5. Analyze the relationship between an issue in United States social history and the related aspects of political, economic, and environmental history.

Student Learning Objective

1. Students will evaluate how the forces of cooperation and conflict have affected the development of representative democracy.

2. Students will assess how political ideology influences the political perspective of contemporary politicians or groups.

3. Students will analyze how changes in the economy, environment, and social structure have influenced the current political structure of the United States.

4. Students will evaluate recent government policies and social attitudes of interest groups affecting the further development of a pluralistic society in the United States since the 1960s.

Grading System:

A	93 – 100
B	85 – 92
C	77 – 84
D	70 – 76
F	0 – 70

Students will be graded on the following materials:

Exams/Quizzes	15%
Debates	25%
Editorials	25%
Participation/Notes	35%

Course Outline: The following is a basic outline of the course this Semester. It is subject to change as the weeks progress.

- I. The State of the World Today Week 1
- II. Politics & Warfare Week 2 - 5
- The War on Terrorism
 - Where to next? (Hot Spots Around the World)

**** Simulation Project ****

- Military-Industrial Complex
- Taxes & the Budget
- The Environment
- Elections and Party Politics

- III. Economics Week 5-8
- Corporate Ethics
 - Advertising & Corporate Propaganda
 - Poverty & Class in the United States
 - Crime & Drug Abuse
 - Population

**** Midterm ****

- IV. Society Week 9-12
- Discrimination
 - Diversity in Society
 - Domestic Violence
 - Euthanasia
 - Health Care

V. Our Rights

Week 13-15

Censorship

Education

The 2nd Amendment

Politics of Age (Youth & the Elderly)

Women's Rights

VI. Change in American Society

Week 16-17

**** Final Project ****

Course Title: Early World History

Text: *World History: The Human Experience* by Farah and Karls

Course Description: Early World History explores the story and progression of early world cultures from the dawn of human civilization through the fall of the Roman Empire. Early World History will look closely at the history of the people and ideas that originate in Europe, Asia, Middle East, and Africa. Students should leave the course with a clearer understanding of the contribution of the ancient world to our modern society.

Prerequisite Courses: None

Grade Level: 9 – 12

Course Length: 1 semester

Credit: 1

State Goals and Objectives:

State Goal 15: Understand economic systems, with an emphasis on the United States.

Illinois Learning Standards

15.D.1b. Know that barter is a type of exchange and that money makes exchange easier.

15.D.2a. Explain why people and countries voluntarily exchange goods and services.

15.D.2b. Describe the relationships among specialization, division of labor, productivity of workers and interdependence among producers and consumers.

Student Learning Objective

1. Students will explain the benefits of exchanging with the use of money.

2. Students will explain how division of labor creates interdependence.

3. Students will explain how technological changes have led to new and improved products.

State Goal 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States, and other nations.

Illinois Learning Standards

16.A.1b. Ask historical questions and seek out answers from historical sources (e.g., myths, biographies, stories, old photographs, artwork, other visual or electronic sources).

Student Learning Objective

1. Students will explain why a primary source may not necessarily provide an accurate description of an historical event.

16.A.3b. Make inferences about historical events and eras using historical maps and other historical sources.

16.B.1. Explain the contributions of individuals and groups who are featured in biographies, legends, folklore and traditions.

16.B.2a. Describe the historical development of monarchies, oligarchies, and city-states in ancient civilizations.

16.B.2b. Describe the origins of Western political ideas and institutions (e.g. Greek democracy, Roman republic, Magna Carta and Common Law, the Enlightenment).

16.B.3a. Compare the political characteristics of Greek and Roman civilizations with non-Western civilizations, including the early Han dynasty and Gupta empire, between 500 BCE and 500 CE.

16.B.3b. Identify the causes and effects of the decline of the Roman empire and other major world political events (e.g., rise of the Islamic empire, rise and decline of the T'ang dynasty, establishment of the kingdom of Ghana) between 500 CE and 1500 CE.

16.C.2a. Describe the economic consequences of the first agricultural revolution, 4000 BCE – 1000 BCE.

16.C.2b. Describe the basic economic systems of the world's great civilizations including Mesopotamia, Egypt, Aegean/Mediterranean and Asian civilizations, 1000 BCE – 500 CE

2. Students will explain why significant historical events have multiple causes.

3. Students will defend an interpretation of a significant person or event using a variety of primary and secondary sources.

4. Students will analyze the consequences of political ideas and actions taken by significant individuals in the past.

5. Students will compare/contrast the development of a political system and/or institution in ancient times with that of another political system and/or institution of ancient times (e.g., Greek and Roman government, Greek and Egyptian).

6. Students will identify causes and effects of turning points in world political history (e.g., the division of the Roman empire, the rise of the Islamic empire, the establishment of the kingdom of Ghana, the rise and fall of the T'ang dynasty).

7. Students will describe the impact of trade on the development of early civilizations.

8. Students will discuss how the roles of men, women, and children in past cultures have changed over time.

9. Students will describe how a cultural exchange occurred between two societies in the past.

10. Students will compare/contrast the social structure of Western and non-Western cultures today and in the past.

State Goal 17: Understand world geography and the effects of geography on society, with an emphasis on the United States.

Illinois Learning Standards

17.A.1a. Identify physical characteristics of places, both local and global (e.g., locations, roads, regions, bodies of water).

17.B.2a. Describe how physical and human processes shape spatial patterns including erosion, agriculture, and settlement.

17.C.1a. Identify ways people depend on and interact with the physical environment (e.g., farming, fishing, hydroelectric power).

17.C.2a. Describe how natural events in the physical environment affect human activities.

17.C.3b. Explain how patterns of resources are used throughout the world.

17.C.3c. Analyze how human processes influence settlement patterns including migration and population growth.

Student Learning Objective

1. Students will demonstrate understanding of how to display spatial information by constructing maps, graphs, diagrams, and charts to display spatial information (e.g., choropleth maps, climographs, population pyramids).

2. Students will identify the most appropriate maps and graphics in an atlas to answer specific questions about geographic issues (e.g. topography and transportation routes).

3. Students will explain how and why people alter the physical environment (e.g., by creating irrigation projects, clearing land to make room for houses and shopping centers, planting crops, building roads).

4. Students will identify factors that influence the location of cities (e.g., transportation arteries, physical features, migration, business, industry).

5. Students will identify reasons related to natural environment that influence the location of certain human activities (e.g., corn production in Illinois, rice in Southeast Asia).

State Goal 18: Understand social systems, with an emphasis on the United States

Illinois Learning Standards

18.A.3. Explain how language, literature, the arts, architecture, and traditions contribute to the development and transmission of culture.

Student Learning Objective

1. Students will describe how a culture is reflected in its art, music, and/or architecture and institutions.

18.C.2. Describe how changes in production (e.g., hunting and gathering, agricultural, industrial) and population caused changes in social systems.

18.C.4a. Analyze major cultural exchanges of the past (e.g., Colombian exchange, the Silk Road, the Crusades).

2. Students will evaluate the role of humanities (e.g., literature, art, music, architecture) in a culture.

3. Students will identify historically significant people who affected social life or institutions.

4. Students will explain how changes in the mode of production in a society affect educational, governmental, religious, and economic institutions.

