

Advanced American History

Raymore-Peculiar
Social Studies
Grade 9, Duration 1 Year, 1 Credit
Required Course

Power Standards

1. The student will be able to analyze continuity and change in America, including economic practices and geographical study.
2. The student will be able to analyze the impact of historical events and governmental systems on the people, groups, and cultures.

Learning targets

- 1.1 I can explain the events of America's early development.
- 1.2 I can explain how the US emerged globally.
- 1.3 I can explain the events and impacts of the Great Depression and World War II.
- 1.4 I can explain the causes and effects of the Cold War in the US.
- 1.5 I can analyze contemporary America based on historical events.
- 2.1 I can explain the impact of people, groups and cultures during America's early development.
- 2.2 I can describe the impact of US emerging globally on people, groups and cultures.
- 2.3 I can explain the impact of people, groups, and cultures during the Great Depression and World War II.
- 2.4 I can describe the impact of the Cold War on people, groups, and cultures.
- 2.5 I can explain how people, groups, and cultures have been affected in contemporary America.

Course Details

UNIT: Unit 1: Columbus-Revolution -- 6 Week(s)

UNIT: Unit 2: Setting up the Nation-Jacksonian America -- 6 Week(s)

UNIT: Unit 3: First Industrial-Civil War -- 6 Week(s)

UNIT: Unit 4: Reconstruction-2nd Industrial Revolution -- 6 Week(s)

UNIT: Unit 5: Progressive Movement/Imperialism/WWI -- 3 Week(s)

UNIT: Unit 6: 1920's/Great Depression/WWII -- 5 Week(s)

UNIT: Unit 7: Cold War - Modern Day -- 4 Week(s)

American History

Raymore-Peculiar
Social Studies
Grades 9 - 12, Duration 1 Year, 1 Credit
Required Course

Power Standards

1. The student will be able to analyze continuity and change in Re-Emerging America, including economic practices and geographical study.
2. The student will be able to analyze the impact of historical events and governmental systems on the people, groups, and cultures.

Learning targets

- 1.1 I can explain the events of Re-Emerging America.
- 1.2 I can explain how the US emerged globally.
- 1.3 I can explain the events and impacts of the Great Depression and World War II.
- 1.4 I can explain the causes and effects of the Cold War in the US.
- 1.5 I can analyze contemporary America based on historical events.
- 2.1 I can explain the impact of people, groups and cultures during Re-Emerging America.
- 2.2 I can describe the impact of US emerging globally on people, groups and cultures.
- 2.3 I can explain the impact of people, groups, and cultures during the Great Depression and World War II.
- 2.4 I can describe the impact of the Cold War on people, groups, and cultures.
- 2.5 I can explain how people, groups, and cultures have been affected in contemporary America.

Course Details

UNIT: Reconstruction/ Westward Expansion-- 9 Week(s)

UNIT: World War I -- 9 Week(s)

UNIT: World War II -- 9 Week(s)

UNIT: Post World War II - Present Day -- 9 Week(s)

AP World History

Raymore-Peculiar
Social Studies
Grade 10, Duration 1 Year, 1 Credit
Required Course

Power Standards

1. The student will be able to write AP World History specific essays
2. The student will be able to analyze state and empire building including expansions and conflicts
3. The student will be able to analyze the development and interaction of cultures.
4. The student will be able to the creation, expansion and interaction of economic systems.
5. The student will be able to analyze the transformation of social structures.
6. The student will be able to analyze the interaction between humans and the environment.

Learning targets

- 1.1 I can compare historical groups.
- 1.2 I can contextualize historical phenomena into broader regional, national or global processes.
- 1.3 I can analyze the process of continuity and change over time.
- 1.4 I can synthesize and support an historical argument.
- 2.1 I can explain how states and empires are created, maintained and destroyed.
- 2.2 I can explain the causes and consequences of conflicts.
- 3.1 I can explain belief systems/philosophies and their spread.
- 3.2 I can explain the spread of technology and its effects on history.
- 4.1 I can identify and explain the creation of economic systems.
- 4.2 I can identify the expansion of economic systems.
- 5.1 I can identify and explain the creation and use of social structures.
- 5.2 I can analyze the transformation of social structures throughout history.
- 6.1 I can identify consequences of disease on populations and history.
- 6.2 I can explain the causes and consequences of human migration and human settlement.
- 6.3 I can evaluate the effects of geography on human history.

