

Course Practices and Skills

A. Gathering, Using, and Interpreting Evidence

1. Define and frame questions about events and the world in which we live, form hypotheses as potential answers to these questions, use evidence to answer these questions, and consider and analyze counter- hypotheses.
2. Identify, describe, and evaluate evidence about events, and arguments from diverse sources (including written documents, works of art, photographs, charts and graphs, artifacts, oral traditions, and other primary and secondary sources).
3. Make inferences and draw conclusions from primary and secondary sources.

B. Chronological Reasoning and Causation

1. Articulate how events are related chronologically to one another in time and explain the ways in which earlier ideas and events may influence subsequent ideas and events.
2. Identify, analyze, and evaluate the relationship between multiple causes and effects
3. Recognize that choice of specific periodizations favors or advantages one region or group.
4. Relate patterns of continuity and change to larger historical processes and themes.

C. Comparison and Contextualization

1. Identify similarities and differences among geographic regions across historical time periods, and relate differences in geography to different historical events and outcomes.
2. Identify, compare, and evaluate multiple perspectives on a given historical experience or cultural context..
3. Recognize the relationship between geography, economics, and history as a context for events and movements.
4. Connect historical developments to specific circumstances of time and place and to broader regional, national, or global processes and draw connections to the present.

D. Geographic Reasoning

1. Ask geographic questions about where places are located, why their location is important, and how their locations are related to the location of other places and people.
2. Identify, analyze, and evaluate the relationship between the environment and human activities, and how human activities are also influenced by Earth's physical features.
3. Recognize and analyze how place and region influence culture and economics of civilizations.
4. Characterize and analyze changing interconnections among places and regions.

E. Economics and Economics Systems

1. Use marginal benefits and marginal costs to construct an argument for or against an approach or solution to an economic issue.
2. Analyze the ways in which incentives influence what is produced and distributed in a market system.

F. Civic Participation

1. Demonstrate respect for the rights of others in discussions and classroom; respectfully disagree with other viewpoints and provide evidence for a counter- argument.
2. Participate in activities that focus on a classroom, school, community, state, or national issue or problem.
3. Explain differing philosophies of social and political participation and the role of the individual leading to group- driven philosophies and governments.

G. Comprehension and Collaboration

1. Initiate and participate effectively in a range of collaborative discussions (one- on- one, in groups, and teacher- led) with diverse partners.
2. Come to discussions prepared having read and researched material under study; refer to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well- reasoned exchange of ideas.
3. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; clarify, verify, and challenge ideas.
4. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and make new connections in light of the evidence presented.
5. Seek to understand other perspectives and cultures and communicate effectively with audiences of individuals from varied backgrounds.
6. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying flawed reasoning or exaggerated or distorted evidence.

H. Presentation of Knowledge and Ideas

1. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
2. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
3. Adapt speech to a variety of contexts and tasks.

I. Key Ideas and Details

1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
3. Analyze in detail a series of events described in a text; determine cause and effect relationships.

J. Craft and Structure

1. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.
2. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

K. Range of Reading and Text Types and Purposes

1. Read and comprehend history/social studies texts independently and proficiently.
2. Write arguments focused on discipline- specific content.
3. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claims(s), counterclaims, reasons, and evidence.
4. Use words, phrases, and clauses to link the major sections of the text.
5. Establish and maintain a formal style and objective tone.
6. Provide a concluding statement or section that follows from or supports the argument presented.
7. Use technology, including the Internet, to produce, publish, and update individual or shared writing products.

L. Range of Writing

1. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline- specific tasks, purposes, and audiences.

M. Research to Build and Present Knowledge

1. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source.
2. Conduct short as well as more sustained research projects to answer a question (including a self- generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
3. Draw evidence from informational texts to support analysis, reflection, and research.
4. Make proper citations of researched materials.

