

A Curriculum Guide for
Fillmore Central Public Schools
Grades K-12

Social Studies

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Curriculum Map

Grade Level(s): Kindergarten

Subject/Course: Social Studies

Units (in sequence)	Estimated Time Frame (days)	Unit Objectives: The learner will:	Key Vocabulary Concepts	Instructional Materials	Assessments	State Standards or Frameworks
School Friends	20	<p>TLW Explain why rules are needed at home, school & in a community & identify the roles of authority figures.</p> <p>TLW Demonstrate good citizenship by voting, writing rules & consequences, showing responsibility & respect.</p> <p>TLW Practice patriotism through flag etiquette, reciting the Pledge of Allegiance & singing patriotic songs.</p> <p>TLW Describe relative location & identify locations in the classroom & school.</p> <p>TLW Identify yesterday, today & tomorrow & read dates on a calendar.</p> <p>TLW Use a calendar & daily schedule.</p>	<p>Rules</p> <p>Consequences</p> <p>Voting</p> <p>Responsibility</p> <p>Respect</p> <p>Flag</p> <p>Pledge of Allegiance</p> <p>Centers</p> <p>Calendar</p> <p>Yesterday</p> <p>Today</p> <p>Tomorrow</p> <p>Date</p> <p>Year</p> <p>Schedule</p> <p>History</p>	<p>Books</p> <p>Social Studies</p> <p>Chart</p> <p>Flag</p> <p>Calendar</p> <p>Schedule</p> <p>Personal History Form</p> <p>Worksheets/Projects</p> <p>School & Friends Videos</p>	<p>Complete activities, including sharing a personal history with the class.</p>	<p>SS 0.1.1</p> <p>SS 0.1.2</p> <p>SS 0.3.1</p> <p>SS 0.3.6</p> <p>SS 0.4.1</p> <p>SS 0.4.3</p> <p>SS 0.4.4</p> <p>SS 0.4.5</p>

		<p>TLW Tell & discuss stories from different perspectives & describe how people's actions affect others.</p> <p>TLW Research & share personal history.</p>				
Seasons-Fall	20	<p>TLW Identify the elements of weather & its impact on everyday life.</p> <p>TLW Identify the 4 seasons.</p>	<p>Weather</p> <p>Fall</p> <p>Winter</p> <p>Spring</p> <p>Summer</p>	<p>Books</p> <p>Weather Chart</p> <p>Seasons</p> <p>Chart/Pictures</p> <p>Worksheets/Projects</p> <p>Season Videos</p>	<p>Participate in daily weather activities.</p> <p>Look at pictures & list the four seasons.</p>	<p>SS 0.3.3</p> <p>SS 0.3.5</p>
Thanksgiving	20	<p>TLW Identify a map & globe & locate land & water on each.</p> <p>TLW Give examples of physical & human characteristics of places. (e.g., land, water, weather & cities/towns, farms, roads & buildings)</p> <p>TLW Compare & contrast contemporary American life with American life in previous time periods. (past vs. present)</p>	<p>Holiday</p> <p>Thanksgiving</p> <p>Pilgrim</p> <p>Native American</p> <p>Indian</p> <p>Map</p> <p>Globe</p> <p>Land</p> <p>Water</p> <p>Road</p> <p>Farm</p> <p>Town</p>	<p>Books</p> <p>Social Studies</p> <p>Chart</p> <p>Map</p> <p>Globe</p> <p>Sorting</p> <p>Pictures</p> <p>Worksheets/Projects</p> <p>Thanksgiving</p> <p>Videos</p>	<p>Name a map & a globe and find land & water on each.</p> <p>Describe places found on maps and in pictures & books.</p> <p>Sort pictures of contemporary & past time periods.</p>	<p>SS 0.3.1</p> <p>SS 0.3.2</p> <p>SS 0.4.2</p>
Jobs	25	<p>TLW Identify & justify choices they have made & differentiate between a want & a need.</p> <p>TLW Simulate the exchange of</p>	<p>Choices-Think & Choose</p> <p>Wants</p> <p>Needs</p> <p>Goods</p>	<p>Books</p> <p>Social Studies</p> <p>Chart</p> <p>Play & Real</p> <p>Money</p>	<p>List wants & needs, goods & services.</p> <p>Name coins & a dollar bill.</p>	<p>SS 0.2.1</p> <p>SS 0.2.6</p> <p>SS 0.3.4</p>

		<p>money for goods & services.</p> <p>TLW Identify coins (penny, nickel, dime & quarter) and a dollar bill.</p> <p>TLW Identify places & jobs in a community.</p>	<p>Services</p> <p>Money</p> <p>Coins – Penny, Nickel, Dime, Quarter</p> <p>Dollar Bill</p> <p>Community</p> <p>Jobs</p>	<p>Cash Register</p> <p>Price Tags</p> <p>Job Chart</p> <p>Worksheets/Projects</p> <p>Job Videos</p> <p>Field Trips</p>	<p>Name places in your community.</p> <p>Dress as a favorite job including clothing & tools.</p>	
Earth Day	5	<p>TLW Give examples of how to care for the environment. (e.g., reduce, recycle, reuse)</p>	<p>Earth Day</p> <p>Reduce</p> <p>Recycle</p> <p>Reuse</p>	<p>Books</p> <p>Worksheets/Projects</p> <p>Recycling</p> <p>Videos</p>	<p>Complete Earth Day</p> <p>Assessment Sheets – Recycling & Pollution</p>	SS 0.3.5

Grade Level(s): 1st grade

Subject/Course: Social Studies

Units (in sequence)	Estimated Time Frame (days)	Unit Objectives: The learner will:	Key Vocabulary Concepts	Instructional Materials	Assessments	State Standards or Frameworks
Citizenship	2	TLW Demonstrate good citizenship and understanding of its importance by establishing rule and consequences for the class	Citizenship Rules Consequences	Smartboard, projector, or marker board, poster to display classroom rules	Informal, observation	1.1.1
Patriotic Symbols	5	TLW Identify patriotic symbols and activities by naming those associated with America (flag, Pledge of Allegiance, Star-Spangled Banner, bald eagle, monuments, Statue of Liberty)	Symbols, Pledge of Allegiance, Star Spangled Banner, monuments, Statue of Liberty	Smartboard, “American Symbols” DVD, images of American symbols,	Informal, observation	1.1.2.b

				worksheets		
Past/Present	5	TLW Identify past and present people in American history (Betsy Ross, Johnny Appleseed, George Washington, Abraham Lincoln, current President, Benjamin Franklin and Neil Armstrong)	Past, present, Betsy Ross, Johnny Appleseed, George Washington, Abraham Lincoln, current President, Benjamin Franklin and Neil Armstrong	Smartboard or projector, library books	Informal, observation	1.4.2.a
		TLW Describe people and events honored in commemorative holidays (Columbus Day, President's Day, Independence Day, Flag Day, Veteran's Day)	Holiday, Columbus Day, President's Day, Independence Day, Flag Day, Veteran's Day	Smartboard or projector, library books	Informal, observation	1.4.2
		TLW Compare/Contrast cultures of American families, past and present	Compare, contrast, culture	Smartboard or whiteboard, Venn diagram	Informal, observation	1.4.1.aa
		TLW Construct timeline to show sequence and change, such as a family history	Timeline, sequence	Chart paper or equivalent, photos/drawings of students' family events	Student individual family timeline	1.4.1.c 1.4.1.d
Wants/needs, goods/services	3-4	TLW Differentiate between needs and wants	Wants, needs	Smartboard, various examples of wants/needs, worksheet to identify both wants and needs	Informal, observation	1.1.2.a
		TLW Recognize the difference between goods and services and how people are both consumers and producers	Goods, services, consumer, producer	Internet access, smartboard or projector, www.financeinthe	Informal, observation	1.1.2.a

				classroom.org		
Spending/saving	1-2	TLW Recognize the difference between spending and saving	Spending, saving	Internet access, smartboard or projector, personnel from Heartland Bank to present "Save for America" program www.econedlink.org	Informal, observation	1.2.6
Maps	5	TLW Identify and use cardinal directions	Cardinal directions, compass rose, north , south , east, west	Various maps, compass rose worksheet, images of compass rose	Informal, observation	1.1.3.a
		TLW Identify map legend symbols such as land, water, roads and cities	Legend, symbols	Various Maps with legends	Informal, observation	1.1.3
		TLW Use the United States map to locate Nebraska and Geneva	United States	Smartboard or projector, images of map of US and Nebraska	Informal, observation	1.1.3
Nebraska	5	TLW Identify symbols and activities by naming those associated with Nebraska (state flag, bird)	Symbols	Smartboard or projector, images of state flag, bird, seal, etc.	Informal, observation	1.1.9
		TLW Compare/Contrast Nebraska's seasons with other places in the United States and the world (food, clothing, shelter, transportation, recreation)	Compare, contrast, season , transportation, recreation	Smartboard, marker board, Venn diagram	Informal, observation	1.1.4
		TLW Locate Nebraska on the United States Map		Maps of United States	Informal, observation	1.1.3

Grade Level(s): 2nd Grade

Subject/Course: Social Studies

Units (in sequence)	Estimated Time Frame (days)	Unit Objectives: The learner will:	Key Vocabulary Concepts	Instructional Materials	Assessments	State Standards or Frameworks
Neighborhoods and communities	7	TLW Compare and Contrast how neighborhoods/communities are alike and different (city, suburb, town, rural)	Neighborhoods, community, rules, laws	“Neighborhoods- Understanding Where We Live” DVD, “Community Rules and Laws” DVD, “How Communities Are Alike and Different” DVD, smart board, library books, worksheets	Informal, observation	2.3.2
Map Skills	5	TLW Create a map showing the shortest distance from the elementary to the high school.	Maps, globes	“Understanding Maps” DVD smartboard paper, pencil	Informal, observation	2.3.6
		TLW Construct a simple map of a familiar area such as the classroom, home or playground incorporating cardinal directions and map symbols	Compass rose Cardinal directions	Paper, pencil, crayons	Informal, observation	4.1.10 4.1.11
		TLW Use the map and/or the globe to locate the United States		Map of United States Globe	Informal, observation	2.3.1

Wants/Needs-Goods/Services	6	TLW Explain how limits on resources require people to make choices about consuming good and services (supply and demand)	Wants, needs, economics, services, goods	“The Difference Between Wants and Needs” DVD, Economics DVD from Elementary Library, The Berenstein Bears “Trouble With Money” book, paper, pencils, smartboard	Informal, observation	2.2.1
		TLW Identify the concepts of earning, saving and spending	Earning, saving, spending	Heartland Bank personnel	Informal, observation	2.2.3
Exploring American Symbols	6	TLW Practice patriotism through activities such as flag etiquette, reciting the Pledge of Allegiance, sing the National Anthem or other patriotic songs, and exploring patriotic symbols.	US Symbols, Statue of Liberty, Liberty Bell, Bald Eagle, Uncle Sam	Smartboard, library books, “US symbols” DVD, worksheets	Informal, observation	2.1.2.b
Discovery of America	4	TLW Describe the discovery of America by Columbus and other European explorers. (Columbus, Henry Hudson, Ponce de Leon, Jacques Cartier, the Vikings)	Christopher Columbus, Nina, Vikings, Explorers, Juan Ponce de Leon, Jacques Cartier, Henry Hudson, journeys	Map, library books, worksheets, smartboard	Informal, observation	2.4.2
Southeast and Northwest Native Americans	7	TLW Identify unique characteristics of the Southeast and Northwest Native Americans.	Native Americans, Seminole	“The Native Americans” video, “Exploring the Past: Native Peoples of the Northwest” DVD, “Plank Houses” book, “Native	Informal, Observation	2.4.2

