

Glenwood Community

School District

HS Social Studies Curriculum

Our mission is to engage all students in a challenging, sequential, and differentiated social studies curriculum that will develop critical thinkers, problem solvers, and effective communicators.

We believe that all students should have access to a high-quality social studies education that provides them with the skills and knowledge they need to be well informed citizens, to be prepared for college and careers.

A special thank you to the following individuals for their hard work and dedication who have served on the District HS Social Studies Subject Area Committee.

A special thank you to the District 6-12 Social Studies Curriculum Committee:

Kelsey Miller

Maria Jacobus

Amanda Crouch

Cindy Long

Emily Dietz

Eric Rasmussen

Marissa Klindt

Paul Johnson

Todd Killion

Glenwood Community High School
 Freshman U.S. History Curriculum
 American History - Late 19th Century to Current Times
 Approved Date - June 2021
 Length: Year Long Course

Course Purpose: The student will analyze and evaluate the impact of events, actions, changes, and motives in the history of the United States from the end of the 19th Century to the present era. The history of this time period will be used to illustrate larger historical ideas and themes and their connection to a fuller understanding of the world we live in today. Additionally, the student will use historical literacy skills such as considering multiple accounts of events and issues, assessing the validity of sources encountered, and question driven research in order to make and support claims about the events, ideas, and themes they encounter in the history of the United States.

| Outcome | Topic | Standards |
|---------|--|--|
| 1 | Historical Inquiry | SS-US.9-12.24. |
| 2 | Continuity & Change from WWI to the Great Depression | SS-US.9-12.16., SS-US.9-12.19., SS-US.9-12.21., SS-US.9-12.24., SS-US.9-12.26., SS-Geo.9-12.13, SS-Geo.9-12.14, SS-Geo.9-12.17, SS-Geo.9-12.20, SS-Geo.9-12.21, SS-Geo.9-12.23 |
| 3 | Cause & Effect: U.S. Imperialism through WWII | SS-US.9-12.18., SS-US.9-12.21., SS-US.9-12.24., SS-US.9-12.26., SS-US.9-12.27., SS-Geo.9-12., 13, SS-Geo.9-12.22, |
| 4 | Effectiveness of "Containment" | SS-US.9-12.20., SS-US.9-12.24., SS-US.9-12.26, SS-Geo.9-12.13, SS-Geo.9-12.22 |
| 5 | Immigration History | SS-US.9-12.17., SS-US.9-12.21., SS-US.9-12.24., SS-US.9-12.25, SS-Geo.9-12.13, SS-Geo.9-12.14, SS-Geo.9-12.18, SS-Geo.9-12.20 |
| 6 | Pursuit of American Dream | SS-US.9-12.13., SS-US.9-12.14., SS-US.9-12.15., SS-US.9-12.18., SS-US.9-12.24., SS-US.9-12.25., SS-Geo.9-12.13, SS-Geo.9-12.14, |
| 7 | U.S. in Times of Crisis | SS-US.9-12.13., SS-US.9-12.15., SS-US.9-12.24., SS-US.9-12.25., SS-US.9-12.27., SS-Geo.9-12.22, |
| 8 | Historical Inquiry 2 | SS-US.9-12.24. |

| Course Outcomes | Outcome Components | Description |
|-----------------|---|---|
| SS.AH.1 | The student will investigate the skills of making claims, conclusions, and sourcing in order to effectively apply them to historical inquiry. | |
| | SS.AH.1.1 | Develop claims and counterclaims using accurate and relevant evidence from multiple sources. |
| | SS.AH.1.2 | Critique the strengths and weaknesses of claims and conclusions as responses to compelling questions. |
| | SS.AH.1.3 | Evaluate the credibility of historical and present day sources of information by examining their origins, authority, context, bias, and corroborative value. |
| SS.AH.2 | The student will evaluate the relationship between forces of societal change and individual and group behavior through the lens of the history of the United States from the years following World War I to the end of the Great Depression. | |
| | SS.AH.2.1 | Define factors of societal change and cite examples of those factors in the United States from the years following WWI through the end of the Great Depression. |
| | SS.AH.2.2 | Categorize and identify examples of group responses in the United States to factors of societal change from the years following WWI to the end of the Great Depression. |
| | SS.AH.2.3 | Identify the causes of the factors of societal change in the United States from the years following WWI to the end of the Great Depression. |
| SS.AH.3 | The student will appraise cause and effect relationships, as well as global interconnectedness, from United States imperialist actions in the 19th and early 20th centuries through the attack on Pearl Harbor and its aftermath. | |
| | SS.AH.3.1 | Describe American actions of imperialism in the late 19th and early 20th centuries and the impact they had on the United States and the places in which imperialism took place. |
| | SS.AH.3.2 | Assess how foreign affairs decisions of the United States in the late 19th and early 20th centuries impacted relations with countries around the world. |

