

CHIPPEWA LOCAL SCHOOLS



SOCIAL STUDIES EXIT SKILLS K-12

SOCIAL STUDIES CONTENT STANDARDS

HISTORY STANDARD

Using materials drawn from the diversity of human experience, students analyze and interpret significant events, patterns, and themes in the history of Ohio, the United States, and the world.

PEOPLE IN SOCIETIES STANDARD

Students analyze the impact of commonality and diversity among perspectives, practices and products of cultural, ethnic, and social groups within local, national, regional, and global settings.

GEOGRAPHY STANDARD

Students use a working knowledge of geographic locations, patterns, and processes to show the interrelationship between the physical environment and human activity, and to explain the interactions that occur in our increasingly interdependent world.

ECONOMICS STANDARD

Students acquire a working knowledge of major economic concepts, issues, and systems in order to develop economic reasoning

skills used to make informed choices as producers, consumers, savers, investors, workers, and citizens in an interdependent world.

GOVERNMENT STANDARD

Using a working knowledge of the purposes, structures, and functions of political systems at the local, state, national, and international levels, students understand that people create systems of government as structures of power and authority to provide order and stability.

CITIZENSHIP RIGHTS AND RESPONSIBILITIES STANDARD

Students demonstrate knowledge of the rights and responsibilities of citizenship and apply this knowledge to examine and evaluate civic ideals and to participate in the American democratic system.

SOCIAL STUDIES SKILLS AND METHODS STANDARD

Students demonstrate the ability to collect, organize, evaluate and synthesize information from multiple sources and draw conclusions from this information about social studies issues. Students communicate this information using appropriate social studies terminology in oral, written or multimedia form and apply what they have learned to societal issues in simulated or real world settings.

SOCIAL STUDIES EXIT SKILLS

KINDERGARTEN: A Child's Place in Time and Space

The kindergarten year is a time for getting acquainted with the school setting and routines. Students begin to understand the importance of rules, responsibility, and decision-making. They are introduced to the cultural heritage of the United States and democratic principles through the study of national symbols and holidays. They also learn about people who have lived in other times and places so that they can begin to form concepts about the past and about the world beyond their own classroom and community.

1. The student will recite the days of the week, in order.
2. The student will put three (3) pictures in order showing past, present, and future. (Example: list of events, personal life activities)
3. The student will identify state or federal holidays and describe their significance; explain why it is a holiday.
4. The student will define custom and provide an example of a custom from a different culture.
5. The student will recite his/her home address.
6. The student will use a map or globe and distinguish between land and water on the map or globe.
7. The student will define 1) want and 2) need and explain the difference.
8. The student will define "authority figure" and will identify authority figures of the home and school.
9. The student will follow simple directions and classroom rules.
10. The student will obtain information from oral, visual, print or electronic sources.

SOCIAL STUDIES EXIT SKILLS

GRADE 1: Families Now and Long Ago, Near and Far

The first grade year builds on the concepts developed in kindergarten by focusing on the individual as a member of a family group. Students begin to understand how families lived long ago and how they live in other cultures. They develop concepts about how the world is organized spatially through beginning map skills. They build the foundations for understanding principles of government and their role as citizens.

- The student will recite the months of the year, in order.
- The student will distinguish between long ago, today, and tomorrow.
- The student will identify and tell the achievements of:
 - o Columbus
 - o George Washington
 - o Abraham Lincoln
 - o Martin L. King, Jr.
- The student will use a map of the world and locate the United States.
- The student will use a map of the United States and locate the state of Ohio.
- The student will define “need” and draw or write three (3) needs in every culture.
- The student will define 1) good(s) and 2) service(s) and explain differences.
- The student will identify or explain ways in which adults get “needs” and “wants”.
- The student will define “authority figure” and will identify authority figures in the community, state and country.
- The student will explain the need for rules in life.
- The student will define and explain “responsibilities and accountability”; the student will demonstrate accountability for own actions.
- The student will obtain information from oral, visual, print or electronic sources.
- The student will recognize the following symbols and landmarks:

Bald eagle	White House
Flag	Washington Monument
National Anthem	Lincoln Memorial
Statue of Liberty	Capitol Building.

