

East Grand Rapids Public Schools



**Grades K-8
Social Studies Curriculum**

May 2009

Amended and Approved for Grades 6-8
April 2013

East Grand Rapids Public Schools
K-8 SOCIAL STUDIES CURRICULUM COMMITTEE

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K-8 Social Studies Curriculum

TABLE OF CONTENTS

| | |
|-------------------------------------|---|
| Philosophy..... | 1 |
| Overview and Rationale..... | 1 |
| Scope and Sequence..... | 2 |
| Budget Recommendations | 3 |
| Professional Development Plan | 4 |
| Cross Cultural Competency | 4 |
| Core Democratic Values | 5 |
| Fundamental Beliefs | 6 |
| Constitutional Principles..... | 7 |

ELEMENTARY CURRICULUM

| | |
|--------------------|----|
| Kindergarten | 8 |
| First Grade | 15 |
| Second Grade | 20 |
| Third Grade..... | 27 |
| Fourth Grade | 34 |
| Fifth Grade | 43 |

MIDDLE SCHOOL CURRICULUM

| | |
|-------------------------------------------|-----|
| Sixth Grade Common Core Amendment..... | 52 |
| Sixth Grade | 54 |
| Seventh Grade Common Core Amendment | 75 |
| Seventh Grade..... | 77 |
| Eighth Grade Common Core Amendment..... | 125 |
| Eighth Grade | 140 |

PHILOSOPHY

Social Studies education in East Grand Rapids Public Schools prepares students to be informed and responsible citizens of our democratic society, our world, and our global community.

OVERVIEW and RATIONALE

The K-5 and 9-12 Social Studies Curriculum Committee was convened in January 2006. The original purpose of the committee was to realign specific units with minor modifications; however, as we began to unfold the last curriculum document review and the proposed (multiple) Grade Level Content Expectations (GLCE's), it was evident that it would need more work.

Midway through our committee work, we asked the Middle School Social Studies Department to participate so that our final document would have a smooth alignment K-12. The work of the Diversity Curriculum Committee was also integrated at this time. The result of these additions was the opportunity for the middle school to review their year and a half old curriculum and make any necessary midway adjustments.

To ensure that we thoroughly examined the K-12 curriculum, we committed to:

- Reviewing our current curriculum document with the intention of assessing and aligning K-8 Grade Level Content Expectations (GLCE) and the High School Content Expectations (HSCE) recently released from the Michigan Department of Education
- Reviewing the state and national standards
- Reviewing the Cross Cultural Competencies (CCC) and Kent Intermediate School District Curriculum (KC4)
- Merging the Diversity Curriculum and Social Studies Curriculum Committees to reach a better understanding of Cross Cultural Competencies
- Researching and reviewing new social studies texts and trade books that support the unit development at the elementary level
- Ensuring that a professional development plan is in place
- Aligning K-5 report cards to standard based report card

K-8 SCOPE and SEQUENCE

| Grade Level | Area of Study |
|--------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Kindergarten | Myself and Others —learn about the social studies disciplines (history, geography, civics and government, and economics)through the lens of “Myself and Others” |
| First | Families and Schools —continue to explore the social studies disciplines of history, geography, civics and government and economics through an integrated approach using the contest of families and schools. This is the students first introduction to social institutions as they draw upon knowledge learned in kindergarten to develop more sophisticated understandings of each discipline. |
| Second..... | The Local Community —this is the first time students are introduced to a social environment larger than their immediate surroundings and they draw upon knowledge learned in previous grades to develop more sophisticated understandings to explore the social studies disciplines of history, geography, civics and government and economics. |
| Third..... | Michigan Studies —students explore the social studies, disciplines of history, georgraphy, civics and government and economics through the contest of Michigan Studies. Building on prior social studies knowledge and applying new concepts of each social studies discipline to the increasingly complex social environment of their state, the third grade content expectations prepare students for more sophisticated studies of their country and word in later grades |
| Fourth..... | Michigan History Beyond Statehood & United States Studies —using the context of the United States, fourth grade students learn significant social studies concepts within an increasingly complex social environment. Expectations that particularly lend themselves to being taught through a historic, geographic, civic or economic lens are denoted. |
| Fifth..... | Integrated American History ---mark a departure from the social studies approach taken in previous grades and build upon the geography, civics and government, and economics concepts of the United States mastered in fourth grade and historical inquiry from earlier grades. Students begin their study of American history with American Indian peoples before the arrival of European explorers and conclude with the adoption of the Bill of Rights in 1791. |
| Sixth | Ancient World |
| Seventh..... | Geography Alive |
| Eighth | U.S. History |

BUDGET RECOMMENDATIONS

| | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|
| Elementary Social Studies Program | |
| Kindergarten Theme: Me and My World Teacher Resources, Literature Connections | \$3200.00 |
| First Grade Theme: My School and Family Teacher Resources, Student Editions | \$10,165.00 |
| Second Grade Theme: My Community Teacher Resources, Student Editions | \$9625.00 |
| Third Grade Theme: Michigan to Statehood Michigan Text: McMillian/McGraw, 5 TE | TBD |
| Fourth Grade Theme Regions of Our Country Teacher Resources, Student Editions Michigan Book Reimbursement (Pilot), Economics CD We the People (Provided by KISD) | \$12,050.00 |
| Fifth Grade Theme: America's Past Teacher Resources, Student Editions, Trade Resource | \$6,600.00 |
| School Set of Globes | TBD |
| Total for Elementary Adoption | \$41,640.00 |
| | |
| Middle School Social Studies Program | |
| Recommendation: Social Studies Alive | |
| 6 th Ancient World Teacher Resource, Student Editions | \$11,200.00 |
| 7 th Geography Alive (2009-2010 budget, \$10,000) | |

BUDGET SUMMARY

| | |
|-------------------------------|--------------------|
| Elementary Adoption | \$41,640.00 |
| Middle School Adoption | <u>11,200.00</u> |
| TOTAL COST | \$52,840.00 |

PROFESSIONAL DEVELOPMENT PLAN

1. Continue with an implementation team to merge with existing high school team for a K-12 focus
2. Establish relationship with Social Studies Alive and TCI Academy who offers these PD courses: Reaching All Learners, Developing Content Literacy, The Interactive Student Notebook, Mastering Assessments, Enhancing Teacher's Understanding and Appreciation of American History
3. Modify elementary report card to standards-based
4. Middle school and high school will develop common assessments and Essential Content Expectations

CROSS CULTURAL COMPETENCY

*The skills and the ability
to establish authentic relationships across differences*

The Social Studies Curriculum Committee and the Diversity Curriculum Committee are proud to have integrated the Cross Cultural Competencies (CCC) into the new K-12 Social Studies Curriculum. The cross cultural competencies involve teaching with a multicultural mindset.

We have provided the Cross Cultural Competency flipbook for each teacher for use as a reference, supporting the cccs listed through the curriculum.

CORE DEMOCRATIC VALUES

Core democratic values are the fundamental beliefs and constitutional principles of American society which unite all Americans. These values are expressed in the Declaration of Independence, the United States Constitution, and other significant documents, speeches, and writings of the nation.

Life (4th Grade focus)

Each person has the right to the protection of his or her life.

Liberty (4th Grade focus)

Liberty includes the freedom to believe what you want, freedom to choose your own friends, and to have your own ideas and opinions, to express your ideas in public, the right for people to meet in groups, the right to have any lawful job or business.

The Pursuit of Happiness (1st Grade focus)

Each person can find happiness in their own way, so long as they do not step on the rights of others.

Justice (5th Grade focus)

All people should be treated fairly in getting the advantages and disadvantages of our country. No group or person should be favored.

Common Good (1st Grade focus)

People should work together for the good of all. The government should make laws that are good for everyone.

Equality (3rd Grade focus)

Everyone should get the same treatment regardless of where your parents or grandparents were born, race, religion or how much money you have. All people have political, social and economic equality.

Diversity (3rd Grade focus)

Differences in language, dress, food, where parents or grandparents were born, race, and religion are not only allowed but accepted as important.

Popular Sovereignty (5th Grade focus)

The power of the government comes from the people.

Patriotism (Kindergarten and 3rd Grade focus)

A devotion to our country and the core democratic values in words and deeds.

Rule of Law (2nd Grade focus)

Both the government and the people must obey the law.

Core Values of American Constitutional Democracy

Middle School/High School

Fundamental Beliefs

Life

The individual's right to life should be considered inviolable except in certain highly restricted and extreme circumstances, such as the use of deadly force to protect one's own life or the lives of others.

Liberty

The right to liberty is considered an unalterable aspect of the human condition. Central to this idea of liberty is the understanding that the political or personal obligations of parents or ancestors cannot be legitimately forced on people. The right to liberty includes **personal freedom**: the private realm in which the individual is free to act, to think and to believe, and which the government cannot legitimately invade; **political freedom**: the right to participate freely in the political process, choose and remove public officials, to be governed under a rule of law; the right to a free flow of information and ideas; open debate and right of assembly; and **economic freedom**: the right to acquire, use, transfer and dispose of private property without unreasonable governmental interference; the right to seek employment wherever one pleases; to change employment at will; and to engage in any lawful economic activity.

The Pursuit of Happiness

It is the right of citizens in the United States constitutional democracy to attempt to attain—"pursue"—happiness in their own way, so long as they do not infringe upon the rights of others.

Common Good

The public or common good requires that individual citizens have the commitment and motivation—that they accept their obligation—to promote the welfare of the community and to work together with other members for the greater benefit of all.

Justice

People should be treated fairly in the distribution of the benefits and burdens of society, the correction of wrongs and injuries, and in the gathering of information and making of decisions.

Equality

All citizens have: **Political equality** and are not denied these rights unless by due process of law; **legal equality** and should be treated as equals before the law; **social equality** so as there should be no class hierarchy sanctioned by law; **economic equality** which tends to strengthen political and social equality for extreme economic inequality tends to undermine all other forms of equality and should therefore be avoided.

Diversity

Variety in culture and ethnic background, race, lifestyle, and belief is not only permissible but desirable and beneficial in a pluralist society.

Truth

Citizens can legitimately demand that truth-telling as refraining from lying and full disclosure by government be the rule, since trust in the veracity of government constitutes an essential element of the bond between governors and governed.

Popular Sovereignty

The citizenry is collectively the sovereign of the state and holds ultimate authority over public officials and their policies.

Patriotism

Virtuous citizens display a devotion to their country, including devotion to the fundamental values and principles upon which it depends. They should exhibit a reasoned commitment to the core democratic values in their words and deeds.

CONSTITUTIONAL PRINCIPLES

Rule of Law

Both government and the governed should be subject to the law.

Separation of Powers

Legislative, executive, and judicial powers should be exercised by different institutions in order to maintain the limitations placed upon them.

Representative Government

The republican form of government established under the Constitution is one in which citizens elect others to represent their interests.

Checks and Balances

The powers given to the different branches of government should be balanced, that is roughly equal, so that no branch can completely dominate the others. Branches of government are also given powers to check the power of other branches.

Individual Rights

Fundamental to American constitutional democracy is the belief that individuals have certain basic rights that are not created by government but which government should protect. These are the right to life, liberty, economic freedom, and the “pursuit of happiness.” It is the purpose of government to protect these rights, and it may not place unfair or unreasonable restraints on their exercise. Many of these rights are enumerated in the Bill of Rights.

Freedom of Religion

There shall be full freedom of conscience for people of all faiths or none. Religious liberty is considered to be a natural inalienable right that must always be beyond the power of the state to confer or remove. Religious liberty includes the right to freely practice any religion or no religion without government coercion or control.

Federalism

Power is shared between two sets of governmental institutions, those of the states and those of the central of federal authorities, as stipulated by the Constitution.

Civilian Control of the Military

Civilian authority should control the military in order to preserve constitutional government.

ELEMENTARY SOCIAL STUDIES CURRICULUM
Kindergarten Social Studies Standards, Statements, and Expectations

(NOTE: The number in parentheses represents the number of expectations.)

Discipline 1: HISTORY (H2)

Standard: Living and Working Together
1 Statement (4)

Discipline 2: GEOGRAPHY

Standard: The World in Spatial Terms (G1)
1 Statement (2)

Standard: Places and Regions (G2)
1 Statement (1)

Standard: Environment and Society (G5)
1 Statement (1)

Discipline 3: CIVICS AND GOVERNMENT

Standard: Values and Principles of American Democracy
1 Statement (3)

Standard: Role of the Citizen in American Democracy
1 Statement (1)

Discipline 4: ECONOMICS

Standard: Market Economy
1 Statement (3)

Discipline 5: PUBLIC DISCOURSE, DECISION MAKING, AND CITIZEN INVOLVEMENT

Standard: Identifying and Analyzing Public Issues
1 Statement (3)

Standard: Persuasive Communication about a Public Issue
1 Statement (1)

Standard: Citizen Involvement
1 Statement (2)

Kindergarten Social Studies Standards, Statements, and Expectations

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| <p>HISTORY (LIVING AND WORKING TOGETHER)</p> | <p>1. <i>TLW use historical thinking to understand the past..</i></p> <p>Essential Questions</p> <ul style="list-style-type: none"> • How do we measure time? • How does time affect our daily lives? • Why do we need to know about time? • Why is it important to understand the past, present and future? • Why is understanding chronological order important in our lives? <p>Key Concepts</p> <ul style="list-style-type: none"> • Change happens over time. • Events are categorized into the past, present, and future (yesterday, today, and tomorrow). • Events in life are measured in intervals of time and chronological order. • The calendar and clock are tools to measure time. <p>Content Expectations</p> <p>K-H2.0.1 Distinguish among yesterday, today and tomorrow.</p> <p>K-H2.0.2 Create a timeline using events from their own lives (e.g., birth, crawling, walking, loss of first tooth, first day of school).</p> <p>K-H2.0.3 Identify the beginning, middle, and end of historical narratives or stories.</p> <p>K-H2.0.4 Describe ways people learn about the past (e.g., photos, artifacts, diaries, stories, videos).</p> <p>Cross-Cultural Competency (CCC)</p> <p>CCC.1.2 TLW explain the historical, legal, personal influences and the barriers which these individuals and cultural groups needed to overcome in order to make these important contributions to human society.</p> <p>CCC.III.1 TLW identify and explain examples of the important contributions of people from different cultural groups to historical and contemporary life in their families and the local school, neighborhood, and community.</p> <p>New Vocabulary</p> <table border="1" data-bbox="427 1268 1511 1583"> <tr> <td>after</td> <td>end</td> <td>morning</td> <td>timeline</td> </tr> <tr> <td>afternoon</td> <td>evening</td> <td>next</td> <td>today</td> </tr> <tr> <td>artifacts</td> <td>event</td> <td>past</td> <td>tomorrow</td> </tr> <tr> <td>before</td> <td>first</td> <td>photos</td> <td>week</td> </tr> <tr> <td>beginning</td> <td>future</td> <td>present</td> <td>weekday</td> </tr> <tr> <td>calendars</td> <td>holiday</td> <td>second</td> <td>weekend</td> </tr> <tr> <td>chronological order</td> <td>last</td> <td>sequence</td> <td>weekend</td> </tr> <tr> <td>day</td> <td>middle</td> <td>third</td> <td>year</td> </tr> <tr> <td>diaries</td> <td>month</td> <td>time</td> <td>Yesterday</td> </tr> </table> | after | end | morning | timeline | afternoon | evening | next | today | artifacts | event | past | tomorrow | before | first | photos | week | beginning | future | present | weekday | calendars | holiday | second | weekend | chronological order | last | sequence | weekend | day | middle | third | year | diaries | month | time | Yesterday |
| after | end | morning | timeline | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| afternoon | evening | next | today | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| artifacts | event | past | tomorrow | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| before | first | photos | week | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| beginning | future | present | weekday | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| calendars | holiday | second | weekend | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| chronological order | last | sequence | weekend | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| day | middle | third | year | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| diaries | month | time | Yesterday | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>GEOGRAPHY (THE WORLD IN SPATIAL TERMS, PLACES AND REGIONS, ENVIRONMENT AND SOCIETY)</p> | <p>2. <i>TLW use geographic representations to acquire, process, and report information from a spatial perspective.</i></p> <p>Essential Questions</p> <ul style="list-style-type: none"> • How are your home and school the same and/or different? • How does the number of people affect the design and use of space at home and at school? <p>Key Concepts</p> <ul style="list-style-type: none"> • A map is a smaller representation of a real-life environment. • Characteristics (human and physical [natural]) tell about an environment. • How people use space affects its design. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

- Our immediate environment is part of a larger environment.

Content Expectations

- K-G1.0.1 Recognize that maps and globes represent places.
- K-G1.0.2 Use environmental directions or positional words (up/down, in/out, above/below) to identify significant locations in the classroom.

New Vocabulary

| | | | |
|-----------------|-----------------------|--------------------------|---------|
| above | human characteristics | needs | right |
| below | in/out | north | shelter |
| between | left | physical characteristics | south |
| characteristics | location | place | symbols |
| down | map | position | up |
| environment | map key | regions | wants |
| globe | | | |

- 3. *TLW understand how regions are created from common physical and human characteristics.*

Essential Questions

- How are foods, language, religion, and traditions different in families?
- How do people make changes to the environment?
- How do physical and human characteristics define regions?

Key Concepts

- Families are different.
- Our immediate environment is part of the world.
- People adapt to and are influenced by the places in which they live.
- Places are made of both physical and human characteristics.
- Regions are places with shared characteristics.

Content Expectations

- K-G2.0.1 Identify and describe places in the immediate environment (e.g., classroom, home, playground).

New Vocabulary

| | | | |
|----------|-----------|--------------|--------------------------|
| adapt | culture | movement | school region |
| boundary | diversity | neighborhood | unifying characteristics |
| change | modify | region | world |
| cultural | | | |

- 4. *TLW understand the effects of human-environment interactions.*

Content Expectations

- K-G5.0.1 Describe ways people use the environment to meet human needs and wants (e.g., food, shelter, clothing).

Cross-Cultural Competency (CCC)

- CCC.I.1 TLW demonstrate knowledge of one’s own culture, focusing on the role of this in the family, classroom, neighborhood and community.
- CCC.II.1 TLW identify and discuss specific cultural elements as they apply to one’s own family, classroom, neighborhood and community.
- CCC.IV TLW investigate and explain how people and their cultures are alike and

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| | <p>different physically and in terms of abilities.</p> <p>CCC.IV.1 TLW participate in diversity focused learning activities in their own classroom, school and community.</p> | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>CIVICS AND GOVERNMENT (VALUES AND PRINCIPLES OF AMERICAN DEMOCRACY, ROLE OF THE CITIZEN IN AMERICAN DEMOCRACY)</p> | <p>5. <i>TLW understand values and principles of American constitutional democracy.</i></p> <p>Essential Questions</p> <ul style="list-style-type: none"> • How do the core democratic values (CDVs) of freedom, truth, equality, rule of law, and common good relate to citizenship? • How do you recognize and solve conflict? • What are some characteristics of a good citizen? • What do you do in an emergency? • Why are there rules and why do we follow them? <p>Key Concepts</p> <ul style="list-style-type: none"> • Following safety practices and showing good citizenship ensure the common good. • Rules and laws help and protect people. <p>Content Expectations</p> <p>K-C2.0.1 Identify our country’s flag as an important symbol of the United States.</p> <p>K-C2.0.2 Explain why people do not have the right to do whatever they want (e.g., to Promote fairness, ensure the common good, and maintain safety).</p> <p>K-C2.0.3 Describe fair ways for groups to make decisions.</p> <p>New Vocabulary</p> <table border="1" data-bbox="427 898 1511 1108"> <tr> <td>citizenship</td> <td>emergency</td> <td>pledge</td> <td>rule</td> </tr> <tr> <td>common good</td> <td>Fairness</td> <td>Pledge of Allegiance</td> <td>safety</td> </tr> <tr> <td>community</td> <td>flag</td> <td>respect</td> <td>self-discipline</td> </tr> <tr> <td>conflict</td> <td>order</td> <td>responsibility</td> <td>symbol</td> </tr> <tr> <td>consequence</td> <td>patriotism</td> <td>rights</td> <td>United States</td> </tr> <tr> <td>decision</td> <td></td> <td></td> <td></td> </tr> </table> <p>6. <i>TLW explain important rights and how, when, and where American citizens demonstrate their responsibilities by participating in government.</i></p> <p>Content Expectations</p> <p>K-C5.0.1 Describe situations in which they demonstrate self-discipline and individual responsibility (e.g., caring for a pet, completing chores, following school rules, working in a group, taking turns).</p> <p>Cross-Cultural Competencies</p> <p>CCC-V.1 TLW be able to use relationship building skills with peers.</p> <p>CCC-V.2 TLW identify specific incidents of fair and unfair behavior in their own classroom.</p> <p>CCC.V.3 TLW determine relationships between rights, privileges, and responsibilities among individuals in a democratic society and use processes for conflict-resolution with teacher assistance.</p> <p>CCC.V.4 TLW be able to act as an ally for themselves and for the rights of those from different cultural groups to experience safety and fairness in their school and classroom.</p> <p>CCC.I.V TLW investigate and explain how people and their cultures are alike and different physically and in terms of abilities.</p> <p>CCC.VI.2 TLW explain specific examples of classroom rules and expectations and how these contribute to a positive classroom learning community for all.</p> | citizenship | emergency | pledge | rule | common good | Fairness | Pledge of Allegiance | safety | community | flag | respect | self-discipline | conflict | order | responsibility | symbol | consequence | patriotism | rights | United States | decision | | | |
| citizenship | emergency | pledge | rule | | | | | | | | | | | | | | | | | | | | | | |
| common good | Fairness | Pledge of Allegiance | safety | | | | | | | | | | | | | | | | | | | | | | |
| community | flag | respect | self-discipline | | | | | | | | | | | | | | | | | | | | | | |
| conflict | order | responsibility | symbol | | | | | | | | | | | | | | | | | | | | | | |
| consequence | patriotism | rights | United States | | | | | | | | | | | | | | | | | | | | | | |
| decision | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>ECONOMICS (MARKET)</p> | <p>7. <i>TLW use fundamental principles and concepts of economics to understand economic activity in a market economy.</i></p> | | | | | | | | | | | | | | | | | | | | | | | | |

ECONOMY)**Essential Questions**

- How do individuals and families provide for their needs and wants?
- What do individuals and families need?
- What do individuals and families want?
- Which is more important – what a family or individual needs or what a family or individual wants?
- Why do individuals and families need or want different things?

Key Concepts

- People have needs and wants.
- People produce and consume goods and services to satisfy needs and wants.
- The marketplace provides goods and services that satisfy needs and wants.

Content Expectations

- K-E1.0.1 Describe economic wants they have experienced.
 K-E1.0.2 Distinguish between goods and services.
 K-E1.0.3 Recognize situations in which people trade.

New Vocabulary

| | | | |
|----------|-------------|----------|-------|
| Consume | marketplace | producer | trade |
| consumer | needs | services | wants |
| goods | produce | | |

**PUBLIC DISOURSE,
 DECISION MAKING,
 AND CITIZEN
 INVOLVEMENT
 (P3,P4)
 (IDENTIFYING AND
 ANALYZING PUBLIC
 ISSUES,
 PERSUASIVE
 COMMUNICATION
 ABOUT A PUBLIC
 ISSUE, CITIZEN
 INVOLVEMENT)**

8. *TLW clearly state a problem as a public policy issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.*

Essential Questions

- How do I communicate to get my ideas across?
- What information do I need to solve a problem? (data gathering)
- What is a problem in my classroom, school, or neighborhood that I want to solve?
- Who can help me solve a problem? (authority with power)

Key Concepts

- Change happens over time.
- People can work together to solve big problems.
- People in our country can solve big problems.

Content Expectations

- K-P3.1.1 Identify classroom issues.
 K-P3.1.2 Use simple graphs to explain information about a classroom issue.
 K-P3.1.3 Compare their viewpoint about a classroom issue with the viewpoint of another person.

New Vocabulary

| | | | |
|-----------------|-------------|--------------|------------|
| action plan | deliberate | issues | resolution |
| classroom issue | graph | position | solution |
| community | information | public issue | viewpoint |

9. *TLW communicate a reasoned position on a public issue.*

Content Expectations

- K-P3.3.1 Express a position on a classroom issue.

10. *TLW act constructively to further the public good.*

| | |
|--|------------------------------------------------------------------------------------------------------|
| | Content Expectations |
| | K-P4.2.1 Develop and implement an action plan to address or inform others about a public issue. |
| | K-P4.2.2 Participate in projects to help or inform others. |

ELEMENTARY SCIENCE CURRICULUM
First Grade Social Studies Standards, Statements, and Expectations

(NOTE: The number in parentheses represents the number of expectations.)

Discipline 1: History

Standard: Living and Working Together in Families and Schools
1 Statement (7)

Discipline 2: Geography

Standard: The World in Spatial Terms
1 Statement (4)

Standard: Places and Regions
1 Statement (2)

Standard: Human Systems
1 Statement (1)

Standard: Environment and Society
1 Statement (1)

Discipline 3: Civics and Government

Standard: Purposes of Government
1 Statement (3)

Standard: Values and Principles of American Democracy
1 Statement (2)

Standard: Roles of the Citizen in American Democracy
1 Statement (2)

Discipline 4: Economics

Standard: Market Economy
1 Statement (6)

Discipline 5: Public Discourse, Decision Making, and Citizen Involvement (P3,P4)

Standard: Identifying and analyzing Public Issues
1 Statement (3)

Standard: Persuasive Communication about a Public Issue
1 Statement (1)

Standard: Citizen Involvement
1 Statement (2)

First Grade Social Studies Standards, Statements, and Expectations

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| <p>HISTORY (LIVING AND WORKING TOGETHER IN FAMILIES AND SCHOOLS)</p> | <p>1. <i>TLW use historical thinking to understand the past.</i></p> <p>Essential Questions</p> <ul style="list-style-type: none"> • How do we measure chronological time? • How/why do we celebrate national holidays? • Why is it important to understand the past, present, and future? • Why is understanding chronological order important in our lives? <p>Key Concepts</p> <ul style="list-style-type: none"> • Change happens over time. • Chronological time is measured in intervals of time and chronological order. • Events in life are measured in intervals of time and chronological order. • The calendar and timeline are tools to measure and record events in time. • The United States celebrates many national holidays. • Time is categorized into the past, present, and future. <p>Content Expectations</p> <p>1-H2.0.1 Demonstrate chronological thinking by distinguishing among past, present, and future using family or school events.</p> <p>1-H2.0.2 Use a calendar to distinguish among days, weeks, and months.</p> <p>1.H2.0.3 Investigate a family history for at least two generations, identifying various members and their connections in order to tell a narrative about family life.</p> <p>1-H2.0.4 Retell in sequence important ideas and details from stories about families or schools.</p> <p>1-H2-0.5 Use historical records and artifacts (e.g., photos, diaries, oral histories, and videos) to draw possible conclusions about family or school life in the past.</p> <p>1-H2.0.6 Compare life today with life in the past using the criteria of family, school, jobs, or communication.</p> <p>1-H2-0.7 Identify the events or people celebrated during United States national holidays and why we celebrate them (e.g., Independence Day, Constitution day, Martin Luther King, Jr. Day; President’s Day).</p> <p>New Vocabulary</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tr> <td style="padding: 2px;">Constitution (Day)</td> <td style="padding: 2px;">history</td> <td style="padding: 2px;">past</td> <td style="padding: 2px;">recent</td> </tr> <tr> <td style="padding: 2px;">date</td> <td style="padding: 2px;">national holiday(s)</td> <td style="padding: 2px;">present</td> <td style="padding: 2px;">sequence</td> </tr> <tr> <td style="padding: 2px;">future</td> <td></td> <td></td> <td></td> </tr> </table> | Constitution (Day) | history | past | recent | date | national holiday(s) | present | sequence | future | | | |
| Constitution (Day) | history | past | recent | | | | | | | | | | |
| date | national holiday(s) | present | sequence | | | | | | | | | | |
| future | | | | | | | | | | | | | |
| <p>GEOGRAPHY (THE WORLD IN SPATIAL TERMS, PLACES AND REGIONS, HUMAN SYSTEMS, ENVIRONMENT AND SOCIETY)</p> | <p>2. <i>TLW use geographic representations to acquire, process, and report information from a spatial perspective.</i></p> <p>Essential Questions</p> <ul style="list-style-type: none"> • How are your school and home the same and/or different? • How does a map represent a school or home (or neighborhood)? • How does the number of people affect the design and use of space at school or at home? <p>Key Concepts</p> <ul style="list-style-type: none"> • A map is a smaller representation of a real-life environment • Our immediate environment is part of a larger environment. • Places can be identified based on their relationship to other places (relative). • Places have addresses to identify their location (absolute). <p>Content Expectations</p> <p>1-G1.0.1 Construct simple maps of the classroom to demonstrate aerial perspective.</p> <p>1-G1.0.2 Give examples of places that have absolute locations (e.g., home address,</p> | | | | | | | | | | | | |

school address).
 1-G1-0.3 Use personal directions (left, right, front, back) to describe the relative location of significant places in the school environment.

1-G1-0.4 Distinguish between landmasses and bodies of water using maps and globes.

New Vocabulary

| | | | |
|--------------------|---------------------|--------------|-------------------|
| absolute location | cardinal directions | east | ocean |
| aerial perspective | compass rose | landmass | relative location |
| bodies of water | continent | neighborhood | west |

3. *TLW understand how regions are created from common physical and human characteristics.*

Essential Questions

- How are foods, language, religion, and traditions different in families?
- How do people make changes to the environment?
- How do physical and human characteristics define regions?

Key Concepts

- Families are different.
- Our immediate environment is part of the world.
- People adapt to and are influenced by the places in which they live.
- Places are made of both physical and human characteristics.
- Regions are places with shared characteristics.

Content Expectations

- 1 - G2.0.1 Distinguish between physical (e.g., clouds, trees, weather) and human (e.g., buildings, playgrounds, sidewalks) characteristics of places.
 1 - G2.0.2 Describe the unifying characteristics and/or boundaries of different school regions (e.g., playground, reading corner, library, restroom).

New Vocabulary

| | | | |
|----------|-----------|--------------|--------------------------|
| adapt | culture | movement | school region |
| boundary | diversity | neighborhood | unifying characteristics |
| change | modify | region | world |

4. *TLW understand how human activities help shape the Earth's surface.*

Content Expectations

- 1 - G4.0.1 Use components of culture (e.g., foods, language, religion, traditions) to describe diversity in family life.

5. *TLW understand the effects of human-environment interactions.*

Content Expectations

- 1 - G5.0.1 Describe ways in which people modify (e.g., cutting down trees, building roads) and adapt to the environment (e.g., clothing, housing, transportation).

Cross-Cultural Competency (CCC)

- CCC.I TLW demonstrate knowledge of one's own culture, focusing on the role of this in the family, classroom, neighborhood, and community.
 CCC.II TLW identify and discuss specific cultural elements as they apply to one's

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| | <p>own family, classroom, neighborhood, and community.</p> <p>CCC.VI.EE.1 TLW participate in diversity-focused learning activities in their own classroom, school, and community.</p> <p>CC.III.EE TLW identify and explain examples of the important contributions of people from different cultural groups contemporary life in their families and the local, school, neighborhood and community.</p> <p>CCC.IV Prejudice and Discrimination, Investigate and explain how people and their cultures are alike and different physically and in terms of abilities.</p> |
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CIVICS AND GOVERNMENT (PURPOSES OF GOVERNMENT, VALUES AND PRINCIPLES OF AMERICAN DEMOCRACY, ROLES OF THE CITIZEN IN AMERICAN DEMOCRACY)

6. *TLW explain why people create governments.*

Essential Questions

- What are the responsibilities of the individual at home and at school?
- What is a good citizen?
- What is the difference between power with and without authority?
- What is the relationship between rules, safety, order, and predictability?
- Why are justice and equality important?

Key Concepts

- Justice provides equal treatment of individuals based on the rules.
- Rules and laws help and protect people.
- Safety practices and good citizenship ensure common good.

Content Expectations

1 - C1.0.1 Identify some reasons for rules in school (e.g., provide order, predictability, and safety).

1 - C1.0.2 Give examples of the use of power with authority in school (e.g., principal, teacher or bus driver enforcing school rules).

1 - C1.0.3 Give examples of the use of power without authority in school (e.g., types of bullying, taking cuts in line).

New Vocabulary

| | | | |
|-----------|--------------|-------------------------|-------------|
| authority | injustice | power with authority | rule of law |
| bullying | justice | power without authority | safety |
| equality | neighborhood | responsibility | |

7. *TLW understand values and principles of American constitutional democracy.*

Content Expectations

1 - C2.0.1 Explain how decisions can be made or how conflicts might be resolved in fair and just ways (e.g., majority rules).

1 - C2.0.2 Identify important symbols of the United States of America (e.g., Statue of Liberty, Uncle Sam, White House, Bald Eagle).

8. *TLW explain important rights and how, when, and where American citizens demonstrate their responsibilities by participating in government.*

Content Expectations

1 - C5.0.1 Describe some responsibilities people have at home and at school (e.g., taking care of oneself, respect for the rights of others, following rules, getting along with others).

1 - C5.0.2 Identify situations in which people act as good citizens in the school community (e.g., thoughtful and effective participation in the school decisions, respect for the rights of others, respect for rule of law, voting, volunteering, compassion, courage, honesty).

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|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|--------------------|----------|--------------------|
| | <p>Cross-Cultural Competency (CCC)</p> <p>CCC.V.EE.1 TLW be able to use relationship building skills with peers (share, take turns, cooperating with others in group activities, ask for and offer help, and comfort others.)</p> <p>CCC.V.EE.2 TLW identify specific incidents of fair and unfair behavior in their own classroom and school.</p> <p>CCC.V.EE.3 TLW determine relationships between rights, privileges, and responsibilities among individuals in a democratic society and use processes for conflict resolution with teacher assistance.</p> <p>CCC.V.EE.4 TLW be able to act as an ally for themselves and for the rights of those from different cultural groups to experience safety and fairness in their school and classroom.</p> <p>CCC.VI.EE.2 TLW explain specific examples of classroom rules and expectations and how these contribute to a positive classroom learning community for all.</p> | | | | |
| <p>ECONOMICS (MARKET ECONOMY)</p> | <p>9. <i>TLW use fundamental principles and concepts of economies to understand economic activity in a market economy.</i></p> <p>Essential Questions</p> <ul style="list-style-type: none"> • How does the marketplace provide goods and services for different types of needs and wants? • What do individuals, families, and schools need? • What do individuals, families, and schools want? • What goods and services do schools provide and who are the people that provide them? <p>Key Concepts</p> <ul style="list-style-type: none"> • People cannot have everything they want, so they must choose. • People have needs and wants. • People produce and consume goods and services to satisfy needs and wants. • The marketplace provides goods and services that satisfy needs and wants. <p>Content Expectations</p> <p>1 - E1.0.1 Distinguish between producers and consumers of goods and services.</p> <p>1 - E1.0.2 Describe ways in which families consume goods and services.</p> <p>1 - E1.0.3 Using examples, explain why people cannot have everything they want (scarcity) and describe how people respond (choice).</p> <p>1 - E1.0.4 Describe reasons why people voluntarily trade.</p> <p>1 - E1.0.5 Describe ways in which people earn money (e.g., providing goods and services to others, jobs).</p> <p>1 - E1.0.6 Describe how money simplifies trade.</p> <p>New Vocabulary</p> <table border="1" data-bbox="427 1543 1511 1581"> <tr> <td>business</td> <td>provider</td> <td>scarcity</td> <td>school environment</td> </tr> </table> | business | provider | scarcity | school environment |
| business | provider | scarcity | school environment | | |
| <p>PUBLIC DISCOURSE, DECISION MAKING, AND CITIZEN INVOLVEMENT (IDENTIFYING AND ANALYZING PUBLIC ISSUES, PERSUASIVE COMMUNICATION ABOUT A PUBLIC ISSUE, CITIZEN</p> | <p>10. <i>TLW clearly state a problem as a public policy issue, analyze various perspectives, and generate and evaluate possible alternative resolutions</i></p> <p>Essential Questions</p> <ul style="list-style-type: none"> • How do I communicate to get my ideas across? • What information do I need to solve a problem? (data-gathering) • What is a problem in my classroom, school, or neighborhood that I want to solve? • Who can help me solve a problem? (authority with power) <p>Key Concepts</p> <ul style="list-style-type: none"> • Change happens over time. | | | | |

INVOLVEMENT)

- People can work together to solve big problems.
- People in our country can solve big problems.

Content Expectations

- 1 - P3.1.1 Identify public issues in the school community.
1 - P3.1.2 Use graphic data to analyze information about a public issue in the school community.
1 - P3.1.3 Identify alternative resolutions to a public issue in the school community.

New Vocabulary

| | | | |
|-------------------------|----------|--------------------|------------------------|
| Alternative resolutions | Conflict | Justify a position | School/community issue |
|-------------------------|----------|--------------------|------------------------|

11. *TLW communicate a reasoned position on a public issue.*

Content Expectations

- 1 - P3.3.1 Express a position on a public policy issue in the school community and justify the position with a reasoned argument.

12. *TLW act constructively to further the public good.*

Content Expectations

- 1 - P4.2.1 Develop and implement an action plan to address or inform others about a public issue.
1 - P4.2.2 Participate in projects to help or inform others.

ELEMENTARY SOCIAL STUDIES CURRICULUM
Second Grade Social Studies Standards, Statements, and Expectations

(NOTE: The number in parentheses represents the number of expectations.)

Discipline 1: History

Standard: Living and Working Together in Communities
1 Statement (6)

Discipline 2: Geography

Standard: The World in Spatial Terms
1 Statement (2)

Standard: Places and Regions
1 Statement (2)

Standard: Human Systems
1 Statement (3)

Standard: Environment and Society
1 Statement (2)

Discipline 3: Civics and Government

Standard: Purposes of Government
1 Statement (2)

Standard: Values and Principles of American Democracy
1 Statement (2)

Standard: Structure and Functions of Government
1 Statement (3)

Standard: Roles of the Citizen in American Democracy
1 Statement (3)

Discipline 4: Economics

Standard: Market Economy
1 Statement (5)

Discipline 5: Public Discourse, Decision Making, and Citizen Involvement (P3,P4)

Standard: Identifying and Analyzing Public Issues
1 Statement (3)

Standard: Persuasive Communication About a Public Issue
1 Statement (1)

Standard: Citizen Involvement
1 Statement (2)

Second Grade Social Studies Standards, Statements, and Expectations

HISTORY (LIVING AND WORKING TOGETHER IN COMMUNITIES)

1. *TLW use historical thinking to understand the past.*

Essential Questions

- How do people communicate, cooperate, and compromise?
- How do we measure time?
- How have people in our community solved differences in the past?
- How have people in our local community made an important difference?
- Why do people interpret history differently?
- Why is history more than just facts?
- Why is it important to understand and learn from the past?
- Why is understanding chronological order important to us?

Key Concepts

- Communities change over time.
- Events in life are measured in intervals of time and in chronological order.
- People can solve community problems through communication, cooperation, and compromise.
- People have an impact on history and events have an impact on people.
- Time is categorized into the past, present, and future.
- Time is measured in various increments (seconds, minutes, hours, days, years. etc.).
- Timelines and calendars are tools to measure time.

Content Expectations

- 2 - H2.0.1 Demonstrate chronological thinking by distinguishing among years and decades using a timeline of local community events.
- 2 - H2.0.2 Explain why descriptions of the same event in the local community can be different.
- 2 - H2.0.3 Use an example to describe the role of the individual in creating history.
- 2 - H2.0.4 Describe changes in the local community over time (e.g., types of businesses, architecture and landscape, jobs, transportation, population).
- 2 - H2.0.5 Identify a problem in a community's past and describe how it was resolved.
- 2 - H2.0.6 Construct a historical narrative about the history of the local community from a variety of sources (e.g., data gathered from local residents, artifacts, photographs).

New Vocabulary

| | | | |
|---------------------|------------------------------------------|-------------------|----------------|
| Architecture | Decade | Individual rights | Third |
| Chronological order | Every other (the concept of alternating) | Landscape | Transportation |
| Community | Fifth | Population | Weekly |
| Fourth | Section | Year | Data source |
| Imaginary | Symbol | | |

Cross-Cultural Competency (CCC)

- CCC-1 TLW demonstrate knowledge of one's own culture, focusing on the role of this in the family, classroom, neighborhood, and community.
- CCC-2 TLW identify and discuss specific cultural elements as they apply to one's own family, classroom, neighborhood, and community.
- CCC-3 TLW identify and explain prominent examples of the contributions of different cultural groups to historical and contemporary human society.

GEOGRAPHY (THE WORLD IN SPATIAL TERMS,

2. *TLW use geographic representations to acquire, process, and report information from a spatial perspective.*

**PLACES AND
REGIONS, HUMAN
SYSTEMS,
ENVIRONMENT AND
SOCIETY)**

Essential Questions

- How are your neighborhood and community the same and/or different?
- How does location affect people?
- How does the number of people affect the design and use of space in the neighborhood and the community?
- How has the community changed over time?
- Why is location important?

Key Concepts

- A map is a smaller representation of a real life environment.
- Characteristics (human and natural) define an environment.
- Communities change.
- Our immediate environment is part of a larger environment.
- People affect the design and use of space.