5. Students will analyze the social effects of major cultural exchanges.

Grading System:

A	93 – 100
B	85 – 92
C	77 – 84
D	70 – 76
F	0 – 70

Students will be graded on the following materials:

Exams/Quizzes	35%
Projects/Papers	25%
Homework	25%
Participation/Notes	15%

Course Outline: The following is a basic outline of the course this Semester. It is subject to change as the weeks progress.

I. Geography of the Early World	Week 1
II. Birth of Human Civilization (Chapter 1)	Week 2
Out of Africa	
Emerging Civilizations	
III. Early Civilizations (Chapter 2)	Week 3 - 5
The Nile Valley	
The Fertile Crescent	
South Asia	
China	
IV. Kingdoms & Empires of the Middle East (Chap 3)	Week 6

Trading Kingdoms	
Birth of Judaism	
The Empires	
V. Rise of Ancient Greece (Chapter 4)	Week 7 – 8
City-states	
War & Decline	
** Midterm **	
VI. Height of Greek Culture (Chapter 5)	Week 9 – 10
The Philosophers	
The Arts	
Alexander the Great	
The Spread of Hellenism	
VII. Ancient Rome (Chapter 6)	Week 11 - 12
The Republic	
Roman Expansion	
Roman Empire	
VIII. The Rise of Christianity (Chapter 6)	Week 13
The Life of Christ	
Decline of Roman Empire	
IX. African Kingdoms (Chapter 7)	Week 14
Nubia & Kush	
Axum	
Ghana & Mali	
The Trading Cities	
X. India (Chapter 8)	Week 15 – 16
Hinduism	
Influence of Buddha	
The Indian Empires	
XI. China (Chapter 9)	Week 17 – 18
3 Dynasties	
Caste Systems	
Society and Culture	

**** Semester Final ****

Course Title: Economics

Text: *Economics* by Robert L. Pennington (Holt, Rinehart, and Winston)

Description: Economics is the social science concerned chiefly with the description and analysis of the production, distribution, and consumption of goods and services. Economists attempt to understand the trends inherent in the economy of regions and nations. In economics you will be asked to perceive the world through the eyes of a economist and see history, current events, and change in the world around us as the result of economic (or monetary) forces.

Prerequisite Courses: None

Grade Level: 9 – 12

Course Length: 1 semester

Credit: 1

State Goals and Objectives:

State Goal 14: Understand and explain basic principles of the United States government.

Illinois Learning Standard

14.B.5. Analyze similarities and differences among world political systems (e.g., democracy, socialism, communism).

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

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).

Student Learning Objectives

1. Students will categorize the similarities and differences among world political systems (e.g. democracy, socialism, communism).

2. Students will evaluate a public policy issue in terms of the costs and benefits from the perspective of different political and public interest groups.

3. Students will critique the impact of technology (e.g. the internet) on civic activity and the understanding of public policy issues.

4. Students will evaluate how changing geographical, economic, technological, and social forces affect United States political ideas and traditions (e.g., freedom, equality and justice, individual rights).

State Goal 15: Understand economic systems, with an emphasis on the United States.

Illinois Learning Standards

15.A.4a. Explain how national economies vary in the extent that government and private markets help allocate goods, services, and resources

15.A.5a. Explain the impact of various determinants of economic growth (e.g., investments in human/physical capital, research and development, technological change) on the economy.

15.A.4c. Analyze the impact of inflation on an individual and the economy as a whole.

15.A.5c. Analyze the impact of various determinants on the levels of GDP (e.g., quantity/quality of natural/capital resources, size/skills of the labor force).

15.A.5d. Explain the comparative value of the Consumer Price Index (e.g., goods and services in one year with earlier or later periods).

15.B.5c. Analyze elasticity as it applies to supply and demand and consumer decisions.

15.C.5a. Explain how competition is maintained in the United States economy and how the level of competition varies in differing market structures (e.g., monopoly, oligopoly, monopolistic and perfect competition).

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).

Student Learning Objectives

1. Students will demonstrate how the GDP can be used as a measurement of a country's economic growth or decline over time.

2. Students will identify the Consumer Price Index (CPI) as the most commonly used measure of price-level changes in the economy

3. Students will explain why the unemployment rate is an imperfect measure of unemployment in the economy

4. Students will identify the factors contributing to real economic growth in a nation (e.g., investments in human/physical capital, research and development, technological change)

5. Students will define each type of unemployment (frictional, structural, seasonal, and cyclical)

6. Students will identify complementary products and explain how a change in the price of one complement affects the demand for the other

7. Students will demonstrate how increases in productivity result from advances in technology and other resources

8. Students will describe the characteristics that distinguish perfect competition, monopolistic competition, oligopoly, and monopoly.

15.D.4a. Explain the meaning and importance of “balance of trade” and how trade surpluses and deficits between nations are determined.

15.D.5b. Analyze why trade barriers and exchange rates affect the flow of goods and services among nations.

15.D.4c. Describe the impact of worker productivity (output per worker) on business, the worker, and the consumer.

15.E.4a. Explain why government may intervene in a market economy

15.E.4b. Describe social and environmental benefits and consequences of production and consumption

15.E.5b. Describe how fiscal, monetary and regulatory policies affect overall levels of employment, output and consumption

15.E.5c. Describe key schools of thought (e.g., classical, Keynesian, monetarist, supply-side) and explain their impact on government policies.

9. Students will cite examples of government intervention in the marketplace and analyze the impact of that intervention on consumers and producers

10. Students will identify examples of negative and positive externalities that result from the production or consumption of a product

11. Students will explain how measures of productivity are used in producer decisions

12. Students will analyze the relationship between the standard of living and the productivity of labor

13. Students will give examples of public goods and services that producers will not produce because they cannot be withheld from those who do not pay for it (e.g., roads, national defense, and environmental preservation)

14. Students will explain how technological development affects current and future consumption, production, and overall competitiveness in the marketplace

15. Students will identify monetary policy and explain who determines that policy

State Goal 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States, and other nations.

Illinois Learning Standards

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).

Students Learning Objectives

1. Students will identify any patterns or differences that emerge in economic history after comparing the events and historical processes of a given time period.

16.A.4b. Compare competing historical interpretations of an event.

16.B.5b. Analyze how United States history has been influenced by the nation's economic, social, and environmental history.

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.

16.C.5a (US). Analyze how and why the role of the United States in the world economy has changed since World War II.

16.C.4b. Compare socialism and communism in Europe, America, Asia, and Africa after 1815 CE.

16.C.4c (W). Describe the impact of key individuals/ideas from 1500 – present, including Adam Smith, Karl Marx, John Maynard Keynes.

16.C.5a (W). Explain how industrial capitalism became the dominant economic model in the world.

16.C.5b (W). Describe how historical trends in population, urbanization, economic development and technological advancements have caused change in world economic systems.

2. Students will assess the effects that unexpected events had on the long-term trends of a given period

3. Students will analyze how changes in the economy, environment, and social structure have influenced the current political structure of the United States

4. Students will assess the significance of a watershed event in United States economic history (e.g., gold standard, minimum wage legislation, NAFTA)

5. Students will describe the trends in the history of the United States “bellwether industries” (e.g., agriculture, steel, housing) using charts, graphs, and other sources.

6. Students will describe the development over time of the relationship between the national economy and the global economy since World War II.

