

# Kindergarten Social Studies

Time Frame	Topic	Skills/ Concepts	GLE	Assessment	Resource
<b>Applications of Social Studies Processes, Knowledge, and Skills:</b>					
	Social Studies Process	Students will identify questions related to social studies.			
		Students will follow an established procedure for locating sources appropriate to reading level.			
		Students will locate and collect information for a specific purpose from sources including maps, photographs, charts, and graphs.			
		Students will organize findings.			
		Students will share information gathered using oral or visual examples.			
<b>Classroom Community and Citizenship</b>					
	Students will understand we need rules in our classroom to help us learn together and be safe.	Students make individual and collaborative decisions on matters related to social studies using research and discussion skills.	A.2		2nd step
	Students will understand that they have the right to learn in a safe classroom community. Students will understand that they have the responsibility to follow school and classroom rules.	Students understand the concepts of rights, duties, responsibilities and participation.			
<b>Service project</b>					
	Students will discuss, plan and participate in a service-learning project.	Students select, plan, and participate in a civic action or service-learning project based on a classroom or school asset or need, and describe the project's potential civic contribution.	A.3		
		(new service project -like the SPCA but needs to be student driven)			

# Kindergarten Social Studies

Time Frame	Topic	Skills/ Concepts	GLE	Assessment	Resource
	<b>Holiday Symbols</b>				
	Students will identify Presidents and symbols on coins. Students will recite the Pledge of Allegiance.	Recognize symbols, monuments, celebrations, and leaders of local, State, and national government.	B1.b		Scholastic News
		Students will recognize that the flag is a symbol of our country.			
	<b>Community workers</b>				dramatic play kits
	Students will locate and collect information on community workers. Students will list and organize: community workers, their tools and uniforms.	Students understand key ideas and processes that characterize democratic government in the community and the United States.	B.1c		
		Students will decide if community worker provides a good or service.			
	<b>Family unit.</b>				
	Students will list family members to gain how families change over time. Students will identify family customs and traditions. Students will share information gathered about how families care for their members using oral and/or visual examples.	Explain how individuals, families, and communities share both common and unique aspects of culture, values and beliefs through stories traditions, religion celebrations, or the arts.	E.2		2nd step

# Grade 1 Social Studies

Time Frame	Topic	Concepts/Skills/Concepts	GLE	Suggested Activities	Resource
	<b>Social Studies Processes</b>				
		Students will identify questions related to social studies	A.1		
		Students will follow an established procedure for locating sources appropriate to reading level.			
		Students will locate and collect information for a specific purpose from sources including maps, photographs, charts, and graphs.			
		Students will organize findings.			
		Students will share information gathered using oral or visual examples.			

# Grade 1 Social Studies

Time Frame	Topic	Concepts/Skills/Concepts	GLE	Suggested Activities	Resource
	<b>Classroom Community and Citizenship</b>				
		Students make individual and collaborative decisions on matters related to social studies using research and discussion skills.	A.2	<b>Determine classroom rules.</b> Discuss the need for rules in our classroom to help us learn together and be safe. Students will discuss why our community needs rules to help people live together safely.	
		Describe classroom rights, duties, and responsibilities including how students participate in some classroom decisions and are obliged to follow classroom rules.	B.2.a	Discuss students' rights and responsibilities at school. I.e.. Cleaning up after themselves, being prepared, returning homework, bringing a healthy snack, dressing appropriately. <b>Make Respect Contract: self, others, &amp; environment</b>	
		Explain the purpose of the school/classroom rules and laws encountered in daily experiences to promote the common good and the peaceful resolution of conflict.	B.2.b	Learn and follow an established procedure for conflict resolution.	
		Make a real or simulated decision related to classroom, school, or beyond by applying appropriate and relevant social studies skills, including <b>research skills (see technology map)</b> , and relevant information.	A.2	Vote on classroom decisions. Understand that majority rules.	
		Students understand key ideas and processes that characterize democratic government in the community and the United States.	B.1	Learn to be a community member within the school and the classroom. Understand that a citizen is a member of the community and therefore they are citizens. <b>*Take a school tour, interview staff members, play community building games, classroom greetings, self portrait, classroom family book, star student book, storytelling (summer is a shoebox)</b>	

# Grade 1 Social Studies

Time Frame	Topic	Concepts/Skills/Concepts	GLE	Suggested Activities	Resource
	<b>National Symbols and monuments</b>				
		Recognize symbols, monuments, celebrations and leaders of local, State, and national governments.	B.1.b	Learn about our current President, Martin Luther King Jr. Discuss Veteran's Day, Memorial Day, and Flag Day.	
	<b>Geography</b>				
		Use basic maps and globes to identify local and distant places and locations, directions (including N,S,E,W) and basic physical, environmental, and cultural features.	D.1.c	Answer questions relating to geography. <b>What is a map? Why do we need maps? Explore and discuss what they notice on various maps.</b>	
		Create visual representations of the immediate neighborhood and community.	D.1.b	Create maps of the playground and compare them to premade maps. <b>*Explore the playground, discuss what is next to what, shapes they see, etc. Draw maps. Compare each others. Use the maps to find objects hidden on the playground. Relate to real life.</b>	

