

Geneva CUSD 304
Content-Area Curriculum Frameworks
Grades 6-12
Social Studies

<p><i>Mission Statement</i></p>	<p>It is our belief that Social Studies education is ultimately to prepare students to assume the responsibilities of active citizenship. From this belief stems the following guidelines for the Social Studies Department of Geneva High School.</p> <p><i>Social Studies education should:</i></p> <ol style="list-style-type: none"> 1. both utilize and promote a global perspective 2. emphasize democratic values 3. allow students opportunities to interact 4. reflect a consciousness of current world events 5. promote interdisciplinary study 6. incorporate all of the social sciences, but be firmly rooted in history and geography 7. include knowledge and content, democratic ideals and civic values and skill development and social participation
<p><i>Courses</i> (Grades 9-12)</p>	<ul style="list-style-type: none"> • Modern World History • Modern World History Honors • World Studies • American Studies • AP European History • US History • AP US History • Sociology • Contemporary Issues • Economics • Urban History • Psychology I • Psychology II • US Government • AP US Government

Course Framework

Course Title Grade Level Semesters (1-2-3-4) Prerequisite	Modern World History Honors 9 th grade 2 semesters Students must have reading level at the 90 th percentile from ITBS and recommendation from current Social Studies teacher.
Course Description	This two-semester course focuses on the history and geography of the world since 1000. The course allows students to look at the tremendous cultural diversity in the world, as well as the common heritage. Students are also guided in assessing the political, social, economic, and geographic forces that shaped the past and continue to shape the present world. The course is chronologically arranged and examines both Western and non-Western civilizations. In this honors level class, students frequently will utilize primary sources as the reference point for history. Students will interpret, discuss and write about history based on these sources. Students will also engage in historic research—both for the purpose of understanding the past and making connections to the present.
District-approved Materials and/or Resources	World History: People and Nations; Holt Publishers, 2001.

Unit Frameworks
Modern World History Honors

Unit of Study	Foundations of the Modern World
<p>Illinois Learning Standards</p>	<ul style="list-style-type: none"> • 3.B.4a: Produce documents that exhibit a range of writing techniques appropriate to purpose and audience, with clarity of focus, logic of organization, appropriate elaboration and support and overall coherence. • 4b: Produce, edit, revise and format work for submission and/or publication (e.g., manuscript form, appropriate citation of sources) using contemporary technology • 14. B. 5 : Analyze similarities and differences among world political systems. • 16. A. 4a: Analyze and report historical events to determine cause-and-effect relationships. • 16. C. 4a (US) Explain how trade patterns developed between the Americas and the rest of the global economy. • 16. E. 4a (W): Describe how cultural encounters among peoples of the world affected the environment, 1500-present. • 16. E. a4b (#W): Describe how migration has altered the world’s environment since 1450. • 18. C. 4a: Analyze major cultural exchanges of the past. • 27. B.4a: Analyze and classify the distinguishing characteristics of historical and contemporary art works by style, period and culture. • 27. B. 4b: Understand how the arts change in response to changes in society. • 27. B. 5: Analyze how the arts shape and reflect ideas, issues or themes in a particular culture or historical period.
<p>Objectives</p>	<p><i>Knowledge and Understanding</i></p> <ul style="list-style-type: none"> • Describe the contributions of the Greeks and Romans to the idea of democracy. • Evaluate the impact of the Judeo-Christian heritage on the moral development of western civilization. • Identify the major religions of the world. • Describe events in Europe in the Middle Ages that contributed to the idea of liberty. • Identify the part the Renaissance and Reformation played in planting seeds of modern democracy. • Assess the significance of the Age of Exploration and the Columbian Exchange. • Explain the contributions of early civilizations in Asia and Africa to the early modern world. • Explain the significance of the Silk Road. <p><i>Democratic understanding and civic values</i></p> <ul style="list-style-type: none"> • Explain the role of the individual in a democracy.

