Social Studies Curriculum Review Summary
Goal Statement

Understanding our past is central to our ability to understand ourselves and the world in which we live. Ankeny students will be literate citizens, who can identify, understand and work to solve the challenges facing our culturally diverse nation in an increasingly interdependent world. Social Studies education in Ankeny will support the development and readiness of its students to carry forward our nation’s democratic traditions through the development of the following skills and dispositions:

- to express ideas in written and oral form,
- to read reflectively and critically,
- to analyze their own and others’ opinions, and
- to participate in civic life on a local, national, and global level as active and informed citizens.

Professional Development Plan

Teachers of social studies will continue to study and implement best practices in the area of social studies through the support of their professional learning community, building instructional coaches, and Social Studies Implementation Team. The primary focus of professional development for the social studies teachers is to deepen understanding of the content, expand instructional repertoire, incorporate content literacy strategies, and use assessment results to inform instructional decisions.

Curriculum Resource Adoption

The elementary team members of the Social Studies Curriculum Review Team recommended the adoption of Teachers’ Curriculum Institute (TCi): Social Studies Alive! for Kindergarten through Grade 5.

Elementary Social Studies Alive! Titles by Grade Level:
Kindergarten: Me and My World
First Grade: My School and Family
Second Grade: My Community
Third Grade: Our Community and Beyond
Fourth Grade: Regions of Our Country
Fifth Grade: America’s Past

The secondary team members of the Social Studies Curriculum Review Team recommended the adoption of Teachers’ Curriculum Institute (TCi): History Alive! for Grades 6, 7, 8, 9, and 11 and Prentice Hall for grades 10 and 12.

Secondary TCi: Titles by grade level include:
Grade 6: History Alive! The Ancient World
Grade 7: History Alive! The United States through Industrialization
Grade 8: History Alive! Pursuing American Ideas: Reconstruction to the Great Depression
Grade 9: Geography Alive! Regions and People
Grade 11: History Alive! Pursuing American Ideas: The Great Depression to Present

Secondary Prentice Hall titles by grade level include:
Grade 10: World History-The Modern Era
Grade 12: Economics in Action
Grade 12: Magruder’s American Government

In addition, K-12 students will have access to a variety of texts, primary resources, and web resources.

Assessment Plan

The Ankeny K-12 District Assessment Plan for Social Studies assesses grade level appropriate components according to the Power Standards. A variety of formative and summative assessment methods will be used. The Social Studies curriculum implementation team will support the development of assessment tools to measure students’ progress toward the Power Standards.

Acceleration Plan

At all grade levels, differentiation will occur as a collaborative effort between the classroom teacher, AELP teacher, and other professionals available in the school to meet the needs of the individual students. Due to the breadth of the social studies curriculum (geography, history, economics, etc) students may show greater need in one area, but not in all areas.

Additionally, as a part of the work of the implementation team, grades 6 through 9 will consider the addition of honors coursework at each grade level. The implementation of such course offerings will not occur until the fall of 2014. As a part of this work 9th grade will consider the addition of an elective and 9th and 10th grade will consider the addition of a new Advancement Placement option, AP World History which would be offered over 2 years, one part in 9th grade and the other in the 10th grade.

Technology

Technology and 21st Century skills are a strong component in all of the board approved curriculum resources. Selected resources support the thoughtful integration of technology into classroom instruction. The teacher technology subscriptions will support high levels of student engagement. Teacher subscriptions include classroom presentations, assessment tools, lesson resources, Spanish translations, and music. Student subscriptions, accessible within the classroom and at home, create an interactive learning environment that supports and extends classroom activities.

New Curriculum Implementation Timeline

Grades K-5 (2013-14)
Grades 6-12 Required Courses (2012-13)
AP World History (Requested for 2013-14)
AP Comparative Governments (Requested for 2013-14)

Grades 6-12 Program Overview

As per Board Policy 505.5, Graduation Requirements, Ankeny students must complete 8 credits in social studies or 4 full years of social studies in order to meet minimum graduation requirements. Therefore, as shown below, students must complete core coursework in Ancient Civilizations, United States Studies: Beginnings to Reconstruction, United States Studies: Reconstruction to the Great Depression, Global
Studies, World History or IDEASS, United States History: Great Depression to Present, United States Government, and Economics. The elective options listed will not supplant core requirements.