| | | |
|-----------------|---|--|
| | SS.AH.3.3 | Compare and contrast the United States role in the world before, during, and after entry in World War II. |
| SS.AH.4 | The student will critique the effectiveness, and impact of, the United States Cold War policy of containment in the post WWII years of the 20th Century. | |
| | SS.AH.4.1 | Describe post WWII ideas and theories that the United States viewed as threats to the country in the second half of the 20th century. |
| | SS.AH.4.2 | Identify policies the United States put into place to limit or contain post WWII ideas it believed were direct threats to the country in the second half of the 20th century. |
| | SS.AH.4.3 | Justify with criteria whether individual Containment actions taken by the United States during the Cold War were effective. |
| SS.AH.5 | The student will evaluate patterns, processes, and impact of, as well as responses to, immigration to the United States from the late 19th century to current times. | |
| | SS.AH.5.1 | Identify the similarities and differences in the patterns of immigration to the United States from the turn of the 19th century to today. |
| | SS.AH.5.2 | Assess the similarities and differences in the American response to immigration from the turn of the 19th century to today. |
| | SS.AH.5.3 | Appraise the impact immigration has had on the United States over the course of the last 150 years. |
| SS.AH.6 | The student will assess the historical pursuit of the American Dream in the second half of the 20th century in relation to the pursuit of the American Dream today. | |
| | SS.AH.6.1 | Investigate the history of the term American Dream in order to describe how it has been interpreted by various groups over the course of the country's history. |
| | SS.AH.6.2 | Assess the motives, methods, and movements from the 1950's to early 1970's its connection to the pursuit of the American Dream. |
| | SS.AH.6.3 | Evaluate the impact of government policies on the pursuit of the American Dream. |
| | SS.AH.6.4 | Compare and contrast the idea of the American Dream and the pursuit of it today to that of previous generations. |
| SS.AH. 7 | The student will assess how the United States and its citizens have responded at home in times of crisis over the course of the 20th and 21st centuries. | |
| | SS.AH.7.1 | Assess the response of the United States and its citizens at home in the years following the Japanese attack on Pearl Harbor. |
| | SS.AH.7.2 | Evaluate the response of the United States and its citizens in the years following the signing of the Gulf of Tonkin Resolution and the ensuing military engagement in Vietnam. |
| | SS.AH.7.3 | Compare and contrast the response of the United States and its citizens at home in the years following the terrorist attacks which took place on September 11, 2001 to reactions during WWII and the Vietnam conflict. |
| SS.AH.8 | The student will evaluate the impact of inventions and technological innovations have had on American society and culture. | |
| | SS.AH.8.1 | Create supporting questions in connection to a topic that require sources to be examined to find answers, and which also lead to further questions being asked. |
| | SS.AH.8.2 | Develop claims and counterclaims using accurate and relevant evidence from multiple sources. |
| | SS.AH.8.3 | Construct responses to a compelling question that are supported by reasoning and evidence, as well as identify the strengths and weaknesses of claims and conclusions as responses to compelling questions. |
| | SS.AH.8.4 | Evaluate the credibility of historical and present day sources of information by examining their origins, authority, context, bias, and corroborative value. |

Glenwood Community High School
 Modern American Affairs
 Approved Date – June 2021
 Length: One Semester

Course Purpose: The student will investigate how to navigate the current American media landscape, the current domestic and foreign affairs of the United States, as well as how American civil rights and liberties have been interpreted by the U.S. Supreme Court since 1980. The student will engage in skills necessary for effective research and analysis of current domestic and foreign issues facing the United States, the history behind those issues, and proposed solutions to those issues. Additionally, students will assess decisions made by the Supreme Court that guide the current state of civil rights and liberties in the country.

| Outcome | Topic | Standards |
|---------|--------------------------------|--|
| 1 | Am. Media Landscape | RH.11-12.3, RH.11-12.4, RH.11-12.8, WHST.11-12.8 |
| 2 | Am. Domestic Issues | SS-US.9-12.14, SS-US.9-12.15, SS-US.9-12.17, SS-US.9-12.18, SS-US.9-12.21, SS-US.9-12.25 |
| 3 | Am. Foreign Policy Issues | SS-US.9-12.20, SS-US.9-12.21, SS.WH.9-12.18, SS.WH.9-12.20, SS.WH.9-12.24, SS.WH.9-12.25 |
| 4 | Am. Civil Rights and Liberties | SS-Gov.9-12.20, SS-Gov.9-12.24, SS-US.9-12.24 |

