



Moscow School District #281

Mastery Learning Map

World History	
<p>1. Competency Statements for Insert Strand</p> <p>(i.e. Counting and Cardinality, Reading Literature)</p> <p><i>“Learning Targets” are models of what educators may see in performance tasks when students demonstrate their increasing understanding and use of the competencies.</i></p>	<p><i>Students will analyze the new ideas and values that of the Renaissance, the Protestant Reformation, and the Scientific Revolution.</i></p> <ul style="list-style-type: none"> • Target 1: I can analyze specific traits of Renaissance art and determine how it is different from the Middle Ages. • Target 2: I can describe the origins and development of the Renaissance and humanism. I can describe the ideals and accomplishments of important Renaissance artists and writers. (1.1, 1.2) • Target 3: I understand the reasons Martin Luther broke from the Catholic church and the impact it had on Western Civilization. (1.3) • Target 4: I can identify the new religious sects, ideas, and significant individuals that emerged during the Protestant Reformation (1.3, 1.4) • Target 5: I can identify prominent thinkers of the Scientific Revolution and their ideas. I can engage in close reading and use evidence to determine if Galileo was a heretic or not. (1.5)
Idaho CORE State Standards	R.H.9-10.2; W.H.9-10.1,a,b,c,d,e; W.H.9-10.4,5,6
Idaho Standards	1.8.1; 1.9.1; 1.9.4; 2.1.1; 3.2.1; 4.4.2

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World History	
<p>2. Competency Statements for Insert Strand</p> <p>(i.e. Counting and Cardinality, Reading Literature)</p> <p><i>“Learning Targets”</i> <i>are models of what educators may see in performance tasks when students demonstrate their increasing understanding and use of the competencies.</i></p>	<p><i>Students will investigate motives for and effects of European exploration on the world.</i></p>
	<ul style="list-style-type: none"> • Target 6: I can identify significant European explorers, the tools they used, and the areas to which they travelled, and the motives behind exploration for both individual explorers as well as European governments. (Topic 2, Lesson 1) • Target 7: Columbus Trials <ul style="list-style-type: none"> • I can collaborate with a group of people to accomplish a common goal. • I can use highlighting and/or annotation to gather relevant evidence from multiple sources and use that information to develop claims. • Target 8: I can use evidence to determine how a small number of Spanish were able to take over huge Native American empires. (Topic 2, Lesson 2) • Target 9: I can describe how the rise of African slavery impacted the economic, social, political, and cultural of Africa, the “New World”, and Europe. (Topic 2, Lesson 5) • Target 10: I can examine the impact of the Columbian Exchange on the Old and New Worlds and how the system contributed to the rise of mercantilism. (Topic 2, Lesson 6)
Idaho CORE State Standards	R.H.9-10.3,7,8,4,6; W.H.9-10.1,a,b,c,d,e; W.H.9-10.4,5,6
National Standards	1.9.2; 1.9.1; 2.3.1; 2.1.1; 2.3.4; 2.5.1; 2.5.2; 3.1.1; 3.1.4; 3.2.4; 4.4.2; 5.1.3

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World History	
<p>3. Competency Statements for Insert Strand</p> <p>(i.e. Counting and Cardinality, Reading Literature)</p> <p><i>“Learning Targets” are models of what educators may see in performance tasks when students demonstrate their increasing understanding and use of the competencies.</i></p>	<p><i>Students will analyze the Age of Absolutism, Enlightenment thinkers, and the revolutions that emerged as a result of these new ideas.</i></p>
	<ul style="list-style-type: none"> • Target 11: (A) I can define and identify the characteristics of Absolutism. (B) I can explain the rise of Absolutism in Europe (Topic 3, Lesson 1). • Target 12: I can understand how absolute monarchs such as Louis XIV of France and Phillip II of Spain exerted complete authority over their kingdoms. • Target 13: (A) I can trace the development of constitutional monarchy in England from the reign of Elizabeth I through that of William and Mary. (B) I can compare these governments to those of absolute monarchs (Topic 3, Lesson 3). • Target 14: I can identify key contributors to the Enlightenment and evaluate the impact their ideas had on governments (Topic 3 Lesson 4 and 5). • Target 15: A) I can describe the conditions of pre-revolution France and what led to the Storming of the Bastille (and thus, the French Revolution) (Topic 3.6). B) I can summarize the reforms enacted and actions taken by the National Assembly (Topic 3.7). • Target 16: I can describe the French Revolution under the Committee of Public Safety, Robespierre, and the Reign of Terror (Topic 3.7) • Target 17: Describe several ways the French Revolution changed French society (Topic 3.7) • Target 18: What were the accomplishments of Napoleon and what ultimately led to his downfall (3.8)?
Idaho CORE State Standards	R.H.9-10.3,7,8,4,6; W.H.9-10.1,a,b,c,d,e; W.H.9-10.4,5,6
National Standards	1.9.2; 1.9.1; 2.3.1; 2.1.1; 2.3.4; 2.5.1; 2.5.2; 3.1.1; 3.1.4; 3.2.4; 4.4.2; 5.1.3

