

# SOCIAL STUDIES DEPARTMENT

## Required Sequence for Class of 2020 and 2021

<b>Year 1</b>	American History or Honor American History
<b>Year 2</b>	World Concepts – World History or Global Geography or AP Human Geography or AP European History
<b>Year 3</b>	American Government or AP American Government Psychology or AP Psychology or Sociology Economics or AP Economics

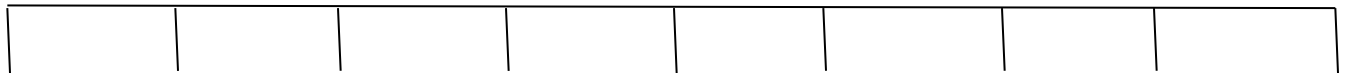
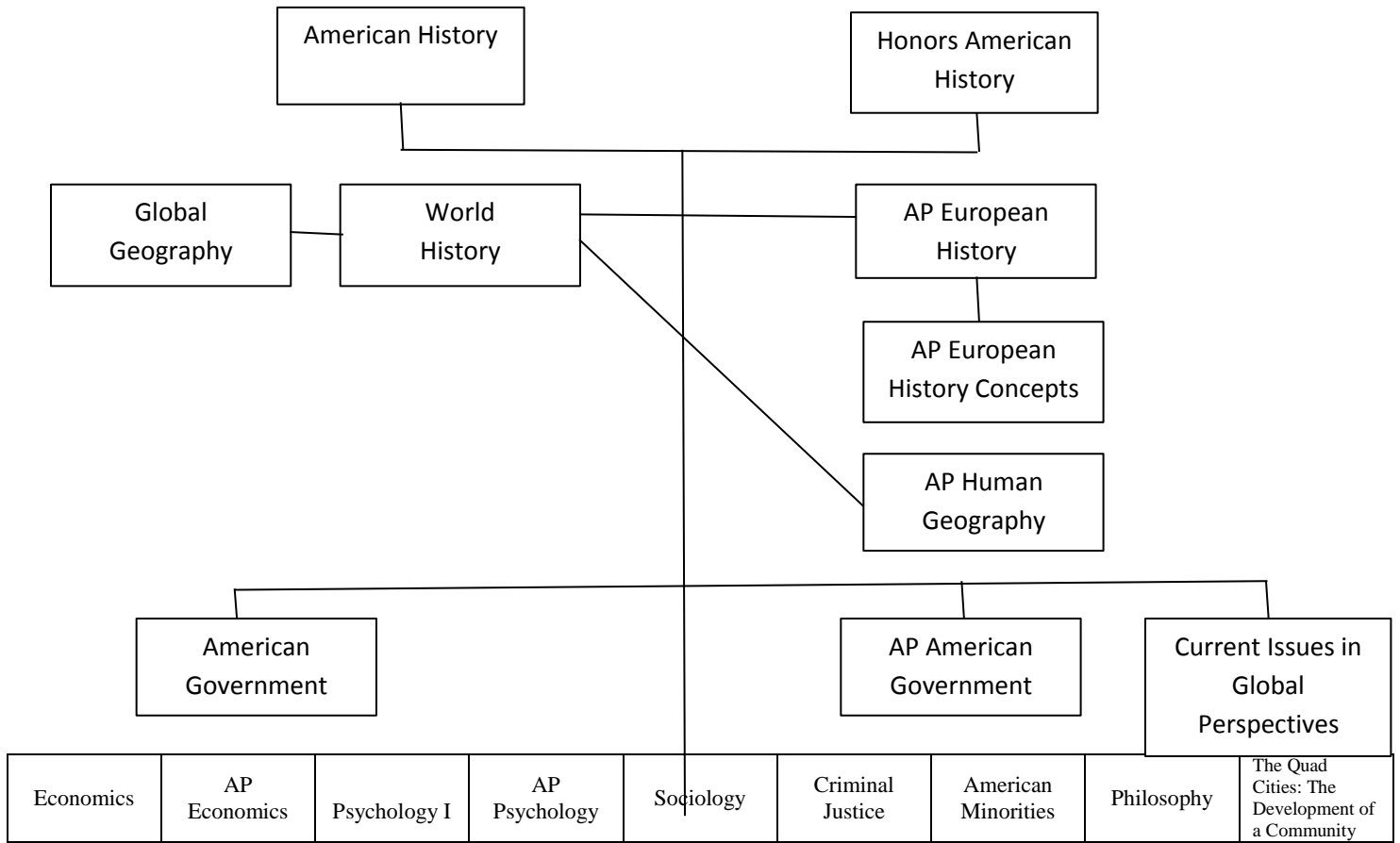
### SOCIAL STUDIES CREDITS REQUIRED FOR GRADUATION: 3