	<ul style="list-style-type: none"> • Assess the ways that conflict is resolved in different forms of government. • Analyze the ways that cultural diversity lays the foundation for the modern global community. <p><i>Skill attainment</i></p> <ul style="list-style-type: none"> • Demonstrate how to use an atlas for seeking information. • Create an annotated timeline. • Write a paragraph, identifying a cause and effect relationship. • Classify characteristics as political, economic or social; provide contemporary examples of political, economic and social characteristics.
Assessments	<ul style="list-style-type: none"> • Construct an annotated timeline of student's life. • Use the atlas to answer questions about countries of the world and determine information about the current problems of various parts of the world. • Test on unit, including multiple choice, short answer, essay, reading excerpt . • Writing activity on political, economic and social impact of Columbian Exchange. • Renaissance Art assignment. • Research assignment on significant aspects of the Middle Ages.

Unit Frameworks
Modern World History Honors

Unit of Study	Political, Social, Intellectual Revolution
<p>Illinois Learning Standards</p>	<ul style="list-style-type: none"> • 3.B.4a: Produce documents that exhibit a range of writing techniques appropriate to purpose and audience, with clarity of focus, logic of organization, appropriate elaboration and support and overall coherence. • 4b: Produce, edit, revise and format work for submission and/or publication (e.g., manuscript form, appropriate citation of sources) using contemporary technology • 5.A.4a: Demonstrate a knowledge of strategies needed to prepare a credible research report (e.g., notes, planning sheets). • 4b: Design and present a project (e.g., research report, scientific study, career/higher education opportunities) using various formats from multiple sources • 5. B. 4a: Choose and evaluate primary and secondary sources (print and nonprint) for a variety of purposes • 5. B. 4b: Use multiple sources and multiple formats; cite according to standard style manuals. • 13.A.4c: Describe how scientific knowledge, explanations and technological designs may change with new information over time • 13.B.5b: Analyze and describe the processes and effects of scientific and technological breakthroughs. • 14. B. 5 : Analyze similarities and differences among world political systems. • 15. A. 4c: Analyze the impact of inflation on an individual and the economy as a whole. • 15. A. 5a: Explain the impact of various determinants of economic growth on the economy. • 15. D. 4a: Explain the meaning and importance of “balance of trade” and how trade surpluses and deficits between nations are determined. • 15. D. 5b: Analyze why trade barriers and exchange rates affect the flow of goods and services among nations. • 15. E. 5c: Describe key schools of thought and explain their impact on government policies. • 16. A. 4a: Analyze and report historical events to determine cause-and-effect relationships. • 16. A. 4b: Compare competing historical interpretations of an event. • 16. A. 5a: Analyze historical and contemporary developments using methods of historical inquiry. • 16. B. 4a (W): Identify political ideas that began during the Renaissance and Enlightenment and that persist today. • 16. B. 5a: Describe how modern political positions are affected by differences in ideologies and viewpoints that have developed over

	<p>time.</p> <ul style="list-style-type: none"> • 16. C. 4a (W): Describe the growing dominance of American and European capitalism and their institutions after 1500. • 16. C. 4c (W): Describe the impact of key individuals/ideas from 1500 to the present. • 16. D. 4 (W): Identify significant events and developments since 1500 that persist today. • 16. D. 5 (W): Analyze the relationship between an issue in world social history and related aspects of political economic and environmental history. • 16. E. 5a (W): Analyze how technological scientific developments have affected human productivity, human comfort and environment. • 27. B.4a: Analyze and classify the distinguishing characteristics of historical and contemporary art works by style, period and culture. • 27. B. 4b: Understand how the arts change in response to changes in society. • 27. B. 5: Analyze how the arts shape and reflect ideas, issues or themes in a particular culture or historical period.
<p>Objectives</p>	<p>Knowledge and Understanding</p> <ul style="list-style-type: none"> • Explain the concept of revolution. • Describe the impact of the Scientific Revolution and the Enlightenment on the European view of the world. • Explain the concept of absolutism and how it contributes to the development of political systems. • Explain the connection between the Scientific Revolution and Enlightenment. • Assess the impact of the enlightened despots on the history of Europe. • Compare and contrast mercantilism and early capitalism. • Explain how reason and natural law shape the thinking of the Enlightenment. • Describe major trends in the literature, art and music of the 17th and 18th centuries. • Explore the ethical dilemmas inherent in scientific discovery. • Explain the general chronology of the English and French Revolution. • Show how cause and effect operate in the English and French Revolutions. • Explain the results of these revolutions on Europe and the world. <p>Democratic understanding and civic values</p> <ul style="list-style-type: none"> • Assess how a revolution can facilitate or hinder a people's national sense of identity. • Discuss the role a constitution plays in a democracy. • Explain how the French Revolution demonstrates a society transformed by democratic values. <p>Skill attainment</p> <ul style="list-style-type: none"> • Distinguish between fact and opinion.