				American Life” DVD, “The Girl Who Loved Wild Horses” book, “The Mud Pony” book, “Seasons of the Circle” book, Smartboard		
George Washington and Abraham Lincoln	7	TLW Justify the importance of George Washington and Abraham Lincoln in the development of America	Presidents, George Washington, Abraham Lincoln	“Who Was George Washington” book, “George Washington’s Mother” DVD, “Who is Abraham Lincoln” book, “A History of Presidency” DVD, Smartboard, Whitehouse.gov website, paper, pencils	Informal, Observation	2.4.2
Black History/Martin Luther King, Jr.	8	TLW Identify examples of contributions of African Americans (Martin Luther King, Jr., George Washington Carver, Booker T. Washington, Harriet Tubman)	Martin Luther King, Jr., George Washington Carver, Harriet Tubman, Jesse Owens, Rosa Parks, Jackie Robinson	“Who was Martin Luther King, Jr.” book, “My brother Martin” book, “Our Friend Martin” video, “Young Rosa Parks” book, “A Picture Book of Harriet Tubman” book, “Booker Goes to School” book, “A Picture Book of Jesse Owens” book	Informal, Observation	2.4.2

Grade Level(s): 3rd Grade

Subject/Course: Social Studies

Units (in sequence)	Estimated Time Frame (days)	Unit Objectives The learner will:	Key Vocabulary Concepts	Instructional Materials	Assessments	State Standards or Frameworks
Economics	7 days	TLW Understand markets are places where buyers and sellers exchange goods	Buyers Sellers	Discuss various markets where buyers and sellers meet (shopping malls, catalogs, Internet, garage sales, auction)		SS 3.2.2
		TLW Categorize natural, human, and capital resources and how they are combined to make goods and deliver services	Natural Resources Human Resources Capital Resources	Native American Unit	Unit Test	SS 3.2.2
		TLW Cite evidence of how money makes trading easier than bartering	Bartering/trading Currency	Language Arts		SS 3.2.3
		TLW Understand what goods and services local government provide	Taxes Services	Discuss goods and services funded through local taxes (snow removal, law enforcement, public schools, parks, libraries)		SS 3.2.10
		TLW Students will describe how the local community trades with the rest of the world		Discuss local goods and services that could be traded with people		SS 3.2.12

				everywhere (corn, soybeans, beef)		
Physical Systems ecosystem	6 days	TLW Identify natural processes in their physical environment	Landforms Climate Erosion Deposition	Make a food chain in Science		SS 3.3.3
Government	12 days	TLW Explain and demonstrate the relationship laws, carrying out laws and enforcing laws made by government/understand the impact of individual and group decision at a local level	Enforcing Government	Smart Board	Unit Test	SS 4.1.13 SS 3.1.2
		TLW Explain why school rules and laws made by the government are necessary/understand the impact of individual and group decisions at a local level	Democracy		Unit Test	SS 4.1.13 SS 3.1.2
		TLW Understand the need for consequences when rules/laws are not obeyed	Court System		Unit Test	SS 4.1.13
		TLW Identify representative leaders at government levels, such as mayor, governor and president	Mayor Governor President	Guest speaker from Geneva and Fairmont Mayor/council chairperson Students make up questions to ask speaker	Unit Test	SS 4.1.13
		TLW Simulate the process of an ordinance	Ordinance	Set up a scenario where a child runs into a person on his/her bike	Unit Test	SS 4.1.13

				coming out of a stor. Students are witnesses, police officer, judge, lawyer, etc.		
		TLW Establish rules and consequences for the class/identify and explain the structure and function of their local government		Poster board		SS 4.1.13 SS 3.1.1
		TLW Practice patriotism through activities such as flag etiquette reciting the Pledge of Allegiance, singing patriotic songs and exploring patriotic symbols/understand the impact of individual and group decisions at a local level	Patriotism	Music for songs, meaning of the words in the Pledge, pictures of patriotic symbols, read “The Star-Spangled Banner,” “America the Beautiful,” “The Flag We Love”	Unit Test	SS 3.1.2
Native Americans	18 days	TLW Identify the unique characteristics of the Southwest and Northeast Native Americans	Wampum Fringe Hogan Loom Sand painting Kachina doll Pottery Turquoise	Read “Annie and the Old One” Colored Sand, beads for wampum, construction paper for weaving, paper to make Kachina doll, foil to make belt, study guide	Unit Test	SS 4.1.2 SS 4.1.4
Community Change	6 days	TLW Compare and contrast the characteristics of culture locally	Artifacts Landmarks Zoning Current Events	Newspaper Calendar		SS 3.3.2 SS 3.4.4 SS 3.4.2 SS 3.4.3

Grade Level(s): 4th Grade

Subject/Course: Social Studies

Units (in sequence)	Estimated Time Frame (days)	Unit Objectives The learner will:	Key Vocabulary Concepts	Instructional Materials	Assessments	State Standards or Frameworks
The Adventure Begins	2-3	<p>TLW identify the state symbols and state the date Nebraska became a state.</p> <p>TLW identify and compare primary and secondary sources to distinguish fact from fiction.</p> <p>TLW identify and describe some cultural holidays and events in Nebraska.</p>	<p>artifact, character, cooperation, courage, decision, document, evidence, heritage, historian, history, honesty, motto, oral history, perseverance, point of view, primary source, respect, responsibility, seal, secondary source, symbol</p>	<p><u>The Nebraska Adventure</u></p> <p>“How Much Do You Know?”</p> <p>Memory Master</p> <p>Primary Sources worksheet</p> <p>State Symbol PowerPoint</p> <p>Primary Sources PowerPoint</p> <p>YouTube video of Nebraska’s state song</p> <p>Laminated copies of photographs, copy of a journal, copy of a schoolhouse reader, family history binder</p> <p>Kool-aid popcorn</p>	<p>Observation</p> <p>Discussion</p> <p>Worksheets</p>	<p>SS 4.1.2</p> <p>SS 4.3.4</p> <p>SS 4.4.2</p>
Nebraska’s Place in the World	10	<p>TLW use the lines of latitude and longitude to locate and label the four hemispheres, equator, Tropic</p>	<p>agriculture, blizzard, cardinal directions, climate, continent,</p>	<p><u>The Nebraska Adventure</u></p>	<p>Observation</p> <p>Discussion</p>	<p>SS 4.3.1</p> <p>SS 4.3.2</p>

		<p>of Cancer, Tropic of Capricorn, and Prime Meridian</p> <p>TLW use a scale of miles, compass rose and a map key to interpret physical and political maps.</p> <p>TLW locate and label the states, capitals, and large cities in the United States and its five regions: West, Midwest, Northeast, Southeast, and Southwest and identify each region's geographical features, climate, plants, and animals.</p>	<p>country, elevation, equator, geography, grid, harbor, hemisphere, human feature, humid, intermediate directions, latitude, location, longitude, ocean, prairie, prime meridian, natural feature, region, state, tornado</p>	<p>Memory Master/"Hemispheres and Oceans"</p> <p>3-D Globe</p> <p>"Who Am I?"</p> <p>Map Skills packet</p> <p>Map</p> <p>Transparencies</p> <p>Map Skills DVD</p> <p>NE Maps</p> <p>Test Review</p> <p>Test/Word Bank</p> <p>Memory Master/"Our Environment"</p> <p>Worksheet 28-31</p> <p>Worksheet 32-35</p> <p>Worksheet 36-37</p> <p>Louisiana</p> <p>PowerPoint</p> <p>Blank US Region</p> <p>Maps</p> <p>YouTube videos</p> <p>Test</p>	<p>Worksheets</p> <p>Test</p>	
Natural Nebraska	4	<p>TLW construct a map of Nebraska and label Lincoln, other major cities, Geneva, Fillmore County, neighboring counties and the major rivers.</p> <p>TLW state the two land regions of Nebraska and explain how the differences in physical characteristics and climate influenced the variety of crops,</p>	<p>aquifer, archaeologist, atlatl, biodegradable, butte, dam, drought, endangered, erupt, extinct, fossil, geologist, generator, glacier, groundwater, hide, hunter-gatherer, hydroelectricity, irrigation, landform, migrate, museum,</p>	<p><u>The Nebraska Adventure</u></p> <p>Blank NE map</p> <p>Memory Master</p> <p>Worksheet 47-47</p> <p>Ogallala</p> <p>PowerPoint</p> <p>"Nebraska's Climate"</p> <p>"Nebraska's Land</p>	<p>Observation</p> <p>Discussion</p> <p>Worksheets</p> <p>Test</p>	<p>SS 4.3.1</p> <p>SS 4.3.2</p> <p>SS 4.3.3</p> <p>SS 4.3.5</p> <p>SS 4.3.6</p> <p>SS 4.4.2</p>

		products, and economic growth. TLW describe Nebraska in prehistoric times (land bridge, ancient Indians, inland sea, fossils).	natural resource, non-renewable, renewable, reservoir, sediment, till, turbine	Regions” Region map Land Bridge Ashfall’s Website Study Guide Test		
Native Americans on the Plains	7	TLW name and locate on a Nebraska map the seen major Indian tribes in the 1800’s (Pawnee, Ponca, Omaha, Otoe-Missouri, Cheyenne, Lakota Sioux, Arapaho). TLW explain how the Native Americans used their resources for daily living.	ceremony, cornmeal, culture, earth lodge, jerky, legend, lifestyle, moccasin, nation, nomadic, parfleche, pemmican, permanent, quiver, rhythm, sacred bundle, tipi, travois, tribe, unity, wigwam	<u>The Nebraska Adventure</u> “Understanding a Timeline/The Ancient Indians” Memory Master Worksheet 72-79 Worksheet 80-84 Worksheet 85-88 “Indians of NE in the 1800s” map “Compare Tribes/Seasons” Uses of buffalo handout “Chapter 4 Words to Know” Plains Indians PowerPoint Buffalo Trunk from Homestead National Monument Tracking the Buffalo Hide website Test Review Test	Observation Discussion Poster Presentations Worksheets Test	SS 4.4.2 SS 4.4.5

				Shield note, instructions		
Explorers, Traders, and Missionaries	4	TLW describe the influence of famous explorers, fur traders, missionaries, and the Louisiana Purchase on the settlement of Nebraska.	agent, barter, colony, corps, council, empire, expedition, explorer, immunity, independence, interpreter, keelboat, missionary, mistaken, reclaim, rendezvous, slave, steamboat, trap, treaty	<u>The Nebraska Adventure</u> Memory Master Worksheet 100-104 Louisiana Purchase Study Guide Worksheet 110-113 Worksheet 117-120 Fort Atkinson Study Guide Photographs Lewis & Clark Magazine Study Guide Jeopardy Questions Test	Observation Discussion Worksheets Test	SS 4.4.2
Go West!	6	TLW determine that emigrants went West in search of gold, cheap land, and religious freedom. TLW locate on a map forts, trails, and transportation routes of the 1800's.	Ash Hollow, Fort Kearny, Fort Laramie, jumping-off place, landmark, Nebraska City, pioneer, prairie schooner, wagon train	<u>The Nebraska Adventure</u> Memory Master Oregon Trail map Worksheet 124-131 The Mormons worksheet Photographs Mural Instructions <u>"...If You Traveled in a Covered Wagon"</u> Pioneers Heading West (Westward Expansion) DVD Test Review	Observation Discussion Worksheets Test	SS 4.4.2