| Course Outcomes | Outcome Components | Description |
|-----------------|---|--|
| SS.MAA.1 | The student will analyze and apply strategies necessary for American citizens to use to navigate the American media landscape in today's world and arrive at informed opinions. | |
| | SS.MAA.1.1 | Identify and demonstrate the skill of sourcing to effectively perform internet searches to acquire credible information. |
| | SS.MAA.1.2 | Identify and apply the steps necessary to accurately evaluate information acquired from social media platforms and news organizations. |
| | SS.MAA.1.3 | Analyze various logical fallacies in order to evaluate claims made by American media organizations and politicians. |
| SS.MAA.2 | American Domestic Issues - The student will evaluate American domestic issues from multiple perspectives by analyzing past and current evidence on the issues. (civil rights issues, economic issues, immigration issues, education issues, etc.) | |
| | SS.MAA.2.1 | Identify and analyze a current domestic issue facing the United States. |
| | SS.MAA.2.2 | Apply the steps and skills of the inquiry process to investigate a current domestic issue facing the United States. |
| | SS.MAA.2.3 | Investigate the historical context behind the domestic issue to assess its value in fully assessing the current situation and what actions should be taken to address the issue. |
| | SS.MAA.2.4 | Evaluate various perspectives on how to create positive and lasting change in regard to current domestic issues facing the United States. |
| SS.MAA.3 | American Foreign Policy Issues - The student will evaluate a current American foreign affairs issue by examining the historical, political, economic, and cultural context of countries and events involved, as well as various organizations, tools and perspectives on how to create positive change in the world today. (War on Terror, relations with China, NATO, Russia, etc.) | |

| | | |
|-----------------|--|---|
| | SS.MAA.3.1 | Evaluate essential foreign affairs concepts, considerations, and tools that play a role in foreign affairs actions and decisions. |
| | SS.MAA.3.2 | Evaluate the national and international organizations that play a role in foreign affairs actions and decisions taken by the United States. |
| | SS.MAA.3.3 | Evaluate the historical, political, economic, and cultural context of the country(ies) and events involved in the current foreign affairs issue facing the United States. |
| | SS.MAA.3.4 | Assess various options and perspectives on how to create positive and lasting change in regard to a current foreign affairs issue facing the United States. |
| SS.MAA.4 | The student will assess Landmark Supreme Court cases from 1980-present in order to identify the rights and limitations that exist for citizens of the United States of America. | |
| | SS.MAA.4.1 | Evaluate select Supreme Court rulings in order to infer how rights and limitations of being a U.S. citizen have been interpreted since 1980. |
| | SS.MAA.4.2 | Compare and contrast multiple arguments for and against an upcoming Supreme Court case, including previous cases to be used as precedent. |
| | SS.MAA.4.3 | Create arguments for and against positions on an upcoming Supreme Court case, including the use of previous cases to be used as precedent. |

Glenwood Community High School
 Social Studies - Western Civilizations Curriculum
 Approved Date – June 2021

Course Purpose: The student will analyze and evaluate world historical events from the French Revolution to the dawn of the 20th Century. The student will explore major themes and developments that shaped the modern world including human rights, revolution and democracy to develop an understanding of the roots of current world issues. The student will consider multiple perspectives of events and issues in order analyze the cause and effects that change society.

Overview

| Outcome | Topic | Iowa Core Codes |
|---------|---|---|
| 1 | Renaissance and Reformation | SS.WH.9-12.13 SS.WH.9-12.21 SS.WH.9-12.22 SS.WH.9-12.23 SS.WH.9-12.24 SS.WH.9-12.25 |
| 2 | Absolutism | SS.WH.9-12.13 SS.WH.9-12.14 SS.WH.9-12.21 SS.WH.9-12.22 SS.WH.9-12.23 SS.WH.9-12.24 SS.WH.9-12.25 |
| 3 | Enlightenment and the Scientific Revolution | SS.WH.9-12.14 SS.WH.9-12.21 SS.WH.9-12.22 SS.WH.9-12.23 SS.WH.9-12.24 SS.WH.9-12.25 |
| 4 | French Revolution | SS.WH.9-12.14 SS.WH.9-12.22 SS.WH.9-12.23 SS.WH.9-12.24 SS.WH.9-12.25 |
| 5 | Industrial Revolution | SS.WH.9-12.15 SS.WH.9-12.16 SS.WH.9-12.21 SS.WH.9-12.22 SS.WH.9-12.23 SS.WH.9-12.24 SS.WH.9-12.25 |
| 6 | Imperialism | SS.WH.9-12.17 SS.WH.9-12.18 SS.WH.9-12.19 SS.WH.9-12.20 SS.WH.9-12.23 SS.WH.9-12.24 SS.WH.9-12.25 |
| 7 | World War I | SS.WH.9-12.14 SS.WH.9-12.22 SS.WH.9-12.23 SS.WH.9-12.24 SS.WH.9-12.25 SS.WH.9-12.26 |

| | | |
|----|---------------------|---|
| 8 | Rise of Dictators | SS.WH.9-12.14 SS.WH.9-12.20 SS.WH.9-12.23 SS.WH.9-12.24 SS.WH.9-12.25 |
| 9 | World War II | SS.WH.9-12.14 SS.WH.9-12.22 SS.WH.9-12.23 SS.WH.9-12.24 SS.WH.9-12.25 |
| 10 | New Global Patterns | SS.WH.9-12.23 SS.WH.9-12.24 SS.WH.9-12.25 |