SOCIAL STUDIES EXIT SKILLS

GRADE 2: People Working Together

HISTORY: Understanding the pattern of events that have happened in the past.

The student will:

- Measure time by days, weeks, months and years.
- Place events in order on a timeline.
- Use objects from the past such as pictures, life stories, maps, diaries and folklore to answer questions about daily life in the past.
- Identify the work that people performed in the past to make a living and explain how jobs in the past are similar and/or different from jobs today.
- Describe examples of how science and technology have changed people's lives and compare: forms of communication from the past to the present; forms of transportation from the past to the present.
- Understand how a person's actions and a person's character have made a difference in other peoples' lives. Be able to explain the importance of social and political leaders in the United States; explorers, inventors and scientists.

PEOPLE IN SOCIETIES: Identifying both similarities and differences in the traditions of various groups of people.

The student will:

- Describe the customs and traditions of people living in countries on different continents.
- Describe how the contributions of different groups of people have shaped our national heritage.
- Describe the contributions of important people such as inventors, scientists, artisans, architects, explorers and political leaders to the United States and its heritage.

GEOGRAPHY: Identifying the location of places, understanding how places are connected and how human activity affects them.

The student will:

- Make a map that includes a map title and a map key and explains what the symbols stand for.
- Locate landforms and bodies of water in photographs, maps and 3-D models.
- Compare how land is used in urban, suburban and rural areas.
- Explain ways people have changed the physical environment such as building roads and clearing land to develop cities.

ECONOMICS: Understanding how to make decisions in our economic system.

The student will:

- Explain how resources can be used in different ways.
- Explain how people are both buyers and sellers of goods and services.
- Understand that most people work in jobs where they produce a few specialized goods or services.
- Explain why people in different parts of the world earn a living in many different ways.

SOCIAL STUDIES EXIT SKILLS
GRADE 2 (continued)

GOVERNMENT: Understanding why government is necessary and how it works.

The student will:

- Identify leaders such as the mayor, governor and president and explain that they are elected by the people.
- Explain how a system of government provides order to a group like a school or community, and why government is needed, including: making and enforcing laws, providing leadership, providing services and resolving disputes.
- Explain why there are rules in the workplace.
- Tell what might happen when rules are followed or broken in different settings.

CITIZENSHIP RIGHTS AND RESPONSIBILITIES: Preparing to become active citizens.

The student will:

- Show skills in and explain the benefits of cooperation in a group including managing conflict in a peaceful way and showing courtesy and respect to others.
- Demonstrate citizenship traits including honesty, self-assurance, respect for the rights of others, persistence and patriotism.

SOCIAL STUDIES SKILLS AND METHODS: Collecting information, organizing it and using it to make decisions.

The student will:

- Identify sources used to gather information such as people, printed materials and electronic sources.
- Be able to predict the next event in a sequence.
- Tell the difference between fact and fiction.
- Use problem-solving/decision-making skills to identify a problem and gather information while working alone and in a group.

SOCIAL STUDIES EXIT SKILLS

GRADE 3: Communities: Past and Present, Near and Far

The local community serves as the focal point for third graders as they begin to make comparisons with communities in other places and times. The study of local history comes alive through the use of artifacts and documents. They also learn how communities are governed and how the local economy is organized.

1. Given a situation, the student will measure time in both years, decades and centuries.
2. The student will sequence three (3) or more given historical events on a timeline.
3. The student will explain how new area developments lead communities to change over time.
4. The student will identify and compare the perspectives, practices, and products of different cultural groups in communities.
5. The student will identify and explain why people from various cultural groups came to North America.
6. The student will read a map and map key.
7. The student will label cardinal and intermediate directions on a compass rose.
8. The student will use a number/letter grid to locate features on a map.
9. The student will identify physical and human features of our community:
10. The student will identify and explain ways people have affected the physical environment of our community and analyze consequences.
11. The student will define/explain:
 - consumers
 - producers
 - production
 - consumption
 - competition.
12. The student will explain the major purposes of local government.
13. Given a map of the world, the student will locate and label:
 - the seven continents
 - four (4) major oceans
 - four (4) cardinal directions on a compass rose.
 - the United States