				Test		
Life in the Territory	4	<p>TLW experience how the events in history, geography, and education affected Nebraska (field trip to Rock Creek Station)</p> <p>TLW explain changes in daily life past and present.</p>	capital, capitol, civil war, communication, freight, governor, plantation, road ranche, scout, slavery, spike, telegraph, territory, transportation, Underground Railroad, wildcat bank	<p><u>The Nebraska Adventure</u></p> <p>Memory Master Worksheet 140-143 Plantation PowerPoint Test Review Test</p>	<p>Observation</p> <p>Discussion</p> <p>Worksheet</p> <p>Test</p>	<p>SS 4.3.6</p> <p>SS 4.4.1</p>
Settling in Nebraska	6	<p>TLW experience how the events in history, geography, and education affected Nebraska (field trip to Homestead National Monument, and Museum Day in Fairmont)</p> <p>TLW experience the changes in education by attending Stuhr Museum's program on "Rural School Life."</p> <p>TLW explain changes in daily life past and present.</p>	anniversary, busted, homesteader, immigrant, pamphlet, slate, sodbuster	<p><u>The Nebraska Adventure</u></p> <p>Memory Master Worksheet 158-161 Worksheet 162-170 "Chapter 8" Review Heritage School Songs "Land of Dreams" DVD Pioneer DVD Oldest Member in Your Family interview</p>	<p>Observation</p> <p>Discussion</p> <p>Test</p>	<p>SS 4.3.5</p> <p>SS 4.3.6</p> <p>SS 4.4.3</p> <p>SS 4.4.5</p>
Strangers in Their Own Land	3		citizen, ration, regalia, reservation, sue, threatened,	<p><u>The Nebraska Adventure</u></p> <p>Memory Master Worksheet 178-174 YouTube video on Crazy Horse</p>	<p>Observation</p> <p>Discussion</p> <p>Worksheet</p>	<p>SS 4.4.2</p>

				Monument		
Building the State	3		brand, bribe, Chatauqua, grange, North Platters, open range, opportunity, orphanage, political party, reclamation, South Platters	<u>The Nebraska Adventure</u> Memory Master Worksheet Ch. 10-2 Copy of “Orphan Train Rider” Study Guide Test	Observation Discussion Worksheet Test	SS 4.1.1 SS 4.3.5
20 th Century Nebraskans		TLW describe the contributions of famous Nebraskans and other important men and women from different cultural and ethnic groups.	century, civil rights, discrimination, entertainer, fiction, pharmacist, prejudice, refugee, segregation, social worker, veteran	<u>The Nebraska Adventure</u>	Observation Discussion	SS 4.4.2
Government for All of Us	7	TLW practice patriotism by reciting the Pledge of Allegiance, singing the National Anthem, and other activities TLW state the rights and responsibilities of being a US citizen. TLW name and state the responsibilities of the President of the United States, our governor, our county supervisors, and the mayor of our towns. TLW describe the difference between bicameral and unicameral	amendment, bicameral, bill, candidate, criticize, county seat, election, executive, graffiti, guilty, inefficient, judicial, jury, legislative, local, nonpartisan, ordinances, privacy, representative, tax, unicameral, veto, volunteer	<u>The Nebraska Adventure</u> “Three Ring Circus”- Schoolhouse Rock <u>Three Branches of Government</u> DVD <u>Federal, State & Local</u> DVD <u>What is Government?</u> DVD “How America Works” magazine “The Constitution” magazine “Mad Libs for President”	Observation Discussion Worksheets Test	SS 4.1.1 SS 4.1.2

		<p>legislatures.</p> <p>TLW state our legislative district number and the name and responsibilities of our legislative representative.</p> <p>TLW experience how the events in history, geography, and education affected Nebraska (field trip to the state capitol).</p>		<p>Branches/Houses extra readers “The Branches of Government” worksheet Worksheet 244-247 “Nebraska Capitol” magazine Capitol website <u>We the Kids</u> by David Catrow Posters for wall Study Guide Test</p>		
Making a Living in Nebraska (Economics)	5	<p>TLW describe a producer and consumer and how they are interdependent on each other.</p> <p>TLW describe the concepts of scarcity, choice, and the use of limited natural, capital, and human resources in an economic system.</p> <p>TLW explain the purpose of taxes, how taxes are collected, and the uses of tax money.</p> <p>TLW identify the concepts of earning, saving, spending, checking accounts, and credit used by financial institutions and consumers.</p>	<p>agribusiness, budget, capital resource, consumer, economics, employee, employer, entrepreneur, expense, export, factors of production, free enterprise, goods, human resource, import, labor, monopoly, product, profit, scarcity, service, supply and demand, trade-off, tourism</p>	<p><u>The Nebraska Adventure</u></p> <p><u>What is Economics?</u> DVD Worksheet Ch. 13 Memory Master “Profit or Loss” Worksheet 260 <u>Starting a Business</u> DVD Ch. 13 Vocab Review Create Your Own Business activity</p>	<p>Observation</p> <p>Discussion</p> <p>Worksheets</p> <p>Test</p>	<p>SS 4.2.1 SS 4.2.2 SS 4.2.3 SS 4.2.6 SS 4.2.10 SS 4.2.12</p>

Grade Level(s): 5th Grade

Subject/Course: Social Studies

Units (in sequence)	Estimated Time Frame (days)	Unit Objectives: The learner will:	Key Vocabulary Concepts	Instructional Materials	Assessments	State Standards or Frameworks
Economics	10	<p>TLW describe the role of citizens as producers and consumers, and the effects of behavior on a market economy.</p> <p>TLW analyze skills necessary for entrepreneurship and/or career opportunities such as abilities, education, etc.</p> <p>TLW analyze how various institutions help individuals accomplish economic goals.</p> <p>TLW describe the government's role in the U.S. economy.</p> <p>TLW identify the concepts of, and differentiate between, earning, spending, savings, checking, and credit.</p>	<p>Producer</p> <p>Consumer</p> <p>Supply</p> <p>Demand</p> <p>Entrepreneur</p> <p>Earning</p> <p>Spending</p> <p>Savings</p> <p>Credit</p> <p>Goods</p> <p>Services</p> <p>Markets</p> <p>Profit</p>	<p>Online videos</p> <p>Harcourt Brace textbook</p>	<p>Unit test</p> <p>Vocab Quiz</p> <p>Create Your Own Business Project</p>	<p>SS 5.2.1</p> <p>SS 5.2.2.</p> <p>SS 5.2.6</p> <p>SS 5.2.3</p> <p>SS 5.2.10</p> <p>SS 5.2.6</p>
Native Americans/ Iroquois	15-20	<p>TLW describe how the environment affected the lifestyle of the Iroquois (homes, food, weapons, etc.)</p> <p>TLW analyze and compare the Iroquois Confederation/ government to ideals of U.S. government</p>	<p>Confederation</p> <p>woodlands</p> <p>Longhouse</p> <p>5 tribe names</p> <p>palisade</p> <p>cooperation</p>	<p>Harcourt Brace textbook</p> <p><i>Life in an Iroquois Village</i> book</p> <p><i>If You Lived With the Iroquois</i> book</p>	<p>Unit test</p>	<p>SS 5.3.5</p> <p>SS 5.1.1</p>

Native American/ Iroquois (cont.)	15-20 days	TLW research and create a project demonstrating lifestyle of the Iroquois		Harcourt Brace textbook	Create a longhouse	SS 5.4.2 SS 5.4.5
Exploration of North America (USA)	10 days	TLW create and use maps and timelines showing exploration of the Spanish, English, French, Dutch in the U.S. TLW analyze events, technologies, and ideas that led to the exploration and settlement of the U.S. by Europeans. TLW analyze and examine primary and secondary sources of exploration (journals, artifacts, historical fiction, textbook)	Names of explorers Northwest passage India China Spice trade Silk jade Europe and key countries on continent Primary/Secondary source	Harcourt Brace textbook Smithsonian website DVDs on exploration (in 5 th grade room)	Unit test Vocab quiz	SS 5.4.2 SS 5.4.1 SS 5.3.2 SS 5.3.6 SS 5.4.2 SS 5.2.12 SS 5.4.3
Colonization	15-20 days	TLW create and use maps and timelines showing settlement areas of the Spanish, English, French, Dutch, etc. in the U.S. TLW explain factors leading to the founding of the colonies in Jamestown and Plymouth. TLW explain difficulties that colonists had during their first years. TLW explain the principal economic and political	Indentured Servants Pilgrims Puritans Adventurers Colonial jobs (mason, milliner, miller, cooper, tinsmith, etc.) Mayflower Church of England Tobacco	Harcourt Brace textbook Historical fiction books DVDs on colonies (in 5 th grade room)	Unit test Quizzes	SS 5.4.2 SS 5.4.1 SS 5.3.2 SS 5.3.6 SS 5.4.4

Colonization (continued)		<p>connections between the colonies and England.</p> <p>TLW compare and contrast life in New England, Mid-Atlantic, and Southern colonies.</p> <p>TLW synthesize colonial life and jobs the colonists held.</p>	<p>Trade routes Import Export Slaves Slavery</p>	<p>Harcourt Brace text</p> <p>Assorted picture books about Pilgrims and Jamestown</p> <p>Websites about colony life</p> <p><i>If You Lived in Colonial Times</i> book</p>		<p>SS 5.2.10 SS 5.3.6</p> <p>SS 5.4.4</p> <p>SS 5.5.4 SS 5.4.2 SS 5.4.3</p>
Revolutionary War	25-30	<p>TLW summarize the causes and effects of the French and Indian War.</p> <p>TLW describe the grievances the colonist had against England leading to the Revolutionary War including the impact of England's policies on taxation of the colonists.</p> <p>TLW compare and contrast Patriot and Loyalist viewpoints</p> <p>TLW analyze the content and importance of the Declaration of Independence</p> <p>TLW research and write a report on the men who signed the</p>	<p>Patriot Loyalist Parliament Continental Congress Lexington and Concord Redcoat Minuteman Musket Valley Forge 13 colonies Stamp Tax Tea Tax</p>	<p>Harcourt Brace text Political cartoons Historical Fiction books</p> <p>Political cartoons</p> <p>Boston Massacre radio play skit</p>	<p>Colony poster project</p> <p>Maps and Timeline construction</p> <p>Vocab Quizzes</p> <p>Unit test</p>	<p>SS 5.5.4 SS 5.4.2 SS 5.4.3</p> <p>SS 5.4.3</p> <p>SS 5.4.2</p> <p>SS5.4.5</p>

The Revolutionary War (cont.)		Declaration of Independence	Boston Massacre Boston Tea Party Intolerable Acts Townshend Acts General Cornwallis Thomas Jefferson George Washington Yorktown	Winter of Red Snow video Videos on B. Franklin and G. Washington Liberty Kids DVD set	Written report	SS 5.4.1 SS 5.4.2 SS 5.4.3
		TLW identify key individuals and events of the American Revolution and analyze their impact.				
Constitution and Government/Civics	10-15 days	TLW analyze the struggles and viewpoints in writing the Constitution in 1787 and the events of the Constitutional Convention.				
		TLW explain the functions of the legislative, executive, and judicial branches of the U.S. government.		Harcourt Brace text Political cartoons Historical Fiction books Political cartoons Websites and Youtube		
		TLW analyze the election process in a democracy.				SS 5.1.1
		TLW illustrate and define the Bill of Rights and other amendments and the process used to amend the Constitution.	Constitution Bill of Rights Compromise Legislative Executive Judicial President Senator Congress Representative		Quizzes Unit test	SS 5.1.2
		TLW chart the Law making process at the national level.		Harcourt Brace text		
		TLW summarize and differentiate between rights and responsibilities of U.S. citizens.	Bill of Rights Rights Responsibilities Supreme Court	<i>Shh, We're Writing the Constitution</i> by Jean Fritz		SS 5.1.1 SS 5.1.2
		TLW research and report on		websites on U.S. government		

