

9-12 Social Studies Standards/Benchmarks/Grade Level Expectations (GLE)

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Standard 1: Demonstrate an understanding of culture and cultural diversity.

Interval Benchmark 1: Analyze, explain, and appreciate the diversity of cultures around the globe.

| Global Perspectives | Economics | American Heritage | Western Civ. I *Western Civ. II **Western Civ. III | Psychology | Sociology | Government *AP Government |
|--|------------------|--------------------------|--|--|--|--------------------------------------|
| a. Analyze how examples of art, architecture, literature, music, and drama reflect the time period of cultures in which they are produced. | a. | a. | a. Compare and contrast early civilizations, languages, religions, government, and class structures. | a. Analyze the effects of differing groups and their behavior. | a. Distinguish between subcultural and cultural integration. | a. |
| b. Identify the beliefs, arts, values, traditions, class structure, ideas and technology characteristics of the societies studied. | b. | b. | b. | b. | b. Identify subcultures and their characteristics. | b. |
| c. | c. | c. | c. | c. | c. | c. |

Interval Benchmark 2: Evaluate the outcome of cultural diversity to include harmony and discontent.

| Global Perspectives | Economics | American Heritage | Western Civ. I *Western Civ. II **Western Civ. III | Psychology | Sociology | Government *AP Government |
|--|------------------|--------------------------|---|---|--|--|
| a. Explain how cultural beliefs and experiences shape the character of a region and influence perceptions of places and regions. | a. | a. | a. Identify religious issues that sparked religious reform. | a. Describe the interactive patterns within groups. | a. Explain why assimilation is taking place so slowly and why cultural differences are hard to understand. | a. Analyze how public policy is affected by groups within society. |
| b. Survey the ways in which a society deals with the introduction or influence of another society's culture. | b. | b. | b. | b. | b. | b. |

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|----|----|----|----|----|----|----|
| c. |
|----|----|----|----|----|----|----|

Interval Benchmark 3: Understand culture as the inclusion of language, literature, the arts, architecture, traditions, beliefs, values, and behaviors.

| Global Perspectives | Economics | American Heritage | Western Civ. I *Western Civ. II **Western Civ. III | Psychology | Sociology | Government *AP Government |
|--|------------------|--------------------------|--|---|---|--|
| a. Analyze how examples of art, architecture, literature, music, and drama reflect the time period of cultures in which they are produced. | | | a. Analyze how examples of art, architecture, literature, music, and drama reflect the time period of cultures in which they are produced. (*, **) | a. Analyze stages of moral development. | a. Identify and understand basic components of culture. | a. Identify influences of social contract on founding fathers. |
| b. Identify the beliefs, arts, values, traditions, class structure, ideas and technology characteristics of the societies studied. | | | b. Identify the beliefs, arts, values, traditions, class structure, ideas and technology characteristics of the societies studied. (*, **) | b. | b. Compare and contrast local subcultures and traditional beliefs and values. | b. Identify six principals of American Demoncracy. |
| c. | | | c. | c. | c. | c. |

Standard 2: Identify continuity and change in the development of society.

Interval Benchmark 1: Use questions and critical inquiry to seek and to demonstrate historical knowledge.

| Global Perspectives | Economics | American Heritage | Western Civ. I *Western Civ. II **Western Civ. III | Psychology | Sociology | Government *AP Government |
|--|------------------|--------------------------|--|-------------------|--|--|
| a. Connect the past to the present and the future. | a. | a. | a. Analyze factors that lead to the Renaissance and French Revolution. | a. | a. Identify major societal issues and how they affect society. | a. Explain the purposes of government. |
| b. Relate how past civilizations' political technological, and | b. | b. | b. | b. | b. | b. |