Content Expectations

- 2 - G1.0.1 Construct maps of the local community that contain symbols, labels, and legends denoting human and natural characteristics of place.
- 2 - G1.0.2 Use maps to describe the spatial organization of the local community by applying concepts including relative location and using distance, direction, and scale.

New Vocabulary

| | | | |
|--------------|----------|-------------------|----------------------|
| compass rose | distance | legend | spatial organization |
| county | label | metropolitan area | state (Michigan) |
| direction | land use | scale | |

3. *TLW understand how regions are created from common physical and human characteristics.*

Essential Questions

- How do people, goods, and ideas move through your community?
- How does your community use the environment?
- How has the community changed over time?
- What decisions need to be made when people change the environment?

Key Concepts

- Communities change.
- Communities use their natural environment in different ways.
- People affect the design and use of the environment.
- We use many forms of communication to send ideas to others.
- We use many forms of transportation to move people and goods

Content Expectations

- 2 - G2.0.1 Compare the physical and human characteristics of the local community with those of another community.
- 2 - G2.0.2 Describe how the local community is part of a larger region (e.g., county, metropolitan area, state).

New Vocabulary

| | | | |
|-----------|----------------------|----------|----------|
| change | consequences | interact | land use |
| community | environmental impact | | |

4. *TLW understand how human activities help shape the Earth's surface.*

Essential Questions

- How does the environment influence the development of culture?
- How does understanding other environments and locations help us to understand other cultures?
- What cultures are part of our community?

Key Concepts

- Culture is always changing.
- Culture may consist of food, language, religion, traditions.
- Differences in environment and location result in diversity in cultures.
- Many cultures make up a community.
- Our culture influences our life choices whether we are aware of it or not.

Content Expectations

- 2 - G4.0.1 Describe land use in the community (e.g., where people live, where services are provided, where products are made).
- 2 - G4.0.2 Describe the means people create for moving people, goods, and ideas within the local community.
- 2 - G4.0.3 Use components of culture (e.g., foods, language, religion, traditions) to describe diversity in the local community.

New Vocabulary

| | | | |
|--------------------------|-----------|-------------------|---------------------------|
| Blended culture | Customs | Industrial park | Urban planning |
| Cultural characteristics | Function | Recreational land | Values |
| Culture | Immigrant | Tradition | Zoning board (commission) |

5. *TLW understand the effects of human-environment interactions.*

Content Expectations

- 2 - G5.0.1 Suggest ways people can responsibly interact with the environment in the local community.
- 2 - G5.0.2 Describe positive and negative consequences of changing the physical environment of the local community.

6. *TLW explain why people create governments.*

CIVICS AND GOVERNMENT (PURPOSES OF GOVERNMENT, VALUES AND PRINCIPLES OF AMERICAN DEMOCRACY, STRUCTURE AND FUNCTIONS OF GOVERNMENT, ROLES OF THE CITIZEN IN AMERICAN DEMOCRACY)

Essential Questions

- What are the local governments that provide services in your community?
- What is the purpose of local government?
- Who enforces the laws?
- Why is it important to follow laws?

Key Concepts

- A community has laws to benefit the common good.
- Community government exists to keep people safe.
- Government makes and enforces the ways to protect individual rights and promote the common good.
- Laws are made to protect and benefit citizens.

Content Expectations

- 2 - C1.0.1 Explain why people form governments.
- 2 - C1.0.2 Distinguish between government action and private action.

New Vocabulary

| | | | |
|-------------------|-----------------|-----------|------------|
| government action | interdependence | ordinance | privileges |
|-------------------|-----------------|-----------|------------|

| | | | |
|--------------------|-----------------------------|----------------|----------|
| government service | make, force, interpret laws | private action | solution |
| individual rights | Core democratic values | | |

7 *TLW understand values and principles of American Democracy.*

Essential Questions

- From where do the core democratic values come?
- How does saying the Pledge of Allegiance show patriotism for our country?
- What are some of the core democratic values in our country?
- What do the words of the Pledge of Allegiance mean?

Key Concepts

- Core democratic values come from the foundational documents of the United States (U.S. Constitution, Declaration of Independence, and Mayflower Compact).
- Patriotism is one of our core democratic values.
- Saying the pledge is one way to show patriotism in our country.

Content Expectations

- 2 - C2.0.1 Explain how local governments balance individual rights with the common good to solve local community problems.
- 2 - C2.0.2 Describe how the Pledge of Allegiance reflects the core democratic value of patriotism.

New Vocabulary

| | | | |
|----------------------|--|--|--|
| Pledge of Allegiance | | | |
|----------------------|--|--|--|

8. *TLW describe the structure of government in the United States and how it functions to serve citizens.*

Content Expectations

- 2- C3.0.1 Give examples of how local governments make, enforce, and interpret laws (ordinances) in the local community.
- 2 - C3.0.2 Use examples to describe how local government affects the lives of its citizens.
- 2 - C3.0.3 Identify services commonly provided by local governments (e.g., police, fire departments, schools, libraries, parks).

9. *TLW explain important rights and how, when, and where American citizens demonstrate their responsibilities by participating in government.*

Content Expectations

- 2 - C5.0.1 Identify ways citizens participate in community decisions.
- 2 - C5.0.2 Distinguish between personal and civic responsibilities and explain why they are important in community life.
- 2 - C5.0.3 Design and participate in community improvement projects that help or inform others. (See P4.2.2)

Cross-Cultural Competency (CCC)

- CCC-4 Prejudice and Discrimination, TLW investigate and explain how people and their cultures are alike and different physically and in terms of abilities.
- CCC-5 Conflict Resolution, TLW be able to use relationship-building skills with peers, e.g., share, take turns, cooperating with others in group activities, ask for and offer help, and comfort others.
- CCC-6 TLW participate in diversity-focused activities in their own classroom, school, and community

ECONOMICS

10. *TLW use fundamental principles and concepts of economies to understand economic*

(MARKET ECONOMY)

activity in a market economy.

Essential Questions

- How can families make good decisions about what goods and services they choose to satisfy their needs and wants?
- How do businesses help people satisfy their needs and wants?
- Why can't we have everything we want?
- Why do families have to make choices about spending their money?
- Why do people work?

Key Concepts

- Different organizations (businesses) provide goods and services to satisfy needs and wants.
- People have needs and wants that are satisfied by using a limited supply of resources.
- People have to make choices about what goods and services will satisfy their needs and wants (opportunity cost).
- People pay for goods and services provided by businesses in the community.

Content Expectations

- 2 - E1.0.1 Identify the opportunity cost involved in a consumer decision.
- 2 - E1.0.2 Identify businesses in the local community.
- 2 - E1.0.3 Describe how businesses in the local community meet economic wants of consumers.
- 2 - E1.0.4 Describe the natural, human, and capital resources needed for production of a good or service in a community.
- 2 - E1.0.5 Use examples to show that people cannot produce everything they want (specialization) and depend on trade with others to meet their wants.

New Vocabulary

| | | | |
|-------------------|-----------------|-------------------|------------------|
| balanced budget | cost | jobs | opportunity cost |
| budget | economic wants | limited resources | production |
| capital resources | human resources | local | resources |
| career | income | natural resources | specialization |
| consumer decision | | | |

PUBLIC DISCOURSE, DECISION MAKING, AND CITIZEN INVOLVEMENT (IDENTIFYING AND ANALYZING A PUBLIC ISSUE, PERSUASIVE COMMUNICATION ABOUT A PUBLIC ISSUE, CITIZEN INVOLVEMENT)

11. TLW clearly state a problem as a public policy issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.

Essential Questions

- How do I communicate to get my ideas across?
- What information do I need to solve a problem? (data-gathering)
- What is a problem in my classroom, school, or neighborhood that I want to solve?
- Who can help me solve a problem? (authority with power)

Key Concepts

- Change happens over time.
- People can work together to solve big problems.
- People in our country can solve big problems.

Content Expectations

- 2 - P3.1.1 Identify public issues in the local community that influence the daily lives of its citizens.
- 2 - P3.1.2 Use graphic data and other sources to analyze information about a public issue in the local community and evaluate alternative resolutions.
- 2 - P3.1.3 Give examples of how conflicts over core democratic values lead people to

differ on resolutions to a public policy issue in the local community.

New Vocabulary

| | | | |
|-----------------------|--|--|--|
| local community issue | | | |
|-----------------------|--|--|--|

12. TLW communicate a reasoned position on a public issue..

Content Expectations

2 - P3.3.1 Compose a statement expressing a position on a public policy issue in the local community and justify the position with a reasoned argument.

13. TLW act constructively to further the public good.

Content Expectations

2 - P4.2.1 Develop and implement an action plan to address or inform others about a public issue.

2- P4.2.2 Participate in projects to help or inform others.

ELEMENTARY SOCIAL STUDIES CURRICULUM
Third Grade Social Studies Standards, Statements, and Expectations

(NOTE: The number in parentheses represents the number of expectations.)

Discipline 1: History

Standard: History of Michigan (Through Statehood)
1 Statement (10)

Discipline 2: Geography

Standard: The World in Spatial Terms
1 Statement (2)

Standard: Places and Regions
1 Statement (2)

Standard: Human Systems
1 Statement (4)

Standard: Environment and Society
1 Statement (2)

Discipline 3: Civics and Government

Standard: Purposes of Government
1 Statement (1)

Standard: Values and Principles of American Government
1 Statement (1)

Standard: Structure and Functions of Government
1 Statement (5)

Standard: Roles of the Citizen in American Democracy
1 Statement (1)

Discipline 4: Economics

Standard: Market Economy
1 Statement (5)

Standard: National Economy
1 Statement (1)

Standard: International Economy
1 Statement (1)

Discipline 5: Public Discourse, Decision Making, and Citizen Involvement

Standard: Identifying and Analyzing Issues
1 Statement (2)

Standard: Persuasive Communication about a Public Issue
1 Statement (1)

Standard: Citizen Involvement
1 Statement (2)

Third Grade Social Studies Standards, Statements, and Expectations

HISTORY (HISTORY OF MICHIGAN)

1. *TLW use historical thinking to understand the past.*

Essential Questions

- How did the actions, ideas and cultural beliefs of people who settled Michigan influence its history?
- How do historians use primary and secondary sources to learn about the past?
- What can we learn about American Indian beliefs through their traditional stories?
- What kinds of questions do historians ask?

Key Concepts

- American Indian legends reflect interests and values of those cultures.
- Historians ask who, what, when, where, why, and how to learn about the past.
- Michigan was settled by people of various ethnic groups, and their influence is still evident today.
- We understand the past better by understanding primary and secondary source documents.

Content Expectations

- 3 - H3.0.1 Identify questions historians ask in examining the past in Michigan (e.g., What happened? When did it happen? Who was involved? How and why did it happen?)
- 3 - H3.0.2 Explain how historians use primary and secondary sources to answer questions about the past.
- 3 - H3.0.3 Describe the causal relationships between three events in Michigan's past (e.g., Erie Canal, more people came, statehood).
- 3 - H3.0.4 Draw upon traditional stories of American Indians (e.g., Anishinaabeg - Ojibway (Chippewa), Odawa (Ottawa), Potawatomi; Menominee; Huron Indians) who lived in Michigan in order to make generalizations about their beliefs.
- 3 - H3.0.5 Use informational text and visual data to compare how American Indians and settlers in the early history of Michigan adapted to, used, and modified their environment.
- 3 - H3.0.6 Use a variety of sources to describe interactions that occurred between American Indians and the first European explorers and settlers in Michigan.
- 3 - H3.0.7 Use a variety of primary and secondary sources to construct a historical narrative about daily life in the early settlements of Michigan (pre-statehood).
- 3 - H3.0.8 Use case studies or stories to describe how the ideas or actions of individuals affected the history of Michigan.
- 3 - H3.0.9 Describe how Michigan attained statehood.
- 3 - H3.0.10 Create a timeline to sequence early Michigan history (American Indians, exploration, settlement, statehood).

New Vocabulary

| | | | |
|-----------------|----------------|------------------|----------|
| debate | miner | secondary source | trader |
| European | missionary | sequence | treaty |
| lumberjack | primary source | settler | voyageur |
| Michigan Indian | | | |

**GEOGRAPHY
(THE WORLD IN
SPATIAL TERMS,
PLACES AND
REGIONS, HUMAN
SYSTEMS,
ENVIRONMENT AND
SOCIETY)**

2. *TLW use geographic representations to acquire, process, and report information from a spatial perspective.*

Essential Questions

- How do Michigan Indians live and honor their heritage today?
- How do various ethnic groups honor their heritage?
- What are some of Michigan’s products and how are they dispersed?
- Why did settlers move to Michigan?

Key Concepts

- Cultural groups honor their heritage through festivals and other events.
- Michigan was settled by many groups of people who came here for a variety of reasons.
- Most Michigan Indians and early settlers live in modern ways now.
- People, goods, jobs, and ideas are still being pulled into and around Michigan as well as being pushed out of it.

Content Expectations

- 3 - G1.0.1 Use cardinal directions (north, south, east, west) to describe the relative location of significant places in the immediate environment.
- 3 - G1.0.2 Use thematic maps to identify and describe the physical and human characteristics of Michigan.

New Vocabulary

| | | | |
|----------------|------------------|-----------|-------------------|
| cultural group | European settler | migration | push/pull factors |
| diverse | heritage | preserve | settle |
| ethnic groups | | | |

3. *TLW understand how regions are created from common physical and human characteristics.*

Essential Questions

- How are cardinal directions used to locate places?
- How can thematic maps help us identify the physical and human characteristics of a place or region?
- How do people adapt to, use, and modify natural resources?
- What kinds of economic activity are in Michigan?

Key Concepts

- Cardinal directions are used to locate places in our environment.
- People adapt to, use, and modify natural resources.
- Thematic maps are used to identify and describe physical and human characteristics, regions, and natural resources.
- There are four major kinds of economic activity in Michigan: agriculture, manufacturing, tourism, and medical research.

Content Expectations

- 3 - G2.0.1 Use a variety of visual materials and data sources to describe ways in which Michigan can be divided into regions.
- 3 - G2.0.2 Describe different regions to which Michigan belongs (e.g., Great Lakes Region, Midwest).

New Vocabulary

| | | | |
|-------------------|--------------------------|-----------------------|------------------|
| Adapt to | Environmental challenges | Human characteristics | Medical research |
| Agriculture | Geography | Landforms | Thematic maps |
| Climate | Glacier | Manufacturing | Tourism |
| Economic benefits | | | |

4. *TLW understand how human activities help shape the Earth's surface.*

Content Expectations

- 3 - G4.0.1 Describe major kinds of economic activity in Michigan today, such as agriculture (e.g., corn, cherries, dairy), manufacturing (e.g., automobiles, wood products), services and tourism, research and development (e.g., Automation Alley, life sciences corridor, university communities), and explain the factors influencing the location of these economic activities. (E)
- 3 - G4.0.2 Describe diverse groups that have come into a region of Michigan and reasons why they came (push/pull factors). (H)
- 3 - G4.0.3 Describe some of the current movements of goods, people, jobs or information to, from, or within Michigan and explain reasons for the movements. (E)
- 3 - G4.0.4 Use data and current information about the Anishinaabeg and other American Indians living in Michigan today to describe the cultural aspects of modern American Indian life; give an example of how another cultural group in Michigan today has preserved and built upon its cultural heritage.

5. *TLW understand the effects of human-environment interactions.*

Content Expectations

- 3 - G5.0.1 Locate natural resources in Michigan and explain the consequences of their use.
- 3 - G5.0.2 Describe how people adapt to, use, and modify the natural resources of Michigan. (H)

CIVICS AND GOVERNMENT (PURPOSES OF GOVERNMENT, VALUES AND PRINCIPLES OF AMERICAN GOVERNMENT, STRUCTURE AND FUNCTIONS OF GOVERNMENT, ROLES OF THE CITIZEN IN AMERICAN DEMOCRACY)

6. *TLW explain why people create governments.*

Essential Questions

- How do state courts resolve conflict?
- How is Michigan's government organized?
- What are the responsibilities of state government?
- What rights and responsibilities do citizens have?
- Why do we have a state government?

Key Concepts

- Citizens have rights and responsibilities.
- Courts help resolve conflict.
- Government exists to protect individual rights, promote the common good, to ensure equal treatment under the law and to provide services to its people.
- Our state government is a representative government, organized into three branches.
- State and local governments have different responsibilities.

Content Expectations

- 3 - C1.0.1 Give an example of how Michigan state government fulfills one of the purposes of government (e.g., protecting individual rights, promoting the common good, ensuring equal treatment under the law).

New Vocabulary

| | | | |
|-----------------|------------|---------------------|----------------|
| equal treatment | Government | legislative | representative |
| Executive | judicial | popular sovereignty | |

7. *TLW understand values and principles of American constitutional democracy.*

Content Expectations

3 - C2.0.1 Describe how Michigan state government reflects the principle of representative government.

8. *TLW describe the structure of government in the United States and how it functions to serve citizens.*

Content Expectations

3 - C3.0.1 Distinguish between the roles of state and local government.

3 - C3.0.2 Identify goods and services provided by the state government and describe how they are funded (e.g., taxes, fees, fines).

3 - C3.0.3 Identify the three branches of state government in Michigan and the powers of each.

3 - C3.0.4 Explain how state courts function to resolve conflict.

3 - C3.0.5 Describe the purpose of the Michigan Constitution.

9. *TLW explain important rights and how, when, and where American citizens demonstrate their responsibilities by participating in government.*

Content Expectations

3 - C5.0.1 Identify rights (e.g., freedom of speech, freedom of religion, right to own property) and responsibilities of citizenship (e.g., respecting the rights of others, voting, obeying laws).

**ECONOMICS
(MARKET
ECONOMY,
NATIONAL
ECONOMY,
INTERNATIONAL
ECONOMY)**

10. *TLW use fundamental principles and concepts of economics to understand economic activity in a market economy.*

Essential Questions

- What makes a business move to or stay in Michigan? What does the state government do to help them?
- Where do we send our products from Michigan and where are the products we buy grown or made?

Key Concepts

- People in Michigan rely on products grown and produced in other areas of the United States and the world.
- People in other areas of the United States and the world rely on products grown and produced in Michigan.
- The state of Michigan gives incentives to businesses so they will move to, stay, grow, and thrive in our state.

Content Expectations

3- E1.0.1 Explain how scarcity, opportunity costs, and choices affect what is produced and consumed in Michigan.

3 - E1.0.2 Identify incentives (e.g., sales, tax breaks) that influence economic decisions people make in Michigan.

3 - E1.0.3 Analyze how Michigan's location and natural resources influenced its economic development (e.g., how waterways and other natural resources have influenced economic activities such as mining, lumbering, automobile

- manufacturing, and furniture making). (H, G)
- 3 - E1.0.4 Describe how entrepreneurs combine natural, human, and capital resources to produce goods and services in Michigan. (H, G)
- 3 - E1.0.5 Explain the role of business development in Michigan’s economic future.

New Vocabulary

| | | | |
|--------------------|-----------|-----|----------|
| Economic activity | Incentive | Tax | Taxation |
| Global connections | Products | | |

11. *TLW use fundamental principles and concepts of economics to understand economic activity in the United States.*

Content Expectations

- 3 - E2.0.1 Using a Michigan example, describe how specialization leads to increased interdependence (cherries grown in Michigan are sold in Florida; oranges grown in Florida are sold in Michigan).

12. *TLW use fundamental principles and concepts of economics to understand economic activity in the global economy.*

Content Expectations

- 3 - E3.0.1 Identify products produced in other countries and consumed by people in Michigan.

PUBLIC DISCOURSE, DECISION MAKING, AND CITIZEN INVOLVEMENT (IDENTIFYING AND ANALYZING ISSUES, PERSUASIVE COMMUNICATION ABOUT A PUBLIC ISSUE, CITIZEN INVOLVEMENT)

13. *TLW clearly state a problem as a public policy issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.*

Essential Questions

- How do I communicate to get my ideas across?
- What information do I need to solve a problem? (data-gathering)
- What is a problem in my classroom, school, or neighborhood that I want to solve?
- Who can help me solve a problem? (authority with power)

Key Concepts

- Change happens over time.
- People can work together to solve big problems.
- People in our country can solve big problems.

Content Expectations

- 3 - P3.1.1 Identify public issues in Michigan that influence the daily lives of its citizens.
- 3 - P3.1.2 Use graphic data and other sources to analyze information about a public issue in Michigan and evaluate alternative resolutions.
- 3 - P3.1.3 Give examples of how conflicts over core democratic values lead people to differ on resolutions to a public policy issue in Michigan.

New Vocabulary

| | | | |
|------------------------|-----------------------|--------------|-----------------|
| action plan | deliberate | public issue | solution |
| Community | information | resolution | take a position |
| core democratic values | local community issue | | |

14. *TLW communicate a reasoned position on a public issue.*

Content Expectations

- 3 - P3.3.1 Compose a paragraph expressing a position on a public policy issue in Michigan and justify the position with a reasoned argument.

15. *TLW Act constructively to further the public good.*

Content Expectations

3 - P4.2.1 Develop and implement an action plan and know how, when, and where to address or inform others about a public issue.

3- P4.2.2 Participate in projects to help or inform others.

ELEMENTARY SOCIAL STUDIES CURRICULUM
Fourth Grade Social Studies Standards, Statements, and Expectations

(NOTE: The number in parentheses represents the number of expectations.)

Discipline 1: History

Standard: History of Michigan
1 Statement (9)

Discipline 2: Geography

Standard: The World in Spatial Time
1 Statement (5)

Standard: Places and Regions
1 Statement (2)

Standard: Human Systems
1 Statement (2)

Standard: Environment and Society
1 Statement (1)

Discipline 3: Civics and Government

Standard: Purposes of Government
1 Statement (3)

Standard: Values and Principles of American Democracy
1 Statement (2)

Standard: Structure and Functions of Government
1 Statement (7)

Standard: Roles of the Citizen in American Democracy
1 Statement (4)

Discipline 4: Economics

Standard: Market Economy
1 Statement (8)

Standard: National Economy
1 Statement (1)

Standard: International Economy
1 Statement (1)

Discipline 4: Public Discourse, Decision Making, and Citizen Involvement

Standard: Identifying and Analyzing Public Issues
1 Statement (3)

Standard: Persuasive Communication about a Public Issue
1 Statement (1)

Standard: Citizen Involvement
1 Statement (2)

Fourth Grade Science Standards, Statements, and Expectations

HISTORY (HISTORY OF MICHIGAN)

1. *TLW use historical thinking to understand the past.*

Essential Questions

- How has daily life of Michigianians changed since statehood?
- How is the location of industry related to the location of natural resources and the migration and immigration of people into Michigan?
- What kinds of questions do historians ask?
- What role did Michigan play in the Underground Railroad?
- What role has the auto industry played in Michigan's growth?

Key Concepts

- Daily life has changed over the course of Michigan's history.
- Historians ask who, what, when, where, why, and how to learn about the past.
- Michigan played a vital role in the Underground Railroad by opening the way for slaves to find freedom in Canada.
- Michigan's location and natural resources contributed to its population growth and industrial development.
- The auto industry had an impact on Michigan's growth.
- The location of industry is tied to the location of natural resources and the migration and immigration of people to Michigan.

Content Expectations

- 4 - H3.0.1 Use historical inquiry questions to investigate the development of Michigan's major economic activities (agriculture, mining, manufacturing, lumbering, tourism, technology, and research) from statehood to present. (C, E)
- What happened?
 - When did it happen?
 - Who was involved?
 - How and why did it happen?
 - How does it relate to other events or issues in the past, in the present, or in the future?
 - What is its significance?
- 4 - H3.0.2 Use primary and secondary sources to explain how migration and immigration affected and continue to affect the growth of Michigan. (G)
- 4 - H3.0.3 Describe how the relationship between the location of natural resources and the location of industries (after 1837) affected and continues to affect the location and growth of Michigan cities. (G, E)
- 4 - H3.0.4 Draw upon stories, photos, artifacts, and other primary sources to compare the life of people in towns and cities in Michigan and in the Great Lakes region during a variety of time periods from 1837 to the present (e.g., 1837-1900, 1900-1950, 1950-2000). (G)
- 4 - H3.0.5 Use visual data and informational text or primary accounts to compare a major Michigan economic activity today with that same or a related activity in the past. (E)
- 4 - H3.0.6 Use a variety of primary and secondary sources to construct a historical narrative about the beginnings of the automobile industry and the labor movement in Michigan. (G, E)
- 4 - H3.0.7 Use case studies or stories to describe the ideas and actions of individuals involved in the Underground Railroad in Michigan and in the Great Lakes region. (See 8-U4.2.2; 8-U4.3.2; 8-U5.1.5; USHG 7.2.4) (G, C, E)
- 4 - H3.0.8 Describe past and current threats to Michigan's natural resources; describe how Michigan worked in the past and continues to work today to protect its natural resources. (G, C, E)
- 4 - H3.0.9 Create timelines (using decades after 1830) to sequence and describe

important events in Michigan history; annotate with connections to the past and impact on the future.

New Vocabulary

| | | | |
|--------|--|--|--|
| strike | | | |
|--------|--|--|--|

Cross-Cultural Competency (CCC)

CCC: 1.2LE.2 (H.CP.04.03)

CCC-III Explore contributions made by people of differing cultural groups.

CCC-II Explore similarities and differences of cultural groups.

CCC-VI Demonstrate interpersonal skills of respectful interest in people from cultural groups different than their own.

CCC: I.4LE.2 (SS:HI.05.04)

CCC-VI Participate in diversity-focused learning activities.

**GEOGRAPHY
(THE WORLD IN
SPATIAL TERMS,
PLACES AND
REGIONS, HUMAN
SYSTEMS,
ENVIRONMENT AND
SOCIETY)**

2. *TLW use geographic representations to acquire, process, and report information from a spatial perspective.*

Essential Questions

- How do absolute and relative locations help us answer geographic questions about the U.S.? (See definitions of absolute/relative locations)
- How do geographers determine the boundaries and definitions of a region?
- What are the essential features of a map (title, legend or key, compass rose, scale, location system)?
- What is a thematic map? (A map to show a specific geographic feature)

Key Concepts

- Boundaries and definitions of a region change according to the physical (Ex. Weather events such as flood, hurricane, tornado) and human characteristics (Ex. Filling in wetlands, changing land for development) of the regions.
- Distances are reduced in size on maps and globes (scale).
- Places on maps have directional relationships to each other (e.g., absolute and relative locations)
- Thematic maps are developed for special purposes (e.g., population, rainfall, topographical, climatic, product maps)

Content Expectations

- 4 - G1.0.1 Identify questions geographers ask in examining the United States (e.g., Where it is? What is it like there? How is it connected to other places?).
- 4 - G1.0.2 Use cardinal and intermediate directions to describe the relative location of significant places in the United States.
- 4 - G1.0.3 Identify and describe the characteristics and purposes (e.g., measure distance, determine relative location, classify a region) of a variety of geographic tools and technologies (e.g., globe, map, satellite image).
- 4 - G1.0.4 Use geographic tools and technologies, stories, songs, and pictures to answer geographic questions about the United States.
- 4 - G1.0.5 Use maps to describe elevation, climate, and patterns of population density in the United States.

New Vocabulary

| | | | |
|----------|---------------|--|--|
| Rainfall | Topographical | | |
|----------|---------------|--|--|

3. *TLW understand how regions are created from common physical and human characteristics.*

Essential Questions

- How has diversity strengthened our country?
- How has the American culture changed as a result of immigration or migration?

- How have different places or regions changed as a result of immigration or migration?
- In what ways have human activities impacted the physical environment positively and negatively?

Key Concepts

- All cultures share common characteristics expressed in unique ways.
- Communities change as a result of push and pull factors that influence immigration.
- Roles of men, women, and families vary among cultures and across time.
- The United States is a multi-cultural society enriched by people of different backgrounds

New Vocabulary

| | | | |
|------------|-----------------|-----------------|-------------------|
| case study | negative impact | positive impact | push/pull factors |
| language | | | |

4. *TLW Understand how human activities help shape the Earth’s surface.*

Content Expectations

- 4 - G4.0.1 Use a case study or story about migration within or to the United States to identify push and pull factors (why they left, why they came) that influenced the migration. (H)
- 4 - G4.0.2 Describe the impact of immigration to the United States on the cultural development of different places or regions of the United States (e.g., forms of shelter, language, food). (H)

5. *TLW Understand the effects of human-environment interactions.*

Content Expectations

- 4 - G5.0.1 Assess the positive and negative effects of human activities on the physical environment of the United States.

Cross-Cultural Competency (CCC)

CCC: II.3EE.2 (G.LM.01.04)

- CCC-I Identify and discuss specific cultural elements and how they are either similar or different across the various cultural groups found in the state.

CIVICS AND GOVERNMENT (PURPOSES OF GOVERNMENT, VALUES AND PRINCIPLES OF AMERICAN DEMOCRACY, STRUCTURE AND FUNCTIONS OF GOVERNMENT, ROLES OF THE CITIZEN IN AMERICAN DEMOCRACY)

6. *TLW Explain why people create governments.*

Essential Questions

- How do our founding documents (Preamble to the Constitution, U.S. Constitution, Bill of Rights) limit the powers of the federal government?
- How do our founding documents (Preamble to the Constitution, U.S. Constitution, Bill of Rights) protect and guarantee the rights of the people?
- How does a political scientist think?
- What are the rights and responsibilities of U.S. citizens?
- What is the purpose of a government?
- What would life be like without rules and government?

Key Concepts

- Our founding documents (Preamble to the Constitution, U.S. Constitution, Bill of Rights) limit the powers of the federal government.
- Our founding documents (Preamble to the Constitution, U.S. Constitution, Bill of Rights) protect and guarantee the rights of the people.
- Political scientists study the world by asking questions about people and the government.
- U.S. citizens have responsibilities as well as rights.

Content Expectations

- 4 - C1.0.1 Identify questions political scientists ask in examining the United States (e.g., What does government do? What are the basic values and principles of American democracy? What is the relationship of the United States to other nations? What are the roles of the citizen in American democracy?).
- 4 - C1.0.2 Explain probable consequences of an absence of government and of rules and laws.
- 4 - C1.0.3 Describe the purposes of government as identified in the Preamble of the Constitution.

New Vocabulary

| | | | |
|-----------------------------|--|--|--|
| Declaration of Independence | | | |
|-----------------------------|--|--|--|

7. *TLW understand values and principles of American constitutional democracy.*

Essential Questions

- How is our government structured?
- How is the power of government limited?
- What government services do citizens receive in return for their tax money?

Key Concepts

- Checks and balances between three branches of government serve to limit the power.
- Government taxes its citizens in return for services provided.
- People in government jobs are either elected or appointed.
- Power is divided between the national and state governments.
- The structure of the U.S. government is intended to serve the people.

Content Expectations

- 4- C2.0.1 Explain how the principles of popular sovereignty, rule of law, checks and balances, separation of powers, and individual rights (e.g., freedom of religion, freedom of expression, freedom of press) serve to limit the powers of the federal government as reflected in the Constitution and Bill of Rights.
- 4 - C2.0.2 Identify situations in which specific rights guaranteed by the Constitution and Bill of Rights are involved (e.g., freedom of religion, freedom of expression, freedom of press).

New Vocabulary

| | | | |
|-------------------|----------------------|--------------|---------------|
| Bill of Rights | federal government | President | Spend |
| checks & balances | Interprets | public goods | Supreme Court |
| Citizens | Judges | Senators | Tax |
| Congress | judicial appointment | Services | veto power |
| Constitutionality | | | |

8. *TLW describe the structure of government in the United States and how it functions to serve citizens.*

Content Expectations

- 4 - C3.0.1 Give examples of ways the Constitution limits the powers of the federal government (e.g., election of public officers, separation of powers, checks and balances, Bill of Rights).
- 4 - C3.0.2 Give examples of powers granted to the federal government (e.g., coining of money, declaring war) and those reserved for the states (e.g., driver's license, marriage license).
- 4 - C3.0.3 Describe the organizational structure of the federal government in the United States (legislative, executive, and judicial branches).

| | |
|-----------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <p>4 - C3.0.4 Describe how the powers of the federal government are separated among the branches.</p> <p>4 - C3.0.5 Give examples of how the system of checks and balances limits the power of the federal government (e.g., presidential veto of legislation, courts declaring a law unconstitutional, congressional approval of judicial appointments).</p> <p>4 - C3.0.6 Describe how the President, members of the Congress, and justices of the Supreme Court come to power (e.g., elections versus appointments).</p> <p>4 - C3.0.7 Explain how the federal government uses taxing and spending to serve the purposes of government.</p> <p>9. <i>TLW explain important rights and how, when, and where American citizens demonstrate their responsibilities by participating in government.</i></p> <p>Content Expectations</p> <p>4 - C5.0.1 Explain responsibilities of citizenship (e.g., initiating changes in laws or policy, holding public office, respecting the law, being informed and attentive to public issues, paying taxes, registering to vote and voting knowledgeably, serving as a juror).</p> <p>4 - C5.0.2 Describe the relationship between rights and responsibilities of citizenship.</p> <p>4 - C5.0.3 Explain why rights have limits.</p> <p>4 - C5.0.4 Describe ways citizens can work together to promote the values and principles of American democracy.</p> <p>Cross-Cultural Competency (CCC) CCC: III.4.EE.2 (C.GP.00.03)</p> <p>CCC-I TLW explain the historical/ legal/ personal influences and the barriers, which these individuals and cultural groups needed to overcome in order to make these important contributions to human society.</p> <p>CCC-III TLW identify and explain examples of the important contributions of people from different cultural groups to historical and contemporary life in Michigan and the United States.</p> |
| <p>ECONOMICS (MARKET ECONOMY, NATIONAL ECONOMY, INTERNATIONAL ECONOMY)</p> | <p>10. <i>TLW use fundamental principles and concepts of economics to understand economic activity in a market economy.</i></p> <p>Essential Questions</p> <ul style="list-style-type: none"> • How does competition among buyers influence price and supply and demand? • How does competition among sellers influence price and supply and demand? • What are characteristics of a market economy? • What are positive and negative influences on consumer actions? <p>Key Concepts</p> <ul style="list-style-type: none"> • Buyers compete for goods. • Our market economy is made of many businesses and households exchanging goods and services for money. • Price influences buyer behavior. • Sellers compete for buyers. <p>Content Expectations</p> <p>4 - E1.0.1 Identify questions economists ask in examining the United States (e.g., What is produced? How is it produced? How much is produced? Who gets what is produced? What role does the government play in the economy?).</p> <p>4 - E1.0.2 Describe some characteristics of a market economy (e.g., private property rights, voluntary exchange, competition, consumer sovereignty, incentives, specialization).</p> <p>4 - E1.0.3 Describe how positive and negative incentives influence behavior in a market economy.</p> |

- 4 - E1.0.4 Explain how price affects decisions about purchasing goods and services (substitute goods).
- 4 - E1.0.5 Explain how specialization and division of labor increase productivity (e.g., assembly line). (H)
- 4 - E1.0.6 Explain how competition among buyers results in higher prices, and competition among sellers results in lower prices (e.g., supply, demand).
- 4 - E1.0.7 Demonstrate the circular flow model by engaging in a market simulation, which includes households and businesses and depicts the interactions among them.
- 4 - E1.0.8 Explain why public goods (e.g., libraries, roads, parks, the Mackinac Bridge) are not privately owned. (H)

New Vocabulary

| | | | |
|----------------------|-------------------------|-------------|--------------------|
| capital equipment | Economist | product | services |
| competition | human capital | profit risk | substitute goods |
| consumer sovereignty | market economy | rights | supply |
| demand | price | risk | voluntary exchange |
| distribution | private property rights | | |

11. *TLW use fundamental principles and concepts of economics to understand economic activity in the United States.*

Essential Questions

- How does the circular flow model work in an economy?

Key Concepts

- The economic activity between and among business firms and households affects whether the economy is growing or shrinking.

Content Expectations

- 4 - E2.0.1 Explain how changes in the United States economy impact levels of employment and unemployment (e.g., changing demand for natural resources, changes in technology, changes in competition). (H)

New Vocabulary

| | | | |
|---------------------|------------|--------------------|-----------------|
| business | employment | interdependence | quality control |
| circular flow model | export | market stimulation | specialization |
| demand | Household | outsourcing | supply |
| division of labor | import | productivity | Unemployment |

12. *TLW use fundamental principles and concepts of economics to understand economic activity in the global economy.*

Content Expectations

- 4 - E3.0.1 Describe how global competition affects the national economy (e.g., outsourcing of jobs, increased supply of goods, opening new markets, quality controls).

PUBLIC DISCOURSE, DECISION MAKING, AND CITIZEN INVOLVEMENT (IDENTIFYING AND ANALYZING PUBLIC ISSUES, PERSUASIVE

13. *TLW clearly state a problem as a public policy issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.*

Essential Questions

- How do I communicate to get my ideas across?
- What information do I need to solve a problem (data-gathering)?
- What is a problem in my state or country that I want to solve?
- Who can help me solve a problem (authority with power or level of government)?

COMMUNICATION ABOUT A PUBLIC ISSUE, CITIZEN INVOLVEMENT)

Key Concepts

- Change happens over time.
- People can work together to solve big problems.
- People in our country can solve big problems.
- Problems often have several solutions and it takes thought and information to make the right choice.

Content Expectations

- 4 - P3.1.1 Identify public issues in the United States that influence the daily lives of its citizens.
- 4 - P3.1.2 Use graphic data and other sources to analyze information about a public issue in the United States and evaluate alternative resolutions.
- 4 - P3.1.3 Give examples of how conflicts over core democratic values lead people to differ on resolutions to a public policy issue in the United States.

New Vocabulary

| | | | |
|----------------------|-------------------------|-------------|--------------------|
| capital equipment | Economist | product | services |
| competition | human capital | profit risk | substitute goods |
| consumer sovereignty | market economy | rights | supply |
| demand | price | risk | voluntary exchange |
| distribution | private property rights | | |

14. TLW use fundamental principles and concepts of economics to understand economic activity in the United States.

Essential Questions

- How does the circular flow model work in an economy?

Key Concepts

- The economic activity between and among business firms and households affects whether the economy is growing or shrinking.

Content Expectations

- 4 - E2.0.1 Explain how changes in the United States economy impact levels of employment and unemployment (e.g., changing demand for natural resources, changes in technology, changes in competition). (H)

New Vocabulary

| | | | |
|-----------------|----------------|---------------------------------|--------|
| conflict | national issue | responsibilities of citizenship | values |
| limit to rights | principles | rights of citizens | |

15. TLW communicate a reasoned position on a public issue.

Content Expectations

- 4 – P3.3.1 Compose a brief essay expressing a position on a public policy issue in the United States and justify the position with a reasoned argument.

16. TLW act constructively to further the public good.

Content Expectations

- 4 – P4.2.1 Develop and implement an action plan and know how, when, and where to address or inform others about a public issue.
- 4 – P4.2.2 Participate in projects to help or inform others.

ELEMENTARY SOCIAL STUDIES CURRICULUM
Fifth Grade Social Studies Standards, Statements, and Expectations

(NOTE: The number in parentheses represents the number of expectations.)

Discipline 1: U1 USHG Era I – Beginnings to 1620

Standard: First People in the Americas

1 Statement (3)

Standard: European Exploration

1 Statement (2)

Standard: West African Life Before the 16th Century

1 Statement (2)

Standard: Three World Interactions

1 Statement (4)

Discipline 2: U2 USHG Era 2 – Colonization and Settlement (1585 – 1763)

Standard: European Struggle for Control of North America

1 Statement (4)

Standard: European Slave Trade and Slavery in Colonial America

1 Statement (3)

Standard: Life in Colonial America

1 Statement (5)

Discipline 3: U3 USHG Era 3 Revolution and the New Nation (1754 – 1800)

Standard: Causes of the American Revolution

1 Statement (8)

Standard: The American Revolution and Its Consequences

1 Statement (4)

Standard: Creating New Government(s) and a New Constitution

1 Statement (8)

Discipline 4: Public Discourse, Decision Making, and Citizen Involvement

Standard: Identifying and Analyzing Public Issues

1 Statement (3)

Standard: Persuasive Communication about a Public Issue

1 Statement (1)

Standard: Citizen Involvement

1 Statement (2)

Fifth Grade Social Studies Standards, Statements, and Expectations

U1 USHG ERA 1 – BEGINNINGS TO 1620 (FIRST PEOPLE IN THE AMERICAS, EUROPEAN EXPLORATION, AFRICAN LIFE BEFORE THE 16TH CENTURY, THREE WORLDS INTERACTIONS)

1. *TLW describe the life of peoples living in North America before European exploration.*

Essential Questions

- How were the cultures of first people shaped by the physical environments of various regions?