**CONTENT MISSION STATEMENT:** Students will demonstrate a working knowledge of geography, history, government, economics, world cultures, social sciences and global interdependence in order to become citizens of their community, their country, and their world.

COURSE TITLES	CREDIT	GRADE LEVEL				PREREQUISITE
<b><u>American History Requirement - 1 credit (Select One)</u></b>						
		9	10	11	12	
American History <b>N</b>	1	x	x			None
Honors American History <b>N</b>	1	x	x			Teacher/Counselor recommendation
<b><u>World Concept Requirement - 1 credit (Select One)</u></b>						
		9	10	11	12	
A.P. European History <b>N</b>	1		x	x	x	Teacher/Counselor recommendation
Current Issues in Global Perspective <b>N</b>	.5		x	x	x	American History
Global Geography <b>N</b>	1		x	x	x	None
World History <b>N</b>	1		x	x	x	None
AP Human Geography <b>N</b>	1	x	x	x	x	Teacher/Counselor recommendation
<b>AP World History</b>						
<b><u>American Government Requirement - .5 credit (Select One)</u></b>						
		9	10	11	12	
American Government <b>N</b>	.5			x	x	American History
A.P. American Government <b>N</b>	1			x	x	American History & World Concept Course
<b><u>Behavioral Science Requirement - .5 credit (Select One)</u></b>						
		9	10	11	12	
A.P. Economics <b>N</b>	1		x	x	x	Teacher Recommendation
A.P. Psychology <b>N</b>	1			x	x	None
Economics <b>N</b>	.5		x	x	x	None
Psychology I <b>N</b>	.5			x	x	None
Psychology II	.5			x	x	Psychology I
Sociology <b>N</b>	.5			x	x	American History, World History or European History recommended
<b><u>Electives</u></b>						
		9	10	11	12	
American Minorities <b>N</b>	.5		x	x	x	None
A.P. European History Concepts <b>N</b>	.5		x	x	x	A.P. European History
Criminal Justice <b>N</b>	.5			x	x	American Government
Philosophy <b>N</b>	.5		x	x	x	None
The Quad Cities: The Development of a Community	.5	x	x	x	x	American History recommended

**N** - NCAA approved courses

## SOCIAL STUDIES SEQUENCE



Psychology II

### REQUIRED COURSES

## **SOCIAL STUDIES DEPARTMENT COURSE SELECTIONS**

### **AMERICAN HISTORY N**

**272111**

**GRADES: 9-10**

**\*PREREQUISITE: NONE**

**1 CREDIT/2 TERMS**

This course provides a survey of American History from 1890 to the present, building a background of information in the following concept areas: a study of the history and diversity of our population, the U.S foreign policy, and the study of geographical characteristics as they apply to the progress of the United States. Extensive research, reading, and writing are essential to success in this course. This course requires more in-depth study of the curriculum. Students are expected to be able to peer coach, complete independent research, and work cooperatively in small and large groups. Students' public speaking skills are regularly challenged through presentations, organized debate situations, and general public speaking activities. Further, students' work to continually strengthen the ability to work independently and polish skills using technology.