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| cultural contributions have contributed to contemporary societies. | | | | | | |
|---|------------------|--|---|---|---|---|
| c. Identify changes that resulted from the important turning points in world history. | c. | c. | c. | c. | c. | c. |
| Interval Benchmark 2: Apply key concepts such as time, chronology, causality, change, conflict, and complexity to explain, analyze, and show connections among patterns of historical change. | | | | | | |
| Global Perspectives | Economics | American Heritage | Western Civ. I *Western Civ. II **Western Civ. III | Psychology | Sociology | Government *AP Government |
| a. Connect the past to the present and the future. | a. | a. Identify the ten themes of American Heritage. | a. Connect the past to the present and the future. (*, **) | a. Differentiate between normal and abnormal childhoods and the effects on the developmental process. | a. Differentiate between major American social movements. | a. Explain how public policy is formulated. |
| b. Identify and describes traditions, historical points of reference in modern world history: Renaissance, Industrialism, Reformation, Imperialism, Revolution, World Conflict, Colonialism, and Nationalism. | b. | b. Identify the causes and consequences of the American Revolution, Civil War, Great Depression, and World War II. | b. Identify and describes traditions, historical points of reference in modern world history: Renaissance, Industrialism, Reformation, Imperialism, Revolution, World Conflict, Colonialism, and Nationalism. (*, **) | b. | b. | b. |
| c. Identify changes that resulted from important turning point in world history. | c. | c. Debate the conflicts of the American dream. | c. Identify changes that resulted from important turning point in world history. (*, **) | c. | c. | c. |
| d. | d. | d. | d. Identify significant examples from WWI and how these events | d. | d. | d. |

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|--|--|--|-----------------------|--|--|--|
| | | | impacted people. (**) | | | |
|--|--|--|-----------------------|--|--|--|

Interval Benchmark 3: Investigate, interpret, and analyze multiple historical and contemporary viewpoints.

| Global Perspectives | Economics | American Heritage | Western Civ. I *Western Civ. II **Western Civ. III | Psychology | Sociology | Government *AP Government |
|---|------------------|---|---|--|--|--|
| a. Relate how past civilizations' political, technological, and cultural contributions have contributed to contemporary societies. | a. | a. Analyze slavery, states' rights, and culture as the _____ cause. | a. Relate how past civilizations' political, technological, and cultural contributions have contributed to contemporary societies. (*, **) | a. Explain and support with examples fitting Erickson's stages of psychosocial development and Piaget's cognitive development. | a. Understand norms and values of society. | a. Analyze six concepts of American Democracy. |
| b. Identify elements in a contemporary situation that parallel a historical situation and describe variables that could result in different outcomes. | b. | b. Analyze conflict between _____ | b. Identify elements in a contemporary situation that parallel a historical situation and describe variables that could result in different outcomes. (*, **) | b. | b. | b. Identify influences of social contract on founding fathers. |
| c. | c. | c. Analyze conflict between religion and science. | c. | c. | c. | c. Analyze viewpoints on various contemporary Bill of Rights issues. |
| d. | d. | d. Debate decision to use the atomic bomb. | d. | d. | d. | d. |

Standard 3: Analyze the interactions of people, places, and environments.

Interval Benchmark 1: Apply geography's five fundamental themes (location, place, human interaction, movement, and regions).

| Global Perspectives | Economics | American Heritage | Western Civ. I *Western Civ. II **Western Civ. III | Psychology | Sociology | Government *AP Government |
|---|------------------|--|---|--|---------------------------------------|--------------------------------------|
| a. Explain how people relate to one another and their environments. | a. | a. Analyze migration around the world. | a. Explain how people relate to one another and their environments. (*, **) | a. Define and explain different types of groups. | a. Explain the socialization process. | a. |

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|--|----|--|--|---|----|----|
| b. Demonstrate an understanding of why conflict occurs and how it is resolved by analyzing the following causes of conflict: cultural differences, political differences, scarcity of goods and services, and value differences. | b. | b. Analyze migration across North America. | b. Demonstrate an understanding of why conflict occurs and how it is resolved by analyzing the following causes of conflict: cultural differences, political differences, scarcity of goods and services, and value differences. (*, **) | b. Define interactive patterns within groups. | b. | b. |
| c. Explain how economic resources, technology, values, and beliefs have influenced, and continue to influence, societies' decisions concerning their environment. | c. | c. Identify the eastern and western _____ of the Civil War. | c. Explain how economic resources, technology, values, and beliefs have influenced, and continue to influence, societies' decisions concerning their environment. (*, **) | c. | c. | c. |
| d. Locate people, places and events historically and geographically. | d. | d. Identify global threats to American interests and security. | d. Locate people, places and events historically and geographically. (*, **) | d. | d. | d. |
| e. Locate places and regions of historical significance. | e. | e. | e. Locate places and regions of historical significance. (*, **) | e. | e. | e. |

Standard 4: Demonstrate an understanding of the factors that shape individual development and identity.