14. The student will identify the location of local government buildings; explain what happens in each.

15. The student will define “responsibility” and describe responsibilities of good citizens to include:

- voting
- obeying laws
- respecting others
- paying taxes
- being informed citizens

16. The student will obtain information from a variety of sources.

17. The student will communicate social studies information using graphs and tables.

18. The student will use the problem-solving / decision-making process detailed in the state indicators to make decisions.

19. The student will identify means of transportation and communication.

SOCIAL STUDIES EXIT SKILLS

GRADE 4: Ohio: Its Past, Its Location, Its Government

The state of Ohio is the focus for fourth grade social studies. Students learn about the geography, history, government, and economy of their state. They learn about issues and ways that citizens participate in Ohio's government.

1. The student will construct a timeline using six (6) given historical events in Ohio's history; using evenly spaced intervals for years, decades, and centuries.
2. The student will describe the earliest settlements in Ohio, including the prehistoric people.
3. The student will explain the effect of the Frontier Wars of the 1790s on American Indians in Ohio and the United States.
4. The student will explain how new developments led to Ohio's growth in the United States; Northwest Territory.
5. The student will explain the reasons why people from various cultural groups came to Ohio; the student will identify present key economic regions; explain changes since 1803 in government, economics, and population.
6. The student will accurately navigate from one given point to another on a grid map.
7. The student will identify physical and human features of Ohio.
8. The student will identify ways people have affected the physical environment of Ohio.
9. The student will describe the factors of production for a given item:
 - natural resource
 - labor
 - capital goods (things created to make other things)
 - entrepreneurship.
10. The student will identify the three (3) branches of state government.
11. The student will explain how citizens influence the democratic government.
12. The student will use the problem-solving / decision-making process identified in the state indicators to make decisions.

SOCIAL STUDIES EXIT SKILLS

GRADE 5: Regions and People of North America

The fifth grade year focuses on the geography of the continent of North America. Students learn how people came to the continent and about the land and resources that they found here. Citizenship skills build as students learn about the United States history and the democratic government of the United States. Students continue to develop their research skills by obtaining information from multiple sources.

HISTORY: Understanding the pattern of events that have happened in the past.

The student will:

- **Construct timelines to demonstrate understanding of units of time and chronological order.**
- Create timelines and identify possible relationships between events.
- **Describe the cultural patterns that are evident in North America today as a result of exploration, colonization and conflict.**
- Explain how American Indians settled the continent and why different nations of Indians interacted with their environment in different ways.
- Explain why European countries explored and colonized North America.
- Describe the lasting effects of Spanish, French and English colonization in North America including cultural patterns evident today such as language, food, traditions and architecture.
- Explain how the United States became independent from Great Britain.
- **Explain how new developments led to the growth of the United States.**
- Explain the impact of settlement, industrialization and transportation on the expansion of the United States.

PEOPLE IN SOCIETIES: Identifying both similarities and differences in the traditions of various groups of people.

The student will:

- **Compare practices and products of North American cultural groups.**
- Compare the cultural practices and products of diverse groups in North America including Artistic expressions, religion, language, food, clothing and shelter.
- **Explain the reasons people from various cultural groups came to North America and the consequences of the interactions with each other.**
- Compare life on Indian Reservations today with the cultural traditions of American Indians before the reservation system.
- Describe the experiences of African-Americans under the institution of slavery.
- Describe the waves of immigration to North America and the areas from which people came in each wave.
- Compare reasons for immigration to North America with the reality immigrants experienced upon arrival.

GRADE 5 EXIT SKILLS CONTINUED

GEOGRAPHY: Identifying the location of places, understanding how places are connected and how human activity affects them.

