



# Woodson Principles Standards & Learning Objectives

## History

### AP US History

NAT – American and National Identity

POL – Politics and Power

CUL – Culture and Society

WXT – Work, Exchange, and Technology

GEO – Geography and the Environment

MIG – Migration and Settlement

**7.1** – Growth expanded opportunity, while economic instability led to new efforts to reform U.S. society and its economic system

**7.1.I.** The United States continued its transition from a rural, agricultural economy to an urban, industrial economy led by large companies.

**POL-2.0** Explain how popular movements, reform efforts, and activist groups have sought to change American society and institutions.

**POL-3.0** Explain how different beliefs about the federal government’s role in U.S. social and economic life have affected political debates and policies.

**GEO-1.0** Explain how geographic and environmental factors shaped the development of various communities, and analyze how competition for and debates over natural resources have affected both interactions among different groups and the development of government policies.

**WXT-2.0** Explain how patterns of exchange, markets, and private enterprise have developed, and analyze ways that governments have responded to economic issues.

**CUL-1.0** Explain how religious groups and ideas have affected American society and political life.

**CUL-4.0** Explain how different group identities, including racial, ethnic, class, and regional identities, have emerged and changed over time.

**7.2.II.** Economic pressures, global events, and political developments caused sharp variations in the numbers, sources, and experiences of both international and internal migrants.

**MIG 2.0** Analyze causes of internal migration and patterns of settlement in what would become the United States, and explain how migration has affected American life.



**8.2** – New movements for civil rights and liberal efforts to expand the role of government generated a range of political and cultural responses.

**8.2.I** – Seeking to fulfill Reconstruction-era promises, civil rights activists and political leaders achieved some legal and political successes in ending segregation, although progress toward racial equality was slow.

**8.2.I.A** – During and after World War II, civil rights activists and leaders, most notably Martin Luther King, Jr., combatted racial discrimination utilizing a variety of strategies, including legal challenges, direct action, and nonviolent protest tactics.

**NAT-1.0** Explain how ideas about democracy, freedom, and individualism found expression in the development of cultural values, political institutions, and American identity.

**POL-2.0** Explain how popular movements, reform efforts, and activist groups have sought to change American society and institutions.

### **AP US Government and Politics**

PRD - Civic Participation in a Representative Democracy

CON - Government Power and Individual Rights

PRD 4 3.10 - Social Movements and Equal Protection

CON 2 3.12 – Balancing Minority and Majority Rights

### **NCSS Standards**

1 CULTURE

2 TIME, CONTINUITY, AND CHANGE

3 PEOPLE, PLACES, AND ENVIRONMENTS

4 INDIVIDUAL DEVELOPMENT AND IDENTITY

5 INDIVIDUALS, GROUPS, AND INSTITUTIONS

6 POWER, AUTHORITY, AND GOVERNANCE

7 PRODUCTION, DISTRIBUTION, AND CONSUMPTION

10 CIVIC IDEALS AND PRACTICES

### **ASCA National Standards for Students**

A:A1.3 – Take pride in work and achievement

A:A3 – Achieve School Success

A:A3.1 – Take responsibility for their actions

A:A3.4 – Demonstrate dependability, productivity and initiative



**Standard B:** Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.

A:B1.1 – Demonstrate the motivation to achieve individual potential

A:B1.2 – Learn and apply critical-thinking skills

A:B2 – Plan to Achieve Goals

A:B2.1 – Establish challenging academic goals in elementary, middle/ jr. high and high school

A:B2.5 – Use problem-solving and decision-making skills to assess progress toward educational goals

A:B2.6 – Understand the relationship between classroom performance and success in school

A:B2.7 – Identify post-secondary options consistent with interests, achievement, aptitude and abilities

A:C1 – Relate School to Life Experiences

A:C1.3 – Understand the relationship between learning and work

A:C1.4 – Demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining and maintaining life goals

A:C1.5 – Understand that school success is the preparation to make the transition from student to community member

A:C1.6 – Understand how school success and academic achievement enhance future career and vocational opportunities

**Standard A:** Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

C:A1 – Develop Career Awareness

C:A1.5 – Learn to make decisions

C:A1.6 – Learn how to set goals

C:A1.7 – Understand the importance of planning

C:A2 – Develop Employment Readiness

C:B2 – Identify Career Goals

C:B2.1 – Demonstrate awareness of the education and training needed to achieve career goals C:B2.2 Assess and modify their educational plan to support career

C:C2 – Apply Skills to Achieve Career Goals

C:C2.1 – Demonstrate how interests, abilities and achievement relate to achieving personal, social, educational and career goals

**Standard A:** Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.

PS:A1 – Acquire Self-knowledge

PS:A1.1 – Develop positive attitudes toward self as a unique and worthy person

PS:A1.2 – Identify values, attitudes and beliefs



PS:A2 – Acquire Interpersonal Skills

PS:A2.1 – Recognize that everyone has rights and responsibilities

PS:A2.4 – Recognize, accept and appreciate ethnic and cultural diversity

**Standard B:** Students will make decisions, set goals and take necessary action to achieve goals.

PS:B1 – Self-knowledge Application

PS:B1.1 – Use a decision-making and problem-solving model

PS:B1.2 – Understand consequences of decisions and choices

## CASEL

Self-Awareness

Accurate self-perception

Recognizing strength

Self-efficacy

Self-management

Impulse control

Self-discipline

Self-motivation

Goal-setting

Responsible decision making

Evaluating

Reflecting

Learning Objectives:

- At the end of this lesson, students will be able to identify and list 3 positive character traits that they possess.
- Students will be able to list 1 positive character trait to develop and improve.
- Students will be able to identify a national figure in Civil Rights and community empowerment movements.
- Students will be able to define capacity, competence, integrity, agency, resilience, grace, innovation, credibility, transparency, reciprocity, and entrepreneur.
- Students will list 2 ideas for ways to improve their own neighborhoods and communities.
- Students will list at least 4 ways in which they've seen or experienced the Woodson principles in their lives.
- Students will identify 1 way to demonstrate each of the 10 Woodson principles.