Interval Benchmark 1: Identify how various factors of socialization develop a sense of self and understanding and appreciation for individual worth.

| Global Perspectives | Economics | American Heritage | Western Civ. I *Western Civ. II **Western Civ. III | Psychology | Sociology | Government *AP Government |
|---|-----------|-------------------|--|--|---|--|
| a. Evaluate the influence of a culture on the interactions of various groups. | a. | a. | a. | a. Describe principles and techniques of classical conditioning. | a. Explain the importance of socialization. | a. Identify factors that shape individual political socialization. |

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|--|----|----|----|--|---|----|
| b. Assess the effect of culture on society, group, or individual decisions and/or actions. | b. | b. | b. | b. Explain cognitive, emotional, sexual, personal, and social development. | b. Understand social mobility and stratification. | b. |
| c. | c. | c. | c. | c. Discuss different theories on development and compare theories to individual development. | c. | c. |
| d. | d. | d. | d. | d. Examine intelligence and the key factors that may contribute to intelligence. | d. | d. |

Interval Benchmark 2: Identify personal connections to time, place and culture.

| Global Perspectives | Economics | American Heritage | Western Civ. I *Western Civ. II **Western Civ. III | Psychology | Sociology | Government *AP Government |
|--|-----------|---|--|---|---|---|
| a. Explain the history and relevance of major religious and philosophical traditions (including but not limited to: Buddhism, Christianity, Confucianism, Hinduism, Islam and Judaism) | a. | a. Debate the issues of race and cultural diversity. | a. Explain the history and relevance of major religious and philosophical traditions (including but not limited to: Buddhism, Christianity, Confucianism, Hinduism, Islam and Judaism) (*, **) | a. Explain the norms of different cultures and creations. | a. Explain past and present moves, symbols, folkways, and cultures. | a. Participate in and review government and community activities. |
| b. Analyze racial/ethnic heritages of areas of the world in the past, and hypothesize about how those might change in the future. | b. | b. Debate issues of social justice, social Darwinism, and Capitalism. | b. Analyze racial/ethnic heritages of areas of the world in the past, and hypothesize about how those might change in the future. (*, **) | b. | b. | b. |
| c. | c. | c. Debate science versus religion. | c. Describe how groups and culture affect the development of a | c. | c. | c. |

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|----|----|----|------------------------|----|----|----|
| | | | sense of self. (*, **) | | | |
| d. | d. | d. | d. | d. | d. | d. |
| e. | e. | e. | e. | e. | e. | e. |
| f. | f. | f. | f. | f. | f. | f. |

Interval Benchmark 3: Work independently and cooperatively within groups and institution to accomplish goals.

| Global Perspectives | Economics | American Heritage | Western Civ. I *Western Civ. II **Western Civ. III | Psychology | Sociology | Government *AP Government |
|---|-----------|---|--|--|--|---|
| a. Evaluate the influence of a culture on the interactions of various groups. | a. | a. Contribute to successful group projects. | a. Contribute to a successful group project. | a. Contribute to a supportive climate in large and small groups. | a. Contribute to a supportive climate in large and small groups. | a. Explain how to make a bill into a law. |
| b. | b. | b. | b. | b. | b. | b. Identify how government is involved in jobs. |
| c. | c. | c. | c. | c. | c. | c. |
| d. | d. | d. | d. | d. | d. | d. |
| e. | e. | e. | e. | e. | e. | e. |
| f. | f. | f. | f. | f. | f. | f. |

Standard 5: Analyze the interactions among individuals, groups, and institutions.

Interval Benchmark 1: Analyze group and institutional influences on people, events, and elements of culture in both historical and contemporary settings.

| Global Perspectives | Economics | American Heritage | Western Civ. I *Western Civ. II **Western Civ. III | Psychology | Sociology | Government *AP Government |
|---|-----------|-------------------|--|------------|-----------|---|
| a. Explain how cultural beliefs and experiences shape the character of a region | a. | a. | a. | a. | a. | a. Apply political practices to various situations. |

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| and influences perceptions of places and regions. | | | | | | |
| b. | b. | b. | b. | b. | b. | b. Identify and evaluate the role of the three branches of government. |
| c. | c. | c. | c. | c. | c. | c. Interpret Federalism and the relationship among the states. |

Interval Benchmark 2: Analyze the social dynamics between the individual and the community both historically and in contemporary society.