# Grade 1 Social Studies

Time Frame	Topic	Concepts/Skills/Concepts	GLE	Suggested Activities	Resource
	<b>History: Pilgrims and Maine Native Americans</b>				
		Describe history as "stories" of the past.	E.1.a	Discuss how artifacts such as pottery, baskets, documents, etc. tell us about Maine Native Americans.	
		Identify a few key figures and events from personal history, and the history of the community, Maine and the United States, especially those associated with historically-based traditions.	E.1.b	Research information on Early Settlers and Maine Native Americans. Identify some customs and beliefs of both such as; storytelling, roles of men and women, relationship with their environment. <b>*Read about the Abenaki, discuss and explore corn and it's uses. Read Ox Cart Man in preparation of field trip, play period games, make butter.</b>	Woodland Indians of the Northeast Teacher's Guide from Mt. Kearsarge indian Museum
		Identify past, present, and future in stories, pictures, poems, songs, or videos.	E.1.c	Read/listen to stories and poems. Learn songs and watch videos to identify with the past. <b>*Legend of the Talking Stick, Legend of Maple Syrup</b>	Wabanaki People Curriculum from Abbe Museum, Bar Harbor, ME
		Apply terms such as "before" and "after" in sequencing events.	E.1.d		
		Create a brief historical account about family, the local community, or the nation by using artifacts, photographs, or stories of the past.E.1e		Create a brief historical account about family. <b>*Compare family recipes, photos, and favorite seasonal activities to learn what culture is, make a family clan pendant.</b>	
		Describe traditions of Maine Native Americans and various historical and recent immigrant groups and traditions common to all.	E.2.b	Discuss common traditions.	Guest speaker: Ed Bullock Field Trip: Museum of Old York

# Grade 2 Social Studies

Time Frame	Topic	Skills/Concepts	GLE	Assessment	Resource
	<b>Social Studies Processes</b>				
		Students identify and investigate research questions related to social studies by locating, organizing and sharing information.	A1		
		Identify questions related to social studies			
		Follow an established procedure for locating sources appropriate to reading level.			
		Locate and collect information for a specific purpose from sources including maps, photographs, charts, and graphs.			
		Share information gathered using oral or visual examples.			
	<b>Classroom Community and Citizenship</b>				
	Students will understand we need rules in our classroom to help us learn together and be safe. Students will discuss why our community needs rules to help people live together safely.	Students make individual and collaborative decisions on matters related to social studies using research and discussion skills.	A.2		2nd Step
	Students will understand their rights and responsibilities at school. Ie. Cleaning up after themselves, being prepared, returning homework, bringing a healthy snack, dressing appropriately.	Describe classroom right, duties, and responsibilities including how students participate in some classroom decisions and are obliged to follow	B.2.a		
	Students will follow an established procedure for conflict resolution.	Explain the purpose of the school/classroom rules and laws encountered in daily experiences to promote the common good and the peaceful resolution of conflict.	B.2.b		2nd Step
	Students will discuss how some rules are similar or different within the school building and homes.	Identify and compare similar and differing interests and opinions students have related to classroom traditions and decisions.	B.3		Scholastic News

# Grade 2 Social Studies

Time Frame	Topic	Skills/Concepts	GLE	Assessment	Resource
	<b>Leaders in Civil Rights</b>				
	Students will read, listen to, and discuss what history means.	Describe history as "stories" of the past.	E.1		Scholastic News
	Students will identify: Lincoln, Harriet Tubman, Martin Luther King Jr., Rosa Parks, Rubby Bridges, Barack Obama, George Washington.	Identify a few key figures and events from personal history of the community, Maine and the US. Especially those associated with historically-based traditions.			F is for Freedom Civil War on Sunday Revolutionary War on Wednesday
	Students will read/listen to stories and poems. Students will learn songs and watch videos to identify with the past.	Identify past, present and future in stories			Planetarium- "Follow the Drinking Gourd"
		pictures, poems songs, or videos.			"Ruby Bridges"
	Students will use terms "before" and "after" when discussing events.	Apply terms such as "before" and "after" in sequencing events.			Timeline
	Students will discuss examples of equal rights, i.e.. Only students with brown hair can line up first.	Describe and provide examples of democratic ideals.	B.1.a		
	<b>Geography:</b>				
	Students will understand that geography is the study of the Earth's surface and peoples.	Explain that geography is the study of the Earth's surface and peoples.	D.1.a		Atlases Daily Geography
	Students will use basic maps and globes to identify local and distant places and locations, directions (including N,S,E, and W) and basic physical, environmental, and cultural features.	Use basic maps and globes to identify local and distant places and locations, directions (including N,S,E,and W) and basic physical, environmental, and cultural features.	D.1.c		Globes Maps



