

ESSENTIAL LEARNING OUTCOMES (ELOs)

ELOs stand for Essential Learning Objectives. Essential Learning Objectives (ELOs) are statements for each grade level and content that represent what we feel students at Cochrane-Fountain City should know and be able to do upon completion of that school year. Teachers and students work on the ELOs throughout the school year and assess and monitor students' progress continually.

ESSENTIAL LEARNING OUTCOMES ARE:

- Essential outcomes represent the essential understandings that a student must learn to reach high levels of learning.
- Essential outcomes identify non-negotiable learning which informs planning and instruction.
- Essential outcomes help identify which students did not master specific essential outcomes and need additional support.
- Essential outcomes support common assessment development.

ESSENTIAL LEARNING OUTCOMES ARE NOT:

- Essential outcomes do not represent all that is being taught.
- Essential outcomes do not omit parts of the curriculum.
- Essential outcomes are not for reporting purposes only.

Students will:

- Understand what the 5 themes of geography are and how they relate to the study of geography.
- Explain the features of physical and human geography.
- Explain how physical features of geography impact the human element of geography.
- Explain what borders are, why they are important, and how we form them.
- How government affects our lives, the 5 different types of government, and how those are similar and different.
- Explain what an institution is.
- Examine how human ideas have shaped the world around us.
- Understand the role an economy plays in a country and answer the question “why do we have money?”
- Explain how economies and geography relate to one another.
- Identify and explain the importance of geographic regions and landmarks of the United States and Canada.
- Show the major stages of US history and how that has shaped the nation.
- Explore how the US system of government and the US economy have shaped and changed the nation.
- Broadly explain the history of Canada and how it has shaped their country.
- Compare and contrast Canada and the United States geography and histories.
- Explore the physical geography and history of Central America.
- Explore how Colonization shapes borders.
- Examine the different regions and climates of Africa.
- Explore the effects colonization and the slave trade had on Africa.
- Explain and explore the different historical groups and conflicts within Africa.
- Explore the different regions and countries of Asia.
- Look at the role international trade and colonization played in developing the different countries and cultures in Asia.
- Examine the different resources in Asia and how those resources have changed their respective countries.

Students will:

- Explain what a hunter gatherer society looked like, lived in the past and live today.
- Explain the differences between hunter-gatherer societies and agriculture-based societies.
- Explain How the neolithic revolution changed human history.
- Examine how our own biases affect how look at history.
- The role natural resources play in developing early civilization.
- Explain what role religion had in the lives of ancient Mesopotamian citizens.
- Explain how Mesopotamian inventions affect our lives today.
- Explain the importance of water and the Nile to civilizations.
- Examine how religion and religious beliefs shape how people view their leaders.
- Explore Egyptian architecture and math.
- Look at the factors that led to the creation of ancient China.
- Explore how Confucianism shaped Chinese dynasties.
- Explain why China went through the process of unite and then break over and over.
- Explore the factors that led to the creation of Ancient Greece.
- Explain what a city state is and how that shaped Greek culture.
- Explore early democracy and beginning philosophy in Greece.
- Explore the Hebrews and Judaism.
- Examine factors that lead to the Holocaust.
- Examine primary sources and show how those shape our understanding of the holocaust.
- Examine and explore different examples of genocides around the world.
- Examine the beginning of ancient Rome.
- Explore how Rome took previous civilizations’ successes and put them into their society.
- Look at the Roman religion and how it changed.
- Examine the Roman military and explain why they were so powerful.
- Explain the role industrialization played in shaping human history.

- Examine how knowledge was lost after the fall of the Roman Empire.
- Explain what role the crusades played in the shaping of Europe, the Middle East, and the spread of the different Abrahamic religions throughout the world.
- Detail the feudalism system and how it shaped Europe.
- Explain what role the renaissance had in the shaping of our modern world.
- Look at how artwork and the printing press shaped how human civilization was shaped.
- Explain why the Renaissance shaped human history and how it changed throughout the world.