Key Concepts

- First people migrated to various regions, adapting to their environments.
- The “peopling” of North America commenced long before European exploration

Content Expectations

- 5 - U1.1.1 Use maps to locate peoples in the desert Southwest, the Pacific Northwest, the nomadic nations of the Great Plains, and the woodland peoples east of the Mississippi River (Eastern Woodland).
(National Geography Standard 1, p. 144)
- 5 - U1.1.2 Compare how the first people in the desert Southwest and the Pacific Northwest adapted to or modified the environment. *(National Geography Standard 14, p. 171)*
- 5 - U1.1.3 Describe the lives of Eastern Woodland People with respect to governmental and family structures, trade, and views on property ownership and land use. *(National Geography Standard 11, p. 164, C, E)*

New Vocabulary

| | | | |
|-----------|---------|-------------------|--|
| Artifacts | Climate | Mississippi River | |
|-----------|---------|-------------------|--|

Enrichment Vocabulary

| | | | |
|---------------|----------------------|-----------------|------------|
| Adaptations | Desert | Lakota Sioux | Plains |
| Anasazi | Eastern Woodlands | Land Bridge | Southwest |
| Archeologist | Hopi | Makah | Technology |
| Bering Sea | Inuit | Nomad | Tlingit |
| Bering Strait | Iroquois | Nomadic | Woodlands |
| Chinook | Iroquois Confederacy | Northwest coast | |

2. *TLW identify the causes and consequences of European exploration and colonization.*

Essential Questions

- What political developments created conditions for an explosion of exploration?
- What technology existed/was developed to make sea exploration possible?
- What were the consequences of European Exploration?

Key Concepts

- The desire to acquire wealth, to conquer lands, and to spread Christianity motivated European nations to enter a very competitive era of exploration and colonization.

Content Expectations

- 5 - U1.2.1 Explain the technological (e.g., invention of the astrolabe and improved maps), and political developments, (e.g., rise of nation-states), that made sea exploration possible. *(National Geography Standard 1, p. 144, C)*
- 5 - U1.2.2 Use case studies of individual explorers and stories of life in Europe to compare the goals, obstacles, motivations, and consequences for European exploration and colonization of the Americas (e.g., economic, political, cultural, and religious).*(National Geography Standard 13, p. 169, C, E)*

New Vocabulary

| | | | |
|--------------|---------------|--------------|-----------------|
| astrolabe | Dutch | nation-state | Sea exploration |
| colonialism | France | Norsemen | Spain |
| colonization | Great Britain | Portugal | Vikings |
| colony | Italy | | |

Enrichment Vocabulary

| | | | |
|----------------------|--------------------|---------------------|-----------------------|
| Amerigo Vespucci | Francisco Coronado | Leif Eriksson | Renaissance |
| Bartholomeu Dias | Francisco Pizarro | Line of Demarcation | Small Pox |
| caravel | Hernando Cortes | Marco Polo | Technology |
| Christopher Columbus | Hernando de Sato | navigator | Vasco de Gama |
| compass | Juan Ponce de Leon | Prince Henry | Vasco Nunez de Balboa |
| Ferdinand Magellan | | | |

3. *TLW describe the lives of peoples living in western Africa prior to the 16th century.*

Essential Questions

- How did people live in western Africa (family, economics, and culture)?
- What trade took place between regions?

Key Concepts

- Familiarity with various regions within the continent of Africa is necessary to more fully understand the impact of later slave trade.

Content Expectations

5 - U1.3.1 Use maps to locate the major regions of Africa (northern Africa, western Africa, central Africa, eastern Africa, southern Africa). (*National Geography Standard 1, p. 144*)

5 - U1.3.2 Describe the life and cultural development of people living in western Africa before the 16th century with respect to economic (the ways people made a living) and family structures, and the growth of states, towns, and trade. (*National Geography Standard 10, p. 162*)

New Vocabulary

| | | | |
|----------------|-----------------|--------------|-------------|
| Central Africa | Northern Africa | trade routes | West Africa |
| East Africa | Southern Africa | Geography | |

Enrichment Vocabulary

| | | | |
|--------------|----------------|--------|--------|
| caravan | nomadic herder | piracy | ransom |
| colonization | | | |

4. *TLW describe the environmental, political, and cultural consequences of the interactions among European, African, and native people in the late 15th through the 17th century.*

Essential Questions

- What contrasting views existed regarding government structure and property ownership?
- What perspectives did European, African, and native people bring to post 1492 conditions in the New World?

Key Concepts

- Africans, brought to North America against their will, suffered under unspeakable acts of cruelty by those who enslaved them.
- Native people were negatively affected by colonial encroachment in their family and tribal ways of life.
- For the Europeans, exploration and colonization meant expanded opportunities.
- Interaction in the 1500s and 1600s among Europeans, Native people, and Africans created profound political and cultural changes.

Content Expectations

- 5 - U1.4.1 Describe the convergence of Europeans, Native people and Africans in North America after 1492 from the perspective of these three groups.
(*National Geography Standard 10, p. 162*)
- 5 - U1.4.2 Use primary and secondary sources (e.g., letters, diaries, maps, documents, narratives, pictures, graphic data) to compare Europeans and Native people who converged in the western hemisphere after 1492 with respect to governmental structure, and views on property ownership and land use.
(*National Geography Standard 12, p. 167, C, E*)
- 5 - U1.4.3 Explain the impact of European contact on Native people cultures by comparing the different approaches used by the British and French in their interactions with Native people.
(*National Geography Standard 10, p. 162, C, E*)
- 5 - U1.4.4 Explain the impact of European contact on Native people cultures by comparing the different approaches used by the British and French in their interactions with Native people.
(*National Geography Standard 10, p. 162, C, E*)

New Vocabulary

| | | | |
|--------------------|-------------|------------------|-------------|
| Columbian Exchange | Interaction | one-crop economy | Perspective |
| Convergence | | | |

Enrichment Vocabulary

| | | | |
|--------------------------|----------------|------------------|----------------------------|
| “Indians” | Middle Passage | Property | Slavery |
| Capture | Narrative | Secondary Source | Trans-Atlantic Slave Trade |
| Dutch West India Company | Pirate | Slave Trade | Triangular Trade |
| Journal | Primary Source | | |

U2 USHG ERA 2 – COLONIZATION AND SETTLEMENT (1585 – 1763) (EUROPEAN STRUGGLE FOR CONTROL OF NORTH AMERICA, EUROPEAN SLAVE TRADE AND SLAVERY IN COLONIAL AMERICA, LIFE IN COLONIAL AMERICA)

5. *TLW compare the regional settlement patterns and describe significant developments in southern, New England and the mid-Atlantic colonies.*

Essential Questions

- How did geography impact the settlement of colonies?
- How/why did slavery develop in the Southern colonies?
- What economic developments occurred in the southern, mid-Atlantic, and New England colonies?
- What events shaped relations with native people?
- What governments developed from colony to colony?

Key Concepts

- English colonies settled into three regional configurations: Southern, New England, and Mid-Atlantic colonies.
- Relations with Native people, regional differences in agriculture, and attitudes toward slavery emphasized differences among colonies.

Content Expectations

- 5 U2.1.1 Describe significant developments in the Southern colonies, including
- patterns of settlement and control including the impact of geography (landforms and climate) on settlement (*National Geography Standard 12, p. 167*)
 - establishment of Jamestown (*National Geography Standard 4, p. 150*)
 - development of one-crop economies (plantation land use and growing season for rice in Carolinas and tobacco in Virginia) (*National Geography Standard 11, p. 164*)
 - relationships with Native people (e.g., Powhatan) (*National Geography Standard 10, p. 162*)
 - development of colonial representative assemblies (House of Burgesses) (*National Geography Standard 5, p. 152*)
 - development of slavery.
- 5 - U2.1.2 Describe significant developments in the New England colonies, including
- patterns of settlement and control including the impact of geography (landforms and climate) on settlement (*National Geography Standard 12, p. 167*)
 - relations with Native people (e.g., Pequot/King Phillip’s War) (*National Geography Standard 10, p. 162*)
 - growth of agricultural (small farms) and non-agricultural (shipping, manufacturing) economies (*National Geography Standard 15, p. 173*)
 - the development of government including establishment of town meetings, development of colonial legislatures and growth of royal government (*National Geography Standard 13, p. 169*)
 - religious tensions in Massachusetts that led to the establishment of other colonies in New England (*National Geography Standard 13, p. 169 C, E*)
- 5 - U2.1.3 Describe significant developments in the Middle Colonies, including
- patterns of settlement and control including the impact of geography (landforms and climate) on settlement (*National Geography Standard 12, p. 167*)
 - the growth of Middle Colonies economies (e.g., breadbasket) (*National Geography Standard 7, p. 156*)
 - The Dutch settlements in New Netherlands, Quaker settlement in Pennsylvania, and subsequent English takeover of the Middle Colonies
 - immigration patterns leading to ethnic diversity in the Middle Colonies (*National Geography Standard 10, p. 162, C, E*)
- 5 - U2.1.4 Compare the regional settlement patterns of the Southern colonies, New England, and the Middle Colonies. (*National Geography Standard 12, p. 167*)

New Vocabulary

| | | | |
|------------------------------------|-----------------------|-----------------------|-------------------|
| Colonial Legislature | House of Burgesses | New England Colonies | Religious Tension |
| Colonial Representation Assemblies | Jamestown | One-crop economy | Southern Colonies |
| Ethnic Diversity | Mid-Atlantic Colonies | Pattern of Settlement | Town Meeting |

Enrichment Vocabulary

| | | | |
|--------------------------|------------|--------------------|------------------|
| Anne Hutchinson | Pilgrims | Roanoke | William Bradford |
| General James Oglethorpe | Plymouth | Roger Williams | William Penn |
| James I | Pocahontas | Sir Francis Drake | William White |
| Jamestown | Puritans | Sir Walter Raleigh | Williamstown |
| John Smith | Quakers | | |

6. *TLW analyze the development of the slave system in the Americas and its impact upon the life of Africans.*

Essential Questions

- In what ways were African American customs/practices preserved?
- What was life like for enslaved Africans in the American colonies?
- What was triangular trade, including the Middle Passage?

Key Concepts

- Enslaved Africans, having endured the Middle Passage and forced into lives of involuntary servitude, were able to draw upon their African past to develop a distinct African-American culture.

Content Expectations

- 5 – U2.2.1 Describe Triangular Trade including • the trade routes
 • the people and goods that were traded
 • the Middle Passage
 • its impact on life in Africa (*National Geography Standards 9, and 11; pp. 160 and 164 E*)
- 5 – U2.2.2 Describe the life of enslaved Africans and free Africans in the American colonies. (*National Geography Standard 5, p. 152*)
- 5 – U2.2.3 Describe how Africans living in North America drew upon their African past (e.g., sense of family, role of oral tradition) and adapted elements of new cultures to develop a distinct African-American culture. (*National Geography Standard 10, p. 162*)

7. *TLW distinguish among and explain the reasons for regional differences in colonial America.*

Essential Questions

- What colonies belonged to which colonial regions?
- What types of agriculture developed in which colonies?
- What was daily life like in the colonies for people of different social and economic groups?

| | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <p>Key Concepts</p> <ul style="list-style-type: none"> • The Colonial era in America had distinctly different meanings depending on one’s regional or geographic location. • The wealthy (landowners, farmers, merchants), the poor (indentured servants, laborers), and the disenfranchised (women, enslaved people, Native people) had a wide spectrum of experiences. <p>Content Expectations</p> <p>5 - U2.3.1 Locate the New England, Middle, and Southern colonies on a map. (<i>National Geography Standard 3 p. 148</i>)</p> <p>5 - U2.3.2 Describe the daily life of people living in the New England, Middle, and Southern colonies. (<i>National Geography Standards 14 and 15; pp. 171 and 173</i>)</p> <p>5 - U2.3.3 Describe colonial life in America from the perspectives of at least three different groups of people (e.g., wealthy landowners, farmers, merchants, indentured servants, laborers and the poor, women, enslaved people, free Africans, and Native people). (<i>National Geography Standard 6, p. 154</i>)</p> <p>5 - U2.3.4 Describe the development of the emerging labor force in the colonies (e.g., cash crop farming, slavery, indentured servants). (E)</p> <p>5 - U2.3.5 Make generalizations about the reasons for regional differences in colonial America. (<i>National Geography Standard 6, p. 154</i>)</p> |
| <p>U3 USHG ERA 3 REVOLUTION AND THE NEW NATION (1754 – 1800) (CAUSES FO THE AMERICAN REVOLUTION, THE AMERICAN REVOLUTION AND ITS CONSEQUENCES, CREATING NEW GOVERNMENT(S) AND A NEW CONSTITUTION)</p> | <p>8. <i>TLW Identify the major political, economic, and ideological reasons for the American Revolution.</i></p> <p>Essential Questions</p> <ul style="list-style-type: none"> • How did colonists respond to Britain’s series of acts to pay off debts? • What respective roles did the First and Second Continental Congress play in the revolution debate? • What role did the French and Indian War play in the American Revolution? <p>Key Concepts</p> <ul style="list-style-type: none"> • A Declaration of Independence separating the colonies from Great Britain was crafted and sent. • Britain’s changing policies toward its colonies, brought on by the French and Indian War, caused great unrest. • Lines were drawn between Loyalist, Patriot, and Neutralist regarding the question of independence. • Profound thoughts concerning a new, more representative form of government were presented. <p>Content Expectations</p> <p>5 - U3.1.1 Describe the role of the French and Indian War, how British policy toward the colonies in America changed from 1763 to 1775, and colonial dissatisfaction with the new policy. (<i>National Geography Standard 13 p. 169 C, E</i>)</p> <p>5 - U3.1.2 Describe the causes and effects of events such as the Stamp Act, Boston Tea Party, the Intolerable Acts, and the Boston Massacre.</p> <p>5 - U3.1.3 Using an event from the Revolutionary era (e.g., Boston Tea Party, quartering of soldiers, closing of colonial legislatures), explain how British and colonial views on authority and the use of power without authority differed (views on representative government).</p> <p>5 - U3.1.4 Describe the role of the First and Second Continental Congress in unifying the colonies (addressing the Intolerable Acts, declaring independence, drafting the Articles of Confederation). (C)</p> |

- 5 - U3.1.5 Use the Declaration of Independence to explain why the colonists wanted to separate from Great Britain and why they believed they had the right to do so. (C)
- 5 - U3.1.6 Identify the role that key individuals played in leading the colonists to revolution, including George Washington, Thomas Jefferson, Benjamin Franklin, Patrick Henry, Samuel Adams, John Adams, and Thomas Paine.
- 5 - U3.1.7 Describe how colonial experiences with self-government (e.g., Mayflower Compact, House of Burgesses and town meetings) and ideas about government (e.g., purposes of government such as protecting individual rights and promoting the common good, natural rights, limited government, representative government) influenced the decision to declare independence. (C)
- 5 - U3.1.8 Identify a problem confronting people in the colonies, identify alternative choices for addressing the problem with possible consequences, and describe the course of action taken.

New Vocabulary

| | | | |
|-----------------------------|--------------------|---------------------------|-----------------------------|
| Articles of Confederation | George Washington | natural rights | Second Continental Congress |
| Benjamin Franklin | individual rights | Patrick Henry | self-government |
| Boston Massacre | Intolerable Acts | quartering of soldiers | Stamp Act |
| Boston Tea Party | John Adams | representative government | Thomas Jefferson |
| Declaration of Independence | limited government | revolution(ary) | Thomas Paine |
| First Continental Congress | Mayflower Compact | Samuel Adams | Search & Seizure |
| French and Indian War | | | |

9. *TLW Explain the multi-faceted nature of the American Revolution and its consequences.*

Essential Questions

- How did France’s involvement in the American Revolution affect its outcome?
- What key battles shaped the direction of the Revolutionary War?
- What were the surrender terms in the 1783 Treaty of Paris?

Key Concepts

- The American Revolutionary War, where a group of citizen-soldiers fought against the world’s mightiest army, was filled with advantages and disadvantages on both sides.

Content Expectations

- 5 - U3.2.1 Describe the advantages and disadvantages of each side during the American Revolution with respect to military leadership, geography, types of resources, and incentives. (*National Geography Standard 4, p. 150, E*)
- 5 - U3.2.2 Describe the importance of Valley Forge, Battle of Saratoga, and Battle of Yorktown in the American Revolution.
- 5 - U3.2.3 Compare the role of women, African Americans, Native people, and France in helping shape the outcome of the war.
- 5 - U3.2.4 Describe the significance of the Treaty of Paris (establishment of the United States and its boundaries). (*National Geography Standard 13, p. 169, C*)

New Vocabulary

| | | | |
|---------------------|---------------------|-----------------|--------------|
| American Revolution | Battle of Yorktown | Treaty of Paris | Valley Forge |
| Battle of Saratoga | National boundaries | | |

10. *TLW Explain some of the challenges faced by the new nation under the Articles of Confederation, and analyze the development of the Constitution as a new plan for governing.*

Essential Questions

- How was the question of slavery addressed at the Constitutional Convention?
- What are examples of the Articles of Confederation’s weaknesses?
- What are the first three articles in the U.S. Constitution?
- What was the division of power between states and the national government?
- Why did framers want to limit the power of government?
- Why was a Bill of Rights added to the Constitution?

Key Concepts

- An ineffective Articles of Confederation led to the creation of the United States Constitution. This new document answered questions regarding enumeration of powers between state and national government as well as the limits of the national government’s power.

Content Expectations

- 5 - U3.3.1 Describe the powers of the national government and state governments under the Articles of Confederation. (C)
- 5 - U3.3.2 Give examples of problems the country faced under the Articles of Confederation (e.g., lack of national army, competing currencies, reliance on state governments for money). (*National Geography Standard 13, p. 169, C*)
- 5 - U3.3.3 Explain why the Constitutional Convention was convened and why the Constitution was written. (C)
- 5 - U3.3.4 Describe the issues over representation and slavery the Framers faced at the Constitutional Convention and how they were addressed in the Constitution (Great Compromise, Three-Fifths Compromise). (*National Geography Standard 9, p. 160, C*)
- 5 - U3.3.5 Give reasons why the Framers wanted to limit the power of government (e.g., fear of a strong executive, representative government, importance of individual rights). (C)
- 5 - U3.3.6 Describe the principle of federalism and how it is expressed through the sharing and distribution of power as stated in the Constitution (e.g., enumerated and reserved powers). (C)
- 5 - U3.3.7 Describe the concern that some people had about individual rights and why the inclusion of a Bill of Rights was needed for ratification. (C)
- 5 - U3.3.8 Describe the rights found in the First, Second, Third, and Fourth Amendments to the United States Constitution.

New Vocabulary

| | | | |
|----------------|--|--|--|
| 3/5 compromise | | | |
|----------------|--|--|--|

PUBLIC DISCOURSE, DECISION MAKING, AND CITIZEN INVOLVEMENT (IDENTIFYING AND ANALYZING PUBLIC ISSUES, PERSUASIVE COMMUNICATION ABOUT A PUBLIC ISSUE, CITIZEN INVOLVEMENT)

11. *TLW clearly state a problem as public policy issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.*

Essential Questions

- How do I communicate to get my ideas across?
- What information do I need to solve a problem? (data-gathering)
- What is a problem in my classroom, school, or neighborhood that I want to solve?
- Who can help me solve a problem? (authority with power)

Key Concepts

- Change happens over time.
- People can work together to solve big problems.
- People in our country can solve big problems.

Content Expectations

- 5 - P3.1.1 Identify contemporary public issues related to the United States Constitution and their related factual, definitional, and ethical questions.
- 5 - P3.1.2 Use graphic data and other sources to analyze information about a contemporary public issue related to the United States Constitution and evaluate alternative resolutions.
- 5 - P3.1.3 Give examples of how conflicts over core democratic values lead people to differ on contemporary constitutional issues in the United States.

12. *TLW communicate a reasoned position on a public issue.*

Content Expectations

- 5 - P3.3.1 Compose a short essay expressing a position on a contemporary public policy issue related to the Constitution and justify the position with a reasoned argument.

13. *TLW act constructively to further the public good.*

Content Expectations

- 5 - P4.2.1 Develop and implement an action plan and know how, when, and where to address or inform others about a public issue.
- 5 - P4.2.2 Participate in projects to help or inform others.

Sixth Grade Common Core - SOCIAL STUDIES CURRICULUM

Skipped RH-2, Stopped at

| | |
|------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Unit 1: Investigating the Past</p> | <p>1. Investigating the Past - Tools of a Geographer 2. Investigating the Past - Tools of a Historian 3. Investigating the Past - Tools of an Archaeologist WHST.8-Students will be taught how to avoid plagiarism, cite sources and use appropriate online resources. WHST.9-Students draw evidence from informational text to support analysis, reflection and research. RH.4-Students will identify specific vocabulary and definitions for each chapter. RH.7-In every chapter visual information is integrated into the print and digital text RH.6-Students read portions of the <i>Motel of Mystery</i> for purpose and perspective, and examine artifacts for meaning.</p> |
| <p>Unit 2: Pre-History</p> | <p>4. Hunters Gatherers and the Agricultural Revolution</p> |
| <p>Unit 3: Rise of Civilizations</p> | <p>5. Rise of Civilizations - Sumeria RH.3-Students use textual clues to discover the process of small communities evolving into civilizations (elements of civilization). 6. Ancient Kingdoms of Assyria Babylonia and Akkadia</p> |
| <p>Unit 4: Ancient Egypt and the Near Middle East</p> | <p>7. Geography and Settlement of the Region 8. Ancient Egypt RH.1-Research and cite sources on Ancient Egyptian life using primary sources (guided tours, photographs of historic sites, poetry and writings, arts), and secondary sources (websites, textbooks, etc.) 9. Ancient Kush 10. Ancient Hebrews and Judaism</p> |
| <p>Unit 5: Ancient India</p> | <p>11. Ancient India - Geography of India 12. Ancient India - Ancient India 13. Ancient India - Hinduism and Buddhism</p> |
| <p>Unit 6: Ancient China</p> | <p>14. Geography of China RH.9-Students compare primary sources and artifacts using Kid's Discover Magazine and the textbook as a secondary source. 15. Shang Dynasty 16. Confucianism and Daoism 17. Han Dynasty 18. Trade and the Silk Road WHST.2-Students will write an informational report on three Chinese Philosophies.</p> |

| | |
|------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <p>WHST.5-Students will peer edit their Chinese Philosophy essay.</p> <p>WHST.10-Students will write routinely over an extended time frame for reflection and revision purposes.</p> |
| <p>Unit 7: Ancient Greece</p> | <p>19. Ancient Greece - Geography of Greece</p> <p>RH.8-Students will distinguish among fact, opinion and reasoned judgment in texts regarding the importance of the rosetta stone, the authenticity of the ‘mummie’s curse’ and other mysteries of ancient Egypt.</p> <p>RH.9-Students will write a persuasive essay arguing the value of the legacy of the Ancient Greeks and Romans.</p> <p>20. Ancient Greece - Politics and Life in Ancient Greece</p> <p>21. Ancient Greece - Conflicts and Empires in Ancient Greece</p> <p>22. Ancient Greece - Legacy of Greece</p> |
| <p>Unit 8: Ancient Rome</p> | <p>23. Ancient Rome - Geography of Rome</p> <p>24. Ancient Rome - Roman Republic</p> <p>25. Ancient Rome - Roman Empire</p> <p>26. Ancient Rome - Origin and Spread of Christianity</p> <p>RH.9-Students study the origins of Christianity (and other religions) through the reading of the textbook and the Bible or applicable Holy Book (quotations provided in the textbook).</p> <p>27. Ancient Rome - Rise of Islam</p> <p>28. Ancient Rome - Legacy of Rome</p> |
| <p>Unit 9: Earliest Civilizations of the Americas</p> | <p>29. Earliest Civilizations of the Americas - Geography of the Americas</p> <p>30. Earliest Civilizations of the Americas - Mayan Civilization</p> <p>31. Earliest Civilizations of the Americas - Inca Civilization</p> <p>32. Earliest Civilizations of the Americas - Aztec Civilization</p> <p>WHST.7-Students will generate a question and produce a culminating project relating to the development of civilizations and city states.</p> |

MIDDLE SCHOOL SOCIAL STUDIES CURRICULUM
Sixth Grade Social Studies Standards, Statements, and Expectations

(NOTE: The number in parentheses represents the number of expectations.)

Discipline 1: UNIT 1: INVESTIGATING THE PAST

Standard: Tools of a Geographer

1 Statement (10)

Standard: Tools of a Historian

1 Statement (4)

Standard: Tools of an Archeologist

1 Statement (2)

Discipline 2: UNIT 2: PRE-HISTORY

Standard: Hunters gatherers and the Agricultural Revolution

1 Statement (9)

Discipline 3: UNIT 3: RISE OF CIVILIZATIONS

Standard: Sumeria

1 Statement (3)

Standard: Ancient Kingdoms of Assyria Babylonia and Akkadia

1 Statement (6)

Discipline 4: UNIT 4: ANCIENT EGYPT AND THE NEAR MIDDLE EAST

Standard: Geography and Settlement of the Region

1 Statement (10)

Standard: Ancient Egypt

1 Statement (5)

Standard: Ancient Kush

1 Statement (3)

Standard: Ancient Hebrews and Judaism

1 Statement (3)

Discipline 5: UNIT 5: ACIENT INDIA

Standard: Geography of India

1 Statement (11)

Standard: Ancient India

1 Statement (4)

Standard: Hinduism and Buddhism

1 Statement (3)

Discipline 6: UNIT 6: ANCIENT CHINA

Standard: Geography of China

1 Statement (8)

Standard: Shang Dynasty

1 Statement (4)

Standard: Confucianism and Daoism

1 Statement (2)

Standard: Han Dynasty

1 Statement (5)

Standard: Trade and the Silk Road

1 Statement (3)

Discipline 7: UNIT 7: ANCIENT GREECE

Standard: Geography of Greece

1 Statement (11)

Standard: Politics and Life in Ancient Greece

1 Statement (7)

Standard: Conflicts and Empires in Ancient Greece

1 Statement (6)

Standard: Legacy of Greece

1 Statement (1)

Discipline 8: UNIT 8: ANCIENT ROME

Standard: Geography of Rome

1 Statement (6)

Standard: Roman Republic

1 Statement (3)

Standard: Roman Empire

1 Statement (2)

Standard: Origin and Spread of Christianity

1 Statement (4)

Standard: Rise of Islam

1 Statement (4)

Standard: Legacy of Rome

1 Statement (2)

Discipline 9: UNIT 9: EARLIEST CIVILIZATIONS OF THE AMERICAS

Standard: Geography of the Americas

1 Statement (6)

Standard: Mayan Civilization

1 Statement (6)

Standard: Inca Civilization

1 Statement (5)

Standard: Aztec Civilization

1 Statement (6)

Sixth Grade Social Studies Standards, Statements, and Expectations

UNIT 1: INVESTIGATING THE PAST

1. *Tools of a Geographer*

Essential Questions

- How do geographers solve the mysteries of the past?
- What tools do geographers use in their studies?

Key Concepts

- ancient history
- archeologist
- geographer
- historian

Content Expectations

- 7 – *GI.1.1* Explain and use a variety of maps, globes, and web based geography technology to study the world, including global, interregional, regional, and local scales.
- 7 – *GI.2.1* Locate the major landforms, rivers and climate regions of the Eastern Hemisphere.
- 7 – *GI.2.6* Apply the skills of geographic inquiry (asking geographic questions, acquiring geographic information, organizing geographic information, analyzing geographic information, and answering geographic questions) to analyze a problem or issue of importance to a region of the Eastern Hemisphere.
- 7 – *GI.3.2* Explain the locations and distributions of physical and human characteristics of Earth by using knowledge of spatial patterns.
- 7 – *G4.3.2* Describe patterns of settlement by using historical and modern maps (e.g., the location of the world’s mega cities, other cities located near coasts and navigable rivers, regions under environmental stress such as the Sahel).
- 7 – *H1.2.5* Describe how historians use methods of inquiry to identify cause effect relationships in history noting that many have multiple causes.
- 7 – *H1.2.6* Identify the role of the individual in history and the significance of one person’s ideas.
- 7 – *H1.4.2* Describe and use themes of history to study patterns of change and continuity.
- 7 – *W2.1.2* Use historical and modern maps and other sources to locate
- 7 – *W3.1.2* Using historic and modern maps, locate three major empires of this era, describe their geographic characteristics including physical features and climate, and propose a generalization about the relationship between geographic characteristics and the development of early empires.

New Vocabulary

| | | | |
|-------------------------------|----------|-----------|--------|
| compass rose | latitude | longitude | place |
| globe | legend | map | region |
| human-environment interaction | location | movement | scale |

2. *Tools of a Historian*

Essential Questions

- How do historians solve the mysteries of the past?
- What tools do historians use in their studies?

Key Concepts

- what is an historian
- what is ancient history

Content Expectations

- 6 – *HI.2.4* Compare and evaluate competing historical perspectives about the past based on proof.
- 7 – *HI.1.1* Explain why and how historians use eras and periods as constructs to organize and explain human activities over time.
- 7 – *HI.1.2* Compare and contrast several different calendar systems used in the past and present and their cultural significance (e.g., Sun Dial, Gregorian calendar – B.C./A.D.; contemporary secular – B.C.E./C.E.; Chinese, Hebrew, and Islamic/Hijri calendars).
- 7 – *HI.2.1* Explain how historians use a variety of sources to explore the past (e.g., artifacts, primary and secondary sources including narratives, technology, historical maps, visual/mathematical quantitative data, radiocarbon dating, DNA analysis).

New Vocabulary

| | | | |
|--------------------------|----------------------|-----------|-------------|
| artifact | Chinese | Gregorian | prehistoric |
| calendar systems:sundial | contemperery secular | Hebrew | ritual |
| cause and effect | era | | |

*3. Tools of an Archeologist***Essential Questions**

- How do archeologists solve the mysteries of the past?
- What tools do archeologists use in their studies?

Key Concepts

- what is an archeologist
- what is archeology

Content Expectations

- 7 – *HI.4.3* Use historical perspectives to analyze global issues faced by humans long ago and today.
- 7 – *W2.1.1* Describe the importance of the development of human language oral and written,and its relationship to the development of culture.(verbal vocalizations,standardization of physical and abstract words, and pictograph to abstract writing)

New Vocabulary

| | | | |
|----------|-------------|--------|--|
| artifact | prehistoric | ritual | |
|----------|-------------|--------|--|

UNIT 2: PRE-HISTORY*4. Hunters Gatherers and the Agricultural Revolution***Essential Questions**

- How did the development of farming changes peoples lives?
- How did the development of farming lead to the establishment to communities and trade?

Key Concepts

- neolithic age
- paleolithic age
- Stone-age

Content Expectations

- 6 – *W1.1.1* Describe the early migrations of people among Earth’s continents (including

- the Beringa Land Bridge).
- 6 – **WI.1.2** Examine the lives of hunting and gathering people during the earliest eras of human society (tools and weapons, language and fire).
 - 6 – **WI.2.1** Describe the transition from hunter gatherers to sedentary agriculture (domestication of plants and animals).
 - 6 – **WI.2.2** Describe the importance of the natural environment in the development of agricultural settlements in different locations (e.g. available water for irrigation, adequate precipitation and suitable growing seasons.)
 - 6 – **WI.2.3** Explain the impact of the Agricultural Revolution (stable food supply, surplus, population growth, trade, division of labor, development of settlements).
 - 7 – **WI.1.1** Explain how and when human communities populated major regions of the Eastern Hemisphere (Africa, Australia, Europe and Asia).
 - 7 – **WI.1.2** Explain what archaeologists have learned about Paleolithic and Neolithic patterns of living in Africa
 - 7 – **WI.2.1** Explain the importance of the natural environment in the development of agricultural settlements in different locations (e.g. available water for irrigation, adequate precipitation, and suitable growth season.)
 - 7 – **WI.2.2** Explain the impact of the Agricultural Revolution (stable food supply, surplus, population growth, trade, division of labor and development of settlements.)

New Vocabulary

| | | | |
|-------------------------|-----------|------------|---------|
| Agricultural Revolution | gatherers | ore | shelter |
| agriculture | hunters | pastoral | Surplus |
| division of labor | migration | population | Trade |
| domesticate | | | |

UNIT 3: RISE OF CIVILIZATION

5. *Sumeria*

Essential Questions

- How did villages in Mesopotamia grow into large cities?
- What are the essential characteristics of a civilization?
- What problems did the people of Mesopotamia encounter and how were those problems solved?

Key Concepts

- city-states
- civilization
- culture
- Mesopotamia
- Sumer

Content Expectations

- 7 – **G2.2.1** Describe the human characteristics of the region under study (including languages, religion, economic system, governmental system, cultural traditions).
- 7 – **HI.4.1** Describe and use cultural institutions to study an era and a region (political, economic, religion/ belief, science/technology, written language, education, family).
- 7 – **W2.1.3** Examine early civilizations to describe their common features (ways of governing, stable food supply, economic and social structures, use of resources and technology, division of labor and forms of communication).work together through international organizations.

New Vocabulary

| | | | |
|--------------------|------------|------------------|------------|
| arch | levee | slavery | Sumerians |
| chariot | pictograph | social structure | technology |
| cunieform | scribe | status | ziggurat |
| irrigation systems | | | |

6. *Ancient Kingdoms of Assyria Babylonia and Akkadia***Essential Questions**

- What lead to the fall of the four empires of Mesopotamia?
- What were the achievements of the four empires of Mesopotamia?

Key Concepts

- Assyrian
- Babylonian
- Empires:Akkadian
- Neo-Babylonian

Content Expectations

- 7 – **G2.2.1** Describe the human characteristics of the region under study (including languages, religion, economic system, governmental system, cultural traditions).
- 7 – **H1.2.3** Identify the point of view (perspective of the author) and context when reading and discussing primary and secondary sources.
- 7 – **H1.4.1** Describe and use cultural institutions to study an era and a region (political, economic, religion/ belief, science/technology, written language, education, family).
- 7 – **W2.1.3** Examine early civilizations to describe their common features (ways of governing, stable food supply, economic and social structures, use of resources and technology, division of labor and forms of communication).
- 7 – **W3.1.10** Create a time line that illustrates the rise and fall of classical empires during the classical period.
- 7 – **W3.1.9** Describe the significance of legal codes, belief systems, written languages and communications in the development of large regional empires.

New Vocabulary

| | | | |
|-----------|------------|-------|---------|
| aqueduct | bas-relief | siege | tribute |
| astronomy | capital | | |

UNIT 4: ANCIENT EGYPT AND THE NEAR MIDDLE EAST7. *Geography and Settlement of the Region.***Essential Questions**

- What were the three environmental factors that influenced the settlement of ancient Egypt/Kush/Canaan?

Key Concepts

- environmental factors
- geography

Content Expectations

- 7– **G1.2.6** Apply the skills of geographic inquiry (asking geographic questions, acquiring geographic information, organizing geographic information, analyzing geographic information, and answering geographic questions) to analyze a problem or issue of importance to a region of the Eastern Hemisphere..
- 7 – **G1.1.1** Explain and use a variety of maps, globes, and web based geography

technology to study the world, including global, interregional, regional, and local scales.

- 7 – *GI.2.1* Locate the major landforms, rivers and climate regions of the Eastern Hemisphere.
- 7 – *GI.3.1* Use the fundamental themes of geography (location, place, human environment interaction, movement, region) to describe regions or places on earth.
- 7 – *GI.3.2* Explain the locations and distributions of physical and human characteristics of Earth by using knowledge of spatial patterns.
- 7 – *G2.1.1* Describe the landform features and the climate of the region (within the Western or Eastern Hemispheres) under study.
- 7 – *G4.3.2* Describe patterns of settlement by using historical and modern maps (e.g., the location of the world’s mega cities, other cities located near coasts and navigable rivers, regions under environmental stress such as the Sahel).
- 7 – *W1.2.3* Compare and contrast the environmental, economic, and social institutions of two early civilizations from different world regions (e.g., Yangtse, Indus River Valley, Tigris/Euphrates, and Nile).
- 7 – *W3.1.10* Create a time line that illustrates the rise and fall of classical empires during the classical period.
- 7 – *W3.1.2* Using historic and modern maps, locate three major empires of this era, describe their geographic characteristics including physical features and climates, and propose a generalization about the relationship between geographic characteristics and the development of early empires.

New Vocabulary

| | | | |
|---------|-------------------|-------------------|------------|
| climate | fertilization | ocean | rivers |
| coastal | landforms | papyrus | Sea |
| delta | mountains valleys | physical features | Topography |
| desert | nomads | plain | vegetaion |

8. *Ancient Egypt.*

Essential Questions

- What type of social class system governed Egyptian society?
- What was daily life like for an ancient Egyptian?
- What were the major accomplishments of the four pharaohs?
- What were the major eras of stability in Egyptian history?

Key Concepts

- middle and new kingdoms
- old
- pharaohs
- social classes
- social pyramid

Content Expectations

- 7 – *CI.1.1* Explain how the purposes served by government affect relationships between the individual, government, and society as a whole and the differences that occur in monarchies, theocracies, dictatorships, and representative governments.
- 7 – *G2.1.2* Use information from GIS, remote sensing and the World Wide Web to compare and contrast the surface features and vegetation of the continents of the Eastern Hemisphere.
- 7 – *HI.4.1* Describe and use cultural institutions to study an era and a region (political, economic, religion/ belief, science/technology, written language, education, family).

- 7 – **W2.1.3** Examine early civilizations to describe their common features (ways of governing, stable food supply, economic and social structures, use of resources and technology, division of labor and forms of communication).
- 7 – **W3.1.5** Describe major achievements from Indian, Chinese, Mediterranean, African, and Southwest and Central Asian civilizations in the areas of art, architecture and culture; science, technology and mathematics; political life and ideas; philosophy and ethical beliefs; and military strategy.

New Vocabulary

| | | | |
|----------|--------------|-------------|--------|
| alliance | famine | peasant | scribe |
| artisan | flood | pharaoh | silt |
| census | hieroglyphic | pyramid | vizier |
| embalm | obelisk | sarcophagus | |

9. *Ancient Kush*

Essential Questions

- How did Kush's culture evolve and change as a result of Egyptian influence?
- What were the results of the conflicts between ancient Egypt and ancient Kush?

Key Concepts

- cultural relationships
- Kush

Content Expectations

- 7– **H1.2.2** Read and comprehend a historical passage to identify basic factual knowledge and the literal meaning by indicating who was involved, what happened, where it happened, what events led to the development, and what consequences or outcomes followed.
- 7 – **W2.1.3** Examine early civilizations to describe their common features (ways of governing, stable food supply, economic and social structures, use of resources and technology, division of labor and forms of communication).
- 7 – **W2.1.3** Examine early civilizations to describe their common features (ways of governing, stable food supply, economic and social structures, use of resources and technology, division of labor and forms of communication).

New Vocabulary

| | | | |
|--------|---------|---------|--------|
| archer | dynasty | kandake | treaty |
|--------|---------|---------|--------|

10. *Ancient Hebrews and Judaism*

Essential Questions

- How have Jews struggled to preserve and pass on their religion?
- What are the major elements of the Jewish faith?
- What were the origins of Judaism?

Key Concepts

- Hebrews
- Jewish diaspora
- Judaism
- Torah

Content Expectations

- 7 – **W3.2.1** Identify and describe the beliefs of the five major world religions.
- 7 – **W3.2.2** Locate the geographical center of major religions and map the spread through

the 3rd century C.E./A.D.

7 – W3.2.3 Identify and describe the ways that religions unified people’s perceptions of the world and contributed to cultural integration of large regions of Afro-Eurasia. (National Geography Standard 6,(p.73)

New Vocabulary

| | | | |
|---------------------|-------------|-----------|------------------|
| Ark of the Covenant | gentile | prophet | synagogue |
| covenant | mono-theism | Rabbai | Talmud |
| descendant | persecute | Sabbath | ten commandments |
| execute | plague | sacrifice | Torah |
| exodus | | | |

UNIT 5: ANCIENT INDIA

11. *Geography of India*

Essential Questions

- How has the geography of India affected its settlement and development?
- What are the major geographical features of India?

Key Concepts

- physical features
- sub-continent

Content Expectations

7 – GI.1.1 Explain and use a variety of maps, globes, and web based geography technology to study the world, including global, interregional, regional, and local scales.

7 – GI.2.1 Locate the major landforms, rivers and climate regions of the Eastern Hemisphere.

7 – GI.2.6 Apply the skills of geographic inquiry (asking geographic questions, acquiring geographic information, organizing geographic information, analyzing geographic information, and answering geographic questions) to analyze a problem or issue of importance to a region of the Eastern Hemisphere.

7 – GI.3.1 Use the fundamental themes of geography (location, place, human environment interaction, movement, region) to describe regions or places on earth.

7 – GI.3.2 Explain the locations and distributions of physical and human characteristics of Earth by using knowledge of spatial patterns.

7 – G4.3.2 Describe patterns of settlement by using historical and modern maps (e.g., the location of the world’s mega cities, other cities located near coasts and navigable rivers, regions under environmental stress such as the Sahel).

7 – WI.2.1 Explain the importance of the natural environment in the development of agricultural settlements in different locations (e.g., available water for irrigation, adequate precipitation, and suitable growth season).

7 – WI.2.3 Compare and contrast the environmental, economic, and social institutions of two early civilizations from different world regions (e.g., Yangtse, Indus River Valley, Tigris/Euphrates, and Nile).

7 – W2.1.2 Use historical and modern maps and other sources to locate, describe, and analyze major river systems and discuss the ways these physical settings supported permanent settlements, and development of early civilizations (Tigris and Euphrates Rivers, Yangtze River, Nile River, Indus River).