The student will:

- **Use map elements or coordinates to locate physical and human features of North America.**
- Use coordinates of latitude and longitude to determine the absolute location of points in North America.
- Use maps to identify the location of:
 - The three largest countries in North America
 - The 50 states of the United States
 - The Rocky and Appalachian mountain systems
 - The Mississippi, Rio Grande and St. Lawrence Rivers
 - The Great Lakes.
- **Identify the physical and human characteristics of places and regions in North America.**
- Describe and compare the landforms, climates, population, culture and economic characteristics of places and regions in North America.
- Explain how climate is influenced by:
 - Earth-sun relationships
 - Landforms
 - Vegetation.
- Explain, by identifying patterns thematic maps, how physical and human characteristics can be used to define regions in North America.
- Use distribution maps to describe the patterns of renewable, nonrenewable and flow resources in North America including:
 - Forests
 - Fertile soil
 - Oil, coal
 - Running water.
- Analyze reasons for conflict and cooperation among regions of North America including:
 - Trade
 - Environmental issues
 - Immigration.
- **Identify and explain ways people have affected the physical environment of North America and analyze the positive and negative consequences.**
- Explain how the characteristics of different physical environments affect human activities in North America.
- Analyze the positive and negative consequences of human changes to the physical environment including:
 - Great Lakes navigation
 - Highway systems
 - Irrigation
 - Mining
 - Introduction of new species.
- **Analyze ways that transportation and communication relate to patterns of settlement and economic activity.**
- Use or construct maps of colonization and exploration to explain European influence in North America.

GRADE 5 EXIT SKILLS CONTINUED

ECONOMICS: Understanding how to make decisions in our economic system.

The student will:

- **Explain the opportunity costs involved in the allocation of scarce productive resources.**
- Compare different allocation methods for scarce goods and services such as prices, command, first-come-first-served, sharing equally, rationing and lottery.
- Explain that individuals in all economies must answer fundamental economic questions of what to produce, how to produce and for whom to produce.
- **Explain why entrepreneurship, capital goods, technology, specialization, and division of labor are important in the production of goods and services.**
- Explain how education, specialization, capital goods and the division of labor affect productive capacity.
- **Explain how competition affects producers and consumers in a market economy and why specialization facilitates trade.**
- Explain how regions in North America become interdependent when they specialize in what they produce best and then trade with other regions inside and outside North America to increase the amount and variety of goods and services available.
- Explain the general relationship between supply, demand and price in a competitive market.
- Explain why competition among producers/sellers results in lower costs and prices, higher product quality and better customer service.
- Explain why competition among consumers/buyers results in higher product prices.

GOVERNMENT: Understanding why government is necessary and how it works.

The student will:

- **Identify the responsibilities of the branches of the U.S. government and explain why they are necessary.**
- Explain the major responsibilities of each of the three branches of the U.S. government:
 - The legislative branch, headed by Congress, passes laws
 - The executive branch, headed by the President, carries out and enforces laws made by Congress
 - The judicial branch, headed by the Supreme Court, interprets and applies the laws.
- Explain the essential characteristics of American democracy including:
 - The people are the sources of the government's authority
 - All citizens have the right and responsibility to vote and influence the decisions of the government
 - The government is run directly by the people or through elected representatives
 - The powers of government are limited by law
 - Basic rights of individuals are guaranteed by the Constitution.
- **Give examples of documents that specify the structure of state and national governments in the United States** and explain how these documents foster self-government in a democracy.
- Explain the significance of the Declaration of Independence and the U.S. Constitution.

GRADE 5 EXIT SKILLS CONTINUED

CITIZENSHIP RIGHTS AND RESPONSIBILITIES: Preparing to become active citizens.

The student will:

- **Explain how citizens take part in civic life in order to promote the common good.**
- Explain how an individual acquires U.S. citizenship:
 - Birth
 - Naturalization.
- **Identify the rights and responsibilities of citizenship in the United States that are important for preserving democratic government.**
- Explain the obligations of upholding the U.S. Constitution including:
 - Obeying laws
 - Paying taxes
 - Serving on juries
 - Registering for selective service.
- Explain the significance of the rights that are protected by the First Amendment including:
 - Freedom of religion
 - Freedom of speech
 - Freedom of the press
 - Right of petition and assembly.