| Course Outcomes | Outcome Components | Description |
|-----------------|---|---|
| SS.WC.1 | Renaissance and Reformation The student will defend the title “Renaissance” as it’s used to describe the 15th century through 1650. | |
| | SS.WC.1.1 | Identify Renaissance sources to extract the political, economic and social ideals of European society. |
| | SS.WC.1.2 | Define humanism and prove its influence through the analysis of multiple sources. |
| | SS.WC.1.3 | Identify the causes of the Reformation and critique the long term effects throughout Europe. |
| SS.WC.2 | Absolutism The student will analyze absolutism and constitutional monarchy in order to critique each with regards to how it defines and defends the rights and responsibilities of its citizens. | |
| | SS.WC.2.1 | Discuss the conditions that promoted the rise of absolutism in Europe. |
| | SS.WC.2.2 | Assess the achievements and shortcomings of the European absolute monarchs. |
| | SS.WC.2.3 | Define a constitutional monarchy and summarize the relationship between the government and its citizens. |
| | SS.WC.2.4 | Trace the progression of citizens rights in England’s history from the 13th Century through 17th Century. (Magna Carta, English Bill of Rights, etc.) |
| SS.WC.3 | Enlightenment and the Scientific Revolution The student will debate the influence of new ideas on the way the government represents the people of Europe. | |
| | SS.WC.3.1 | Discuss how the Scientific Revolution contributed to the development of new political and social ideals. |
| | SS.WC.3.2 | Compare and contrast the views of Locke, Rousseau, and Montesquieu on what constituted the best form of government and why. |
| | SS.WC.3.3 | Critique how successful enlightened despots were in improving society through enlightenment ideas. |
| SS.WC.4 | French Revolution The student will analyze the causes of the French Revolution and the Congress of Vienna in order to predict the long term consequences. | |
| | SS.WC.4.1 | Examine documents to argue the most important causes of the French Revolution. |

| | | |
|----------------|---|--|
| | SS.WC.4.2 | Differentiate between the stages of the French Revolution. |
| | SS.WC.4.3 | Compare and contrast European geographic conditions in 1812 and 1815 and their impact on the negotiations at the Congress of Vienna. |
| | SS.WC.4.4 | Describe the goals and actions of the Congress of Vienna. |
| SS.WC.5 | Industrial Revolution The student will classify the technological, social, cultural, political, and economic effects of the Industrial Revolution and the impact it had on individuals and societies. | |
| | SS.WC.5.1 | Analyze the causes of the industrial revolution in Great Britain and compare that to the development in the rest of Europe. |
| | SS.WC.5.2 | Create maps showing the relationship between centers of industry and the availability of natural resources. |
| | SS.WC.5.3 | Analyze primary sources on urbanization in order to identify social effects of industrialization. |
| | SS.WC.5.4 | Summarize the ideas of leading thinkers of capitalism and socialism. |
| | SS.WC.5.5 | Debate the use of government intervention to meet the needs of groups and individuals. |
| SS.WC.6 | Imperialism The student will evaluate the political and economic motives in promoting new imperialism, and assess the non-Western response. | |
| | SS.WC.6.1 | Summarize the motivations, methods and consequences of imperialism. |
| | SS.WC.6.2 | Assess the impact of European imperialism on the continent of Africa. |
| | SS.WC.6.3 | Evaluate British rule of India and identify the disadvantages of British rule for the Indian population. |
| | SS.WC.6.4 | Describe the relationship between China and Western nations in the late 1800s. |
| SS.WC.7 | World War I The student will examine the mistakes that brought soldiers to the battlefields of World War I and evaluate how the outcomes of conflict lead to the creation of modern societal problems. | |
| | SS.WC.7.1 | Evaluate the relative importance of alliances, nationalism, imperialism, and militarism as causes of World War I. |
| | SS.WC.7.2 | Explain how the First World War changed the nature of modern warfare and prompted new technology. |
| | SS.WC.7.3 | Discuss the economic and social impact of total war during World War I on Germany, France and Great Britain. |
| | SS.WC.7.4 | Examine the impact of the Russian Revolution on Russia's decision to exit WWI. |
| | SS.WC.7.5 | Critique the Treaty of Versailles and other post-WWI peace settlements. |
| SS.WC.8 | Rise of Dictators The student will compare and contrast dictators of the 1920s and 1930s in their rise to power and promotion of nationalism. | |
| | SS.WC.8.1 | Outline how the Great Depression began and spread, summarizing the effectiveness of governmental responses in Europe. |