7. Students will assess the role of the Federal government in shaping the United States economic system

8. Students will trace the historical forces of continuity and change in the development of the contemporary global economic system.

9. Students will explain how the control of technology has fostered independence, dependence, or interdependence between and among nations

State Goal 17: Understand world geography and the effects of geography on society, with an emphasis on the United States

Illinois Learning Standards

17.C.4c. Explain how places with various population distributions function as centers of economic activity (e.g., rural, suburban, urban)

17.C.5a. Compare resource management methods and policies in different regions of the world

Student Learning Objectives

1. Students will analyze the global distribution of natural resources to determine the relationship of resource availability to international problems and issues.

2. Students will explain how people adapt to and modify their environment in ways that reveal their cultural values, economic/political systems, and technological levels.

3. Students will formulate generalizations about how technological developments have affected the quality of life in regions and nations throughout the world.

Objectives: Students, upon completing this semester of Economics, should be able to:

- Describe the rationale for military and economic alliances between nations.
- Identify and discuss the importance of the United States in global economic issues
- Compare personal and group needs in contemporary society.
- Explain the various causes of poverty
- Describe the influence of geography on cultural and economic practices
- Understand how such factors as human enterprise, trade, and economics can affect change in certain places
- Evaluate the production and consumption practices of social groups.

Grading System:

A	93 – 100
B	85 – 92
C	77 – 84
D	70 – 76
F	0 – 70

Students will be graded on the following materials:

Exams/Quizzes	35%
Projects/Papers	25%
Homework	25%
Participation/Notes	15%

Course Outline: The following is a basic outline of the course this Semester. It is subject to change as the weeks progress.

I. What is Economics (Chapter 1)	Week 1
Microeconomics	
Macroeconomics	
Scarcity, Opportunity, and Exchange	
II. Economic Systems (Chapter 2)	Week 2
Types of Systems	
U.S. Economy	
III. Comparing Economic Systems (Chapter 16)	Week 3 – 4
Development Models	
Capitalism	
Socialism	
Communism	
IV. MICROECONOMICS: Demand (Chapter 3)	Week 5
V. MICROECONOMICS: Supply (Chapter 4)	Week 6
VI. MICROECONOMICS: Prices (Chapter 5)	Week 7
VII. MICROECONOMICS: Market Structures(Chap 6)	Week 8
** MIDTERM **	
VIII. MACROECONOMICS: Econ. Performance (Chap 10)	Week 9
IX. MACROECONOMICS: Econ. Challenges (Chap 11)	Week 10 – 11
X. Role of Government in Economics (Chap 12)	Week 12 – 13
Growth of Government	
Tax Systems	
XI. Money and Banking System (Chap 13)	Week 14
History of U.S. Banking	
XII. Federal Reserve and Monetary Policy (Chap14)	Week 15 –16
Federal Reserve System	
Monetary Policy Strategy	
Who is Alan Greenspan?	
XIII. Fiscal Policy (Chap 15)	Week 17 – 18
Fiscal Policy Strategies	

Federal Budget

XIV. Future Economic Challenges
Developing Countries (Chapter 17)
International Trade (Chapter 18)
Labor and Unions (Chapter 8)

Week 19 – 20

Milledgeville High School
Geography
Syllabus

Course Title Geography

Text *World Geography Today*

Supplemental None

Course Description This course will emphasize geographic information on a global scale. The study of geographic details will be combined with other areas of social studies: political, economic, cultural and social issues in particular. Map study will be a major part of this course.

Prerequisite Courses none

Grade Level: 9-12

Course Length: 1 semester

Outcomes

State goal

17. Locate, describe, and explain places regions and features on the earth.

18. Understand relationships between geographic factors and society.

19. Analyze and explain characteristics and interactions of the earth's physical systems.

20. Understand the historical significance of geography.

Student Learning Objective

1. Demonstrate how maps, other geographic Instruments and technologies are used to solve spatial problems like land use and ecological concerns.

1. Compare resource management methods and policies in different regions of the World.

1. Analyze international issues and problems using ecosystems and physical geographic Concepts.

1. Analyze the historical development of Current issues involving the interaction of people and geographic factors (e.g., mass transportation, changes in agricultural subsidies, flood control).

Milledgeville High School
GOVERNMENT
SYLLABUS

Textbook: *American Government*, Prentice Hall, 2002.

Supplemental Readings: A variety of supplemental readings and activities will be assigned and provided by the instructor throughout the year.

Course Description: The government course will include a study of the functions of local, state, and federal levels of government. A comprehensive exam of the Constitutions of Illinois and the United States will be given. In addition, also studied during the semester will be the early historical development of the United States, which will encompass such issues as the founding period, the establishment of federal authority, and the development of constitutional questions.

Prerequisite: None

Grade Level: 10 (required)

Course Length: 1 semester

Outcomes:

State Goal #14: As a result of their schooling students will be able to understand political systems with an emphasis on the United States".

Understand and explain basic principles of the United States Government.

Analyze how local, state and federal governments function.

Understand the structures and functions of the political systems of Illinois, the United States, and other nations.

Compare the political systems of the United States to other nations.

Understand election processes and responsibilities of citizens.

Describe the meaning of citizenship at all levels of government.

Understand the roles and influences of individuals and interest groups in the political systems of Illinois, the United States, and other nations.

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

Understand the development of United States political ideas and traditions.

Determine the historical events and processes that brought about changes in United States political ideas and traditions.

Course Title: Late World History

Text: *World History: The Human Experience* by Farah and Karls

Course Description: Late World History continues the examination of the story of human civilization from the the beginnings of the French Revolution to the emergence of modern nation of the 21st century. Late World History will examine the emergence of the U.S. as the predominant world power. Students should leave the course with a clearer understanding of the origins of the history of our modern world.

Prerequisite Courses: None

Grade Level: 9 – 12

Course Length: 1 semester

Credit: 1

State Goals and Objectives:

State Goal 14: Understand political systems, with an emphasis on the United States

Illinois Learning Standards

14.B.5. Analyze the similarities and differences among world political systems (e.g., democracy, socialism, communism).

14.E.5. Analyze relationships and tensions among members of the international community

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).

Student Learning Objectives

1. Students will describe how various nations have pursued, established, and maintained democratic forms of government over time.
2. Students will categorize the similarities and differences among world political systems (e.g., democracy, socialism, communism).
3. Students will hypothesize about the changes that many occur within representative democracies in an increasingly diverse ethnic population.
4. Students will relate historical trends within the United States and the world that have influenced international relations (e.g., nationalism, revolutionary ideals)
5. Students will analyze patterns of conflict and compromise related to international affairs.

State Goal 15: Understand economic systems, with an emphasis on the United States.

Illinois Learning Standards

15B.4b. Analyze the impact of current events (e.g., weather/natural disasters, wars) on consumer prices.

15.D.2a. Explain why people and countries voluntarily exchange goods and services.

15.D.5c. Explain how technology has affected trade in the areas of transportation, communication, finance, and manufacturing.

15.E.5c.) Describe key schools of thought (e.g., classical, Keynesian, monetarist, supply-side) and explain their impact on government policies.

Student Learning Objective

1. Students will explain the benefits of exchanging with the use of money.
2. Students will explain how division of labor creates interdependence.
3. Students will explain how technological changes have led to new and improved products.
4. Students will provide examples of government responses that have had a positive or negative effect on society, the environment, or markets.