Grade: 9th

Course: Early US History

Students will:

- Evaluate multiple events from different perspectives using primary and secondary sources and analyze intended and unintended causes from both long- and short-term perspectives; evaluate how different groups and individuals contributed to the event or cause.
- Evaluate how the historical context influenced the process or nature of the continuity or change that took place.
- Evaluate and justify predictions of potential outcomes of current events based on the past.
- Evaluate a variety of primary and secondary sources to apply knowledge of major eras, enduring themes, turning points, and historical influences to analyze the patterns of continuity in the community, the state, the United States and the world.
- Analyze how constitutionalism attempts to preserve fundamental societal values, protects individual freedoms and rights, promotes the general welfare, and responds to changing circumstances and beliefs by defining and limiting the powers of government. Analyze sources of governmental authority.
- Analyze the foundational ideas of the United States Government that are embedded in founding era documents.
- Evaluate the factors that contribute to cooperation and conflict among peoples of a country and the world (e.g., language, religion, culture, race, ethnicity, gender, social or financial inequity, political beliefs, access to resources, economics, environment).
- Analyze the means by and extent to which groups and institutions can influence people, events, and cultures in both historical and contemporary settings.
- Evaluate a variety of primary and secondary sources to apply knowledge of major eras, enduring themes, turning points, and historical influences to analyze the patterns of change in the community, the state, the United States and the world.
- Interpret maps and images (e.g., political, physical, relief, thematic, virtual/electronic) to analyze geographic problems and problems over time.
- Evaluate the impact of major international migrations, both past and present, on physical and human systems.
- Analyze landmark Supreme Court decisions regarding how the Constitution and the Bill of Rights limit the government, protect individual rights, support the principle of majority rule while protecting the rights of the minority, and promote general welfare.
- Evaluate and justify predictions of potential outcomes of current events based on the past.
- Analyze how the U.S. Supreme Court has allowed the restriction and enabled the expansion of rights for groups.

Grade: 9th

Course: Modern World

Students will:

- Evaluate a variety of primary and secondary sources to apply knowledge to major eras, enduring themes, turning points and historical influences.
- Analyze significant historical periods and their relationship to present issues and events.
- Compare and contrast a mental map before and after an event to see if perception reshaped their perspectives.
- Evaluate and justify predictions of potential outcomes of current events based on the past.

Grade: 10th – 12th

Course: Ancient World

Students will:

- Evaluate the factors that contribute to cooperation and conflict among peoples of a country and the world (e.g., language, religion, culture, race, ethnicity, gender, social or financial inequity, political beliefs, access to resources, economics, environment).
- Critique interpretations of how different cultures interact with their environment.
- Interpret maps and images to analyze geographic problems and changes over time.
- Evaluate the effect of culture on a place over time. Analyze how physical and human characteristics interact to give a place meaning and significance and shape culture.

Grade: 10th

Course: Modern US History

Students will:

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Grade: 11th

Course: US Government

Students will:

- Explain the roles of different political philosophers in the way we think about governments.
- Connect political philosophers to the eventual crafting of the US constitution.
- Explain why the Articles of Confederation failed.
- List the founding principles in the Declaration of Independence.
- Explain what each article of the constitution does for the US government.
- Explain what each of the first 10 amendments do in the US constitution.
- Compare and contrast the rolls of the Senate and the House of Representatives
- Explain the process of how a bill becomes a law.
- Explain the role of the legislative branch in the US government.
- Explain how political parties work in the US.
- Demonstrate how elections work in the United States.
- Define and show how gerrymandering affects elections in the US.
- Explore the role of 3rd parties in the US and how they do or do not affect US elections.
- Explain the powers of the President.
- Show how an executive order is similar and different from a written law.
- Explain why different parts of the Executive Branch are important.
- Explain what the differences are between State and Federal Courts.
- Show how a case moves through the Court system in the US.
- Show how Supreme Court decisions change US national policy.
- Demonstrate how a Court Case works and how people will argue an actual court case.
- Explore how cases move through the Criminal Court system as well as how they may go to the Supreme Court.
- Explain what role State Governments have in the United States.
- Explain the role Local Governments play in the United States.
- Explain how the Local, State, and Federal governments work together to create the government of the United States.