| | | |
|-----------------|---|---|
| | SS.WC.8.2 | Describe the leadership and rise to power of Mussolini, Hitler, and Stalin in their efforts to establish totalitarian regimes. |
| | SS.WC.8.3 | Debate the use of nationalism to establish various types of government, including militarism, fascism, nazism, and communism. |
| | SS.WC.8.4 | Analyze the policies of displacement of Stalin and/or Hitler in order to make comparisons to current situations. |
| SS.WC.9 | World War II The student will evaluate the causes of World War II, and predict its consequences on future relations. | |
| | SS.WC.9.1 | Trace the sequence of German aggression leading to war and summarize the appeasement policies of the French and British. |
| | SS.WC.9.2 | Identify the major battles of Eastern Europe, Western Europe, Northern Africa, and Asia, their key players, outcomes, and impacts. |
| | SS.WC.9.3 | Examine the causes of genocide and the reasons why governments silenced dissonance. |
| | SS.WC.9.4 | Determine the most impactful policy or organization that resulted from the outcome of World War II and justify its importance on future policies. |
| SS.WC.10 | New Global Patterns The student will assess how competition promotes change and conflict in the new global society. | |
| | SS.WC.10.1 | Compare and contrast the economic policies of the East and West and their impact on government and military policy. |
| | SS.WC.10.2 | Identify the military and political consequences of the Cold War. |
| | SS.WC.10.3 | Argue points of view of support and opposition to Mao Zedong and evaluate the outcomes of China's Cultural Revolution. |
| | SS.WC.10.4 | Summarize the political challenges faced by the Middle East due to the ethnic and cultural diversity of the region during the Cold War. |
| | SS.WC.10.5 | Explain why the Soviet Union collapsed and identify the effects of the fall of communism. |

Glenwood Community High School
 Social Studies - American Government Curriculum
 Approved Date – June 2021

Course Purpose: The student will demonstrate the characteristics of an informed, responsible participant in American political life by analyzing and evaluating the fundamental values and principles of American constitutional democracy. The student will utilize knowledge of American political processes through an in-depth exploration of the roots of American democracy.

Overview

| Outcome | Topic | Iowa Core |
|---------|---|--|
| 1 | Foundations of Government | SS.GOV.9-12.13 SS.GOV.9-12.15 SS.GOV.9-12.16 SS.GOV.9-12.20 |
| 2 | Interactions Among the Branches of Government | SS.GOV.9-12.17 SS.GOV.9-12.23 SS.GOV.9-12.25 SS.GOV.9-12.28 |
| 3 | Civil Rights and Civil Liberties | SS.GOV.9-12.22 SS.GOV.9-12.24 SS.GOV.9-12.25 |
| 4 | Political Ideology and Political Action | SS.GOV.9-12.14 SS.GOV.9-12.18 SS.GOV.9-12.19 SS.GOV.9-12.21 SS.GOV.9-12.26 SS.GOV.9-12.27 |

| Course Outcomes | Outcome Components | Description |
|-----------------|---|---|
| SS.GOV.1 | The student will analyze and appraise the creation of the Constitution and the U.S. federal system. | |
| | SS.GOV.1.1 | Compare and Contrast alternative models and systems of government. |
| | SS.GOV.1.2 | Discuss the political and historical influences on the U.S. Constitution. |
| | SS.GOV.1.3 | Evaluate how the U.S. Constitution establishes the Rule of Law, governmental powers and responsibilities, and limits to government power. |
| | SS.GOV.1.4 | Explain how the Constitution functions as the supreme law of the land and regulates relations between the states. |
| | SS.GOV.1.5 | Compare and contrast the structure of the federal government with the government of Iowa. |
| | SS.GOV.1.6 | Categorize the powers and responsibilities of local, state, and national political institutions. |
| SS.GOV.2 | The student will differentiate between the purpose, function, and interactions of the three branches of the U.S. federal government. | |
| | SS.GOV.2.1 | Explain the Constitutional source and purpose of each branch of government. |

| | | |
|-----------------|---|--|
| | SS.GOV.2.2 | Discuss the constitutionally assigned functions and powers of each branch of government. |
| | SS.GOV.2.3 | Construct a model showing the system of checks and balances between the three branches of government and explain the problems within the system. |
| | SS.GOV.2.4 | Evaluate the processes and procedures for making governmental decisions at the local, state, and national level. |
| | SS.GOV.2.5 | Hypothesize the potential consequences of the implementation of public policy. |
| | SS.GOV.2.6 | Identify a local or state issue in Iowa and construct a course of action to address the issue. |
| SS.GOV.3 | The student will connect the founding principles of democracy, with regards to rights and liberties, to the debates over the appropriate balance of liberty and order. | |
| | SS.GOV.3.1 | Explain the rights enumerated in the Bill of Rights and how the Constitution protects those rights and liberties. |
| | SS.GOV.3.2 | Discuss how the protections in the Bill of Rights have been selectively incorporated through the due process clause of the 14th Amendment. |
| | SS.GOV.3.3 | Explain the debate regarding the balancing of individual freedom with public order and safety. |
| | SS.GOV.3.4 | Judge the effectiveness of the judicial branch in upholding and expanding civil rights. |
| SS.GOV.4 | The student will differentiate between the major political ideologies in the United States and evaluate patterns of political participation. | |
| | SS.GOV.4.1 | Explain the mechanisms of political socialization in American democracy. |
| | SS.GOV.4.2 | Analyze the role of citizens in the U.S. political system, with attention to the definition of who is a citizen, the expansion of that definition over time, and changes in participation over time. |
| | SS.GOV.4.3 | Critique the influence of intermediary institutions on government and policy. |
| | SS.GOV.4.4 | Evaluate the effectiveness of political action in changing government and policy. |
| | SS.GOV.4.5 | Editorialize the necessity of the Electoral College in today's society, taking into account the influence of technology and social media. |
| | SS.GOV.4.6 | Assess the importance of Iowa's unique role in the presidential selection process. |
| | SS.GOV.4.7 | Identify and evaluate the contributions of Iowans who have played a role in promoting civic and democratic principles. |