# Grade 2 Social Studies

Time Frame	Topic	Skills/Concepts	GLE	Assessment	Resource
	<b>People of the World</b>				
	Students will study how geography influences various cultures and traditions. Students will discuss the similarities and differences between geographic areas.	Identify the impacts of geographic features on individuals, families, and communities, including Maine Native Americans, in the US and various other nations.	D.2.a		Student culture books Scholastic News
	Students will identify some customs and beliefs of a particular culture. Student will recognize that people throughout the world communicate in different languages. Students will tell how artifacts and literature teach us about cultures of people.	B3.b Compare traditions that are similar across the nation and traditions that differ in various cultural groups including Maine Native Americans.	B.3.b		Strawberry Banke-fieldtrip
	Students will explain how artifacts and literature teach us about cultures and people.	Explain how individuals, families, and communities share both common and unique aspects of culture, values, and beliefs through stories, traditions, religion, celebrations, or the arts.	E.2.a		Various books countries around the world
	<b>Maine Resources</b>				
	Students will discuss the importance of money and how it is used.	Describe economics as how people make choices about how to use scarce resources to meet their wants and needs.	C.1.a		Computer student links-Maine Resources
	Students will learn about the local economy i.e. lobstering and farming.	Describe how money is earned and managed in order to buy goods and services and save for the future.	C.1.b		Lobster Boat fieldtrip
	Students will identify how people are influenced by the weather, land, and resources of our state.	Identify examples of how individuals, families, and communities, including Maine Native Americans, are influenced by economic factors.	C.2.a		Student Maine books

# Grade 3 Social Studies

Time Frame	Content	Skills	GLE	Assessment	Resource
All Year	<b>Applications of Social Studies Processes, Knowledge, and Skills</b>				
		Students identify and answer research questions.			
		Students make individual and collaborative decisions.			
		****Students select, plan, and participate in a civic action or service-learning project.			
Q1,Q2	<b>Native Americans</b>				
	Eastern Woodlands (Ojibwa)	Compare and contrast Location, Environment, Food, Shelter, Clothing, Transportation, Work (Men) Work (Women), Arts/Crafts, Recreation, and Life Today			
	Plains (Cheyenne)				
	Southwest (Hopi)	Understand that Native Americans have different languages, traditions, practices, beliefs, and customs.			
		Identify ways a geographical region impacted the life of Native Americans.			
		Identify customs and beliefs of Native Americans such as storytelling, roles of men and women, relationship with their environment.			
		Tell how artifacts such as pottery, baskets, documents, tell us about Native Americans.			

# Grade 3 Social Studies

Time Frame	Content	Skills	GLE	Assessment	Resource
All year	<b>Geography</b>				
		Continents/Landforms (GROW)			
		Locate and name the seven continents (Africa, Antarctica, Australia, Asia, Europe, North America, and South America)			
		Identify and map the Five Oceans: Arctic, Atlantic, Indian, Pacific, and Southern			
		Identify and map various landforms bay, river, peninsula, gulf, lakes, streams, island, mountains, hills, boundary, borders, prime meridian, hemisphere			
		Identify the following parts of a map: Key/legend, symbols, title, and compass rose.			
		Create and use a map to gather information about your bedroom, home, neighborhood, and town.			
Q4	<b>Kittery</b>				
		Explore and research the History of Kittery up to present day.			
		Identify local landmarks through out the town.			
		Lady Pepperrell House, First Congregational Church, Cementary, Memorial Bridge, Fort McClary, Dennett Garrison, Frisbee Store, Monuments, Old Pepperrell Mansion, Pepperrell Tomb, Old Bray House, Traip House, Rice Library, Navy Yard, ....			
		Identify and explain purpose of town government. Meet and interview: Town Manager, Superintendent, School Board Members.			
		Identify the communities to which they belong e.g. Town and state			
		Identify and explore influences of Kittery's geographical features on its history, growth and development.			

# Grade 4 Social Studies

Standard	Content/Skills/Concepts	Competencies/Learning Targets	Assessment
<b>Applications of Social Studies Processes, Knowledge, and Skills</b>			
A1	Identify and answer research questions		
A2	Make individual and collaborative decisions		
A2	Select, plan, and participate in a civic action or service learning project		
A1, A2	Discuss current events found from multiple sources.		
<b>Maine Studies</b>			
E2	Identify significant individuals and state their contributions	Margaret Chase Smith, L.L. Bean, Samantha Smith, E. B. White, Henry W. Longfellow, Stephen King, Current Governor, etc.	
E1, E2	Identify significant events that have shaped Maine's history	1652: Maine becomes part of MA, 1820: Maine Independence, 1839-1842: Aroostok War, 1604: First Colony - MDI,	
C1, C2	Describe how resources and industry impact the economy	Fishing, farming, lumber, tourism, recreation	
D1, D2	Identify major geographic features of Maine and their influence	Mt Katahdin, Moosehead, Gulf of Maine, Acadia, Penobscott River, Kennebec, River, Androscoggin River, Aroostook Plateau	
B1	Understand the structure and history of Maine government	3 Branches, 1820 statehood, state constitution	