Constitution and Government/Civics (continued)		<p>President(s).</p> <p>TLW examine the post-war relationship between the U.S. and Great Britain.</p> <p>TLW analyze the key events of the War of 1812</p> <p>TLW recall information about the writing of the National Anthem.</p>	<p>Amendment Election Bill Law Government</p>	<p>Harcourt Brace text</p> <p>Online copy of Constitution and Bill of Rights</p> <p>Youtube videos of SchoolHouse Rock</p>		<p>SS 5.1.1 SS 5.1.2</p>
War of 1812 and Westward Expansion		<p>TLW practice patriotism through flag etiquette studies, recognizing patriotic symbols, and analyzing and reciting the Pledge of Allegiance.</p> <p>TLW research and draw various flags throughout U.S. history.</p>			President report	
Westward Expansion (cont.)	10-15 days	<p>TLW describe the growth and change faced by the new U.S. government from 1801 to 1860. (Louisiana Purchase, new states, Texas/Alamo, California gold rush, Canals and RRs, new technology and industry, reaper, cotton gin, etc.)</p> <p>TLW read and create maps</p>	<p>Impressment Manifest Destiny Expansion Fort McHenry Patriotism Cotton Gin McCormick reaper Textile mills Louisiana Purchase Symbolism Alamo Erie Canal Transcontinental Railroad</p>	<p>Harcourt Brace text</p> <p>Youtube videos</p> <p>Historical fiction and nonfiction on</p>	<p>Unit test</p> <p>Quiz</p>	<p>SS 5.4.1 SS 5.4.2 SS 5.4.3</p> <p>Rule 10 SS 5.1.2</p>

Civil War and Reconstruct.	showing the expansion of the U.S. and the displacement of the Native Americans.		F.S. Key		SS 5.4.5
	<p>TLW identify key events leading to secession and the Civil War.</p> <p>TLW compare and contrast the causes of the Civil War including economic and philosophical differences between the North and South (slavery and cotton agriculture, industrialized north, transportation i.e. roads and canals, financial institutions)</p> <p>TLW recall key people and events of the Civil War.</p> <p>TLW create maps and reports on major Civil War battles and events.</p> <p>TLW read and interpret the Emancipation Proclamation and the Gettysburg Address.</p> <p>TLW recall and tell about the</p>	Underground RR Slavery	<p>Flag Presentation at York by York Elk and Lions Clubs</p> <p>Harcourt text</p> <p>Youtube videos</p>		<p>SS 5.3.2 SS 5.3.1 SS 5.3.5 SS 5.2.12</p> <p>SS 5.3.6 SS 5.4.2</p> <p>SS 5.2.12 SS 5.3.2 SS 5.4.2 SS 5.4.3 SS 5.4.4.</p>

<p>Civil War and Reconstruction. (cont.)</p>	<p>20-25 days</p>	<p>assassination of Abraham Lincoln and interpret its impact on Reconstruction.</p> <p>TLW analyze causes and key events of Reconstruction and the impact of Reconstruction policies on the South in post-war years.</p> <p>TLW examine different regions of the U.S.</p> <p>TLW research and present information on a state.</p>	<p>Industry Harriet Tubman Clara Barton Abraham Lincoln Jefferson Davis Robert E. Lee U.S. Grant Antietam Gettysburg Emancipation Proclamation Gettysburg Address Fort Sumter Appomattox Courthouse Rebels Yankees Confederacy Secede Assassination Reconstruction</p>	<p>Harcourt Brace text</p> <p>Assorted videos and Youtube videos</p> <p>Websites for original copies of Eman. Proc. And Gettysburg address</p> <p>National Geographic Underground RR website US national Park system website for battleground info.</p> <p>A. Lincoln museum website</p> <p>“Newspaper” copies of A. Lincoln assassination</p> <p>Clara Barton biography</p> <p><i>If You Lived at the Time of the Civil War</i> book</p>	<p>Quizzes</p> <p>Tests</p>	<p>SS 5.4.4. SS 5.4.2</p> <p>SS 5.4.5</p> <p>SS 5.4.2</p> <p>SS 5.4.4</p> <p>SS 5.4.3</p>
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Present Day U.S. studies	20-25 days		Minerals	Harriet Tubman story in Scott Foresman reading basal textbook		SS 5.3.2
			Natural Resources			
			Products			
			Agriculture			
			Industry Business			
			State Symbols			
			Weather/Climate			
			Tourism			
				America the Beautiful series (in MS library)	States Fair presentation—to include a map, info about: history, resources, agriculture, manufacturing, tourism, weather/climate geography	SS 5.4.5
				Harcourt Brace textbook		

Grade Level(s): 6th Grade

Subject/Course: Social Studies

Units (in sequence)	Estimated Time Frame (days)	Unit Objectives: The learner will:	Key Vocabulary Concepts	Instructional Materials	Assessments	State Standards or Frameworks
Physical geography	22	TLW analyze information from special purpose maps (e.g. climate,	Equator Prime Meridian	http://www.teachertube.com/viewVi	Bell ringer review questions Vocabulary worksheet: define	SS 8.3.1

		<p>population, land use, etc.)</p> <p>TLW analyze map projections.</p> <p>TLW locate places on a map using latitude and longitude coordinates.</p> <p>TLW explain the parts of a map and or globe.</p> <p>TLW explain the importance of map projections.</p> <p>TLW identify photographs, the Global Positioning System, and geographic information systems as technology geographers use to study the world.</p> <p>TLW identify landforms and waterways.</p>	<p>Latitude</p> <p>Longitude</p> <p>Parallels</p> <p>Meridians</p> <p>Tropic of Cancer</p> <p>Tropic of Capricorn</p> <p>Absolute Location</p> <p>Cartographer</p> <p>GPS</p> <p>GIS</p> <p>Landform</p> <p>Plateau</p> <p>Isthmus</p> <p>Peninsula</p> <p>Continental shelf</p> <p>Trench</p> <p>Strait</p> <p>Channel</p> <p>Delta</p>	<p>deo.php?video_id=61097&title=Types_of_Maps_and_Map_Projections</p> <p>http://www.nationalgeographic.com/xpeditions/hall/1/x1/xpedition1.html</p> <p>http://www.quia.com/cz/51254.html?AP_rand=937260274</p> <p>Greenwich longitude</p> <p>http://www.youtube.com/watch?v=C9KEqY4wjDI&feature=related</p> <p>Prime Meridian</p> <p>http://www.youtube.com/watch?v=318N_-kx8g8&feature=related</p> <p>Google Earth</p>	<p>and use words in sentences and paragraph</p> <p>Smart Board Globe Parts Diagram</p> <p>Latitude and Longitude worksheet</p> <p>Orange Projection Activity – Explain difficulty of having a round world drawn in a flat representation Quia website map projection review</p> <p>Choosing Appropriate Map Projection Questions-partners</p> <p>Landform and Waterway Drawing</p> <p>Quizzes and Tests</p>	
Human geography	25	TLW analyze information from special purpose maps (e.g. climate, population, land use, etc.)	<p>Culture</p> <p>Arts</p> <p>Economy</p>	http://www.econedlink.org/lessons/index.php?lid=229	<p>Bell ringer review questions</p> <p>Elements of Culture</p> <p>PowerPoint Slide project-</p>	<p>SS 8.1.1</p> <p>SS 8.2.5</p> <p>SS 8.2.12</p>

		<p>TLW identify locations of current world events.</p> <p>TLW analyze the geographic and economic factors in limiting or encouraging the movement of people and ideas.</p> <p>TLW distinguish between human and natural and capital resources and how they affect a country's economy.</p> <p>TLW explain how a country's transportation systems provide more opportunities for global market.</p> <p>TLW differentiate between exports and imports.</p> <p>TLW explain that currency must be converted to make purchases in other countries</p> <p>TLW explain how prices of goods change as exchange rates go up and down</p> <p>TLW define population density.</p> <p>TWL explain physical factors contributing to population density.</p> <p>TLW read and analyze a</p>	<p>Social groups</p> <p>Cultural diffusion</p> <p>Population density</p> <p>Relief</p> <p>Productive resources</p> <p>Human resources</p> <p>Capital resources</p> <p>Intermediate goods</p> <p>Globalization</p> <p>Import</p> <p>Export</p> <p>Currency</p> <p>Exchange rate</p>	<p>&type=educator</p> <p>http://www.hersheys.com/discover/our_video.asp</p> <p>http://www.wrigley.com/global/about-us/how-gum-is-made.aspx</p> <p>http://www.pencils.com/pencil-information/lets-make-pencil-video</p> <p>http://www.poodwaddle.com/worldclock.swf</p> <p>http://www.nationalgeographic.com/earthpulse/</p> <p>http://teachertube.com/viewVideo.php?video_id=13055&title=I_am_America_Digital_Story</p> <p>http://www.youtube.com/watch?v=tecG-cywfmE</p> <p>cultural diffusion</p>	<p>partners are assigned an element of culture to create one slide about.</p> <p>Population Density worksheet</p> <p>Productive Resources charts</p> <p>Globalization contest-partners locate and identify products from around the world</p> <p>Create a community cumulative project-individuals will create a community to demonstrate their knowledge of unit objectives and enduring ideas. They will have 3-4 project ideas to choose from for their final product.</p> <p>Self evaluation of project</p>	<p>SS 8.2.13</p> <p>SS 8.3.1</p> <p>SS 8.3.2</p>
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		<p>population density map.</p> <p>TLW Define culture. TLW name and explain the 8 elements of culture.</p> <p>TLW Define globalization and identify its impact on their life</p>		<p>http://www.econedlink.org/lessons/index.php?lid=400&type=studentimport/exports</p> <p>http://www.econedlink.org/lessons/index.php?lid=605&type=educatorcurrencyconversion</p> <p>http://www.econedlink.org/lessons/index.php?lid=798&type=educator</p>		
Mexico	15	<p>TLW locate and label the countries of the Americas.</p> <p>TLW locate and label major cities of the Americas.</p> <p>TLW identify geographical features such as rivers located in the Americas.</p> <p>TLW identify natural resources of the Americas.</p> <p>TLW analyze early civilizations of Central America, Latin America, and Canada, including the Inuit, Mayan, Aztec, and Inca.</p>	<p>Tierra Templada Fria Caliente Altitude Latitude Maquiladoras Subsistence farm Plantation Hieroglyphics Federal republic Migrant workers National debt</p>	<p>http://sheldonartmuseum.org/slideshows/index.html?pgi=43</p> <p>Day of the Dead holiday Días los de Muertos – Day of the Dead video</p> <p>http://www.insidemexico.com/features/eyes.htm</p> <p>Day of the 3 Kings info. http://www.insidemexico.com/Catal</p>	<p>Map Label paper map Smart Board activity Worksheets Word sorts to check comprehension about Mexico’s government and challenges Compare/contrast paragraphs holidays government “Me Oh Maya” website activity Aztec activities: Choose 1 for a grade no higher than a “B” and 2 for a possible grade of an “A”. Online timeline of important historical Aztec events.</p>	<p>SS 8.1.1 SS 8.3.2 SS 8.3.5 SS 8.4.2</p>

		<p>TLW compare 2 of Mexico's holidays to 2 of the United States holidays.</p> <p>TLW differentiate between altitude and latitude relating to the various climate zones.</p> <p>TLW will identify the 3 economic zones and explain their strengths and weaknesses.</p> <p>TLW explain the pros and cons of United States factory jobs being transferred to Mexico.</p> <p>TLW will compare and contrast Mexico's government with the United States.</p>		<p>og/CatalogPages/5 enochebuena.htm Day of the 3 Kings video clip</p> <p>http://www.youtube.com/watch?v=DvE90L1Hvao&feature=related Day of the 3 Kings bread tradition</p> <p>National Geographic DVD: Chapter 6 "Mexico City" and Chapter 7 "Maya"</p> <p>http://www.econedlink.org/lessons/index.php?lid=855&type=student</p>	<p>Use knowledge about Aztec life to write a story. Draw pictures about Aztec life and accomplishments. Final test</p>	
Central America/ Caribbean Islands	8-10	<p>TLW locate and label the countries of the Americas.</p> <p>TLW locate and label major cities of the Americas.</p> <p>TLW identify geographical features such as rivers located in the Americas.</p> <p>TLW identify natural resources of the Americas.</p>	<p>Isthmus Canopy Ecotourist Literacy rate Republic Parliamentary democracy Archipelago</p>	<p>http://video.nationalgeographic.com/video/player/Extreme Engineering: Widening the Panama Canal</p>	<p>Map Label paper map</p> <p>Worksheets guided reading inference Word sorts to check comprehension about Central America's people, landforms, economy, history, and daily life.</p>	<p>SS 8.1.1 SS 8.3.2 SS 8.3.5 SS 8.4.2</p>