| Global Perspectives | Economics | American Heritage | Western Civ. I *Western Civ. II **Western Civ. III | Psychology | Sociology | Government *AP Government |
|--|-----------|---|--|---|---|--|
| a. Apply concepts such as role, status, and social classes in describing the connections and interactions of individuals, groups, and institutions in society. | a. | a. Analyze the ethnic make-up of Crawford County. | a. Apply concepts such as role, status, and social classes in describing the connections and interactions of individuals, groups, and institutions in society. (*, **) | a. Identify gender roles and development. | a. Define social structures. | a. Participate in, review, and evaluate government and community programs. |
| b. Analyze group and institutional influences on people, events, and elements of culture in both historical and contemporary settings. | b. | b. | b. Analyze group and institutional influences on people, events, and elements of culture in both historical and contemporary settings. (*, **) | b. Compare and contrast cultural and social similarities and differences in personality, mental health, and treatments. | b. Differentiate between micro and macro sociology. | b. Evaluate and explain popular sovereignty and limited government. |
| c. | c. | c. | c. | c. Examine the interaction among individuals, groups and institutions. | c. | c. Apply the social contract to the United State's government. |
| d. | d. | d. | d. | d. | d. | d. |
| e. | e. | e. | e. | e. | e. | e. |

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Standard 6: Evaluate how people create and change structures of power, authority, and governance.

Interval Benchmark 1: Develop critical thinking and problem solving skills for political, public, and global issues.

| Global Perspectives | Economics | American Heritage | Western Civ. I *Western Civ. II **Western Civ. III | Psychology | Sociology | Government *AP Government |
|---|------------------|--------------------------------------|---|-------------------|---|---|
| a. Understand the historical basis of contemporary political systems by comparing and contrasting various systems of government to include democracy, communism, socialism, dictatorships, dynasties, monarchies, oligarchies, and aristocracies. | a. | a. Identify the Turner Thesis. | a. Understand the historical basis of contemporary political systems by comparing and contrasting various systems of government to include democracy, communism, socialism, dictatorships, dynasties, monarchies, oligarchies, and aristocracies. (*, **) | a. | a. Analyze and summarize important social issues. | a. Analyze and evaluate Bill of Rights issues. |
| b. Explain the historic origins of contemporary economic systems including the economic and political systems of capitalism, socialism, and communism. | b. | b. Analyze causes of the Civil War. | b. Explain the historic origins of contemporary economic systems including the economic and political systems of capitalism, socialism, and communism. (*, **) | b. | b. Explain how social movement lead to collection behavior. | b. Analyze and evaluate political events and public policy. |
| c. Understand the significances of political choices and decisions made by individuals, groups, and nations | c. | c. Identify solutions of the Jungle. | c. Understand the significances of political choices and decisions made by individuals, groups, and nations throughout | c. | c. | c. |

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| throughout history. | | | history. (*, **) | | | |
| d. | d. | d. Discuss the justifications and criticisms of Hiroshima. | d. | d. | d. | d. |
| e. | e. | e. Identify and debate | e. | e. | e. | e. |
| f. | f. | f. | f. | f. | f. | f. |

Interval Benchmark 2: Evaluate the role of technology in communications, transportation, information processing, weapons development, or other areas as it contributes to or helps resolve conflicts.

| Global Perspectives | Economics | American Heritage | Western Civ. I *Western Civ. II **Western Civ. III | Psychology | Sociology | Government *AP Government |
|---|------------------|--------------------------|---|--|------------------|---|
| a. Illustrate how technology and human mobility have changed various cultural landscapes. | a. | a. | a. Analyze and evaluate the cause and aftermath of WWI. | a. Analyze guidelines of family and group therapies. | a. | a. Evaluate the role of the media in American politics. |
| b. | b. | b. | b. Analyze and evaluate the cause and aftermath of WWII. | b. | b. | b. |
| c. | c. | c. | c. Analyze and evaluate the cause and aftermath of the Cold War. | c. | c. | c. |
| d. | d. | d. | d. Analyze the development of weapons and the change of warfare. | d. | d. | d. |
| e. | e. | e. | e. | e. | e. | e. |
| f. | f. | f. | f. | f. | f. | f. |

Interval Benchmark 3: Examine persistent issues involving the rights, roles and status of the individual in relation to the general welfare.

| Global Perspectives | Economics | American Heritage | Western Civ. I *Western Civ. II **Western Civ. III | Psychology | Sociology | Government *AP Government |
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|---|----|--|--|---|---|--|
| a. Analyze the actions of individuals and groups in the development of historical events. | a. | a. Apply the 1 st , 4 th and 5 th amendments to the Bill of Rights. | a. Compare and contrast government types and the affect on the general populous. | a. Analyze the drastic change in society's perception of institutions and the view of mental illness. | a. Define social structure, status, and roles | a. Identify the role of government in _____ social conflict. |
| b. Interpret, analyze, and evaluate historical and contemporary issues. | b. | b. | b. | b. Discuss the history of mental illness. | b. | b. Apply the Bill of Rights and Supreme Court decisions to political issues, past and present. |
| c. | c. | c. | c. | c. Discuss laws, legal issues and moral issues related to psychology, including APA experimentation, guidelines, insanity defense, informed consent, patient rights, and mandatory reporting. | c. | c. Define and clarify the powers of the three branches of government. |
| d. | d. | d. | d. | d. | d. | d. |
| e. | e. | e. | e. | e. | e. | e. |
| f. | f. | f. | f. | f. | f. | f. |

Standard 7: Analyze how people organize for the production, distribution, and consumption of goods and services.