#### Benchmarks

The students will:

- relate a variety of American History events to his/her own situation and identify how this knowledge will affect future decisions and career choices.
- define key words as they relate to American History.
- show cause and effect relationships by drawing logical inferences from factual information.
- use resource materials to locate and process information in written and oral form.
- differentiate between facts and opinions.
- recognize and describe key concepts in American History.
- recognize differences between subcultures in American History and how they impact the future.
- understand the responsibilities a citizen must demonstrate to be a productive member of society.

#### Anchor Standards 2016:

- Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
- Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
- Assess the extent to which the reasoning and evidence in a text support the author's claims.
- Draw evidence from informational texts to support analysis, reflection, and research.

### **HONORS AMERICAN HISTORY N**

**272121**

**GRADES: 9-10**

**\*PREREQUISITE: TEACHER/COUNSELOR RECOMMENDATION**

**1 CREDIT/2 TERMS**

The honors level of American History uses the same text, content, and covers essentially the same curriculum benchmarks as American History but in greater depth and at a faster pace. Because it is geared to help prepare students for future Advanced Placement (A. P.) courses, additional benchmarks include:

Benchmarks (in addition to those listed above for American History)

The students will:

- be able to answer document-based questions.
- construct a thesis and write an essay.
- analyze primary sources.
- find and discern quality sources.
- analyze graphics (political cartoons, charts, graphs, maps)

Anchor Standards 2016:

- Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
- Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
- Assess the extent to which the reasoning and evidence in a text support the author's claims.
- Draw evidence from informational texts to support analysis, reflection, and research.

#### **A.P. EUROPEAN HISTORY N**

**271011**

**GRADES: 10-12**

**\*PREREQUISITE: TEACHER RECOMMENDATION**

**1 CREDIT/2 TERMS**

Honors AP European History is an accelerated social studies course with emphasis on the history of European Politics, Culture and Thought from the Renaissance (1350) to the world of today. A basic Western Civilization text will be used and students will be expected to pursue various additional projects of concentrated study as components of the course. An opportunity to take the College Board Exam for possible college credit will be extended at the close of the course. There is a fee for this examination.

**It is essential for those who anticipate taking the College Board Exam in European History to also take the AP European History Concepts course.**

Benchmarks

The students will:

- identify the historical eras delineating European History from the Renaissance (1350) to today.
- recognize European diversity of lands and peoples in order to internalize multicultural and non-sexist concepts and their impact on the course of history.
- utilize reference materials to locate, process, and communicate concrete or abstract information.
- identify and define key terms relating to the course.
- show the importance of technology in the development and preservation of the world.
- describe human and natural resource distribution on the European continent and project the impact of this distribution in the future.
- show cause and effect relationships by drawing logical inferences from factual information.
- score an evaluation of 3 on the College Board Exam.

**NOT OFFERED 2019-2020**

#### **A. P. EUROPEAN HISTORY CONCEPTS N**

**271013**

**GRADES: 10-12**

**\*PREREQUISITE: AP EUROPEAN HISTORY**

**.5 CREDIT/1 TERM**

This course completes the study begun in A.P. European History and is essential for those who anticipate taking the College Board Exam in European History. The course consists of a close study of Twentieth Century events in the European World. Also included is a systematic review of all material of AP European History, Renaissance to the Vietnam War. Practice is provided in writing essays based on questions and expectations of past College Board examinations. Emphasis is placed on self, peer, and instructor evaluation designed to improve individual test-taking techniques.

Benchmarks

The students will:

- identify the historical eras delineating European History from the Renaissance (1350) to today.

- recognize European diversity of lands and peoples in order to internalize multicultural and non-sexist concepts and their impact on the course of history.
- utilize reference materials to locate, process, and communicate concrete or abstract information.
- identify and define key terms relating to the course.
- show the importance of technology in the development and preservation of the world.
- describe human and natural resource distribution on the European continent and project the impact of this distribution in the future.
- show cause and effect relationships by drawing logical inferences from the factual information.
- score an evaluation of 3 on the College Board Exam.