Course Details

UNIT: Era I (Prehistory to early History) 8000 BCE- 600 BCE -- 3 Week(s)

UNIT: Era II (Classical Age) 600 BCE- 600 CE -- 6 Week(s)

UNIT: Era III (Empires) 600 CE- 1450 CE -- 7 Week(s)

UNIT: Era IV (Age of Discovery) 1450 CE- 1750 CE -- 6 Week(s)

UNIT: Era V (Industrialization) 1750-1900 -- 7 Week(s)

UNIT: Era VI (Modern World) 1900- Present Day -- 7 Week(s)

World History

Raymore-Peculiar
Social Studies
Grade 10, Duration 1 Year, 1 Credit
Required Course

Power Standards

1. The student will be able to analyze continuity and change in a global society, including economic practices and geographical study.
2. The student will be able to analyze the impact of historical events and governmental systems on people, groups, and cultures.

Learning targets

- 1.1 I can examine the events and impact of the Accelerated Exchange.
- 1.2 I can examine the events and impact of the Age of Discovery and Exchange.
- 1.3 I can examine the events and impact of the Age of Revolution.
- 1.4 I can examine the events and impact of the Modern Era.
- 2.1 I can explain the impact of people, groups, and cultures during the Accelerated Exchange.
- 2.2 I can explain the impact of people, groups, and cultures during the Age of Discovery and Exchange.
- 2.3 I can explain the impact of people, groups, and cultures during the Age of Revolution.
- 2.4 I can explain the impact of people, groups, and cultures during the Modern Era.

Course Details

UNIT: Historiography -- 2 Week(s)

UNIT: Connections Across Land and Water -- 4 Week(s)

UNIT: Ideas Shape the World -- 5 Week(s)

UNIT: Modern Revolution -- 4 Week(s)

UNIT: Industrialization -- 5 Week(s)

UNIT: Colonial Identities -- 3 Week(s)

UNIT: Global War and Peace -- 6 Week(s)

UNIT: Globalization and Popular Culture -- 4 Week(s)

UNIT: Individuals Shape the World -- 3 Week(s)

American Government

Raymore-Peculiar
Social Studies
Grade 11, Duration 1 Year, 1 Credit
Required Course

Power Standards

1. The student will be able to examine historical documents, resources, and tools to communicate their purpose in the shaping of our nation and/or world.
2. The student will be able to evaluate the principles and procedures of governmental and economic systems.
3. The student will be able to analyze and evaluate the continuity and change in the history of our state, country and world between individuals and groups.

Learning targets

- 1.1 I can analyze the principles of republic in the United States by using primary sources.
- 1.2 I can evaluate the role of citizens and governments in carrying out constitutional principles by using historical and contemporary texts.
- 1.3 I can communicate and/or present a social studies concept by creating a model and/or using resources and tools.
- 1.4 I can distinguish between fact and opinion through the use of tools and/or resources.
- 2.1 I can explain the principles and purposes of government.
- 2.2 I can compare the governmental and economic systems as well as their processes.
- 2.3 I can analyze concepts of government systems and the consequences of those systems.
- 3.1 I can analyze the political development in the United States.
- 3.2 I can evaluate the effect of the Enlightenment on the development of constitutional government.
- 3.3 I can compare and contrast the U.S. government with Missouri state history, geography and government.
- 3.4 I can analyze the changing roles and impact of various groups and social institutions and predict the consequences of their interaction.
- 3.5 I can analyze differences between cultures and identify the causes, effects and resolutions of interaction.

Course Details

UNIT: Foundations of Government -- 6 Week(s)

UNIT: Legislative Branch -- 6 Week(s)

UNIT: Executive / Judicial Branch -- 4 Week(s)

UNIT: Amendments -- 2 Week(s)

UNIT: Research Project – Ongoing

UNIT: Political Behavior/Linkage Institutions -- 6 Week(s)

UNIT: Civil Liberties/Civil Rights -- 5 Week(s)

UNIT: Comparative Government/Economic Systems -- 4 Week(s)

UNIT: Missouri Constitution/Missouri History -- 3 Week(s)

UNIT: Position Paper – Ongoing

AP Government

Raymore-Peculiar
Social Studies
Grade 11, Duration 1 Year, 1 Credit
Required Course

Power Standards

1. The student will be able to evaluate facts, concepts, and theories pertaining to U.S. government and politics.
2. The student will be able to evaluate typical patterns of political process and behavior and their consequences.
3. The student will be able to analyze and interpret resources relevant to U.S. Government and Politics
4. The student will be able to compare multiple Governments/Economics systems, and develop connections across the curriculum.