7 – W2.1.3 Examine early civilizations to describe their common features (ways of governing, stable food supply, economic and social structures, use of resources and technology, division of labor and forms of communication).

7 – W3.1.2 Using historic and modern maps, locate three major empires of this era, describe their geographic characteristics including physical features and climates, and propose a generalization about the relationship between geographic characteristics and the development of early empires.

New Vocabulary

| | | | |
|---------|---------|---------|--|
| glacier | monsoon | plateau | |
|---------|---------|---------|--|

*12. Ancient India***Essential Questions**

- What was life like for citizens of ancient Mohenjodaro?
- What were the key characteristics of ancient Mohenjodaro?
- What were the major cultural achievements during India's golden age?

Key Concepts

- Golden Age of India
- Gupta Empire
- Indus-Sarasvati civilization
- Mohenjodaro
- Seven Achievements

Content Expectations

- 7 – **G3.2.1** Explain how and why ecosystems differ as a consequence of differences in latitude, elevation, and human activities (e.g., effects of latitude on types of vegetation in Africa, proximity to bodies of water in Europe, and effects of annual river flooding in Southeast Asia and China).
- 7 – **W2.1.3** Examine early civilizations to describe their common features (ways of governing, stable food supply, economic and social structures, use of resources and technology, division of labor and forms of communication).
- 7 – **W3.1.5** Describe major achievements from Indian, Chinese, Mediterranean, African, and Southwest and Central Asian civilizations in the areas of art, architecture and culture; science, technology and mathematics; political life and ideas; philosophy and ethical beliefs; and military strategy.
- 7 – **W3.2.3** Identify and describe the ways that religions unified people's perceptions of the world and contributed to cultural integration of large regions of Afro-Eurasia. (National Geography Standard 6, p. 73)

New Vocabulary

| | | | |
|---------|-----------|-----------|--------------|
| citadel | monastery | provinces | sewer system |
| granary | murals | scrolls | |

*13. Hinduism and Buddhism***Essential Questions**

- How did Buddhism affect unification of India under the Mauryan Empire?
- What are the major elements of the Buddhism faith?
- What are the major elements of the Hindu faith?
- What were the origins of Buddhism?
- What were the origins of Hinduism?

Key Concepts

- Ashoka
- Buddhism
- Dharma
- Hinduism
- Mauryan Empire

Content Expectations

- 7 – **W3.1.8** Describe the role of state authority, military power, taxation systems, and

institutions of coerced labor, including slavery, in building and maintaining empires (e.g., Han Empire, Mauryan Empire, Egypt, Greek city-states and the Roman Empire).

7 – **W3.2.1** Identify and describe the beliefs of the five major world religions.

7 – **W3.2.3** Identify and describe the ways that religions unified people’s perceptions of the world and contributed to cultural integration of large regions of Afro-Eurasia. (National Geography Standard 6, p. 73)

New Vocabulary

| | | | |
|------------|---------|---------------|----------|
| alms | deities | nirvana | Sanskrit |
| ascetic | edicts | pilgrimage | unify |
| Brahmanism | karma | reincarnation | vedas |
| caste | | | |

UNIT 6: ANCIENT CHINA

14. *Geography of China*

Essential Questions

- What are the five geographic regions in China?
- What are the key physical features of each region in China?

Key Concepts

- climate
- geographic regions
- physical features
- vegetation

Content Expectations

7 – **GI.2.1** Locate the major landforms, rivers and climate regions of the Eastern Hemisphere.

7 – **GI.2.6** Apply the skills of geographic inquiry (asking geographic questions, acquiring geographic information, organizing geographic information, analyzing geographic information, and answering geographic questions) to analyze a problem or issue of importance to a region of the Eastern Hemisphere.

7 – **GI.3.1** Use the fundamental themes of geography (location, place, human environment interaction, movement, region) to describe regions or places on earth.

7 – **GI.3.2** Explain the locations and distributions of physical and human characteristics of Earth by using knowledge of spatial patterns

7 – **G2.1.2** Use information from GIS, remote sensing and the World Wide Web to compare and contrast the surface features and vegetation of the continents of the Eastern Hemisphere.

7 – **G4.3.2** Describe patterns of settlement by using historical and modern maps (e.g., the location of the world’s mega cities, other cities located near coasts and navigable rivers, regions under environmental stress such as the Sahel).

7 – **WI.2.1** Explain the importance of the natural environment in the development of agricultural settlements in different locations (e.g., available water for irrigation, adequate precipitation, and suitable growth season).

7 – **W3.1.2** Using historic and modern maps, locate three major empires of this era, describe their geographic characteristics including physical features and climates, and propose a generalization about the relationship between geographic characteristics and the development of early empires.

New Vocabulary

| | | | |
|--------|--------|------|-----------|
| maize | mutton | silt | tributary |
| millet | oasis | | |

15. *Shang Dynasty*

Essential Questions

- What are the key cultural traits of China during the Shang Dynasty?

Key Concepts

- Shang Dynasty

Content Expectations

- 7 – **G2.2.1** Describe the human characteristics of the region under study (including languages, religion, economic system, governmental system, cultural traditions).
- 7– **H1.4.1** Describe and use cultural institutions to study an era and a region (political, economic, religion/ belief, science/technology, written language, education, family).
- 7 – **W2.1.3** Examine early civilizations to describe their common features (ways of governing, stable food supply, economic and social structures, use of resources and technology, division of labor and forms of communication).
- 7 – **W3.1.5** Describe major achievements from Indian, Chinese, Mediterranean, African, and Southwest and Central Asian civilizations in the areas of art, architecture and culture; science, technology and mathematics; political life and ideas; philosophy and ethical beliefs; and military strategy.

New Vocabulary

| | | | |
|------------------|---------|-----------------|-----------|
| ancestor worship | economy | human sacrifice | logograph |
| clan | | | |

16. *Confucianism and Daoism*

Essential Questions

- What are the major elements of Confucianism?
- What are the major elements of Daoism?
- What were the origins of Confucianism?
- What were the origins of Daoism?

Key Concepts

- Confucianism
- Daoism
- legalism
- philosophy
- Zhou dynasty

Content Expectations

- 7 – **W3.2.1** Identify and describe the beliefs of the five major world religions.
- 7 – **W3.2.3** Identify and describe the ways that religions unified people's perceptions of the world and contributed to cultural integration of large regions of Afro-Eurasia. (National Geography Standard 6, p. 73)

New Vocabulary

| | | | |
|---------------|-------------------|------|-----|
| civil servant | Mandate of Heaven | yang | yin |
| feudalism | | | |

17. *Han Dynasty*

Essential Questions

- What were the major achievements of the Han Dynasty?

Key Concepts

Han Dynasty

Content Expectations

- 7 – **G2.2.1** Describe the human characteristics of the region under study (including languages, religion, economic system, governmental system, cultural traditions).
- 7 – **H1.4.1** Describe and use cultural institutions to study an era and a region (political, economic, religion/ belief, science/technology, written language, education, family).
- 7 – **W2.1.3** Examine early civilizations to describe their common features (ways of governing, stable food supply, economic and social structures, use of resources and technology, division of labor and forms of communication).
- 7 – **W3.1.5** Describe major achievements from Indian, Chinese, Mediterranean, African, and Southwest and Central Asian civilizations in the areas of art, architecture and culture; science, technology and mathematics; political life and ideas; philosophy and ethical beliefs; and military strategy.
- 7 – **W3.1.8** Describe the role of state authority, military power, taxation systems, and institutions of coerced labor, including slavery, in building and maintaining empires (e.g., Han Empire, Mauryan Empire, Egypt, Greek city-states and the Roman Empire).

New Vocabulary

| | | | |
|-------------|-------------|-----------|-------------|
| anesthetic | calligraphy | lodestone | seismograph |
| bureaucracy | compass | | |

*18. Trade and the Silk Road***Essential Questions**

- How did the Silk Road affect inter-continental trade between Europe and Asia?
- How were the cultures of Asia and Europe affected by the Silk Road?

Key Concepts

- Silk Road
- Trade routes

Content Expectations

- 7 – **W2.1.4** Define the concept of cultural diffusion and how it resulted in the spread of ideas and technology from one region to another (e.g., plants, crops, plow, wheel, bronze metallurgy).
- 7 – **W3.1.10** Create a time line that illustrates the rise and fall of classical empires during the classical period.
- 7 – **W3.1.6** Use historic and modern maps to locate and describe trade networks among empires in the classical era.

New Vocabulary

| | | | |
|---------|--------|------|--|
| caravan | mirage | toga | |
|---------|--------|------|--|

UNIT 7: ANCIENT GREECE*19. Geography of Greece***Essential Questions**

- How did the geography of Greece affect its settlement?

Key Concepts

- colonies
- geography
- trade

Content Expectations

- 7 – *GI.1.1* Explain and use a variety of maps, globes, and web based geography technology to study the world, including global, interregional, regional, and local scales.
- 7 – *GI.2.1* Locate the major landforms, rivers and climate regions of the Eastern Hemisphere.
- 7 – *GI.2.6* Apply the skills of geographic inquiry (asking geographic questions, acquiring geographic information, organizing geographic information, analyzing geographic information, and answering geographic questions) to analyze a problem or issue of importance to a region of the Eastern Hemisphere.
- 7 – *GI.3.1* Use the fundamental themes of geography (location, place, human environment interaction, movement, region) to describe regions or places on earth.
- 7 – *GI.3.2* Explain the locations and distributions of physical and human characteristics of Earth by using knowledge of spatial patterns.
- 7 – *G2.1.1* Describe the landform features and the climate of the region (within the Western or Eastern Hemispheres) under study.
- 7 – *G4.3.2* Describe patterns of settlement by using historical and modern maps (e.g., the location of the world’s mega cities, other cities located near coasts and navigable rivers, regions under environmental stress such as the Sahel).
- 7 – *WI.2.1* Explain the importance of the natural environment in the development of agricultural settlements in different locations (e.g., available water for irrigation, adequate precipitation, and suitable growth season).
- 7 – *W3.1.2* Using historic and modern maps, locate three major empires of this era, describe their geographic characteristics including physical features and climates, and propose a generalization about the relationship between geographic characteristics and the development of early empires.
- 7 – *W3.1.6* Use historic and modern maps to locate and describe trade networks among empires in the classical era.
- 7 – *W3.1.7* Use a case study to describe how trade integrated cultures and influenced the economy within empires (e.g., Assyrian and Persian trade networks or networks of Egypt and Nubia/Kush; or Phoenician and Greek networks).

New Vocabulary

| | | | |
|-----------|----------|-------------|---------|
| colonists | merchant | settlements | shelter |
|-----------|----------|-------------|---------|

*20. Politics and Life in Ancient Greece***Essential Questions**

- What are the characteristics of the four types of government developed in ancient Greece?
- What was life like in ancient Athens and Sparta?

Key Concepts

- city-state
- economy
- education
- forms of government

Content Expectations

- 7 – *CI.1.1* Explain how the purposes served by government affect relationships between the individual, government, and society as a whole and the differences that occur in monarchies, theocracies, dictatorships, and representative governments.
- 7 – *G2.2.1* Describe the human characteristics of the region under study (including languages, religion, economic system, governmental system, cultural traditions).
- 7 – *W2.1.3* Examine early civilizations to describe their common features (ways of governing, stable food supply, economic and social structures, use of resources and technology, division of labor and forms of communication).
- 7 – *W3.1.1* Describe the characteristics that classical civilizations share (institutions, cultural styles, systems of thought that influenced neighboring peoples and have endured for several centuries).
- 7 – *W3.1.4* Assess the importance of Greek ideas about democracy and citizenship in the development of Western political thought and institutions
- 7 – *W3.1.8* Describe the role of state authority, military power, taxation systems, and institutions of coerced labor, including slavery, in building and maintaining empires (e.g., Han Empire, Mauryan Empire, Egypt, Greek city-states and the Roman Empire).
- 7 – *W3.1.3* Compare and contrast the defining characteristics of a city-state, civilization, and empire.

New Vocabulary

| | | | |
|------------|-----------|--------------|-----------|
| agora | Attica | monarch | priestess |
| aristocrat | citizen | oligarchy | Tyrant |
| assembly | democracy | Peloponeseus | |

*21. Conflicts and empires in Ancient Greece***Essential Questions**

- How did Alexander the Great establish his empire? What are the lasting effects of Alexander the Great's empire?
- How did the conflicts of ancient Greece affect the Mediterranean region?

Key Concepts

- Alexander the Great
- Golden Age
- Greek culture
- Peloponesean war
- Persian Empire

Content Expectations

- 7 – *C3.6.1* Define the characteristics of a nation-state (a specific territory, clearly defined boundaries, citizens, and jurisdiction over people who reside there, laws, and government) and how Eastern Hemisphere nations interact.
- 7 – *H1.4.1* Describe and use cultural institutions to study an era and a region (political, economic, religion/ belief, science/technology, written language, education, family)
- 7 – *W2.1.3* Examine early civilizations to describe their common features (ways of governing, stable food supply, economic and social structures, use of resources and technology, division of labor and forms of communication)
- 7 – *W2.1.4* Define the concept of cultural diffusion and how it resulted in the spread of ideas and technology from one region to another (e.g., plants, crops, plow, wheel, bronze metallurgy).
- 7 – *W3.1.5* Describe major achievements from Indian, Chinese, Mediterranean, African,

and Southwest and Central Asian civilizations in the areas of art, architecture and culture; science, technology and mathematics; political life and ideas; philosophy and ethical beliefs; and military strategy.

7 – W3.1.8 Describe the role of state authority, military power, taxation systems, and institutions of coerced labor, including slavery, in building and maintaining empires (e.g., Han Empire, Mauryan Empire, Egypt, Greek city-states and the Roman Empire).

New Vocabulary

| | | | |
|-----------|--------------|------------|------------|
| Acropolis | architecture | Hellespont | Philosophy |
| Ally | cavalry | myth | Sculpture |
| appoint | drama | Parthenon | |

22. Legacy of Greece

Essential Questions

- How did the accomplishments of ancient Greece spread and affect other societies?
- What were the key accomplishments of Athens during its golden age?

Key Concepts

- Greek contributions

Content Expectations

7 – W2.1.4 Define the concept of cultural diffusion and how it resulted in the spread of ideas and technology from one region to another (e.g., plants, crops, plow, wheel, bronze metallurgy).

New Vocabulary

| | | | |
|-----------|------------|-----------|---------|
| astronomy | latitude | longitude | Theater |
| geometry | literature | | |

UNIT 8: ANCIENT ROME

23. Geography of Rome

Essential Questions

- How did the geography of Italy affect the development of ancient Rome?
- Why did the Latins settle on the Tiber River?

Key Concepts

- cultural influence(Greece)
- Etruscans

Content Expectations

7 – GI.1.1 Explain and use a variety of maps, globes, and web based geography technology to study the world, including global, interregional, regional, and local scales.

7 – GI.2.1 Locate the major landforms, rivers and climate regions of the Eastern Hemisphere.

7 – GI.2.6 Apply the skills of geographic inquiry (asking geographic questions, acquiring geographic information, organizing geographic information, analyzing geographic information, and answering geographic questions) to analyze a problem or issue of importance to a region of the Eastern Hemisphere.

7 – G4.1.2 Compare roles of women in traditional African societies in the past with roles of women as modern micro-entrepreneurs in current economies.

7 – G4.3.2 Describe patterns of settlement by using historical and modern maps (e.g., the location of the world’s mega cities, other cities located near coasts and navigable rivers, regions under environmental stress such as the Sahel).

7 – **W3.1.2** Using historic and modern maps, locate three major empires of this era, describe their geographic characteristics including physical features and climates, and propose a generalization about the relationship between geographic characteristics and the development of early empires.

New Vocabulary

| | | | |
|-----------|------------|--------|-----------|
| cuniculus | gladiators | Latins | palletine |
|-----------|------------|--------|-----------|

24. *Roman Republic*

Essential Questions

- How did the government of Rome evolve and change over time?
- What was life like for Plebeians and Patricians in ancient Rome?
- What were the characteristics of the Roman Republic?

Key Concepts

- Patrician
- Plebian
- Republic

Content Expectations

7 – **W2.1.3** Examine early civilizations to describe their common features (ways of governing, stable food supply, economic and social structures, use of resources and technology, division of labor and forms of communication).

7 – **W2.1.4** Define the concept of cultural diffusion and how it resulted in the spread of ideas and technology from one region to another (e.g., plants, crops, plow, wheel, bronze metallurgy).

7 – **W3.1.8** Describe the role of state authority, military power, taxation systems, and institutions of coerced labor, including slavery, in building and maintaining empires (e.g., Han Empire, Mauryan Empire, Egypt, Greek city-states and the Roman Empire).

New Vocabulary

| | | | |
|-----------|---------|---------|------|
| consul | plebian | tribune | veto |
| patrician | Senate | | |

25. *Roman Empire*

Essential Questions

- What was daily life like for the different social classes in ancient Rome?
- What were the four main period of expansion of the Roman Empire and what were their key features?

Key Concepts

- Empire
- Expansion

Content Expectations

7 – **W2.1.3** Examine early civilizations to describe their common features (ways of governing, stable food supply, economic and social structures, use of resources and technology, division of labor and forms of communication).

7 – **W3.1.8** Describe the role of state authority, military power, taxation systems, and institutions of coerced labor, including slavery, in building and maintaining empires (e.g., Han Empire, Mauryan Empire, Egypt, Greek city-states and the Roman Empire).

New Vocabulary

| | | | |
|-----------|-----------|--------|-------|
| Caesar | Punic War | stylus | villa |
| civil war | | | |

26. *Origin and Spread of Christianity***Essential Questions**

- How did Christianity spread throughout the Roman Empire?
- What are the major elements of the Christian faith?
- What were the origins of Christianity?

Key Concepts

- Christianity
- Jesus Christ

Content Expectations

- 7 – **W2.1.4** Define the concept of cultural diffusion and how it resulted in the spread of ideas and technology from one region to another (e.g., plants, crops, plow, wheel, bronze metallurgy).
- 7 – **W3.2.1** Identify and describe the beliefs of the five major world religions.
- 7 – **W3.2.2** Locate the geographical center of major religions and map the spread through the 3rd century C.E./A.D.
- 7 – **W3.2.3** Identify and describe the ways that religions unified people’s perceptions of the world and contributed to cultural integration of large regions of Afro-Eurasia. (National Geography Standard 6, p. 73)

New Vocabulary

| | | | |
|--------------|--------------|------------|---------|
| baptize | disciple | martyr | parable |
| Christianity | Gospel | Messiah | Prefect |
| crucifixion | Jesus Christ | missionary | |

27. *Rise of Islam***Essential Questions**

- What are the major elements of the Islamic faith?
- What were the origins of Islam?

Key Concepts

- Five Pillars of Islam
- Prophet Mohammad
- Qur'an
- Shari'ah

Content Expectations

- 7 – **W2.1.4** Define the concept of cultural diffusion and how it resulted in the spread of ideas and technology from one region to another (e.g., plants, crops, plow, wheel, bronze metallurgy).
- 7 – **W3.2.1** Identify and describe the beliefs of the five major world religions
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New Vocabulary

| | | | |
|--------------------|--------|--------|---------|
| Allah | Islam | Mecca | Muslim |
| cultural diffusion | Kabbah | mosque | Ramadan |
| Hegira | Koran | | |

28. *Legacy of Rome***Essential Questions**

- How has ancient Rome influenced the world we live in today?
- What is the legacy of ancient Rome?

Key Concepts

- Legacy

Content Expectations

7 – *HI.4.1* Describe and use cultural institutions to study an era and a region (political, economic, religion/ belief, science/technology, written language, education, family).

New Vocabulary

| | | | |
|-------------|-------------|----------|-------|
| dome | Renaissance | stoicism | vault |
| Greco-Roman | | | |

UNIT 9: EARLIEST CIVILIZATIONS OF THE AMERICAS29. *Geography of the Americas***Essential Questions**

- How did the geography of the Americas affects its settlement?

Key Concepts

- agricultural techniques
- class structure
- family life
- religious beliefs and practices

Content Expectations

6 – *GI.1.1* Describe how geographers use mapping to represent places and natural and human phenomena in the world.

6 – *GI.2.1* Locate the major landforms

6 – *GI.2.6* Apply the skills of geographic inquiry (asking geographic questions, acquiring geographic information, organizing geographic information, analyzing geographic information, and answering geographic questions) to analyze a problem or issue of importance to a region of the Western Hemisphere.

6 – *GI.2.6* Apply the skills of geographic inquiry (asking geographic questions, acquiring geographic information, organizing geographic information, analyzing geographic information, and answering geographic questions) to analyze a problem or issue of importance to a region of the Western Hemisphere.

6 – *GI.3.1* Use the fundamental themes of geography (location, place, human environment interaction, movement, region) to describe regions or places on earth.

6 – *GI.3.2* Explain the locations and distributions of physical and human characteristics of Earth by using knowledge of spatial patterns.

New Vocabulary

| | | | |
|--------------------|--|--|--|
| Western Hemisphere | | | |
|--------------------|--|--|--|

30. *Mayan Civilizaion*

Essential Questions

- What were the key cultural achievements of the Mayan civilization?
- What were the regional struggles and changes that impacted the Maya?

Key Concepts

- Mayan agricultural techniques
- Mayan class structure
- Mayan culture
- Mayan family life
- Mayan religious beliefs

Content Expectations

- 6 – HI.1.2** Compare and contrast several different calendar systems used in the past and present and their cultural significance (e.g., Olmec and Mayan calendar systems, Aztec Calendar Stone, Sun Dial, Gregorian calendar – B.C./A.D.; contemporary secular – B.C.E./C.E. Note: in 7th grade Eastern Hemisphere the Chinese, Hebrew, and Islamic/Hijri calendars are included).
- 6 – W3.1.1** Analyze the role of environment in the development of early empires, referencing both useful environmental features and those that presented obstacles.
- 6 – W3.1.2** Explain the role of economics in shaping the development of early civilizations (trade routes and their significance – Inca Road, supply and demand for products).
- 6 – W3.1.3** Describe similarities and difference among Mayan, Aztec, and Incan societies, including economy, religion, and role and class structure.
- 6 – W3.1.4** Describe the regional struggles and changes in governmental systems among the Mayan, Aztec, and Incan Empires.
- 6 – W3.1.5** Construct a timeline of main events on the origin and development of early and classic ancient civilizations of the Western Hemisphere (Olmec, Mayan, Aztec, and Incan).

New Vocabulary

| | | | |
|------------------------|-------------|------------|----------------------------|
| coming-of-age ceremony | Mesoamerica | rituals | slash and burn agriculture |
| hieroglyphic | pok-a-tok | sacrifices | social pyramid |

31. Inca Civilization**Essential Questions**

- What were the key cultural achievements of the Inca civilization?
- What were the regional struggles and changes that impacted the Inca?

Key Concepts

- Inca agricultural techniques
- Inca class structure
- Inca culture
- Inca family life
- Inca religious beliefs

Content Expectations

- 6 – W3.1.1** Analyze the role of environment in the development of early empires, referencing both useful environmental features and those that presented obstacles.
- 6 – W3.1.2** Explain the role of economics in shaping the development of early

civilizations (trade routes and their significance – Inca Road, supply and demand for products).

- 6 – W3.1.3 Describe similarities and difference among Mayan, Aztec, and Incan societies, including economy, religion, and role and class structure.
- 6 – W3.1.4 Describe the regional struggles and changes in governmental systems among the Mayan, Aztec, and Incan Empires.
- 6 – W3.1.5 Construct a timeline of main events on the origin and development of early and classic ancient civilizations of the Western Hemisphere (Olmec, Mayan, Aztec, and Incan).

New Vocabulary

| | | | |
|----------|------------|--------|--------|
| ayllus | divination | Litter | oracle |
| communal | | | |

32. *Aztec Civilization*

Essential Questions

- What were the key cultural achievements of the Aztec civilization?
- What were the regional struggles and changes that impacted the Aztec?

Key Concepts

- Aztec agricultural techniques
- Aztec class structure
- Aztec culture
- Aztec family life
- Aztec religious beliefs

Content Expectations

- 6 – H1.1.2 Compare and contrast several different calendar systems used in the past and present and their cultural significance (e.g., Olmec and Mayan calendar systems, Aztec Calendar Stone, Sun Dial, Gregorian calendar – B.C./A.D.; contemporary secular – B.C.E./C.E. Note: in 7th grade Eastern Hemisphere the Chinese, Hebrew, and Islamic/Hijri calendars are included).
- 6 – W3.1.1 Analyze the role of environment in the development of early empires, referencing both useful environmental features and those that presented obstacles.
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- 6 – W3.1.3 Describe similarities and difference among Mayan, Aztec, and Incan societies, including economy, religion, and role and class structure.
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- 6 – W3.1.5 Construct a timeline of main events on the origin and development of early and classic ancient civilizations of the Western Hemisphere (Olmec, Mayan, Aztec, and Incan).

New Vocabulary

| | | | |
|-----------|------------|-------------|--------------|
| alliance | dike | mercenaries | Tenochtitlan |
| aviary | dowry | plaza | ward |
| causeways | hereditary | semi-divine | |

Seventh Grade Common Core - SOCIAL STUDIES CURRICULUM

| | |
|-----------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Unit 1: The Geographers World</p> | <p>1. Geographers Tools RH.4-Students will identify specific vocabulary and definitions for each chapter. RH 7 - In every chapter visual information is integrated into the print and digital text 2. A Spatial Way of Thinking 33. Relative & Absolute Location in Autstralia</p> |
| <p>Unit 2: Land Use and Resources</p> | <p>19. The Nile River 20. Life in the Sahara & Sahel 26. The Aral Sea RH.2-Use of news articles and reports for descriptions of conditions and circumstances surrounding the shrinking of the Aral Sea 13. Life in the Andes Mountains 12. Land Use Conflict in the Amazon Rainforest WHST.4 / RH.9-Students will use the facts in the text and outside research to formulate a persuasive argument in accordance with the chosen format, audience, and purpose. (RAFTS, News Reports) WHST.8-Students will gather information from multiple digital and print sources assessing credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. 5. Urban Sprawl WHST.9-Students will draw evidence from informational sources on urban sprawl to support analysis, reflection and research.</p> |
| <p>Unit 3: National Parks/Extreme Places or Conditions</p> | <p>11. Extreme Weather 27. The Effects of Monsoons in South Asia 35. Antarctica: Climate Change RH.6-Text provides examples and evidence illustrating the arguments for and against climate change. 29. Mount Everest RH.3-Text identifies a specific process for high altitude mountain climbing, including the process of acclimatization, cold weather readiness, and technical climbing skills. 29. National Parks</p> |
| <p>Unit 4: Pollution</p> | <p>4. The Great Lakes WHST.1a-e-Students will formulate a position on an ecological issue in the Great Lakes. They will research their position using the text and outside sources to support their claims and provide a formal opening and closing statement, as well as a prepared list of</p> |

| | |
|-----------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <p>well-reasoned arguments.</p> <p>WHST.5-Student writing to government officials will be proofread by peers and parents/guardians to strengthen writing as needed.</p> <p>WHST.10-Student writing to government officials will be reflected upon and revised over extended time frames.</p> <p>16. Transboundary Pollution in Europe</p> <p>WHST.2a-f-Students will research and write an informative/explanatory report in digital format on a current pollution event. Students will include headings, visuals, and graphics to facilitate understanding. Students will clarify connections between concepts and utilize appropriate supporting details and quotations from knowledgeable and/or expert sources.</p> |
| <p>Unit 5: Population Not Ordered Yet</p> | <p>15. Population Dilemmas in Europe</p> <p>RH.7-Students use population pyramids in combination with current and historical texts to interpret population trends.</p> <p>30. China Population</p> <p>31. Population Density in Japan</p> <p>9. Spatial Inequality in Mexico City</p> |
| <p>Unit 6: Consumerism and Consumption</p> | <p>24. Oil in Southwest Asia</p> <p>WHST.7-Students will conduct short research projects to answer a self-generated question regarding oil consumption.</p> <p>7. Consumption in the U.S.</p> <p>RH.9-In this chapter students analyze two primary sources about consumption including a personal food diary and the <i>Material World</i> and compare that to the secondary source of the <i>Geography Alive Text</i></p> <p>32. The Global Sneaker: From Asia to Everywhere</p> <p>RH.3-In this chapter the students identify the key steps in producing an athletic shoe. This process looks at everything from materials needed, production, and distribution in a global market and is directly supported by the text of this chapter.</p> |
| <p>Unit 7: Cultural Issues</p> | <p>8. Migration to the U.S.</p> <p>10. Indigenous Cultures: The Maya in Mesoamerica</p> <p>22. Nigeria: Country of Many Cultures</p> <p>23. Post Apartheid South Africa</p> <p>RH.5-Text compares the effects of apartheid on different ethnic groups in South Africa</p> |

MIDDLE SCHOOL SOCIAL STUDIES CURRICULUM
Seventh Grade Social Studies Standards, Statements, and Expectations

(NOTE: The number in parentheses represents the number of expectations.)

Discipline 1: UNIT 1: THE GEOGRAPHER'S WORLD

Standard: The Tools of a Geographer

1 Statement (2)

Standard: Seeing the World Like A Geographer

1 Statement (4)

Discipline 2: UNIT 2: THE UNITED STATES AND CANADA

Standard: Geography of North America

1 Statement (8)

Standard: Settlement Patterns and Ways of Life in Canada

1 Statement (12)

Standard: The Great Lakes

1 Statement (12)

Standard: Urban Sprawl

1 Statement (9)

Standard: National Parks

1 Statement (4)

Standard: Consumption Patterns of the United States

1 Statement (5)

Standard: Migration to North America

1 Statement (30)

Discipline 3: UNIT 3: LATIN AMERICA

Standard: Geography of Latin America

1 Statement (8)

Standard: Spatial Inequality in Mexico City

1 Statement (6)

Standard: Indigenous Cultures

1 Statement (25)

Standard: Dealing with Extreme Weather

1 Statement (9)

Standard: Land Use Conflict in the Amazon Rainforest

1 Statement (13)

Standard: Life in the Central Andes

1 Statement (19)

Discipline 4: UNIT 4: EUROPE AND RUSSIA

Standard: Geography Of Europe and Russia

1 Statement (8)

Standard: Supranatural Cooperation in the European Union

1 Statement (20)

Standard: Population Dilemmas In Europe

1 Statement (7)

Standard: Transboundary Population in Europe

1 Statement (15)

Standard: The Varied Landscape of Russia

1 Statement (3)

Standard: New Nation States from the Old Soviet Empire

1 Statement (17)

Discipline 5: UNIT 5: AFRICA

- Standard: Geography of Africa**
1 Statement (7)
- Standard: The Nile River**
1 Statement (18)
- Standard: Life in the Sahara and the Sahal**
1 Statement (13)
- Standard: Micro-entrepreneurs in Africa**
1 Statement (9)
- Standard: The Many Cultures of Nigeria**
1 Statement (24)
- Standard: Post-apartheid South Africa**
1 Statement (14)

Discipline 6: UNIT 6: SOUTHWEST AND CENTRAL ASIA

- Standard: Geography of Southwest Asia**
1 Statement (7)
- Standard: Oil in Southwest Asia**
1 Statement (18)
- Standard: Istanbul as a Primate City**
1 Statement (7)
- Standard: The Shrinking Water Sources of Central Asia**
1 Statement (17)

Discipline 7: UNIT 7: MONSOON (SOUTHEAST) ASIA

- Standard: Geography of Monsoon Asia**
1 Statement (7)
- Standard: The Effects of Monsoon in South Asia**
1 Statement (16)
- Standard: Tech Workers and Time Zones**
1 Statement (18)
- Standard: Mount Everest**
1 Statement (4)
- Standard: China the Worlds Most Populous Country**
1 Statement (10)
- Standard: Population Density in Japan**
1 Statement (8)
- Standard: Globalization**
1 Statement (15)

Discipline 8: UNIT 8: OCEANIA AND ANTARCTICA

- Standard: Basic Geography of Oceania and Antarctica**
1 Statement (7)
- Standard: The Impact of Location on Australia**
1 Statement (9)
- Standard: Adapting to Life in the Pacific Islands**
1 Statement (5)
- Standard: Research on Global Warming**
1 Statement (21)

Seventh Grade Social Studies Standards, Statements, and Expectations

UNIT 1: THE GEOGRAPHER'S WORLD

1. *The Tools of Geography.*

Essential Questions

- How do geographers show information on maps?

Key Concepts

- map interpretation
- physical maps
- political maps
- thematic maps

Content Expectations

6 – GI.1.1 Describe how geographers use mapping to represent places and natural and human phenomena in the world.

7 – GI.1.1 Explain and use a variety of maps, globes, and web based geography technology to study the world, including global, interregional, regional, and local scales.

New Vocabulary

| | | | |
|---------------------|-------------------------|------------------------|---------------------|
| absolute location | global grid | map projections | relative location |
| Antarctic Circle | hemispheres | Map scale | Revolution |
| Arctic Circle | Human geography | Meridians of longitude | Rotation |
| Axis | Intermediate directions | Parallels of latitude | Spatial |
| cardinal directions | International Date Line | Physical geography | Temperate zones |
| compass rose | landmass | polar zones | Tropic of Cancer |
| Coordinates | map grid | Prime meridian | Tropic of Capricorn |
| Ecosystems | map key | Relative location | Tropical zones |
| geography | map legend | | |

2. *Seeing the World Like a Geographer*

Essential Questions

- Why do geographers use a variety of maps to represent the world?

Key Concepts

- map and graph analysis skills

Content Expectations

6 – GI.1.1 Describe how geographers use mapping to represent places and natural and human phenomena in the world.

6 – GI.2.3 Use data to create thematic maps and graphs showing patterns of population, physical terrain, rainfall, and vegetation, analyze the patterns and then propose two generalizations about the location and density of the population.

6 – G3.1.1 Construct and analyze climate graphs for two locations at different latitudes and elevations in the region to answer geographic questions and make predictions based on patterns. (e.g., compare and contrast Buenos Aires and La Paz; Mexico City and Guatemala City; Edmonton and Toronto).

7 – GI.1.1 Explain and use a variety of maps, globes, and web based geography technology to study the world, including global, interregional, regional, and local scales.

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| | <p>New Vocabulary</p> <table border="1"> <tr> <td>arid</td> <td>forestry</td> <td>map legend</td> <td>population density</td> </tr> <tr> <td>climagraph</td> <td>fossil fuels</td> <td>natural resources</td> <td>precipitation</td> </tr> <tr> <td>climate</td> <td>humid continental</td> <td>peninsula</td> <td>Regions</td> </tr> <tr> <td>climate zones</td> <td>hydroelectric power</td> <td>physical features</td> <td>thematic map</td> </tr> <tr> <td>desert</td> <td>land use</td> <td>plantations</td> <td>vegetation</td> </tr> <tr> <td>economic activity</td> <td>landforms</td> <td>plateaus</td> <td>vegetation zones</td> </tr> </table> | arid | forestry | map legend | population density | climagraph | fossil fuels | natural resources | precipitation | climate | humid continental | peninsula | Regions | climate zones | hydroelectric power | physical features | thematic map | desert | land use | plantations | vegetation | economic activity | landforms | plateaus | vegetation zones | | | | |
| arid | forestry | map legend | population density | | | | | | | | | | | | | | | | | | | | | | | | | | |
| climagraph | fossil fuels | natural resources | precipitation | | | | | | | | | | | | | | | | | | | | | | | | | | |
| climate | humid continental | peninsula | Regions | | | | | | | | | | | | | | | | | | | | | | | | | | |
| climate zones | hydroelectric power | physical features | thematic map | | | | | | | | | | | | | | | | | | | | | | | | | | |
| desert | land use | plantations | vegetation | | | | | | | | | | | | | | | | | | | | | | | | | | |
| economic activity | landforms | plateaus | vegetation zones | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>UNIT 2: THE UNITED STATES AND CANADA</p> | <p>3. <i>Geography of North America</i></p> <p>Essential Questions</p> <ul style="list-style-type: none"> How do the five themes of geography help us understand North America? <p>Key Concepts</p> <ul style="list-style-type: none"> analyze and create thematic maps related to the region knowledge of and the ability to identify the key capitals in the region knowledge of and the ability to identify the key countries in the region knowledge of and the ability to identify the key physical features of the region <p>Content Expectations</p> <p>6 – <i>GI.1.1</i> Describe how geographers use mapping to represent places and natural and human phenomena in the world.</p> <p>6 – <i>GI.1.2</i> Draw a sketch map from memory of the Western Hemisphere showing the major regions (Canada, United States, Mexico, Central America, South America, and Caribbean).</p> <p>6 – <i>GI.2.1</i> Locate the major landforms, rivers (Amazon, Mississippi, Missouri, Colorado), and climate regions of the Western Hemisphere.</p> <p>6 – <i>GI.2.3</i> Use data to create thematic maps and graphs showing patterns of population, physical terrain, rainfall, and vegetation, analyze the patterns and then propose two generalizations about the location and density of the population.</p> <p>6 – <i>GI.2.4</i> Use observations from air photos, photographs (print and CD), films (VCR and DVD) as the basis for answering geographic questions about the human and physical characteristics of places and regions.</p> <p>6 – <i>GI.2.5</i> Use information from modern technology such as Geographic Positioning System (GPS), Geographic Information System (GIS), and satellite remote sensing to locate information and process maps and data to analyze spatial patterns of the Western Hemisphere to answer geographic questions.</p> <p>6 – <i>GI.2.6</i> Apply the skills of geographic inquiry (asking geographic questions, acquiring geographic information, organizing geographic information, analyzing geographic information, and answering geographic questions) to analyze a problem or issue of importance to a region of the Western Hemisphere.</p> <p>6 – <i>G2.1.1</i> Describe the landform features and the climate of the region (within the Western or Eastern Hemispheres) under study.</p> <p>New Vocabulary</p> <table border="1"> <tr> <td>arid</td> <td>economic activity</td> <td>ice cap</td> <td>subarctic</td> </tr> <tr> <td>chaparral</td> <td>forestry</td> <td>marine west coast</td> <td>temperate grassland</td> </tr> <tr> <td>civil war</td> <td>freshwater</td> <td>mixed forest</td> <td>tropical grasslands</td> </tr> <tr> <td>commercial farming</td> <td>glaciers</td> <td>population density</td> <td>tropical wet and dry</td> </tr> <tr> <td>coniferous forest</td> <td>highlands</td> <td>region</td> <td>tundra</td> </tr> <tr> <td>desert</td> <td>humid continental</td> <td>semiarid</td> <td>Urban</td> </tr> <tr> <td>desert scrub</td> <td>humid subtropical</td> <td>shield</td> <td>vegetation zone</td> </tr> </table> | arid | economic activity | ice cap | subarctic | chaparral | forestry | marine west coast | temperate grassland | civil war | freshwater | mixed forest | tropical grasslands | commercial farming | glaciers | population density | tropical wet and dry | coniferous forest | highlands | region | tundra | desert | humid continental | semiarid | Urban | desert scrub | humid subtropical | shield | vegetation zone |
| arid | economic activity | ice cap | subarctic | | | | | | | | | | | | | | | | | | | | | | | | | | |
| chaparral | forestry | marine west coast | temperate grassland | | | | | | | | | | | | | | | | | | | | | | | | | | |
| civil war | freshwater | mixed forest | tropical grasslands | | | | | | | | | | | | | | | | | | | | | | | | | | |
| commercial farming | glaciers | population density | tropical wet and dry | | | | | | | | | | | | | | | | | | | | | | | | | | |
| coniferous forest | highlands | region | tundra | | | | | | | | | | | | | | | | | | | | | | | | | | |
| desert | humid continental | semiarid | Urban | | | | | | | | | | | | | | | | | | | | | | | | | | |
| desert scrub | humid subtropical | shield | vegetation zone | | | | | | | | | | | | | | | | | | | | | | | | | | |

4. *Settlement Patterns and Ways of Life in Canada*

Essential Questions

- How does where you live influence how you live?

Key Concepts

- analyze the characteristics of each of the five regions of Canada.
- evaluate the importance of location on ways of life around the world.
- explain how location affects ways of life in those five regions.

Content Expectations

- 6 – G1.1.1** Describe how geographers use mapping to represent places and natural and human phenomena in the world.
- 6 – G1.3.1** Use the fundamental themes of geography (location, place, human environment interaction, movement, region) to describe regions or places on earth.
- 6 – G1.3.3** Explain the different ways in which places are connected and how those connections demonstrate interdependence and accessibility.
- 6 – G2.2.1** Describe the human characteristics of the region under study (including languages, religion, economic system, governmental system, cultural traditions).
- 6 – G3.2.2** Identify ecosystems and explain why some are more attractive for humans to use than are others (e.g., mid-latitude forest in North America, high latitude of Peru, tropical forests in Honduras, fish or marine vegetation in coastal zones).
- 6 – G4.3.1** Identify places in the Western Hemisphere that have been modified to be suitable for settlement by describing the modifications that were necessary (e.g., Vancouver in Canada; irrigated agriculture; or clearing of forests for farmland).
- 6 – G4.4.1** Identify factors that contribute to conflict and cooperation between and among cultural groups (control/use of natural resources, power, wealth, and cultural diversity).
- 6 – G4.4.2** Describe the cultural clash of First Peoples, French and English in Canada long ago, and the establishment of Nunavut in 1999.
- 6 – H1.1.1** Explain why and how historians use eras and periods as constructs to organize and explain human activities over time.
- 6 – W1.1.1** Describe the early migrations of people among Earth's continents (including the Beringia Land Bridge).
- 6 – W1.1.2** Examine the lives of hunting and gathering people during the earliest eras of human society (tools and weapons, language, fire).
- 6 – W2.1.3** Use multiple sources of evidence to describe how the culture of early peoples of North America reflected the geography and natural resources available (e.g., Inuit of the Arctic, Kwakiutl of the Northwest Coast; Anasazi and Apache of the Southwest).