State Goal 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States, and other nations.

Illinois Learning Standards

16.A.1b. Ask historical questions and seek out answers from historical sources (e.g., myths, biographies, stories, old photographs, artwork, other visual or electronic sources).

16.A.3b. Make inferences about historical events and eras using historical maps and other historical sources.

16.B.1. Explain the contributions of individuals and groups who are featured in biographies, legends, folklore and traditions

Student Learning Objective

1. Students will explain why a primary source may not necessarily provide an accurate description of an historical event.
2. Students will explain why significant historical events have multiple causes.
3. Students will defend an interpretation of a significant person or event using a variety of primary and secondary sources.
4. Students will analyze the consequences of political ideas and actions taken by significant individuals in the past.

16.B.5a. Analyze worldwide consequences of isolated political events, including the events triggering the Napoleonic Wars and World Wars I and II.

16.B.4b. 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/Kenyatta)

16.B.5c. Analyze the relationship of an issue in world political history to the related aspects of world economic, social and environmental history.

16.C.5a. Explain how industrial capitalism became the dominant economic model in the world

16.C.4c. Describe the impact of key individuals/ideas from 1500 – present, including Adam Smith, Karl Marx and John Maynard Keynes.

5. Students will explain the relationships among economic, social and environmental factors and effects on a world political event.

6. Students will evaluate impact and consequences of major cultural exchanges.

7. Students will assess the impact of significant individuals or groups on world social history (e.g., religious leaders, philosophers).

8. Describe the impact of cultural diffusion and cultural encounters upon the political, economic, and environmental aspects of different cultures.

State Goal 17: Understand world geography and the effects of geography on society, with an emphasis on the United States.

Illinois Learning Standards

17.A.1a. Identify physical characteristics of places, both local and global (e.g., locations, roads, regions, bodies of water).

17.A.4a. Use mental maps of physical features to answer complex geographic questions (e.g., how physical features have deterred or enabled migration)

Student Learning Objective

1. Students will demonstrate understanding of how to display spatial information by constructing maps, graphs, diagrams, and charts to display spatial information (e.g., choropleth maps, climographs, population pyramids).

17.B.2a. Describe how physical and human processes shape spatial patterns including erosion, agriculture, and settlement.

17.C.1a. Identify ways people depend on and interact with the physical environment (e.g., farming, fishing, hydroelectric power).

17.C.2a. Describe how natural events in the physical environment affect human activities.

17.C.3b. Explain how patterns of resources are used throughout the world.

17.C.3c. Analyze how human processes influence settlement patterns including migration and population growth.

2. Students will identify the most appropriate maps and graphics in an atlas to answer specific questions about geographic issues (e.g. topography and transportation routes).

3. Students will explain how and why people alter the physical environment (e.g., by creating irrigation projects, clearing land to make room for houses and shopping centers, planting crops, building roads).

4. Students will identify factors that influence the location of cities (e.g., transportation arteries, physical features, migration, business, industry).

5. Students will identify reasons related to natural environment that influence the location of certain human activities (e.g., corn production in Illinois, rice in Southeast Asia).

State Goal 18: Understand social systems, with an emphasis on the United States

Illinois Learning Standards

18.A.4. Analyze the influence of cultural factors including customs, traditions, language, media, art, and architecture in developing pluralistic societies.

18.C.2. Analyze major contemporary cultural exchanges as influenced by worldwide communications.

Student Learning Objective

1. Students will describe how a culture is reflected in its art, music, and/or architecture and institutions.

2. Students will evaluate the role of humanities (e.g., literature, art, music, architecture) in a culture.

3. Students will identify historically significant people who affected social life or institutions.

4. Students will explain how changes in the mode of production in a society affect educational, governmental, religious, and economic institutions.

Grading System:

A	93 – 100
B	85 – 92
C	77 – 84
D	70 – 76
F	0 – 70

Students will be graded on the following materials:

Exams/Quizzes	35%
Projects/Papers	25%
Homework	25%
Participation/Notes	15%

Course Outline: The following is a basic outline of the course this Semester. It is subject to change as the weeks progress.

I. Perspectives on History	Week 1
II. The French Revolution (Chapter 22)	Week 2 -3
Dawn of European Democracy	
Rise of Napoleon	
New European Order	
III. Age of Industry (Chapter 23)	Week 4 -5
Urban Movement	
Societal Change	
IV. Cultural Revolution (Chap 24)	Week 6
New Science	
Popular Culture	
Arts and Entertainment	
V. Democracy and Reform (Chapter 25)	Week 7
England	
France	
Americas	
VI. Reaction and Nationalism (Chapter 26)	Week 8
Italy & Germany	
Russia	
Decline of Austria-Hungary	
VII. Age of Imperialism (Chapter 27)	Week 9 - 11
Pressures for Expansion	
Partition of Africa	
Division of Asia	
VIII. World War I (Chapter 28)	Week 12
Causes	
Effects	
Russian Revolution	

IX. Between the Wars (Chapter 29)	Week 13
Western Democracy	
Rise of Fascism	
Soviet Union	
X. Nationalism in Asia, Africa, and America (Chapter 30)	Week 14
Middle East and Africa	
India Struggle for Independence	
Modernization of China	
Militarism of Japan	
XI. World War II (Chapter 31)	Week 15 - 16
Causes	
Turning Points	
Allied Victory	
XII. The Cold War (Chapter 32)	Week 17
East-West Split	
Communist Bloc	
XIII. The Modern World (Chapter 33 - 36)	Week 18
Asia and the Pacific	
Africa	
The Middle East	
Latin America	

**** Semester Final ****

Course Title: Middle World History

Text: *World History: The Human Experience* by Farah and Karls

Course Description: Middle World History continues the examination of the story of human civilization from the fall of the Roman Empire to the emergence of modern nation-states during the English, American, French, and Haitian Revolutions. Middle World History will concentrate on the emergence of Europe as the predominant world power. Students should leave the course with a clearer understanding of the origins of the history of our modern world.

Prerequisite Courses: None

Grade Level: 9 – 12

Course Length: 1 semester

Credit: 1

State Goals and Objectives:

State Goal 15: Understand economic systems, with an emphasis on the United States.

Illinois Learning Standards

15B.4b. Analyze the impact of current events (e.g., weather/natural disasters, wars) on consumer prices.

15.D.2a. Explain why people and countries voluntarily exchange goods and services.

15.D.2b. Describe the relationships among specialization, division of labor, productivity of workers and interdependence among producers and consumers.

15.E.3b. Explain how laws and government policies (e.g., property rights, contract enforcement, standard weights/measurements) establish rules that help a market economy function effectively.

Student Learning Objective

1. Students will explain the benefits of exchanging with the use of money.

2. Students will explain how division of labor creates interdependence.

3. Students will explain how technological changes have led to new and improved products.

4. Students will provide examples of government responses that have had a positive or negative effect on society, the environment, or markets.

State Goal 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States, and other nations.

Illinois Learning Standards

16.A.1b. Ask historical questions and seek out answers from historical sources (e.g., myths, biographies, stories, old photographs, artwork, other visual or electronic sources).

16.A.3b. Make inferences about historical events and eras using historical maps and other historical sources.

16.B.1. Explain the contributions of individuals and groups who are featured in biographies, legends, folklore and traditions.