GRADE LEVEL 6
Core Coursework: Ancient Civilizations

GRADE LEVEL 7
Core Coursework: United States Studies: Beginnings to Reconstruction

GRADE LEVEL 8
Core Coursework: United States Studies: Reconstruction to the Great Depression

GRADE LEVEL 9
Core Coursework: Global Studies

GRADE LEVEL 10
Core Coursework: World History or IDEASS: Interdisciplinary English and Social Studies
Accelerated: AP European History

GRADE LEVEL 11
Core Coursework: United States History: Great Depression to Present or American Culture
Accelerated: AP United States History

GRADE LEVEL 12
Core Coursework: Economic Government
Accelerated: AP Microeconomics; AP Government and Politics: United States

Elective Options for 10th, 11th and 12th:
Consensus Maps

Each course has created a consensus map that documents month by month the content of the unit, the alignment of the unit to the Iowa Core Curriculum, the resources used to teach the content, the common vocabulary for the unit, and the incorporation of technology into the unit. Throughout the 2012-2013 school year teachers will add teaching strategies and assessments that will be included in the consensus maps.

Course Descriptions

6th Grade Ancient Civilizations
Students will examine ancient civilizations and the impact of their contributions on the world today. The 6th grade curriculum will support students as they read and interact with historical text, interpret timelines and historical maps, and engage in critical thinking activities and simulations of ancient cultures. Students will examine the role of geography, religion, written communication and government in the rise of the ancient civilizations of Mesopotamia, Egypt, India, China, Greece and Rome.

7th Grade United States Studies: Beginnings to Reconstruction
This course will investigate the time periods from the beginnings of the American Colonies through Reconstruction following the Civil War. An emphasis will be the historical developments leading to the American Revolution, the development of the New American Republic including Constitutional Studies, Westward Expansion, and the events leading to and involving the Civil War. Students will explore pertinent issues and will be expected to communicate their discoveries in a variety of formats.

8th Grade United States Studies: Reconstruction to the Great Depression
This course will investigate how the U.S. has pursued the ideals of the Declaration of Independence following the Civil War through the period leading up to the Great Depression. Students will examine this period of history as a historian. Emphasis is placed on evaluating historical evidence, understanding different points of view, and creating historical interpretations of events that have shaped the U.S using primary and secondary sources.

9th Grade Core - Global Studies
2 credits (full year) Prerequisite: None
Global Studies thematically looks at the world from a physical, cultural, and political perspective. The course will evaluate regional development of various cultures around the world. Regions will be examined through geography, global cultures and varying patterns in society. Students will build on their previous knowledge of geographic skills, literacy skills, interpretation of varying sources, information management, and drawing and defending a conclusion.

10th Grade Core - World History ((IDEASS: Interdisciplinary English and Social Studies and AP European History also meet this requirement)
2 credits (full year) Prerequisite: Global Studies
The focus of this course is on world history from around 1500 to the present. Political, economic, social and intellectual development throughout the world will be examined. A variety of student activities will be used to help the student gain an in-depth understanding of world history and the factors influencing modern society.
10th Grade Core - English 10/World History 10 (IDEASS: Interdisciplinary English and Social Studies)
4 credits (full year - 2 English credits and 2 Social Studies credits) Prerequisite: English 9 and Global Studies (Interdisciplinary English and Social Studies)
This year-long course combines the features of both Western Civilizations and English 10 by incorporating both social studies and language arts frameworks within one two-period block class with an emphasis on the interrelation of the two curricular areas. When possible, one test or project will be completed to measure a student’s understanding of the materials presented in each unit. Upon successful completion of the course, students will receive two social studies credits and two language arts credits.

10th Grade Core - AP European History
2 credits (full year) Prerequisite: English 9 and Global Studies as well as the recommendation of counselor and approval of instructor.
This course introduces students to the intellectual, cultural, political, diplomatic, social, and economic developments that played a fundamental role in shaping European history. Students gain a context for understanding the development of contemporary institutions, the role of continuity and change in present-day society and politics, and the evolution of current forms of artistic expression and intellectual discourse. This college-level course follows the guidelines for AP European history and students will take the AP Exam to earn college credit. This course is an elective open to any student who is highly motivated in the subject.