Unit 1 - Historian's Toolbox/Core Concepts of Social Studies

Objectives and Learning Targets	Activities	Essential Questions
<p>Introduce students to the variety of fields and methods of the Social Sciences.</p> <p>Core Concepts of Geography</p> <p>History of Native Americans</p> <ul style="list-style-type: none"> -North American Tribes -Cahokia Mound Builders -Mesoamerican Civilizations (Aztec, Inca, Maya, Olmec, Toltec) -Migration Routes <p>Develop an understanding of the importance of geography.</p> <p>Learn about the roles of Historians, Anthropologists, Archaeologists, and Geographers.</p> <p>Learn how to navigate with online technology and paper maps.</p> <p>Connect America today to the Pre-Columbian American History.</p> <p>Major highways, interstates, and bodies of water in America.</p>	<p>Core Concepts of Geography PowerPoints</p> <p>Geography packet w/ partner</p> <p>From Pangaea to Continents</p> <p>Earth and Early Humans PowerPoint</p> <p>America Road Trip Project</p> <ul style="list-style-type: none"> -Use maps, google maps, and the internet. -Connect regions, major roadways, cities, and bodies of water, of today to past Native American Tribes <p>Ancient Americas Maps on Blackboard</p> <p>Ancient American Civilizations: Group research with the roles of Historian, Anthropologist, Archaeologist, and Geographer assigned to students.</p>	<p>How are culture and geography interrelated?</p> <p>How can the Social Studies help our understanding of the present world?</p>

Vocabulary - On Blackboard

Advanced Studies on Blackboard

Fleeting World - Pages 102-105

History Reading - Chapter 16 (Pages 46-48) Questions 1-5

Unit 2 - Human Migration

Objectives and Learning Targets	Activities	Essential Questions
<p>Out of Africa Hypothesis</p> <p>Creation Theories</p> <p>Melanin and the Sun - impact on various skin tones we now see today.</p> <p>Understand how DNA evidence has shaped theories of human migration routes.</p> <p>Explore human lineage and cultural backgrounds.</p> <p>Introduce students to each continent and the ways humans adapted to the climate and geography of each region.</p> <p>History vs. Pre-history</p> <p>Era of Foraging.</p> <p>Hunting and Gathering lifestyles.</p> <p>Maslow’s Hierarchy of Needs</p>	<p>Guide student-led discussions about stereotypes and cultural differences.</p> <p>Show the film “Journey of Man.” - Guided notes.</p> <p>Have students research their own family background for extra credit.</p> <p>Readings from <i>Fleeting World</i> - and written reflections.</p> <p>Discuss lifestyles in the Era of Foraging.</p> <p>Research human population growth and time periods.</p> <p>Have students write about what they think are the most important human needs.</p>	<p>In what ways are all humans similar?</p> <p>How has science helped improve our understanding of history and pre-history?</p>