16.B.4a. Identify political ideas that began during the Renaissance and the Enlightenment and that persist today (e.g., church/state relationships).

16.B.3c. Identify causes and effects of European feudalism and the emergence of nation states between 500 CE and 1500 CE.

16.B.3d. Describe the political effects of European exploration and expansion on the Americas, Asia, and Africa after 1500 CE.

16.C.3a. Describe major economic trends from 1000 to 1500 CE including long distance trade, banking, specialization of labor, commercialization, urbanization, and technological and scientific progress.

16.D.3. Identify the origins and analyze consequences of events that have shaped world social history including famines, migrations, plagues, slave trading.

Student Learning Objective

1. Students will explain why a primary source may not necessarily provide an accurate description of an historical event.

2. Students will explain why significant historical events have multiple causes.

3. Students will defend an interpretation of a significant person or event using a variety of primary and secondary sources.

4. Students will analyze the consequences of political ideas and actions taken by significant individuals in the past.

5. Students will explain the relationships among economic, social and environmental factors and effects on a world political event.

6. Students will evaluate impact and consequences of major cultural exchanges.

7. Students will assess the impact of significant individuals or groups on world social history (e.g., religious leaders, philosophers).

8. Describe the impact of cultural diffusion and cultural encounters upon the political, economic, and environmental aspects of different cultures.

State Goal 17: Understand world geography and the effects of geography on society, with an emphasis on the United States.

Illinois Learning Standards

17.A.1a. Identify physical characteristics of places, both local and global (e.g., locations, roads, regions, bodies of water).

17.A.4a. Use mental maps of physical features to answer complex geographic questions (e.g., how physical features have deterred or enabled migration)

17.B.2a. Describe how physical and human processes shape spatial patterns including erosion, agriculture, and settlement.

17.C.1a. Identify ways people depend on and interact with the physical environment (e.g., farming, fishing, hydroelectric power).

17.C.2a. Describe how natural events in the physical environment affect human activities.

17.C.3b. Explain how patterns of resources are used throughout the world.

17.C.3c. Analyze how human processes influence settlement patterns including migration and population growth.

Student Learning Objective

1. Students will demonstrate understanding of how to display spatial information by constructing maps, graphs, diagrams, and charts to display spatial information (e.g., choropleth maps, climographs, population pyramids).

2. Students will identify the most appropriate maps and graphics in an atlas to answer specific questions about geographic issues (e.g. topography and transportation routes).

3. Students will explain how and why people alter the physical environment (e.g., by creating irrigation projects, clearing land to make room for houses and shopping centers, planting crops, building roads).

4. Students will identify factors that influence the location of cities (e.g., transportation arteries, physical features, migration, business, industry).

5. Students will identify reasons related to natural environment that influence the location of certain human activities (e.g., corn production in Illinois, rice in Southeast Asia).

State Goal 18: Understand social systems, with an emphasis on the United States

Illinois Learning Standards

18.A.3. Explain how language, literature, the arts, architecture, and traditions contribute to the development and transmission of culture.

Student Learning Objective

1. Students will describe how a culture is reflected in its art, music, and/or architecture and institutions.

18.C.2. Describe how changes in production (e.g., hunting and gathering, agricultural, industrial) and population caused changes in social systems.

18.C.4a. Analyze major cultural exchanges of the past (e.g., Colombian exchange, the Silk Road, the Crusades).

2. Students will evaluate the role of humanities (e.g., literature, art, music, architecture) in a culture.

3. Students will identify historically significant people who affected social life or institutions.

4. Students will explain how changes in the mode of production in a society affect educational, governmental, religious, and economic institutions.

5. Students will analyze the social effects of major cultural exchanges.

Grading System:

A	93 – 100
B	85 – 92
C	77 – 84
D	70 – 76
F	0 – 70

Students will be graded on the following materials:

Exams/Quizzes	35%
Projects/Papers	25%
Homework	25%
Participation/Notes	15%

Course Outline: The following is a basic outline of the course this Semester. It is subject to change as the weeks progress.

I. Perspectives on History	Week 1
II. Byzantine Empire (Chapter 10)	Week 2
New Rome	
Slavic Europe	
III. Islamic Civilization (Chapter 11)	Week 3 - 4
Islam and Mohammad	
Spread of Islam	
Islamic Culture	
IV. Rise of Medieval Europe (Chap 12)	Week 5

Charlemagne	
“Dark Age” Culture	
Rise of Monarchy	
V. Height of Medieval Europe (Chapter 13)	Week 6
The Crusades	
Economic and Cultural Revival	
VI. East and South Asia (Chapter 14)	Week 7
Mongols	
China	
VII. Americas (Chapter 15)	Week 8
Mayans	
Aztec Empire	
Incan Empire	
** Midterm **	
VIII. Renaissance and Reformation (Chapter 16)	Week 9 – 10
Italian Renaissance	
Spread of Protestantism	
Catholic Reformation	
IX. Age of Exploration (Chapter 17)	Week 11 - 12
Columbus, etc.	
French and English Colonialism	
Commercial Revolution and Columbian Exchange	
X. Empires in Asia (Chapter 18)	Week 13
Muslim Empires	
Chinese Dynasties	
Rise of Japan	
XI. Consolidation of Power in Europe (Chapter 19)	Week 14
Spain	
England	
France	
Germany	
Russia	
XII. Scientific Revolution (Chapter 20)	Week 15
XIII. English and American Revolutions (Chapter 21)	Week 16 – 17
XIV. French and Haitian Revolutions (Chapter 22)	Week 18 - 19

**** Semester Final ****

Course Title: Psychology I

Text: *Psychology: Principles in Practice* by Spencer A. Rathus (Holt, Rinehart, and Winston)

Description: Psychology is the scientific study of behavior and mental processes. Topics of interest to psychologists include the nervous system, sensation and perception, learning and memory, intelligence, language, thought, growth and development, personality, stress and health, psychological disorders, ways of treating those disorders, and the behavior of people in social settings such as groups and organizations. Psychologists test their ideas with carefully designed research methods such as the survey and the experiment. In this class we will attempt to emulate the methodology of the psychologists in order to gain a better understanding of how humans think and behave.

Prerequisite Courses: None

Grade Level: 9 – 12

Course Length: 1 semester

Credit: 1

State Goals and Objectives:

STATE GOAL 3: Write to communicate for a variety of purposes.

Illinois Learning Standards

3.B.5 Using contemporary technology, produce documents of publication quality for specific purposes and audiences; exhibit clarity of focus, logic of organization, appropriate elaboration and support and overall coherence.

3.C.5b Write for real or potentially real situations in academic, professional and civic contexts (e.g., applications, job applications, business letters, resume, petitions).

Student Learning Objectives

1. Students will edit/revise draft documents to more effectively communicate the intended message.
2. Students will establish and maintain focus/organization within and across paragraphs (coherence/cohesion).
3. Students will use the writing process of prewriting, drafting, revision, editing, and publication to produce work.
4. Students will compose an argumentative paper that objectively evaluates 2 or more positions on an issue and selects the best position, based on the evidence presented.

STATE GOAL 5: Use the language arts to acquire, assess and communicate information.

Illinois Learning Standards

5.A.4a. Demonstrate a knowledge of strategies needed to prepare a credible research report (e.g., notes, planning sheets).