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World History	
<p>4. Competency Statements for Industrial Revolution</p> <p><i>“Learning Targets” are models of what educators may see in performance tasks when students demonstrate their increasing understanding and use of the competencies.</i></p>	<p><i>I can explain how Industrialization had social, political and economic effects on Western Europe and the world.</i></p> <ul style="list-style-type: none">• Target 22: I can identify the causes of the industrial revolution.• Target 23: I can identify why the industrial revolution happened in Britain and analyze the effects of urbanization.• Target 24: I can compare and contrast the political and economic ideas of this era, primarily focusing on capitalism, socialism, and communism.• Target 25: I can explain how the Industrial Revolution impacted class distinction, family life, city life, and the daily life of working men, women and children.
National Standards	

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World History	
<p>5. Competency Statements for Nationalism</p> <p><i>“Learning Targets” are models of what educators may see in performance tasks when students demonstrate their increasing understanding and use of the competencies.</i></p>	<p><i>Students will be able to understand the role that nationalism has in formulating identity, unifying people and cultures, as well as fracturing already existing empires.</i></p> <ol style="list-style-type: none">1. I can understand the differences between a nation and a state and describe the role of nationalism in the development of states.2. I can explain the impact Napoleon had on Europe and how the Congress of Vienna started Nationalism in Europe.3. I can explain how Otto von Bismarck, the chancellor of Prussia, led the drive for German unity and how he maintained German unification.4. I can explain how influential leaders helped to create a unified Italy.5. I can summarize the major obstacles to progress in Russia and explain how industrialization contributed to the outbreak of the revolution in 1905.
National Standards	

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World History	
<p>6. Competency Statements for Imperialism</p> <p><i>“Learning Targets” are models of what educators may see in performance tasks when students demonstrate their increasing understanding and use of the competencies.</i></p>	<p><i>Students can evaluate the impact of imperialism and identify when, if ever, it is valid for one nation or culture to intervene in another's and impose its values.</i></p> <ol style="list-style-type: none">1. I can compare and contrast the ideas of imperialism, colonialism, and empire.2. I can explain the nationalistic, economic, and social/ideological motivations of European countries in engaging in imperialism as well as understand the "White Man's Burden."3. I can explain how the consequences of imperialism were viewed differently by the colonizers and the colonized.
National Standards	

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World History	
<p>7. Competency Statements for World War I</p> <p><i>“Learning Targets” are models of what educators may see in performance tasks when students demonstrate their increasing understanding and use of the competencies.</i></p>	<p><i>Students will summarize the causes, events, and effects of World War I.</i></p> <ol style="list-style-type: none">1. I can identify the causes (MANIA) of World War I and how one bullet lead to the first World War.2. I can Identify the member nations of the Triple Alliance and Triple Entente3. I can explain how trench warfare developed during World War I and why the technology used modernized war and made World War I much more deadly than previous wars.4. I can analyze the effect propaganda has on the opinions and actions of people and leaders during war time.5. I can identify the effect that U.S. entry into World War I had on that conflict.6. I can analyze how the Treaty of Versailles impacted nations and territories involved in World War I, as well as how this conflict impacted societies throughout the world.7. I can explain how the consequences of World War I and the worldwide depression set the stage for the Russian Revolution, the rise of totalitarianism, aggressive Axis expansion and the policy of appeasement which in turn led to World War II
National Standards	



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U.S. History	
<p>1. Competency Statements for Applications of Social Studies Processes, Knowledge, and Skill</p> <p><i>“Learning Targets” are models of what educators may see in performance tasks when students demonstrate their increasing understanding and use of the competencies.</i></p>	<p><i>Students will develop and defend positions on issues and events, using evidence from research gathered from a variety of sources.</i></p>
	<ol style="list-style-type: none"> 1. I can construct and present organized arguments both orally and in written in which claims are supported with reasons and evidence anticipating the audience's knowledge level. 2. I can evaluate various explanations and author's' differing points of view on the same event or issue, citing specific textual evidence from primary and secondary sources to support analysis. 3. I can develop informative/explanatory texts about social studies topics, including the narration of historical events, and present a coherent set of findings. 4. I can analyze a variety of primary sources including, political cartoons, graphs, maps, newspaper headlines, photographs etc.
<p>Idaho State Standards</p>	<p>CCSS.ELA-LITERACY.RH.9-10.7, CCSS.ELA-LITERACY.RH.9-10.9, CCSS.ELA-LITERACY.RH.9-10.6, CCSS.ELA-LITERACY.RH.9-10.1, CCSS.ELA-LITERACY.WHST.9-10.2, CCSS.ELA-LITERACY.WHST.9-10.1</p>

