

**SOCIAL STUDIES SEQUENCE**

<b>Grade</b>	<b>Course Title</b>	<b>Length</b>	<b>Meeting Time</b>	<b>Required or Elective</b>
7	Social Studies 7	Full Year	Daily	Required
8	Social Studies 8	Full Year	Daily	Required
9	Global Studies	Full Year	Daily	Required
10	Political Geography	Semester	Daily	Elective
	Economics	Semester	Daily	Elective
11	American History	Full Year	Daily	Required
	Or			
	AP American History	Full Year	Daily	
	Political Geography	Semester	Daily	Elective
	Economics	Semester	Daily	Elective
12	Sociology	Semester	Daily	Elective
	Government	Semester	Daily	Required
	Political Geography	Semester	Daily	Elective
	Economics	Semester	Daily	Elective
	Sociology	Semester	Daily	Elective
	NICC Macroeconomics	Semester	Daily	Elective
	NICC Psychology	Semester	Daily	Elective
Guideline:	State rules stipulate all students must complete three years of social studies to graduate from high school; four-year college/universities also require three years of social studies for admittance.			

## **SOCIAL STUDIES DEPARTMENT**

### **PHILOSOPHY**

We believe that the study of history must be related to the lives of students. Therefore it is our goal to blend Social Studies content with information reflecting the everyday lives and concerns of the students. We hope this will provide a variety of learning experiences enabling the students to meet program outcomes.

### **STANDARDS**

THE STUDENT WILL:

- 1) Construct an appreciation for the continuity in midst of change and assess the complex process of growth that is central to all human life.
- 2) Distinguish that interdependence of people necessitates individual and group adjustments in social living thus promoting progress that will benefit all society.
- 3) Analyze and dissect our political, social, and economic institutions so they may be used to enhance the dignity of each person in society.
- 4) Identify and synthesize the ways a democratic form of government offers an avenue for orderly change and correction of abuses in society.
- 5) Evaluate the experiences of the past, which can aid in the solving of current social problems.
- 6) Demonstrate skills of comprehension, interpretation, application, and evaluation rooted in Catholic teaching.

### **CAREERS IN THE SOCIAL STUDIES FIELD**

Anthropologist	Legal Assistant
College Professor	Lobbyist
Counselor	Market Research Analyst
Criminologist	Political Scientist
Economist	Probation Officers
Foreign Service Officers	Reporter
Government Service Agent	Social Worker
Historian	Sociologist
Importer/Exporter	Teacher
Lawyer	Urban Planner
Banker	

<b>NUMBER:</b>	821/822	<b>TITLE:</b>	Global Studies
<b>GRADE(S):</b>	9	<b>MEETING TIME</b>	Daily
<b>LENGTH:</b>	Year	<b>CREDIT:</b>	5 per semester

**COURSE SUMMARY:** The student will:

1. Recognize the cause and effect relationship in the growth of civilization.
2. Compare and contrast the major centers of civilization of the ancient world.
3. Analyze and dissect the political, social, and economic institutions which were established in ancient times and relate them to how we as a civilization function today.
4. Analyze the period of European history characterized by reform, revolution, and exploration.
5. Evaluate the historical period between 1558 when Elizabeth ascended the English throne and 1815 when Napoleon's empire collapsed.
6. Chart how 18th century ushered in an Age of Reasoning and how Enlightenment thinkers influenced leaders in the American Colonies.
7. Distinguish how the 19th century became a time of great economic and social change brought about by the Industrial Revolution.
8. Diagram the political, social, and economic upheaval that took place throughout the world during the first half of the 20th century.

The course is a chronological study of the ideas and events which have shaped the world in which we live.

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<b>NUMBER:</b>	831	<b>TITLE:</b>	Global Studies
<b>GRADE(S):</b>	10-12	<b>MEETING TIME</b>	Daily
<b>LENGTH:</b>	Semester	<b>CREDIT:</b>	5 per semester

**COURSE SUMMARY:** The student will be able to:

1. Distinguish the basic concepts and fundamental themes of geography.
2. Evaluate economic, human, regional, cultural and political geography.
3. Classify countries according to their economic systems.
4. Examine the difference between developed and lesser developed countries.
5. Label major cities, physical features, and other important items of countries.

The emphasis is on how our knowledge of the events and issues of various regions of the world is essential for understanding the cultural heritage of many groups in the United States.

<b>NUMBER:</b>	851/852	<b>TITLE:</b>	AP American History
<b>GRADE(S):</b>	11	<b>MEETING TIME</b>	Daily
<b>LENGTH:</b>	Year	<b>CREDIT:</b>	5 per semester

**GUIDELINE:** Two of the following three:

1. Complete a conference with administration.
2. Complete a conference with the course instructor

**COURSE SUMMARY:** The student will:

1. Assess the geographical, economic, social, and political forces that forged the American Republic.
2. Evaluate the meaning of democracy in American society.
3. Assess the significance of global leadership in the 20th century upon the American culture.
4. Formulate a life plan for their role as a responsible citizen in a participatory democracy.
- 5.

This is a survey course in American History from exploration to post-cold war America taught at an accelerated rate utilizing an in-depth exploration of primary and secondary historical sources and evaluating major historical theories. Assessment is primarily based on expository and persuasive essay writing. Students have the opportunity to write the Advanced Placement test offered in May with the possibility of gaining college credit.