# Grade 4 Social Studies

Standard	Content/Skills/Concepts	Competencies/Learning Targets	Assessment
	<b>US Regions</b>		
Economics			
C1, C2	Identify natural and human resources		
C1, C2	Describe how scarcity affects choices and the difference between supply and demand		
C1, C2	Identify the significance of bartering and the need for currency		
Geography			
D1, D2	Locate and name the regions of the United States and the states found within each region.		
D1, D2	Identify the natural resources found in each regions.	NE: forests, hydropower, ocean, granite, crabs, cranberries SE: rivers, coal, tobacco, peanuts, peaches, cotton MW: wheat, corn, soy, waterways SW: oil W: mountains, gold, cherries, livestock, forests, ocean, pineapples	
	Geography five themes: Human /Environment Interaction, Regions, Movement, Place, and Location. (Mr. Help)		
D1, D2	Locate and identify major landmarks of the United States.	Appalachian Range, Niagara Falls, Acadia National Park, Mississippi River, Everglades, Great Lakes, Badlands, Great Plains, Grand Canyon, Saguaro National Park, Sonora Desert, Rocky Mountains, Yellowstone, Continental Divide, Death Valley, Mt. McKinley	
Cultures & Peoples			
E2	Identify various cultures found in the regions of the United States	immigrants, pioneers, slaves, trappers, cowboys, Spanish explorers, gold rushers, farmers	
E2	Describe the influence different cultures had on the development of the United States		

# Grade 5 Social Studies

Time Frame	Content	Skills	GLE	Assessment	Resource
	<b>Applications of Social Studies Processes, Knowledge, and Skills</b>				
		Identify and answer research questions	A1a-g		
		Students make individual and collaborative decisions	A2a-b		
		Select, plan, and participate in a civic action or service learning project	A3a-e		
	<b>US Civics &amp; Government</b>				
		Identify and describe the basic functions of the 3 branches of government (legislative, judicial, and executive) and how they work together	B1c,d		
		List key representatives in the 3 branches of government	B1d		
		Identify the rights, responsibilities, and qualities of citizens and explain how these rights are protected	B2a,b		
		Describe the history and functions of the Constitution	B2b		
		Describe the structure of state and federal government	B1e		
		Identify qualities of an effective citizen	B1a, B2c		
		Identify ways in which citizens offer differing opinions on public policy issues	B2c		
		Tell how the structure of American society meets the basic needs of its citizens	B1a,b		

# Grade 5 Social Studies

Time Frame	Content	Skills	GLE	Assessment	Resource
	<b>US History</b>				
	Exploration 1400-1600	Identify the reasons for exploration	E1, E2		
		Identify explorers and their effect on the history and geography of the United States	E1, E2		
	The Colonial Era 1500 - 1774	Identify the original 13 colonies and the regions in which they were located.	E1, E2		
		Identify the struggles of colonists and the impact on the history of United States	E1, E2		
	The Revolutionary Era 1754 - 1783	Identify the significant events of, and leading up to, the Revolutionary War	E1, E2		
		Identify the different point of view of the different sides of the war.	E1, E2		
	Civil War and Reconstruction 1850-1877	Identify the significant events of, and leading up to, the Civil War and its contributing factors.	E1, E2		

# Grade 5 Social Studies

Time Frame	Content	Skills	GLE	Assessment	Resource
	<b>Intro to World Geography</b>				
		Geography five themes: Human /Environment Interaction, Regions, Movement, Place, and Location. (Mr. Help)			
		Explain that geography includes the study of Earth’s physical features including climate and the distribution of plant, animal, and human life.	D1		
		Create visual representations of the world, showing a basic understanding of the geographic grid, including the equator and prime meridian.	D1		
		Identify the Earth’s major geographic features such as continents, oceans, major mountains, and rivers using a variety of geographic tools.	D1		
		Explain examples of changes in the Earth’s physical features and their impact on communities and regions.	D1		
		Identify examples of how geographic features unify communities and regions as well as support diversity.	D2		
		Describe impacts of geographic features on the daily life of various culture in the world.	D2		



# Grade 5 Social Studies

Time Frame	Content	Skills	GLE	Assessment	Resource
	<b>Intro to World Economics</b>				
		Explain that economics includes the study of scarcity which leads to economic choices about what goods and services will be produced, how they will be distributed, and for whom they will be produced.	C1		
		Explain how entrepreneurs and other producers of goods and services help satisfy the wants and needs of consumers in a market economy, locally and nationally, by using natural, human, and capital resources.	C1		
		Describe situations in which personal choices are related to the use of financial resources and financial institutions including the use of money, consumption, savings, investment, and banking.	C1		
		Describe economic similarities and differences within the community, Maine, and the United States.	C2		
		Identify economic processes, economic institutions, and economic influences related to various cultures in the world.	C2		

# Grade 6 Social Studies

Time Frame	Content	Skills	GLE	Assessment	Resource
	Map essentials	Identify and use map essentials (Title, compass rose, scale, legend, longitude and latitude).	B		
	5 Themes of Geography	Introduce and apply the five themes of geography.		Posters	
	Physical features	Identify the major landforms and connect the land with the culture of the people in the particular civilization			
	Citizenship	Introduce the role of a good citizen at school and in the community.			
		Review of structure of US government including the three branches.			
	The Greek World	Identify the major terms, people, and regions in the Greek World.			
	Ancient Rome	Identify the major terms, people, and regions in the Roman World.			
4 weeks	Early Middle Ages	Investigate how geography shaped life in Europe.	D		
		Identify the important people of the middle ages and their achievements.			
		Recognize the importance of Christianity and the church in Rome.			
		Trace the origins of feudalism and explain how it worked.	B3		
		Compare the Feudal system in Europe to the Feudal system in Japan.			