11th Grade Core - American Culture
4 credits (full year) Prerequisite: English 10 and World History or AP European History.
This junior level, year-long block class combines the features of two courses: United States History and English 11. Both Language Arts and Social Studies material will be covered with an emphasis on the relationship between the two. Students will be engaged in cross-curricular activities that are deeply rooted in technology, social learning and media. The class emphasizes critical thinking and technology to help students acquire real world skills. The class connects students to local history through collaboration with area museums. Upon successful completion of the class, students will receive two social studies credits, both for U.S. History, and two for Language Arts, both for English 11.

11th Grade Core - United States History: Great Depression to Present (American Culture and AP U.S. History also meet this requirement)
2 credits (full year) Prerequisite: English 10 and World History or equivalent
This is a sequential study of American History from the Great Depression to present day. The course includes content chronologically from the Great Depression through the current day. Emphasis is placed on critical thinking in addition to attaining knowledge of the basic subject matter. To facilitate this approach, individualized study, large and small group discussion, and simulation techniques are utilized. Both semesters are required.

11th Grade Core - AP United States History
2 credits (Full year) Prerequisite: World History equivalent as well as approval of instructor
AP United States History may be taken instead of the required United States History course. This college-level course covers United States history in its entirety. Students taking this course must be highly motivated in the subject area. Class activities will heavily involve reading, writing, discussion and critical thinking exercises of topics in the subject area. This course may qualify for postsecondary credit.

12th Grade Core - Economics (AP Microeconomics and AP Macroeconomics also meet this requirement)
1 credit (one semester) Prerequisite: United States History or equivalent
Economics examines two basic areas: 1) consumer economics; including budgeting, consumer spending and saving, and the laws and organizations to help the consumer; and 2) fundamental economic theory, including microeconomics and macroeconomics with emphasis on supply and demand, the U.S. economy, free market systems and the Federal Reserve System.

12th Grade Core - AP Microeconomics

I credit (one semester) Prerequisite: Economics OR seniors and juniors who are scheduled in Trig/Calc, Honors Calc or AP Statistics

AP Micro Economics is taught with the goal of having every student score a 4 or 5 on the AP exam. This will earn college credit at most colleges. The focus of the class will be microeconomics. Units included are: market and prices, supply and demand, competition and market structures, income distribution, market successes and failures, and the role of government. AP Micro Economics will require a high reading level and critical thinking skills. The difficulty level will be similar to any college introductory economics class and will be a good intellectual challenge for any college bound student. At the conclusion of this course students will be prepared and encouraged to take the corresponding AP exam as a summative assessment of their achievement.

12th Grade Core - AP Macroeconomics

I credit (one semester) Prerequisite: AP Microeconomics or approval of instructor

This course is designed to give the student a thorough understanding of the principles of economics that apply to an economic system as a whole. It places particular emphasis on the study of national income and price determination and also develops the student’s familiarity with economic performance measures, economic growth and international economics. At the conclusion of this course students will be prepared and encouraged to take the corresponding AP exam as a summative assessment of their achievement.

12th Grade Core - United States Government (AP Government and Politics: United States also meets this requirement)

I credit (one semester) Prerequisite: United States History or equivalent

This course covers information essential to understanding the nature of the American system of government. Study is based on the assumption that government at every level in the United States is “government of the people, by the people, and for the people.”

12th Grade Core - AP United States Government

I credit (one semester) Prerequisite: United States History as well as the approval of instructor

AP United States Government may be taken instead of the required U.S. American Government course. This college level course covers the U.S. Government from its founding to its present form in its entirety. Students taking this course must be highly motivated in this subject area. Class activities will emphasize reading, writing, discussion, and critical thinking exercises dealing with topics in government. This course may qualify for postsecondary credit. Please see a counselor for more information. At the conclusion of this course students will be prepared and encouraged to take the corresponding AP exam as a summative assessment of their achievement.

Electives:

Psychology

I credit (one semester) Prerequisite: None

Psychology is a one semester class designed to introduce students to the many aspects of the human mind and how many components of their lives revolve around psychological studies and tested results. The different fields of Psychology include behavior modification, learning, mental illnesses and their treatments, stress, thinking processes, and the structure of the human mind.
AP Psychology  
**Prerequisite:** None  
**1 credit (one semester)**  
This is an introductory college survey course of general psychology. It includes theoretical and experimental findings and applications from areas such as physiological, learning, memory, personality, social, abnormal, and therapy. The intent of this course is to enable each student to score a 3, 4, or 5 on the A.P. Exam to earn possible college credit. Advanced Placement Psychology is designed for and students are expected to take the A.P. Test at the end of the semester.