SOCIAL STUDIES SKILLS AND METHODS: Collecting information, organizing it and using it to make decisions.

The student will:

- Obtain information from a variety of primary and secondary sources using the component parts of the source.
- Obtain information from a variety of print and electronic sources and analyze its reliability including accuracy of facts and credentials of the source.
- Locate information in a variety of sources using key words, related articles and cross-reference.
- Differentiate between primary and secondary sources.
- Use a variety of sources to organize information and draw inferences.
- Read information critically in order to identify:
 - The author
 - The author's perspective
 - The purpose.
- Compare points of agreement and disagreement among sources.
- Draw inferences from relevant information.
- Organize key ideas by taking notes that paraphrase or summarize.
- Communicate social studies information using graphs or tables.
- Communicate research findings using line graphs and tables.
- Use problem-solving skills to make decisions individually and in groups.
- Use a problem-solving/decision making process which includes:
 - Identify a problem
 - Gather information
 - Listing and considering options
 - Considering advantages and disadvantages of options
 - Choosing and implementing a solution
 - Developing criteria for judging its effectiveness
 - Evaluating the effectiveness of the solution.

SOCIAL STUDIES EXIT SKILLS

GRADE 6: Regions and People of the World

The sixth grade year focuses on the study of world regions. The focus is on geographic rather than historic. Students study some of the earliest people to live in each region in order to understand how humans adapted to the environmental conditions at the time. Connections are made to present-day world regions, including: Latin America, Europe, East Asia, Australia, Sub-Saharan Africa, the Middle East, and North Africa.

1. The student will describe historical factors from ancient civilizations that still influence the world today.
These include:
 - Government
 - Religion
 - Agriculture
 - Cultural and scientific contributions
2. The student will be able to interpret graphs, charts, maps, and apply information from these sources to respond to questions.
3. The student will identify, on any appropriate map, oceans, continents, countries, deserts and mountain ranges.
4. The student will define the characteristics of three basic types of government and explain their origin:
 - Democracy
 - Monarchy
 - Dictatorship
5. The student will define and describe the basic factors of a free enterprise system:
 - Goods and services
 - Supply and demand
 - Entrepreneurship
6. The student will make a multiple-tier timeline from a list of events and understand how the events are related.

SOCIAL STUDIES EXIT SKILLS

GRADE 7 - World Studies: Ancient Times to 1750

In the seventh grade students begin the four-year historical sequence with a study of the ancient world. This study includes not only history but incorporates each of the six standards into the chronology. Students learn that each historical event is shaped by its geographic setting, the culture of the people, economic conditions, governmental decisions, and citizen action. Students will also expand their command of social studies skills and methods.

HISTORY

1. The student will describe the geographic, political, economic, and social characteristics of the Ancient Greek and Roman civilizations.
2. The student will compare and contrast selected civilizations in Asia and Africa (India, China, Japan, Ghana) by:
 - forms of religion
 - customs
 - foods
 - types of governments
3. The student will describe the political and economic events and social and geographic characteristics of Medieval European life and their enduring impacts on later civilizations.
4. The student will define and describe the Renaissance and the Reformation.
5. The student will identify and explain the causes and effects of exploration by Europeans on the people of Africa, Europe, and the Americas (1400-1750).
6. The student will explain the significance of the English Revolution on the 17th century, including its political ideals and the development of parliamentary government, economy and society in the English colonies.

PEOPLE IN SOCIETIES

1. The student will describe the cultural and scientific legacies of Greek, Roman, Chinese and Arabic civilizations as well as Medieval Europe and the Renaissance.

GEOGRAPHY

1. The student will locate physical and human features on a map of the region for each of the societies studied.
2. The student will compare contemporary and historic maps and explain how the regions changed over time.
3. The student will explain how early roads, military conquests, and trade routes contributed to the diffusion of knowledge and products.