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U.S. History	
<p>2. Competency Statements for Creating the American Republic</p> <p><i>“Learning Targets” are models of what educators may see in performance tasks when students demonstrate their increasing understanding and use of the competencies.</i></p>	<p><i>Students will be able to build an understanding of the formation and development of the United States from 1765 - 1800</i></p>
	<ol style="list-style-type: none"> 1. I can trace events leading to political division of the colonies and how the colonists responded. 2. I can identify the long term and short term causes of the American Revolution such as the Boston Tea Party, Boston Massacre, Intolerable Acts. 3. I can assess why the U.S. declared independence and the underlying ideas of the Declaration of Independence. 4. I can weigh the strengths and weaknesses of both sides, both sides strategies, explain the lasting effects of the war. 5. I can identify the struggles of the new country leading up to the new Constitution as well as the arguments of both the federalists and anti-federalists. 6. I can distinguish the differences between key principles of the U.S. Constitution and the rights of U.S. citizens. 7. I can identify key precedents and policies of the first administration and how it shapes the future of the U.S.
<p>National Standards</p>	<p>6-12. USH1.1.5.2, USH1.1.5.3, USH1.1.5.4, USH1.1.5.5, USH1. 1.1.4, USH1.2.1.1, USH1.2.2.1, USH1.2.3.2, USH1.3.1.1, USH1.3.2.1, USH1.3.2.2, USH1.4.1.1, USH1.4.1.2, USH1.4.1.3, USH1.4.3.1, USH1.4.3.2, USH1.4.2.1, USH1.4.4.1, USH1.5.1.1, USH1.5.1.2, USH1.5.1.3</p>

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U.S. History	
<p>3. Competency Statements for Expansion and Reform</p> <p><i>“Learning Targets” are models of what educators may see in performance tasks when students demonstrate their increasing understanding and use of the competencies.</i></p>	<p><i>Students will be able to trace the role of migration and expansion in the development of the United States.</i></p>
	<ol style="list-style-type: none"> 1. I will be able to trace the expansion of the United States through the early 1800s including the Louisiana Purchase, Manifest Destiny, Texas Independence, and the Mexican American War. 2. I can identify the effects of territorial expansion. 3. I can explain the causes and effect of the War of 1812 and why it is significant in U.S. history.
<p>National Standards</p>	<p>6-12. USH1.1.1.2, USH1.1.3.1, USH1.1.5.5 6-12. USH1. 1.1.3, USH1. 1.2.3, USH1.1.4.1, USH1.1.4.2, USH1.1.5.5, USH1.2.1.1, USH1.2.2.1, USH1.2.3.2, USH1.3.1.2, USH1.3.2.2, USH1.3.3.1, USH1.4.3.2, USH1.4.4.1, USH1.4.3.16-12.USH1.5.1.1, USH1.5.1.2, USH1.5.1.3</p>

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U.S. History	
<p>4. Competency Statements for Civil War and Reconstruction</p> <p><i>“Learning Targets” are models of what educators may see in performance tasks when students demonstrate their increasing understanding and use of the competencies.</i></p>	<p><i>Students will be able to build an understanding of the events and significance of the American Civil War.</i></p> <ol style="list-style-type: none"> 1. I can summarize the key ingredients/issues that lead to the Civil War from both a Northern and Southern perspective. 2. I can compare and contrast the values, economies, leadership, and technology of both sides. 3. I can identify the key battles, turning points and end of the Civil War. 4. I can infer the wars impact on the future of the United States. 5. I can explain the challenges faced during Reconstruction (government, race, economics), the various plans constructed, and the lasting impact. 6. Analyze the impact of the 13th, 14th, and 15th amendments on African Americans.
National Standards	6-12. USH1. 1.1.2, USH1. 1.2.2, USH1. 1.1.4, USH1.1.3.2, USH1.2.1.1, USH1.3.1.2, USH1.4.1.3, USH1.4.3.1, USH1.4.3.2, USH1.4.4.1

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U.S. History	
<p>5. Competency Statements for Industrialization of the United States</p> <p><i>“Learning Targets” are models of what educators may see in performance tasks when students demonstrate their increasing understanding and use of the competencies.</i></p>	<p><i>Students will explain basic economic conditions and territorial expansion during the late 1800s in the United States that lead to the rise of Industrialization.</i></p>
	<ol style="list-style-type: none"> 1. I can trace expansion, federal policies and treaties regarding the west and the resistance of American Indians. 2. I will examine the development and migration of diverse cultures to the United States. 3. I can describe the emergence of big business and the role of government and labor in the development of the U.S. economy.
National Standards	<p>6-12. USH1. 1.1.3, USH1. 1.2.1, USH1.1.4.1, USH1.1.5.1, USH2.1.2.1, USH2.1.2.2, USH1. 1.1.4, USH1.1.3.1, USH1.1.3.2, USH1.1.3.3, USH1.1.4.2, USH1.2.1.1, USH1.2.2.1, USH1.2.3.2, USH1.3.2.1, USH1.3.3.1, USH1.4.3.2, USH1.4.4.1, USH1.4.3.1</p>