AP Comparative Government and Politics  
**1 credit (one semester) Prerequisite: Approval of instructor**  
This college level course introduces students to fundamental concepts used by political scientists to study the processes and outcomes of politics in a variety of country settings. Six countries from around the globe form the core of the AP Comparative Government and Politics course: China, Great Britain, Iran, Mexico, Nigeria and Russia. Students taking this course must be highly motivated with respect to international politics and global affairs. This course may qualify for postsecondary credit. Please see a counselor for more information. At the conclusion of this course students will be prepared and encouraged to take the corresponding AP exam as a summative assessment of their achievement. The AP Course in Comparative Government and Politics is a Social Studies elective and is open to juniors and seniors.

Why Iowa?  
**1 credit (one semester) Prerequisite:** none  
Why Iowa? is a social studies elective through which students will discover the history of Iowa, how we have grown, and what we have to offer today and into tomorrow. Students will create a marketing campaign for the State of Iowa throughout the course. Focus will be on five units: Iowa History, A Portrait of Iowa (your heritage and Iowa), Iowa’s Resources (agriculture, industry, and recreation), Iowa Stars (famous Iowans), and finally Why Iowa. The course will use multiple learning strategies, various guest speakers, and visits to local areas of interest to compile a final portfolio that will be submitted to the State of Iowa to help promote and discover what makes Iowa great.

Iowa Adventure  
**1 social studies elective credit and 1 P.E. credit (one semester – meets daily, 2 periods-- P.E. Credits listed are for Class of 2014 only)**  
Students will engage in the exploration of the outdoor recreation opportunities and natural resources available in Iowa in this integrated social studies and physical education course. Throughout this course students will explore natural resources such as Iowa rivers, land forms, and wildlife trails. Additionally students will engage in outdoor recreational activities such as canoeing, snow shoeing, cross country skiing, and ice fishing. At the conclusion of this course students will earn 1 social studies elective credit and 1 required physical education credit.

Sociology  
**1 credit (one semester) Prerequisite: Junior or Senior**  
Sociology is the study of human society. It is concerned with people’s relationships, roles, responsibilities and organization. Unit studies include an introduction to sociology, culture, sociological investigation, roles and relationships in groups, deviance, socialization, social classes and race and ethnicity. Class activities are centered on large and small group discussions, simulations, visual aids and guest speakers. Upon completion students should be able to demonstrate knowledge of sociological concepts as they are applied to individuals, groups and societies.
Introduction to Sociology

1 credit (one semester) Prerequisite: Sociology - Junior or Senior

DMACC Introduction to Sociology is the study of human interaction, groups and society. Topics included are culture, socialization, organizations, deviance, inequality, institutions, health, populations, ecology, social change, and research methods. Students will analyze the importance and dimensions of social change in various arenas of society. During this course students will enroll in the aligned 3 credit DMACC course SOC110 Intro to Sociology.

K-5 Social Studies Power Standards

Kindergarten: Myself and Others
K.01 Understand and explain the changing nature of society.
K.02 Recognize that all people have individual traits.
K.03 Demonstrate understanding of interactions between self and others.
K.04 Understand the role of scarcity, economic trade-offs, needs and wants, and how economic conditions impact people’s lives.
K.05 Use geographic tools to locate and analyze information about people, places, and environments.

First Grade: Families and Schools
1.01 Analyze past using historical thinking.
1.02 Acquire, process, and report information using geographical representations.
1.03 Use components of culture to describe the diversity in family and school life.
1.04 Understand how and why people create rules.
1.05 Recognize the rights and responsibilities of American citizens within a constitutional democracy.

Second Grade: The Local Community
2.01 Analyze the past using historical thinking.
2.02 Acquire, process, and report information using geographical representations.
2.03 Evaluate the effect of human-environment interactions.
2.04 Describe the structure of the United States government and why people create governments.
2.05 Recognize and classify the rights and responsibilities of American citizens within a constitutional democracy.
2.06 Identify the fundamental principles and concepts of economics to analyze economic activity in a market economy.
2.07 Construct and state a problem as a public policy issue, analyze various perspectives and generate and evaluate possible alternative resolutions.