		<p>TLW analyze early civilizations of Central America, Latin America, and Canada, including the Inuit, Mayan, Aztec, and Inca.</p> <p>TLW understand the blend of Native Americans, European, African, and Asian cultural influences.</p> <p>TLW identify the major economic activities of the region.</p> <p>TLW explain the importance of the Panama Canal.</p> <p>TLW explain the role of the United States with development of the Panama Canal.</p>			<p>Compare/contrast paragraph about Central America and the Caribbean islands landforms, economy, and history.</p> <p>Central America Field Trip Proposal -Pros and Cons of life in Central America</p> <p>Quiz over Central America and Caribbean Islands map and geographical features.</p> <p>Panama Canal viewpoint essay or timeline-Based upon the amount of time available during the unit, one of the activities will be used.</p> <p>Student created 10 questions multiple choice quiz.</p> <p>Caribbean Country postcard: choose a country and tell important facts and why you want to visit</p>	
Canada	20	<p>TLW locate and label the countries of the Americas.</p> <p>TLW locate and label major cities of the Americas.</p> <p>TLW identify geographical features such as rivers located in the Americas.</p>	<p>Province</p> <p>Territory</p> <p>Dominion</p> <p>Parliament</p> <p>Prime minister</p> <p>Governor general</p> <p>Tundra</p> <p>Umiak</p> <p>Kayak</p> <p>Inuit</p>	<p>Canada's Geography DVD</p> <p>http://www.youtube.com/watch?v=B0M4g7P9raM&feature=related</p> <p>http://www.olymp</p>	<p>Map</p> <p>Label paper maps Smart Board activity</p> <p>Worksheets</p> <p>Word sorts/retells checks comprehension about Canada's government and</p>	<p>SS 8.1.1</p> <p>SS 8.3.2</p> <p>SS 8.3.5</p> <p>SS 8.4.2</p> <p>SS 8.4.5</p>

		<p>TLW identify natural resources of the Americas.</p> <p>TLW analyze early civilizations of Central America, Latin America, and Canada, including the Inuit, Mayan, Aztec, and Inca.</p> <p>TLW identify Canada's 5 main land regions.</p> <p>TLW name and identify Canada's 10 provinces and 3 territories.</p> <p>TLW will compare and contrast Canada's government with the United States.</p> <p>TLW research about a notable Canadian.</p>	<p>Totem pole</p>	<p>ic.org/en/content/Olympic-Games/All-Past-Olympic-Games/Winter/Vancouver-2010/Calendar/Re-live-Vancouver-2010---Day-1/</p> <p>http://www.vancouver2010.com/VancouverOlympics</p> <p>http://kids.nationalgeographic.com/Games/GeographyGames/Geospy</p> <p>http://canada.gc.ca/home.html</p> <p>http://kathyschrock.net/eval/index.htm - website evaluation lesson</p>	<p>challenges</p> <p>Canada & U.S. Government Pros/Cons Opinion Activity</p> <p>Compare/contrast paragraphs</p> <p>Pacific Coast and Inuit natives</p> <p>Venn diagram</p> <p>Nebraska plains Indians and Canada's plain Indians</p> <p>Outstanding Canadian project</p> <p>Self-evaluation</p> <p>Province/territory PowerPoint project</p> <p>Website evaluation</p> <p>Self-evaluation</p> <p>Quizzes over land regions, & provinces/territories</p> <p>Final test</p>	
South America	20	<p>TLW locate and label the countries of the Americas.</p> <p>TLW locate and label major cities of the Americas.</p> <p>TLW identify geographical features such as rivers located in the Americas.</p>	<p>Futbol</p> <p>Selves</p> <p>Escarpment</p> <p>Gaicho</p> <p>Estancia</p> <p>Llanos</p> <p>Pampas</p> <p>Patagonia</p> <p>Favela</p>	<p>South America DVD</p> <p>Machu Picchu: Lost City of the Incas movie</p> <p>Angel Falls</p> <p>http://www.youtube.com/watch?v=BVR5CvekD7s</p>	<p>Map</p> <p>Label paper map</p> <p>Worksheets</p> <p>guided reading</p> <p>inference</p> <p>Anticipatory Guide Activity with True/False questions</p> <p>Predict true/false answers and</p>	<p>SS 8.1.1</p> <p>SS 8.2.13</p> <p>SS 8.3.2</p> <p>SS 8.3.3</p> <p>SS 8.3.5</p> <p>8.4.2</p> <p>8.4.4</p> <p>8.4.5(WLD)</p>

		<p>TLW identify natural resources of the Americas, Africa, and Australia.</p> <p>TLW analyze early civilizations of Central America, Latin America, and Canada, including the Inuit, Mayan, Aztec, and Inca.</p> <p>TLW understand the blend of Native Americans, European, and African, cultural influences.</p> <p>TLW identify the major economic activities of the region.</p> <p>TLW explain the differences of living in the northern and southern hemisphere.</p> <p>TLW Explain that currency must be converted to make purchases in other countries.</p> <p>TLW compare and contrast the different biomes in South America.</p> <p>TLW identify past and current events.</p>		<p>Man vs. Wild Patagonia podcast</p> <p>Sussy Kamler Colombia presentation</p>	<p>then read for correct answers</p> <p>Partner Categorizing Argentina Facts Activity</p> <p>Create Venezuela Fill-in-the Blank worksheet</p> <p>Test</p> <p>Country Research Report</p> <p>Research resources/website evaluation Country Oral Presentation Note:Report/Presentation part of L. Arts</p>	
Africa	20	<p>TLW locate and label the countries of Africa.</p> <p>TLW locate and label major cities of the Africa.</p>	<p>Sahel Desertification Arid Scarcity Charlatan</p>	<p>Africa Today DVD Power Points: Nile River, Great Rift Valley</p>	<p>Map Label paper map</p> <p>Worksheets Guided reading</p>	<p>SS 8.1.1 SS 8.2.13 SS 8.3.2 SS 8.3.3 SS 8.3.5</p>

		<p>TLW identify geographical features such as rivers located in Africa.</p> <p>TLW identify natural resources of Africa.</p> <p>TLW analyze early civilizations of ancient Africa focusing on the Kush and Aksum kingdoms.</p> <p>TLW explain the effects of stereotypes.</p> <p>TLW identify the major economic activities of the region.</p> <p>TLW compare and contrast our culture to Africa's.</p> <p>TLW understand the importance of sustainable development.</p> <p>TLW compare and contrast various biomes in Africa such as the Sahara Desert, Nile River, rainforest, Sahel, savanna, and the Great Rift Valley.</p> <p>TLW identify and evaluate how humans utilize the Sahara Desert, Nile River, rainforest, Sahel, savanna, Great Rift Valley</p>	<p>Caravan Famine Savanna Rift valley Sustainable development</p>	<p>National Geographic: The World and Its People DVD</p> <p>http://www.ahsd25.k12.il.us/curriculum/Africa/savanna.htm</p> <p>http://www.brookfieldzoo.org/pagegen/wok/index_f4.html- Knowing Trails game</p> <p>Man vs. Wild Savanna podcast</p> <p>http://www.youtube.com/watch?v=oT8Ox-UvwVQ</p>	<p>inference</p> <p>Stereotype paragraph</p> <p>Sahara Cause and Effect worksheet</p> <p>Nile River graphic organizer</p> <p>Sahel Guided Reading Activity</p> <p>Quizzes and Test</p> <p>Country F.Y.I sheets Tanzania and U.S. Compare/Contrast Essay Graphic Poster Project</p> <p>“Real Africa” assessment- Students create guidelines on what information they think others should know about Africa and how they would teach those facts.</p>	<p>SS 8.4.2 SS 8.4.5</p>
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Grade Level(s): 7th Grade

Subject/Course: World History

Units (in sequence)	Estimated Time Frame (days)	Unit Objectives: The learner will:	Key Vocabulary Concepts	Instructional Materials	Assessments	State Standards or Frameworks
Unit 1 (Social Studies Skills)	10-15 Class Sessions	<p>TLW use developmentally appropriate writing activities and strategies in the application.</p> <p>TLW identify and use processes important to reconstructing and reinterpreting the past, such as using a variety of sources, providing, validating, and weighing evidence for claims, checking credibility of sources, and searching for causality.</p> <p>TLW identify, analyze and apply the benefits of primary and secondary sources.</p> <p>I: State one reason for why studying history is important to them.</p> <p>II: Interpret and form a conclusion based upon observation of a Primary Source (Photograph)</p>	<p>Perspective Inference Perspective Analysis Conclusion Primary Secondary</p>	<p>All About Me activity— Behindthenam e.com, Historychanne l.com</p> <p>Maps/Charts/ Diagrams/Acti vity</p> <p>Analyzing a Primary Source— Photograph</p> <p>Why Learn History?—9 Reasons for why learning history is important</p> <p>Mysteries In History—“The Secret of the Iceman’s Death”</p>	<p>Unit Test (Summative)</p> <p>Photograph Analysis (Formative)</p> <p>Charts, Graphs, Diagrams, and Maps Activity (Formative)</p> <p>Using Your Textbook activity (Formative)</p> <p>Mapping the World (Formative)</p> <p>Mysteries in History— Activity (Summative)</p>	<p>8.3.1</p> <p>8.4.1 8.4.2 8.4.3 8.4.4</p>

		<p>III: Classify sources as a Primary or Secondary source.</p> <p>IV: Construct a world map demonstrating relationships amongst landforms and oceans.</p> <p>V: Formulate unanswered questions based on observations of primary sources (photograph).</p> <p>VI: Create a death certificate for cause of death of “Otzi the Iceman” with explanations and reasons for decision.</p>				
Unit 2 (Early Humans)	12-15 Class Sessions	<p>TLW compare and contrast the characteristics of Paleolithic and Neolithic societies and the adaptation to physical geography.</p> <p>TLW analyze how archaeological discoveries change our knowledge of early peoples and use primary and secondary sources for historical analysis.</p> <p>TLW locate and label the early River Valley civilizations on a map (Mesopotamia).</p> <p>TLW compare and contrast the religious traditions and languages of the early River</p>	<p>Creationism Evolution Ziggurat Mesopotamia Cuneiform Culture Civilization Specialization Paleolithic Neolithic Artifact Archeology City-state Revolution Epic</p>	<p>Science & Nature— Evolution Game</p> <p>Take the Caveman Challenge</p> <p>7 Ancient Wonders of the World— YouTube</p> <p>School Discovery— Before Humans Ruled The World</p>	<p>Unit Test</p> <p>History & Geography Assign</p> <p>Mesopotamian Profile Project (cuneiform, profile in history, create a ziggurat, written artifact)</p> <p>Froyer Model/Concept Definition Map (Creationism vs. Evolution)</p> <p>Paleolithic vs. Neolithic Chart WS</p> <p>Museum Project</p>	<p>8.4.1 8.4.2 8.4.3 8.4.4 8.4.5</p>