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U.S. History 2 nd Semester	
<p>1. Competency Statements for Applications of Social Studies Processes, Knowledge, and Skill</p> <p><i>“Learning Targets” are models of what educators may see in performance tasks when students demonstrate their increasing understanding and use of the competencies.</i></p>	<p><i>Students will develop and defend positions on issues and events, using evidence from research gathered from a variety of sources.</i></p>
	<ol style="list-style-type: none"> 1. Construct and present organized arguments both orally and in written in which claims are supported with reasons and evidence anticipating the audience's knowledge level. 2. I can evaluate various explanations and author's' differing points of view on the same event or issue, citing specific textual evidence from primary and secondary sources to support analysis. 3. Develop informative/explanatory texts about social studies topics, including the narration of historical events, and present a coherent set of findings. 4. Have the skills to analyze a variety of primary sources including, political cartoons, graphs, maps, newspaper headlines, photographs etc.
National Standards	CCSS.ELA-LITERACY.RH.9-10.7, CCSS.ELA-LITERACY.RH.9-10.9, CCSS.ELA-LITERACY.RH.9-10.6, CCSS.ELA-LITERACY.RH.9-10.1, CCSS.ELA-LITERACY.WHST.9-10.2, CCSS.ELA-LITERACY.WHST.9-10.1

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U.S. History 2 nd Semester	
<p>2. Competency Statements for Emergence of the Modern United States</p> <p><i>“Learning Targets” are models of what educators may see in performance tasks when students demonstrate their increasing understanding and use of the competencies.</i></p>	<p><i>Students will be able to trace the social movements and government policies from 1890-1920 to create a more equitable society.</i></p>
	<ol style="list-style-type: none"> 1. I can evaluate some of the social reforms that Progressives tackled and explain what Progressives hoped to achieve through political reforms 2. I can describe women used to win passage of the Nineteenth Amendment. 3. I can identify the policies of the three iconic Progressive presidents. 4. I can explain the reasons behind American neutrality at the beginning of WWI, why the U.S. eventually joins the war and the impacts of WWI.
National Standards	9-12.US2.1.4.3, 9-12.US2.5.1.3

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U.S. History 2 nd Semester	
<p>3. Competency Statements for Prosperity and Depression</p> <p><i>“Learning Targets” are models of what educators may see in performance tasks when students demonstrate their increasing understanding and use of the competencies.</i></p>	<p><i>Students will understand the role the economy plays in prosperity and depression</i></p>
	<ol style="list-style-type: none"> 1. I can analyze significant events that create social change in the 1920s and 1930s. 2. I can describe the effects of the economic and social life in rural and urban America. 3. I can explain the role the consumer and personal finances have on the national economy. 4. I can identify and analyze the causes of the Great Depression and its effects on the American society 5. I can explain the human and geographical factors that created the Dust Bowl.
National Standards	9-12.US2.1.4.4 ,9-12.US2.1.1.2

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U.S. History 2 nd Semester	
4. Competency Statement for WWII <i>“Learning Targets” are models of what educators may see in performance tasks when students demonstrate their increasing understanding and use of the competencies.</i>	<i>Students will understand the reason the United States entered WWII and its effect.</i>
	<ol style="list-style-type: none">1. Explain the significance of principal events in the United States’ relations with the world, including World War II, the formation of the United Nations, the Marshall Plan, NATO.2. Describe the why the United States joined WWII and the major events of the war.
State Standards	9-12.USH2.5.1.3

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U.S. History 2 nd Semester	
<p>5. Competency Statements for the Cold War and Civil Rights</p> <p><i>“Learning Targets” are models of what educators may see in performance tasks when students demonstrate their increasing understanding and use of the competencies.</i></p>	<p style="text-align: center;"><i>Students will analyze how geography affects the interdependence of human societies and civilizations, and solve issues related to geography.</i></p> <ol style="list-style-type: none"> 1. Identify the impact of landmark United States Supreme Court cases, including Plessy v. Ferguson and Brown v. Board of Education of Topeka. 2. Trace the development and expansion of political, civil, and economic rights 3. Trace the major foreign policy positions that have characterized the United States’ relations with the world in the 20th century. 4. Explain how and why the United States assumed the role of world leader after World War II and analyze its leadership role in the world today 5. Analyze the role of the modern United States in the global economy. 6. Explain the significance of principal events in the United States’ relations with the world including the Korean and Vietnam Wars, and the end of the Cold War.
State Standards	9-12.US2.4.3.1, 9-12.US2.5.1.2, 9-12.US2.5.1.4, 9-12.US2.5.1.3



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Government

1. Competency Statements for Foundations and Principles of United States Government

“Learning Targets” are models of what educators may see in performance tasks when students demonstrate their increasing understanding and use of the competencies.

Students will understand the ideals and purposes of founding documents, the principles and structures of the constitutional government in the United States and American political system.