**CURRENT ISSUES IN GLOBAL PERSPECTIVE N**  
**\*PREREQUISITE: AMERICAN HISTORY**

**275111**

**GRADES: 10-12**  
**.5 CREDIT/1 TERM**

This course is a performance based study of current issues in the United States as well as our involvement in international affairs. Population, poverty, environmental issues and struggles with human rights are explored. The history and current status of modern global conflicts are examined. International institutions in place to deal with global problems will also be studied.

#### Benchmarks

The students will:

- examine current issues and themes in American life by studying current events.
- critically analyze media information and distinguish between fact and opinion and identify bias.
- develop multicultural/non-sexist thinking and apply toward a critical analysis of current issues.
- develop communication skills such as reading, writing, speaking, listening, and viewing.
- prepare and present individual and/or group research projects requiring the development of research skills, public speaking, and multimedia technology.
- apply an understanding of current world events and the changing role of the United States in determining their impact on the learner's future decisions and possible career choices.
- analyze current human and natural resource distribution on a global scale to predict the future.
- evaluate individuals and events in current affairs to predict future impact on the world.

**NOT OFFERED 2019-2020**

**GLOBAL GEOGRAPHY N**  
**\*PREREQUISITE: NONE**

**270111**

**GRADES: 10-12**  
**1 CREDIT/2 TERMS**

Global Geography examines the inter-relationships among climate, natural resources, land forms, politics, economics, and human history in the cultural development of the regions of the earth. Upon completion the student will earn one credit toward the world concept requirement in Social Studies.

#### Benchmarks

The students will:

- understand the use of geographic tools to locate and analyze information about people, places, and environments.
- understand how physical and human characteristics create and define regions.
- understand how human factors and the distribution of resources affect the development of society and the movement of populations.
- understand how physical and human processes shape the Earth's surface and major ecosystems.
- understand how human actions modify the environment and how the environment affects humans.
- understand how culture affects the interaction of human populations through time and space.
- understand how cultural factors influence the design of human communities.

**WORLD HISTORY N**  
**\*PREREQUISITE: NONE**

**270411**

**GRADES: 10-12**  
**1 CREDIT/2 TERMS**

World History is a survey course designed to study the development of Western Civilization. This course is global in scope and multi-cultural in nature. Students are involved in the study of geographic characteristics, race, ethnic grouping, religious influences, economic conditions, political systems and conflict as applicable to European and Non-European cultural development. Emphasis is placed on a better understanding of current events through knowledge of this subject matter. Independent research with oral and written outcomes is required of all students.

#### Benchmarks

The students will:

- relate world cultures to their own life style and identify how this will affect future decisions.
- recognize global diversity to internalize multicultural and non-sexist concepts.
- utilize reference materials to locate, process, and communicate concrete or abstract information.
- identify and define key terms relating to this course.
- show importance of technology in the development and preservation of the world.
- describe resource distribution and use on a global scale and compare the ecological, economic, social and political implications of this distribution.
- show cause/effect relationships by drawing logical inferences from factual information.

Anchor Standards 2017:

- Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
- Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
- Write arguments focused on discipline-specific content.
- Conduct a short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

**AP WORLD HISTORY**

Grade: 10

**\* PREREQUISITE: NONE**

**1 CREDIT/2 TERMS**

In AP World History students investigate significant events, individuals, developments, and processes in six historical periods from approximately 8000 B.C.E. to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; making historical comparisons; utilizing reasoning about contextualization, causation, and continuity and change over time; and developing historical arguments.

Benchmarks

The students will:

- identify and define key terms relating to the course.
- analyze historical evidence through primary sources
- explain the relative historical significance of a source's point of view, purpose, historical situation, and/or audience.
- Evaluate a source's credibility and/or limitations
- develop historical arguments and support them with specific and relevant evidence.
- use context to explain the historical significance of events, people, and processes.
- explain how patterns of continuity and change have affected historical developments.