Glenwood Community High School
Social Studies - Behavioral Science Curriculum

Course Purpose: The student will analyze and evaluate contemporary perspectives of inquiry that are used by psychologists and sociologists to understand and explain human behavior and mental processes. The student will interpret both individual and group decision-making by exploring a variety of research methods and theories specific to the behavioral sciences.

CORE:

1. Understand the historical development of the behavioral sciences and the changing nature of society
2. Understand the influences on individual and group behavior and group decision making
3. Understand the appropriate research procedures and skills of the behavioral scientist
4. Understand current social issues to determine how the individual is able to formulate opinions and responds to those issues
5. Understand how social status, social groups, social change, and social institutions influence individual and group behaviors
6. Understand the process of how humans develop, learn, adapt to their environment, and internalize their culture
7. Understand how personality and agents of socialization impact the individual.

| Outcome | Topic | Standards |
|---------|---|-----------|
| 1 | History of Behavioral Science and how it is studied | B1, B3 |
| 2 | Culture | B6 |
| 3 | Social Structure, Social Problems | B4, B5 |
| 4 | Decision Making | B2 |
| 5 | Learning, Development and Personality | B7 |

| Course Outcomes | Outcome Components | Description |
|-----------------|--|---|
| SS.BS.1 | The student will construct the history of behavioral sciences while differentiating between the major schools of thought and research methods used over time in psychology and sociology. | |
| | SS.BS.1.1 | Summarize the history of psychology and the modern perspectives that explain human behavior. |
| | SS.BS.1.2 | Describe the history of sociology and the major theories that explain the interactions within a society. |
| | SS.BS.1.3 | Categorize research methodology used to study psychology and sociology and choose the best method for various social studies. |
| SS.BS.2 | The student will evaluate how humans develop, learn, adapt to their environment, and internalize their culture. | |
| | SS.BS.2.1 | Explain culture and support how it shapes people's values and behaviors. |
| | SS.BS.2.2 | Critique the different aspects of society that help to shape human behavior. |
| | SS.BS.2.3 | Compare and contrast the processes of cultural transmission and cultural change. |
| | SS.BS.2.4 | Classify human physical, perceptual, and intellectual development into appropriate developmental stages from infancy to old age. |
| SS.BS.3 | The student will analyze through dissection, classification and or debate the influences on individual and group behavior and its impact on group decision making. | |
| | SS.BS.3.1 | Dissect the structure of society to identify the ways in which it affects an individual. |
| | SS.BS.3.2 | Classify norms and sections used in societies to control individual and group behavior. |
| | SS.BS.3.3 | Debate the role of deviance in society and its effects on individual and group behavior. |
| | SS.BS.3.4 | Recommend how people might ignore evidence that challenges their beliefs but be more ready to accept evidence that supports them. |

| | | |
|----------------|--|--|
| SS.BS.4 | The student will categorize how social status, social problems and social change affects individual opinions and reactions. | |
| | SS.BS.4.1 | Compare and contrast the different ways in which societies have used social stratification to separate and control groups within that society. |
| | SS.BS.4.2 | Defend how different statuses within a society can lead to social inequality. |
| | SS.BS.4.3 | Differentiate between various social problems and how those issues can lead to social conflict. |
| | SS.BS.4.4 | Assess how societies have protected minorities and rate efforts made by societies as either successful or not. |
| SS.BS.5 | The student will verify the different ways personality and agents of socialization impact the individual. | |
| | SS.BS.5.1 | Examine what factors in society shape personality and identity. |
| | SS.BS.5.2 | Assess how socialization leads individuals to become functional members of society. |
| | SS.BS.5.3 | Differentiate how and why groups and institutions sometimes promote social conformity. |

Glenwood Community High School
Economics Curriculum
Approved Date – August 2021

Course Purpose: The student will explore the concepts and tools necessary for successful economic decision-making in order to understand the interaction between buyers and sellers in markets, workings of the local economy, national economy, and interactions within the global marketplace.