# Grade 6 Social Studies

Time Frame	Content	Skills	GLE	Assessment	Resource
1 week before April Vacation	Later Middle Ages	Identify the reasons for the Crusades.			
		Investigate the connection between Christianity and the Medieval Society	E		
		Discuss the importance of the political and social changes at the end of this era including the Magna Carta			
		Determine the causes for the decline of the Middle Ages.			
	Renaissance	Describe how European culture was affected by the new ideas of this era.			
		Include the contributions of the Islamic world and the affects on growth and trade during the Renaissance.			

# Grade 7 Social Studies

Standard	Content/Skills/Concepts	Competencies/Learning Targets	Assessment
<b>GEOGRAPHY</b>			
<b>Mapping Knowledge &amp; Skills</b>			
D1		Identify the major physical features & political boundaries of Earth's regions by using the geographic grid and a variety of types of maps.	
<b>Relationships Between Humans &amp; their Environment</b>			
D1, D2, A1		Identify geographic features that have impacted unity and diversity in the United States and other nations or regions of the world, and describe the relationship between those features and the people living there.	
D1, A1		Describe the impact of change, including technological change, on the physical & cultural environment of the United States and other nations or regions of the world.	
<b>THE WORLD'S PEOPLE</b>			
<b>Civics &amp; Government</b>			
B1		Explain the purpose and functions of a government system, and discuss the political & civic activity of citizens.	
B1		Identify types of government and classify them as having limited or unlimited power over their citizens.	
B1, B2, B3, A1		Compare the structures and processes of the United States government with examples of other forms of government. (For example, make comparisons between governments in the United States, North Korea, & South Korea)	
<b>Economics</b>			
C1		Describe the different levels and factors of economic development.	
C2		Identify examples of specialization and describe how it has resulted in economic unity and global interdependence among nations.	
C2,A1		Describe how the global economy impacts various cultures of the world in the following areas: trade issues, resource depletion, labor issues, and/or globalization.	

# Grade 7 Social Studies

Standard	Content/Skills/Concepts	Competencies/Learning Targets	Assessment
<b>THE WESTERN HEMISPHERE</b>			
<b>Historical Perspective</b>			
E1, A1		Identify the factors leading up to Columbus' discovery of the Americas. Evaluate the involvement and effects the discovery played on the various groups of people that were involved. Trace patterns of movement involving people & trade in the aftermath of the event.	
<b>Historical &amp; Current Knowledge</b>			
E2, A1		Describe major turning points and events involving historical immigration to the United States, Canada, & Mexico, and discuss current immigration taking place between the nations today.	
<b>PERSUASIVE DEBATE</b>			
<b>Research, Persuasive Writing, &amp; Effective Speaking</b>			
A1, A2		Apply critical thinking (fact/opinion/bias) and propaganda techniques to effectively debate a controversial topic.	

# Grade 8 Social Studies

Standard	Content/Skills/Concepts	Competencies/Learning Targets	Assessment
	<b>Maine Studies</b>		
D1		Identify the counties and major cities in the State of Maine.	
C2, B3		Assess the roles and cultural impact of Native Americans in Maine throughout the years.	
C2, D2		Compare how the various regions of Maine impact the state economy.	
	<b>Forming a Nation</b>		
E1, E2		Investigate the causes and effects of the American Revolution. Analyze points of view of both Patriots and Loyalists.	
B1, B2		Understand the ideas of freedom expressed in the Declaration of Independence and explain how they apply today.	
B1, B2		Explain how the concept of federalism evolved from colonial times, through the drafting of the Articles of Confederation, and culminated with the US Constitution.	
B1, B2		Apply the liberties protected in the Bill of Rights and other amendments to a real life case or situation.	
B1, B2		Evaluate effectiveness of certain Supreme Court rulings in balancing individual rights with the needs of society.	
B3		Compare the government and constitution of Maine to that of the United States.	

# Grade 8 Social Studies

Standard	Content/Skills/Concepts	Competencies/Learning Targets	Assessment
<b>Social and Political Conflicts of the 19th Century</b>			
E1	Civil War	Compare life before, during, and after the civil war and analyze challenges faced as a result of the social changes	
E2	Immigration	Analyze the impact of movement of immigrants in the US	
	Westward Movement	Westward movement and the impact on Native Cultures	
	Social Conflicts in 19th Century America	Developing rights of women, African Americans, and other groups	
<b>Social and Political Conflicts in the 20th Century</b>			
	Modern Warfare	Analyze the causes and effects of a modern war on its participants.	
	Civil Rights Movement	Describe how individuals impacted the civil rights movement and changed history.	
	World War II and Holocaust	Identify the various propaganda techniques used by the different sides in WWII including how it was used by the Axis and Allies during the Holocaust.	
<b>Current Events of Maine, US, and the World</b>			
A1		Research, analyze multiple resources. Form an opinion about a current event and support a position. Apply research skills to use and appropriately cite resources	

# American Studies I

Theme Standards	Essential Knowledge	Content/Concepts	Recurring Skill Set
<b>Quarters 1 &amp; 2</b>	<b>The American Political Tradition</b>		
A2, B1, B2, E1, E2	Students will understand the origins of the US Democratic Republic	Colonial Government Structures and Political Power Struggles Continental Congress & Articles of Confederation Framing the Constitution & Ratification Debate	Students will engage in historical inquiry and analysis, while studying differing perspectives on a given event
			Students will read and interpret primary and secondary source materials
			Students will utilize maps to interpret cause and effect of regional and political differences
			Students will form and defend historical opinions through writing, public speaking, and debate
			History Extravaganza: research, understanding differing perspectives, forming a conclusion, writing an analytical position paper, and presenting to an authentic audience