Anchor Standards 2019

- Describe the impact of culture and institutions on societies.
- Compare various systems of government, such as monarchies, democracies/republics, empires, and dictatorships, and their methods of maintaining order and/or control
- Compare and contrast various economic and labor systems within and across societies.
- Evaluate the consequences of human made and natural catastrophes on global trade, politics, and human migration.
- Critique primary and secondary sources of information with attention to the source of the document, its context, accuracy, and usefulness of sources throughout world history.

**AP HUMAN GEOGRAPHY N**

270611

**GRADES: 9-12**

**\*PREREQUISITE: TEACHER RECOMMENDATION**

**1 CREDIT/2 TERMS**

AP Human Geography is an accelerated social studies course that introduces students to the patterns and processes that have shaped how humans use and alter the Earth's surface. Methods and tools used by geographers are introduced. Emphasis is placed on map and landscape analysis and evaluating how human activity influences regional development and the environment. AP Human Geography culminates with the opportunity for students to take the College Board exam for potential college credit.

#### Benchmarks

The students will:

- understand and employ key geographical skills to use and think about maps and spatial data.
- understand and interpret at different scales (local, regional, national or global) the relationships among patterns and processes of change.
- understand and define regions and evaluate the regionalization process.
- understand and analyze changing interconnections among places.
- understand how and why change occurs and evaluate their place in an ever-changing global environment.

### **AMERICAN GOVERNMENT N**

**273011**

**GRADES: 11-12**

**\*PREREQUISITE: AMERICAN HISTORY**

**.5 CREDIT/1 TERM**

American Government examines the different levels of government in our country and the relationships between them as well as between different branches of government at the same level. This enables students to play a more intelligent role in their participation in our democratic republic. Additionally, they will have a better understanding of the political and social effects of government.

#### Benchmarks

The students will:

- understand the rights and responsibilities of each citizen and demonstrate the value of lifelong civic action.
- understand how the government established by the Constitution embodies the enduring values and principles of democracy and republicanism
- understand the purpose and function of each of the three branches of government established by the Constitution
- understand the differences among the complex levels of local, state and national government and their inherent, expressed and implied powers
- understand strategies for effective political action that impacts local, state and national governance
- understand how law and public policy are established at the local, state and national levels
- understand how various political systems throughout the world define the rights and responsibilities of the individual
- understand the role of the United States in current world affairs.

### **AP AMERICAN GOVERNMENT N**

**273611**

**GRADES: 11-12**

**\*PREREQUISITES: AMERICAN HISTORY**

**1 CREDIT/2 TERMS**

**AND WORLD CONCEPT COURSE**

AP American Government culminates with the opportunity for students to take College Board's Advanced Placement test for possible college credit. Major content areas are: constitutional underpinnings of democracy, political beliefs and behaviors of individuals, political parties and interest groups, mechanisms that facilitate the communication of interests and preferences by like-minded citizens, the Congress, the presidency, the bureaucracy, and the federal courts, institutions and policy processes, and civil liberties and civil rights.

#### Benchmarks

The students will:

- define key words as they relate to American Government.
- recognize and describe key concepts in American Government.
- understand and accept the responsibilities and privileges to being an American citizen.
- recognize and appreciate the different forms of world government found today and in the past.
- identify possible career choices in the field of civil service and government.
- complete a voter registration form and be familiar with use of current methods of casting ballots.
- analyze the concepts of American Government in the context of the current political scene.
- convey an understanding of key concepts both verbally as well as in thorough, concise responses to essay questions.
- analyze primary sources.
- identify bias in digital and print media.
- score a 3 or above on the Advanced Placement test.