	<ul style="list-style-type: none"> • Distinguish between a primary and secondary source. • Write a descriptive paragraph. • Distinguish between a generalization and a supporting statement.
Assessments	<ul style="list-style-type: none"> • Newspaper assignment finding current examples of revolution and democracy. • Concept mapping of revolution. • Descriptive paragraphs on events of French and English Revolution. • Analysis of primary source reading. • Creative writing on revolution (student journals set in revolutionary setting.) • Test/quiz: multiple choice, short answer, short essay, reading excerpt analysis. • Research assignment on historic personality. • Graded discussion on thinking of Scientific Revolution and Enlightenment.

Unit Frameworks
Modern World History Honors

Unit of Study	Age of Industrialism and Imperialism
Illinois Learning Standards	<ul style="list-style-type: none"> • 15. A. 4c: Analyze the impact of inflation on an individual and the economy as a whole. • 15. A. 5a: Explain the impact of various determinants of economic growth on the economy. • 15. A. 5b: Analyze the impact of economic growth. • 15. D. 4a: Explain the meaning and importance of “balance of trade” and how trade surpluses and deficits between nations are determined. • 15. D. 4b: Describe the relationships between the availability and price of a nation’s resources and its comparative advantage to other nations. • 15. D. 5b: Analyze why trade barriers and exchange rates affect the flow of goods and services among nations. • 15. E. 4b: Describe social and environmental benefits and consequences of production and consumption. • 15. E. 5c: Describe key schools of thought and explain their impact on government policies. • 16. A. 4a: Analyze and report historical events to determine cause-and-effect relationships. • 16. A. 4b: Compare competing historical interpretations of an event. • 16. A. 5a: Analyze historical and contemporary developments using methods of historical inquiry. • 16. B. 4b (W): Identify political ideas from the early modern historical era to the present which have had worldwide impact. • 16. B. 5a (W): Analyze worldwide consequences of isolated political events. • 16. C. 4a (W): Describe the growing dominance of American and European capitalism and their institutions after 1500. • 16. C. 4b (W): Compare socialism and communism in Europe, America, Asia and Africa after 1815. • 16. C. 4c (W): Describe the impact of key individuals/ideas. From 1500-present. • 16. C. 4d (W): Describe how the maturing economies of Western Europe and Japan led to colonialism and imperialism. • 16. C. 5a (W): Explain how industrial capitalism became the dominant economic model in the world. • 16. C. 5b (W): Describe how historical trends in population, urbanization, economic development and technological advancement have caused change in world economic systems. • 16. D. 4 (W): Identify significant events and developments