# American Studies I

Theme Standards	Essential Knowledge	Content/Concepts	Recurring Skill Set
	Students will identify and analyze major political shifts and evolution	The American Federal Government Structure and Formation of first Political Parties	
		Ideology of Jeffersonian vs. Jacksonian Democracy	
		Politics of the Civil War & Reconstruction	
		Corruption & Reform in the Gilded Age	
		20th Century Domestic Political Shifts (1920s politics, the New Deal, The Cold War at Home, Civil Rights Politics, Nixon, New Conservatism, Clinton)	
	Students will understand the development of Constitutional law and assess the factors that influence the interpretation and application of the Constitution as a living document	Constitutional Convention, debates and compromises, the Bill of Rights	
		Principles of the Constitution as a living, governing document, including amending the Constitution	
		Landmark Supreme Court cases that challenged and changed the interpretation and implementation of Constitutional law (Marbury vs. Madison, Worcester, Dred Scott, Plessy, Korematsu, Brown, Roe, etc)	

# American Studies I

Theme Standards	Essential Knowledge	Content/Concepts	Recurring Skill Set
	Students will compare and contrast the roles of local, state, and federal government and recognize the significance of civic participation within our government	Structures, roles & functions of local, state, and federal government	
		States Rights vs. Federal government (balance of power and controversies created by this power struggle)	
		Citizen involvement in democratic process	
		The power of the vote: evolution in voting rights and the importance of voting	
	Students will differentiate between the role of the government in forming domestic policy versus foreign policy	Roles of Executive and Legislative branches in creating and implementing foreign policy (what is foreign policy, who	
		Roles of Executive, Legislative, and Judicial branches in creating and implementing domestic policy (what is domestic policy, who is in charge of it, how does it impact the nation, what is the balance between state and national policy?)	

# American Studies I

Theme Standards	Essential Knowledge	Content/Concepts	Recurring Skill Set
<b>Quarter 3 &amp; 4</b> A1, A2, B3, C1, D2, E1, E2	<b>National Regionalism, Expansion &amp; Cultural Identity</b>		
	Students will evaluate the effect of various regional factors (who settled there, why, geography, economy, etc) on creating and influencing regional, cultural identity	Three Colonial Regions	
		Early Westward Expansion	
		The North, the South, and the Western Frontier	
	Students will examine various cultural conflicts resulting from settlement, migration, immigration, and internal and external factors	Clashes with Native groups	
		Manifest Destiny	
		War with Mexico	
		Culture of Slavery, Regional conflicts	
		Settling the Great Plains	
		Post-Civil War immigration, nativism & jingoism	
Students will differentiate between national and regional identity and assess how the resulting tension created conflict and compromise within America	The Civil War		
	Post-Civil War segregation & discrimination (including the KKK, and other hate groups): National policy vs. local and regional activities		

# American Studies I

Theme Standards	Essential Knowledge	Content/Concepts	Recurring Skill Set
	Students will understand major cultural trends and shifts, identifying the causes and resulting effects on American identity	White, male America	
		Developing an American cultural identity (minority culture emerges)	
		Reinventing America and moving West	
		The Roaring Twenties and Harlem Renaissance	
		The American Dream vs. Youth Counter Culture	
		Vietnam Culture and Counter Culture	
		The Changing face of America (post-Vietnam culture)	

# Integrated Humanities

Standard	Essential Knowledge	Content/Concepts/Skills	Assessments
B1, B2, B3, C1, C2, D1, D2, E1, E2	<b>Q1: Middle East</b>		
	Students will analyze how the physical & political geography of the Middle East has impacted the development of the culture of the region	History Content: The Geography, Economics, Religion and Government of the Middle East <u>Concepts and Skills:</u> Mapping skills Note taking from text, PowerPoint, and oral presentation Understanding cause and effect Identification of important vocabulary Comprehension and analysis of informational text Current events.	Text and Extensions Reading Questions, Quizzes, Mapping, and Projects
	Students will analyze how the physical geography of the Middle East has impacted the economic foundation and global interdependence of the region		
	Students will analyze how monotheism (Judaism, Christianity, and Islam) has played a role in creating the culture of the Middle East and the resulting cultural conflicts within the region		
	Students will analyze how the geography, economic foundation, and cultural characteristics have shaped the politics of the Middle East		

# Integrated Humanities

Standard	Essential Knowledge	Content/Concepts/Skills	Assessments
R4.1	Students will identify steps of plot/hero journey through summarizing and compare/contrast	<u>English Content:</u> <b>Reading Genre</b> -Mythology Gilgamesh (abridged) Hercules (graphic novel) <u>Concepts and Skills:</u> Summarizing and questioning	Hero Journey Graphic Organizers
C1, R8.1, R8.3	Students will develop a research paper through the 10 step writing process	<b>Writing Genre</b> -Research The 10 Step Writing Process <u>Concepts and Skills:</u> Discuss 4 basic types of writing Develop research questions, note cards, etc. Create and present coherent set of findings that integrates paragraphing and quotations	Research paper (2-3) pgs on Middle Eastern Content English/History
R2.1, R3, R3.1, R3.2,	Students will understand MLA format and create a proper Work Cited Page Students will establish and keep a vocabulary notebook for SAT words, in-context words, and other content words	<b>Vocabulary:</b> Ongoing throughout the school year	Variety of vocabulary activities, quizzes, and notebook checks