New Vocabulary

| | | | |
|--------------|---------------------|----------------|-----------|
| aborigines | forestry | plural society | subarctic |
| capital city | humid continental | precipitation | Tundra |
| desert | hydroelectric power | regions | urban |
| ecumene | marine west coast | semiarid | |

5. *The Great Lakes*

Essential Questions

- How can people best use and protect Earth's freshwater ecosystems?

Key Concepts

- evaluate the environmental health and management of the Great Lakes freshwater ecosystem.
- examine the environmental challenges facing global freshwater ecosystems and the impending crisis in freshwater supplies.

Content Expectations

- 6 – E2.3.1** Describe the impact of governmental policy (sanctions, tariffs, treaties) on that country and on other countries that use its resources.
- 6 – G1.1.1** Describe how geographers use mapping to represent places and natural and human phenomena in the world.
- 6 – G1.2.6** Apply the skills of geographic inquiry (asking geographic questions, acquiring geographic information, organizing geographic information, analyzing geographic information, and answering geographic questions) to analyze a problem or issue of importance to a region of the Western Hemisphere.
- 6 – G2.2.2** Explain that communities are affected positively or negatively by changes in technology (e.g., Canada with regard to mining, forestry, hydroelectric power generation, agriculture, snowmobiles, cell phones, air travel).
- 6 – G3.2.2** Identify ecosystems and explain why some are more attractive for humans to use than are others (e.g., mid-latitude forest in North America, high latitude of Peru, tropical forests in Honduras, fish or marine vegetation in coastal zones).
- 6 – G5.1.1** Describe the environmental effects of human action on the atmosphere (air), biosphere (people, animals, and plants), lithosphere (soil), and hydrosphere (water) (e.g., changes in the tropical forest environments in Brazil, Peru, and Costa Rica).
- 6 – G5.1.2** Describe how variations in technology affect human modifications of the landscape (e.g., clearing forests for agricultural land in South America, fishing in the Grand Banks of the Atlantic, expansion of cities in South America, hydroelectric developments in Canada, Brazil and Chile, and mining the Kentucky and West Virginia).
- 6 – G5.1.3** Identify the ways in which human-induced changes in the physical environment in one place can cause changes in other places (e.g., cutting forests in one region may result in river basin flooding elsewhere; building a dam floods land upstream and may permit irrigation in another region).
- 6 – P3.1.1** Clearly state an issue as a question or public policy, trace the origins of an issue, analyze various perspectives, and generate and evaluate alternative resolutions. Deeply examine policy issues in group discussions and debates to make reasoned and informed decisions. Write persuasive/ argumentative essays expressing and justifying decisions on public policy issues. Plan and conduct activities intended to advance views on matters of public policy, report the results, and evaluate effectiveness. • Identify public policy issues related to global topics and issues studied. • Clearly state the issue as a question of public policy orally or in written form. • Use inquiry methods to acquire content knowledge and appropriate data about the issue. • Identify the causes and consequences and analyze the impact, both positive and negative. • Share and discuss findings of research and issue analysis in group discussions and debates. • Compose a persuasive essay justifying the position with a reasoned argument. • Develop an action plan to address or inform others about the issue at the local to global scales.
- 6 – P4.2.1** Demonstrate knowledge of how, when, and where individuals would plan and conduct activities intended to advance views in matters of public policy, report the results, and evaluate effectiveness.
- 6 – P4.2.2** Engage in activities intended to contribute to solving a national or international problem studied.
- 6 – P4.2.3** Participate in projects to help or inform others (e.g., service learning projects).

New Vocabulary

| | | | |
|-------------|----------------------------|------------------------|-----------|
| ecosystem | glaciers | point-source pollution | Sediment |
| food chains | habitat | pollutants | Watershed |
| food web | invasive species | pollution | wetlands |
| freshwater | non-point-source pollution | runoff | |

6. Urban Sprawl**Essential Questions**

- How does urban sprawl affect people and the planet?

Key Concepts

- analyze the causes of, consequences of, and various solutions to urban sprawl.
- analyze the implications of global urban patterns and international solutions to sprawl.
- identify the effects of urban sprawl policies implemented in three North American cities.

Content Expectations

- 6 – G2.2.2** Explain that communities are affected positively or negatively by changes in technology (e.g., Canada with regard to mining, forestry, hydroelectric power generation, agriculture, snowmobiles, cell phones, air travel).
- 6 – G4.3.2** Describe patterns of settlement by using historical and modern maps (e.g., coastal and river cities and towns in the past and present, locations of megacities – modern cities over 5 million, such as Mexico City, and patterns of agricultural settlements in South and North America).
- 6 – P4.2.1** Demonstrate knowledge of how, when, and where individuals would plan and conduct activities intended to advance views in matters of public policy, report the results, and evaluate effectiveness.
- 6 – P4.2.2** Engage in activities intended to contribute to solving a national or international problem studied.
- 7 – G2.2.2** Explain that communities are affected positively or negatively by changes in technology (e.g., increased manufacturing resulting in rural to urban migration in China, increased farming of fish, hydroelectric power generation at Three Gorges, pollution resulting from increased manufacturing and automobiles).
- 7 – G4.3.2** Describe patterns of settlement by using historical and modern maps (e.g., the location of the world’s mega cities, other cities located near coasts and navigable rivers, regions under environmental stress such as the Sahel).
- 7 – G6.1.1** Contemporary Investigations – Conduct research on contemporary global topics and issues, compose persuasive essays, and develop a plan for action. (H1.4.3, G1.2.6, See P3 and P4)
- 7 – P4.2.2** Engage in activities intended to contribute to solving a national or international problem studied.
- 7 – P4.2.3** Participate in projects to help or inform others (e.g., service learning projects).

New Vocabulary

| | | | |
|----------------------|------------------------|-----------------------|-------------------------|
| and vegetation zones | land use | pollution | urban core |
| climate | landforms | public transit | urban fringe |
| economic activity | metropolitan area | public transit system | urban growth boundaries |
| habitat | mixed-use developments | suburbs | urban sprawl |
| infill | | | |

7. *National Parks*

Essential Questions

- What features make a national park special and worth preserving?

Key Concepts

- demonstrate an ability to read and use topographic maps.
- identify the challenges to national parks in the 21st century.
- identify the features of national parks in North America that make the parks special and worth preserving.

Content Expectations

6 – E2.3.1 Describe the impact of governmental policy (sanctions, tariffs, treaties) on that country and on other countries that use its resources.

6 – G1.2.5 Use information from modern technology such as Geographic Positioning System (GPS), Geographic Information System (GIS), and satellite remote sensing to locate information and process maps and data to analyze spatial patterns of the Western Hemisphere to answer geographic questions.

6 – H1.2.5 Identify the role of the individual in history and the significance of one person’s ideas.

7 – H1.2.6 Identify the role of the individual in history and the significance of one person’s ideas.

New Vocabulary

| | | | |
|--------------------|---------|-------------------|-------------|
| climate | fauna | glaciers | sewage |
| conservationists | flora | humid subtropical | toxic waste |
| Continental Divide | geysers | national park | tundra |
| evergreens | | | |

8. *Consumption Patterns of the United States*

Essential Questions

- How do American consumption patterns affect people and the planet?

Key Concepts

- compare U.S. consumption patterns with those of other countries around the world.
- demonstrate an ability to read and interpret cartograms.
- evaluate the effects and predict the future impact of growing levels of consumerism.
- identify current consumption patterns in the United States.

Content Expectations

6 – E1.1.1 Explain how incentives vary in different economic systems (e.g. acquiring money, profit, goods, wanting to avoid loss in position in society, job placement).

6 – E3.1.1 Use charts and graphs to compare imports and exports of different countries in the Western Hemisphere and propose generalizations about patterns of economic interdependence.

6 – E3.3.1 Explain and compare how economic systems (traditional, command, and market) answer four basic questions: What should be produced? How will it be produced? How will it be distributed? Who will receive the benefits of production? (e.g., compare United States and Cuba, or Venezuela and Jamaica.)

6 – G1.1.1 Describe how geographers use mapping to represent places and natural and human phenomena in the world.

6 – G2.2.1 Describe the human characteristics of the region under study (including languages, religion, economic system, governmental system, cultural traditions).

New Vocabulary

| | | | |
|---------------------|----------------------|------------------------------|------------|
| calories | developing countries | fossil fuel | recycling |
| consumption | digital divide | gross domestic product (GDP) | technology |
| developed countries | | | |

*9. Migration to North America***Essential Questions**

- How does migration affect the lives of people and the character of places?

Key Concepts

- identify key ways in which migration impacts the United States, immigrants, and the countries left behind.
- learn about other important migration streams around the world.
- understand the primary reasons people emigrate from their country of birth and immigrate to the United States.

Content Expectations

- 6 – CI.1.1** Analyze competing ideas about the purposes government should serve in a democracy and in a dictatorship.
- 6 – CI.1.1** Analyze competing ideas about the purposes government should serve in a democracy and in a dictatorship (e.g., protecting individual rights, promoting the common good, providing economic security, molding the character of citizens, or promoting a particular religion).
- 6 – C3.6.1** Define the characteristics of a nation-state (a specific territory)
- 6 – C3.6.1** Define the characteristics of a nation-state (a specific territory, clearly defined boundaries, citizens, and jurisdiction over people who reside there, laws, and government), and how Western Hemisphere nations interact.
- 6 – C4.3.2** Explain the challenges to governments and the cooperation needed to address international issues in the Western Hemisphere (e.g., migration and human rights).
- 6 – G1.3.2** Explain the locations and distributions of physical and human characteristics of Earth by using knowledge of spatial patterns.
- 6 – G2.1.1** Describe the landform features and the climate of the region (within the Western or Eastern Hemispheres) under study.
- 6 – G2.2.1** Describe the human characteristics of the region under study (including languages, religion, economic system, governmental system, cultural traditions).
- 6 – G4.1.1** Identify and explain examples of cultural diffusion within the Americas (e.g.
- 6 – G6.1.1** Contemporary Investigations – Conduct research on contemporary global topics and issues
- 6 – G6.1.1** Contemporary Investigations – Conduct research on contemporary global topics and issues, compose persuasive essays, and develop a plan for action. (H1.4.3, G1.2.6, See P3 and P4)
- 6 – H1.2.1** Explain how historians use a variety of sources to explore the past (e.g., artifacts, primary and secondary sources including narratives, technology, historical maps, visual/mathematical quantitative data, radiocarbon dating, DNA analysis).
- 6 – H1.2.2** Read and comprehend a historical passage to identify basic factual knowledge and the literal meaning by indicating who was involved, what happened, where it happened, what events led to the development, and what consequences or outcomes followed.

- 6 – **HI.2.3** Identify the point of view (perspective of the author) and context when reading and discussing primary and secondary sources.
- 6 – **HI.2.4** Compare and evaluate competing historical perspectives about the past based on proof.
- 6 – **HI.2.5** Identify the role of the individual in history and the significance of one person’s ideas.
- 6 – **HI.4.1** Describe and use cultural institutions to study an era and a region (political, economic, religion/ belief, science/technology, written language, education, family).
- 6 – **HI.4.3** Use historical perspective to analyze global issues faced by humans long ago and today.
- 6 – **WI.1.1** Describe the early migrations of people among Earth’s continents (including the Beringa Land Bridge).
- 7 – **G1.3.2** Explain the locations and distributions of physical and human characteristics of Earth by using knowledge of spatial patterns.
- 7 – **G2.2.1** Describe the human characteristics of the region under study (including languages, religion, economic system, governmental system, cultural traditions).
- 7 – **G6.1.1** Contemporary Investigations – Conduct research on contemporary global topics and issues, compose persuasive essays, and develop a plan for action. (H1.4.3, G1.2.6, See P3 and P4)
- 7 – **HI.2.1** Explain how historians use a variety of sources to explore the past (e.g., artifacts, primary and secondary sources including narratives, technology, historical maps, visual/mathematical quantitative data, radiocarbon dating, DNA analysis).
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- 7 – **HI.2.3** Identify the point of view (perspective of the author) and context when reading and discussing primary and secondary sources.
- 7 – **HI.2.4** Compare and evaluate competing historical perspectives about the past based on proof.
- 7 – **HI.2.6** Identify the role of the individual in history and the significance of one person’s ideas.
- 7 – **HI.4.1** Describe and use cultural institutions to study an era and a region (political, economic, religion/ belief, science/technology, written language, education, family).
- 7 – **HI.4.3** Use historical perspectives to analyze global issues faced by humans long ago and today.
- 7 – **W3.1.4** Assess the importance of Greek ideas about democracy and citizenship in the development of Western political thought and institutions.

New Vocabulary

| | | | |
|-------------|-------------------|--------------|-------------|
| brain drain | immigrate | pull factors | regions |
| drought | migration streams | push factors | remittances |
| emigrate | persecution | refugees | |

UNIT 3: LATIN AMERICA

10. Geography of Latin America

Essential Questions

- How do the five themes of geography help us understand Latin America?

Key Concepts

- analyze and create thematic maps related to the region
- knowledge of and the ability to identify the key capitals in the region
- knowledge of and the ability to identify the key countries in the region
- knowledge of and the ability to identify the key physical features of the region

Content Expectations

- 6 – GI.1.1** Describe how geographers use mapping to represent places and natural and human phenomena in the world.
- 6 – GI.1.2** Draw a sketch map from memory of the Western Hemisphere showing the major regions (Canada, United States, Mexico, Central America, South America, and Caribbean).
- 6 – GI.2.1** Locate the major landforms, rivers (Amazon, Mississippi, Missouri, Colorado), and climate regions of the Western Hemisphere.
- 6 – GI.2.3** Use data to create thematic maps and graphs showing patterns of population, physical terrain, rainfall, and vegetation, analyze the patterns and then propose two generalizations about the location and density of the population.
- 6 – GI.2.4** Use observations from air photos, photographs (print and CD), films (VCR and DVD) as the basis for answering geographic questions about the human and physical characteristics of places and regions.
- 6 – GI.2.5** Use information from modern technology such as Geographic Positioning System (GPS), Geographic Information System (GIS), and satellite remote sensing to locate information and process maps and data to analyze spatial patterns of the Western Hemisphere to answer geographic questions.
- 6 – GI.2.6** Apply the skills of geographic inquiry (asking geographic questions, acquiring geographic information, organizing geographic information, analyzing geographic information, and answering geographic questions) to analyze a problem or issue of importance to a region of the Western Hemisphere.
- 6 – G2.1.1** Describe the landform features and the climate of the region (within the Western or Eastern Hemispheres) under study.

New Vocabulary

| | | | |
|----------------------------|---------------------|---------------------|----------------------|
| arid | ecosystem | livestock raising | temperate grasslands |
| barter | empire | natural resources | tourism |
| basin | forest floor | plantations | tropical grasslands |
| broadleaf evergreen forest | forestry | plateau | tropical wet and dry |
| cloud forest | highlands | rainforest | urban |
| commercial farming | hurricanes | region | vegetation zone |
| desert scrub | hydroelectric power | semiarid | volcanic islands |
| dictators | isthmus | subsistence farming | volcanoes |
| economic activities | landmass | temperate | |

11. Spatial Inequality in Mexico City**Essential Questions**

- Why does spatial inequality exist in urban areas?

Key Concepts

- examine standard of living around the world to understand that spatial inequality exists on a global scale.
- explain how spatial inequality affects people living in Mexico City.
- identify causes and consequences of urbanization.

Content Expectations

- 6 – EI.1.1** Explain how incentives vary in different economic systems (e.g. acquiring money, profit, goods, wanting to avoid loss in position in society, job placement).
- 6 – GI.1.1** Describe how geographers use mapping to represent places and natural and human phenomena in the world.
- 6 – GI.2.2** Explain why maps of the same place may vary, including cultural perspectives of the Earth and new knowledge based on science and modern technology.
- 6 – GI.2.6** Apply the skills of geographic inquiry (asking geographic questions, acquiring geographic information, organizing geographic information, analyzing geographic information, and answering geographic questions) to analyze a problem or issue of importance to a region of the Western Hemisphere.
- 6 – HI.1.1** Explain why and how historians use eras and periods as constructs to organize and explain human activities over time.
- 6 – P3.1.1** Clearly state an issue as a question or public policy, trace the origins of an issue, analyze various perspectives, and generate and evaluate alternative resolutions. Deeply examine policy issues in group discussions and debates to make reasoned and informed decisions. Write persuasive/ argumentative essays expressing and justifying decisions on public policy issues. Plan and conduct activities intended to advance views on matters of public policy, report the results, and evaluate effectiveness. • Identify public policy issues related to global topics and issues studied. • Clearly state the issue as a question of public policy orally or in written form. • Use inquiry methods to acquire content knowledge and appropriate data about the issue. • Identify the causes and consequences and analyze the impact, both positive and negative. • Share and discuss findings of research and issue analysis in group discussions and debates. • Compose a persuasive essay justifying the position with a reasoned argument. • Develop an action plan to address or inform others about the issue at the local to global scales.

New Vocabulary

| | | | |
|-----------------|-------------------|--------------------|--------------|
| air quality | metropolitan area | rural decline | suburbs |
| aqueduct | per capita | slums | tenements |
| basin | plaza | smog | unemployment |
| communal lands | pollution | spatial inequality | urbanization |
| estates | rural | standard of living | volcanoes |
| life expectancy | | | |

*12. Indigenous Cultures***Essential Questions**

- How do indigenous peoples preserve their traditional culture while adapting to modern life?

Key Concepts

- create interactive dramatizations that demonstrate the ways that indigenous peoples in the highlands of Guatemala and Chiapas have preserved their traditional Mayan culture and have also adapted to modern life.
- identify the successes and challenges of indigenous peoples around the world in maintaining their traditional cultures in the modern world.

Content Expectations

- 6 – G2.2.1** Describe the human characteristics of the region under study (including languages, religion, economic system, governmental system, cultural traditions).
- 6 – HI.1.2** Compare and contrast several different calendar systems used in the past and

| | |
|-------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | present and their cultural significance (e.g., Olmec and Mayan calendar systems, Aztec Calendar Stone, Sun Dial, Gregorian calendar – B.C./A.D.; contemporary secular – B.C.E./C.E. Note: in 7th grade Eastern Hemisphere the Chinese, Hebrew, and Islamic/Hijri calendars are included). |
| 6 – HI.4.1 | Describe and use cultural institutions to study an era and a region (political, economic, religion/ belief, science/technology, written language, education, family). |
| 6 – HI.4.2 | Describe and use themes of history to study patterns of change and continuity. |
| 6 – HI.4.3 | Use historical perspective to analyze global issues faced by humans long ago and today. |
| 6 – WI.2.1 | Describe the transition from hunter gatherers to sedentary agriculture (domestication of plants and animals). |
| 6 – WI.2.2 | Describe the importance of the natural environment in the development of agricultural settlements in different locations (e.g., available water for irrigation, adequate precipitation, and suitable growing season). |
| 6 – WI.2.3 | Explain the impact of the Agricultural Revolution (stable food supply, surplus, population growth, trade, division of labor, development of settlements). |
| 6 – W2.1.1 | Explain how the environment favored hunter gatherer, pastoral, and small scale agricultural ways of life in different parts of the Western Hemisphere. |
| 6 – W2.1.2 | Describe how the invention of agriculture led to the emergence of agrarian civilizations (seasonal harvests, specialized crops, cultivation, and development of villages and towns). |
| 6 – W2.1.4 | Use evidence to identify defining characteristics of early civilizations and early pastoral nomads (government, language, religion, social structure, technology, and division of labor). |
| 6 – W3.1.1 | Analyze the role of environment in the development of early empires, referencing both useful environmental features and those that presented obstacles. |
| 6 – W3.1.2 | Explain the role of economics in shaping the development of early civilizations (trade routes and their significance – Inca Road, supply and demand for products). |
| 6 – W3.1.3 | Describe similarities and difference among Mayan, Aztec, and Incan societies, including economy, religion, and role and class structure. |
| 6 – W3.1.4 | Describe the regional struggles and changes in governmental systems among the Mayan, Aztec, and Incan Empires. |
| 7 – G2.2.1 | Describe the human characteristics of the region under study (including languages, religion, economic system, governmental system, cultural traditions). |
| 7 – G2.2.3 | Analyze how culture and experience influence people’s perception of places and regions (e.g., that beaches are places where tourists travel, cities have historic buildings, northern places are cold, equatorial places are very warm). |
| 7 – G2.2.3 | Analyze how culture and experience influence people’s perception of places and regions (e.g., that beaches are places where tourists travel, cities have historic buildings, northern places are cold, equatorial places are very warm). |
| 7 – HI.1.2 | Compare and contrast several different calendar systems used in the past and present and their cultural significance (e.g. |
| 7 – HI.1.2 | Compare and contrast several different calendar systems used in the past and present and their cultural significance (e.g., Sun Dial, Gregorian calendar – B.C./A.D.; contemporary secular – B.C.E./C.E.; Chinese, Hebrew, and Islamic/Hijri calendars). |
| 7 – HI.4.1 | Describe and use cultural institutions to study an era and a region (political, economic, religion/ belief, science/technology, written language, education, family). |
| 7 – HI.4.2 | Describe and use themes of history to study patterns of change and continuity. |
| 7 – HI.4.3 | Use historical perspectives to analyze global issues faced by humans long ago and today. |

- 7 – **WI.2.1** Explain the importance of the natural environment in the development of agricultural settlements in different locations (e.g., available water for irrigation, adequate precipitation, and suitable growth season).
- 7 – **WI.2.2** Explain the impact of the Agricultural Revolution (stable food supply, surplus, population growth, trade, division of labor, development of settlements).

New Vocabulary

| | | | |
|---------------|-------------------|-----------------|-------------------------------|
| adaptations | drought | lava | region |
| adobe | Ethnic group | lowlands | rituals |
| Barter | highlands | migrant workers | slash-and-burn method |
| cloud forests | indigenous people | plantation | traditional culture diversity |
| diversity | landscape | plateau | volcanoes |

13. Dealing with Extreme Weather.

Essential Questions

- What causes the extreme weather and how do people deal with it?

Key Concepts

- analyze the relationship between an El Niño and extreme weather around the world.
- describe the weather conditions that cause a hurricane to form and strengthen.
- identify ways in which people deal with hurricanes in the Caribbean..

Content Expectations

- 6 – **G1.3.2** Explain the locations and distributions of physical and human characteristics of Earth by using knowledge of spatial patterns.
- 6 – **G2.1.1** Describe the landform features and the climate of the region (within the Western or Eastern Hemispheres) under study.
- 6 – **G3.2.1** Explain how and why ecosystems differ as a consequence of differences in latitude, elevation, and human activities (e.g., South America’s location relative to the equator, effects of elevations on temperature and growing season, proximity to bodies of water and the effects on temperature and rainfall, effects of annual flooding on vegetation along river flood plains such as the Amazon).
- 6 – **G6.1.1** Contemporary Investigations – Conduct research on contemporary global topics and issues, compose persuasive essays, and develop a plan for action. (H1.4.3, G1.2.6, See P3 and P4)
- 6 – **G5.2.1** Describe the effects that a change in the physical environment could have on human activities and the choices people would have to make in adjusting to the change (e.g., drought in northern Mexico, disappearance of forest vegetation in the Amazon, natural hazards and disasters from volcanic eruptions in Central America and the Caribbean and earthquakes in Mexico City and Colombia).
- 7 – **G1.3.2** Explain the locations and distributions of physical and human characteristics of Earth by using knowledge of spatial patterns.
- 7 – **G2.1.1** Describe the landform features and the climate of the region (within the Western or Eastern Hemispheres) under study.
- 7 – **G3.2.1** Explain how and why ecosystems differ as a consequence of differences in latitude, elevation, and human activities (e.g., effects of latitude on types of vegetation in Africa, proximity to bodies of water in Europe, and effects of annual river flooding in Southeast Asia and China).
- 7 – **G5.2.1** Describe the effects that a change in the physical environment could have on human activities and the choices people would have to make in adjusting to the change (e.g., drought in Africa, pollution from volcanic eruptions in Indonesia, earthquakes in Turkey, and flooding in Bangladesh).

New Vocabulary

| | | | |
|-----------------|------------------|----------------------|-----------------------|
| atmosphere | extreme weather | rainbands | tourismcash crops |
| cash crops | eye | region | tropical cyclone |
| condenses | eye wall | Saffir-Simpson scale | tropical depression |
| convection | meteorology | sanitation | tropical disturbances |
| Coriolis effect | natural disaster | sewage | Tropical storm |
| current | plantations | storm surge | Tropical zones |
| El Nino | prevailing winds | tornadoes | |

14. Land Use Conflict in the Amazon Rainforest**Essential Questions**

- How should the resources of rainforests be used and preserved?

Key Concepts

- analyze and discuss a series of questions to help them understand the competing viewpoints of these various groups.
- investigate ideas from around the world about how to address land use conflict in the rainforest and determine which would be most applicable to the Amazon region.
- teach the class about one of the groups that has an interest in the preservation or use of the resources of the Amazon rainforest.

Content Expectations

- 6 – G1.1.1** Describe how geographers use mapping to represent places and natural and human phenomena in the world.
- 6 – G1.2.6** Apply the skills of geographic inquiry (asking geographic questions, acquiring geographic information, organizing geographic information, analyzing geographic information, and answering geographic questions) to analyze a problem or issue of importance to a region of the Western Hemisphere.
- 6 – G2.1.1** Describe the landform features and the climate of the region (within the Western or Eastern Hemispheres) under study.
- 6 – G3.2.1** Explain how and why ecosystems differ as a consequence of differences in latitude, elevation, and human activities (e.g., South America’s location relative to the equator, effects of elevations on temperature and growing season, proximity to bodies of water and the effects on temperature and rainfall, effects of annual flooding on vegetation along river flood plains such as the Amazon).
- 6 – G4.3.1** Identify places in the Western Hemisphere that have been modified to be suitable for settlement by describing the modifications that were necessary (e.g., Vancouver in Canada; irrigated agriculture; or clearing of forests for farmland).
- 6 – G4.4.1** Identify factors that contribute to conflict and cooperation between and among cultural groups (control/use of natural resources, power, wealth, and cultural diversity).
- 6 – G5.1.1** Describe the environmental effects of human action on the atmosphere (air), biosphere (people, animals, and plants), lithosphere (soil), and hydrosphere (water) (e.g., changes in the tropical forest environments in Brazil, Peru, and Costa Rica).
- 6 – G5.1.2** Describe how variations in technology affect human modifications of the landscape (e.g., clearing forests for agricultural land in South America, fishing in the Grand Banks of the Atlantic, expansion of cities in South America, hydroelectric developments in Canada, Brazil and Chile, and mining the Kentucky and West Virginia).
- 6 – G5.1.3** Identify the ways in which human-induced changes in
- 6 – G5.1.3** Identify the ways in which human-induced changes in the physical

- environment in one place can cause changes in other places (e.g., cutting forests in one region may result in river basin flooding elsewhere; building a dam floods land upstream and may permit irrigation in another region).
- 6 – H1.1.1** Explain why and how historians use eras and periods as constructs to organize and explain human activities over time.
- 6 – P4.2.1** Demonstrate knowledge of how
- 6 – P4.2.2** Engage in activities intended to contribute to solving a national or international problem studied.
- 6– G5.2.1** Describe the effects that a change in the physical environment could have on human activities and the choices people would have to make in adjusting to the change (e.g.drought in northern Mexico, disappearance of forest vegetation in the Amazon, natural hazards and disasters from volcanic eruptions in Central American and the Caribbean and earthquakes in Mexico City and Colombia).

New Vocabulary

| | | | |
|----------------------------|-------------------|--------------------|-------------------------|
| biodiversity | deforestation | habitat | reserves |
| broadleaf evergreen forest | economic activity | indigenous peoples | rural |
| canopy | ecotourism | land use conflict | sustainable development |
| carbo-oxygen cycle | environmentalists | lower story | tourism |
| clear-cut | forest floor | nutrients | tropical rainforest |
| climate | forestry | reforestation | |

15. Life in Central America

Essential Questions

- How do people adapt to living in a mountainous region?

Key Concepts

- analyze the impact of retreating mountain glaciers on people living in mountainous regions around the world.
- describe the physical characteristics of four elevation zones: tierra caliente, tierra templada, tierra fría, and tierra helada.
- identify ways in which people of the central Andes have adapted to life in each of the four elevation zones.

Content Expectations

- 6 - G2.1.1** Describe the landform features and the climate of the region (within the Western or Eastern Hemispheres) under study.
- 6 - G3.2.1** Explain how and why ecosystems differ as a consequence of differences in latitude, elevation, and human activities (e.g., South America’s location relative to the equator, effects of elevations on temperature and growing season, proximity to bodies of water and the effects on temperature and rainfall, effects of annual flooding on vegetation along river flood plains such as the Amazon).
- 6 - G3.2.2** Identify ecosystems and explain why some are more attractive for humans to use than are others (e.g., mid-latitude forest in North America, high latitude of Peru, tropical forests in Honduras, fish or marine vegetation in coastal zones).
- 6 - G6.1.1** Contemporary Investigations – Conduct research on contemporary global topics and issues, compose persuasive essays, and develop a plan for action. Migration – Investigate issues arising from international movement of people and the economic, political, and cultural consequences.
- 6 – G1.3.1** Use the fundamental themes of geography (location, place, human environment interaction, movement, region) to describe regions or places on earth.

- 6 – **W1.2.2** Describe the importance of the natural environment in the development of agricultural settlements in different locations (e.g., available water for irrigation, adequate precipitation, and suitable growing season).
- 6 – **W1.2.3** Explain the impact of the Agricultural Revolution (stable food supply, surplus, population growth, trade, division of labor, development of settlements).
- 6 – **W2.1.1** Explain how the environment favored hunter gatherer, pastoral, and small scale agricultural ways of life in different parts of the Western Hemisphere.
- 6 – **W2.1.2** Describe how the invention of agriculture led to the emergence of agrarian civilizations (seasonal harvests, specialized crops, cultivation, and development of villages and towns).
- 6 – **W2.1.4** Use evidence to identify defining characteristics of early civilizations and early pastoral nomads (government, language, religion, social structure, technology, and division of labor).
- 6 – **W3.1.1** Analyze the role of environment in the development of early empires, referencing both useful environmental features and those that presented obstacles.
- 6 – **W3.1.2** Explain the role of economics in shaping the development of early civilizations (trade routes and their significance – Inca Road, supply and demand for products).
- 6 – **W3.1.3** Describe similarities and difference among Mayan, Aztec, and Incan societies, including economy, religion, and role and class structure.
- 6 – **W3.1.4** Describe the regional struggles and changes in governmental systems among the Mayan, Aztec, and Incan Empires.
- 7 – **G1.3.1** Use the fundamental themes of geography (location, place, human environment interaction, movement, region) to describe regions or places on earth.
- 7 – **G2.1.1** Describe the landform features and the climate of the region (within the Western or Eastern Hemispheres) under study.
- 7 – **G3.2.1** Explain how and why ecosystems differ as a consequence of differences in latitude, elevation, and human activities (e.g., effects of latitude on types of vegetation in Africa, proximity to bodies of water in Europe, and effects of annual river flooding in Southeast Asia and China).
- 7 – **W1.2.1** Explain the importance of the natural environment in the development of agricultural settlements in different locations (e.g., available water for irrigation, adequate precipitation, and suitable growth season).
- 7 – **W1.2.2** Explain the impact of the Agricultural Revolution (stable food supply, surplus, population growth, trade, division of labor, development of settlements).

New Vocabulary

| | | | |
|-----------------------------|---------------|--------------------|---------------------|
| adobe | climate | indigenous peoples | temperate |
| alpine | Climate zones | navigable lake | terraces |
| altitudinal zonation | conifers | plateaus | Tree lines |
| atmosphere | glaciers | Snow lines | tropical grasslands |
| basins | humid | solar energy | vertical trade |
| broadleaf evergreen forests | | | |

UNIT 4: EUROPE AND RUSSIA

16. Geography of Europe and Russia

Essential Questions

- How do the five themes of geography help us understand Europe and Russia?

Key Concepts

- analyze and create thematic maps related to the region
- knowledge of and the ability to identify the key capitals in the region

- knowledge of and the ability to identify the key countries in the region
- knowledge of and the ability to identify the key physical features of the region.

Content Expectations

- 6 – GI.1.1** Describe how geographers use mapping to represent places and natural and human phenomena in the world.
- 6 – GI.1.2** Draw a sketch map from memory of the Western Hemisphere showing the major regions (Canada, United States, Mexico, Central America, South America, and Caribbean).
- 6 – GI.2.1** Locate the major landforms, rivers (Amazon, Mississippi, Missouri, Colorado), and climate regions of the Western Hemisphere.
- 6 – GI.2.3** Use data to create thematic maps and graphs showing patterns of population, physical terrain, rainfall, and vegetation, analyze the patterns and then propose two generalizations about the location and density of the population.
- 6 – GI.2.4** Use observations from air photos, photographs (print and CD), films (VCR and DVD) as the basis for answering geographic questions about the human and physical characteristics of places and regions.
- 6 – GI.2.5** Use information from modern technology such as Geographic Positioning System (GPS), Geographic Information System (GIS), and satellite remote sensing to locate information and process maps and data to analyze spatial patterns of the Western Hemisphere to answer geographic questions.
- 6 – GI.2.6** Apply the skills of geographic inquiry (asking geographic questions, acquiring geographic information, organizing geographic information, analyzing geographic information, and answering geographic questions) to analyze a problem or issue of importance to a region of the Western Hemisphere.
- 6 – G2.1.1** Describe the landform features and the climate of the region (within the Western or Eastern Hemispheres) under study.

New Vocabulary

| | | | |
|---------------------|-----------------------|-------------------|----------------------|
| and mixed forests | forestry | nation | subsistence farming |
| Birth rate | Fossil fuels | natural gas | taiga |
| cash crops | humid continental | natural resources | temperate |
| chaparral | hydroelectric power | peninsula | temperate grasslands |
| coniferous | Industrial Revolution | relative location | tundra |
| continental climate | landmass | rural | tundra |
| deciduous | landscape | semiarid | urban |
| developed countries | marine climate | steppes | vegetation zones |
| dictators | marine west coast | subarctic | volcanoes |
| empire | Mediterranean | | |

17. Supernatural Cooperation in the European Union.

Essential Questions

- What forces work for and against supernatural cooperation among nations?

Key Concepts

- analyze a population cartogram of selected European countries.
- examine other examples of international cooperation.
- experience the forces that unite and divide members of the European Union

Content Expectations

- 6 – C3.6.1** Define the characteristics of a nation-state (a specific territory, clearly defined boundaries, citizens, and jurisdiction over people who reside there, laws, and government), and how Western Hemisphere nations interact.
- 6 – C3.6.1** Define the characteristics of a nation-state (a specific territory, clearly defined boundaries, citizens, and jurisdiction over people who reside there, laws, and government), and how Western Hemisphere nations interact.
- 6 – C4.3.1** Explain the geopolitical relationships between countries (e.g., petroleum and arms purchases in Venezuela and Ecuador; foreign aid for health care in Nicaragua).
- 6 – C4.3.2** Explain the challenges to governments and the cooperation needed to address international issues in the Western Hemisphere (e.g., migration and human rights).
- 6 – C4.3.3** Give examples of how countries work together for mutual benefits through international organizations (e.g. North American Free Trade Agreement (NAFTA), Organization of American States (OAS), United Nations (UN)).
- 6 – C4.3.3** Give examples of how countries work together for mutual benefits through international organizations (e.g. North American Free Trade Agreement (NAFTA), Organization of American States (OAS), United Nations (UN)).
- 6 – E2.3.1** Describe the impact of governmental policy (sanctions, tariffs, treaties) on that country and on other countries that use its resources.
- 6 – G1.1.1** Describe how geographers use mapping to represent places and natural and human phenomena in the world.
- 6 – G1.3.1** Use the fundamental themes of geography (location, place, human environment interaction, movement, region) to describe regions or places on earth.
- 6 – G1.3.1** Use the fundamental themes of geography (location, place, human environment interaction, movement, region) to describe regions or places on earth.
- 6 – G1.3.3** Explain the different ways in which places are connected and how those connections demonstrate interdependence and accessibility.
- 6 – G1.3.3** Explain the different ways in which places are connected and how those connections demonstrate interdependence and accessibility.
- 6 – G2.2.1** Describe the human characteristics of the region under study (including languages, religion, economic system, governmental system, cultural traditions).
- 6 – G2.2.1** Describe the human characteristics of the region under study (including languages, religion, economic system, governmental system, cultural traditions).
- 6 – G4.1.1** Identify and explain examples of cultural diffusion within the Americas (e.g., baseball, soccer, music, architecture, television, languages, health care, Internet, consumer brands, currency, restaurants, international migration).
- 6 – G4.4.1** Identify factors that contribute to conflict and cooperation between and among cultural groups (control/use of natural resources, power, wealth, and cultural diversity).
- 6 – G4.4.2** Describe the cultural clash of First Peoples, French and English in Canada long ago, and the establishment of Nunavut in 1999.
- 6 – G6.1.1** Contemporary Investigations – Conduct research on contemporary global topics and issues, compose persuasive essays, and develop a plan for action. (H1.4.3, G1.2.6, See P3 and P4)
- 6 – H1.4.1** Describe and use cultural institutions to study an era and a region (political, economic, religion/ belief, science/technology, written language, education, family).
- 6 – H1.4.1** Describe and use cultural institutions to study an era and a region (political, economic, religion/ belief, science/technology, written language, education, family).

New Vocabulary

| | | | |
|--------------------|--------------------|---------------------------|------------|
| centrifugal forces | cultural indentity | euro | tariffs |
| centripetal forces | currency | European Union | trade bloc |
| common market | diversity | supranational cooperation | |

*18. Population Dilemmas In Europe***Essential Questions**

- How do population trends affect a country's future?

Key Concepts

- analyze population pyramids to examine population trends.
- explore three population dilemmas in Europe: negative population growth, aging population, and declining workforce.
- investigate the relationship between population growth rates and development levels throughout the world..

Content Expectations

- 6 – GI.2.3** Use data to create thematic maps and graphs showing patterns of population, physical terrain, rainfall, and vegetation, analyze the patterns and then propose two generalizations about the location and density of the population.
- 6 – GI.2.6** Apply the skills of geographic inquiry (asking geographic questions, acquiring geographic information, organizing geographic information, analyzing geographic information, and answering geographic questions) to analyze a problem or issue of importance to a region of the Western Hemisphere.
- 6 – G2.2.1** Describe the human characteristics of the region under study (including languages, religion, economic system, governmental system, cultural traditions).
- 6 – P3.1.1** Clearly state an issue as a question or public policy, trace the origins of an issue, analyze various perspectives, and generate and evaluate alternative resolutions. Deeply examine policy issues in group discussions and debates to make reasoned and informed decisions. Write persuasive/ argumentative essays expressing and justifying decisions on public policy issues. Plan and conduct activities intended to advance views on matters of public policy, report the results, and evaluate effectiveness. • Identify public policy issues related to global topics and issues studied. • Clearly state the issue as a question of public policy orally or in written form. • Use inquiry methods to acquire content knowledge and appropriate data about the issue. • Identify the causes and consequences and analyze the impact, both positive and negative. • Share and discuss findings of research and issue analysis in group discussions and debates. • Compose a persuasive essay justifying the position with a reasoned argument. • Develop an action plan to address or inform others about the issue at the local to global scales.
- 7 – GI.2.6** Apply the skills of geographic inquiry (asking geographic questions, acquiring geographic information, organizing geographic information, analyzing geographic information, and answering geographic questions) to analyze a problem or issue of importance to a region of the Eastern Hemisphere.
- 7 – G2.2.1** Describe the human characteristics of the region under study (including languages, religion, economic system, governmental system, cultural traditions).
- 7 – G3.1.1** Construct and analyze climate graphs for locations at different latitudes and elevations in the region to answer geographic questions and make predictions based on patterns (e.g., compare and contrast Norway and France; Nairobi and Kilimanjaro; Mumbai and New Delhi).

New Vocabulary

| | | | |
|-------------|------------------------------|---------------------|----------------------|
| Baby boom | demographic transition model | developed countries | replacement rate |
| birth rates | demography | life expectancy | total fertility rate |
| death rates | dependency ratio | pensions | |

*19. Transboundary Population in Europe***Essential Questions**

- How can one country's pollution become another country's problem?

Key Concepts

- analyze images and maps to understand the causes, locations, and impact of radioactive pollution, acid rain, and industrial water pollution on Europe.
- investigate the sources and spread of acid rain worldwide.