1. I can identify the characteristics, forms, and purpose of government as well as the characteristics and origins of the state.
2. I can identify the origins and characteristics of Democracy, (B) and the responsibilities, duties and obligations of citizenship in a Democracy.
3. I can identify and summarize the documents, ideas, and traditions that influenced the North American English colonies views about the structure and powers of government.
4. I can summarize the sequence of events that led to adoption of the Declaration of Independence and (B) and determine the main ideas in that document.
5. I can identify the weaknesses of the government created by the Articles of Confederation and analyze how the Constitution remedied those weaknesses.
6. I can compare and contrast the Virginia Plan to the New Jersey Plan and identify the compromises that enabled the Framers to create the Constitution. B. I can identify the main arguments for and against the ratification of the proposed constitution.
7. I can understand the basic outline of the Constitution and the identify the six principles the framers built into the document.
8. I can summarize how the constitution can be amended through formal and informal processes and identify the important changes that have been made through amendments since the founding of the country.
9. I can identify the expressed and reserved powers held by federal and state governments and assess the implications of the powers being divided between both.

Idaho CORE Standards	College and Career Readiness Anchor Standards for Reading 1, 2, 4, 8, 10 College and Career Readiness Anchor Standards for Writing 1, 4, 8, 10
Idaho State Standards	1.1.1, 1.1.2, 4.1.1 – 4.1.4, 4.4.2, 4.4.4, 5.1.

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Government	
<p>2. Competency Statements for Government by the People and Elections</p> <p><i>“Learning Targets” are models of what educators may see in performance tasks when students demonstrate their increasing understanding and use of the competencies.</i></p>	<p><i>Students will understand political parties, elections, and public opinion and demonstrate that understanding through thoughtful participation in the political process.</i></p>
	<ol style="list-style-type: none"> 1. I can identify the qualifications and requirements for voting and explain how they have changed over time. 2. I can evaluate the factors that influence voting behavior. 3. I can understand the voting process; where to cast my ballot, how to cast my ballot, and the role voting devices play in the election process. 4. I can explain the formation of public opinion, how it's measured, and how it affects the development of public policy. 5. I can identify how individuals and interest groups influence campaigns and public policy. 6. I can trace the origins of political parties in the United States and analyze their major functions. 7. I can understand the methods used in nominating candidates for public office and the importance of primaries in that process. 8. I can explain the evolution and the operation of the Electoral College and how we elect the President. 9. I can identify several flaws in the electoral college system and compare and contrast the proposed reforms of the electoral college. 10. I can analyze the impact money has on electoral politics.
Idaho CORE Standards	Reading Standards: 4, 9, 10 Writing Standards: 1 b, 1 d, 2 d, 4, 5, 6, 9, 10
Idaho State Standards	2.5.1, 4.2.4, 4.2.5, 4.3.1, 4.3.3, 4.4.1, 4.4.4

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Government	
<p>3. Competency Statements for Legislative Branch</p> <p><i>“Learning Targets” are models of what educators may see in performance tasks when students demonstrate their increasing understanding and use of the competencies.</i></p>	<p><i>Students will understand the structure, functions, and constitutionally allocated powers of the United States Congress.</i></p>
	<ol style="list-style-type: none"> 1. I can understand the bicameral structure of congress and key terms associated with congress. 2. I can explain the duties, privileges, and compensation of members of congress and identify the personal and political backgrounds of Idaho's congressional membership. 3. I can compare the differences between the House of Representatives and the Senate in relation to qualifications, size, and term lengths. 4. I can explain the distribution and reapportionment of the seats in the House of Representatives following each census. 5. I can identify the expressed powers constitutionally delegated to congress. 6. I can explain congress' use of implied and non-legislative powers. 7. I can distinguish among the three powers constitutionally applied by congress. 8. I can explain the structure and functions of congressional committees. 9. I can identify the process through which a bill or joint resolution passes in order to become a law. 10. I can explain the various types of committees and their duties within the legislative process.
Idaho CORE Standards	Reading Standards: 7, 9, 10 Writing Standards: 1 b, 1 d, 2a, 2d, 4, 10
Idaho State Standards	2.5.1, 3.2.1, 4.1.3, 4.1.4, 4.2.1, 4.2.2, 4.2.4, 4.2.5, 4.3.3, 4.4.1, 4.4.3, 4.4.4, 5.1.2

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Government	
<p>4. Competency Statements for Executive Branch</p> <p><i>“Learning Targets” are models of what educators may see in performance tasks when students demonstrate their increasing understanding and use of the competencies.</i></p>	<p><i>Students will understand the structure, functions, and constitutionally allocated powers of the United States Executive Branch.</i></p>
	<ol style="list-style-type: none"> 1. I can identify the qualifications, roles and duties of the president and vice president of the United States. 2. I can explain how constitutional amendments have affected the presidency. 3. I can trace the changes in the roles of both the vice presidents and first ladies over the course of executive branch history. 4. I can list the reasons for the growth of presidential power and explain how the systems of checks and balances have limited that growth. 5. I can explain how certain provisions of the constitution provide for the Presidents legislative powers and how those powers fit within checks and balances. 6. I can identify and explain the non-legislative powers of the president and how those powers fit within checks and balances. 7. I can identify and explain the powers a president has as a diplomat and Commander in Chief and how those powers fit within checks and balances. 8. I can identify the major elements of the Executive branch bureaucracy and analyze the functions of the Executive Office of President, the Executive Departments, and the Independent Agencies. 9. I can explain the changing role of the United States in foreign policy issues. 10. I can explain the importance the Department of State and our diplomatic corps have in our relationships with the rest of the world.
Idaho CORE Standards	Reading Standards 3, 4, 6, 9, 10 Writing Standards 4, 5, 10
Idaho State Standards	2.5.1 3.2.1, 4.1.4, 4.2.1, 4.2.2, 4.2.4, 4.2.5, 4.3.3, 4.4.3, 4.4.4 5.1.1, 5.1.2, 5.1.3, 5.1.4