ECONOMICS

1. The student will describe the characteristics of the governments found in city-states, kingdom, and empires through the Middle Ages.
2. The student will compare the direct democracy of Ancient Greece, the Roman republic, and representative democracy in the United States today.

CITIZENSHIP RIGHTS AND RESPONSIBILITIES

1. The student will explain how participation of citizens differ under:
 - direct democracy
 - republican democracy
 - dictatorships
 - absolute monarchy.
2. The student will describe the rights found in the Magna Carta and the English Bill of Rights; the student will identify connections to rights Americans have today.
3. The student will define rights and responsibilities of citizenship and explain, with examples, connections between the two.

SOCIAL STUDIES SKILLS AND METHODS

1. The student will describe methods to obtain information from a variety of print and electronic sources (research/research report).
2. The student will participate in one or more service projects and explain the value of such participation. The student will reflect on the contribution of each member in reaching group goals in the project.

The seventh grade students will also review Ohio history, geography, people, economics, government, and places to visit. They will prepare for any off-year or proficiency based standardized testing.

SOCIAL STUDIES EXIT SKILLS

GRADE 8: U.S. Studies to 1877

The historical sequence continues in the eighth grade with an in-depth study of the early years of our country. This study includes not only history but incorporates each of the other six standards into the chronology. While students are studying a particular historic event in the United States they also look at its geographic settings, the economic implications, developments in government and the role of citizens.

1. The student will demonstrate map reading skills to:
 - locate the United States on a map
 - locate the nation's capital on a map
 - locate Ohio and the state capital on a map
 - find direction
 - follow directions
 - calculate distances
 - correctly read the map key.

2. The student will understand that the United States is made up of diverse cultures and will be able to explain and provide examples of the contributions that these diverse cultures make to the United States.

3. The student will identify the three branches of government and list the functions of each branch. (Federalism)

4. The student will identify and compare and contrast different types of governments. These include:
 - Democracy
 - Representative Democracy
 - Oligarchy
 - Totalitarian.

5. The student will define the economic system of the United States and compare and contrast it to other economic systems of the world. These include:
 - Capitalism
 - Communism
 - Socialism.

6. The student will describe and compare the process of making, amending, enforcing, interpreting, and repealing laws at the different levels of government. This includes explaining how laws protect individuals, initiative, and referendum.

7. The student will evaluate the actions of public officials using multiple criteria provided to them.

8. The student will explain the difference between a right and a responsibility and cite specific examples of each.

SOCIAL STUDIES EXIT SKILLS
GRADE 8: U.S. Studies to 1877 (continued)

9. The student will explain how the Declaration of Independence, the U.S. Constitution (including the Bill of Rights), and the Northwest Ordinance have provided for the protection of rights and the long-term future of a growing democracy.
10. The student will present a position and support it with evidence and citation of sources.
11. The student will show the relationship between civic participation and attainment of civic and public goals.
12. The student will identify connections between government policies and the economy.
13. The student will explain the causes and consequences of the American Revolution, with emphasis on both Colonial and British perspectives.
14. The student will analyze the causes and consequences of the American Civil War.
15. The student will interpret relationships between events shown on multi-tiered timelines.

SOCIAL STUDIES EXIT SKILLS HIGH SCHOOL: GEOGRAPHY

Ninth graders complete an in-depth study of the United States government and economy. All seven standards contribute to the students' understanding of the political and economic systems of the United States.

1. The student will demonstrate the following map and graph reading skills:
 - correctly read the map key
 - calculate distance in three different ways
 - follow directions
 - explain tread longitude and latitude
 - identify the various specialized maps (topographical, climate, soil, political, natural resources, products, etc.)

2. The student will explain a regional approach to world geography. These regions include:
 - Western Europe
 - Middle East
 - Eastern Europe
 - The Orient and Oceania
 - Sub-Sahara Africa
 - Latin America
 - North America to include Ohio.