### **AP ECONOMICS N**

**274511**

**GRADES: 10-12**

**\*PREREQUISITE: Teacher Recommendation**

**1 CREDIT/2 TERMS**

The first section of this course will study microeconomics and the second section will study macroeconomics. Microeconomics will give students an understanding of the principles of economics that apply to the functions of individual decision-makers within the larger economic system. Macroeconomics gives students an understanding of the principles of economics that apply to the system as a whole.

#### Benchmarks

The students will:

- explain the basic concepts of microeconomics.
- describe the nature and functions of product markets.
- describe the nature and functions of factor markets.
- state the arguments for and against government intervention in an otherwise competitive market.
- explain the basic concepts of macroeconomics.
- identify the components of gross income.
- define national income and aggregate price level.
- describe how the combination of monetary and fiscal policies used in addressing problems of inflation and unemployment has an effect on domestic growth and on international factors. Also describe how the reverse is true.
- utilize reference materials to locate, process, and communicate information.
- define key words as they relate to Economics, thus extending one's vocabulary.
- show cause and effect relationships by drawing logical inferences from the factual information.
- score an evaluation of 3 or higher on the College Board Exam.
- use the Internet, Electronic Library, and other computer tools towards understanding investment in the stock market and different economies.
- use word processing programs when creating reports.

#### **AP PSYCHOLOGY N**

**277341**

**GRADES: 11-12**

**\*PREREQUISITE: NONE**

**1 CREDIT/2 TERMS**

Students will be introduced to the systematic and scientific study of behavior and mental processes. In addition, students will be exposed to the psychological facts, principles, and phenomena associated with each of the major sub-fields within psychology. They will also learn about the ethics and methods psychologists use in their science and practice. Topics include history and approaches, research methods, biological bases of behavior, sensation and perception, states of consciousness, learning and memory, cognition, motivation and emotion, developmental psychology, abnormal psychology, treatment of psychological disorders, and social psychology. Specific course topics for each unit are outlined in the AP Psychology Course Description - published by College Entrance Examination Board ([apcentral.collegeboard.com](http://apcentral.collegeboard.com)). This course will prepare the student for the Advanced Placement Psychology Exam and the potential to earn college credit.

#### Benchmarks

The students will:

- understand the basic principles and appropriate uses of psychological research, including observational and experimental methods. They will be able to devise simple research projects, interpret and generalize from results, and evaluate the validity of research reports.
- understand the major core concepts and theories of psychology. They will be able to define and apply key terms to real world situations and their own lives, recognizing and applying psychological principles when encountered in everyday situations.
- develop critical thinking skills and become aware of the danger of blindly accepting or rejecting arguments without careful, objective evaluation.
- improve their reading, writing, note-taking, and discussion skills.
- understand about psychology as a profession, including an awareness of the educational requirements that must be met to pursue such careers. They will understand the ethical standards that govern the work of psychologists.
- understand psychology's historical development as a science with roots in philosophy and biology.
- understand influences on individual and group behavior and group decision making.
- understand the influences of heredity and environment on behavior.
- understand the process of how humans develop, learn, perceive, think, feel, and adapt to their environment, and how they internalize their culture.
- understand how personality and agents of socialization impact the individual.
- understand how social factors affect individual behaviors.

#### **ECONOMICS N**

**274111**

**GRADES: 10-12**

**\*PREREQUISITE: NONE**

**.5 CREDIT/1 TERM**



This course provides students with a basic knowledge and understanding of the economic factors which will be encountered during their lifetime. Economic fundamentals will benefit the students by expanding their understanding of economic and political decisions made by our governments.

#### Benchmarks

The students will:

- understand the function of common financial instruments.
- understand the role of scarcity and economic trade-offs and how economic conditions impact people's lives.
- understand the functions of economic institutions.
- understand how governments throughout the world influence economic behavior.
- understand how universal economic concepts present themselves in various types of economies throughout the world.
- understand the local, state, regional, national, and international factors that create patterns of interdependence in the global economy.
- understand the impact of advancing technologies on the global economy.