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Government	
<p>5. Competency Statements for Judicial Branch and Civil Liberties</p> <p><i>“Learning Targets” are models of what educators may see in performance tasks when students demonstrate their increasing understanding and use of the competencies.</i></p>	<p><i>Students will understand the structure, functions, and constitutionally allocated powers of the United States Judicial Branch.</i></p>
	<ol style="list-style-type: none"> 1. I can identify the structure and function of the National Judiciary and the extent of its jurisdictions. 2. I can define judicial review and explain how cases reach the Supreme Court as well as what opinions the court can issue. 3. I can describe the structure and jurisdiction of the Article III (constitutional) and Article I (special) courts. 4. I can identify the liberties guaranteed by the Bill of Rights and the impact of the 14th amendment and the process of incorporation. 5. I can explain how religious freedoms are protected by the 1st amendment and the Supreme Court's limitations and evolving interpretations of the Establishment and Free Exercise clauses. 6. I can explain how freedom of speech and press are protected by the 1st amendment and the Supreme Court's limitations and evolving interpretations of free speech and press. 7. I can explain how freedom of assembly and petition are protected by the 1st amendment and the Supreme Court's limitations and evolving interpretations of assembly and petition. 8. I can define police power and explain the importance of due process in balancing the interests of the state and that of the individual. 9. I can summarize the constitutional provisions (2nd, 3rd, 4th, and 13th amendments; exclusionary rule) that protect an individual's freedom and personal security. 10. I can identify the protections the Constitution sets out for persons accused of crimes.
Idaho CORE Standards	Reading Standards 1, 2, 4, 6, 10; Writing Standards 1 a, 2 b, 2 e, 7, 9, 10
Idaho State Standards	4.1.3, 4.1.4, 4.2.1, 4.2.2, 4.2.4, 4.3.4, 4.4.1, 4.4.2, 4.4.3, 4.4.4

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Government	
<p>6. Competency Statements for Citizenship Skills</p> <p><i>“Learning Targets” are models of what educators may see in performance tasks when students demonstrate their increasing understanding and use of the competencies.</i></p>	<p><i>Students can employ the skills necessary to be a critical and collaborative citizen in our society.</i></p>
	<ol style="list-style-type: none"> 1. I can summarize the main points of an article and analyze it from multiple perspectives. 2. I can identify political bias in various mediums (articles, speeches, class discussions, etc.). 3. I can effectively argue my opinion about a subject and propose viable solutions to an issue. 4. I can identify an area of need in the community and work to address or resolve that need. 5. I can employ the basics components of Robert's Rules in a meeting. 6. I can recognize the structure of a bill and use the format to create an individual piece of legislation. 7. I can collaborate with others to achieve political goals. 8. I can identify the four elements of a plank and employ them to create an effective political platform. 9. I can edit and revise pieces of legislation to better realize the authors legislative intent.
Idaho State Standards	4.1.3, 4.1.4, 4.2.1, 4.2.2, 4.2.4, 4.3.4, 4.4.1, 4.4.2, 4.4.3, 4.4.4



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Crime and Justice	
<p>1. Competency Statements for Citizen Engagement in the Criminal Justice System</p> <p><i>“Learning Targets” are models of what educators may see in performance tasks when students demonstrate their increasing understanding and use of the competencies.</i></p>	<p><i>Students will apply the attributes of a responsible and involved citizen to affect a real world issue within the area of Criminal Justice in Idaho and the United States.</i></p>
	<ol style="list-style-type: none"> 1. I can research a Criminal Justice issue identifying problems and solutions by applying appropriate and relevant knowledge and ethical reasoning skills. 2. I can evaluate how people influence the development of and the operations of our justice system focused on creating a system that works for the benefit of all. 3. I can develop and present, orally and in writing, individual and collaborative decisions and plans by: considering multiple points of view; prioritizing the pros and cons of multiple points of view; building on the ideas of others and sharing in an attempt to sway the opinions of others. 4. I can analyze a law's potential effectiveness considering its specificity, its understandability, and the potential consequences assigned to those who might violate the law. 5. I can model an improved sense of justice, tolerance and fairness in my daily life.
National Standards	