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<b>NUMBER:</b>	841/842	<b>TITLE:</b>	American History
<b>GRADE(S):</b>	11	<b>MEETING TIME</b>	Daily
<b>LENGTH:</b>	Year	<b>CREDIT:</b>	5 per semester

**COURSE SUMMARY:** The student will:

1. Assess the geographical, economic, social, and political forces that forged the American republic.
2. Evaluate the role of the United States as a global superpower.
3. Formulate a life plan for their own role as a responsible citizen in a participatory democracy.
4. Demonstrate the ability to use critical thinking skills to organize and interpret social studies information.
5. Demonstrate the ability to apply problem-solving and decision making skills in a social studies context.
6. Understand how the past has affected the present and the implications for the future.

This course surveys American History through colonization to the late 20th century. The major themes are the founding of the United States in democratic constitutionalism, the struggles for equality and democracy, and the role of the United States as a major global power.

<b>NUMBER:</b>	861	<b>TITLE:</b>	American Government
<b>GRADE(S):</b>	12	<b>MEETING TIME</b>	Daily
<b>LENGTH:</b>	Semester	<b>CREDIT:</b>	5 per semester

**COURSE SUMMARY:** The student will:

1. Distinguish origins, structure, functions, history, and processes of the American political system.
2. Assess how citizens, political parties, and interest groups influence and are influenced by the political system.
3. Analyze the relationship between local, state, and national powers.
4. Evaluate the interaction of the three branches of national government and the federal bureaucracy as they carry out their duties.
5. Increase awareness of the roles of the political and economic systems of the United States in the world around them.

The course will be structured along the lines of what government does to affect the lives of real people-you. The emphasis is on participatory democracy. It will present the background and structure of various levels and branches of government in the American political system, as well as the underlying principles upon which government is based. Unless students understand these principles and recognize how each applies to them personally, they will not be able to recognize their rights, and exercise their franchise thoughtfully or effectively.

<b>NUMBER:</b>	891	<b>TITLE:</b>	Sociology
<b>GRADE(S):</b>	11-12	<b>MEETING TIME</b>	Daily
<b>LENGTH:</b>	Semester	<b>CREDIT:</b>	5 per semester

**COURSE SUMMARY:** The student will:

1. Relate the major changes that have occurred in the family social structure from the past to present.
2. Analyze the relationships in one's own family and compare them to other family units.
3. Chart the history of alcohol development and substance abuse.
3. Evaluate and dispute the existing everyday social problems and current issues.
5. Assess what their rights are on the streets as citizens of the United States. (Constitutional and Criminal Justice System)

Develop a basic understanding of sociology, while investigating and analyzing relationships, their causes and consequences.

<b>NUMBER:</b>	883	<b>TITLE:</b>	Macroeconomics-NICC
<b>GRADE(S):</b>	12	<b>MEETING TIME</b>	Daily
<b>LENGTH:</b>	Semester	<b>CREDIT:</b>	5 per semester NICC College Credit of three semester hours

**COURSE SUMMARY:** This course will cover the following major units of instruction:

1. Basic Tools: Economic Models & Analysis Techniques.
2. Production & Budget Analysis.
3. Basic Supply & Demand Analysis with Application.
4. Market Transactions.
5. The Price System.
6. Performance Analysis of the National Economy.
7. Business/Economic Cycles.
8. Aggregate Demand Analysis with Application
9. Aggregate Supply Analysis with Application
10. Functions of Money.
11. The Banking System.
12. Monetary Policy & Fiscal Policy.
13. Government Budgeting.
14. International Trade.
15. Economic Systems.

This course presents material essential to an understanding of the economic forces at work in our global society: The market system, supply and demand, gross national product, gross domestic product, the banking system, fiscal and monetary policy, international trade, and various economics systems employed throughout the world.

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<b>NUMBER:</b>	895	<b>TITLE:</b>	Psychology-NICC
<b>GRADE(S):</b>	12	<b>MEETING TIME</b>	Daily
<b>LENGTH:</b>	Semester	<b>CREDIT:</b>	5 per semester NICC College Credit of three semester hours

**COURSE SUMMARY:** The student will:

1. Assess physiological, moral, social, and cognitive development.
2. Evaluate the major schools of psychology and their methodologies.
3. Investigate the principles of physiological bases of behavior.
4. Analyze the psychodynamic theories of personality as developed by Freud.
5. Investigate the major personality disorders as classified by DSM-III-R.

This course is an introduction to the social science of psychology. It explores the major schools and issues of psychology and presents many of the concerns and issues facing psychology today.

<b>NUMBER:</b>	875	<b>TITLE:</b>	Economics
<b>GRADE(S):</b>	10-12	<b>MEETING TIME</b>	Daily
<b>LENGTH:</b>	Semester	<b>CREDIT:</b>	5 per semester

**COURSE SUMMARY:** The student will be able to:

1. Apply economic decision-making to personal and institutional spending..
2. Explain how exchange and markets impact individuals, businesses, and governments. .
3. Evaluate the national economy and the impact created by both fiscal and monetary policies.
4. Assess the world economy and examine the effects that globalization, barriers, and trade have on individuals;
5. Analyze the effects of trade on the Iowa economy and evaluate the impact Iowans have had on the global economy.

Economics is the study of how individuals make choices in a world of scarcity. The students will gain an understanding of how resource limitations force individuals, businesses, and governments to make choices. This course provides excellent preparation for the rigor of college-level micro and macroeconomics. Additionally, it serves as an excellent foundation for career entry into both the private and public sectors.

The first semester of the course focuses on economic models. Students will learn of principles such as scarcity, supply, demand, microeconomics, and macroeconomics. The second semester applies the economic models to personal decision-making and personal finance.