5.B.5a. Evaluate the usefulness of information, synthesize information to support a thesis, and present information in a logical manner in oral and written forms.

Student Learning Objectives

1. Students will evaluate a number of informational sources for relevancy and accuracy.

2. Students will develop a bibliography and a source(s) cited page using an appropriate format.

3. Students will communicate, in an appropriate format, information that was gathered by either inquiry or research (e.g., interviews, surveys, software presentations).

STATE GOAL 11: Understand the processes of scientific inquiry and technological design to investigate questions, conduct experiments and solve problems.

Illinois Learning Standards

11.A.4c. Collect, organize and analyze data accurately and precisely.

11.A.5e. Report, display and defend the results of investigations to audiences that may include professionals and technical experts.

11.B.4f Evaluate the test results based on established criteria, note sources of error and recommend improvements.

Student Learning Objectives

1. Students will design an issue investigation, proposing applicable survey and interview instruments and methodologies

2. Students will interpret and represent results of analysis to produce findings comparing data sets to design criteria for suitability, acceptability, benefits, or proposing explanations for sources of error in the data set for process or product design flaws.

STATE GOAL 13: Understand the relationships among science, technology and society in historical and contemporary contexts.

Illinois Learning Standards

13.A.5b. Explain criteria that scientists use to evaluate the validity of scientific claims and theories.

Student Learning Objectives

1. Students will recognize the limitations of investigation methods, sample sets, technologies, or procedures.

13.A.5d. Explain, using a practical example (e.g., cold fusion), why experimental replication and peer review are essential to scientific claims.

2. Students will learn to distinguish opinion from supported theory

STATE GOAL 16: Understand events, trends, individuals, and movements shaping the history of Illinois, the United States, and other nations.

Illinois Learning Standards

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

Student Learning Objectives

1. Students will identify the contributions to psychology made by Skinner, Pavlov, Maslow, Freud, Jung, and Horney.
2. Students will distinguish between operant and classical conditioning

STATE GOAL 18: Understand social systems, with an emphasis on the United States

Illinois Learning Standards

18.C.5. Analyze how social scientists' interpretations of societies, cultures, and institutions change over time.

Student Learning Objectives

1. Students will describe the three views used by psychologists to explain the essence of human behavior
2. Students will define and give examples of phobias and mental disorders.
3. Students will describe the various forms of therapy available for those who suffer from mental disorders

Grading System:

A	93 – 100
B	85 – 92
C	77 – 84
D	70 – 76
F	0 – 70

Students will be graded on the following materials:

Exams/Quizzes	35%
Projects/Papers	25%
Homework	25%
Participation/Notes	15%

Course Outline: The following is a basic outline of the course this Semester. It is subject to change as the weeks progress.

I. What is Psychology? (Chapter 1)	Week 1
What do psychologists do?	
History of psychology	
Contemporary perspectives	
II. Psychological Methodology (Chapter 2)	Week 2
Conducting Research	
Surveys, Samples, and Populations	
Methods of Observation	
The Experimental Method	
Ethical Issues	
** Class Project **	
III. Biology and Behavior (Chapter 3)	Week 3-5
The Nervous System	
The Brain	
The Endocrine System	
Genetic Influences on psychology	
IV. Consciousness (Chapter 5)	Week 6-7
Sleep & Dreams	
Meditation & Hypnosis	
Drugs and Consciousness	
** Midterm **	
V. Memory and Learning (Chapter 6 & 7)	Week 9-11
Classical vs. Operant Conditioning	
B.F. Skinner	
Kinds of Memory	
Processes of Memory	
Stages of Memory	
VI. Psychological Disorders (Chapter 18)	Week 12-13
What are Disorders?	
Types of Disorders	
VII. Methods of Psychological Therapy (Chapter 19)	Week 14 - 15

Course Title: Psychology II

Text: *Psychology: Principles in Practice* by Spencer A. Rathus (Holt, Rinehart, and Winston)

Description: Psychology is the scientific study of behavior and mental processes. Topics of interest to psychologists include the nervous system, sensation and perception, learning and memory, intelligence, language, thought, growth and development, personality, stress and health, psychological disorders, ways of treating those disorders, and the behavior of people in social settings such as groups and organizations. Psychologists test their ideas with carefully designed research methods such as the survey and the experiment. In this class we will attempt to emulate the methodology of the psychologists in order to gain a better understanding of how humans think and behave. Psychology II is designed to continue where Psychology I left off.

Prerequisite Courses: Psychology I

Grade Level: 9 – 12

Course Length: 1 semester

Credit: 1

State Goals and Objectives:

STATE GOAL 3: Write to communicate for a variety of purposes.

Illinois Learning Standards

3.B.5 Using contemporary technology, produce documents of publication quality for specific purposes and audiences; exhibit clarity of focus, logic of organization, appropriate elaboration and support and overall coherence.

3.C.5b Write for real or potentially real situations in academic, professional and civic contexts (e.g., applications, job applications, business letters, resume, petitions).

Student Learning Objectives

1. Students will edit/revise draft documents to more effectively communicate the intended message.
2. Students will establish and maintain focus/organization within and across paragraphs (coherence/cohesion).
3. Students will use the writing process of prewriting, drafting, revision, editing, and publication to produce work.
4. Students will compose an argumentative paper that objectively evaluates 2 or more positions on an issue and selects the best position, based on the evidence presented.

STATE GOAL 5: Use the language arts to acquire, assess and communicate information.

Illinois Learning Standards

5.A.4a. Demonstrate a knowledge of strategies needed to prepare a credible research report (e.g., notes, planning sheets).

5.B.5a. Evaluate the usefulness of information, synthesize information to support a thesis, and present information in a logical manner in oral and written forms.

Student Learning Objectives

1. Students will evaluate a number of informational sources for relevancy and accuracy.

2. Students will develop a bibliography and a source(s) cited page using an appropriate format.

3. Students will communicate, in an appropriate format, information that was gathered by either inquiry or research (e.g., interviews, surveys, software presentations).

STATE GOAL 11: Understand the processes of scientific inquiry and technological design to investigate questions, conduct experiments and solve problems.

Illinois Learning Standards

11.A.4c. Collect, organize and analyze data accurately and precisely.

11.A.5e. Report, display and defend the results of investigations to audiences that may include professionals and technical experts.

11.B.4f Evaluate the test results based on established criteria, note sources of error and recommend improvements.

Student Learning Objectives

1. Students will design an issue investigation, proposing applicable survey and interview instruments and methodologies

2. Students will interpret and represent results of analysis to produce findings comparing data sets to design criteria for suitability, acceptability, benefits, or proposing explanations for sources of error in the data set for process or product design flaws.

STATE GOAL 13: Understand the relationships among science, technology and society in historical and contemporary contexts.

Illinois Learning Standards

13.A.5b. Explain criteria that scientists use to evaluate the validity of scientific claims and theories.

Student Learning Objectives

1. Students will recognize the limitations of investigation methods, sample sets, technologies, or procedures.

13.A.5d. Explain, using a practical example (e.g., cold fusion), why experimental replication and peer review are essential to scientific claims.

2. Students will learn to distinguish opinion from supported theory

STATE GOAL 16: Understand events, trends, individuals, and movements shaping the history of Illinois, the United States, and other nations.