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Crime and Justice	
<p>2. Competency Statements for Citizen Ability to Communicate about Issues in Criminal Justice</p> <p><i>“Learning Targets” are models of what educators may see in performance tasks when students demonstrate their increasing understanding and use of the competencies.</i></p>	<p><i>Students will demonstrate improved communication skills through frequent class discussions and will model an improved sense of tolerance, fairness and justice.</i></p> <ol style="list-style-type: none">1. I can demonstrate support or opposition to an idea logically and sequentially through the use of fact and relevant detail.2. I can discuss/debate an issue impersonally and fairly.3. I can describe what I consider to be a fair and just outcome in a criminal trial using an understanding of aggravating and mitigating details.4. I can provide and receive critical responses during discussion in an impersonal, constructive manner.5. I can explain my personal opinion about the incarceration of offenders and the detention facilities the United States has designed to house offenders.
National Standards	

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Mastery Learning Map

Crime and Justice	
<p>3. Competency Statements for Citizen Comprehension of Our Legal Principles and the Fundamentals of Our Legal System</p> <p><i>“Learning Targets” are models of what educators may see in performance tasks when students demonstrate their increasing understanding and use of the competencies.</i></p>	<p><i>Students will gain an improved understanding of the fundamental principles and values underlying our Constitution, laws and legal system.</i></p> <ol style="list-style-type: none">1. I can identify and apply the basic protections offered in the Bill of Rights and the 14th amendment.2. I can explain the concepts of limited government, due process of law, equal protection under the law and judicial review and how each applies to my rights as a citizen.3. I can trace the development of the western system of justice through history.4. I can explain the concepts rule of law, police powers and further explain how these are controlled by substantive and procedural due process.5. I can articulate the foundational principle of western justice, 'innocent until proven guilty', and apply this principle to illustrate its effects on the United States' criminal justice system.
National Standards	

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Crime and Justice

4. Competency Statements for Citizens' Rights and Responsibilities in Relation to the Community

"Learning Targets" are models of what educators may see in performance tasks when students demonstrate their increasing understanding and use of the competencies.

Students will develop an understanding of informal and formal dispute resolution strategies and mechanisms; demonstrate knowledge of their rights within and responsibilities to their community; and develop a clear understanding of the possible legal consequences of their actions.

1.

National Standards



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Economics	
<p>1. Competency Statements for Basic Economic Concepts: Scarcity, Decision-Making, Resource Allocation, Incentives, and How Prices Are Determined</p> <p><i>“Learning Targets” are models of what educators may see in performance tasks when students demonstrate their increasing understanding and use of the competencies.</i></p>	<ol style="list-style-type: none"> 1. I can define scarcity and explain its implications in decision making. 2. I can identify ways in which the interaction of all buyers and sellers influence prices. 3. I can identify how incentives determine what is produced and distributed in a competitive market system. 4. I can describe the factors of production. 5. I can create and interpret graphs that model economic concepts.
National Standards	9-12.E.3.1.1, 9-12.E.3.1.2, 9-12.E.3.1.3, 9-12.E.3.1.4, 9-12.E.3.1.5

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Economics	
2. Competency Statements for Economic Systems	
<i>“Learning Targets” are models of what educators may see in performance tasks when students demonstrate their increasing understanding and use of the competencies.</i>	<ol style="list-style-type: none">1. I can compare and contrast the characteristics of different economic systems.2. I can explain and give examples of the impact of policies and decisions made by governments, businesses, and individuals.3. I can explain the basic functions and role of the government in different economic systems, including the role of the government in mixed economy.4. I can identify laws and policies adopted in the United States to regulate competition.
National Standards	9-12.E.3.2.1, 9-12.E.3.2.2, 9-12.E.4.2.1, 9-12.E.3.2.2

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Economics	
<p>3. Competency Statements for Economic Institutions</p> <p><i>“Learning Targets” are models of what educators may see in performance tasks when students demonstrate their increasing understanding and use of the competencies.</i></p>	<ol style="list-style-type: none"> 1. I can explain the characteristics of various types of business and market structures. 2. I can describe the elements of entrepreneurship and successful businesses. 3. I can identify the role of financial markets and institutions. 4. I can explain the purpose of labor unions. 5. I can explain the difference between monetary policy and fiscal policy. 6. I can analyze the various parts of the business cycle and its effect on the economy.
National Standards	9-12.E.3.3.1, 9-12.E.3.3.2, 9-12.E.3.3.3, 9-12.E.3.3.4, 9-12.E.3.3.5, 9-12.E.3.3.6

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Economics	
<p>4. Competency Statements for Global Perspectives in Economics</p> <p><i>“Learning Targets” are models of what educators may see in performance tasks when students demonstrate their increasing understanding and use of the competencies.</i></p>	<ol style="list-style-type: none">1. I can describe the involvement of the United States in international economic organizations.2. I can explain the concept of global economic interdependence and competition.3. I can apply economic concepts to explains the role of imports and exports both nationally and internationally.
National Standards	9-12.E.5.1.1, 9-12.E.5.1.2, 9-12.E.5.1.3