		<p>Valley civilizations (Mesopotamia).</p> <p>TLW describe the influence of geography on ancient Arabian society. (Mesopotamia and Persians)</p> <p>TLW analyze the significant contributions and the culture of ancient Arabia (Mesopotamia and Persians)</p> <p>TLW analyze significant contributions and legacies of the early River Valley civilizations (Mesopotamia).</p> <p>TLW compare and contrast the social, political, and economic institutions of the early River Valley civilizations (Mesopotamia).</p>		<p>Quizlet—Vocabulary Practice</p> <p>Write Like A Babylonian Prayer Model</p>		
Unit 3 (Egypt)	12-15 Class Sessions	<p>TLW locate and label the early River Valley civilizations on a map (Egypt).</p> <p>TLW compare and contrast the religious traditions and languages of the early River Valley civilizations (Egypt).</p> <p>TLW describe the influence of geography on ancient African</p>	<p>Pharaoh</p> <p>Mummification</p> <p>Dynasty</p> <p>Scarab</p> <p>Cataracts</p> <p>Papyrus</p> <p>Hieroglyphics</p> <p>Deities</p>	<p>How to Build A Mummy Mask</p> <p>Egypt: Secrets of the Pharaohs (National Geographic)</p> <p>Egypt</p>	<p>Unit Test</p> <p>Was King Tut Murdered Activity</p> <p>Museum Project</p>	<p>8.4.1</p> <p>8.4.2</p> <p>8.4.3</p> <p>8.4.4</p>

		<p>society. (Egypt)</p> <p>TLW analyze the significant contributions and the culture of ancient Egypt. (Egypt)</p> <p>TLW analyze significant contributions and legacies of the early River Valley civilizations (Egypt).</p> <p>TLW compare and contrast the social, political, and economic institutions of the early River Valley civilizations (Egypt).</p> <p>TLW identify and use processes important to reconstructing and reinterpreting the past, such as using a variety of sources; providing, validating, and weighing evidence for claims; checking credibility of sources, and searching for causality.</p>		<p>Scavenger Hunt</p> <p>Note Taking Guide</p> <p>Was King Tut Murdered?—Mysteries in History (Ancient History)</p>		
Unit 4 (Greece)	15-20 Class Sessions	<p>TLW gain an understanding of the legacy that the Greek culture has on our world today</p> <p>TLW identify similarities and differences between the Minoans and Mycenaeans.</p> <p>TLW analyze the geography of Greece and determine the geographical influence on the</p>	<p>Acropolis</p> <p>Agora</p> <p>Democracy</p> <p>Myth</p> <p>Polis</p> <p>Tyrant</p> <p>Oligarchy</p> <p>Philosophy</p> <p>Oracle</p> <p>Epic</p> <p>Fable</p>	<p>YouTube—Engineering an Empire (Persia)</p> <p>Last Stand of 300</p> <p>Mythology Packet</p>	<p>Unit Test</p> <p>Museum Project</p> <p>Mythology Packet</p> <p>Create a Myth</p>	<p>8.4.1</p> <p>8.4.2</p> <p>8.4.3</p> <p>8.4.4</p> <p>8.4.5</p>

		<p>civilization's development.</p> <p>TLW identify the impact the Persian Wars and Alexander the Great's conquests had on the spread of ancient Greek culture.</p> <p>TLW identify important inventions and contributions of ancient Greece</p> <p>TLW compare and contrast the cultures of various ancient civilizations (China, Mesopotamia, Greece, and Egypt)</p>		Jason & The Argonauts—myth		
Unit 5 (China)	7-10 Class Periods	<p>TLW develop critical sensitivities such as empathy and skepticism regarding attitudes, values, and behaviors of people in different historical contexts</p> <p>TLW locate and label the early River Valley civilizations on a map (China).</p> <p>TLW analyze the significant contributions and the culture of ancient China. (China)</p> <p>TLW analyze significant contributions and legacies of the early River Valley civilizations (China).</p>	Dynasty Emperor Oracle Silk Road	<p>Mysteries In History—The Terracotta Soldiers</p> <p>Choosing your Path—The Han Dynasty</p> <p>History Channel Program—the inventions of Ancient China</p> <p>Primary Source Reading—Thoughts of</p>	<p>Mystery in History—Terra Cotta Explanation</p> <p>Ancient China—Study Guide</p> <p>Primary Source Reading WS</p> <p>Chinese Inventions WS</p> <p>Museum Project</p>	<p>8.4.1</p> <p>8.4.2</p> <p>8.4.3</p> <p>8.4.4</p> <p>8.4.5</p>

		<p>TLW compare and contrast the social, political, and economic institutions of the early River Valley civilizations (China).</p> <p>TLW identify and use processes important to reconstructing and reinterpreting the past, such as using a variety of sources; providing, validating, and weighing evidence for claims; checking credibility of sources, and searching for causality.</p>		Confucius		
Unit 6 Rome	15-20 class sessions	<p>TLW analyze the influence of geography on ancient Greek and Ancient Roman culture.</p> <p>TLW analyze significant contributions and legacies of Greek and Roman culture such as their art, architecture, religion, sports, and development of democracy, mythology, and philosophy.</p> <p>TLW analyze the impact of Roman military campaigns and conquests to the spread of their culture.</p> <p>TLW identify the social, political, and economic effects of Roman society.</p>	<p>Republic Legion Dictator Perspective Census Gladiators Decadence Mosaic Consul Patricians Plebeians Tripartite Aqueducts</p>	<p>Mosaic Activity</p> <p>Rome—Power & Glory</p> <p>Dressed to Kill—How to be a Gladiator website</p> <p>Absolute Power Corrupts Absolutely—the comparison between Cincinnatus and Caesar</p>	<p>Museum Project</p> <p>Unit Test</p> <p>Newspaper Article—the Death of Caesar</p>	<p>8.4.1 8.4.2 8.4.3 8.4.4 8.4.5</p>

				Death of Caesar— Newspaper article activity		
Unit 7 World Religions	6-10 class periods	<p>TLW examine the origins, customs, and beliefs of the major religions (Islam, Judaism, Christianity, Hinduism, and Buddhism) and analyze the reasons for the conflicts among them.</p> <p>TLW analyze the societal impact and spread of Christianity, Islam, and Judaism.</p> <p>TLW gain an appreciation of the history and culture of major world religions, the spiritual foundations, and develop <i>tolerance</i> towards individuals of different faiths.</p> <p>TLW identify the 5 basic tenants of each of the major world religions (Founder, Place of Origin, Sacred Text(s), Symbol, Fundamental Beliefs)</p>	<p>Religion</p> <p>Tolerance</p> <p>Messiah</p> <p>Hinduism</p> <p>Buddhism</p> <p>Christianity</p> <p>Judaism</p> <p>Islam</p> <p>Torah</p> <p>Covenant</p> <p>Reincarnation</p> <p>Proverbs</p> <p>Fasting</p> <p>Pilgrimage</p>	<p>Reading a Timeline & Analyzing a Graph</p> <p>Froyer Model & Concept Definition Map</p> <p>Angel Assessment/Unit Test</p> <p>Comparison Chart</p> <p>Belief, Fact, and Opinion WS</p>	<p>World Religions— Interdisciplinary Thematic Unit (Grades 6-8)</p> <p>YouTube—Major teachings of each World Religion</p> <p>“The Golden Rule”—as applied in all major religions</p> <p>Primary Sources—Ten Commandments & Eightfold Path</p> <p>Jerusalem—city of conflict (National Geographic video)</p>	<p>8.4.1</p> <p>8.4.2</p> <p>8.4.3</p> <p>8.4.4</p> <p>8.4.5</p>
Unit 8 Middle Ages		<p>TLW define and explain the system of Feudalism</p> <p>TLW identify the causes and effects of the Bubonic Plague on Europe</p>	<p>Excommunicate</p> <p>Interdict</p> <p>Monastery</p> <p>Feudalism</p> <p>Crusades</p> <p>Pope</p>	<p>Chess Essay</p> <p>Unit Test</p> <p>Graphic Novelization</p>	<p>First Knight—Secondary Source Assessment</p> <p>Vocabulary – Froyer Model</p> <p>Black Death—causes &</p>	<p>8.4.1</p> <p>8.4.2</p> <p>8.4.3</p> <p>8.4.4</p> <p>8.4.5</p>

			Missionaries Nobles Edict Vassals Manor	of the Black Plague	effects	
Unit 9 Renaissance & Reformation		TLW Identify the major contributions of important individuals during the Renaissance and Reformation TLW identify the changes socially, politically, culturally, and religiously through this time period.	Renaissance Innovation Enlightenment Perspective Humanism Secular Purgatory Predestination Reformation Indulgence	Unit Exam Angel Assessments	Elizabeth's problems— activity Mix & Match activity— Giants of the Renaissance	8.4.1 8.4.2 8.4.3 8.4.4 8.4.5

Grade Level(s): 8th Grade

Subject/Course: American History/Government

Units (in sequence)	Estimated Time Frame (days)	Unit Objectives: The learner will:	Key Vocabulary Concepts	Instructional Materials	Assessments	State Standards or Frameworks
(Unit 1) Early America / Colonial Life	20-25 class sessions	TLW analyze the cultures of Native Americans in North America TLW compare and contrast Spanish, French, and English settlements TLW analyze the major religious, ideological, nationalist, and economic	Pueblo Presidio Viceroy Rendezvous Mission Encomiendas Mestizo Creole Conquistadors Archeology Plantation Artifacts	Video: 500 Nations (Native American perspective) Pro-Con Assessment (Europeans vs. Native Americans)	Unit Test Concept Definition Maps Angel Assignments History Frame of Spanish settlement of America Cause & Effect Flow Chart	8.4.1 8.4.2 8.4.3 8.4.4 8.4.5 8.2.1 8.2.2 8.3.1 8.3.2

		<p>groups that led to competition among European powers for control of the Americas. (Columbian Exchange)</p> <p>TLW Develop the use of perspective and empathy when analyzing historical events (Native American viewpoint vs. traditional)</p> <p>TLW predict the reasons for future problems between European powers over North America and analyze the impact on various groups of people</p> <p>TLW make inferences using cause and effect charts, timelines, and primary sources to tell the story of European colonization.</p> <p>TLW use developmentally appropriate writing activities and strategies in the application of English settlements at Jamestown and Roanoke.</p>	<p>Migration Culture Native Americans Columbian Exchange</p>	<p>Mysteries in History (Roanoke & Jamestown)— Creating a Tabloid & Primary Source</p> <p>Angel links— too many to list (Ex. How to build a Pueblo, Cahokia, etc...)</p> <p>Native American Culture Chart</p> <p>Cause & Effect Flow Chart of Spanish Exploration</p> <p>European Colonization Chart— Comparison & Contrast</p> <p>Quizlet— Vocabulary</p>	<p>Primary Source Project— re-create Jamestown/Roanoke letter</p>	<p>8.3.3 8.3.4 8.3.5</p>
Unit 2 (13 Original Colonies)	10-15 Class Sessions	<p>TLW identify & evaluate the factors that led to the founding of the different colonies</p> <p>TLW compare and contrast the</p>	<p>Middle Passage Subsistence Farming Predestination Toleration</p>	<p>Angel Links (Story of the 13 colonies, Scavenger Hunt, etc...)</p>	<p>13 Colonies Mapping Assignment (New England, Middle, Southern Colonies)</p>	<p>8.2.2 8.2.12 8.3.1 8.3.4</p>