Illinois Learning Standards

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

Student Learning Objectives

1. Students will identify the contributions to psychology made by Skinner, Pavlov, Maslow, Freud, Jung, and Horney.
2. Students will use the various views used by psychologists to describe and explain human behavior

STATE GOAL 18: Understand social systems, with an emphasis on the United States

Illinois Learning Standards

18.C.5. Analyze how social scientists' interpretations of societies, cultures, and institutions change over time.

Student Learning Objectives

1. Students will recognize the general and specific influences of stress on our behavior
2. Students will define personality and explain its role in human behavior
3. Students will describe the factors that influence intelligence
4. Students will explain the stages of mental, physical, and moral development experienced by humans as they mature.

Grading System:

A	93 – 100
B	85 – 92
C	77 – 84
D	70 – 76
F	0 – 70

Students will be graded on the following materials:

Exams/Quizzes	35%
Projects/Papers	25%
Homework	25%
Participation/Notes	15%

Course Outline: The following is a basic outline of the course this Semester. It is subject to change as the weeks progress.

I. Psychology I Review	Week 1
Psychological Perspectives	
Important Psychologists	
History of Psychology	
II. Human Development (Chapter 10 – 12)	Week 2 - 5
Physical Development	
Social Development	
Identity Formation	
Adolescence	
Adulthood	
Death and Dying	
	** Class Project **
III. Intelligence (Chapter 9)	Week 6 - 7
What is Intelligence?	
Measurement	
Types of Intelligence	
Influences on Intelligence	
IV. Motivation and Emotions (Chapter 13)	Week 8 - 9
Motivation	
Biological and Psychological Needs	
Theories of Emotions	
	** Midterm **
V. Personality Theories (Chapter 14)	Week 10 - 12
History of Theories	
Psychoanalytic Theory	
Learning Theory	
Humanistic Theory	
Sociocultural Theory	
VI. Gender Roles (Chapter 16)	Week 13
Gender Differences	
Gender Typing	

Variation

VII. Social Cognition (Chapter 20)

Week 14 – 15

Attitudes

Persuasion

Prejudice

Social Perception

Attraction

Course Title: Sociology I

Text: *Sociology: The Study of Human Relationships* by W. Laverne Thomas (Holt, Rinehart, and Winston)

Description: Sociology is the scientific study of human society and social interactions. As sociologists our main goal is to understand social situations and look for repeating patterns in society. The main focus of sociology is the group, not the individual. Sociologists attempt to understand the forces that operate throughout society – forces that mold individuals, shape their behavior, and thus determine social events. In sociology you will employ the scientific method to help you analyze and understand the various cultures of the world. While studying sociology, you will be asked to look at the world a little differently from the way you usually do. In order to truly understand the world around you, you must be willing to look at the world through the eyes of another.

Prerequisite Courses: None

Grade Level: 9 – 12

Course Length: 1 semester

Credit: 1

State Goals and Objectives:

STATE GOAL 15: Understand economic systems, with an emphasis on the United States

Illinois Learning Standards

15.A.2a. Explain how economic systems decide what goods and services are produced, how they are produced and who consumes them

15.A.3a. Explain how market prices signal producers about what, how and how much to produce

15.A.5a. Explain the impact of various determinants of economic growth (e.g., investments in human/physical capital, research and development, technological change) on the economy.

15.C.1a. Describe how human, natural, and capital resources are used to produce goods and services.

Student Learning Objectives

1. Students will explain how a market economy answers the three basic economic questions: What to produce? How to produce? For whom to produce?

2. Students will explain that in a market economy, producers make the goods and services consumers want.

3. Students will analyze the differences between the market and command economy (i.e., private ownership, methods of allocation)

4. Students will define the law of supply

5. Students will define the law of demand

15.C.1b. Identify limitations in resources that force producers to make choices about what to produce

15.D.5c. Explain how technology has affected trade in the areas of transportation, communication, finance, and manufacturing

15.E.4b. Describe social and environmental benefits and consequences of production and consumption

6. Students will identify the primary functions and services of financial institutions

7. Students will explain the relationship among higher productivity levels, new technologies, and the standard of living

8. Students will explain how laws and government policies affecting the economy have changed over time

STATE GOAL 16: Understand events, trends, individuals, and movements shaping the history of Illinois, the United States, and other nations

Illinois Learning Standards

16.D.4 (W). Identify significant events and developments since 1500 that altered world history in ways that persist today including colonization, Protestant Reformation, industrialization, the rise of technology and human rights movements

Student Learning Objectives

1. Students will identify the importance of the ideas of August Comte, Karl Marx, Herbert Spencer, Max Weber, Emile Durkhiem, and C. Wright Mills on sociological thinking

2. Students will explain the relevance of the Industrial Revolution on the development of Sociology

STATE GOAL 18: Understand social systems, with an emphasis on the United States

Illinois Learning Standards

18.A.4. Analyze the influence of cultural factors including customs, traditions, language, media, art and architecture in developing pluralistic societies

18.A.5. Compare ways in which social systems are affected by political, environmental, economic, and technological changes.

18.B.1a. Compare the roles of individuals in group situations

Student Learning Objectives

1. Students will compare and contrast two or more cultures in terms of expressions of those cultures

2. Students will compare a culture their own through the use of written, auditory, or visual materials

3. Students will draw conclusions about how the media creates and/or reinforces societal norms

18.B.2b. Describe the ways in which institutions meet the needs of society

18.B.3a. Analyze how individuals and groups interact with and within institutions (e.g., educational, military)

18.B.4. Analyze various forms of institutions (e.g., educational, military, charitable, governmental)

18.C.2. Describe how changes in production (e.g., hunting and gathering, agricultural, industrial) and population caused changes in social systems

18.C.5. Analyze how social scientists' interpretations of societies, cultures, and institutions change over time

4. Students will distinguish between acculturation and assimilation

5. Students will explain how cultural characteristics are manifested in political and economic systems

6. Students will analyze advantages and disadvantages of living in a pluralistic society

7. Students will evaluate how changes in social institutions reflect political, environmental, economic, and technological changes in a culture

8. Students will analyze how social institutions or groups meet the needs of people

9. Students will compare and contrast the concepts of conformity and deviance

10. Students will identify examples of how an individual internalizes group norms

11. Students will compare formal and informal means of social control

12. Students will analyze the reasons why social institutions change over time

13. Students will analyze the roles that various public and private institutions play as agents of socialization (e.g., schools)

14. Students will distinguish between norms and mores

15. Students will differentiate among preindustrial, industrial, and postindustrial societies

16. Students will explain how changes in the mode of production in a society affect educational, governmental, religious, and economic institutions

17. Students will analyze the impact of emerging sociological or psychological thought on various social institutions

Grading System:

A	93 – 100
B	85 – 92
C	77 – 84
D	70 – 76
F	0 – 70

Students will be graded on the following materials:

Exams/Quizzes	35%
Projects/Papers	25%
Homework	25%
Participation/Notes	15%

Course Outline: The following is a basic outline of the course this Semester. It is subject to change as the weeks progress.