	<p>since 1500 that persist today.</p> <ul style="list-style-type: none"> • 16. D. 5 (W): Analyze the relationship between an issue in world social history and related aspects of political economic and environmental history. • 16. E. 4a (W): Describe how cultural encounters among peoples of the world affected the environment, 1500-present. • 16. E. 5a (W): Analyze how technological scientific developments have affected human productivity, human comfort and environment. • 17. B. 4b: Analyze trends in world demographics as they relate to physical systems. • 17. C. 5b: Describe the impact of human migrations and increased urbanization on ecosystems. • 17. D. 5: Analyze the historical development of a current issue involving the interaction of people and geographic factors. • 18. A. 4: Analyze the influence of cultural factors including customs, traditions, language, media, art and architecture in developing pluralistic societies. • 18. B. 4: Analyze various forms of institutions. • 18. C. 4a: Analyze major cultural exchanges of the past. • 27. B.4a: Analyze and classify the distinguishing characteristics of historical and contemporary art works by style, period and culture. • 27. B. 4b: Understand how the arts change in response to changes in society. • 27. B. 5: Analyze how the arts shape and reflect ideas, issues or themes in a particular culture or historical period.
<p>Objectives</p>	<p>Knowledge and Understanding</p> <ul style="list-style-type: none"> • Discuss the impact of the Industrial Revolution. • Describe the revolutions and reform movements that shaped the world in the 1800's. • Analyze the growth of imperialism in Africa, Asia and Latin America. • Assess the economic, scientific, cultural and political developments that transformed the world between 1750 and 1914. • Explain ways in which the Industrial Revolution affected people's daily lives. • Analyze the geographic factors that affected the Industrial Revolution. • explain the connection between the Agricultural Revolution and Industrial Revolution • List major inventors and innovations of the Agricultural and Industrial Revolution • Examine the connection between the beginning of the factory

	<p>system and urbanization</p> <ul style="list-style-type: none"> • Analyze the factors that enabled the Industrial Revolution • Examine the industrialization process of specific countries • Explore current-day industrialization throughout the world • Examine the art, music and literature of the nineteenth century and explain how it reflects society’s concerns about the Industrial Revolution • Analyze the geographic factors that affected the Industrial Revolution • Discuss the impact of Mohandas Gandhi—both as the advocate of peace and a critic of imperialism • Propose solutions to current problems of development in Antarctica based on their study of imperialism <p>Democratic understanding and civic values</p> <ul style="list-style-type: none"> • Explain the relationship between democracy and nationalism. • Examine how the rise of nationalism led to unification of some countries and decline of others. • Explain how imperialism can be a violation of basic civic values, yet benefit so many people. <p>Skill attainment</p> <ul style="list-style-type: none"> • Detect bias. • Compare and contrast. • Write an expository paragraph. • Make generalizations.
Assessments	<ul style="list-style-type: none"> • Compile portfolio on one of the following terms: innovation, nationalism, imperialism, interdependence. • Student-created museum exhibits of aspects of Industrial Revolution. • Illustrated, annotated timelines. • Write letters from the perspective of a person living in a given country in late nineteenth century. • Atlas assignment on imperialism. • Current Event assignment on modern-day dictators and imperialism. • Descriptive writing piece on work of art. • Editorial writing on imperialism. • Unit essay test. • Analysis of primary sources on child labor during Industrial Revolution.

Unit Frameworks
Modern World History Honors

Unit of Study	The World in Conflict
Illinois Learning Standards	<ul style="list-style-type: none"> • 14. B. 5 : Analyze similarities and differences among world political systems. • 15. A. 4c: Analyze the impact of inflation on an individual and the economy as a whole. • 15. A. 5a: Explain the impact of various determinants of economic growth on the economy. • 15. A. 5b: Analyze the impact of economic growth. • 15. C. 4a: Analyze the impact of political actions and natural phenomena on producers and production decisions. • 15. D. 4b. Describe the relationships between the availability and price of a nation’s resources and its comparative advantage to other nations. • 15. D. 5b: Analyze why trade barriers and exchange rates affect the flow of goods and services among nations. • 15. E. 5a: Explain why government may intervene in a market economy. • 15. E. 5c: Describe key schools of thought and explain their impact on government policies. • 16. A. 4a: Analyze and report historical events to determine cause-and-effect relationships. • 16. A. 4b: Compare competing historical interpretations of an event. • 16. A. 5a: Analyze historical and contemporary developments using methods of historical inquiry. • 16. B. 4b (W): Identify political ideas from the early modern historical era to the present which have had worldwide impact. • 16. B. 5a (W): Analyze worldwide consequences of isolated political events. • 16. B. 5b (W): Describe how tensions in the modern world ar affected by different political ideologies including democracy and totalitarianism. • 16. C. 4a (W): Describe the growing dominance of American and European capitalism and their institutions after 1500. • 16. C. 4b (W): Compare socialism and communism in Europe, America, Asia and Africa after 1815. • 16. C. 4c (W): Describe the impact of key individuals/ideas. • From 1500-present. • 16. C. 5a (W): Explain how industrial capitalism became the dominant economic model in the world. • 16. D. 4 (W): Identify significant events and developments since 1500 that persist today. • 16. D. 5 (W): Analyze the relationship between an issue in world social history and related aspects of political economic and environmental history.