		<p>geographic, political, economic, and social differences between the three early regions of the colonies</p> <p>TLW demonstrate knowledge of location by labeling on map the 13 Original Colonies</p> <p>TLW define tolerance and give an example of it in their lives</p> <p>TLW define and analyze the economic theory of mercantilism and make inferences as to why this will be one of the eventual causes for war between the colonies and England</p> <p>TLW examine and make inferences through the use of Primary Sources the events known as the Salem Witch Trials & the Middle Passage</p>	<p>Indentured Servants</p> <p>Triangular Trade</p> <p>Cash crop</p> <p>Persecution</p>	<p>Middle Passage</p> <p>Lesson through the use of Primary Sources (Oludah Equino's accounts—"was it really that bad?")</p> <p>Discovery School—Salem Witch Trials Experience</p> <p>500 Nations—1st Thanksgiving & King Philip's War</p> <p>Creating a Nation---"The Puritan Experience"</p> <p>Froyer Model—Vocabulary (Toleration & Persecution)</p> <p>History Frame (Salem Witch Trials)</p>	<p>Section assignments – (Angel)</p> <p>Concept Definition</p> <p>Map/Froyer Model</p> <p>Story Map/History Frame -Salem Witch Trials</p> <p>Unit Test</p>	<p>8.4.1</p> <p>8.4.2</p> <p>8.4.3</p> <p>8.4.4</p> <p>8.4.5</p>
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Unit 3 (French & Indian War)	10-15 Class Sessions	<p>TLW analyze the principle economic and political connections between the colonies and England (mercantilism)</p> <p>TLW will identify key individuals, documents, and events in the fight for America's independence.</p> <p>TLW Determine the causes & effects of the French & Indian War—the “inevitability of the war”—making Inferences</p> <p>TLW Infer, Identify and List the Causes of the American Revolution</p>	<p>Mercantilism</p> <p>Enumerated Articles</p> <p>Navigation Acts</p> <p>Militia</p> <p>Inevitable</p> <p>Smuggling</p> <p>Oppression</p> <p>Terrorist</p>	<p>Unit Exam</p> <p>Analysis Worksheet</p> <p>Angel Section Assessments</p> <p>Group Simulation (French/English/Indian)</p> <p>Froyer Model—Vocabulary (Mercantilism & Inevitable)</p>	<p>“The War That Made America”—Secondary Source Analysis Worksheet</p> <p>Angel section assignments</p> <p>Froyer Model—Vocabulary (Mercantilism & Inevitable)</p> <p>Links—on Angel</p> <p>Story Frame—French & Indian War</p> <p>America's Story—“The Redcoats & the Colonists” & “Clash of Empires”</p>	<p>8.1.1</p> <p>8.1.2</p> <p>8.2.5</p> <p>8.2.12</p> <p>8.4.1</p> <p>8.4.2</p> <p>8.4.3</p> <p>8.4.4</p> <p>8.4.5</p>
Unit 4 (American Revolution)	30-35 Class Sessions	<p>TLW Identify key individuals and documents in the fight for America's Independence</p> <p>TLW Analyze the major battles of the Revolutionary War and reasons for a colonial victory in the war</p> <p>TLW Use developmentally appropriate writing activities and strategies in the application and mastery of the following objectives.</p> <p>TLW Research, justify,</p>	<p>Oppression</p> <p>Boycott</p> <p>Indirect Tax</p> <p>Direct Tax</p> <p>Smuggling</p> <p>Propaganda</p> <p>Bias</p> <p>Hessians</p> <p>Partisans</p> <p>Loyalist</p> <p>Patriot</p> <p>Minutemen</p> <p>Militia</p> <p>Effigies</p> <p>Writs of Assistance</p> <p>Petition</p>	<p>Propaganda Blog</p> <p>Revolutionary War Study Guide</p> <p>Newspaper Project --Boston Massacre --Boston Tea Party</p> <p>Quizzes</p>	<p>“The Crossing”—Secondary Source Analysis for examination of the Battle of Trenton and it's importance in determining the outcome of the war</p> <p>Propaganda Blog—students are able to post examples of propaganda into Angel</p> <p>America's Story—Boston Massacre, Patriots vs. Loyalists, etc...</p> <p>YouTube—important</p>	<p>8.1.1</p> <p>8.1.2</p> <p>8.2.11</p> <p>8.3.1</p> <p>8.4.1</p> <p>8.4.2</p> <p>8.4.3</p> <p>8.4.4</p> <p>8.4.5</p>

		<p>evaluate, and present information in a formal presentation</p> <p>TLW Define propaganda, give an example and identify the role in the Revolutionary War as well as today</p>	<p>Preamble Neutral Mercenaries Blockade Repeal Ratify</p>	<p>Angel Section Reviews</p> <p>Debate- Justification of your stance</p> <p>Unit Test</p> <p>Froyer Model & Concept Definition Maps</p> <p>-- oppression</p> <p>-- propaganda</p> <p>Presentation (Choice) --speech --powerpoint --re-enactment/skit -- iMovie/Podcast</p> <p>Note Sheets/Research Documentation</p>	<p>debates in American History, examples of Propaganda (Political Ads & Political Cartoons)</p> <p>NoteSheets—documentation of research from various sources (Internet, textbook, media, encyclopedia, etc...)</p> <p>Quizlet—vocabulary website</p> <p>YouTube—What is Propaganda? (9 min. tutorial)—accessible through Angel.</p>	
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Unit 5 (American Government)	25-30 Class Sessions	TLW analyze the key elements of the Constitution, such as the Bill of Rights, federalism, and separation of powers	Probable Cause Ratify Due Process Habeas Corpus	Video: The Compromise that made a Nation (History Frame),	Section Quizzes (Angel) Unit Test	8.1.1 8.1.2
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		<p>TLW compare and contrast the structures, functions, and powers of the three branches of government at the national, state, and local levels</p> <p>TLW interpret the ideals that form the basis of the U.S. government and the American way of life.</p> <p>TLW explain the election process within the different levels of government</p> <p>TLW define the role and powers granted to Congress, the President, the Supreme Court, and those reserved to the states.</p> <p>TLW analyze the struggle to write and ratify a new governing system for the new country</p> <p>TLW identify our first national constitution and the reasons why it failed</p> <p>TLW define constitution and make inferences as to why they are essential</p> <p>TLW identify who, what, when, where, and why of the Constitutional Convention</p>	<p>Amend Implied Reserved Concurrent Delegated Republic Veto Impeach Checks and Balances Compromise Electoral College Anarchy Federalism Inflation</p>	<p>America The Story of US (pt.2)</p> <p>6 Writing Tasks (Blogs on Angel)</p> <p>Internet Scavenger Hunts—Early Amer. Gov’t, Bill of Rights, Our Gov’t Today</p> <p>Government Simulation Plan—SOPA Bill</p> <p>Section assessments on Angel</p> <p>America’s Story—Shay’s Rebellion</p>	<p>Concept Definition Maps—Essential Vocabulary</p> <p>History Frame of Constitutional Convention</p> <p>Six Writing Tasks about the Government of the United States (Blogs) Ex. 1. Make a list of 5 ways life might be different if the U.S. was still governed by the Articles of Confederation (Analysis) 2. Determine 3 interview questions for any of the founding fathers and find out what determined their reasons for ratifying the Constitution (Synthesis) 3. Tell which amendment to the Bill of Rights has the most sweeping effect on your life (Evaluation)</p> <p>Creation of their own version of Bill of Rights</p> <p>Website: Trackstar & E-Sheet</p> <p>Government Simulation w/Rubric</p>	<p>8.2.1 8.2.2 8.2.4 8.2.10 8.2.11 8.2.12 8.2.13</p> <p>8.4.1 8.4.2 8.4.3 8.4.4</p>
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		<p>TLW analyze the parts and major themes of the Constitution (federalism, separation of powers, electoral college, etc...)</p> <p>TLW analyze the powers and responsibilities of the Constitution</p> <p>TLW identify and explain each of the Bill of Rights</p> <p>TLW identify key people involved in the shaping of early America. (Founding Fathers)</p>				
Unit 6 (Early American Problems)	12-18 Class Sessions	<p>TLW compare and contrast the major political parties and issues that divide them.</p> <p>TLW compare and contrast the conflicts between Thomas Jefferson and Alexander Hamilton that resulted in the emergence of two political parties</p> <p>TLW interpret major problems and events of the presidencies of Washington, Jefferson, and Madison</p> <p>TLW examine the challenges and difficulties facing our country and how they were met with good and bad results.</p> <p>TLW determine the causes and</p>	<p>Precedent</p> <p>Nullification</p> <p>Tariff</p> <p>Neutrality</p> <p>Sedition</p> <p>National Debt</p> <p>Impressment</p> <p>Nationalism</p> <p>Embargo</p> <p>Economic Depression</p>	<p>Video: Lewis & Clark (30 min.)</p> <p>Trackstar of Lewis & Clark Expedition</p> <p>Video: The Presidents-- (Washington, Adams, Jefferson)</p> <p>Gallery of the Presidents Slideshow</p> <p>YouTube— “Animaniacs on the President's” — President’s Day</p> <p>Political Spectrum</p>	<p>Unit Test</p> <p>Concept Definition Map— precedent</p> <p>Blog Responses</p> <p>Angel Assignments</p> <p>Venn Diagram— Comparing/Contrasting Lewis & Clark with 1st Space Mission to Moon</p>	<p>8.1.1</p> <p>8.1.2</p> <p>8.2.1</p> <p>8.2.2</p> <p>8.2.3</p> <p>8.2.11</p> <p>8.2.13</p> <p>8.4.1</p> <p>8.4.2</p> <p>8.4.3</p> <p>8.4.4</p>

		effects of the Louisiana Purchase. TLW infer the causes of the War of 1812 and analyze the effects of the outcome		Analysis—learn which way your political beliefs lean		
Unit 7 (Manifest Destiny)	20-25 Class Sessions	<p>TLW evaluate the impact of inventions on the U.S. way of life</p> <p>TLW interpret and illustrate the U.S efforts of expansion (Manifest Destiny) from 1830-1853.</p> <p>TLW identify interpret the major problems and events of the presidencies of Jackson and Polk.</p> <p>TLW define Industrial Revolution and explain its role in the changing American way of life</p> <p>TLW define “Manifest Destiny” and identify the order and procedure of expansion of the United States from Independence to the Mexican Cession</p> <p>TLW analyze the challenges presented for pioneers traveling west during Manifest Destiny</p>	<p>Manifest Destiny</p> <p>Racism</p> <p>Industrial Revolution</p> <p>Tejanos</p> <p>Boomtowns</p> <p>Vigilantes</p> <p>Annex</p> <p>Cede</p> <p>Nullification</p> <p>Missionary</p> <p>Mormons</p>	<p>Oregon Trail Group Project Simulation—Website (Personal Creation)</p> <p>“The Story Of US”—the Donner Party</p> <p>“the Presidents”—Jackson & Polk</p> <p>An American Journey—The Oregon Trail—Primary Source</p>	<p>Section Quizzes</p> <p>Unit Test</p> <p>Concept Definition Maps—Essential Vocabulary</p> <p>Angel Assignments</p> <p>History Frame of Texas’ Independence</p> <p>Oregon Trail Group Project Simulation</p> <p>Interpreting Charts/Diagrams—Industrial Rev.</p>	<p>8.1.1</p> <p>8.1.2</p> <p>8.3.1</p> <p>8.3.2</p> <p>8.3.3</p> <p>8.3.4</p> <p>8.3.5</p> <p>8.4.1</p> <p>8.4.2</p> <p>8.4.3</p> <p>8.4.4</p> <p>8.4.5</p>
Unit 8 (Civil War)	30-35 Days	<p>TLW identify key events and people leading to secession and war between the North and South.</p> <p>TLW compare and contrast</p>	<p>Sectionalism</p> <p>Popular Sovereignty</p> <p>Total War</p> <p>Emancipate</p> <p>Abolitionist</p> <p>Fugitive</p>	<p>Concept Definition Map—Essential Vocabulary</p> <p>Timeline Creator</p>	<p>Angel Assessments</p> <p>Unit Test</p> <p>Concept Definition Map—</p>	<p>8.1.1</p> <p>8.1.2</p> <p>8.3.2</p>

		<p>economic and philosophical differences between the North and South.</p> <p>TLW evaluate the impact of slavery upon the U.S. and evaluate the government's efforts to resolve slavery concerns between the North and South.</p> <p>TLW identify key individuals and events during the Civil War.</p>	<p>Martyr Copperheads Draft Secede</p>	<p>American Story— Surrender at Appomattox</p> <p>America the Story of US—Division & Civil War</p>	<p>Essential Vocabulary</p> <p>Battlefield Statistical Analysis</p>	<p>8.4.1 8.4.2 8.4.3 8.4.4</p>
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Grade Level(s): High School