3. The student will identify and explain the importance of key political, social, and economic issues and/or events that have shaped the world. These include:
 - Rise and fall of communism in Eastern Europe 1945-1991
 - The significance of racism in Eastern Europe
 - The importance of NATO; European war on Europe
 - The importance of OPEC in the world
 - The rise of various religions (Islam) and their specific importance in the Middle East
 - The role of terrorism in the world.

4. The student will define geography and explain the five themes of geography and two types of geography.

5. The student will be able to locate the regions studied, their capitals, and any key topographical features.

6. The student will demonstrate the ability to identify important data and place it into various graphs (pie, bar, line, bar-bar) and analyze the data.

SOCIAL STUDIES EXIT SKILLS HIGH SCHOOL: ECONOMICS

Ninth graders complete an in-depth study of the United States government and economy. All seven standards contribute to the students' understanding of the political and economic systems of the United States.

BANKING SYSTEM

1. The student will describe the basic structure of our Banking Systems to include the following points:
2. The student will explain the need for and the effect of Monetary Policy.
3. The student will identify and describe investment options:
4. The student will describe the part money plays in the circular flow concept.

INCOME ALLOCATIONS

5. The student will identify the methods by which businesses and individuals allocate income.
6. The student will identify and describe forms of business organizations:
7. The student will identify the various aspects of credit.
8. The student will apply personal money management skills.
9. The student will define and describe basic savings and investing principles.

CAREER OPPORTUNITIES

10. The student will explain the impact of technology on the labor market.
11. The student will describe and apply the mechanics of job application.

MARKET SYSTEM

12. The student will explain the basic principles of supply and demand:
13. The student will define and explain resource allocation.
14. The student will explain, with examples, how price is determined.
15. The student will compare and contrast the various forms of competition.

SOCIAL STUDIES EXIT SKILLS

HIGH SCHOOL: AMERICAN HISTORY: U.S. Studies: 1877 to Present

Tenth graders complete the chronological study of the history of the United States. This study includes not only history, but integrates each of the other six standards. As students study each historical event, they consider the geographic setting, the cultural perspectives, the economic implications and the role of the governments. They develop a deeper understanding of their role as citizens and continue to expand their command of social studies skills and methods.

1. The student will identify and explain the importance and origin of the basic documents relating to American History:
 - Declaration of Independence
 - Northwest Ordinance (1787)
 - U. S. Constitution/Amendments (1-27)
 - The Bill of Rights/Amendments (1-10)

2. The student will identify and explain factors (multiple causation) leading to the Civil War. Areas include:
 - slavery
 - state's rights
 - specific differences between the North and South

3. The student will explain the impact of specific world events on the United States. These include:
 - American Revolutionary War
 - War of 1812
 - Mexican War
 - Spanish-American War
 - World War I
 - World War II
 - Korean War
 - Vietnam War
 - Persian Gulf War

4. The student will list historical developments and explain how they helped to determine American culture to include:
 - immigrations patterns
 - growth of democratic ideas
 - wars
 - growth of big business

5. The student will identify, explain, and provide examples of citizen rights and responsibilities:
 - voting
 - paying taxes
 - upholding democratic morals and values
 - actively participating in government
 - responding to a jury summons.

SOCIAL STUDIES EXIT SKILLS

HIGH SCHOOL: WORLD HISTORY: World Studies: 1877 to Present, Political and Economic Decisions

Eleventh graders complete the chronological study of world history. This study includes not only history, but integrates each of the other six standards. As students study each historical event, they consider the geographic setting, the cultural perspectives, the economic implications and the role of the governments. They develop a deeper understanding of their role as citizens and continue to expand their command of social studies skills and methods.