	<ul style="list-style-type: none"> • 16. E. 4a (W): Describe how cultural encounters among peoples of the world affected the environment, 1500-present. • 16. E. 5a (W): Analyze how technological scientific developments have affected human productivity, human comfort and environment. • 17. B. 4b: Analyze trends in world demographics as they relate to physical systems. • 17. C. 5b: Describe the impact of human migrations and increased urbanization on ecosystems. • 17. D. 5: Analyze the historical development of a current issue involving the interaction of people and geographic factors. • 18. C. 4a: Analyze major cultural exchanges of the past. • 27. B.4a: Analyze and classify the distinguishing characteristics of historical and contemporary art works by style, period and culture. • 27. B. 4b: Understand how the arts change in response to changes in society. • 27. B. 5: Analyze how the arts shape and reflect ideas, issues or themes in a particular culture or historical period.
<p>Objectives</p>	<p>Knowledge and Understanding</p> <ul style="list-style-type: none"> • Discuss the causes, events and aftermath of World War I. • Trace the growth of dictatorships in Italy, Germany, Japan and Russia. • Describe the rise of nationalist movements in Asia, Africa and Latin America. • Discuss the causes and events of World War II. • Identify the major global conflicts between 1914 and 1945. • Analyze the causes and results of the Russian Revolution. • Explain the relationship between technology and war. • explain the general chronology of World War I, including major events, personalities and military strategies • explain the global nature of World War I and its significance • analyze the Versailles peace treaty, especially in terms of its role in causing the rise of dictators after World War I • assess the impact of the Russian Revolution—on both Russia and the rest of the world • explain basic differences between Communism, Fascism and Socialism • examine the political, social and economic factors that led to the rise of dictators in Europe during the interwar period • give examples of both conformity and innovation in Europe during the interwar period • provide a general chronology of the major theaters of warfare during World War II • explain the Holocaust and its impact on the world <p>Democratic understanding and civic values</p> <ul style="list-style-type: none"> • Assess the various techniques for diplomacy. • Explain the role of the individual in a Communist, Socialist and Fascist

	<p>system of government.</p> <ul style="list-style-type: none"> • Evaluate the Treaty of Versailles as an expression of democratic values. • Explain the concept of self-determination and explain its significance to the modern world. <p>Skill attainment</p> <ul style="list-style-type: none"> • Determine the reliability of a source. • Interpret a political cartoon. • Draw a conclusion and give supporting evidence. • Predict an outcome, based on provided evidence.
Assessments	<ul style="list-style-type: none"> • Read a novel from the period and keep journal that describes reaction to story and record connections between story and historical events discussed in class and text. • Video news programs on social history. • Student-written chapter of textbook on specific aspects of the inter-war period. • Panel discussions of causes, domestic impact and outcomes of World War I and II. • Newspapers on events from between the wars. • Project on Holocaust: modern day genocide. • Unit test: multiple choice, essay and document-based question.