Learning targets

- 1.1. I can analyze the Constitutional underpinnings of the United States Government
- 1.2. I can evaluate the three branches of the governments and their functions.
- 1.3 I can examine the major aspects and purposes of the U.S. Const.
- 1.4 I can examine the major aspects and purposes of the MO Const.
- 2.1. I can analyze the linkages between major government institutions and the people.
- 2.2. I can analyze the legal procedures of the U.S. Government
- 3.1. I can communicate and/or present a social studies concept by creating a model and /or using resources and tools
- 3.2. I can analyze between fact and opinion through the use of tools and/or resources
- 4.1. I can compare multiple economic systems
- 4.2. I can evaluate multiple government systems and procedures

Course Details

UNIT: Unit 1: Underpinnings -- 6 Week(s)

UNIT: Unit 2: Legislative -- 6 Week(s)

UNIT: Unit 3: Executive/Bureaucracy -- 4 Week(s)

UNIT: Unit 4: Judicial/Civil Rights/Civil Liberties -- 4 Week(s)

UNIT: Unit 5: POMMEPPIG -- 8 Week(s)

UNIT: Unit 6: Economics -- 2 Week(s)

UNIT: Unit 7: Foreign Policy -- 2 Week(s)

UNIT: Unit 8: Missouri Constitution -- 2 Week(s)

Modern Critical Issues

Power Standards

1. The student will be able to locate documents and examine their validity.
2. The student will be able to evaluate the impact of modern events.
3. The student will be able to analyze the relationships between individuals and/or groups to institutions and/or cultural traditions.
4. The student will be able to apply personal meaning to and form connections among events in society.

Learning targets

- 1.1 I can use reliable websites and other sources to research current event issues.
- 1.2 I can determine the validity of resources.
- 1.3 I can evaluate the arguments and positions of other speakers, based on evidence.
- 2.1 I can engage effectively in a range of discussion topics building on others' ideas and expressing my own clearly.
- 2.2 I can compare the governmental systems and their processes.
- 2.3 I can explain the consequences of individual or institutional failure.
- 3.1 I can analyze the changing roles of various groups.
- 3.2 I can explain the major purpose and interactions of social institutions.
- 3.3 I can identify the causes, effects and resolutions of cultural conflict.
- 4.1 I can summarize information in writing, or information presented through pictures, charts, and graphs.
- 4.2 I can present information and opinions in a logical, reasoned, and sequential way, using evidence and communicating clearly through writing or speaking.
- 4.3 I can produce a research project integrating events with personal reflection to demonstrate understanding of current events.

Course Details

UNIT: Approaching Current Events -- 8 Day(s)

UNIT: Human Movement/Interaction -- 3 Week(s)

UNIT: Constitutional Rights -- 3 Week(s)

UNIT: Our Changing Nation -- 3 Week(s)

UNIT: Science and Health -- 3 Week(s)

UNIT: Family and Society -- 3 Week(s)

UNIT: Portfolio Writing – Ongoing

Psychology

Raymore-Peculiar
Social Studies
Grades 11 - 12, Duration 1 Semester, .5 Credits
Elective Course

Power Standards

- 1.The student will be able to be able to evaluate psychological issues within the parameters of the different psychological 'schools of thought'.
- 2.The student will be able to apply psychological theories to practical situations.

Learning targets

- 1.1 I can analyze of the biological school of thought.
- 1.2 I can analyze of the behavioral/learning school of thought.
- 1.3 I can analyze of the cognitive school of thought.
- 1.4 I can analyze of the psychoanalytic school of thought.
- 1.5 I can analyze of the sociocultural school of thought.
- 1.6 I can analyze of the humanistic school of thought.
- 1.7 I can interpret primary source psychology documents.
- 2.1 I can apply the biological school of thought to real world situations.
- 2.2 I can apply the behavioral/learning school of thought to real world situations.
- 2.3 I can apply the cognitive school of thought to real world situations.
- 2.4 I can apply the psychoanalytic school of thought to real world situations.
- 2.5 I can apply the sociocultural school of thought to real world situations.
- 2.6 I can apply the humanistic school of thought to real world situations.
- 2.7 I can interpret psychological research, linking information acquired to differing psychological philosophies.