1. The student will explain, with specific examples, how past and present world historical events affect mankind to include:
 - The impact of war and conflict in the world, past and present.
 - The influence of Ancient Civilizations and their contributions to modern society.
 - The advancement of technology and its importance to mankind (weapons, compass, etc.)
 - The influence of the arts and other cultural achievement.
 - The impact of Period, Renaissance, The Age of Enlightenment, and the Industrial Revolution on mankind.
 - The impact of political, social, economic oppression, and the violation of human rights in the world.
2. The student will identify specific current issues facing the world today and predict, with justification, how they will impact our current and future conditions of life.
3. The student will compare and contrast the social, economic, political, and religious issues of identified countries and explain their impact on the United States.
4. The student will complete a research paper that requires them to:
 - use at least 5 various sources; print and electronic
 - adopt a thesis statement
 - prove this thesis statement
 - chose a topic in world history that has played a significant role in the history of the world
 - follow established guidelines (title page, correct format, footnotes, bibliography page, etc.)
5. The student will find 6 current events from daily newspapers or from the internet and write a synopsis of the material from that source.
6. The students will identify various types of governments and explain how each has impacted world events; will explain their relationship with the United States.
7. The student will identify, on a map, the designated countries of the world, interpret data from graphs and charts, and analyze this information concerning population growth, urbanization, and influences on world events.

SOCIAL STUDIES EXIT SKILLS

HIGH SCHOOL: AMERICAN GOVERNMENT: Preparing for Citizenship, Political and Economic Decisions

The twelfth grade social studies course serves as a capstone in which students apply the knowledge and skills that they have learned during previous grades. It focuses on current events and recent history while allowing students to choose topics of particular interest. Students are required to demonstrate skills necessary for active, effective citizenship.

1. The student will define and apply to real life situations:
 - civil liberties
 - individual freedoms and responsibilities
 - civil rights and the importance of diversity in the United States
2. The student will identify and explain, with examples, the importance of important documents:
 - U.S. Constitution
 - Bill of Rights
 - Amendments to the Constitution
 - Declaration of Independence
 - Important Supreme Court decisions
3. The student will explain how these documents affect their lives today.
4. The student will explain, with examples, basic concepts of American politics:
 - How the national government operates
 - separation of powers
 - checks and balances
 - law making process
 - How Federalism operates
 - powers of national, state, and local governments
 - Citizen participation in politics
 - political parties and their origin
 - voting
 - Electoral College
 - Who participates in government
5. The student will identify and explain current local, world and national issues (events) and to
 - predict their impact
 - become actively involve in local events
 - apply their knowledge of history to determine cause and effect relationships.

SOCIAL STUDIES EXIT SKILLS

HIGH SCHOOL: HUMANITIES (World History and English)

1. The student will compare and contrast worldwide cultures on the basis of:
 - religions
 - ethnic groups
 - various arts, architecture, and sculpture
 - cultural foods
 - different languages
 - geography and history.

2. The student will explain the impact of world cultures on the United States. The student will also explain how the diverse cultures represented in the United States population makes the country unique and identify the problems and advantages this diversity presents.

3. Students will identify important historical eras in world history, analyze these events, and explain ways in which these events continue to influence our lives today. These eras and events include:
 - Ancient Greece
 - Ancient Rome
 - Byzantine Empire
 - Muslim Conquests
 - Middle Ages
 - Development of nation states in Europe
 - Papal power
 - Enlightenment/Renaissance
 - Absolutism
 - Colonization
 - 1500 – 1800 s
 - slave trade
 - 20th Century
 - WWI
 - Jazz Age in the United States
 - WWII
 - 1960s and 1970s
 - Modern Politics and Culture

SOCIAL STUDIES SKILLS
HIGH SCHOOL: PSYCHOLOGY (Elective)

1. The student will explain how the human mind works with a focus on the following factors:
 - human development (stages of growth: psychological and physical)
 - personalities
 - learning and cognition
 - “mental” health (disorders, stress, therapy)
 - consciousness.

2. The student will explain the relationship of how the human body works to aid and permit psychological functions to occur with a focus on:
 - neurons
 - sensory body parts

3. The student will define psychologist and explain what a psychologist studies and practices.

4. The student will identify psychological methods and explain why and how different psychologists use them. They include:
 - Research
 - Surveys, samples, populations
 - Observations
 - Experiments
 - Therapy methods
 - Psychoanalytic
 - Humanistic
 - Cognitive/Behavior
 - Biological