Vocabulary - On Blackboard

History Readings - Chapter 1 (Pages 1-3) - Questions 1-4

Fleeting World - P. 1-21

Unit 3 - River Valley Civilizations

World Studies - Curriculum Map

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Objectives and Learning Targets	Activities	Essential Questions
<p>The Agrarian Era</p> <p>Introduction to World Religions</p> <p>Egypt</p> <ul style="list-style-type: none"> -Characteristics of a Civilization -Gender Roles -Social Stratification -Formation of Governments -Polytheism -Geographic Isolation -Advanced Mathematics <p>Mesopotamia</p> <ul style="list-style-type: none"> -Invasion and conflict -Militaristic vs. Diplomatic -Monotheism -History and religion -Ten Commandments -Holy Land - Abraham <p>India</p> <ul style="list-style-type: none"> -Aryan Migrations -Segregation (Caste System) -Monsoons -Hinduism vs. Buddhism -Himalayan Mountains -Historical and present-day culture <p>China</p> <ul style="list-style-type: none"> -Geographic Isolation -Gobi Desert -Philosophy - Taoist, Confucian -Dynasties -The Great Wall -Silk Trade Routes 	<p>World Religions Worksheet.</p> <p>Readings from "Fleeting World."</p> <p>Use "Mankind" video series.</p> <p>Show Crash Course videos, followed by think-pair-share.</p> <p>Partner research project and presentations on Egyptian Culture.</p> <p>Write an informative essay (3-5 Paragraphs) on a civilization in Mesopotamia.</p> <p>Peer-review of student writing, and subsequent re-write with corrections.</p> <p>Collaborate with a partner to create an online Prezi about a Mesopotamian Civilization.</p> <p>Compare the history of U.S. segregation with that of the Caste System in India.</p> <p>Write a comparative essay on Hinduism and Buddhism.</p> <p>Research the role of caravans and traders in connecting cultures and goods along the silk road from China to the Mediterranean Sea.</p>	<p>How did life change in the Agrarian Era?</p> <p>How do civilizations of the past help shape the present world?</p>

Vocabulary - On Blackboard

Advanced Studies on Blackboard

History Readings - Chapter 2 (Pages 4-7) Questions 1-5, Chapter 3 (Pages 8-11) Questions 1-5, Chapter 4 (Pages 12-15) Questions 1-5

Fleeting World - P. 23-46

Unit 4 - Western Civilization - Ancient Greece and Rome

Objectives and Learning Targets	Activities	Essential Questions
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World Studies - Curriculum Map

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<p>Western Civilization -Influence of Middle East and Egypt -Babylonian Math base 60 -Greece to Rome -Rome to Europe and the U.S.</p> <p>Hero Worship -Achilles -Alexander the Great -Julius Caesar</p> <p>Greek Culture and City-States -Gods, literature, lifestyles -Value of discipline and trianing</p> <p>Persians and Greeks -Peloponnesian Wars -Early Democracy</p> <p>Military Conquests -Alexander - Field Commander and Phalanx -Pompeii - Pre-battle strategist -Caesar - Speed & Gumption</p> <p>Forms of Government -Theocracy -Monarchy -Republic -Democracy -Oligarchy -Dictatorship</p> <p>Roman Empire -Famous Leaders -The Senate -Entertainment -Government Policies -Influence of the wealthy -Welfare for the poor -Religion -Expansion -Decline</p>	<p>Research the culture of Ancient Greece.</p> <p>Watch the film Troy.</p> <p>Compare the Iliad to the movie Troy.</p> <p>Learn about the Odyssey</p> <p>Empire Problems - Group problem solving activity.</p> <p>Analyze how cultures were combined through the conquests of Alexander.</p> <p>Research famous Roman leaders.</p> <p>Compare Gladiators in Rome to modern violent forms of entertainment. -Read and analyze "The Hunger Games"</p> <p>Discuss the appropriate role of government – policies, taxation, war, spending, etc.</p> <p>Research different forms of government.</p> <p>Examine the reasons for the decline and fall of the Roman Empire</p> <p>Compare and contrast the Roman Empire with the United States</p>	<p>What does it mean to be a hero?</p> <p>Does might make right?</p>
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Vocabulary - On Blackboard

Advanced Studies on Blackboard

History Readings - Chapter 5 (Pages 13-15) Questions 1-5, Chapter 6 (Pages 16-18) Questions 1-4
Hunger Games - Novel

Unit 5 - Exchanges and Encounters

Objectives and Learning Targets	Activities	Essential Questions
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World Studies - Curriculum Map