Third Grade: Our Community and Beyond
3.01 Analyze the past using historical thinking.
3.02 Acquire, process, and report information using geographical representations.
3.03 Evaluate the effect of human-human interactions.
3.04 Describe the structure of the United States government and why people create governments.
3.05 Recognize and classify the rights and responsibilities of American citizens within a constitutional democracy.
3.06 Identify the fundamental principles and concepts of economics to analyze economic activity in United States and global economies.
3.07 Construct and state a problem as a public policy issue, analyze various perspectives and generate and evaluate possible alternative resolutions.
Fourth Grade: United States Studies with an Emphasis on Iowa
4.01 Analyze the past using historical thinking.
4.02 Evaluate the use of geographic tools to locate and analyze information about people, places, and environments.
4.03 Recognize how regions are created from common physical and human characteristics.
4.04 Explain economic activity in the regions and how they affect the world.
4.05 Interpret advancing technologies and their impact.
4.06 Recognize the rights and responsibilities of American citizens within a constitutional democracy.

Fifth Grade: Integrated United States History
5.01 Use historical thinking to identify and analyze the causes and consequences of European exploration.
5.02 Use historical thinking to identify and analyze the causes and consequences of European colonization.
5.03 Distinguish among and explain the reasons for regional differences in colonial America.
5.04 Use historical thinking to identify and analyze the reasons and consequences of the American Revolution.
5.05 Explain why people create governments and describe the structure of the government in the United States and how it functions to serve citizens.
5.06 Recognize the rights and responsibilities of American citizens within a constitutional democracy.

6th Grade Ancient Civilizations
6.01 Examine the practices of social scientists in interpreting the past.
6.02 Relate the development of agriculture and domestication and the concept of specialization of labor to the formation of early civilizations.
6.03 Evaluate the role of geography on the rise of civilizations and the connection between a region’s natural resources and its development.
6.04 Examine the impact of religious beliefs and practices on daily life in early civilizations.
6.05 Characterize the different systems of government that early civilizations created to provide structure and order.
6.06 Describe the written language systems of early civilizations and their impact on society.
6.07 Identify and evaluate the impact of a civilization’s defining characteristics and contributions on the world today.
6.08 Read and interpret historical maps and timelines.
6.09 Communicate historical learning to a variety of audiences using a variety of formats.

7th Grade United States Studies Beginnings to Reconstruction
7.01 Evaluate facts and concepts drawn from history, along with methods of historical inquiry, to inform decision-making about public issues.
7.02 Interpret how and why events may be perceived differently depending upon the perspectives of participants, witnesses, reporters, and historians.
7.03 Understand how economic concepts, human factors, and the distribution of resources affect the historical development of society.
7.04 Demonstrate the use of geographic tools to locate and analyze information about people, places, and environments.
7.05 Analyze historical patterns, periods of time, and the relationships among these elements.
7.06 Evaluate the role of individuals and groups within a society as promoters of change or the status quo.
7.07 Consider cause and effect relationships and other historical thinking skills in order to interpret events and issues.
7.08 Recognize how and why people create, maintain or change systems of power, authority, and governance.
7.09 Describe how the government established by the Constitution embodies the principles of democracy.
7.10 Communicate historical learning to a variety of audiences using a variety of formats.

**8th Grade United States Studies Reconstruction to the Great Depression**

8.01 Analyze the role of individuals and groups within a society as promoters of change or the status quo and how an individual is impacted by society.
8.02 Understand the interconnectedness of economies and how government could impact the economy.
8.03 Examine how human and geographic factors effect the distribution of resources impacting the development of society and the movement of people and ideas.
8.04 Understand how and why people create, maintain or change systems of power, authority and governance.
8.05 Determine cause and effect relationships and other historical thinking skills in order to interpret events and issues.
8.06 Examine the functioning of government established by the Constitution.
8.07 Analyze the role of the United States in foreign policy.
8.08 Communicate historical learning to a variety of audiences using a variety of formats.
8.09 Understand historical patterns, periods of time, and the relationships among these elements.

**9th Grade Global Studies**

9.01 Identify the effects of globalization around the world today.
9.02 Analyze the use of geographic tools (graphs, charts, maps, and digital tests) to locate and examine information about people, places and environments.
9.03 Evaluate the role of culture and geography on the development and maintenance of societies.
9.04 Compare and contrast various political and economic systems throughout the world and define the rights and responsibilities of the individual.
9.05 Recognize the patterns of interactions among individuals, groups and institutions and how they will impact future generations.
9.06 Assess, analyze and evaluate information from various sources to answer questions, solve problems and communicate ideas.
9.07 Communicate cultural and geographical learning to a variety of audiences using a variety of formats.
9.08 Consider the role of innovation on the development and interaction of societies.

