

*ANYTHING IS POSSIBLE*  
ALABAMA COURSE OF STUDY CORRELATIONS—SOCIAL STUDIES AND VISUAL ART  
GRADE SIX

<b>Social Studies</b>
1. Describe the Westward Expansion and its technological, economic, and social influence on the people of the United States prior to World War I.
2. Describe the impact of industrialization, free markets, urbanization, communication, and cultural changes in the United States prior to World War I.
4. Describe changing social conditions during the Progressive Period.
6. Identify cultural and economic developments in the society of the United States from 1877 through the 1930s.
7. Identify causes of the Great Depression.
10. Identify major social and cultural changes in the United States from 1945 to 1960.
13. Describe the role of major civil rights leaders and significant events occurring during the modern Civil Rights Movement.
14. Identify cultural and economic changes throughout the United States from 1960 to the present.
<b>Visual Art (Grades 6-8)</b>
3. Apply appropriate vocabulary in discussing a work of art.
7. Describe historical and cultural influences on works of art.

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GRADE SEVEN

<b>Social Studies-Citizenship</b>
6. Describe how people organize economic systems for the production, distribution, and consumption of goods and services to address the basic economic questions of which goods and services will be produced, how they will be produced, and who will consume them.
7. Describe the relationship between the consumer and the marketplace in the economy of the United States regarding scarcity, opportunity cost, trade-off decision making, characteristics of a market economy, and supply and demand.
10. Describe changes in social and economic conditions in the United States during the twentieth and twenty-first centuries.
11. Describe examples of conflict, cooperation, and interdependence of groups, societies, and nations, using past and current events.
12. Explain how the United States can be improved by individual and collective participation and by public service.
<b>Social Studies-Geography</b>
1. Describe the world in spatial terms using maps, major physical and human features, and urban and rural land-use patterns.
<b>Visual Art (Grades 6-8)</b>
3. Apply appropriate vocabulary in discussing a work of art.
7. Describe historical and cultural influences on works of art.

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GRADE EIGHT

<b>Social Studies</b>
4. Identify cultural contributions of Classical Greece, including politics, intellectual life, arts, literature, architecture, and science.
7. Describe the widespread impact of the Roman Empire.
14. Describe key aspects of pre-Columbian cultures in the Americas including the Olmecs, Mayans, Aztecs, Incas, and North American tribes.
<b>Visual Art (Grades 6-8)</b>
3. Apply appropriate vocabulary in discussing a work of art.
7. Describe historical and cultural influences on works of art.

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ALABAMA COURSE OF STUDY CORRELATIONS—SOCIAL STUDIES AND LANGUAGE ARTS  
NINTH GRADE

<b>Social Studies</b>
10. Describe the influence of urbanization during the nineteenth century on the Western World.
13. Explain challenges of the post-World War I period.
<b>Language Arts</b>
13. Demonstrate paraphrasing, quoting, and summarizing of primary and secondary sources and various methods of note taking.
14. Use the research process to locate, select, retrieve, evaluate, and organize information to support a thesis on a nonliterary topic.
15. Identify persuasive strategies in oral and visual presentations.
17. Use supporting details to present a position and to respond to an argument.

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TENTH GRADE

<b>Social Studies</b>
2. Compare various early English settlements and colonies on the basis of economics, geography, culture, government, and Native American relations.
10. Describe how the course, character, and effects of the Civil War influenced the United States.
11. Contrast congressional and presidential reconstruction plans, including African-American political participation.
<b>Language Arts</b>
15. Use the research process to document and organize information to support a thesis on a literary or nonliterary topic.
17. Critique oral and visual presentations for fallacies in logic.

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ALABAMA COURSE OF STUDY CORRELATIONS—SOCIAL STUDIES AND LANGUAGE ARTS  
ELEVENTH GRADE

Social Studies
1. Explain the transition of the United States from an agrarian society to an industrial nation prior to World War I.
2. Describe social and political origins, accomplishments, and limitations of Progressivism.
5. Describe the impact of social changes and the influence of key figures in the United States from World War I through the 1920s, including Prohibition, the passage of the Nineteenth Amendment, the Scopes Trial, immigration, the Red Scare, Susan B. Anthony, Margaret Sanger, Elizabeth Cady Stanton, the Harlem Renaissance, the Great Migration, W. C. Handy, the Jazz Age, and Zelda Fitzgerald.
6. Describe social and economic conditions from the 1920s through the Great Depression, factors leading to a deepening crisis, and successes and failures associated with the programs and policies of the New Deal.
7. Explain the entry by the United States into World War II and major military campaigns in the European and Pacific Theaters.
12. Trace events of the modern Civil Rights Movement from post-World War II to 1970 that resulted in social and economic changes, including the Montgomery bus boycott, the desegregation of Little Rock Central High School, the march on Washington, and the Freedom Rides.
Language Arts
12. Use the research process to manage, document, organize, and present information to support a thesis on a literary topic.
13. Compare the use of oral presentation skills of self and others.

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TWELFTH GRADE

<b>Social Studies-Economics</b>
5. Explain the competitive nature of the market system.
6. Explain costs and benefits of government intervention in the economy of the United States.
8. Describe the effect of fluctuations in national output and its relationship to the causes and costs of unemployment and inflation.
<b>Social Studies-US Government</b>
4. Describe specific functions, organization, and purposes of state and local governments.
7. Trace the development and impact of the media on the political process and public opinion in the United States.
<b>Language Arts</b>
10. Use the research process to manage, document, organize, and present information to support a thesis on a teacher-approved topic of student interest.
12. Evaluate oral presentation skills of self and others for effectiveness.

*ANYTHING IS POSSIBLE*  
ALABAMA COURSE OF STUDY CORRELATIONS—THEATRE  
GRADES 6-12

<b>Level I</b>
4. Explain emotional responses to the whole as well as to the parts of a dramatic performance.
10. Use theatre skills to communicate ideas from other curriculum areas.
<b>Level II</b>
6. Determine criteria necessary to review a theatrical production.
7. Analyze selected texts to determine how they incorporate figurative language and imagery.
11. Apply theatre skills to reflect concepts presented in other curriculum areas.
<b>Level III</b>
6. Describe theatrical experiences using theatre vocabulary, including genre, style, acting values, themes, and designs.
<b>Level IV</b>
7. Identify requirements and responsibilities of a dramaturge.
8. Compare a variety of genres of dramatic literature using complex evaluation and terminology.
9. Analyze a dramatic work to determine its effectiveness regarding intent, structure, and quality.