Grade: 12th

Course: Psychology

Students will:

- Analyze biological and environmental factors that influence a person's cognition, perception, and behavior.
- Explain the interaction of biology and experience (i.e., nature and nurture) and its influence on behavior.
- Using scientific practices, conduct research related to a problem or issue affecting individuals and/or society.
- Explore developmental theories (e.g., Piaget, Erikson, Maslow) as they relate to human development.
- Critique interpretations of how different cultures interact with their environment and influence a person's cognition, perception, and behavior.
- Compare and contrast a mental map before and after an event to see if perception reshaped their perspectives.
- Analyze the means by and extent to which groups and institutions can influence people, events, and cultures in both historical and contemporary settings.
- Examine the effects of human cognition on identity formation.

Students will:

- Evaluate how incentives determine what is produced and distributed in a competitive market system.
- Perform a cost-benefit analysis on a real-world situation, using economic thinking to describe the marginal costs and benefits of a particular decision.
- Differentiate between supply and demand and the resulting impact on equilibrium prices and quantities produced.
- Assess how decisions about spending and production are made by households, businesses, and governments determine the country's levels of income, employment, and prices.
- Analyze why unemployment rates differ for people of different ages, races, and genders.
- Use economic indicators to analyze the current and future state of the economy.
- Connect the components of Gross Domestic Product (GDP) to different parts of an economy and differentiate between real and nominal GDP.
- Compare and contrast the parts of the business cycle of an economy.
- Evaluate how values and beliefs help to form different types of economic systems and analyze how they have been affected by specific political and social systems and important events.
- Analyze how the allocation of resources can impact the distribution of wealth and income equality/inequality.
- Justify the selection of fiscal and monetary policies in expanding or contracting the economy.
- Analyze the impact economic institutions have on our country.
- Evaluate the intended and unintended costs and benefits of government policies to improve market outcomes and standards of living.

Analyze the effectiveness of how people, government, policies, and economic systems have attempted to address income inequality and working conditions both now and in the past.

Students will:

- Explain what a law is and why we need them in society.
- Differentiate between what is moral and what is legal.
- Understand where laws come from in the US and around the world.
- Differentiate between courts in the US (Tribal, Supreme, International, Trial, State/Federal, and Appeals Courts).
- Explain the role of Lawyers and what their function is.
- Explain what a crime is and how it affects life in the US.
- Explain what criminal law is.
- Explain the roles of defendant, prosecuting attorney, defending attorney, jury, and judge in a criminal trial.
- Understand the elements of contracts, both written and oral.
- Identify the advantages and disadvantages of credit.
- Analyze the risk of long-term loans/credit.
- Identify scams and sales tactics used.
- Explain tort law; the purpose, why it is important, and the proper defenses in tort law.
- Explain the difference between civil law and criminal law, and how they go through the court system differently.
- Explain how family court works and is different from civil or criminal court.
- Explain the aspects of Family law that impact the students' lives.
- Analyze how government programs affect the formation of families in the US.
- Explain constitutional law and how it is different from each other type of law in the US.
- Analyze each of our constitutional rights and how they influence what students can and cannot do each day.
- Analyze historical court cases and see how they impact students' lives today.

Students will:

- Identify the founding principles of the United States
- Compare the differences between a Hollywood film and historical events.
- Explain why Hollywood would or would not change historical stories.
- Identify the origins of slavery in the US.
- Break-down and dissect primary sources.
- Explain the differences between 12 Years a Slave primary sources and the movie and explain why there might have been changes.
- Identify leading causes of World War 1.
- Examine primary sources of World War 1 battles.
- Explain what trench warfare might have been like.
- Show how to compare primary source accounts to Hollywood versions.
- Identify leading causes of the Holocaust.
- Identify and find primary sources on the Holocaust.
- Explain why Hollywood would want to make a movie around the Holocaust.
- Explain what the Watergate scandal was and why it was important in US history.
- Analyze how journalists investigate possible corruption or crimes.
- Explain the importance of secret sources.
- Identify why Hollywood would change aspects of historical events.
- Understand bubbles in economics.
- Explain the causes of the Great Recession in 2009.
- Understand how the people selling shorts on the housing market make money.