**10th Grade World History (IDEASS: Interdisciplinary English and Social Studies)**

10.01 Understand historical patterns, periods of time, and the relationships among these elements.
10.02 Understand from a historical perspective political systems and the role of diplomacy.
10.03 Understand the role of individuals and groups within a society as promoter of change or the status quo.
10.04 Analyze economic systems, their development, and impact on society.
10.05 Understand the role of technology on the development and interaction of societies.
10.06 Analyze how social categories, roles, and practices were created, maintained and transformed.
10.07 Understand the effects of geographic factors on historical events.
10.08 Apply methods of historical inquiry:
- using a variety of primary and secondary sources;
- making and supporting arguments with evidence;
- analyzing for cause and effect relationships; and
- recognizing various viewpoints (bias).

10.09 Communicate historical learning to a variety of audiences using a variety of formats.

**10th Grade AP European History**

APEH.01 Apply relevant factual knowledge about European history from 1450 to the present to highlight intellectual, cultural, political, diplomatic, social, and economic developments.

APEH.02 Analyze and evaluate evidence and interpretations presented in historical scholarship.

APEH.03 Analyze and interpret a wide variety of primary sources, such as documentary material, maps, statistical tables, works of art, and pictorial and graphic materials.

APEH.04 Apply methods of historical inquiry through writing:
- make and support arguments with evidence;
- analyze for cause and effect relationships; and
- recognize viewpoints in a variety of primary sources.

APEH.05 Communicate historical learning to a variety of audiences using a variety of formats.

**11th Grade United States History Great Depression to Present (American Culture)**

11.01 Synthesize historical patterns, periods of time, and the relationship among these elements.

11.02 Analyze the role of individuals and groups within a society as promoters of change or the status quo.

11.03 Evaluate the role of innovation and invention on the development and interaction of societies.

11.04 Compare cause and effect relationships and other historical thinking skills in order to interpret events and issues.

11.05 Evaluate the interconnectedness of the economic patterns and their impact on historical development issues.

11.06 Analyze and evaluate conditions, actions, and motivations that contribute to the changing scope of governmental power.

11.07 Identify the role of information and credibility of that information in history today.

11.08 Using a variety of primary sources, as well as secondary sources; validate and weigh evidence for claims, check the usefulness and degree of reliability of sources, and evaluate different interpretations in order to develop their own interpretation supported by the evidence.

11.09 Analyze and interpret United States foreign policy.

11.10 Communicate historical learning to a variety of audiences using a variety of formats.

11.11 Use historical facts, concepts, and methods to evaluate an issue of importance today, and make informed decisions as responsible citizens to propose policies, and take action on it.

11.12 Determine how historical patterns are affected by geographical factors.

**AP United States History**

APUS.01 Apply relevant factual knowledge about U.S. History from 1492 to the present to highlight intellectual, cultural, political, diplomatic, social, and economic developments.

APUS.02 Interpret historical evidence to defend and support basic arguments and positions.

APUS.03 Interpret and analyze to draw conclusions from various pieces of historical data including original documents, cartoons, graphs, etc.

APUS.04 Demonstrate an effective use of analytical skills of evaluation, cause-and-effect relationships, and compare and contrast.
APUS.05 Analyze the importance of studying history, paying special attention to the nature of history, writing history and writing about history, and interpretations of history.

APUS.06 Communicate historical learning to a variety of audiences using a variety of formats.

**United States Government**

AG.01 Apply knowledge gained from current events and political cartoons to interpret public policies, political issues, and actions by local, state, national, and international governments.

AG.02 Analyze the U.S. Constitution to determine the roles of the legislative branch, judicial branch, executive branch, and the bureaucracy.

AG.03 Assess the impact of U.S. Supreme Court decisions on civil rights and civil liberties.

AG.04 Examine the linkage between citizens and their government in terms of interest groups, political parties, mass media, campaigns, and elections.

AG.05 Critique the role of the Iowa Caucuses in the presidential nomination process.

AG.06 Analyze charts, graphs, maps, and tables for information related to government and politics.

AG.07 Demonstrate the value of lifelong civic action through participation in the political process.

AG.08 Integrate information from a variety of primary and secondary sources into a coherent understanding of an idea or event.

AG.09 Communicate learning to a variety of audiences using a variety of formats.