CURRICULUM OVERVIEW (by topic)

| Outcome | Topic | Standards |
|---------|--------------------------------|---|
| 1 | Supply and demand | SS.Econ.9-12.13 SS.Econ.9-12.16 SS.Econ.9-12.17 SS.Econ.9-12.22 |
| 2 | What affects supply and demand | SS.Econ.9-12.14 SS.Econ.9-12.15 SS.Econ.9-12.18 SS.Econ.9-12.21 |
| 3 | Economic decision making | SS.Econ.9-12.16 SS.Econ.9-12.17 SS.Econ.9-12.20 SS.Econ.9-12.21 SS.Econ.9-12.24 |
| 4 | Economics systems | SS.Econ.9-12.17 SS.Econ.9-12.18 SS.Econ.9-12.19 SS.Econ.9-12.23 SS.Econ.9-12.24 |
| 5 | Global economics | SS.Econ.9-12.21 SS.Econ.9-12.23 SS.Econ.9-12.24 |

| | | |
|------------------|--|---|
| SS.Econ.1 | The student will explain and demonstrate the law of supply and demand. | |
| | SS.Econ.1.1 | Illustrate the forces that make markets work by constructing demand and supply schedules and curves, and market demand and market supply schedules. |
| | SS.Econ.1.2 | Interpret information on a supply and demand curve. |
| | SS.Econ.1.3 | Calculate and explain elasticity of demand and supply. |
| | SS.Econ.1.4 | Identify several factors that can cause a shift in the demand and supply curves. |
| SS.Econ.2 | The student will demonstrate how various changes in productivity, government policies, wages, and incentives affect supply and demand curves. | |
| | SS.Econ.2.1 | Explain the relationship between labor markets, unemployment, changes in wages, and government policies. |
| | | Analyze the marginal cost and benefit to determine how it affects economic decision |

| | | |
|------------------|---|--|
| | SS.Econ.2.2 | making. |
| | SS.Econ.2.3 | Construct an example of both positive and negative incentives and explain how they affect economic decision making. |
| | SS.Econ.2.4 | Graph market equilibrium and be able to identify and label surplus and shortage when a shift occurs in either the supply or demand of a good or service. |
| SS.Econ.3 | The student will appraise how deficit, surplus, scarcity, debt, and taxation impact economic decision making. | |
| | SS.Econ.3.1 | Define and compare the ideas of deficit and debt. |
| | SS.Econ.3.2 | Differentiate between surplus and shortage. |
| | SS.Econ.3.3 | Analyze how taxation affects price to determine the role of personal taxes in society. |
| | SS.Econ.3.4 | Defend economic trade-offs of government assistance programs. |
| | SS.Econ.3.5 | Analyze and explain how the federal budget affects individuals, households and businesses. |
| SS.Econ.4 | The student will describe the differences of economic and monetary systems. | |
| | SS.Econ.4.1 | Describe how the federal reserve works and the impact it has on the American economic system. |
| | SS.Econ.4.2 | Define different types of currency and monetary policies. |
| | SS.Econ.4.3 | Classify the four economic systems that exist around the world and be able to identify which one the US belongs in. |
| | SS.Econ.4.4 | Categorize the advantages and disadvantages of the various economic systems. |
| | SS.Econ.4.5 | Describe defined property rights and the rule of law in a market economy. |
| SS.Econ.5 | The student will explain how globalization has impacted various aspects of economic growth, labor markets, and rights of citizens, the environment, and resource and income distribution in different nations. | |
| | SS.Econ.5.1 | Define Gross Domestic Product (GDP) and explain its impact on national economies and Iowa's economy. |
| | SS.Econ.5.2 | Determine how exchange rates and trade restrictions impact the larger global economy. |
| | SS.Econ.5.3 | Assess how technology impacts the economy. |
| | SS.Econ.5.4 | Evaluate the relative importance of government subsidies. |
| | SS.Econ.5.5 | Analyze how national and global economic issues and systems impact Iowa's economy to determine the effect on Iowa's daily lives. |

Glenwood Community High School
Sociology Curriculum
Approved Date – August 2021

Course Purpose: The student will analyze and evaluate contemporary theories of inquiry that are used by sociologists to understand and explain how social institutions affect societies. The student will identify various theories explaining what makes up a society. The student will explore how culture is passed along from one generation to the next. The student will also explore the problems that face American society.

OVERVIEW

| Outcome | Topic | Iowa Core Standards |
|---------|---|--|
| 1 | History, Theories and Social institutions | SS-Soc.9-12.14 SS-Soc.9-12.17 |
| 2 | Culture and development of societal norms | SS-Soc.9-12.13 |
| 3 | Social Stratification and Social Inequalities | SS-Soc.9-12.15 SS-Soc.9-12.16 |
| 4 | Research and Analysis | SS-Soc.9-12.18 SS-Soc.9-12.19 SS-Soc.9-12.20 SS-Soc.9-12.21 |
| 5 | Social Problems and possible solutions | SS-Soc.9-12.22 SS-Soc.9-12.23 |