Content Expectations

- 6 – G1.3.2** Explain the locations and distributions of physical and human characteristics of Earth by using knowledge of spatial patterns.
- 6 – G2.2.2** Explain that communities are affected positively or negatively by changes in technology (e.g., Canada with regard to mining, forestry, hydroelectric power generation, agriculture, snowmobiles, cell phones, air travel).
- 6 – G4.4.1** Identify factors that contribute to conflict and cooperation between and among cultural groups (control/use of natural resources, power, wealth, and cultural diversity).
- 6 – G5.1.1** Describe the environmental effects of human action on the atmosphere (air), biosphere (people, animals, and plants), lithosphere (soil), and hydrosphere (water) (e.g., changes in the tropical forest environments in Brazil, Peru, and Costa Rica).
- 6 – G5.1.2** Describe how variations in technology affect human modifications of the landscape (e.g., clearing forests for agricultural land in South America, fishing in the Grand Banks of the Atlantic, expansion of cities in South America, hydroelectric developments in Canada, Brazil and Chile, and mining the Kentucky and West Virginia).
- 6 – G5.1.3** Identify the ways in which human-induced changes in the physical environment in one place can cause changes in other places (e.g., cutting forests in one region may result in river basin flooding elsewhere; building a dam floods land upstream and may permit irrigation in another region).
- 6 – G6.1.1** Contemporary Investigations – Conduct research on contemporary global topics and issues, compose persuasive essays, and develop a plan for action. (H1.4.3, G1.2.6, See P3 and P4)
- 7 – C4.3.2** Explain the challenges to governments and the cooperation needed to address international issues (e.g., migration and human rights).
- 7 – G1.2.6** Apply the skills of geographic inquiry (asking geographic questions, acquiring geographic information, organizing geographic information, analyzing geographic information, and answering geographic questions) to analyze a problem or issue of importance to a region of the Eastern Hemisphere.
- 7 – G1.3.2** Explain the locations and distributions of physical and human characteristics of Earth by using knowledge of spatial patterns.
- 7 – G2.2.2** Explain that communities are affected positively or negatively by changes in technology (e.g., increased manufacturing resulting in rural to urban migration in China, increased farming of fish, hydroelectric power generation at Three Gorges, pollution resulting from increased manufacturing and automobiles).
- 7 – G4.1.1** Identify and explain examples of cultural diffusion within the Eastern Hemisphere (e.g., the spread of sports, music, architecture, television, Internet, Bantu languages in Africa, Islam in Western Europe).

- 7 – **G5.1.1** Describe the environmental effects of human action on the atmosphere (air), biosphere (people, animals, and plants), lithosphere (soil), and hydrosphere (water) (e.g., desertification in the Sahel Region of North Africa, deforestation in the Congo Basin, air pollution in urban center, and chemical spills in European Rivers).
- 7 – **G5.1.2** Describe how variations in technology affect human modifications of the landscape (e.g., clearing of agricultural land in Southeast Asia, fish factories in North Atlantic and Western Pacific Ocean, and damming rivers to meet needs for electricity).
- 7 – **G5.1.3** Identify the ways in which human-induced changes in the physical environment in one place can cause changes in other places (e.g., cutting forests in one region may result in river basin flooding elsewhere as has happened historically in China; building dams floods land upstream and permits irrigation downstream as in Southern Africa, the Aswan Dam flooded the upper Nile Valley and permitted irrigation downstream).

New Vocabulary

| | | | |
|----------------------|-----------------------|----------------|-------------------------|
| accidental pollution | Industrial Revolution | river system | toxic waste |
| acid rain | nuclear radiation | sewage | transboundary pollution |
| general pollution | pollution | toxic chemical | |

20. *The Varied Landscape of Russia.*

Essential Questions

- How do physical processes shape Earth's landscape?

Key Concepts

- explain how physical processes such as tectonic movement, volcanic activity, erosion, and glaciation can shape the landscape.
- explain the relationship between tectonic movement and volcanic activity around the globe.
- identify and analyze geographic information about Russia using relief maps, satellite images, and photographs.

Content Expectations

- 6 – **G2.1.1** Describe the landform features and the climate of the region (within the Western or Eastern Hemispheres) under study
- 6 – **G2.1.2** Account for topographic and human spatial patterns (where people live) associated with tectonic plates such as volcanoes, earthquakes, settlements (Ring of Fire, recent volcanic and seismic events, settlements in proximity to natural hazards in the Western Hemisphere) by using information from GIS, remote sensing, and the World Wide Web.
- 7 – **G2.1.1** Describe the landform features and the climate of the region (within the Western or Eastern Hemispheres) under study.

New Vocabulary

| | | | |
|----------------------|-----------------------|--------------------|------------------|
| alpine glaciers | fault lines | landmass | satellite images |
| avalanche | fault-block mountains | lava | sediment |
| continental glaciers | faults | lithosphere | tectonic plates |
| core | floodplain | magma | time zones |
| crater | fold mountains | mantle | U-shaped valleys |
| crust | glaciation | moraines | V-shaped valleys |
| erosion | horns | physical processes | volcanoes |

21. *New Nation States from the Old Soviet Empire*

Essential Questions

- What factors contribute to the success or failure of new nation-states?

Key Concepts

- analyze some of the factors that may determine the success of the nation-states that have developed out of the former Soviet Union.
- examine other regions in the world where new nations are forming.
- identify some major factors that affect whether a nation will succeed or collapse.

Content Expectations

- 6 – C1.1.1** Analyze competing ideas about the purposes government should serve in a democracy and in a dictatorship (e.g., protecting individual rights, promoting the common good, providing economic security, molding the character of citizens, or promoting a particular religion).
- 6 – C3.6.1** Define the characteristics of a nation-state (a specific territory, clearly defined boundaries, citizens, and jurisdiction over people who reside there, laws, and government), and how Western Hemisphere nations interact.
- 6 – C4.3.1** Explain the geopolitical relationships between countries (e.g., petroleum and arms purchases in Venezuela and Ecuador; foreign aid for health care in Nicaragua).
- 6 – G1.1.1** Describe how geographers use mapping to represent places and natural and human phenomena in the world.
- 6 – G1.1.1** Describe how geographers use mapping to represent places and natural and human phenomena in the world.
- 6 – G4.4.1** Identify factors that contribute to conflict and cooperation between and among cultural groups (control/use of natural resources, power, wealth, and cultural diversity).
- 6 – H1.2.1** Explain how historians use a variety of sources to explore the past (e.g., artifacts, primary and secondary sources including narratives, technology, historical maps, visual/mathematical quantitative data, radiocarbon dating, DNA analysis).
- 6 – H1.4.2** Describe and use themes of history to study patterns of change and continuity.
- 6 – H1.4.3** Use historical perspective to analyze global issues faced by humans long ago and today.
- 6 – W3.1.1** Analyze the role of environment in the development of early empires, referencing both useful environmental features and those that presented obstacles.
- 7 – C1.1.1** Explain how the purposes served by government affect relationships between the individual, government, and society as a whole and the differences that occur in monarchies, theocracies, dictatorships, and representative governments.
- 7 – C3.6.1** Define the characteristics of a nation-state (a specific territory, clearly defined boundaries, citizens, and jurisdiction over people who reside there, laws, and government) and how Eastern Hemisphere nations interact.
- 7 – C3.6.1** Define the characteristics of a nation-state (a specific territory, clearly defined boundaries, citizens, and jurisdiction over people who reside there, laws, and government) and how Eastern Hemisphere nations interact.
- 7 – G4.4.1** Identify and explain factors that contribute to conflict and cooperation between and among cultural groups (e.g., natural resources, power, culture, wealth).
- 7 – G6.1.1** Contemporary Investigations – Conduct research on contemporary global topics and issues, compose persuasive essays, and develop a plan for action. (H1.4.3, G1.2.6, See P3 and P4)
- 7 – H1.2.5** Describe how historians use methods of inquiry to identify cause effect relationships in history noting that many have multiple causes.

7 – **W3.1.5** Describe major achievements from Indian, Chinese, Mediterranean, African, and Southwest and Central Asian civilizations in the areas of art, architecture and culture; science, technology and mathematics; political life and ideas; philosophy and ethical beliefs; and military strategy.

New Vocabulary

| | | | |
|--------------|------------------------------|-----------------|-------------|
| arid | European Union | life expectancy | pesticides |
| climate | failed state | nation | state |
| dictators | gross domestic product (GDP) | nation-states | superpowers |
| empire | landlocked | nationalism | toxic waste |
| ethnic group | | | |

UNIT 5: AFRICA

22. *Geography of Africa*

Essential Questions

- How do the five themes of geography help us understand Africa?

Key Concepts

- analyze and create thematic maps related to the
- knowledge of and the ability to identify the key capitals in the region
- knowledge of and the ability to identify the key countries in the region
- knowledge of and the ability to identify the key physical features of the region

Content Expectations

- 7 – **GI.1.1** Explain and use a variety of maps, globes, and web based geography technology to study the world, including global, interregional, regional, and local scales.
- 7 – **GI.2.3** Use observations from air photos, photographs (print and CD), films (VCR and DVD) as the basis for answering geographic questions about the human and physical characteristics of places and regions.
- 7 – **GI.2.4** Draw the general population distribution of the Eastern Hemisphere on a map, analyze the patterns, and propose two generalizations about the location and density of the population.
- 7 – **GI.2.5** Use information from modern technology such as Geographic Positioning System (GPS), Geographic Information System (GIS), and satellite remote sensing to locate information and process maps and data to analyze spatial patterns of the Eastern Hemisphere to answer geographic questions.
- 7 – **GI.2.6** Apply the skills of geographic inquiry (asking geographic questions, acquiring geographic information, organizing geographic information, analyzing geographic information, and answering geographic questions) to analyze a problem or issue of importance to a region of the Eastern Hemisphere.
- 7 – **G2.1.1** Describe the landform features and the climate of the region (within the Western or Eastern Hemispheres) under study.
- 7 – **G2.1.2** Use information from GIS, remote sensing and the World Wide Web to compare and contrast the surface features and vegetation of the continents of the Eastern Hemisphere.

New Vocabulary

| | | | |
|----------------------------|-------------------|------------------|---------------------|
| arid | desert scrub | Mediterranean | rural |
| basin | economic activity | nation | savanna |
| broadleaf evergreen forest | empire | nomadic herding | semiarid |
| chaparral | ethnic group | oasis | subsistence farming |
| climate | freshwater | physical feature | Tropical grassland |

| | | | |
|--------------------|-------------------|------------|----------------------|
| climate zones | highland | plateau | Tropical wet |
| commercial farming | humid subtropical | rainforest | tropical wet and dry |
| desert | Marine west coast | region | |

23. *The Nile River*

Essential Questions

- How do rivers change as they flow across Earth's surface?

Key Concepts

- examine how hydroelectric dams impact river systems around the world.
- understand key physical features and human activity that affect river systems by identifying how the Nile changes from source to mouth.

Content Expectations

- 6 – G2.1.1** Describe the landform features and the climate of the region (within the Western or Eastern Hemispheres) under study.
- 6 – G3.2.1** Explain how and why ecosystems differ as a consequence of differences in latitude, elevation, and human activities (e.g., South America's location relative to the equator, effects of elevations on temperature and growing season, proximity to bodies of water and the effects on temperature and rainfall, effects of annual flooding on vegetation along river flood plains such as the Amazon).
- 6 – H1.1.1** Explain why and how historians use eras and periods as constructs to organize and explain human activities over time.
- 6 – W1.2.1** Describe the transition from hunter gatherers to sedentary agriculture (domestication of plants and animals).
- 6 – W1.2.2** Describe the importance of the natural environment in the development of agricultural settlements in different locations (e.g., available water for irrigation, adequate precipitation, and suitable growing season).
- 6 – W1.2.3** Explain the impact of the Agricultural Revolution (stable food supply, surplus, population growth, trade, division of labor, development of settlements).
- 7 – G2.1.1** Describe the landform features and the climate of the region (within the Western or Eastern Hemispheres) under study.
- 7 – G3.2.2** Identify ecosystems of a continent and explain why some provide greater opportunities (fertile soil, precipitation) for humans to use than do other ecosystems and how that changes with technology (e.g., China's humid east and arid west and the effects of irrigation technology).
- 7 – G4.3.1** Identify places in the Eastern Hemisphere that have been modified to be suitable for settlement by describing the modifications that were necessary (e.g., Nile River irrigation, reclamation of land along the North Sea, planting trees in areas that have become desertified in Africa).
- 7 – H1.1.1** Explain why and how historians use eras and periods as constructs to organize and explain human activities over time.
- 7 – W1.1.2** Explain what archaeologists have learned about Paleolithic and Neolithic patterns of living in Africa, Western Europe, and Asia.
- 7 – W1.2.1** Explain the importance of the natural environment in the development of agricultural settlements in different locations (e.g., available water for irrigation, adequate precipitation, and suitable growth season).
- 7 – W1.2.2** Explain the impact of the Agricultural Revolution (stable food supply, surplus, population growth, trade, division of labor, development of settlements).
- 7 – W1.2.3** Compare and contrast the environmental, economic, and social institutions of two early civilizations from different world regions (e.g., Yangtse, Indus River Valley, Tigris/Euphrates, and Nile).
- 7 – W2.1.2** Use historical and modern maps and other sources to locate, describe, and

analyze major river systems and discuss the ways these physical settings supported permanent settlements, and development of early civilizations (Tigris and Euphrates Rivers, Yangtze River, Nile River, Indus River).

- 7 – **W2.1.3** Examine early civilizations to describe their common features (ways of governing, stable food supply, economic and social structures, use of resources and technology, division of labor and forms of communication).
- 7 – **W3.1.10** Create a time line that illustrates the rise and fall of classical empires during the classical period.
- 7 – **W3.2.1** Identify and describe the beliefs of the five major world religions.

New Vocabulary

| | | | |
|-------------|-------------------------|----------------------|--------------------|
| arid | floodplains | infiltration | sewage |
| atmosphere | fossil fuel | perennial irrigation | silt |
| cataracts | habitat | plateau | tributary condense |
| condense | headwaters | precipitation | Vegetation |
| confluence | highland | reservoir | wadis |
| delta | hydroelectric potential | river basin | water cycle |
| desert | hydroelectric power | runoff | water vapor |
| evaporation | | | |

24. Life in the Sahara and the Sahal

Essential Questions

- How do people adapt to living in a desert region?

Key Concepts

- analyze the impact of desertification on people living in desert regions around the world.
- describe the physical characteristics of three environments of the Saharan region: the desert, the oases, and the Sahel.
- identify ways in which people have adapted to life in these three environments.

Content Expectations

- 6 - G2.1. 1** Describe the landform features and the climate of the region (within the Western or Eastern Hemispheres) under study.
- 6 - G5.2. 1** Describe the effects that a change in the physical environment could have on human activities and the choices people would have to make in adjusting to the change (e.g., drought in northern Mexico, disappearance of forest vegetation in the Amazon, natural hazards and disasters from volcanic eruptions in Central America and the Caribbean and earthquakes in Mexico City and Colombia).
- 6 - G6.1. 1** Contemporary Investigations – Conduct research on contemporary global topics and issues, compose persuasive essays, and develop a plan for action. Migration – Investigate issues arising from international movement of people and the economic, political, and cultural consequences.
- 6 – G1.3. 1** Use the fundamental themes of geography (location, place, human environment interaction, movement, region) to describe regions or places on earth.
- 6 – W1.2. 2** Describe the importance of the natural environment in the development of agricultural settlements in different locations (e.g., available water for irrigation, adequate precipitation, and suitable growing season).
- 6 – W2.1. 1** Explain how the environment favored hunter gatherer, pastoral, and small scale agricultural ways of life in different parts of the Western Hemisphere.
- 6 – W2.1. 4** Use evidence to identify defining characteristics of early civilizations and early pastoral nomads (government, language,

- 7 - G2.1. 1** Describe the landform features and the climate of the region the Western or Eastern Hemispheres) under study.
- 7 - G5.2. 1** Describe the effects that a change in the physical environment could have on human activities and the choices people would have to make in adjusting to the change (e.g., drought in Africa, pollution from volcanic eruptions in Indonesia, earthquakes in Turkey, and flooding in Bangladesh).
- 7 - G6.1. 1** Contemporary Investigations – Conduct research on contemporary global topics and issues, compose persuasive essays, and develop a plan for action. Urbanization – Investigate urbanization and its consequences for the world’s population.
- 7 – G1.3. 1** Use the fundamental themes of geography (location, place, human environment interaction, movement, region) to describe regions or places on Earth.
- 7 – W1.2. 1** Explain the importance of the natural environment in the development of agricultural settlements in different locations (e.g., available water for irrigation, adequate precipitation, and suitable growth season).
- 7- G3.2. 2** Identify ecosystems of a continent and explain why some provide greater opportunities (fertile soil, precipitation) for humans to use than do other ecosystems and how that changes with technology (e.g., China’s humid east and arid west and the effects of irrigation technology).

New Vocabulary

| | | | |
|-----------------|---------------------|-------------------|----------------------|
| adaptation | drought | marginal land | shifting agriculture |
| arid | economic activities | oasis | technology |
| cash crop | Ergs | pastoral nomads | trade winds |
| climate | erosion | physical features | vegetation |
| deforestation | Hammadadas | region | wadis |
| desert | landforms | Regs | windbreak |
| desertification | landscape | | |

25. Micro-entrepreneurs in Africa

Essential Questions

- How are women micro-entrepreneurs in developing countries changing their communities?

Key Concepts

- explain challenges faced by women in developing countries in Africa. describe how African women micro-entrepreneurs have changed the human characteristics of the places where they live and work.
- identify where micro-credit institutions are most active and explain why the majority of their clients are women.

Content Expectations

- 6 - E3.3.1** Explain and compare how economic systems (traditional, command, and market) answer four basic questions: What should be produced? How will it be produced? How will it be distributed? Who will receive the benefits of production? (e.g., compare United States and Cuba, or Venezuela and Jamaica.)
- 6 - G2.2.1** Describe the human characteristics of the region under study (including languages, religion, economic system, governmental system, cultural traditions).
- 6 - G2.2.2** Explain that communities are affected positively or negatively by changes in technology (e.g., Canada with regard to mining, forestry, hydroelectric power generation, agriculture, snowmobiles, cell phones, air travel).

- 7 - G2.2. 1** Describe the human characteristics of the region under study (including languages, religion, economic system, governmental system, cultural traditions).
- 7 - G2.2. 2** Explain that communities are affected positively or negatively by changes in technology (e.g., increased manufacturing resulting in rural to urban migration in China, increased farming of fish, hydroelectric power generation at Three Gorges, pollution resulting from increased manufacturing and automobiles).
- 7 - G4.1. 2** Compare roles of women in traditional African societies in the past with roles of women as modern micro- entrepreneurs in current economies.
- 7 - G6.1.1** Contemporary Investigations – Conduct research on contemporary global topics and issues, compose persuasive essays, and develop a plan for action. Children in the World – Investigate issues affecting children such as health, labor, and war.
- 7 – G1.2. 6** Apply the skills of geographic inquiry (asking geographic questions, acquiring geographic information, organizing geographic information, analyzing geographic information, and answering geographic questions) to analyze a problem or issue of importance to a region of the Eastern Hemisphere.
- 7- E3.3.1** Explain and compare how economic systems (traditional, command, and market) answer four basic questions: What should be produced? How will it be produced? How will it be distributed? Who will receive the benefits of production? (e.g., market economies in Africa, Europe; command economy in North Korea; and the transition to market economies in Vietnam and China).

New Vocabulary

| | | | |
|----------------------|--------------------------------|---------------------|-----------------|
| Civil war | gender-based division of labor | micro-enterprise | pastoral nomads |
| developing countries | informal economy | micro-entrepreneurs | undernourished |
| drought | | | |

26. The Many Cultures of Nigeria

Essential Questions

- How can dividing a diverse country into regions make it easier to understand?

Key Concepts

- analyze photographs of Nigeria to determine in which region each was taken.
- analyze potential problems of and possible solutions to the great ethnic diversity that exists within most African countries.
- describe the characteristics of the physical environment, ethnic groups, culture, and economic activity unique to each region of Nigeria.

Content Expectations

- 6 – G1.2.2** Explain why maps of the same place may vary, including cultural perspectives of the Earth and new knowledge based on science and modern technology
- 6 – G1.3.1** Use the fundamental themes of geography (location, place, human environment interaction, movement, region) to describe regions or places on earth.
- 6 – G2.2.1** Describe the human characteristics of the region under study (including languages, religion, economic system, governmental system, cultural traditions).
- 6 – G2.2.1** Describe the human characteristics of the region under study (including languages, religion, economic system, governmental system, cultural traditions).
- 6 – G2.2.3** Analyze how culture and experience influence people’s perception of places and regions (e.g., the Caribbean Region that presently displays enduring impacts of different immigrant groups – Africans, South Asians, Europeans – and the differing contemporary points of view about the region displayed by islanders and tourists).

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| | <p>6 – HI.2.1 Explain how historians use a variety of sources to explore the past (e.g., artifacts, primary and secondary sources including narratives, technology, historical maps, visual/mathematical quantitative data, radiocarbon dating, DNA analysis).</p> <p>6 – HI.4.1 Describe and use cultural institutions to study an era and a region (political, economic, religion/ belief, science/technology, written language, education, family).</p> <p>7 – G1.2.2 Explain why maps of the same place may vary as a result of the cultural or historical background of the cartographer.</p> <p>7 – G1.2.6 Apply the skills of geographic inquiry (asking geographic questions, acquiring geographic information, organizing geographic information, analyzing geographic information, and answering geographic questions) to analyze a problem or issue of importance to a region of the Eastern Hemisphere.</p> <p>7 – G1.3.1 Use the fundamental themes of geography (location, place, human environment interaction, movement, region) to describe regions or places on earth.</p> <p>7 – G2.2.1 Describe the human characteristics of the region under study (including languages, religion, economic system, governmental system, cultural traditions).</p> <p>7 – G2.2.3 Analyze how culture and experience influence people’s perception of places and regions (e.g., that beaches are places where tourists travel, cities have historic buildings, northern places are cold, equatorial places are very warm).</p> <p>7 – G4.1.1 Identify and explain examples of cultural diffusion within the Eastern Hemisphere (e.g., the spread of sports, music, architecture, television, Internet, Bantu languages in Africa, Islam in Western Europe).</p> <p>7 – G6.1.1 Contemporary Investigations – Conduct research on contemporary global topics and issues, compose persuasive essays, and develop a plan for action. (H1.4.3, G1.2.6, See P3 and P4)</p> <p>7 – HI.2.1 Explain how historians use a variety of sources to explore the past (e.g., artifacts, primary and secondary sources including narratives, technology, historical maps, visual/mathematical quantitative data, radiocarbon dating, DNA analysis).</p> <p>7 – HI.4.1 Describe and use cultural institutions to study an era and a region (political, economic, religion/ belief, science/technology, written language, education, family).</p> <p>7 – W1.1.1 Explain how and when human communities populated major regions of the Eastern Hemisphere (Africa, Australia, Europe, Asia) and adapted to a variety of environments.</p> <p>7 – W2.1.1 Describe the importance of the development of human language, oral and written, and its relationship to the development of culture • verbal vocalizations • standardization of physical (rock, bird) and abstract (love, fear) words • pictographs to abstract</p> <p>7 – W2.1.1 Describe the importance of the development of human language, oral and written, and its relationship to the development of culture • verbal vocalizations • standardization of physical (rock, bird) and abstract (love, fear) words • pictographs to abstract</p> <p>7 – W3.1.1 Describe the characteristics that classical civilizations share (institutions, cultural styles, systems of thought that influenced neighboring peoples and have endured for several centuries).</p> <p>7 – W3.1.2 Using historic and modern maps, locate three major empires of this era, describe their geographic characteristics including physical features and climates, and propose a generalization about the relationship between geographic characteristics and the development of early empires.</p> <p>7 – W3.1.5 Describe major achievements from Indian, Chinese, Mediterranean, African, and Southwest and Central Asian civilizations in the areas of art, architecture and culture; science, technology and mathematics; political life and ideas;</p> |
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philosophy and ethical beliefs; and military strategy.

7 – **W3.1.9** Describe the significance of legal codes, belief systems, written languages and communications in the development of large regional empires.

New Vocabulary

| | | | |
|-----------------|-------------------|-------------------|---------------------|
| Climate | Drought | Physical features | shantytowns |
| colonialism | ethnic diversity | pollution | shari'a |
| cultural region | ethnic group | region | tropical rainforest |
| delta | linguistic group | rural | Urban |
| desert | natural resources | savanna | Wetlands |
| dialect | | | |

27. *Post-apartheid South Africa*

Essential Questions

- How might ethnic group differences affect who controls resources and power in a society?

Key Concepts

- analyze the redistribution of power and resources in postapartheid South Africa.
- describe how apartheid has affected South Africans of various ethnicities.
- evaluate South Africa’s progress toward equality for all South Africans since the end of apartheid.
- examine the effects of the worldwide HIV/AIDS epidemic.

Content Expectations

- 6 – **CI.1.1** Analyze competing ideas about the purposes government should serve in a democracy and in a dictatorship (e.g., protecting individual rights, promoting the common good, providing economic security, molding the character of citizens, or promoting a particular religion).
- 6 – **C3.6.1** Define the characteristics of a nation-state (a specific territory, clearly defined boundaries, citizens, and jurisdiction over people who reside there, laws, and government), and how Western Hemisphere nations interact.
- 6 – **C4.3.1** Explain the geopolitical relationships between countries (e.g., petroleum and arms purchases in Venezuela and Ecuador; foreign aid for health care in Nicaragua).
- 6 – **GI.1.1** Describe how geographers use mapping to represent places and natural and human phenomena in the world.
- 6 – **GI.1.1** Describe how geographers use mapping to represent places and natural and human phenomena in the world.
- 6 – **G4.4.1** Identify factors that contribute to conflict and cooperation between and among cultural groups (control/use of natural resources, power, wealth, and cultural diversity).
- 6 – **HI.2.1** Explain how historians use a variety of sources to explore the past (e.g., artifacts, primary and secondary sources including narratives, technology, historical maps, visual/mathematical quantitative data, radiocarbon dating, DNA analysis).
- 6 – **HI.4.2** Describe and use themes of history to study patterns of change and continuity.
- 6 – **HI.4.3** Use historical perspective to analyze global issues faced by humans long ago and today.
- 6 – **W3.1.1** Analyze the role of environment in the development of early empires, referencing both useful environmental features and those that presented obstacles.

- 7 – *CI.1.1* Explain how the purposes served by government affect relationships between the individual, government, and society as a whole and the differences that occur in monarchies, theocracies, dictatorships, and representative governments.
- 7 – *C3.6.1* Define the characteristics of a nation-state (a specific territory, clearly defined boundaries, citizens, and jurisdiction over people who reside there, laws, and government) and how Eastern Hemisphere nations interact.
- 7 – *C3.6.1* Define the characteristics of a nation-state (a specific territory, clearly defined boundaries, citizens, and jurisdiction over people who reside there, laws, and government) and how Eastern Hemisphere nations interact.
- 7 – *G4.4.1* Identify and explain factors that contribute to conflict and cooperation between and among cultural groups (e.g., natural resources, power, culture, wealth).
- 7 – *G6.1.1* Contemporary Investigations – Conduct research on contemporary global topics and issues, compose persuasive essays, and develop a plan for action. (H1.4.3, G1.2.6, See P3 and P4)
- 7 – *H1.2.5* Describe how historians use methods of inquiry to identify cause effect relationships in history noting that many have multiple causes.
- 7 – *W3.1.5* Describe major achievements from Indian, Chinese, Mediterranean, African, and Southwest and Central Asian civilizations in the areas of art, architecture and culture; science, technology and mathematics; political life and ideas; philosophy and ethical beliefs; and military strategy.

New Vocabulary

| | | | |
|--------------|---------------|-------------|-----------|
| apartheid | Ethnic groups | region | townships |
| cash crops | habitats | rural | urban |
| climate | multiracial | segregation | wildlife |
| distribution | per capita | slums | Workforce |

**UNIT 6:
SOUTHWEST AND
CENTRAL ASIA**

28. *Geography of Southwest Asia*

Essential Questions

- How do the five themes of geography help us understand Southwest Asia?

Key Concepts

- analyze and create thematic maps related to the region
- knowledge of and the ability to identify the key capitals in the region
- knowledge of and the ability to identify the key countries in the region
- knowledge of and the ability to identify the key physical features of the region

Content Expectations

- 7 – *GI.1.1* Explain and use a variety of maps, globes, and web based geography technology to study the world, including global, interregional, regional, and local scales.
- 7 – *GI.2.3* Use observations from air photos, photographs (print and CD), films (VCR and DVD) as the basis for answering geographic questions about the human and physical characteristics of places and regions.
- 7 – *GI.2.4* Draw the general population distribution of the Eastern Hemisphere on a map, analyze the patterns, and propose two generalizations about the location and density of the population.
- 7 – *GI.2.5* Use information from modern technology such as Geographic Positioning System (GPS), Geographic Information System (GIS), and satellite remote sensing to locate information and process maps and data to analyze spatial patterns of the Eastern Hemisphere to answer geographic questions.
- 7 – *GI.2.6* Apply the skills of geographic inquiry (asking geographic questions, acquiring geographic information, organizing geographic information, analyzing geographic information, and answering geographic questions) to analyze a

- problem or issue of importance to a region of the Eastern Hemisphere.
- 7 – **G2.1.1** Describe the landform features and the climate of the region (within the Western or Eastern Hemispheres) under study.
- 7 – **G2.1.2** Use information from GIS, remote sensing and the World Wide Web to compare and contrast the surface features and vegetation of the continents of the Eastern Hemisphere.

New Vocabulary

| | | | |
|--------------------|--------------------|--------------------|---------------------|
| Arid | Economica activity | Mediterranean | Region |
| Chaparral | Erosion | Mixed forest | Rural urban |
| Clilmate zone | Fossil fuel | Nomadic herding | Semiarid |
| Commercial farming | Freshwater | Peninsula | Steppe |
| Coniferous forest | Gulf | Per capita | Temperate grassland |
| Deciduous | Ice cap | Plateaus | Vegetation |
| Desert | Inland sea | Population density | Vegetation zone |
| Desert scrub | Landscape | precipitation | |

29. *Oil in Southwest Asia*

Essential Questions

- How might having a valuable natural resource affect a region?

Key Concepts

- explore alternative energy resources.
- investigate the effects of large oil reserves on Southwest Asian countries.
- understand how oil is distributed in Southwest Asia.
- understand how oil is formed.

Content Expectations

- 6 – **C4.3.3** Give examples of how countries work together for mutual benefits through international organizations (e.g. North American Free Trade Agreement (NAFTA), Organization of American States (OAS), United Nations (UN)).
- 6 – **E2.3.1** Describe the impact of governmental policy (sanctions, tariffs, treaties) on that country and on other countries that use its resources.
- 6 – **G1.3.1** Use the fundamental themes of geography (location, place, human environment interaction, movement, region) to describe regions or places on earth.
- 6 – **G2.2.2** Explain that communities are affected positively or negatively by changes in technology (e.g., Canada with regard to mining, forestry, hydroelectric power generation, agriculture, snowmobiles, cell phones, air travel).
- 6 – **G6.1.2** Investigations Designed for Ancient World History Eras – Conduct research on global topics and issues, compose persuasive essays, and develop a plan for action. (H1.4.3, G1.2.6, See P3 and P4) Note: Additional global investigation topics have been identified for connections to World History Eras 1, 2, and 3 studies. Students investigate contemporary topics and issues that they have studied in an ancient world history context. The investigations may be addressed at the conclusion of each Era or may be included at the conclusion of the course.
- 6 – **H1.1.1** Explain why and how historians use eras and periods as constructs to organize and explain human activities over time.
- 6 – **H1.4.1** Describe and use cultural institutions to study an era and a region (political, economic, religion/ belief, science/technology, written language, education, family).

- 7 – **C4.3.3** Explain why governments belong to different types of international and regional organizations (e.g., United Nations (UN), North Atlantic Treaty Organization (NATO), Organization of the Petroleum Exporting Countries (OPEC), European Union (EU), and African Union (AU), G-8 countries (leading economic/political)).
- 7 – **E3.1.3** Determine the impact of trade on a region of the Eastern Hemisphere by graphing and analyzing the gross Domestic Product of the region for the past decade and comparing the data with trend data on the total value of imports and exports over the same period.
- 7 – **GI.1.1** Explain and use a variety of maps, globes, and web based geography technology to study the world, including global, interregional, regional, and local scales.
- 7 – **GI.2.6** Apply the skills of geographic inquiry (asking geographic questions, acquiring geographic information, organizing geographic information, analyzing geographic information, and answering geographic questions) to analyze a problem or issue of importance to a region of the Eastern Hemisphere.
- 7 – **GI.3.1** Use the fundamental themes of geography (location, place, human environment interaction, movement, region) to describe regions or places on earth.
- 7 – **G2.2.2** Explain that communities are affected positively or negatively by changes in technology (e.g., increased manufacturing resulting in rural to urban migration in China, increased farming of fish, hydroelectric power generation at Three Gorges, pollution resulting from increased manufacturing and automobiles).
- 7 – **G6.1.2** Investigations Designed for Ancient World History Eras – Conduct research on global topics and issues, compose persuasive essays, and develop a plan for action. (H1.4.3, G1.2.6, See P3 and P4) Note: Additional global investigation topics have been identified for connections to World History Eras 1, 2, and 3 studies. Students investigate contemporary topics and issues that they have studied in an ancient world history context. The investigations may be addressed at the conclusion of each Era or may be included at the conclusion of the course.
- 7 – **H1.4.1** Describe and use cultural institutions to study an era and a region (political, economic, religion/ belief, science/technology, written language, education, family).
- 7 – **W2.1.3** Examine early civilizations to describe their common features (ways of governing, stable food supply, economic and social structures, use of resources and technology, division of labor and forms of communication).
- 7 – **W3.1.1** Describe the characteristics that classical civilizations share (institutions, cultural styles, systems of thought that influenced neighboring peoples and have endured for several centuries).
- 7 – **W3.2.1** Identify and describe the beliefs of the five major world religions.

New Vocabulary

| | | | |
|---------------------|------------------------|-----------------------|--------------------|
| Crude oil | Ethnic group | Life expectancy | Region |
| Crust | Geothermal energy | Natural gas | Renewable resource |
| Desert | Gross domestic product | Nomad | State |
| Developed countries | Impermeable rock | Nonrenewable resource | Tectonic plates |
| Distribution | Infant mortality rate | Oil reserves | |

30. *Istanbul as a Primate City.*

Essential Questions

- Where are the primate cities located, and why are they important?

Key Concepts

- analyze the location and importance of primate cities worldwide
- examine the traits of primate cities.
- experience the importance of site and situation by playing a trading game that begins with students in scattered locations and ends with them congregated in a single location best suited for trading.
- investigate the role of geography in the development of primate cities.

Content Expectations

- 6 – G4.3.2** Describe patterns of settlement by using historical and modern maps (e.g., coastal and river cities and towns in the past and present, locations of megacities – modern cities over 5 million, such as Mexico City, and patterns of agricultural settlements in South and North America).
- 6 – H1.4.1** Describe and use cultural institutions to study an era and a region (political, economic, religion/ belief, science/technology, written language, education, family).
- 7 – G4.3.2** Describe patterns of settlement by using historical and modern maps (e.g., the location of the world’s mega cities, other cities located near coasts and navigable rivers, regions under environmental stress such as the Sahel).
- 7 – G6.1.1** Contemporary Investigations – Conduct research on contemporary global topics and issues, compose persuasive essays, and develop a plan for action. (H1.4.3, G1.2.6, See P3 and P4)
- 7 – H1.4.1** Describe and use cultural institutions to study an era and a region (political, economic, religion/ belief, science/technology, written language, education, family).
- 7 – W3.1.6** Use historic and modern maps to locate and describe trade networks among empires in the classical era.
- 7 – W3.1.7** Use a case study to describe how trade integrated cultures and influenced the economy within empires (e.g., Assyrian and Persian trade networks or networks of Egypt and Nubia/Kush; or Phoenician and Greek networks).

New Vocabulary

| | | | |
|--------------|--------------|-----------|-----------------|
| Capital city | Primate city | Site | Urban hierarchy |
| Peninsula | Rural | situation | |

*31. The Shrinking Water Sources of Central Asia***Essential Questions**

- How are humans affected by changes they make to their physical environment?

Key Concepts

- discover why the Aral Sea has shrunk significantly in the last 40 years.
- examine how the shrinking of the Aral Sea has affected people in Kazakhstan and Uzbekistan.
- investigate irrigation in other parts of the world and its effects on people in those areas.

Content Expectations

- 6 – G2.2.2** Explain that communities are affected positively or negatively by changes in technology (e.g., Canada with regard to mining, forestry, hydroelectric power generation, agriculture, snowmobiles, cell phones, air travel).
- 6 – G5.1.1** Describe the environmental effects of human action on the atmosphere (air), biosphere (people, animals, and plants), lithosphere (soil), and hydrosphere (water) (e.g., changes in the tropical forest environments in Brazil, Peru, and Costa Rica).

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| | <p>6 – G5.1.2 Describe how variations in technology affect human modifications of the landscape (e.g., clearing forests for agricultural land in South America, fishing in the Grand Banks of the Atlantic, expansion of cities in South America, hydroelectric developments in Canada, Brazil and Chile, and mining the Kentucky and West Virginia).</p> <p>6 – G5.1.3 Identify the ways in which human-induced changes in the physical environment in one place can cause changes in other places (e.g., cutting forests in one region may result in river basin flooding elsewhere; building a dam floods land upstream and may permit irrigation in another region).</p> <p>6 – G6.1.1 Contemporary Investigations – Conduct research on contemporary global topics and issues, compose persuasive essays, and develop a plan for action. (H1.4.3, G1.2.6, See P3 and P4)</p> <p>6 – H1.2.2 Read and comprehend a historical passage to identify basic factual knowledge and the literal meaning by indicating who was involved, what happened, where it happened, what events led to the development, and what consequences or outcomes followed.</p> <p>6 – H1.2.3 Identify the point of view (perspective of the author) and context when reading and discussing primary and secondary sources.</p> <p>6 – H1.2.4 Compare and evaluate competing historical perspectives about the past based on proof.</p> <p>7 – G1.2.6 Apply the skills of geographic inquiry (asking geographic questions, acquiring geographic information, organizing geographic information, analyzing geographic information, and answering geographic questions) to analyze a problem or issue of importance to a region of the Eastern Hemisphere.</p> <p>7 – G2.2.2 Explain that communities are affected positively or negatively by changes in technology (e.g., increased manufacturing resulting in rural to urban migration in China, increased farming of fish, hydroelectric power generation at Three Gorges, pollution resulting from increased manufacturing and automobiles).</p> <p>7 – G5.1.1 Describe the environmental effects of human action on the atmosphere (air), biosphere (people, animals, and plants), lithosphere (soil), and hydrosphere (water) (e.g., desertification in the Sahel Region of North Africa, deforestation in the Congo Basin, air pollution in urban center, and chemical spills in European Rivers).</p> <p>7 – G5.1.2 Describe how variations in technology affect human modifications of the landscape (e.g., clearing of agricultural land in Southeast Asia, fish factories in North Atlantic and Western Pacific Ocean, and damming rivers to meet needs for electricity).</p> <p>7 – G5.1.3 Identify the ways in which human-induced changes in the physical environment in one place can cause changes in other places (e.g., cutting forests in one region may result in river basin flooding elsewhere as has happened historically in China; building dams floods land upstream and permits irrigation downstream as in Southern Africa, the Aswan Dam flooded the upper Nile Valley and permitted irrigation downstream).</p> <p>7 – H1.2.2 Read and comprehend a historical passage to identify basic factual knowledge and the literal meaning by indicating who was involved, what happened, where it happened, what events led to the development, and what consequences or outcomes followed.</p> <p>7 – H1.2.3 Identify the point of view (perspective of the author) and context when reading and discussing primary and secondary sources.</p> <p>7 – H1.2.4 Compare and evaluate competing historical perspectives about the past based on proof.</p> <p>7 – W2.1.5 Describe pastoralism and explain how the climate and geography of Central Asia were linked to the rise of pastoral societies on the steppes.</p> |
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New Vocabulary

| | | | |
|---------------------------|-------------|--------------------|-----------------|
| Arid | Freshwater | Population density | Sewage |
| Cash crop | Groundwater | Potable | Toxic chemicals |
| Climate | Inland sea | Region | Urban |
| Desert | Migrate | Saline | Wastewater |
| Environmental degradation | Pesticides | Salinization | Water stress |
| fishery | | | |

UNIT 7: MONSOON (SOUTHEAST) ASIA*32. Geography of Monsoon Asia***Essential Questions**

- How do the five themes of geography help us understand Monsoon Asia?