AG.10 Evaluate current events to determine credibility and test the validity of information.

AG.11 Produce writing through the use of online information.

**AP United States Government**

APG.01 Examine the kind of government established by the U.S. Constitution including theoretical perspectives of democracy and the ideological and philosophical traditions of the framers.

APG.02 Analyze patterns of political processes and behaviors including their consequences.

APG.03 Examine the linkages between citizens and their government in terms of interest groups, political parties, mass media, campaigns, and elections.

APG.04 Understand the relationships between the institutions of national government (Congress, the presidency, the federal courts, and the bureaucracy) and the following: political parties, interest groups, the media, and state and local government.

APG.05 Analyze the development and implementation of public policy.

APG.06 Assess the impact of U.S. Supreme Court decisions on civil rights and civil liberties.

APG.07 Demonstrate the value of lifelong civic action through participation in the political process.

APG.08 Apply knowledge gained from current events and political cartoons to interpret public policies, political issues, and actions by local, state, national, and international governments.

APG.09 Interpret information in charts, graphs, maps, and tables relevant to U.S. government and politics.

APG.10 Communicate learning to a variety of audiences using a variety of formats.

APG.11 Integrate information from a variety of primary and secondary sources into a coherent understanding of an idea or event.

**Economics**

E.01 Demonstrate understanding of basic economic terminology and compare economic systems with emphasis on the free enterprise system.

E.02 Analyze consumer decisions and apply that knowledge to be financially literate.

E.03 Diagram and analyze the microeconomic system of supply and demand as well as the role of consumers, producers and prices including the use of economic models.

E.04 Evaluate economic performance and business cycles within the macro economy.

E.05 Classify the functions and policies of the Federal Reserve and federal government in economic stabilization.

E.06 Explain the interdependence of countries within the world economy.
E.07 Communicate economic thinking to a variety of audiences using a variety of formats.

AP Microeconomics
McIE.01 Demonstrate understanding of basic economic terminology and compare economic systems with emphasis on the free enterprise system.
McIE.02 Analyze consumer decisions and apply that knowledge to be financially literate.
McIE.03 Analyze consumer decisions and apply that knowledge to be financially literate.
McIE.04 Construct an investment plan based on accepted strategies.
McIE.05 Communicate economic thinking to a variety of audiences using a variety of formats.

AP Macroeconomics
MACE.01 Demonstrate understanding of basic economic terminology and compare economic systems with emphasis on the free enterprise system.
MACE.02 Analyze the microeconomic system of supply and demand as well as the role of consumers, producers and prices including the use of economic models.
MACE.03 Evaluate economic performance and business cycles within the macro economy.
MACE.04 Explain the interdependence of countries within the world economy.
MACE.05 Communicate economic thinking to a variety of audiences using a variety of formats.

Psychology
P.01 Examine basic philosophical concepts and relate them to the major psychological theories about human behavior.
P.02 Explain the relationship between human biology and behavior.
P.03 Compare and contrast the principles of various learning theories.
P.04 Differentiate waking consciousness, sleeping, dreaming, meditative and hypnotic states.
P.05 Examine and evaluate major personality theories.
P.06 Compare the major classifications of psychological disorders, and the underlying theoretical explanations and treatments for each.
P.07 Interalate the connection between the principles of psychology and various social influences or phenomena.
P.08 Communicate psychological thinking to a variety of audiences using a variety of formats.

AP Psychology
APP.01 Examine basic philosophical concepts and relate them to the major psychological theories about human behavior.
APP.02 Explain the relationship between human biology and behavior.
APP.03 Compare and contrast the principles of various learning theories.
APP.04 Differentiate waking consciousness, sleeping, dreaming, meditative and hypnotic states.
APP.05 Examine and evaluate major personality theories.
APP.06 Compare the major classifications of psychological disorders, and the underlying theoretical explanations and treatments for each.
APP.07 Define intelligence and analyze the various methods for measuring intelligence.
APP.08 Describe the ways in which humans interpret sensations and organize perceptions.
APP.09 Compare theories of human development, with each stage of life characterized by different issues and challenges.
APP.10 Analyze empirical data to develop theories explaining human and animal behavior.
APP.11 Examine how humans learn, remember, and retrieve information to address problem solving, language, and creativity.
APP.12 Explore biological and social factors that motivate behavior and biological and cultural factors that influence emotion.
APP.13 Interrelate the connection between the principles of psychology and various social influences or phenomena.
APP.14 Communicate psychological thinking to a variety of audiences using a variety of formats.