- I. What is Sociology? (Chapter 1) Week 1
 - The Sociological Perspective
 - History of Sociology
 - Current Perspectives
- II. Culture (Chapters 2 & 3) Week 2 - 3
 - Definition of Culture
 - Cultural Variation
 - Dealing with Diversity
 - The American Value System
 - Control & Change
- ** Personal Paper ****
- III. Social Structure (Chapter 4) Week 4-5
 - Status
 - Roles
 - Social Institutions
 - Types of Groups/Societies
 - Types of Interactions
 - Structure of Organization

IV. Families (Chapter 12) Week 6-7
Family Systems
Marriage
The Function of the Family
The American Family

**** Midterm ****

V. Social Institutions (Chapter 13, 14, & 15) Week 9-12
Economics & Politics
Education & Religion
Science & Sports

VI. Social Movements (Chapter 16) Week 13-15
Collective Behavior
Types of Movements
Life Cycle of Movements

**** Research Paper ****

VII. Social Change (Chapter 18) Week 16-17
4 Theories of Change
Modernization

**** Semester Final ****

Course Title: Sociology II

Text: *Sociology: The Study of Human Relationships* by W. Laverne Thomas (Holt, Rinehart, and Winston)

Description: Sociology is the scientific study of human society and social interactions. As sociologists our main goal is to understand social situations and look for repeating patterns in society. The main focus of sociology is the group, not the individual. Sociologists attempt to understand the forces that operate throughout society – forces that mold individuals, shape their behavior, and thus determine social events. In sociology you will employ the scientific method to help you analyze and understand the various cultures of the world. While studying sociology, you will be asked to look at the world a little differently from the way you usually do. In order to truly understand the world around you, you must be willing to look at the world through the eyes of another. Sociology II is designed to pick up where Sociology I leaves off.

Prerequisite Courses: Sociology I

Grade Level: 9 – 12

Course Length: 1 semester

Credit: 1

State Goals and Objectives:

STATE GOAL 14: Understand political systems, with an emphasis on the United States.

Illinois Learning Standards

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).

Student Learning Objectives

1. Students will analyze the evolution of a particular political tradition that still influences modern political discourse.
2. Students will analyze the changing role of the judiciary in defining citizen's rights and responsibilities.
3. Students will describe the evolution of criminals and victim's rights within our judicial system.
4. Students will analyze examples of the success or failure of individuals or groups to influence change or maintain continuity within a political party or government system.

STATE GOAL 16: Understand events, trends, individuals, and movements shaping the history of Illinois, the United States, and other nations

Illinois Learning Standards

16.D.4 (W). Identify significant events and developments since 1500 that altered world history in ways that persist today including colonization, Protestant Reformation, industrialization, the rise of technology and human rights movements

Student Learning Objectives

1. Students will identify the importance of the ideas of August Comte, Karl Marx, Herbert Spencer, Max Weber, Emile Durkhiem, and C. Wright Mills on sociological thinking
2. Students will explain the relevance of the Industrial Revolution on the development of Sociology

STATE GOAL 18: Understand social systems, with an emphasis on the United States

Illinois Learning Standards

18.A.4. Analyze the influence of cultural factors including customs, traditions, language, media, art and architecture in developing pluralistic societies

18.A.5. Compare ways in which social systems are affected by political, environmental, economic, and technological changes.

18.B.1a. Compare the roles of individuals in group situations

18.B.2b. Describe the ways in which institutions meet the needs of society

18.B.3a. Analyze how individuals and groups interact with and within institutions (e.g., educational, military)

18.B.4. Analyze various forms of institutions (e.g., educational, military, charitable, governmental)

Student Learning Objectives

1. Students will compare and contrast two or more cultures in terms of expressions of those cultures
2. Students will compare a culture their own through the use of written, auditory, or visual materials
3. Students will draw conclusions about how the media creates and/or reinforces societal norms
4. Students will distinguish between acculturation and assimilation
5. Students will explain how cultural characteristics are manifested in political and economic systems
6. Students will analyze advantages and disadvantages of living in a pluralistic society

18.C.2. Describe how changes in production (e.g., hunting and gathering, agricultural, industrial) and population caused changes in social systems

18.C.5. Analyze how social scientists' interpretations of societies, cultures, and institutions change over time

7. Students will evaluate how changes in social institutions reflect political, environmental, economic, and technological changes in a culture

8. Students will analyze how social institutions or groups meet the needs of people

9. Students will compare and contrast the concepts of conformity and deviance

10. Students will identify examples of how an individual internalizes group norms

11. Students will compare formal and informal means of social control

12. Students will analyze the reasons why social institutions change over time

13. Students will analyze the roles that various public and private institutions play as agents of socialization (e.g., schools)

14. Students will distinguish between norms and mores

15. Students will differentiate among preindustrial, industrial, and postindustrial societies

16. Students will explain how changes in the mode of production in a society affect educational, governmental, religious, and economic institutions

17. Students will analyze the impact of emerging sociological or psychological thought on various social institutions

Grading System:

A	93 – 100
B	85 – 92
C	77 – 84
D	70 – 76
F	0 – 70

Students will be graded on the following materials:

Exams/Quizzes	35%
Projects/Papers	25%
Homework	25%
Participation/Notes	15%

Course Outline: The following is a basic outline of the course this Semester. It is subject to change as the weeks progress.

I. Sociology I Review	Week 1
The Sociological Perspective	
History of Sociology	
Current Perspectives	
II. The Adolescent in Society (Chapters 6)	Week 2 - 3
Concepts and Characteristics	
Teens and Dating	
Problems of Adolescence	
	** Personal Paper **
III. The Adult in Society (Chapter 7)	Week 4-5
Male and Female Development	
Work	
Aging	
IV. Deviance and Crime (Chapter 8)	Week 6-8
Nature of Deviance	
Social Functions	
Crime and Statistics	
Types of Crime	
Criminal Justice System	
	** Midterm **
V. Class and Poverty (Chapter 9)	Week 9-10
Stratification Systems	
American Class System	
Social Mobility	
Poverty and America	
Effects of Poverty	
VI. Race and Ethnic Social Structures (Chapter 10)	Week 11

Minority Groups	
Discrimination and Prejudice	
VII. Gender, Age, and Health (Chapter 11)	Week 12 - 13
Roles of Men and Women	
Politics of Gender	
Politics of Aging	
Health Care in the U.S.	
VIII. Social Movements (Chapter 16)	Week 14-16
Collective Behavior	
Types of Movements	
Life Cycle of Movements	
** Research Paper **	
IX. Social Change (Chapter 18)	Week 17-18
4 Theories of Change	
Modernization	
** Semester Final **	

Course Title United States History

Text The American Nation

Supplemental None

Course Description This course covers United States history from the Civil War to the present. The course topics include, but are not limited to, expansion and development of America, the reform period, the New Deal and the Great Society, the role of minority groups, the Civil Rights movement, World Wars I and II, economic history, Korean and Vietnam Wars, and the social and cultural development of modern America.

Prerequisite Courses none

Grade Level: 11

Course Length: One Year

Credit: 1 credit

State Goals and Objectives:

State Goal 14: Understand political systems, with an emphasis on the United States.

Illinois Learning Standard

Student Learning Objective

14. Understand political systems, with an emphasis on the United States

1. 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 right for certain groups.

15. Understand economic systems, with an emphasis on the United States.

1. Explain the impact of various determinants of economic growth (e.g., research and development, technological change) on the economy.

16. Understand events, trends, individuals and movements shaping the history of the United States.

1. Analyze historical and contemporary developments using methods of historical inquiry.