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Economics	
<p>5. Competency Statements for Personal Finance</p> <p><i>“Learning Targets” are models of what educators may see in performance tasks when students demonstrate their increasing understanding and use of the competencies.</i></p>	<ol style="list-style-type: none"> 1. I can develop strategies for reaching my financial goals, including investigating post high school training/education options and living expenses, and developing a post high school budget. 2. I can explain the difference between compound and simple interest, and how they apply to investments and loans. 3. I can understand the benefits and pitfalls of credit and debt. I can analyze a person’s income, debts and credit history (score) to determine/evaluate a person’s capacity to borrow money, and to determine what changes to their spending they need to make to reach their financial goals. 4. I can explain how to shop for financial services, such as savings and checking accounts, credit cards, and loans. 5. I can explain what is contained in a credit report, how a credit report is used, and how to maintain good credit. 6. I can identify the role of investments, such as stocks, bonds, and mutual funds, in a balanced retirement portfolio. 7. I understand the role of insurance in sound financial planning, and can analyze insurance products to select products that will help me meet my personal finance goals. 8. I can analyze a paystub and determine an employee’s gross and net wages, withholding for federal, state, and social security taxes, and voluntary withholdings. 9. I can fill out a W4 and I9 –understanding withholdings and I can differentiate between federal taxes, state taxes, and social security taxes- rates, what they fund, if they are refundable, and how/when I can draw social security.
National Standards	9-12.E.3.4.1, 9-12.E.3.4.2, 9-12.E.3.4.3



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Sociology	
<p>1. Competency Statements for Sociological Perspective</p> <p><i>“Learning Targets” are models of what educators may see in performance tasks when students demonstrate their increasing understanding and use of the competencies.</i></p>	<p><i>Students will begin to develop a sociological perspective, or sociological imagination. Students will become familiar with the major theoretical perspectives—functionalism, conflict theory, and symbolic interactionism—and learn to apply them.</i></p>
	<ol style="list-style-type: none"> 1. I am able to identify sociology as a scientific field of inquiry. 2. I am able to understand the sociological perspective and how sociology differs from other social sciences. 3. I am able to identify, differentiate among, and apply a variety of sociological theories.
National Standards	D 1.1, D 1.2, D 1.4

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Sociology	
<p>2. Competency Statements for Sociological Methods of Inquiry</p> <p><i>“Learning Targets” are models of what educators may see in performance tasks when students demonstrate their increasing understanding and use of the competencies.</i></p>	<p><i>Students will learn about both quantitative and qualitative methods of sociological research.</i></p> <ol style="list-style-type: none">1. I am able to evaluate the strengths and weaknesses of the major methods of sociological research.2. I am able to summarize and discuss ethical considerations that guide social science research.
National Standards	D 1.3

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Sociology	
<p>3. Competency Statements for Social Structure: Culture, Institutions, and Society</p> <p><i>“Learning Targets” are models of what educators may see in performance tasks when students demonstrate their increasing understanding and use of the competencies.</i></p>	<p><i>Students will learn how to deconstruct and evaluate culture and social structure through social institutions, individual roles and statuses, and the process of change, considering multiple levels of analysis—global, societal, local and individual. Students will also examine both culture and structure as human creations that carry on from generation to generation.</i></p> <ol style="list-style-type: none">1. I am able to describe the components of culture.2. I am able to analyze how culture influences individuals, including myself.3. I am able to evaluate important social institutions and how they respond to social needs.4. I am able to assess how social institutions and cultures change and evolve.
National Standards	D 2.1, D 2.2, D 2.3, D 2.4

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Sociology	
<p>4. Competency Statements for Social Relationships: Self, Groups, and Socialization</p> <p><i>“Learning Targets” are models of what educators may see in performance tasks when students demonstrate their increasing understanding and use of the competencies.</i></p>	<p><i>Students will examine how groups socialize the individuals within them. They will understand that not only does society influence groups and individuals, but also that groups and individuals influence society in a reciprocal fashion.</i></p> <ol style="list-style-type: none">1. I am able to describe the process of socialization across the life course.2. I am able to explain the process of the social construction of the self.3. I am able to examine the social construction of groups and their impact on the life chances of individuals.
National Standards	D 3.1, D 3.2, D 3.3

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Sociology	
<p>5. Competency Statements for Stratification and Inequality</p> <p><i>“Learning Targets” are models of what educators may see in performance tasks when students demonstrate their increasing understanding and use of the competencies.</i></p>	<p><i>Students will evaluate systems of stratification and how socialization and group memberships affect individuals’ social status. They will learn about factors that produce opportunities and advantages for some and disadvantages for others. With this understanding, students can analyze and consider potential responses to social issues on individual, local, societal and global scales.</i></p> <ol style="list-style-type: none">1. I am able to identify common patterns of social inequality.2. I am able to analyze the effects of social inequality on groups and individuals.3. I am able to explain the relationship between social institutions and inequality
National Standards	D 4.1, D 4.2, D 4.3