AP Comparative Government & Politics
APCG .01 Understand major comparative political concepts, themes and generalizations.
APCG .02 Describe the governments and politics of China, Great Britain, Iran, Mexico, Nigeria and Russia.
APCG .03 Compare and contrast political institutions and economic systems across countries.
APCG .04 Examine typical patterns of political processes and behavior and their consequences.
APCG .05 Apply knowledge gained from current events and political cartoons to interpret public policies, political & economic issues, and actions by national and international governments.
APCG .06 Analyze and interpret information in charts, graphs, maps and tables relevant to comparative government and politics.
APCG .07 Integrate information from a variety of primary and secondary sources into a coherent understand of an idea or event.
APCG .08 Demonstrate the value of lifelong civic action through participation in the political process.
APCG .09 Communicate learning to a variety of audiences using a variety of formats.

Why Iowa?
WI.01 Synthesize historical patterns, periods of time, and the relationship among these elements.
WI.02 Analyze the role of individuals and groups within a society as promoters of change or the status quo.
WI.03 Evaluate the role of innovation and invention on the development and interaction of societies.
WI.04 Compare cause and effect relationships and other historical thinking skills in order to interpret events and issues.
WI.05 Evaluate the interconnectedness of the economic patterns and their impact on historical development issues.
WI.06 Determine how historical patterns are affected by geographical factors.
WI.07 Understand the interconnectedness Iowa has within the global society.
WI.08 Communicate historical learning to a variety of audiences using a variety of formats.

Iowa Adventure
IA A.01 Refine and apply movement concepts and principles in the learning of new skills.
IA A.02 Participate in a variety of physical activities appropriate for maintaining or enhancing a healthy, active lifestyle.
IA A.03 Design and implement a personal fitness program based on information attained through fitness assessments and personal goal-setting.
IA A.04 Demonstrate responsible personal and social behavior in a physical activity setting.
IA A.05 Demonstrate responsible personal and social behavior in a physical activity setting.
IA A.06 Synthesize historical patterns, periods of time, and the relationship among these elements.
IA A.07 Analyze the role of individuals and groups within a society as promoters of change or the status quo.
IA A.08 Determine how historical patterns are affected by geographical factors.
IA A.09 Communicate historical learning to a variety of audiences using a variety of formats.
**AP European History**

APEH.01 Apply relevant factual knowledge about European history from 1450 to the present to highlight intellectual, cultural, political, diplomatic, social, and economic developments.

APEH.02 Analyze and evaluate evidence and interpretations presented in historical scholarship.

APEH.03 Analyze and interpret a wide variety of primary sources, such as documentary material, maps, statistical tables, works of art, and pictorial and graphic materials.

APEH.04 Apply methods of historical inquiry through writing:
- making and supporting arguments with evidence;
- analyzing for cause and effect relationships; and
- recognizing viewpoints in a variety of primary sources.

APEH.05 Communicate historical learning to a variety of audiences using a variety of formats.

**Sociology**

S.01 Understand the influences on individual and group behavior and group decision making.

S.02 Understand the influences on individual and group behavior and group decision making.

S.03 Understand the process of how humans develop, learn, adapt to environments, and internalize cultures.

S.04 Understand how personality and agents of socialization impact the individual.

S.05 Communicate learning to a variety of audiences using a variety of formats.

**Introduction to Sociology (DMACC)**

IS.01 Understand the influences on individual and group behavior and group decision making.

IS.02 Understand how social status, social groups, social change, and social institutions influence individual and group behaviors.

IS.03 Understand the process of how humans develop, learn, adapt to environments, and internalize cultures.

IS.04 Understand how personality and agents of socialization impact the individual.

IS.05 Communicate learning to a variety of audiences using a variety of formats.

Ankeny Community School District does not discriminate based on race, color, creed, religion, national origin, sex, gender identity, age, disability, marital status, sexual orientation, physical attributes, physical or mental ability or disability, ancestry, political party preference, military affiliation, socioeconomic status or familial status. Inquiries and grievances may be directed to the Assistant Superintendent of Organizational Development and Learning, 306 SW School Street, P.O. Box 189, Ankeny, Iowa, 50021-0189, (515) 965-9600, or, the Director of the Iowa Civil Rights Commission, 500 West Madison Street, Suite 2800, Chicago, IL 66061.