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<p>Rise of Christianity</p> <p>Impact of the collapsed Roman Empire on Europe -Empire and Religion -Catholic Church</p> <p>Byzantine Empire -Preserved Ancient Texts</p> <p>Rise of Islam -5 Pillars of Islam -Important cities</p> <p>Vikings -Sea Raids -Exploration -European Integration</p> <p>Middle Ages Europe -Leaders and Church social services</p> <p>The Crusades -Pope Urban II -Richard the Lionhearted -Saladin</p> <p>The Mongol Empire -Horse Archers -Military tactics -Teamwork and Loyalty vs. Individualism -Re-opening of trade routes -Destruction of Baghdad and Northern China, Isolation of Russia.</p> <p>East to West -The Plague -Gunpowder & Printing Press</p>	<p>Show scenes from the movie "Attila."</p> <p>Write a 3 page research paper on an important person from history.</p> <p>Use "Mankind" video series.</p> <p>Review the connections of Judaism, Christianity, and Islam. -Teacher led discussions on religion.</p> <p>Analyze the intertwined relationships of religion, empires, and militaries.</p> <p>Partner activity - "Infographic" creation after readings on Islam and Christianity.</p> <p>Have students analyze information presented in a video about the Crusades.</p> <p>Have students reflect on Crash Course videos.</p> <p>Compare the Mongol army and to the Roman Military and Medieval Knights.</p> <p>Genghis Kahn compared with Caesar, Pompey, and Alexander the Great.</p> <p>Offer enrichment opportunities via Blackboard.</p>	<p>What can be interpreted from the phrase, "One person's freedom fighter is another person's terrorist?"</p> <p>How can religion, and religious institutions, play a role in developing the culture of a civilization?</p>
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Vocabulary - On Blackboard

Advanced Studies on Blackboard

History Readings - Chapter 22 (Pages 64-66) Questions 2-5, Chapter 23 (Pages 67-69) Questions 1-4

Fleeting World - P. 52-74

Unit 6 - Age of Change

Objectives and Learning Targets	Activities	Essential Questions
Attacks on Constantinople	Use "Mankind" video series.	Does power corrupt humans?

World Studies - Curriculum Map

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<p>-Mehmet the Conqueror and Cannons</p> <p>Renaissance, Enlightenment, and Scientific Revolution</p> <p>-Democracy</p> <p>-Inalienable Rights</p> <p>Sea Explorations</p> <p>-Chinese</p> <p>-European</p> <p>-Compass and Maps</p> <p>Globalization</p> <p>-Exploration</p> <p>-Exploitation</p> <p>-Colonization</p> <p>-Decline of Foraging</p> <p>Fate of Native American Cultures</p> <p>-Cherokee</p> <p>-Seminoles</p> <p>-Aztec</p> <p>Atlantic Slave Trade</p> <p>-Economic Motivations</p> <p>-Competition</p> <p>-Racism as byproduct of slavery</p> <p>Revolutions</p> <p>-American</p> <p>-French</p> <p>-Haitian</p> <p>-Industrial</p> <p>Caribbean History</p> <p>Napoleonic Wars</p> <p>-The Self-made Man post-enlightenment.</p> <p>-Warfare Tactics/Alliances</p>	<p>Discuss the term “Indian” in relation to the exploration goals of Christopher Columbus.</p> <p>Analyze the goods, crops, and cultures exchanged as a result of trans-Atlantic exploration.</p> <p>Research and explain the importance of interlinking all of the world’s continents as a result of exploration.</p> <p>Readings from Howard Zinn.</p> <p>Use poetry and music to examine slavery.</p> <p>Large group discussions about prejudice, racism, slavery and discrimination.</p> <p>Reading from “Black Jacobins.”</p> <p>Crash Course - Renaissance, Exploration, Haitian Revolution, French Revolution.</p> <p>Create a pamphlet promoting tourism for a Caribbean island or country, providing a geographic and historical context of the nation.</p> <p>Napoleon Video</p> <p><i>Last Samurai</i> Movie</p>	<p>How have modern ideas of race, prejudice, racism, and discrimination been impacted by events of the past?</p>
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Vocabulary - On Blackboard

Advanced Studies on Blackboard

History Readings - Chapter 22 (Pages 64-66) Questions 2-5, Chapter 23 (Pages 67-69) Questions 1-4
 Fleeting World - Pages 52-74