# Integrated Humanities

Standard	Essential Knowledge	Content/Concepts/Skills	Assessments
B1, B2, B3, C1, C2, D1, D2, E1, E2	<b>Q2: Africa</b>		
	Students will analyze how the physical and political geography of Africa has impacted the development of the culture of the region	<u>History Content:</u> The Geography, Economics, Religion and Government of Africa <u>Concepts and Skills:</u> Mapping skills Note taking from text, PowerPoint, and oral presentation Understanding cause and effect Identification of important vocabulary Comprehension and analysis of informational text Current events	Text and Extension Reading Questions Quizzes, Mapping, and Projects
	Students will analyze how the physical geography of Africa has impacted the economic foundation and global interdependence of the region		
	Students will analyze how religion and cultural diffusion have played a role in creating the culture of Africa		
	Students will analyze how the geography, economic foundation, and cultural characteristics have shaped the politics of Africa		

# Integrated Humanities

Standard	Essential Knowledge	Content/Concepts/Skills	Assessments
R5.2/3, R7.1	Students will analyze conflicts within a text and measure the affects on characters	<u>English Content:</u> <b>Reading Genre</b> -Historical Fiction Novel TBD <u>Concepts and Skills:</u> Monitor Comprehension Identify Perspective Utilize and Create Different QAR	Character Map Conflict Trackers Reading Activities
	Students will recognize universal themes and utilize reading strategies for informational text reading		
B 3	Students will create a literary analysis of a central character and a central conflict, with connections to their studies of the African continent	<b>Writing Genre</b> -Analytical Literary Analysis <u>Concepts and Skills:</u> Deeper Thesis Development Previous annotation of supporting details Evaluate, revise and edit a sequence of drafts	Analysis of Novel



# Integrated Humanities

Standard	Essential Knowledge	Content/Concepts/Skills	Assessments
B1, B2, B3, C1, C2, D1, D2, E1, E2	<b>Q3: Asia</b>		
	Students will analyze how the physical & political geography of China, India, and the Korean Peninsula has impacted the development of the culture of the region	<u>History Content:</u> The Geography, Economics, Religion and Government of Asia(China, Korea, India) <u>Concepts and Skills:</u> Mapping skills Note taking from text, PowerPoint, and oral presentation Understanding cause and effect Identification of important vocabulary Comprehension and analysis of informational text Current events	Text and Extension Reading Questions Quizzes, Mapping, and Projects
	Students will analyze how the physical geography of Asia has impacted the economic foundation and global interdependence of China, India, and the Korean Peninsula		
	Students will analyze how eastern religions have played a role in creating the culture of China, India, and the Korean Peninsula		
	Students will analyze how the geography, economic foundation, and cultural characteristics have shaped the politics of China, India, and the Korean Peninsula		

# Integrated Humanities

Standard	Essential Knowledge	Content/Concepts/Skills	Assessments
R6.1	Students will comprehend Shakespearean language through play reading, acting, and theater	<u>English Content:</u> <b>Reading Genre</b> -Drama Julius Ceaser <u>Concepts and Skills:</u> Group Reading Companion movie	Medium Comparison
	Students will examine and interpret the connections between Julius Ceaser content and the early empires of the Asian continent		
B4	Students will learn persuasive writing techniques	<b>Writing Genre</b> -Persuasion Persuasive Essay <u>Concepts and Skills:</u> Defending a Thesis Linking Details to Points Focus on Outlining and Organization	Persuasive Position Essay English/History
	Students will utilize persuasive techniques to convey factual information about their studies of Asia		

# Integrated Humanities

Standard	Essential Knowledge	Content/Concepts/Skills	Assessments
	<b>Q4: Western Europe</b>		
A1, B1, B2, B3, C1, C2, D1, D2, E1, E2	Students will analyze how the physical and political geography of Western Europe has impacted the development of the culture of the region	<u>History Content:</u> The Geography, Economics, Religion and Government of Western Europe <u>Concepts and Skills:</u> Mapping skills Note taking from text, PowerPoint, and oral presentation Understanding cause and effect Identification of important vocabulary Comprehension and analysis of informational text Current events Analytical research, writing, and presentation through the History Extravaganza project	Text and Extension Reading Questions Quizzes, Mapping, and Projects
	Students will analyze how the physical geography of Western Europe has impacted the economic foundation and global interdependence of the region		
	Students will analyze how monotheism has played a role in creating the culture of Western Europe		
	Students will analyze how the geography, economic foundation, and cultural characteristics have shaped the politics of Western Europe		
	Students will create a published work of semi-structured creative writing	<u>English Content:</u> <b>Reading Genre</b> -Poetry European Poets <u>Concepts and Skills:</u> Note Poetic Devices Learn styles/structures of poems Practice forms and revise	
B1			