Unit Frameworks
Modern World History Honors

Unit of Study	The Developing Global Community
Illinois Learning Standards	<ul style="list-style-type: none"> • 14. B. 5 : Analyze similarities and differences among world political systems. • 15. A. 4c: Analyze the impact of inflation on an individual and the economy as a whole. • 15. A. 5a: Explain the impact of various determinants of economic growth on the economy. • 15. A. 5b: Analyze the impact of economic growth. • 15. C. 4a: Analyze the impact of political actions and natural phenomena on producers and production decisions. • 15. D. 4b. Describe the relationships between the availability and price of a nation’s resources and its comparative advantage to other nations. • 15. D. 5b: Analyze why trade barriers and exchange rates affect the flow of goods and services among nations. • 15. E. 5a: Explain why government may intervene in a market economy. • 15. E. 5c: Describe key schools of thought and explain their impact on government policies. • 16. A. 4a: Analyze and report historical events to determine cause-and-effect relationships. • 16. A. 4b: Compare competing historical interpretations of an event. • 16. A. 5a: Analyze historical and contemporary developments using methods of historical inquiry. • 16. B. 4b (W): Identify political ideas from the early modern historical era to the present which have had worldwide impact. • 16. B. 5a (W): Analyze worldwide consequences of isolated political events. • 16. B. 5b (W): Describe how tensions in the modern world are affected by different political ideologies including democracy and totalitarianism. • 16. C. 4a (W): Describe the growing dominance of American and European capitalism and their institutions after 1500. • 16. C. 4b (W): Compare socialism and communism in Europe, America, Asia and Africa after 1815. • 16. C. 4c (W): Describe the impact of key individuals/ideas. From 1500-present. • 16. C. 5a (W): Explain how industrial capitalism became the dominant economic model in the world. • 16. C. 5a (US): Analyze how and why the role of the US in the

	<p>world economy has changed since World War II.</p> <ul style="list-style-type: none"> • 16. D. 4 (W): Identify significant events and developments since 1500 that persist today. • 16. D. 5 (W): Analyze the relationship between an issue in world social history and related aspects of political economic and environmental history. • 16. E. 4a (W): Describe how cultural encounters among peoples of the world affected the environment, 1500-present. • 16. E. 5a (W): Analyze how technological scientific developments have affected human productivity, human comfort and environment. • 17. B. 4b: Analyze trends in world demographics as they relate to physical systems. • 17. C. 5b: Describe the impact of human migrations and increased urbanization on ecosystems. • 17. D. 5: Analyze the historical development of a current issue involving the interaction of people and geographic factors. • 18. C. 4a: Analyze major cultural exchanges of the past. • 27. B.4a: Analyze and classify the distinguishing characteristics of historical and contemporary art works by style, period and culture. • 27. B. 4b: Understand how the arts change in response to changes in society. • 27. B. 5: Analyze how the arts shape and reflect ideas, issues or themes in a particular culture or historical period.
<p>Objectives</p>	<p>Knowledge and Understanding</p> <ul style="list-style-type: none"> • Summarize the causes and impact of the Cold War. • Trace Asia’s transition from colonialism to self-rule and explain its economic and political significance today. • Analyze the factors contributing to nationalism in Africa and the Middle East. • Assess how technology, environmental awareness and other trends impact the world’s economies and cultures. • Describe modern political and economic trends in Latin America. • Identify factors contributing to the growing significance of the Pacific Rim. • Summarize the conflicts between traditional and modern values that affect emerging nations. • Explain the impact of terrorism on the modern world. <p>Democratic understanding and civic values</p> <ul style="list-style-type: none"> • Discuss the role of the United Nations in promoting global understanding. • Explain the role of democracy in Eastern Europe.

	<p><i>Skill attainment</i></p> <ul style="list-style-type: none"> • Conduct an interview. • Write a persuasive essay. • Evaluate various historical sources.
<p>Assessments</p>	<ul style="list-style-type: none"> • Oral histories: Interview a person who lived during late 20th century decades regarding daily lives and significant events. • Geography assignment on Asia, incorporating five themes of geography. • Myths, folk tales, poetry, etc. from developing country (group presentations.) • Panel discussion on global problems. • Write a position paper on contemporary problem. • Research project on an ethnic conflict, including brief history and current status. • Document-based question. • Simulation of United Nations General Assembly on contemporary problem.