Interval Benchmark 1: Explain basic economic principles and apply various situations to historical and current events.

| Global Perspectives | Economics | American Heritage | Western Civ. I *Western Civ. II **Western Civ. III | Psychology | Sociology | Government *AP Government |
|--|-----------|-------------------|--|------------|-----------|--|
| a. Describe the characteristics of traditional, command, market and mixed economics. | a. | a. | a. Compare and contrast Communism and Capitalism. (**) | a. | a. | a. Explain the role of government in people's lives. |
| b. Identify the factors that lead to a nation | b. | b. | b. Analyze the barter system and the | b. | b. | b. |

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| having a comparative advantage of trade with other countries. | | | importance of supply and demand on cost. | | | |
| c. Determine the ways in which various societies meet their economic needs and wants. | c. | c. | c. | c. | c. | c. |
| d. | d. | d. | d. | d. | d. | d. |

Interval Benchmark 2: Analyze how governmental and economic systems are interdependent and interact with each other.

| Global Perspectives | Economics | American Heritage | Western Civ. I *Western Civ. II **Western Civ. III | Psychology | Sociology | Government *AP Government |
|--|------------------|--------------------------|--|-------------------|------------------|--|
| a. Apply economic concepts and principles when evaluating historical and contemporary events and issues. | a. | a. | a. Apply economic concepts and principles when evaluating historical and contemporary events and issues. (*, **) | a. | a. | a. Identify the role of the President and Congress in US foreign policy. |
| b. | b. | b. | b. | b. | b. | b. |
| c. | c. | c. | c. | c. | c. | c. |
| d. | d. | d. | d. | d. | d. | d. |
| e. | e. | e. | e. | e. | e. | e. |
| f. | f. | f. | f. | f. | f. | f. |

Standard 8: Understand the connections among science, technology, and society.

Interval Benchmark 1: Evaluate how science and technology have transformed the physical world and human society and our understanding of time, space, place, and human environment interactions.

| Global Perspectives | Economics | American Heritage | Western Civ. I *Western Civ. II **Western Civ. III | Psychology | Sociology | Government *AP Government |
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|---|----|----|---|--|---|----|
| a. Understand how major scientific and mathematical discoveries and technological innovations have affected societies throughout history. | a. | a. | a. Understand how major scientific and mathematical discoveries and technological innovations have affected societies throughout history. (*, **) | a. Analyze how science is related to the study of psychology. | a. Understand how cultures change today with the advancement of technology. | a. |
| b. | b. | b. | b. | b. Explain the strengths and weaknesses of correlation studies, case studies, interviews, double blind experiments, natural observation, direct observation, field studies, surveys, and placebos. | b. | b. |
| c. | c. | c. | c. | c. | c. | c. |
| d. | d. | d. | d. | d. | d. | d. |

Standard 9: Analyze global connections and interdependence.

Interval Benchmark 1: Analyze the causes, consequence, and possible solutions to contemporary and global issues.

| Global Perspectives | Economics | American Heritage | Western Civ. I *Western Civ. II **Western Civ. III | Psychology | Sociology | Government *AP Government |
|---|--|-------------------|---|-----------------------------------|--------------------------------------|---|
| a. Interpret, analyze, and evaluate historical and contemporary issues. | a. Describe the relations between the United States and other countries. | a. | a. Identify various religions and analyze their impact. | a. Examine the changes in DSM IV. | a. Analyze major societal movements. | a. Research and evaluate public policy. |
| b. Use cause and effect to explain why events occurred and the impact on future events. | b. | b. | b. Discuss various religions, the formation of religions, and the impact of religion on people. | b. | b. | b. |

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| c. Use historical events to explain and understand contemporary issues. | c. | c. | c. | c. | c. | c. |
| d. | d. | d. | d. | d. | d. | d. |

Interval Benchmark 2: Analyze the relationships and tensions between national and global interests.