# Integrated Humanities

Standard	Essential Knowledge	Content/Concepts/Skills	Assessments
R8.4, R8.6	Students will develop and refine analytical research, writing, and presentation skills through the History Extravaganza project	<b>Writing Genre</b> -Analytical Research History Extravaganza <u>Concepts and Skills:</u> Refining Research Skills Developing and Defending a Thesis Linking Details to Points Focus on Outlining and Organization Locating and Utilizing Supporting Details Transitional Statements and Paragraphing Proper Citation	History Extravaganza (Paper, Project and Presentation)
	Students will be able to properly cite a range of sources		

# World Cultures

Standard	Essential Knowledge	Content/Concepts	Recurring Skills
Quarter 1 B1, B2, B3, C1, C2, D1, D2, E1, E2	<b>The Middle East</b>		
	Students will analyze how the physical and political geography of the Middle East has impacted the development of the culture of the region	Physical and Political geography of the Middle East	Mapping skills
		Middle East mapping project	Notetaking from text, Powerpoint, and oral presentation
			Understanding cause and effect
			Identification of important vocabulary
			Comprehension and analysis of informational text
			Current events
			Analytical research, writing, and presentation through the History Extravaganza project
	Students will analyze how the physical geography of the Middle East has impacted the economic foundation and global interdependence of the region	Natural resources of the Middle East, economic foundations of the region, and its role in modern, global economic interdependence	

# World Cultures

Standard	Essential Knowledge	Content/Concepts	Recurring Skills
	Students will analyze how monotheism (Judaism, Christianity, and Islam) has played a role in creating the culture of the Middle East and the resulting cultural conflicts within the region	Fundamental tenets of Judaism, Christianity, and Islam	
		The influence of the three religions on the shaping of the cultural traditions of the Middle East	
		Evolution of religious/cultural conflicts within the Middle East and on a global level	
	Students will analyze how the geography, economic foundation, and cultural characteristics have shaped the politics of the Middle East	Factors of the political traditions of the Middle East	
		Internal politics versus global politics of the Middle East	

# World Cultures

Standard	Essential Knowledge	Content/Concepts	Recurring Skills
Quarter 2 B1, B2, B3, C1, C2, D1, D2, E1, E2	<b>Africa</b>		
	Students will analyze how the physical and political geography of Africa has impacted the development of the culture of the region	Physical and Political geography of Africa	
		Africa mapping project	
	Students will analyze how the physical geography of Africa has impacted the economic foundation and global interdependence of the region	Natural resources of Africa, economic foundations of the region, and its role in modern, global economic interdependence	
	Students will analyze how religion and cultural diffusion have played a role in creating the culture of Africa	The influence of religion on the shaping of the cultural traditions of Africa	
		Evolution of religious/cultural conflicts within Africa and its role in the cultural diffusion of the continent	
	Students will analyze how the geography, economic foundation, and cultural characteristics have shaped the politics of Africa	Factors of the political traditions of Africa	
		Internal politics versus global politics of Africa	

# World Cultures

Standard	Essential Knowledge	Content/Concepts	Recurring Skills
Quarter 3 B1, B2, B3, C1, C2, D1, D2, E1, E2	<b>Asia</b>		
	Students will analyze how the physical and political geography of China, India, and the Korean Peninsula has impacted the development of the culture of the region	Physical and Political geography of Asia	
		Asia mapping project	
	Students will analyze how the physical geography of Asia has impacted the economic foundation and global interdependence of China, India, and the Korean Peninsula	Natural resources of China, India, and the Korean Peninsula, economic foundations of the region, and its role in modern, global economic interdependence	
	Students will analyze how eastern religions have played a role in creating the culture of China, India, and the Korean Peninsula	The influence of religion on the shaping of the cultural traditions of China, India, and the Korean Peninsula	
		Evolution of religious/cultural conflicts within China, India, and the Korean Peninsula and its role in the cultural diffusion of the continent	
	Students will analyze how the geography, economic foundation, and cultural characteristics have shaped the politics of China, India, and the Korean Peninsula	Factors of the political traditions of China, India, and the Korean Peninsula	
	Internal politics versus global politics of China, India, and the Korean Peninsula		



# World Cultures

Standard	Essential Knowledge	Content/Concepts	Recurring Skills
Quarter 4 A1, B1, B2, B3, C1, C2, D1, D2, E1, E2	<b>Western Europe</b>		
	Students will analyze how the physical and political geography of Western Europe has impacted the development of the culture of the region	Physical and Political geography of Europe	
		Europe mapping project	
	Students will analyze how the physical geography of Western Europe has impacted the economic foundation and global interdependence of the region	Natural resources of Western Europe, economic foundations of the region, and its role in modern, global economic interdependence	
	Students will analyze how monotheism has played a role in creating the culture of Western Europe	The influence of religion on the shaping of the cultural traditions of Western Europe	
		Evolution of religious/cultural conflicts within Western Europe and its role in the cultural diffusion of the continent	
	Students will analyze how the geography, economic foundation, and cultural characteristics have shaped the politics of Western Europe	Factors of the political traditions of Western Europe	
		Internal politics versus global politics of Western Europe	
	History Extravaganza Project!		