#### **PSYCHOLOGY N**

**277111**

**GRADES: 11-12**

**\*PREREQUISITE: NONE**

**.5 CREDIT/1 TERM**

This course provides an introduction to the discipline of psychology by studying the dynamics of human behavior and mental processes. The main topics of investigation include: psychological research methods, cognitive processes (thinking, memory), biological basis of behavior, learning (classical conditioning, reinforcement/punishment, social), and personality. Students will be expected to perform and participate in experiments and small group work, do outside reading and research, participate in discussions, and exhibit sensitivity for the feelings, values and personal worth of all class members. Students will become more adept at viewing their own behavior realistically and will attain a higher level of self-acceptance and self-confidence.

#### Benchmarks

The students will:

- explain how social, cultural, gender, and economic factors influence behavior and human interactions in societies around the world.
- how an individual's involvement in a collective group can influence their individual thoughts and behaviors.
- analyze the influence different individual members of a group can have on the collective thought and behavior of the group as a whole.
- investigate human behavior from biological, cognitive, behavioral, and sociocultural perspectives.
- demonstrate a basic understanding of the scientific methods that are at the core of psychology.
- evaluate and analyze theories and methodologies necessary to plan, conduct, and interpret research results.
- consider the impact of guidelines for the ethical treatment of human and nonhuman research participants.
- collect and analyze data designed to answer a psychological question using basic descriptive and inferential statistics.
- explain how the validity and reliability of observations and measurement relate to data analysis
- the major theoretical approaches and perspectives in behavioral science to our daily lives and civic engagement.
- assess issues and problems within our society using behavioral science knowledge, and develop ethical solutions to address those issues.

**NOT OFFERED 2019-2020**

#### **PSYCHOLOGY II N**

**277121**

**GRADES: 11-12**

**\*PREREQUISITE: PSYCHOLOGY**

**.5 CREDIT/1 TERM**

This class focuses on human development, sensation and perception, stress and psychological disorders and therapy. Each of these will be treated as units of study and would enable students to have a more complete introduction to Psychology, including mental health literacy.

#### Benchmarks

The students will:

- identify and briefly describe three major issues in Developmental Psychology (nature/nurture, continuity/stages, and stability/change.)
- describe the theories of Piaget (cognitive development), Kohlberg (moral development), and Erikson (psychosocial development.)
- describe and contrast the processes of sensation and perception.
- describe the phenomenon of sensory adaptation.
- identify the various psychological disorders and their possible causes.
- identify the various therapies in use and their relative effectiveness.
- define stress and describe the body's response to stress.
- explain the rationale and goals of preventive mental health programs.
- understand basic mental health concepts to enhance personal, family, and community health.

**SOCIOLOGY N**

277511

**GRADES: 11-12****\*PREREQUISITE:****AMERICAN HISTORY,****.5 CREDIT/1 TERM****WORLD HISTORY OR EUROPEAN HISTORY RECOMMENDED**

Sociology offers the student a broad overview of the nature of the society in which he/she lives. In studying the interaction of people, social problems such as discrimination, prejudice, and demography are examined. In addition, human relationships and social institutions involving marriage, family life, and adjustment to society are considered. Contemporary social issues are also discussed and clarified. As a result of completing Sociology, the student should better understand the nature of society, the dynamics of human behavior, and the tools and methods of research in the social sciences.

**Benchmarks**

The students will:

- complete a model of Sociological research to test relationships between variables.
- describe the relationship between society and culture and explain the dynamics of intergroup and intragroup interaction.
- distinguish between learned cultural traits and innate racial genetic traits.
- identify basic demographic statistics and explain how demographic processes influence societal organization and development.
- explain the origin and development of prejudicial attitudes and identify behavioral tendencies that result from prejudicial attitudes.
- describe the historic and contemporary relationships between minority and dominant groups.
- identify arguments for and against specific social issues and present documentation to support those arguments.