Key Concepts

- analyze and create thematic maps related to the region
- knowledge of and the ability to identify the key capitals in the region
- knowledge of and the ability to identify the key countries in the region
- knowledge of and the ability to identify the key physical features of the region

Content Expectations

- 7 – GI.1.1** Explain and use a variety of maps, globes, and web based geography technology to study the world, including global, interregional, regional, and local scales.
- 7 – GI.2.3** Use observations from air photos, photographs (print and CD), films (VCR and DVD) as the basis for answering geographic questions about the human and physical characteristics of places and regions.
- 7 – GI.2.4** Draw the general population distribution of the Eastern Hemisphere on a map, analyze the patterns, and propose two generalizations about the location and density of the population.
- 7 – GI.2.5** Use information from modern technology such as Geographic Positioning System (GPS), Geographic Information System (GIS), and satellite remote sensing to locate information and process maps and data to analyze spatial patterns of the Eastern Hemisphere to answer geographic questions.
- 7 – GI.2.6** Apply the skills of geographic inquiry (asking geographic questions, acquiring geographic information, organizing geographic information, analyzing geographic information, and answering geographic questions) to analyze a problem or issue of importance to a region of the Eastern Hemisphere.
- 7 – G2.1.1** Describe the landform features and the climate of the region (within the Western or Eastern Hemispheres) under study.
- 7 – G2.1.2** Use information from GIS, remote sensing and the World Wide Web to compare and contrast the surface features and vegetation of the continents of the Eastern Hemisphere.

New Vocabulary

| | | | |
|----------------------------|---------------------|--------------|----------------------|
| Arid | Desert | Landform | Rainforest |
| Broadleaf evergreen forest | Desert scrub | Landmass | Region |
| Climate | Highland | Landscape | Rural |
| Climate zone | Highlands | Mixed forest | Tropical grasslands |
| Commercial fishing | Humid continental | Monsoons | Tropical wet |
| Crust | Humid subtropical | nations | Tropical wet and dry |
| Deciduous forest | Hydroelectric power | Peninsula | Vegetation |
| Delta | Ice cap | Plateau | Volcanoes |
| Desert | | | |

33. *The Effects of Monsoon in South Asia*

Essential Questions

- How does climate influence activity in a region?

Key Concepts

- discover what monsoons are, why they occur, and how they influence climate.
- examine the effects of climate and how it shapes life in four climate zones in South Asia.
- investigate how climate affects other parts of the world.

Content Expectations

- 6 – G1.3.1** Use the fundamental themes of geography (location, place, human environment interaction, movement, region) to describe regions or places on earth.
- 6 – G2.1.1** Describe the landform features and the climate of the region (within the Western or Eastern Hemispheres) under study.
- 6 – G3.1.1** Construct and analyze climate graphs for two locations at different latitudes and elevations in the region to answer geographic questions and make predictions based on patterns. (e.g., compare and contrast Buenos Aires and La Paz; Mexico City and Guatemala City; Edmonton and Toronto).
- 6 – G3.2.1** Explain how and why ecosystems differ as a consequence of differences in latitude, elevation, and human activities (e.g., South America’s location relative to the equator, effects of elevations on temperature and growing season, proximity to bodies of water and the effects on temperature and rainfall, effects of annual flooding on vegetation along river flood plains such as the Amazon).
- 6 – H1.1.1** Explain why and how historians use eras and periods as constructs to organize and explain human activities over time.
- 6 – G5.2.1** Describe the effects that a change in the physical environment could have on human activities and the choices people would have to make in adjusting to the change (e.g., drought in northern Mexico, disappearance of forest vegetation in the Amazon, natural hazards and disasters from volcanic eruptions in Central America and the Caribbean and earthquakes in Mexico City and Colombia).
- 7 – G1.3.1** Use the fundamental themes of geography (location, place, human environment interaction, movement, region) to describe regions or places on earth.
- 7 – G2.1.1** Describe the landform features and the climate of the region (within the Western or Eastern Hemispheres) under study.
- 7 – G3.1.1** Construct and analyze climate graphs for locations at different latitudes and elevations in the region to answer geographic questions and make predictions based on patterns (e.g., compare and contrast Norway and France; Nairobi and Kilimanjaro; Mumbai and New Delhi).
- 7 – G3.2.1** Explain how and why ecosystems differ as a consequence of differences in latitude, elevation, and human activities (e.g., effects of latitude on types of vegetation in Africa, proximity to bodies of water in Europe, and effects of annual river flooding in Southeast Asia and China).
- 7 – G5.2.1** Describe the effects that a change in the physical environment could have on human activities and the choices people would have to make in adjusting to the change (e.g., drought in Africa, pollution from volcanic eruptions in Indonesia, earthquakes in Turkey, and flooding in Bangladesh).
- 7 – H1.1.1** Explain why and how historians use eras and periods as constructs to organize and explain human activities over time.
- 7 – W1.1.2** Explain what archaeologists have learned about Paleolithic and Neolithic patterns of living in Africa, Western Europe, and Asia.
- 7 – W1.2.3** Compare and contrast the environmental, economic, and social institutions of

two early civilizations from different world regions (e.g., Yangtze, Indus River Valley, Tigris/Euphrates, and Nile).

7 – W2.1.3 Examine early civilizations to describe their common features (ways of governing, stable food supply, economic and social structures, use of resources and technology, division of labor and forms of communication).

7 – W3.1.10 Create a time line that illustrates the rise and fall of classical empires during the classical period.

New Vocabulary

| | | | |
|----------------------|-------------------|---------------|-------------------|
| Atmosphere | Desert | Peninsula | Semiarid |
| Atmospheric pressure | Downwind | Permafrost | Slums |
| Capital city | Drought | Precipitation | Tropical cyclones |
| Climate | Evaporation | Rain shadow | Tundra |
| Cloud seeding | Monsoon | Runoff | Upwind |
| Delta | Orographic effect | | |

34. Tech Workers and Time Zones

Essential Questions

- What factors give some countries a comparative advantage in the global IT revolution?

Key Concepts

- discover factors that cause foreign companies to invest in the United States and the effects of such investment.
- examine the factors that give India a comparative advantage in the global IT revolution.
- investigate the impact of the global IT revolution (outsourcing) on Bangalore, India.

Content Expectations

6 – E3.1.3 Explain how communications innovations have affected economic interactions and where and how people work (e.g., internet-based home offices, international work teams, international companies).

6 – G1.3.3 Explain the different ways in which places are connected and how those connections demonstrate interdependence and accessibility.

6 – G2.2.1 Describe the human characteristics of the region under study (including languages, religion, economic system, governmental system, cultural traditions).

6 – G2.2.2 Explain that communities are affected positively or negatively by changes in technology (e.g., Canada with regard to mining, forestry, hydroelectric power generation, agriculture, snowmobiles, cell phones, air travel).

6 – G4.2.1 List and describe the advantages and disadvantages of different technologies used to move people, products, and ideas throughout the world (e.g., call centers in the Eastern Hemisphere that service the Western Hemisphere; the United States and Canada as hubs for the Internet; transport of people and perishable products; and the spread of individuals’ ideas as voice and image messages on electronic networks such as the Internet).

6 – H1.4.1 Describe and use cultural institutions to study an era and a region (political, economic, religion/ belief, science/technology, written language, education, family).

7 – E1.1.1 Explain the role of incentives in different economic systems (acquiring money, profit, goods, wanting to avoid loss, position in society, job placement).

7 – E2.3.1 Explain how national governments make decisions that impact both that country and other countries that use its resources (e.g., sanctions and tariffs enacted by a national government to prevent imports, most favored trade

- agreements, the impact China is having on the global economy and the U.S. economy in particular).
- 7 – **E3.1.1** Explain the importance of trade (imports and exports) on national economies in the Eastern Hemisphere (e.g., natural gas in North Africa, petroleum Africa, mineral resources in Asia).
- 7 – **E3.1.4** Explain how communications innovations have affected economic interactions and where and how people work (e.g., internet home offices, international work teams, international companies).
- 7 – **GI.1.1** Explain and use a variety of maps, globes, and web based geography technology to study the world, including global, interregional, regional, and local scales.
- 7 – **GI.2.6** Apply the skills of geographic inquiry (asking geographic questions, acquiring geographic information, organizing geographic information, analyzing geographic information, and answering geographic questions) to analyze a problem or issue of importance to a region of the Eastern Hemisphere.
- 7 – **GI.3.3** Explain the different ways in which places are connected and how those connections demonstrate interdependence and accessibility.
- 7 – **G2.2.1** Describe the human characteristics of the region under study (including languages, religion, economic system, governmental system, cultural traditions).
- 7 – **G2.2.2** Explain that communities are affected positively or negatively by changes in technology (e.g., increased manufacturing resulting in rural to urban migration in China, increased farming of fish, hydroelectric power generation at Three Gorges, pollution resulting from increased manufacturing and automobiles).
- 7 – **G4.1.1** Identify and explain examples of cultural diffusion within the Eastern Hemisphere (e.g., the spread of sports, music, architecture, television, Internet, Bantu languages in Africa, Islam in Western Europe).
- 7 – **G4.2.1** List and describe the advantages and disadvantages of different technologies used to move people, products, and ideas throughout the world (e.g., opportunities for employment, entrepreneurial and educational opportunities using the Internet; the effects of technology on reducing the time necessary for communications and travel; the uses and effects of wireless technology in developing countries; and the spread of group and individual’s ideas as voice and image messages on electronic networks such as the Internet).
- 7 – **HI.4.1** Describe and use cultural institutions to study an era and a region (political, economic, religion/ belief, science/technology, written language, education, family).

New Vocabulary

| | | | |
|-----------------------|-----------------------------|-------------------|--------------------|
| Brain drain | Dialects | Linguistic groups | Standard of living |
| Comparative advantage | Illiterate | Outsource | Time zone |
| Cost of living | Information technology (IT) | Rainforest | Workforce |
| desert | | | |

35. *Mount Everest*

Essential Questions

- How can people both experience and protect the world's special places?

Key Concepts

- explain the reasons people want to protect World Heritage sites.
- identify the physical characteristics of Mount Everest and the challenges presented by climbing the world’s tallest physical feature.
- understand the impact of Everest expeditions on people and the environment.

Content Expectations

- 6 – G2.1.1** Describe the landform features and the climate of the region (within the Western or Eastern Hemispheres) under study.
- 6 – G3.2.1** Explain how and why ecosystems differ as a consequence of differences in latitude, elevation, and human activities (e.g., South America’s location relative to the equator, effects of elevations on temperature and growing season, proximity to bodies of water and the effects on temperature and rainfall, effects of annual flooding on vegetation along river flood plains such as the Amazon).
- 7 – G2.1.1** Describe the landform features and the climate of the region (within the Western or Eastern Hemispheres) under study.
- 7 – G3.2.1** Explain how and why ecosystems differ as a consequence of differences in latitude, elevation, and human activities (e.g., effects of latitude on types of vegetation in Africa, proximity to bodies of water in Europe, and effects of annual river flooding in Southeast Asia and China).

New Vocabulary

| | | | |
|-------------------|--------------------|----------|---------------------|
| Acclimatize | Deforestation | Exposure | UNESCO |
| Avalanche | Developing country | Tourism | World Heritage site |
| Carrying capacity | | | |

36. China the Worlds Most Populous Country**Essential Questions**

- How does a country meet the challenges created by a large and growing population?

Key Concepts

- analyze the steps taken by China to meet its challenges as the world’s most populous country.
- examine the challenges created by a large and growing population.
- investigate ways in which rapidly growing countries around the world might address the challenges created by their expanding populations.

Content Expectations

- 6 – G2.2.1** Describe the human characteristics of the region under study (including languages, religion, economic system, governmental system, cultural traditions).
- 6 – G2.2.2** Explain that communities are affected positively or negatively by changes in technology (e.g., Canada with regard to mining, forestry, hydroelectric power generation, agriculture, snowmobiles, cell phones, air travel).
- 6 – G6.1.1** Contemporary Investigations – Conduct research on contemporary global topics and issues, compose persuasive essays, and develop a plan for action. (H1.4.3, G1.2.6, See P3 and P4)
- 6 – H1.2.5** Identify the role of the individual in history and the significance of one person’s ideas.
- 7 – E1.1.1** Explain the role of incentives in different economic systems (acquiring money, profit, goods, wanting to avoid loss, position in society, job placement).
- 7 – G1.1.1** Explain and use a variety of maps, globes, and web based geography technology to study the world, including global, interregional, regional, and local scales.
- 7 – G1.2.6** Apply the skills of geographic inquiry (asking geographic questions, acquiring geographic information, organizing geographic information, analyzing geographic information, and answering geographic questions) to analyze a problem or issue of importance to a region of the Eastern Hemisphere.

- 7 – **G2.2.1** Describe the human characteristics of the region under study (including languages, religion, economic system, governmental system, cultural traditions).
- 7 – **G2.2.2** Explain that communities are affected positively or negatively by changes in technology (e.g., increased manufacturing resulting in rural to urban migration in China, increased farming of fish, hydroelectric power generation at Three Gorges, pollution resulting from increased manufacturing and automobiles).
- 7 – **G6.1.2** Investigations Designed for Ancient World History Eras – Conduct research on global topics and issues, compose persuasive essays, and develop a plan for action. (H1.4.3, G1.2.6, See P3 and P4) Note: Additional global investigation topics have been identified for connections to World History Eras 1, 2, and 3 studies. Students investigate contemporary topics and issues that they have studied in an ancient world history context. The investigations may be addressed at the conclusion of each Era or may be included at the conclusion of the course.

New Vocabulary

| | | | |
|---------------|---------------------|--------------------------|------------------------|
| Basin | Ecosystem | Infant mortality rate | Renewable resource |
| Birth rate | Famine | Landscape | Reservoir |
| Consumption | Fault | Life expectancy | Rural |
| Death rate | Floodplain | Migrant workers | Standard of living |
| Desert | Habitat | Plateau | Technology |
| Doubling time | Historic site | Pollution | Toxic chemicals |
| Drought | Hydroelectric power | Rate of natural increase | Zero population growth |

37. Population Density in Japan

Essential Questions

- How does population density affect the way people live?

Key Concepts

- analyze how population density affects life in their own community and around the world.
- describe how population density affects various aspects of life in Japan.

Content Expectations

- 6 – **G1.3.2** Explain the locations and distributions of physical and human characteristics of Earth by using knowledge of spatial patterns.
- 6 – **G2.2.1** Describe the human characteristics of the region under study (including languages, religion, economic system, governmental system, cultural traditions).
- 6 – **G4.3.2** Describe patterns of settlement by using historical and modern maps (e.g., coastal and river cities and towns in the past and present, locations of megacities – modern cities over 5 million, such as Mexico City, and patterns of agricultural settlements in South and North America).
- 7 – **G1.1.1** Explain and use a variety of maps, globes, and web based geography technology to study the world, including global, interregional, regional, and local scales.
- 7 – **G1.2.6** Apply the skills of geographic inquiry (asking geographic questions, acquiring geographic information, organizing geographic information, analyzing geographic information, and answering geographic questions) to analyze a problem or issue of importance to a region of the Eastern Hemisphere.
- 7 – **G1.3.2** Explain the locations and distributions of physical and human characteristics of Earth by using knowledge of spatial patterns.
- 7 – **G2.2.1** Describe the human characteristics of the region under study (including languages, religion, economic system, governmental system, cultural traditions).

7 – G6.1.1 Contemporary Investigations – Conduct research on contemporary global topics and issues, compose persuasive essays, and develop a plan for action. (H1.4.3, G1.2.6, See P3 and P4)

New Vocabulary

| | | | |
|-------------------------------|-------------------------|--------------------------------|-----------------|
| Acid rain | Earthquake-resistant | Physiologic population density | Tectonic plates |
| Arable land | Construction techniques | pollution | Terracing |
| Arithmetic population density | Habitat | Population density | Toxic chemicals |
| Climate | Life expectancy | Population distribution | Tsunamis |
| Commute time | Natural resources | Recycling | Volcanoes |
| Earthquake zone | Nuclear families | Sewage | wastewater |

38. Globalization

Essential Questions

- What is globalization, and how does it affect people and places?

Key Concepts

- analyze the global efforts needed to design, manufacture, and distribute a particular product.
- explain the impact of globalization on people and places.
- identify the components and steps of manufacturing a global product.

Content Expectations

6 – E1.1.1 Explain how incentives vary in different economic systems (e.g. acquiring money, profit, goods, wanting to avoid loss in position in society, job placement).

6 – E3.1.2 Diagram or map the movement of a consumer product from where it is manufactured to where it is sold to demonstrate the flow of materials, labor, and capital (e.g., global supply chain for computers, athletic shoes, and clothing).

6 – G1.3.3 Explain the different ways in which places are connected and how those connections demonstrate interdependence and accessibility.

6 – G2.2.2 Explain that communities are affected positively or negatively by changes in technology (e.g., Canada with regard to mining, forestry, hydroelectric power generation, agriculture, snowmobiles, cell phones, air travel).

6 – G4.2.1 List and describe the advantages and disadvantages of different technologies used to move people, products, and ideas throughout the world (e.g., call centers in the Eastern Hemisphere that service the Western Hemisphere; the United States and Canada as hubs for the Internet; transport of people and perishable products; and the spread of individuals’ ideas as voice and image messages on electronic networks such as the Internet).

6 – G4.4.1 Identify factors that contribute to conflict and cooperation between and among cultural groups (control/use of natural resources, power, wealth, and cultural diversity).

6 – G6.1.1 Contemporary Investigations – Conduct research on contemporary global topics and issues, compose persuasive essays, and develop a plan for action. (H1.4.3, G1.2.6, See P3 and P4)

7 – E1.1.2 Describe the circular flow model (that businesses get money from households in exchange for goods and services and return that money to households by paying for the factors of production that households have to sell) and apply it to a public service (e.g., education, health care, military protection).

7 – E3.1.1 Explain the importance of trade (imports and exports) on national economies in

- the Eastern Hemisphere (e.g., natural gas in North Africa, petroleum Africa, mineral resources in Asia).
- 7 – *GI.1.1* Explain and use a variety of maps, globes, and web based geography technology to study the world, including global, interregional, regional, and local scales.
 - 7 – *GI.2.6* Apply the skills of geographic inquiry (asking geographic questions, acquiring geographic information, organizing geographic information, analyzing geographic information, and answering geographic questions) to analyze a problem or issue of importance to a region of the Eastern Hemisphere.
 - 7 – *GI.3.3* Explain the different ways in which places are connected and how those connections demonstrate interdependence and accessibility.
 - 7 – *G2.2.2* Explain that communities are affected positively or negatively by changes in technology (e.g., increased manufacturing resulting in rural to urban migration in China, increased farming of fish, hydroelectric power generation at Three Gorges, pollution resulting from increased manufacturing and automobiles).
 - 7 – *G4.2.1* List and describe the advantages and disadvantages of different technologies used to move people, products, and ideas throughout the world (e.g., opportunities for employment, entrepreneurial and educational opportunities using the Internet; the effects of technology on reducing the time necessary for communications and travel; the uses and effects of wireless technology in developing countries; and the spread of group and individual’s ideas as voice and image messages on electronic networks such as the Internet).
 - 7 – *G4.4.1* Identify and explain factors that contribute to conflict and cooperation between and among cultural groups (e.g., natural resources, power, culture, wealth), and the future of warfare (including technological developments).

New Vocabulary

| | | | |
|--------------------------|---------------------------|--------|-------------|
| Distribution | Free trade | Region | Toxic waste |
| Economic interdependence | Globalization | Rural | Urban |
| Foreign investment | Multinational corporation | tariff | |

UNIT 8: OCEANIA AND ANTARCTICA

39. Basic Geography of Oceania and Antarctica

Essential Questions

- How do the five themes of geography help us understand Oceania and Antarctica?

Key Concepts

- analyze and create thematic maps related to the region
- knowledge of and the ability to identify the key capitals in the region
- knowledge of and the ability to identify the key countries in the region
- knowledge of and the ability to identify the key physical features of the region

Content Expectations

- 7 – *GI.1.1* Explain and use a variety of maps, globes, and web based geography technology to study the world, including global, interregional, regional, and local scales.
- 7 – *GI.2.3* Use observations from air photos, photographs (print and CD), films (VCR and DVD) as the basis for answering geographic questions about the human and physical characteristics of places and regions.
- 7 – *GI.2.4* Draw the general population distribution of the Eastern Hemisphere on a map, analyze the patterns, and propose two generalizations about the location and density of the population.
- 7 – *GI.2.5* Use information from modern technology such as Geographic Positioning System (GPS), Geographic Information System (GIS), and satellite remote sensing to locate information and process maps and data to analyze spatial

- patterns of the Eastern Hemisphere to answer geographic questions.
- 7 – **G1.2.6** Apply the skills of geographic inquiry (asking geographic questions, acquiring geographic information, organizing geographic information, analyzing geographic information, and answering geographic questions) to analyze a problem or issue of importance to a region of the Eastern Hemisphere.
- 7 – **G2.1.1** Describe the landform features and the climate of the region (within the Western or Eastern Hemispheres) under study.
- 7 – **G2.1.2** Use information from GIS, remote sensing and the World Wide Web to compare and contrast the surface features and vegetation of the continents of the Eastern Hemisphere.

New Vocabulary

| | | | |
|----------------------------|---------------------|--------------------|----------------------|
| Arid | Down-wind | Indigenous peoples | Semiarid |
| Broadleaf evergreen forest | Economic activity | Landmass | Subsistence farming |
| Cash crop | Electric power | Marine west coast | Temperate grassland |
| Chaparral | Forestry | Mediterranean | Trade winds |
| Climate | Fossil fuels | Mixed forest | Tropical grasslands |
| Climate zone | Groundwater | Natural gas | Tropic wet |
| Commercial farming | Highlands | Peninsula | Tropical wet and dry |
| Commercial fishing | Humid subtropical | Plateaus | Urban |
| Desert | Hydroelectric power | Region | Windward |
| Desert scrub | Ice cap | | |

40. *The Impact of Location on Australia*

Essential Questions

- How does a country's location shape life within its borders?

Key Concepts

- analyze how location has played a role in shaping aspects of life in Australia.
- examine how absolute location and relative location affect place.
- investigate the impact of location and other factors on threatened species worldwide.

Content Expectations

- 6 – **G2.2.1** Describe the human characteristics of the region under study (including languages, religion, economic system, governmental system, cultural traditions).
- 6 – **G6.1.1** Contemporary Investigations – Conduct research on contemporary global topics and issues, compose persuasive essays, and develop a plan for action. (H1.4.3, G1.2.6, See P3 and P4)
- 6 – **H1.1.1** Explain why and how historians use eras and periods as constructs to organize and explain human activities over time.
- 6 – **W1.1.1** Describe the early migrations of people among Earth's continents (including the Beringa Land Bridge).
- 7 – **G2.2.1** Describe the human characteristics of the region under study (including languages, religion, economic system, governmental system, cultural traditions).
- 7 – **G6.1.1** Contemporary Investigations – Conduct research on contemporary global topics and issues, compose persuasive essays, and develop a plan for action. (H1.4.3, G1.2.6, See P3 and P4)
- 7 – **H1.1.1** Explain why and how historians use eras and periods as constructs to organize and explain human activities over time.

- 7 – **W2.1.3** Examine early civilizations to describe their common features (ways of governing, stable food supply, economic and social structures, use of resources and technology, division of labor and forms of communication).
- 7 – **W3.1.10** Create a time line that illustrates the rise and fall of classical empires during the classical period.

New Vocabulary

| | | | |
|--------------------------|--------------------|----------------|--------------------|
| Absolute location | Desert | Freshwater | Plural society |
| Arid | Endangered species | Habitat | Refugees |
| Atmosphere | Ethnic groups | Hemispheres | Relative location |
| Axis | Exotic species | Immigrate | Supercontinent |
| Biodiversity | Extinct | Landmass | Tectonic plates |
| Climates | Fauna | Native species | Threatened species |
| Continental drift theory | Flora | Ozone hole | |

41. *Adapting to Life in the Pacific Islands*

Essential Questions

- How do people adapt to life in an island region?

Key Concepts

- create an illustrated map depicting how physical and human geography affect life on three types of islands: continental islands, volcanic islands, and atolls.
- evaluate the overutilization of ocean resources and explain what is being done to protect oceans today.
- explain how the ocean affects life on islands in the Pacific.

Content Expectations

- 6 – **GI.3.1** Use the fundamental themes of geography (location, place, human environment interaction, movement, region) to describe regions or places on earth.
- 6 – **G2.1.2** Account for topographic and human spatial patterns (where people live) associated with tectonic plates such as volcanoes, earthquakes, settlements (Ring of Fire, recent volcanic and seismic events, settlements in proximity to natural hazards in the Western Hemisphere) by using information from GIS, remote sensing, and the World Wide Web.
- 7 – **C4.3.2** Explain the challenges to governments and the cooperation needed to address international issues (e.g., migration and human rights).
- 7 – **GI.3.1** Use the fundamental themes of geography (location, place, human environment interaction, movement, region) to describe regions or places on earth.
- 7 – **G2.1.1** Describe the landform features and the climate of the region (within the Western or Eastern Hemispheres) under study.

New Vocabulary

| | | | |
|---------------------|------------|-------------------|-------------------|
| Atolls | Glaciets | Marine west coast | Tourism |
| Biodiversity | Hurricanes | Natural disaster | Trade winds |
| Climate | Isthmus | Overfishing | Tropical cyclones |
| Continental islands | Lagoon | Physical features | Tropical wet |
| Craters | Landmass | Storm surges | Tsunami |
| Desalination plants | Landscape | Technology | Typhoons |
| Food web | Lava | Tectonic plates | Volcanic islands |
| Geysers | marine | | |

42. *Research on Global Warming*

Essential Questions

- How might global warming affect the environment in the world's coldest place?

Key Concepts

- discover why Antarctica is an ideal place for a wide variety of research, especially that concerning global warming.
- examine how global warming may be affecting Antarctica's temperature, ice shelves, and penguin populations.
- examine how global warming may be affecting Antarctica's temperature, ice shelves, and penguin populations.

Content Expectations

- 6 – G1.2.3** Use data to create thematic maps and graphs showing patterns of population, physical terrain, rainfall, and vegetation, analyze the patterns and then propose two generalizations about the location and density of the population.
- 6 – G2.1.1** Describe the landform features and the climate of the region (within the Western or Eastern Hemispheres) under study.
- 6 – G5.1.1** Describe the environmental effects of human action on the atmosphere (air), biosphere (people, animals, and plants), lithosphere (soil), and hydrosphere (water) (e.g., changes in the tropical forest environments in Brazil, Peru, and Costa Rica).
- 6 – G5.1.2** Describe how variations in technology affect human modifications of the landscape (e.g., clearing forests for agricultural land in South America, fishing in the Grand Banks of the Atlantic, expansion of cities in South America, hydroelectric developments in Canada, Brazil and Chile, and mining the Kentucky and West Virginia).
- 6 – G5.1.3** Identify the ways in which human-induced changes in the physical environment in one place can cause changes in other places (e.g., cutting forests in one region may result in river basin flooding elsewhere; building a dam floods land upstream and may permit irrigation in another region)
- 6 – G6.1.1** Contemporary Investigations – Conduct research on contemporary global topics and issues, compose persuasive essays, and develop a plan for action. (H1.4.3, G1.2.6, See P3 and P4)
- 6 – P3.1.1** Clearly state an issue as a question or public policy, trace the origins of an issue, analyze various perspectives, and generate and evaluate alternative resolutions. Deeply examine policy issues in group discussions and debates to make reasoned and informed decisions. Write persuasive/ argumentative essays expressing and justifying decisions on public policy issues. Plan and conduct activities intended to advance views on matters of public policy, report the results, and evaluate effectiveness. • Identify public policy issues related to global topics and issues studied. • Clearly state the issue as a question of public policy orally or in written form. • Use inquiry methods to acquire content knowledge and appropriate data about the issue. • Identify the causes and consequences and analyze the impact, both positive and negative. • Share and discuss findings of research and issue analysis in group discussions and debates. • Compose a persuasive essay justifying the position with a reasoned argument. • Develop an action plan to address or inform others about the issue at the local to global scales.
- 6 – P4.2.1** Demonstrate knowledge of how, when, and where individuals would plan and conduct activities intended to advance views in matters of public policy, report the results, and evaluate effectiveness.
- 6 – P4.2.2** Engage in activities intended to contribute to solving a national or international problem studied.
- 6 – G5.2.1** Describe the effects that a change in the physical environment could have on

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| | <p>human activities and the choices people would have to make in adjusting to the change (e.g., drought in northern Mexico, disappearance of forest vegetation in the Amazon, natural hazards and disasters from volcanic eruptions in Central America and the Caribbean and earthquakes in Mexico City and Colombia).</p> <p>7 – G1.1.1 Explain and use a variety of maps, globes, and web based geography technology to study the world, including global, interregional, regional, and local scales.</p> <p>7 – G1.2.6 Apply the skills of geographic inquiry (asking geographic questions, acquiring geographic information, organizing geographic information, analyzing geographic information, and answering geographic questions) to analyze a problem or issue of importance to a region of the Eastern Hemisphere.</p> <p>7 – G2.1.1 Describe the landform features and the climate of the region (within the Western or Eastern Hemispheres) under study.</p> <p>7 – G5.1.1 Describe the environmental effects of human action on the atmosphere (air), biosphere (people, animals, and plants), lithosphere (soil), and hydrosphere (water) (e.g., desertification in the Sahel Region of North Africa, deforestation in the Congo Basin, air pollution in urban center, and chemical spills in European Rivers).</p> <p>7 – G5.1.2 Describe how variations in technology affect human modifications of the landscape (e.g., clearing of agricultural land in Southeast Asia, fish factories in North Atlantic and Western Pacific Ocean, and damming rivers to meet needs for electricity).</p> <p>7 – G5.1.3 Identify the ways in which human-induced changes in the physical environment in one place can cause changes in other places (e.g., cutting forests in one region may result in river basin flooding elsewhere as has happened historically in China; building dams floods land upstream and permits irrigation downstream as in Southern Africa, the Aswan Dam flooded the upper Nile Valley and permitted irrigation downstream).</p> <p>7 – G5.2.1 Describe the effects that a change in the physical environment could have on human activities and the choices people would have to make in adjusting to the change (e.g., drought in Africa, pollution from volcanic eruptions in Indonesia, earthquakes in Turkey, and flooding in Bangladesh).</p> <p>7 – P3.1.1 Clearly state an issue as a question or public policy, trace the origins of an issue, analyze and synthesize various perspectives, and generate and evaluate alternative resolutions. Deeply examine policy issues in group discussions and debates to make reasoned and informed decisions. Write persuasive/argumentative essays expressing and justifying decisions on public policy issues. Plan and conduct activities intended to advance views on matters of public policy, report the results, and evaluate effectiveness. • Identify public policy issues related to global topics and issues studied. • Clearly state the issue as a question of public policy orally or in written form. • Use inquiry methods to acquire content knowledge and appropriate data about the issue. • Identify the causes and consequences and analyze the impact, both positive and negative. • Share and discuss findings of research and issue analysis in group discussions and debates. • Compose a persuasive essay justifying the position with a reasoned argument. • Develop an action plan to address or inform others about the issue at the local to global scales.</p> <p>7 – P4.2.1 Demonstrate knowledge of how, when, and where individuals would plan and conduct activities intended to advance views in matters of public policy, report the results, and evaluate effectiveness.</p> <p>7 – P4.2.2 Engage in activities intended to contribute to solving a national or international problem studied.</p> <p>7 – P4.2.3 Participate in projects to help or inform others (e.g., service learning projects).</p> |
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| New Vocabulary | | | |
|-----------------------|-------------------|------------------|-----------------------|
| Atmosphere | Ecosystem | Greenhouse gases | Icebergs |
| Biome | Fossil fuels | Ice cap | Industrial Revolution |
| Census | Glaciers | Ice shelf | Precipitation |
| Climate | Global warming | Ice streams | Solar energy |
| Developed countries | Greenhouse effect | | |

Eighth Grade Social Studies Standards, Statements, and Expectations

whst.5,6 need further application

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| <p>Unit 1: Causes of the American Revolution</p> | <p>1. Beginnings of an American Identity</p> <p>Essential Questions - What experiences of colonists influenced their decision to declare independence?</p> <p>Key Concepts French and Indian War</p> <p>Content Expectations F1.1 Describe the ideas, experiences, and interactions that influenced the colonists’ decisions to declare independence by analyzing • colonial ideas about government (e.g., limited government, republicanism, protecting individual rights and promoting the common good, representative government, natural rights) (C2) • experiences with self-government (e.g., House of Burgesses and town meetings) (C2) • changing interactions with the royal government of Great Britain after the French and Indian War (C2) F1.1 TLW describe the ideas, experiences, and interactions that influenced the colonists’ decisions to declare independence by analyzing colonial ideas about government, experiences with self-government, and changing interactions with the royal government of Great Britain after the French and Indian War.2 –</p> <p>Common Core Alignment RH.1-Analyze the Declaration of Independence. Use of the “Prove it Process” in analyzing primary and secondary sources. RH.2-Continued analysis and interpretation of primary and secondary source documents throughout course. RH.4-Students work with content vocabulary throughout the course using textbook and primary sources. RH.5-Students are introduced to the sequential ordering of the textbook. RH.6-Students analyze <i>The Crisis and Common Sense</i> by Thomas Paine. RH.9-Students analyze the relationship between primary and secondary sources on the same topic throughout the course. RH.10-By the end of the school year, students will be proficient at reading social studies textbooks within the grade appropriate text complexity band. WHST.1 a-e-Students will evaluate critical events of the American Revolution and propose alternate outcomes. WHST.7-10-Students complete these objectives throughout the course.</p> |
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New Vocabulary

| | | | |
|---------|---------|------------------|--|
| Exports | Imports | Triangular Trade | |
|---------|---------|------------------|--|

2. The Road to Revolution

Essential Questions

- To what rights are all people entitled?
- What experiences led to the formation of a new government?
- Why was a new form of government necessary?

Key Concepts

1st Continental Congress
Boston Massacre
Boston Tea Party
Common Sense
Declaration of Independence
George Washington
Intolerable Acts
John Adams
John Hancock
John Locke
King George III
Patrick Henry
Paul Revere
Proclamation of 1763
Quartering Act
Sam Adams
Sons of Liberty
Stamp Act
Sugar Act
Tea Act
Thomas Paine
Townshend Act
William Dawes

Content Expectations

F1.2 Using the Declaration of Independence, including the grievances at the end of the document, describe the role this document played in expressing • colonists' views of government • their reasons for separating from Great Britain. (C2)

New Vocabulary

| | | | |
|------------------------------|-----------------|---------------------------|---------------------|
| Boycott | Loyalists | Racism | Sales tax |
| Committees of correspondence | Magna Carta | Representative government | Salutary neglect |
| Embargo | Navigation Acts | Revenue | Writs of assistance |
| Legislature | Patriots | | |

Unit 2: War for Independence**3. The American Revolution****Essential Questions**

- What struggles did the revolutionaries face during the War for Independence?

Common Core Alignment

WHST.2-Students will write and informative/explanatory text including a narration of historical events as a part of their Domino Effect Project.

Key Concepts

2nd Continental Congress
 African Americans involvement
 Battle of Bunker Hill
 Battle of Saratoga
 Battle of Yorktown
 Battles of Lexington and Concord
 Ben Franklin
 Benedict Arnold
 Continental Army
 Deborah Sampson
 Foreign Allies
 Francis Marion
 George Rogers Clark
 George Washington
 John Paul Jones
 Joseph Brant
 Lord Cornwallis
 Marquis de Lafayette
 Mary Hays
 Patriots vs. Loyalists
 Treaty of Paris of 1783
 Winter at Valley Forge

New Vocabulary

| | | | |
|---------------|------------|---------------------|-----------|
| Artillery | Guerrillas | Mercenary | Privateer |
| Confederation | Inflation | Northwest Territory | |

Unit 3: America's Government

4. Confederation to Constitution

Essential Questions

- What concerns needed to be addressed at the Second Constitutional Convention?
- What were the major compromises necessary to create the Constitution?
- What were the reasons the Articles failed?
- What were the results of the Second Constitutional Convention?
- Why were the Articles of Confederation created?

Common Core Alignment

RH.3- After reading constitution, students engage in mock law-making process (How a Bill Becomes a Law).

RH.5-Students analyze the Bill of Rights and compare interpretations for Landmark Cases.

Key Concepts

Alexander Hamilton
Anti-Federalists
Articles of Confederation
Northwest Ordinance
Constitutional Convention
Federalists
George Mason
George Washington
James Madison
John Hancock
Land Ordinance of 1785
New Jersey Plan
Patrick Henry
Shay's Rebellion
Supreme Court
The Great Compromise
Three-Fifths Compromise
Virginia Plan

Content Expectations

8 – P3.1.1 Identify, research, analyze, discuss, and defend a position on a national public policy issue. • Identify a national public policy issue. • Clearly state the issue as a question of public policy orally or in written form. • Use inquiry methods to trace the origins of the issue and to acquire data about the issue. • Generate and evaluate alternative resolutions to the public issue and analyze various perspectives (causes, consequences, positive and negative impact) on the issue. • Identify and apply core democratic values or constitutional principles. • Share and discuss findings of research and issue analysis in group discussions and debates. • Compose a persuasive essay justifying the position with a reasoned argument. • Develop an action plan to address or inform others about the issue

- 8 – P4.2.2** Engage in activities intended to contribute to solving a national or international problem studied.
- 8 – P4.2.3** Participate in projects to help or inform others (e.g., service learning projects).
- 8 – U3.3.1** Explain the reasons for the adoption and subsequent failure of the Articles of Confederation (e.g., why its drafters created a weak central government, challenges the nation faced under the Articles, Shays' Rebellion, disputes over western lands). (C2)
- 8 – U3.3.2** Identify economic and political questions facing the nation during the period of the Articles of Confederation and the opening of the Constitutional Convention. (E1.4)
- 8 – U3.3.3** Describe the major issues debated at the Constitutional Convention including the distribution of political power, conduct of foreign affairs, rights of individuals, rights of states, election of the executive, and slavery as a regional and federal issue.
- 8 – U3.3.4** Explain how the new constitution resolved (or compromised) the major issues including sharing, separating, and checking of power among federal government institutions, dual sovereignty (state-federal power), rights of individuals, the Electoral College, the Three-Fifths Compromise, and the Great Compromise.
- 8 – U3.3.5** Analyze the debates over the ratification of the Constitution from the perspectives of Federalists and Anti-Federalists and describe how the states ratified the Constitution. (C2) (National Geography Standard 3, p.148)
- 8 – U3.3.6** Explain how the Bill of Rights reflected the concept of limited government, protections of basic freedoms, and the fear of many Americans of a strong central government. (C3)
- 8 – U3.3.7** Using important documents (e.g., Mayflower Compact, Iroquois Confederacy, Common Sense, Declaration of Independence, Northwest Ordinance, Federalist Papers), describe the historical and philosophical origins of constitutional government in the United States using the ideas of social compact, limited government, natural rights, right of revolution, separation of powers, bicameralism, republicanism, and popular participation in government. (C2)
- 8 – U5.1.2** Describe the role of the Northwest Ordinance and its effect on the banning of slavery (e.g., the establishment of Michigan as a free state). (National Geography Standard 12, p. 167)
- F1.3** Describe the consequences of the American Revolution by analyzing the
 - birth of an independent republican government (C2)
 - creation of Articles of Confederation (C2)
 - changing views on freedom and equality (C2)
 - and concerns over distribution of power with governments, between government and the governed, and among people (C2)

| New Vocabulary | | | |
|------------------------------------|-----------------------------|---------------------------------|-------------------------------------------------------------|
| Amendments and Ratification | Executive Branch | Jurisdiction | Republic vs. Democracy |
| Bill of Rights/Individual Rights | Extradition | Legislative Branch | Republicanism |
| Checks and balances | Federal / State | Limited Government | Right of Judicial Review |
| Civilian control of the military | Federalism | Powers of each branch | Rule of Law |
| Criminal vs. Civil | Foreign vs. Domestic Policy | Preamble - blessings of liberty | Separation of powers |
| Due Process | Freedom of Religion | Preamble - common defense | Taxes (Sales, Income, Property, Corporate, Social Security) |
| Electoral College | Habeas Corpus | Preamble - establish justice | Unconstitutional / Constitutional |
| Equal protection | Impeach | Preamble - general welfare | Veto |
| Ex post facto | Judicial Branch | Preamble - perfect union | Voting – popular sovereignty |
| Executive / Legislative / Judicial | Judicial Review | | |

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| <p>Unit 4: The Young Republic</p> | <p>5. Launching a New Republic</p> <p>Essential Questions</p> <ul style="list-style-type: none"> · How did the leaders of the time and their supporters cause political parties to develop? · How did the treaties and other international events define the new government and its role in the world? · What type of control did the Supreme Court begin to assume? · What were Washington’s fears for the growing nation? <p>Common Core Alignment</p> <p>WHST.1-Students will analyze George Washington’s Farewell address in relation to his contemporaries and issues of his presidency.</p> <p>WHST.4-Students will produce clear and coherent writing in which the development, organization, and style, and are appropriate to task, purpose, and audience during the George Washington RAFTS project.</p> <p>RH9 – Students analyze George Washington through primary and secondary sources.</p> |
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Key Concepts

Alexander Hamilton
Alien and Sedition Acts
Democratic-Republicans
Election of 1800
Federalists
George Washington
James Monroe
Jay's Treaty
Jefferson vs. Hamilton
John Adams
Judiciary Act of 1789
Pinckney's Treaty
Thomas Jefferson
Washington's Farewell Address
Whiskey Rebellion
XYZ Affair

Content Expectations

- 8 – U4.1.1** Washington's Farewell – Use Washington's Farewell Address to analyze the most significant challenges the new nation faced and the extent to which subsequent Presidents heeded Washington's advice. (C4)
- 8 – U4.1.2** Establishing America's Place in the World – Explain the changes in America's relationships with other nations by analyzing treaties with American Indian nations, Jay's Treaty (1795), French Revolution, Pinckney's Treaty (1795), Louisiana Purchase, War of 1812, Transcontinental Treaty (1819), and the Monroe Doctrine. (C4) (National Geography Standard 13, p. 169)
- 8 – U4.1.3** Challenge of Political Conflict – Explain how political parties emerged out of the competing ideas, experiences, and fears of Thomas Jefferson and Alexander Hamilton (and their followers), despite the worries the Founders had concerning the dangers of political division, by analyzing disagreements over
- relative power of the national government (e.g., Whiskey Rebellion, Alien and Sedition Acts) and of the executive branch (e.g., during the Jacksonian era) (C3) (National Geography Standard 13, p. 169)
 - foreign relations (e.g., French Revolution, relations with Great Britain) (C3) (National Geography Standard 13, p. 169)
 - economic policy (e.g., the creation of a national bank, assumption of revolutionary debt) (C3, E2.2)

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|-----------------------|--------------------|-----------------|---------------------|
| New Vocabulary | | | |
| Bond | Inauguration | Political party | Strict Construction |
| Cabinet | Loose Construction | State's rights | Tariffs |
| Excise tax | | | |

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|--------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Unit 5: The Jeffersonian</p> | <p>6. The Jeffersonian Era</p> <p>Essential Questions</p> <ul style="list-style-type: none"> · How did the United States assume a leadership role in the Western Hemisphere? · How were regional tensions rising? · What critical lessons were learned by the young republic? <p>Key Concepts</p> <ul style="list-style-type: none"> Embargo Act End of legal importation of slaves Era of Good Feelings Francis Scott Key James Madison James Monroe Louisiana Purchase Marbury v. Madison Meriwether Lewis Missouri Compromise of 1820 Monroe Doctrine Sacagawea Tecumseh Thomas Jefferson Treaty of Ghent War of 1812 William Clark Zebulon Pike <p>Content Expectations</p> <p>8 – U4.1.4 Establishing a National Judiciary and Its Power – Explain the development of the power of the Supreme Court through the doctrine of judicial review as manifested in Marbury v. Madison (1803) and the role of Chief Justice John Marshall and the Supreme Court in interpreting the power of the national government (e.g., McCulloch v. Maryland, Dartmouth College v. Woodward, Gibbons v. Ogden). (C3, E1.4, 2.2)</p> <p>8 – U4.2.3 Westward Expansion – Explain the expansion, conquest, and settlement of the West through the Louisiana Purchase, the removal of American Indians (Trail of Tears) from their native lands, the growth of a system of commercial agriculture, the Mexican-American War, and the idea of Manifest Destiny. (E2.1) (National Geography Standard 6, p. 154)</p> |
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Common Core Alignment

WHST.7-Students conduct short research projects on the Expedition of Lewis and Clark.