Course Details

UNIT: The Mind and Body -- 6 Week(s)

UNIT: Learning and Cognition -- 7 Week(s)

UNIT: Mental/Physical Health -- 5 Week(s)

Sociology

Raymore-Peculiar
Social Studies
Grades 11 - 12, Duration 1 Semester, .5 Credits
Elective Course

Power Standards

1. The student will be able to evaluate a variety of cultures and societies.
2. The student will be able to evaluate agents of socialization, interactions with institutions and be able to apply concepts of sociology to modern day situations.
3. The student will be able to analyze the effects of discrimination, intolerance and individual/group perspectives on communities or populations of people.
4. The student will be able to analyze bias and perspective using a variety resources and tools.

Learning targets

- 1.1 I can compare social norms throughout a variety of communities.
- 1.2 I can explain what affects changes in culture over a lifetime.
- 1.3 I can analyze a variety of social classes.
- 2.1 I can analyze how agents of socialization affect decision making in society and ways it affects specific communities.
- 2.2 I can interpret how individuals conform within a group and the procedure for why they adjust their actions.
- 2.3 I can categorize specific views and actions to individual influences of socialization.
- 3.1 I can identify how personal perspective alters the way we deal with aspects of society and study multiple culture's perspectives.
- 3.2 I can analyze forms of intolerance and discrimination in society and make a connection to how these affect subgroups.
- 3.3 I can analyze prejudice thoughts or actions and connect it to potential origins or influences.
- 4.1 I can justify an opinion on issues while using evidence from other sources to support my argument.
- 4.2 I can analyze articles, readings and video sources for bias and perspective.
- 4.3 I can explain acts of deviance from society and why individuals choose to stand out from socially accepted norms.
- 4.4 I can interpret the research methods in sociology testing and apply it to relevant social topics.

Course Details

UNIT: Introduction to Sociology and Culture -- 4 Week(s)

UNIT: Socialization -- 3 Week(s)

UNIT: Stratification -- 2 Week(s)

UNIT: Discrimination and Prejudice -- 2 Week(s)

UNIT: Social Issues -- 3 Week(s)

UNIT: Deviance and Collective Behaviors -- 2 Week(s)

UNIT: Conspiracy Theories -- 1 Week

Law Enforcement

Power Standards

1. The student will be able to analyze the Bill of Rights of the U.S. Constitution
2. The student will be able to analyze the functions and operations of the U.S. police force.
3. The student will be able to analyze a variety of legal procedures and principles of agencies.

Learning targets

- 1.1 I can understand the major rights of the accused
- 1.2 I can describe how the bill of rights protects us from the government
- 1.3 I can analyze the major purpose of due process.
- 2.1 I can analyze major criminal theories to understand how to police these units
- 2.2 I can explain the historical and current functions of the U.S. police force.
- 2.3 I can describe major procedures of policing.
- 3.1 I can understand major function of the Executive system in the U.S.
- 3.2 I can understand major function of the Judicial system in the U.S.
- 3.3 I can describe major types of corrections.

Course Details

UNIT: Civil Liberties and Criminal Analysis -- 6 Week(s)

UNIT: Police and Procedures -- 6 Week(s)

UNIT: Courts and Corrections -- 6 Week(s)

Holocaust Studies

Raymore-Peculiar
Social Studies
Grades 11 - 12, Duration 1 Semester, .5 Credits
Elective Course

Power Standards

1. The student will be able to evaluate the continuity and change in the history of our state, country and world.
2. The student will be able to analyze the relationship between individuals and/or groups to institutions and/or cultural traditions.
3. The student will be able to analyze a variety of historical resources and tools.

Learning targets

- 1.1 I can assess the concepts of location and place.
- 1.2 I can discuss the relationships within places and regions.
- 1.3 I can evaluate the foreign and domestic policies and their development.
- 1.4 I can examine the major wars of the twentieth-century.
- 2.1 I can analyze the changing roles of various groups.
- 2.2 I can predict the consequences of individual or institutional failure.
- 2.3 I can identify the causes, effects and resolutions of cultural conflict.
- 3.1 I can communicate and/or present a social studies concept by creating a model and/or using resources and tools.
- 3.2 I can distinguish between fact and opinion through the use of tools and/or resources.

Course Details

UNIT: Judaism 101 -- 1 Week(s)

UNIT: History of European Anti-Semitism -- 1 Week(s)

UNIT: Germany 1900-1933 -- 1 Week(s)

UNIT: Nazi Party Rise to Power -- 1 Week(s)

UNIT: Nazi Ideology -- 2 Week(s)

UNIT: Non-Jewish Victim -- 1 Week(s)

UNIT: Life in the Ghettos -- 3 Week(s)

UNIT: Life in the Camps -- 5 Week(s)

UNIT: Resistance -- 2 Week(s)

UNIT: Aftermath -- 1 Week(s)