**AMERICAN MINORITIES N**

272711

**GRADES: 10-12****\*PREREQUISITE:****NONE****.5 CREDIT/1 TERM**

American Minorities explores the diversity of people in American Society. Contributions of racial and ethnic minorities to American culture will be examined. Contemporary socioeconomic status of minorities and contemporary issues of dominant/minority relations in the United States will be examined.

**Benchmarks**

The students will:

- identify major minority groups in American society.
- compare and contrast socioeconomic status of different American minorities.
- describe major pieces of civil rights legislation in American History and evaluate the impact of these legislative acts upon the status of American Minorities.
- explain sources of intergroup conflict, including prejudicial and discriminatory behavior.
- examine contributions of major American Minorities including: African Americans, Native Americans, Asian Americans, Hispanic Americans, Jewish Americans, and American Women.
- evaluate current issues in American Minority relations.

**CRIMINAL JUSTICE N**

276411

**GRADES: 11-12****\*PREREQUISITE:****AMERICAN GOVERNMENT****.5 CREDIT/1 TERM**

Criminal Justice provides students with an overview of our criminal justice system. Major areas of study include: justice and the law, the nature and incidence of crime, police and law enforcement, court and judicial proceedings, prisons and the correctional system, and contemporary issues in Criminal Justice.

**Benchmarks**

The students will:

- explain the concept of justice.
- distinguish between criminal law and civil law and compare the judicial procedures involved.
- identify and classify specific crimes.
- describe trends in crime rates as well as characteristics of perpetrators and victims of crime.
- evaluate theories of causes of crime.
- evaluate various methods of punishment and disposition of criminal cases.
- identify and describe the role of the police and police agencies in the law enforcement process.
- identify the role of the courts, attorneys, judges, and court officers in law enforcement.
- identify and describe the role of prisons, correctional officers, parole/probation officers and penal officials in the law enforcement process.

**PHILOSOPHY N****278011****GRADES: 10-12****\*PREREQUISITE: NONE****.5 CREDIT/1 TERM**

This course examines major and diverse schools of philosophical thought from ancient Persian perceptions of reality to the New Age Movement of the late Twenty First Century. Although European and American philosophers and philosophies are emphasized, an examination of Asian and African thought is also included to provide students with a global perspective and understanding of the history of ideas.

**Benchmarks**

The students will:

- identify philosophical theories that defined the eras in which they originated or were accepted.
- independently discover diverse commentary on the major philosophical theories and use this commentary as a basis of discussion.
- relate philosophical thought to the modern era as applicable to the person, state, nation and world.
- compare philosophical trends of the East and West throughout history (1000 BC to the Present).
- define the relationship between popular philosophical theory and its era of popularity.
- identify the philosophical theories that have remained significant into the modern era.
- trace the history and explain the concepts of New Ageism as an eclectic philosophy appropriate to the modern American society.

**NOT OFFERED 2019-2020****THE QUAD CITIES:****272151****GRADES: 9-12****THE DEVELOPMENT OF A COMMUNITY****.5 CREDIT/1TERM****\*PREREQUISITE: AMERICAN HISTORY RECOMMENDED**

This course offers the student an opportunity to explore the Quad City community from historical, social, political, economic, and geographic perspectives. In addition to exploring the development of the Quad Cities in a large group classroom setting, the student will be expected to complete two projects: one, an individual project involving exploring the experiences of the student's family in the Quad Cities and the second, a class project involving the exploration of a specific institution, event, or era in the Quad Cities.

**Benchmarks**

The students will:

- describe the development of the Quad Cities from the pre-historic era to contemporary times.
- identify major ethnic and racial groups and their contributions to the development of the Quad Cities.
- evaluate the current status of the Quad City community and make recommendations for the future of the Quad Cities.
- utilize techniques of primary research to complete a history of his/her family in the Quad City community.
- work within a group to complete a class research project into a specific institution, event, or era in the Quad Cities.
- prepare a presentation of original research in a meaningful format.