| | | |
|-----------------|--|---|
| SS.Soc.1 | The student will differentiate between the major sociological theories and the research methods and create a historical timeline of the development of sociology. | |
| | SS.Soc.1.1 | Identify the 3 major theories [Functionalism, Conflict Theory and Symbolic interactionism] in sociology, and differentiate how they explain how societies work. |
| | SS.Soc.1.2 | Construct a research plan following the scientific method that implements major means of research used by sociologists to learn about societies and the people that live in them. |
| | SS.Soc.1.3 | List major events and people that developed sociology and connect them to the theories they helped to develop. |
| | SS.Soc.1.4 | Identify the six social institutions [Family, Education, Media, Religion, Peers and Traditions]. |
| | SS.Soc.1.5 | Describe how social institutions affect society. |
| SS.Soc.2 | The student will describe the creation of social norms and values as they pertain to the culture of a society. | |
| | SS.Soc.2.1 | Classify some of the norms and values held by American society. |
| | SS.Soc.2.2 | Describe how norms or values influence individual and group behavior. |
| | SS.Soc.2.3 | Compare and contrast norms from different cultures. |

| | | |
|-----------------|--|---|
| SS.Soc.3 | The student will distinguish patterns, causes, and effects of social stratification and social inequalities. | |
| | SS.Soc.3.1 | Define social stratification and describe different ways in which societies are stratified. |
| | SS.Soc.3.2 | Identify examples of social inequalities within American society. |
| | SS.Soc.3.3 | Summarize examples of how groups living in the United States have reacted when in the position of living as oppressed people. |
| | SS.Soc.3.4 | Students will predict how members of societies around the world have and will react to oppression. |
| SS.Soc.4 | The student will design a research plan using ethical guidelines to interpret the data collected through the lens of a sociologist. | |
| | SS.Soc.4.1 | Identify and organize the ethical rules in place for sociological research. |
| | SS.Soc.4.2 | Implement a data collection plan to answer a sociological question. |
| | SS.Soc.4.3 | Critique the benefits and drawbacks of various means of collecting data. |
| SS.Soc.5 | The student will classify social problems and develop ethical solutions to those problems identifying how civic engagement affects society. | |
| | SS.Soc.5.1 | Identify social problems that face American society today. |
| | SS.Soc.5.2 | Implement sociological theories to critique the daily lives and civic engagement of members of society. |
| | SS.Soc.5.3 | Develop ethical solutions to social problems by applying sociological knowledge. |

Glenwood Community High School
 Psychology Curriculum
 Approved Date – August 2021

Course Purpose: The student will analyze and evaluate contemporary perspectives of inquiry that are used by psychology to understand and explain human behavior and mental processes. The student will interpret both individual and group decision-making by exploring a variety of research methods and theories specific to psychology.

OVERVIEW (by topic)

| Outcome | Topic | Standards |
|---------|--|--|
| 1 | Psychology and how it is studied | SS-Psy.9-12.16 SS-Psy.9-12.17 |
| 2 | Influence on individual and group interactions | SS-Psy.9-12. 13 SS-Psy.9-12.14 SS-Psy.9-12.15 |
| 3 | Research and analysis | SS-Psy.9-12.18 SS-Psy.9-12.19 SS-Psy.9-12.20 SS-Psy.9-12.21 |
| 4 | Psychology and society | SS-Psy.9-12.22 SS-Psy.9-12.23 |

| | | |
|-----------------|--|--|
| SS.Psy.1 | The student will differentiate between the major psychological perspectives and the research methods used. | |
| | SS.Psy.1.1 | Identify the 6 major psychological perspectives [Psychoanalysis, Behaviorism, Humanistic, Cognitive, Biological and Sociocultural] |
| | SS.Psy.1.2 | Summarize how the 6 perspectives explain human behavior. |
| | SS.Psy.1.3 | Describe the steps of the scientific method and identify how it relates to psychological research. |
| SS.Psy.2 | The student will identify and analyze the factors that influence individual behavior and thoughts in order to hypothesize how they affect larger societal groups. | |
| | SS.Psy.2.1 | Classify influences on behavior and interactions as social, cultural, gender, or economic status. |
| | SS.Psy.2.2 | Develop compelling questions regarding the influence individuals have on collective thought and behavior of the group. |
| | SS.Psy.2.3 | Describe how individual involvement in a group can influence the thoughts and behavior of the individual. |
| SS.Psy.3 | The student will collect, analyze, and interpret psychological data following APA and federal guidelines to answer a psychological question. | |

| | | |
|-----------------|--|---|
| | SS.Psy.3.1 | Identify APA and federal guidelines for ethical human and nonhuman research within psychology. |
| | SS.Psy.3.2 | Develop a research plan and collect data for the purpose of answering a psychological question. |
| | SS.Psy.3.3 | Interpret the data collected through research to answer the identified psychological question. |
| SS.Psy.4 | The student will identify and analyze a societal problem and consider psychological perspectives in order to create and defend an ethical solution. | |
| | SS.Psy.4.1 | Identify major problems faced by American society. |
| | SS.Psy.4.2 | Categorize daily civic engagement activities into a psychological perspective. |
| | SS.Psy.4.3 | Evaluate civic engagement as pertains to problems faced by society. |