Unit 7 - 20th Century World History

Objectives and Learning Targets	Activities	Essential Questions
European Unification	Map activities to explore the	Is it ethical to kill civilians during

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<ul style="list-style-type: none"> -Imperialism -Industrialization Economic and Political Upheaval -Democracy -Communism -Socialism -Capitalism Russo-Japanese War World War I -Alliances -Trench Warfare -War Machines -Bolshevik Revolution -Treaty of Versailles -Postwar Depressions World War II -Nationalism -Economic Motivations -New Weaponry -War Crimes -Atomic Bombings The Cold War -Battle of Ideology -Korea and Vietnam -Cuba <ul style="list-style-type: none"> -Revolution -Cuban Missile Crisis 	<p>changes which took place in Europe.</p> <p>Group activities to explore European colonization throughout the world.</p> <p>Examine the course of events which led to WWI.</p> <p>Explore the role of treaties in historical developments.</p> <p>Independent student research.</p> <p>Compare propaganda used in WWII with the current use in today's media and advertisements.</p> <p>Research for, and write, an argumentative essay for either dropping, or not dropping, the bombs on Hiroshima and Nagasaki.</p> <p>-Followed by in class debate.</p> <p>Compare the civil wars in Korea, Vietnam, and China to the American Civil War.</p> <p>Offer enrichment opportunities via Blackboard.</p>	<p>war? If so, when and why?</p> <p>What is the American Dream?</p>
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Vocabulary - On Blackboard

Advanced Studies on Blackboard

History Readings - Chapter 26 (Pages 76-78) Questions 2-4, Chapter 27 (Pages 79-81) Questions 1,2,4, Chapter 29 (Pages 85-87) Questions 1-5, Chapter 31 (Pages 91-93) Questions 4+5, Chapter 32 (Pages 94-96) Questions 1-5, Chapter 33 (Pages 97-99) Questions 1,2,4.

Unit 8 - Present Day Global Studies

Objectives and Learning Targets	Activities	Essential Questions
Civil Rights and Citizen Protests	Use the 7 Continent approach	What is the ideal government and

World Studies - Curriculum Map

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<ul style="list-style-type: none"> -Segregation -Apartheid -Women's rights -Revolutions and Rebel Groups <p>Modern Issues</p> <ul style="list-style-type: none"> -Globalization 2.0 -Consumption -Pollution -Environmental Problems -Climate Change -Fossil Fuels -Renewable Resources -Prejudice and Racism -Genocides -Drug Trafficking -Terrorism -Economic Inequality -Welfare -Healthcare -Economic Sanctions -Military Interventions <p>Major World Powers</p> <ul style="list-style-type: none"> -United States -China -Russia -India -Mexico -Japan -Countries of the E.U. <p>Developing Nations</p> <ul style="list-style-type: none"> -Issues -Progress -Revolutions 	<p>to study the current world.</p> <p>Compare and contrast the teachings and actions of Mohandas Gandhi to various leaders of the American Civil Rights Movement.</p> <p>Examine the evolving impact of technology on social movements since the 1960s.</p> <p>Economics vs. Ethics - how can nations develop while protecting the natural environment for other species and future generations of humans?</p> <p>Examine the Cradle-to-Grave system of government.</p> <p>Allow students to choose a country and research its population demographics, geographical features, biodiversity, past 100 years of history, and major current issues.</p> <p>Role Play - debating the interests of various countries in global decision making.</p> <p>Have students collaboratively create their own form of government with a bill of rights for citizens, and basic set of laws/rules for the government and businesses.</p> <p><i>Blood Diamonds</i> Movie</p>	<p>economy in the globalized world of the 21st Century?</p> <p>What role should the United States, and other world powers, have in shaping the destiny of foreign countries?</p> <p>What plans need to be put into place to make life on Earth more sustainable?</p>
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