| Global Perspectives | Economics | American Heritage | Western Civ. I *Western Civ. II **Western Civ. III | Psychology | Sociology | Government *AP Government |
|---|-----------|-------------------|---|------------|-----------|-------------------------------------|
| a. Explain reasons that contribute to conflict, cooperation and interdependence among groups, societies, and nations. | a. | a. | a. Explain reasons that contribute to conflict, cooperation and interdependence among groups, societies, and nations. (*, **) | a. | a. | a. Identify roles of the President. |
| b. Identify the causes, results and possible solutions to constant, present and new world issues. | b. | b. | b. Examine the causes, results and possible solutions to constant, present and new world issues. (*, **) | b. | b. | b. |
| c. | c. | c. | c. | c. | c. | c. |
| d. | d. | d. | d. | d. | d. | d. |

Interval Benchmark 3: Analyze and form conclusions demonstrating an understanding of concerns, standards, issues, and conflicts related to universal human rights.

| Global Perspectives | Economics | American Heritage | Western Civ. I *Western Civ. II **Western Civ. III | Psychology | Sociology | Government *AP Government |
|---|-----------|-------------------|--|------------|--|--|
| a. Analyze the actions of individuals and groups in the development of historical events. | a. | a. | a. Evaluate the world's response to the Holocaust. (**) | a. | a. Explain how cultural changes cause problems with countries. | a. Evaluate and demonstrate use of foreign policy tools. |
| b. Interpret, analyze, and evaluate historical and contemporary | b. | b. | b. Identify human rights abuses and the world's response. (**) | b. | b. | b. |

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| issues. | | | | | | |
| c. | c. | c. | c. | c. | c. | c. |
| d. | d. | d. | d. | d. | d. | d. |
| e. | e. | e. | e. | e. | e. | e. |
| f. | f. | f. | f. | f. | f. | f. |

Standard 10: Apply ideals, principles, and practices of citizenship in a democracy.

Interval Benchmark 1: Explain the origins and interpret the continuing influence of key ideals of the democratic republican form of government.

| Global Perspectives | Economics | American Heritage | Western Civ. I *Western Civ. II **Western Civ. III | Psychology | Sociology | Government *AP Government |
|--|-----------|--|---|------------|-----------|--|
| a. Categorize the various types of governmental systems by structure and by treatment of its citizens. | a. | a. Identify long term effects of the Declaration of Independence. | a. Trace the process by which a democratic/republican government evolved from its beginnings in classical Greece and Rome, through developments in England, continuing through today. (*, **) | a. | a. | a. Identify key influences on the United States founding government. |
| b. | b. | b. Determine how the Gettysburg Address redefined the United States. | b. Compare the Roman Republic, Greek Democracy with each other, and to the United States form of government. | b. | b. | b. |
| c. | c. | c. Identify the main themes of the “I Have a Dream” speech. | c. | c. | c. | c. |
| d. | d. | d. Relate Roosevelt’s “The Four Freedoms” to the American | d. | d. | d. | d. |

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Interval Benchmark 2: Identify, analyze, interpret, and evaluate sources and examples of citizen’s rights and responsibilities.

| Global Perspectives | Economics | American Heritage | Western Civ. I *Western Civ. II **Western Civ. III | Psychology | Sociology | Government *AP Government |
|---|------------------|---|---|---|------------------|---|
| a. Explain the origins and interprets the influence of key ideals of the democratic form of government, such as human dignity, liberty, justice, equality, and the rule of law. | a. | a. Analyze how the 1 st and 4 th amendments affect daily lives. | a. Explain the origins and interprets the influence of key ideals of the democratic form of government, such as human dignity, liberty, justice, equality, and the rule of law. (*, **) | a. Discuss laws, legal issues and moral issues related to psychology, including APA experimentation, guidelines, insanity defense, informed consent, patient rights, and mandatory reporting. | a. | a. Apply the ideal principals and practices of citizenship in a demoncracy. |
| b. Identify, analyze, interpret, and evaluate sources and examples of citizens’ rights and responsibility. | b. | b. Compare and contrast individualism, conformity, and rebellion. | b. Identify, analyze, interpret, and evaluate sources and examples of citizens’ rights and responsibility. (*, **) | b. | b. | b. |
| c. | c. | c. Analyze the societal tensions between races and ethnic groups in the contemporary United States. | c. | c. | c. | c. |
| d. | d. | d. | d. | d. | d. | d. |
| e. | e. | e. | e. | e. | e. | e. |
| f. | f. | f. | f. | f. | f. | f. |