New Vocabulary

| | | | |
|--------------|-----------------|------------------|-----------|
| Embargo | Judicial Review | Unconstitutional | War Hawks |
| Impressments | | | |

**Unit 6:
Building a Nation**

7. National and Regional Growth

Essential Questions

- How did increased agricultural productivity affect society?
- What social changes occurred as a direct result of advancements in industry?
- What were the consequences of westward expansion?
- What were the ideological tenets of slavery and the resulting consequences?

Key Concepts

Eli Whitney
Era of Good Feelings
Erie Canal
Lowell Textile Mills
McCormick Reaper
Robert Fulton
Samuel F.B. Morse
Telegraph
Transcontinental Railroad

Content Expectations

8 – U4.2.1 Comparing Northeast and the South – Compare and contrast the social and economic systems of the Northeast and the South with respect to geography and climate and the development of • agriculture, including changes in productivity, technology, supply and demand, and price (E1.3,1.4) (National Geography Standard 14, p. 171) • industry, including entrepreneurial development of new industries, such as textiles (E1.1) • the labor force including labor incentives and changes in labor forces (E1.2) • transportation including changes in transportation (steamboats and canal barges) and impact on economic markets and prices (E1.2,1.3) (National Geography Standard 3, p. 148) • immigration and the growth of natives (National Geography Standard 9, p. 160) • race relations • class relations

| | | | | |
|--|-----------------------|-----------------------|--------------------------|----------|
| | New Vocabulary | | | |
| | American system | Industrial Revolution | Law of Supply and Demand | Shortage |
| | Consumers and Demand | Interchangeable parts | Producers and Supply | Surplus |
| | Cotton gin | | | |

**Unit 7:
The Jacksonian Era**

8. The Age of Jackson

Essential Questions

- How should historical figures and events be judged and what factors should be used in their assessment?
- What lessons from the past can be applied today?

Key Concepts

- Andrew Jackson
- Daniel Webster
- Henry Clay
- Indian Removal Act
- John Quincy Adams
- John Tyler
- Martin Van Burn
- National Bank
- Trail of Tears
- Whig Party
- William Henry Harrison

Content Expectations

8 – U6.2.1 United States History Investigation Topic and Issue Analysis, Past and Present – Use historical perspectives to analyze issues in the United States from the past and the present; conduct research on a historical issue or topic, identify a connection to a contemporary issue, and present findings (e.g., oral, visual, video, or electronic presentation, persuasive essay, or research paper); include causes and consequences of the historical action and predict possible consequences of the contemporary action. (National Geography Standards 9 and 10, pp. 160 and 162)

New Vocabulary

| | | | |
|----------------------|---------------|----------------|------------------------|
| Depression | Nullification | Sovereignty | Suffrage |
| Discrimination | Slave codes | Spoils system | Traiff of Abominations |
| Jacksonian Democracy | Social reform | State’s rights | |

**Unit 8:
Manifest Destiny**

9. Manifest Destiny

Essential Questions

- How was Manifest Destiny fulfilled?

Key Concepts

Antonio Lopez de Santa Anna
 Battle of the Alamo
 Brigham Young
 Florida Cession
 Gadsden Purchase
 John C. Fremont
 John Sutter
 Mexican Cession
 Mexican-American War
 Mountain Men
 Sam Houston
 Stephan Austin
 Texas Annexation
 Treaty of Guadalupe Hidalgo
 William Becknell
 Zachary Taylor

Content Expectations

8 – U4.2.3 Westward Expansion – Explain the expansion, conquest, and settlement of the West through the Louisiana Purchase, the removal of American Indians (Trail of Tears) from their native lands, the growth of a system of commercial agriculture, the Mexican-American War, and the idea of Manifest Destiny. (E2.1) (National Geography Standard 6, p. 154)

8 – U4.2.3 Westward Expansion – Explain the expansion, conquest, and settlement of the West through the Louisiana Purchase, the removal of American Indians (Trail of Tears) from their native lands, the growth of a system of commercial agriculture, the Mexican-American War, and the idea of Manifest Destiny. (E2.1) (National Geography Standard 6, p. 154)

New Vocabulary

| | | | |
|--------------------|------------------|--------------------|----------------|
| 49ers | Ceded | Lone Star Republic | Mormons |
| Annex | Expansionists | Manifest Destiny | Oregon Trail |
| Bear Flag Republic | Land speculators | Mormon Trail | Santa Fe Trail |

**Unit 9:
American Reformers**

10. A New Spirit of Change

Essential Questions

- How did public education evolve?
- How did women’s rights evolve during this time period?
- What role did key abolitionists play in the growing anti-slavery movement?
- What were the goals and effects of the antebellum temperance movement?

Key Concepts

Abolition Movement
Dorothea Dix
Elizabeth Cady Stanton
Frederick Douglass
Harriet Tubman
Horace Mann
Religious revivals and reform
Second Great Awakening
Seneca Falls Convention
Sojourner Truth
Temperance movement

Content Expectations

- 8 – U4.3.1** Explain the origins of the American education system and Horace Mann’s campaign for free compulsory public education. (C2)
- 8 – U4.3.2** Describe the formation and development of the abolitionist movement by considering the roles of key abolitionist leaders (e.g., John Brown and the armed resistance, Harriet Tubman and the Underground Railroad, Sojourner Truth, William Lloyd Garrison, and Frederick Douglass), and the response of southerners and northerners to the abolitionist movement. (C2) (National Geography Standard 6, p. 154)
- 8 – U4.3.3** Analyze the antebellum women’s rights (and suffrage) movement by discussing the goals of its leaders (e.g., Susan B. Anthony and Elizabeth Cady Stanton) and comparing the Seneca Falls Resolution with the Declaration of Independence. (C2)
- 8 – U4.3.4** Analyze the goals and effects of the antebellum temperance movement. (C2)
- 8 – U4.3.5** Evaluate the role of religion in shaping antebellum reform movements. (C2)

New Vocabulary

| | | | |
|-----------|----------|----------------------|--|
| Abolition | Suffrage | Underground Railroad | |
|-----------|----------|----------------------|--|

**Unit 10:
Sectionalism**

11. The Nation Breaking Apart

Essential Questions

- How did major concerns presented at the Constitutional Convention eventually lead to the Civil War?
- What compromises were made to ease the tensions between the North and the South and how did each fail?

Common Core Alignment

Rh.8-Students will analyze facts and opinions in reference to Southern society in the 1850's.

Key Concepts

Compromise of 1850
Dred Scott v. Sandford
Harpers Ferry
Harriet Beecher Stowe
Henry Clay
Institution of Slavery
John Brown
Republican Party
Roger Taney
Stephen A. Douglas
Wilmot Proviso

Content Expectations

- 8 – U4.2.2** The Institution of Slavery – Explain the ideology of the institution of slavery, its policies, and consequences.
- 8 – U5.1.3** Describe the competing views of Calhoun, Webster, and Clay on the nature of the union among the states (e.g., sectionalism, nationalism, federalism, state rights). (C3)
- 8 – U5.1.4** Describe how the following increased sectional tensions
- the Missouri Compromise (1820) • the Wilmot Proviso (1846)
 - the Compromise of 1850 including the Fugitive Slave Act • the Kansas-Nebraska Act (1854) and subsequent conflict in Kansas • the Dred Scott v. Sandford decision (1857) • changes in the party system (e.g., the death of the Whig party, rise of the Republican party and division of the Democratic party) (C2; C3) (National Geography Standard 13, p. 169)
- 8 – U5.1.5** Describe the resistance of enslaved people (e.g., Nat Turner, Harriet Tubman and the Underground Railroad, John Brown, Michigan's role in the Underground Railroad) and effects of their actions before and during the Civil War. (C2)
- 8 – U5.1.6** Describe how major issues debated at the Constitutional Convention such as disagreements over the distribution of political power, rights of individuals (liberty and property), rights of states, election of the executive, and slavery help explain the Civil War. (C2) (National Geography Standard 13, p. 169)

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| | <p>New Vocabulary</p> <table border="1"> <tr> <td data-bbox="548 218 776 296">Fugitive Slave Law</td> <td data-bbox="776 218 1003 296">Kansas-Nebraska Act</td> <td data-bbox="1003 218 1230 296">Uncle Tom's Cabin</td> <td data-bbox="1230 218 1458 296"></td> </tr> </table> | Fugitive Slave Law | Kansas-Nebraska Act | Uncle Tom's Cabin | |
| Fugitive Slave Law | Kansas-Nebraska Act | Uncle Tom's Cabin | | | |
| <p>Unit 11: A nation Divided</p> | <p>12. The Civil War Begins</p> <p>Essential Questions</p> <ul style="list-style-type: none"> · How was the Civil War different from prior American wars? · What caused the Southern states to secede? <p>Common Core Alignment</p> <p>RH.7- Students collect images, charts, graphs, and text and place them in a digital format for a Civil War Project. (Google Earth, Powerpoint, Prezi).</p> <p>Key Concepts</p> <ul style="list-style-type: none"> Abraham Lincoln Anaconda Plan Fighting the Civil War Fort Sumter Jefferson Davis Secession of the Southern States <p>Content Expectations</p> <p>8 – U5.1.1 Explain the differences in the lives of free blacks (including those who escaped from slavery) with the lives of free whites and enslaved peoples. (C2)</p> <p>8 – U5.2.1 Explain the reasons (political, economic, and social) why Southern states seceded and explain the differences in the timing of secession in the Upper and Lower South. (C3, E1.2) (National Geography Standard 6, p. 154)</p> <p>8 – U5.2.2 Make an argument to explain the reasons why the North won the Civil War by considering the • critical events and battles in the war • the political and military leadership of the North and South • the respective advantages and disadvantages, including geographic, demographic, economic and technological (E1.4) (National Geography Standard 15, p. 173)</p> <p>8 – U5.2.3 Examine Abraham Lincoln's presidency with respect to • his military and political leadership • the evolution of his emancipation policy (including the Emancipation Proclamation) • and the role of his significant writings and speeches, including the Gettysburg Address and its relationship to the Declaration of Independence (C2)</p> <p>New Vocabulary</p> <table border="1"> <tr> <td data-bbox="548 1856 776 1961">Border state</td> <td data-bbox="776 1856 1003 1961">Confederate States of America</td> <td data-bbox="1003 1856 1230 1961">Conscription</td> <td data-bbox="1230 1856 1458 1961">Income tax</td> </tr> </table> | Border state | Confederate States of America | Conscription | Income tax |
| Border state | Confederate States of America | Conscription | Income tax | | |

13. The Tide of the War Turns

Essential Questions

- What far-reaching/long-lasting changes occurred as a result of the Civil War?
- What role did Lincoln and his thoughts play in the Civil War?
- What were the critical factors that led to the North winning the Civil War?

Key Concepts

54th Massachusetts Regiment
Antietam
Appomattox Court House
Battle of Gettysburg
Battle of Vicksburg
Gettysburg Address
Robert E. Lee
Stonewall Jackson
Ulysses S. Grant
William Tecumseh Sherman

Content Expectations

8 – U5.2.4 Describe the role of African Americans in the war, including black soldiers and regiments, and the increased resistance of enslaved peoples.

8 – U5.2.5 Construct generalizations about how the war affected combatants, civilians (including the role of women), the physical environment, and the future of warfare, including technological developments. (National Geography Standard 14, p. 171)

New Vocabulary

| | | | |
|---------|--------------------------|-----------|-----------|
| Cavalry | First Battle of Bull Run | Ironclads | Total War |
|---------|--------------------------|-----------|-----------|

Common Core 6-8 standards that are not taught within the 7th Grade Curriculum

MIDDLE SCHOOL SOCIAL STUDIES CURRICULUM
Eighth Grade Social Studies Standards, Statements, and Expectations

(NOTE: The number in parentheses represents the number of expectations.)

Discipline 1: UNIT 1: CAUSES OF THE AMERICAN REVOLUTION

Standard: Beginnings of an American Identity

1 Statement (1)

Standard: The Road to Revolution

1 Statement (1)

Discipline 2: UNIT 2: WAR FOR INDEPENDENCE

Standard: The American Revolution

1 Statement (0)

Discipline 3: UNIT 3: AMERICA'S GOVERNMENT

Standard: Confederation to Constitution

1 Statement (12)

Discipline 4: UNIT 4: THE YOUNG REPUBLIC

Standard: Launching a New Republic

1 Statement (3)

Discipline 5: UNIT 5: THE JEFFERSONIAN ERA

Standard: The Jeffersonian Era

1 Statement (2)

Discipline 6: UNIT 6: BUILDING A NATION

Standard: National and Regional Growth

1 Statement (1)

Discipline 7: UNIT 7: THE JACKSONIAN ERA

Standard: The Age of Jackson

1 Statement (1)

Discipline 8: UNIT 8: MANIFEST DESTINY

Standard: Manifest Destiny

1 Statement (2)

Discipline 9: UNIT 9: AMERICAN REFORMERS

Standard: A New Spirit of Change

1 Statement (3)

Discipline 10: UNIT 10: SECTIONALISM

Standard: The National Breaking Apart
1 Statement (5)

Discipline 11: UNIT 11: A NATION DIVIDED

Standard: The Civil War Begins
1 Statement (4)

Standard: The Tide of the War Turns
1 Statement (2)

Discipline 12: UNIT 12: RECONSTRUCTION

Standard: Reconstruction
1 Statement (6)

Eighth Grade Social Studies Standards, Statements, and Expectations

UNIT 1: CAUSES OF THE AMERICAN REVOLUTION

1. *Beginnings of an American Identity*

Essential Questions

- What experiences of colonists influenced their decision to declare independence?

Key Concepts

- French and Indian War

Content Expectations

FL.1 Describe the ideas, experiences, and interactions that influenced the colonists' decisions to declare independence by analyzing • colonial ideas about government (e.g., limited government, republicanism, protecting individual rights and promoting the common good, representative government, natural rights) (C2) • experiences with self-government (e.g., House of Burgesses and town meetings) (C2) • changing interactions with the royal government of Great Britain after the French and Indian War (C2)

FL.1 TLW describe the ideas, experiences, and interactions that influenced the colonists' decisions to declare independence by analyzing colonial ideas about government, experiences with self-government, and changing interactions with the royal government of Great Britain after the French and Indian War.2 –

New Vocabulary

| | | | |
|---------|---------|------------------|--|
| Exports | Imports | Triangular Trade | |
|---------|---------|------------------|--|

2. *The Road to Revolution*

Essential Questions

- To what rights are all people entitled?
- What experiences led to the formation of a new government?
- Why was a new form of government necessary?

Key Concepts

- 1st Continental Congress
- Boston Massacre
- Boston Tea Party
- Common Sense
- Declaration of Independence
- George Washington
- Intolerable Acts
- John Adams
- John Hancock
- John Locke
- King George III
- Patrick Henry
- Paul Revere
- Proclamation of 1763
- Quartering Act
- Sam Adams
- Sons of Liberty
- Stamp Act
- Sugar Act
- Tea Act
- Thomas Paine

- Townshend Act
- William Dawes

Content Expectations

FI.2 Using the Declaration of Independence, including the grievances at the end of the document, describe the role this document played in expressing • colonists’ views of government • their reasons for separating from Great Britain. (C2)

New Vocabulary

| | | | |
|------------------------------|-----------------|---------------------------|---------------------|
| Boycott | Loyalists | Racism | Sales tax |
| Committees of correspondence | Magna Carta | Representative government | Salutary neglect |
| Embargo | Navigation Acts | Revenue | Writs of assistance |
| Legislature | Patriots | | |

UNIT 2: WAR FOR INDEPENDENCE

3. *The American Revolution*

Essential Questions

- What struggles did the revolutionaries face during the War for Independence?

Key Concepts

- 2nd Continental Congress
- African Americans involvement
- Battle of Bunker Hill
- Battle of Saratoga
- Battle of Yorktown
- Battles of Lexington and Concord
- Ben Franklin
- Benedict Arnold
- Continental Army
- Deborah Sampson
- Foreign Allies
- Francis Marion
- George Rogers Clark
- George Washington
- John Paul Jones
- Joseph Brant
- Lord Cornwallis
- Marquis de Lafayette
- Mary Hays
- Patriots vs. Loyalists
- Treaty of Paris of 1783
- Winter at Valley Forge

New Vocabulary

| | | | |
|---------------|------------|---------------------|-----------|
| Artillery | Guerrillas | Mercenary | Privateer |
| Confederation | Inflation | Northwest Territory | |

UNIT 3: AMERICA’S GOVERNMENT

4. *Confederation to Constitution*

Essential Questions

- What concerns needed to be addressed at the Second Constitutional Convention?
- What were the major compromises necessary to create the Constitution?
- What were the reasons the Articles failed?
- What were the results of the Second Constitutional Convention?
- Why were the Articles of Confederation created?

Key Concepts

- Alexander Hamilton
- Anti-Federalists
- Articles of Confederation
- Northwest Ordinance
- Constitutional Convention
- Federalists
- George Mason
- George Washington
- James Madison
- John Hancock
- Land Ordinance of 1785
- New Jersey Plan
- Patrick Henry
- Shay's Rebellion
- Supreme Court
- The Great Compromise
- Three-Fifths Compromise
- Virginia Plan

Content Expectations

- 8 – P3.1.1** Identify, research, analyze, discuss, and defend a position on a national public policy issue. • Identify a national public policy issue. • Clearly state the issue as a question of public policy orally or in written form. • Use inquiry methods to trace the origins of the issue and to acquire data about the issue. • Generate and evaluate alternative resolutions to the public issue and analyze various perspectives (causes, consequences, positive and negative impact) on the issue. • Identify and apply core democratic values or constitutional principles. • Share and discuss findings of research and issue analysis in group discussions and debates. • Compose a persuasive essay justifying the position with a reasoned argument. • Develop an action plan to address or inform others about the issue
- 8 – P4.2.2** Engage in activities intended to contribute to solving a national or international problem studied.
- 8 – P4.2.3** Participate in projects to help or inform others (e.g., service learning projects).
- 8 – U3.3.1** Explain the reasons for the adoption and subsequent failure of the Articles of Confederation (e.g., why its drafters created a weak central government, challenges the nation faced under the Articles, Shays' Rebellion, disputes over western lands). (C2)
- 8 – U3.3.2** Identify economic and political questions facing the nation during the period of the Articles of Confederation and the opening of the Constitutional Convention. (E1.4)
- 8 – U3.3.3** Describe the major issues debated at the Constitutional Convention including the distribution of political power, conduct of foreign affairs, rights of individuals, rights of states, election of the executive, and slavery as a regional and federal issue.
- 8 – U3.3.4** Explain how the new constitution resolved (or compromised) the major issues including sharing, separating, and checking of power among federal government institutions, dual sovereignty (state-federal power), rights of individuals, the Electoral College, the Three-Fifths Compromise, and the Great Compromise.
- 8 – U3.3.5** Analyze the debates over the ratification of the Constitution from the perspectives of Federalists and Anti-Federalists and describe how the states ratified the Constitution. (C2) (National Geography Standard 3, p. 148)

- 8 – U3.3.6** Explain how the Bill of Rights reflected the concept of limited government, protections of basic freedoms, and the fear of many Americans of a strong central government. (C3)
- 8 – U3.3.7** Using important documents (e.g., Mayflower Compact, Iroquois Confederacy, Common Sense, Declaration of Independence, Northwest Ordinance, Federalist Papers), describe the historical and philosophical origins of constitutional government in the United States using the ideas of social compact, limited government, natural rights, right of revolution, separation of powers, bicameralism, republicanism, and popular participation in government. (C2)
- 8 – U5.1.2** Describe the role of the Northwest Ordinance and its effect on the banning of slavery (e.g., the establishment of Michigan as a free state). (National Geography Standard 12, p. 167)
- FL.3** Describe the consequences of the American Revolution by analyzing the • birth of an independent republican government (C2) • creation of Articles of Confederation (C2) • changing views on freedom and equality (C2) • and concerns over distribution of power within governments, between government and the governed, and among people (C2)

New Vocabulary

| | | | |
|------------------------------------|-----------------------------|---------------------------------|-------------------------------------------------------------|
| Amendments and Ratification | Executive Branch | Jurisdiction | Republic vs. Democracy |
| Bill of Rights/Individual Rights | Extradition | Legislative Branch | Republicanism |
| Checks and balances | Federal / State | Limited Government | Right of Judicial Review |
| Civilian control of the military | Federalism | Powers of each branch | Rule of Law |
| Criminal vs. Civil | Foreign vs. Domestic Policy | Preamble - blessings of liberty | Separation of powers |
| Due Process | Freedom of Religion | Preamble - common defense | Taxes (Sales, Income, Property, Corporate, Social Security) |
| Electoral College | Habeas Corpus | Preamble - establish justice | Unconstitutional / Constitutional |
| Equal protection | Impeach | Preamble - general welfare | Veto |
| Ex post facto | Judicial Branch | Preamble - perfect union | Voting – popular sovereignty |
| Executive / Legislative / Judicial | Judicial Review | | |

UNIT 4: THE YOUNG REPUBLIC

- 5. Launching a New Republic**
- Essential Questions**
- How did the leaders of the time and their supporters cause political parties to develop?
 - How did the treaties and other international events define the new government and its role in the world?
 - What type of control did the Supreme Court begin to assume?
 - What were Washington’s fears for the growing nation?
- Key Concepts**
- Alexander Hamilton

- Alien and Sedition Acts
- Democratic-Republicans
- Election of 1800
- Federalists
- George Washington
- James Monroe
- Jay’s Treaty
- Jefferson vs. Hamilton
- John Adams
- Judiciary Act of 1789
- Pinckney’s Treaty
- Thomas Jefferson
- Washington’s Farewell Address
- Whiskey Rebellion
- XYZ Affair

Content Expectations

- 8 – U4.1.1** Washington’s Farewell – Use Washington’s Farewell Address to analyze the most significant challenges the new nation faced and the extent to which subsequent Presidents heeded Washington’s advice. (C4)
- 8 – U4.1.2** Establishing America’s Place in the World – Explain the changes in America’s relationships with other nations by analyzing treaties with American Indian nations, Jay’s Treaty (1795), French Revolution, Pinckney’s Treaty (1795), Louisiana Purchase, War of 1812, Transcontinental Treaty (1819), and the Monroe Doctrine. (C4) (National Geography Standard 13, p. 169)
- 8 – U4.1.3** Challenge of Political Conflict – Explain how political parties emerged out of the competing ideas, experiences, and fears of Thomas Jefferson and Alexander Hamilton (and their followers), despite the worries the Founders had concerning the dangers of political division, by analyzing disagreements over • relative power of the national government (e.g., Whiskey Rebellion, Alien and Sedition Acts) and of the executive branch (e.g., during the Jacksonian era) (C3) (National Geography Standard 13, p. 169) • foreign relations (e.g., French Revolution, relations with Great Britain) (C3) (National Geography Standard 13, p. 169) • economic policy (e.g., the creation of a national bank, assumption of revolutionary debt) (C3, E2.2)

New Vocabulary

| | | | |
|------------|--------------------|-----------------|---------------------|
| Bond | Inauguration | Political party | Strict Construction |
| Cabinet | Loose Construction | State’s rights | Tariffs |
| Excise tax | | | |

UNIT 5: THE JEFFERSONIAN

6. The Jeffersonian Era

Essential Questions

- How did the United States assume a leadership role in the Western Hemisphere?
- How were regional tensions rising?
- What critical lessons were learned by the young republic?

Key Concepts

- Embargo Act
- End of legal importation of slaves
- Era of Good Feelings
- Francis Scott Key
- James Madison
- James Monroe
- Louisiana Purchase

- Marbury v. Madison
- Meriwether Lewis
- Missouri Compromise of 1820
- Monroe Doctrine
- Sacagawea
- Tecumseh
- Thomas Jefferson
- Treaty of Ghent
- War of 1812
- William Clark
- Zebulon Pike

Content Expectations

8 – U4.1.4 Establishing a National Judiciary and Its Power – Explain the development of the power of the Supreme Court through the doctrine of judicial review as manifested in Marbury v. Madison (1803) and the role of Chief Justice John Marshall and the Supreme Court in interpreting the power of the national government (e.g., McCulloch v. Maryland, Dartmouth College v. Woodward, Gibbons v. Ogden). (C3, E1.4, 2.2)

8 – U4.2.3 Westward Expansion – Explain the expansion, conquest, and settlement of the West through the Louisiana Purchase, the removal of American Indians (Trail of Tears) from their native lands, the growth of a system of commercial agriculture, the Mexican-American War, and the idea of Manifest Destiny. (E2.1) (National Geography Standard 6, p. 154)

New Vocabulary

| | | | |
|--------------|-----------------|------------------|-----------|
| Embargo | Judicial Review | Unconstitutional | War Hawks |
| Impressments | | | |

UNIT 6: BUILDING A NATION

7. *National and Regional growth*

Essential Questions

- How did increased agricultural productivity affect society?
- What social changes occurred as a direct result of advancements in industry?
- What were the consequences of westward expansion?
- What were the ideological tenets of slavery and the resulting consequences?

Key Concepts

- Eli Whitney
- Era of Good Feelings
- Erie Canal
- Lowell Textile Mills
- McCormick Reaper
- Robert Fulton
- Samuel F.B. Morse
- Telegraph
- Transcontinental Railroad

Content Expectations

8 – U4.2.1 Comparing Northeast and the South – Compare and contrast the social and economic systems of the Northeast and the South with respect to geography and climate and the development of • agriculture, including changes in productivity, technology, supply and demand, and price (E1.3,1.4) (National Geography Standard 14, p. 171) • industry, including entrepreneurial

development of new industries, such as textiles (E1.1) • the labor force including labor incentives and changes in labor forces (E1.2) • transportation including changes in transportation (steamboats and canal barges) and impact on economic markets and prices (E1.2,1.3) (National Geography Standard 3, p. 148) • immigration and the growth of natives (National Geography Standard 9, p. 160) • race relations • class relations

New Vocabulary

| | | | |
|----------------------|-----------------------|--------------------------|----------|
| American system | Industrial Revolution | Law of Supply and Demand | Shortage |
| Consumers and Demand | Interchangeable parts | Producers and Supply | Surplus |
| Cotton gin. | | | |

UNIT 7: THE JACKSONIAN ERA

8. *The Age of Jackson*

Essential Questions

- How should historical figures and events be judged and what factors should be used in their assessment?
- What lessons from the past can be applied today?

Key Concepts

- Andrew Jackson
- Daniel Webster
- Henry Clay
- Indian Removal Act
- John Quincy Adams
- John Tyler
- Martin Van Burn
- National Bank
- Trail of Tears
- Whig Party
- William Henry Harrison

Content Expectations

8 – *U6.2.1* United States History Investigation Topic and Issue Analysis, Past and Present – Use historical perspectives to analyze issues in the United States from the past and the present; conduct research on a historical issue or topic, identify a connection to a contemporary issue, and present findings (e.g., oral, visual, video, or electronic presentation, persuasive essay, or research paper); include causes and consequences of the historical action and predict possible consequences of the contemporary action. (National Geography Standards 9 and 10, pp. 160 and 162)

New Vocabulary

| | | | |
|----------------------|---------------|----------------|------------------------|
| Depression | Nullification | Sovereignty | Suffrage |
| Discrimination | Slave codes | Spoils system | Tariff of Abominations |
| Jacksonian Democracy | Social reform | State’s rights | |

UNIT 8: MANIFEST DESTINY

9. *Manifest Destiny*

Essential Questions

- How was Manifest Destiny fulfilled?

Key Concepts

- Antonio Lopez de Santa Anna

- Battle of the Alamo
- Brigham Young
- Florida Cession
- Gadsden Purchase
- John C. Fremont
- John Sutter
- Mexican Cession
- Mexican-American War
- Mountain Men
- Sam Houston
- Stephan Austin
- Texas Annexation
- Treaty of Guadalupe Hidalgo
- William Becknell
- Zachary Taylor

Content Expectations

8 – U4.2.3 Westward Expansion – Explain the expansion, conquest, and settlement of the West through the Louisiana Purchase, the removal of American Indians (Trail of Tears) from their native lands, the growth of a system of commercial agriculture, the Mexican-American War, and the idea of Manifest Destiny. (E2.1) (National Geography Standard 6, p. 154)

8 – U4.2.3 Westward Expansion – Explain the expansion, conquest, and settlement of the West through the Louisiana Purchase, the removal of American Indians (Trail of Tears) from their native lands, the growth of a system of commercial agriculture, the Mexican-American War, and the idea of Manifest Destiny. (E2.1) (National Geography Standard 6, p. 154)

New Vocabulary

| | | | |
|--------------------|------------------|--------------------|----------------|
| 49ers | Ceded | Lone Star Republic | Mormons |
| Annex | Expansionists | Manifest Destiny | Oregon Trail |
| Bear Flag Republic | Land speculators | Mormon Trail | Santa Fe Trail |

UNIT 9: AMERICAN REFORMERS

10. A New Spirit of Change

Essential Questions

- How did public education evolve?
- How did women’s rights evolve during this time period?
- What role did key abolitionists play in the growing anti-slavery movement?
- What were the goals and effects of the antebellum temperance movement?

Key Concepts

- Abolition Movement
- Dorothea Dix
- Elizabeth Cady Stanton
- Frederick Douglass
- Harriet Tubman
- Horace Mann
- Religious revivals and reform
- Second Great Awakening
- Seneca Falls Convention
- Sojourner Truth
- Temperance movement

Content Expectations

8 – U4.3.1 Explain the origins of the American education system and Horace Mann’s

| | | | | | |
|-----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|----------|----------------------|--|
| | <p>campaign for free compulsory public education. (C2)</p> <p>8 – U4.3.2 Describe the formation and development of the abolitionist movement by considering the roles of key abolitionist leaders (e.g., John Brown and the armed resistance, Harriet Tubman and the Underground Railroad, Sojourner Truth, William Lloyd Garrison, and Frederick Douglass), and the response of southerners and northerners to the abolitionist movement. (C2) (National Geography Standard 6, p. 154)</p> <p>8 – U4.3.3 Analyze the antebellum women’s rights (and suffrage) movement by discussing the goals of its leaders (e.g., Susan B. Anthony and Elizabeth Cady Stanton) and comparing the Seneca Falls Resolution with the Declaration of Independence. (C2)</p> <p>8 – U4.3.4 Analyze the goals and effects of the antebellum temperance movement. (C2)</p> <p>8 – U4.3.5 Evaluate the role of religion in shaping antebellum reform movements. (C2)</p> <p>New Vocabulary</p> <table border="1" data-bbox="423 600 1515 636"> <tr> <td>Abolition</td> <td>Suffrage</td> <td>Underground Railroad</td> <td></td> </tr> </table> | Abolition | Suffrage | Underground Railroad | |
| Abolition | Suffrage | Underground Railroad | | | |
| <p>UNIT 10: SECTIONALISM</p> | <p>11. The Nation Breaking Apart</p> <p>Essential Questions</p> <ul style="list-style-type: none"> • How did major concerns presented at the Constitutional Convention eventually lead to the Civil War? • What compromises were made to ease the tensions between the North and the South and how did each fail? <p>Key Concepts</p> <ul style="list-style-type: none"> • Compromise of 1850 • Dred Scott v. Sandford • Harpers Ferry • Harriet Beecher Stowe • Henry Clay • Institution of Slavery • John Brown • Republican Party • Roger Taney • Stephen A. Douglas • Wilmot Proviso <p>Content Expectations</p> <p>8 – U4.2.2 The Institution of Slavery – Explain the ideology of the institution of slavery, its policies, and consequences.</p> <p>8 – U5.1.3 Describe the competing views of Calhoun, Webster, and Clay on the nature of the union among the states (e.g., sectionalism, nationalism, federalism, state rights). (C3)</p> <p>8 – U5.1.4 Describe how the following increased sectional tensions • the Missouri Compromise (1820) • the Wilmot Proviso (1846) • the Compromise of 1850 including the Fugitive Slave Act • the Kansas-Nebraska Act (1854) and subsequent conflict in Kansas • the Dred Scott v. Sandford decision (1857) • changes in the party system (e.g., the death of the Whig party, rise of the Republican party and division of the Democratic party) (C2; C3) (National Geography Standard 13, p. 169)</p> <p>8 – U5.1.5 Describe the resistance of enslaved people (e.g., Nat Turner, Harriet Tubman and the Underground Railroad, John Brown, Michigan’s role in the Underground Railroad) and effects of their actions before and during the Civil War. (C2)</p> <p>8 – U5.1.6 Describe how major issues debated at the Constitutional Convention such as disagreements over the distribution of political power, rights of individuals</p> | | | | |

(liberty and property), rights of states, election of the executive, and slavery help explain the Civil War. (C2) (National Geography Standard 13, p. 169)

New Vocabulary

| | | | |
|--------------------|---------------------|-------------------|--|
| Fugitive Slave Law | Kansas-Nebraska Act | Uncle Tom's Cabin | |
|--------------------|---------------------|-------------------|--|

UNIT 11: A NATION DIVIDED

12. The Civil War Begins

Essential Questions

- How was the Civil War different from prior American wars?
- What caused the Southern states to secede?

Key Concepts

- Abraham Lincoln
- Anaconda Plan
- Fighting the Civil War
- Fort Sumter
- Jefferson Davis
- Secession of the Southern States

Content Expectations

- 8 – U5.1.1** Explain the differences in the lives of free blacks (including those who escaped from slavery) with the lives of free whites and enslaved peoples. (C2)
- 8 – U5.2.1** Explain the reasons (political, economic, and social) why Southern states seceded and explain the differences in the timing of secession in the Upper and Lower South. (C3, E1.2) (National Geography Standard 6, p. 154)
- 8 – U5.2.2** Make an argument to explain the reasons why the North won the Civil War by considering the • critical events and battles in the war • the political and military leadership of the North and South • the respective advantages and disadvantages, including geographic, demographic, economic and technological (E1.4) (National Geography Standard 15, p. 173)
- 8 – U5.2.3** Examine Abraham Lincoln's presidency with respect to • his military and political leadership • the evolution of his emancipation policy (including the Emancipation Proclamation) • and the role of his significant writings and speeches, including the Gettysburg Address and its relationship to the Declaration of Independence (C2)

New Vocabulary

| | | | |
|--------------|-------------------------------|--------------|------------|
| Border state | Confederate States of America | Conscription | Income tax |
|--------------|-------------------------------|--------------|------------|

13. The Tide of the War Turns

Essential Questions

- What far-reaching/long-lasting changes occurred as a result of the Civil War?
- What role did Lincoln and his thoughts play in the Civil War?
- What were the critical factors that led to the North winning the Civil War?

Key Concepts

- 54th Massachusetts Regiment
- Antietam
- Appomattox Court House
- Battle of Gettysburg
- Battle of Vicksburg
- Gettysburg Address
- Robert E. Lee

- Stonewall Jackson
- Ulysses S. Grant
- William Tecumseh Sherman

Content Expectations

- 8 – U5.2.4** Describe the role of African Americans in the war, including black soldiers and regiments, and the increased resistance of enslaved peoples.
- 8 – U5.2.5** Construct generalizations about how the war affected combatants, civilians (including the role of women), the physical environment, and the future of warfare, including technological developments. (National Geography Standard 14, p. 171)

New Vocabulary

| | | | |
|---------|--------------------------|-----------|-----------|
| Cavalry | First Battle of Bull Run | Ironclads | Total War |
|---------|--------------------------|-----------|-----------|

**UNIT 12:
RECONSTRUCTION**

14. Reconstruction

Essential Questions

- What was the purpose and intent of Reconstruction?
- What were responses of various groups to Reconstruction during the time after the Civil War?
- What were the 13th, 14th, and 15th Amendments to the U.S. Constitution?

Key Concepts

- 13th Amendment
- 14th Amendment
- 15th Amendment
- Andrew Johnson
- Challenges of the Freedman's Bureau
- Civil Rights Act of 1875
- Compromise of 1877
- Ku Klux Klan
- Withdrawal of federal troops

Content Expectations

- 8 – U5.3.1** Describe the different positions concerning the reconstruction of Southern society and the nation, including the positions of President Abraham Lincoln, President Andrew Johnson, Republicans, and African Americans.
- 8 – U5.3.2** Describe the early responses to the end of the Civil War by describing the • policies of the Freedmen’s Bureau (E2.2) • restrictions placed on the rights and opportunities of freedmen, including racial segregation and Black Codes (C2, C5)
- 8 – U5.3.3** Describe the new role of African Americans in local, state and federal government in the years after the Civil War and the resistance of Southern whites to this change, including the Ku Klux Klan. (C2, C5) (National Geography Standard 10, p. 162)
- 8 – U5.3.4** Analyze the intent and the effect of the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution.
- 8 – U5.3.5** Explain the decision to remove Union troops in 1877 and describe its impact on Americans.
- 8 – U6.1.1** America at Century’s End – Compare and contrast the United States in 1800 with the United States in 1898 focusing on similarities and differences in • territory, including the size of the United States and land use (National Geography Standards 1 and 16, pp. 144 and 196) • population, including immigration, reactions to immigrants, and the changing demographic structure of rural and urban America (E3.2) (National Geography Standards 9 and 12,

pp. 160 and 167) • systems of transportation (canals and railroads, including the Transcontinental Railroad), and their impact on the economy and society (E1.4, 3.2) (National Geography Standard 11, p. 164) • governmental policies promoting economic development (e.g., tariffs, banking, land grants and mineral rights, the Homestead Act) (E.2.2) (National Geography Standard 16, p. 176) • economic change, including industrialization, increased global competition, and their impact on conditions of farmers and industrial workers (E1.4, 2.1, 3.2) (National Geography Standard 11, p. 164) • the treatment of African Americans, including the rise of segregation in the South as endorsed by the Supreme Court’s decision in Plessy v. Ferguson, and the response of African Americans • the policies toward American Indians, including removal, reservations, the Dawes Act of 1887, and the response of American Indians (National Geography Standard 13, p. 169)

New Vocabulary

| | | | |
|--------------|----------------|----------|---------------|
| Black codes | Reconstruction | Scalawag | Sharecropping |
| Carpetbagger | | | |