Subject/Course: American Government

Units (in sequence)	Estimated Time Frame (days)	Unit Objectives: The learner will:	Key Vocabulary Concepts	Instructional Materials	Assessments	State Standards or Frameworks
<p>1. Foundations of Government</p> <p>-Principles of Government</p> <p>-Origins of American Government</p> <p>-The Constitution</p> <p>-Federalism</p>	15-20	<p>Define gov't and the basic powers every gov't holds</p> <p>Describe the four characteristics that make up a state</p> <p>Identify the theories that attempt to explain the origin of the state</p> <p>Describe how gov't power is distributed and the relationship among the executive and legislative branches</p>	<p>government</p> <p>public policy</p> <p>legislative power</p> <p>executive power</p> <p>judicial power</p> <p>constitution</p> <p>dictatorship</p> <p>democracy</p> <p>state</p> <p>sovereign</p> <p>autocracy</p> <p>oligarchy</p> <p>unitary gov't</p> <p>federal gov't</p>	<p>Textbook,</p> <p>powerpoints,</p> <p>primary documents,</p> <p>notes/handouts and possible</p> <p>primary books</p>	<p>Projects, homework, tests, quizzes and other possible group work. Papers are possible as well</p>	<p>12.1.1</p> <p>12.1.2</p>

		<p>Understand the foundations of democracy</p> <p>Explain the significance of the Magna Carta, the Petition of right, the English Bill of Rights</p> <p>Analyze the ideas of the declaration of independence</p> <p>Identify the opposing sides in the fight for ratification and describe the major arguments for and against the constitution.</p> <p>Identify the Framers of the constitution</p> <p>Describe the structure of the gov't under the Articles of Confederation</p> <p>Outline the important elements in the constitution</p> <p>Define and explain the role of Federalism in early gov't</p> <p>Summarize the nation's obligations to the States</p> <p>Examine how the Constitution functions as the supreme law of the land</p>	<p>division of powers</p> <p>confederation</p> <p>presidential gov't</p> <p>parliamentary gov't</p> <p>compromise</p> <p>law of supply and demand</p> <p>mixed economy</p> <p>Privileges and immunities clause</p> <p>enabling act</p> <p>block grant</p> <p>project grant</p> <p>federalism</p> <p>division of powers</p> <p>delegated powers</p> <p>expressed powers</p> <p>implied powers</p> <p>inherent powers</p> <p>reserved powers</p> <p>exclusive powers</p> <p>concurrent powers</p> <p>limited gov't</p> <p>representative gov't</p> <p>articles of confederation</p> <p>framers</p> <p>three/fifths</p> <p>compromise</p> <p>New Jersey plan</p> <p>Connecticut</p> <p>compromise</p> <p>Federalists</p> <p>Quorum</p> <p>preamble</p> <p>rule of law</p> <p>unconstitutional</p> <p>Bill of rights</p>			
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			Cabinet Electoral College			
2. Political Behavior: Gov't by the people -Political Parties -Voters Behavior -Electoral Process -Mass Media and the Public Opinion -Interest Groups	20-25	Define political party and describe their major functions Describe two party system and compare it to a one party system Understand the origin of political parties in the U.S. Identify the minor political parties in the U.S. Identify the three components of the parties Understand why minor parties are important Summarize the history of voting rights in the United States Identify the universal voting requirements in the U.S. Examine the problems of non voting in America Explain why the nominating process is a critical step in the election process. Examine the term public opinion and understand why it is difficult	public policy labor union lobbying trade association random sample mandate peer group mass media caucus nomination close primary precinct ballot polling place primary suffrage electorate poll tax injection franchise political party bipartisan coalition minor party precinct	Textbook, powerpoints, primary documents, notes/handouts and possible primary books	Projects, homework, tests, quizzes and other possible group work. Papers are possible as well	12.1.1 12.1.2

		to define				
3. Legislative Branch -Congress -Powers of Congress -Congress in Action	15-20	<p>Students will analyze how our legislative branch is constructed, including the powers and responsibilities our legislature holds</p> <p>Students will compare and controls the house of representatives and the senate and discuss their roles and responsibilities within our legislature</p> <p>Students will analyze congressional, implied, and expressed powers citing key differences between the three</p> <p>Students will understand the lawmaking process</p> <p>Students will comprehend and explain how congress is organized and site key individuals within our congress</p>	expressed powers implied powers tax copyright subpoena perjury bankruptcy consensus impeach term apportion gerrymander apportion prorogue trustee Speaker of the House president of the senate floor leader president pro tempore bill select committee filibuster veto pocket veto quorum joint resolution	Textbook, powerpoints, primary documents, notes/handouts and possible primary books	Projects, homework, tests, quizzes and other possible group work. Papers are possible as well	12.1.1 12.1.2
4. Executive Branch -Presidency -Presidency in action -Gov't at work: the Bureaucracy -Financing Gov't -Foreign Policy and National Defense	20-25	<p>Students will analyze the president's role in our executive branch</p> <p>Students will understand the role of the vice president and his obligations to our president</p>	chief of state chief executive chief administrator commander in chief balance the ticket electoral votes electorate district plan	Textbook, powerpoints, primary documents, notes/handouts and possible primary books	Projects, homework, tests, quizzes and other possible group work. Papers are possible as well	12.1.1 12.1.2

		<p>Students will compare and contrast the election process to other countries, and site previous elections as examples</p> <p>Students will explain the growth of the president's executive power, and understand how diplomatic and military powers are used.</p> <p>Students will expand on the role of the three branches of government, and understand how they work</p> <p>Students will analyze key government groups such as the civil service, different agencies, and departments</p> <p>Students will look in depth at how taxing is conducted and analyze the spending of America on a yearly average</p> <p>Students will understand foreign aid and the alliances of America as well as agencies</p>	<p>keynote address</p> <p>mass media</p> <p>oath of office</p> <p>pardon</p> <p>clemency</p> <p>amnesty</p> <p>treaty</p> <p>reprieve</p> <p>ordinance power</p> <p>imperial presidency</p> <p>persona non grata</p> <p>bureaucracy</p> <p>administration</p> <p>fiscal year</p> <p>commissions</p> <p>spoils system</p> <p>secretary</p> <p>civil service</p> <p>domestic affairs</p> <p>tax return</p> <p>interest</p> <p>entitlement</p> <p>surplus</p> <p>estate tax</p> <p>cold war</p> <p>terrorism</p> <p>draft</p> <p>deterrence</p> <p>right of legation</p> <p>espionage</p>			
5. Judicial Branch -Federal Court System -Civil Liberties: First Amendment -Protecting	20	<p>Students will analyze key court cases, their impact on the public, and how a court case is conducted</p> <p>Students will compare and contrast the supreme court, to smaller city courts</p>	<p>inferior courts</p> <p>jurisdiction</p> <p>plaintiff</p> <p>defendant</p> <p>civil case</p> <p>court marshall</p> <p>criminal case</p>	<p>Textbook,</p> <p>powerpoints,</p> <p>primary documents,</p> <p>notes/handouts</p> <p>and possible</p> <p>primary books</p>	<p>Projects, homework, tests, quizzes and other possible group work. Papers are possible as well</p>	<p>12.1.1</p> <p>12.1.2</p>

individual rights -equal justice under law		<p>Students will analyze the basic rights given to every citizen of the U.S.</p> <p>Students will express knowledge citing key examples of freedom of religion, speech, press, and assembly</p> <p>Students will understand the concept of due process, and the proper and essential freedoms of security given to all people</p> <p>Students will analyze key court decisions and express how the punishments were reached and conducted.</p> <p>Students will know how a person gains American citizenship, and the rights and privileges that all citizens carry</p> <p>Students will comprehend the equalities present for all people</p>	<p>redress</p> <p>picketing</p> <p>bill of rights</p> <p>civil liberties</p> <p>civil rights</p> <p>due process</p> <p>slander</p> <p>sedition</p> <p>assemble</p> <p>miranda rule</p> <p>discrimination</p> <p>grand jury</p> <p>double jeopardy</p> <p>writ of habeas corpus</p> <p>bail</p> <p>treason</p> <p>alien</p> <p>heterogeneous</p> <p>reservation</p> <p>refugee</p> <p>assimilation</p> <p>segregation</p> <p>jim crow law</p> <p>integration</p> <p>Deportation</p> <p>Expatriation</p>			
6. Comparative Political and Economic Systems -Comparative Political Systems -Comparative Economic Systems	10-15	<p>Students will analyze the political systems of Great Britain, China, Russia, Mexico, and Japan and compare and contrast them to American government</p> <p>Students will be able to explain how other countries governments</p>	<p>capital</p> <p>entrepreneur</p> <p>commune</p> <p>market economy</p> <p>trust</p> <p>monopoly</p> <p>free enterprise system</p> <p>socialism</p> <p>communism</p>	Textbook, powerpoints, primary documents, notes/handouts and possible primary books	Projects, homework, tests, quizzes and other possible group work. Papers are possible as well	12.1.1 12.1.2

		<p>developed, and cite key examples in that country's history</p> <p>Students will explain the role of capitalism, communism, and socialism and their impacts on people of all countries</p> <p>Students will cite key figures in the historic movements of other economic systems</p>	<p>monarchy</p> <p>coalition</p> <p>minister</p> <p>consensus</p> <p>glasnost</p> <p>mestizo</p> <p>nationalization</p> <p>shadow cabinet</p> <p>devolution</p> <p>prefecture</p> <p>autonomous</p> <p>soviets</p>			
<p>7. Participating in State and Local Gov't</p> <p>-Governing the States</p> <p>-Local Gov't and Finance</p>	10-15	<p>Students will analyze the Nebraska state government, including our governor and administration</p> <p>Students will view how a courtroom is arranged, and how the courts and judges come into their positions</p> <p>Students will explain the role of our state's legislature</p> <p>Students will look in depth at the first state constitutions</p> <p>Students will examine state counties townships, and towns describing the government roles in a local area</p> <p>Students will describe how we finance local governments</p>	<p>county</p> <p>township</p> <p>sales tax</p> <p>Medicaid</p> <p>budget</p> <p>income tax</p> <p>estate tax</p> <p>welfare</p> <p>urbanization</p> <p>incorporation</p> <p>district</p> <p>civil law</p> <p>jury</p> <p>bench trial</p> <p>warrant</p> <p>parole</p> <p>common law</p> <p>precedent</p> <p>felony</p> <p>misdemeanor</p> <p>referendum</p> <p>statutory law</p> <p>pardon</p> <p>clemency</p>	<p>Textbook,</p> <p>powerpoints,</p> <p>primary documents,</p> <p>notes/handouts</p> <p>and possible primary books</p>	<p>Projects, homework, tests, quizzes and other possible group work. Papers are possible as well</p>	<p>12.1.1</p> <p>12.1.2</p>

Grade Level(s): High School

Subject/Course: Geography

Units (in sequence)	Estimated Time Frame (weeks)	Unit Objectives: The learner will:	Key Vocabulary Concepts	Instructional Materials	Assessments	State Standards or Frameworks
Unit 1- Basic Concepts and Map Skills	8	<p>Compare and contrast the effectiveness of maps and globes</p> <p>Identify the Five Themes of Geography</p> <p>Identify different elements of culture</p> <p>Compare and Contrast weather and climate</p> <p>Identify the reasons for global warming</p> <p>Evaluate the reasons for population growth and density issues</p>	<p>Absolute location</p> <p>Relative location</p> <p>Ecosystem</p> <p>Human-Environment</p> <p>Interaction</p> <p>Meteorology</p> <p>Atmosphere</p> <p>Plate Tectonics</p> <p>Water Cycle</p> <p>Climate</p> <p>Weather</p> <p>Global Warming</p> <p>Current</p> <p>El Nino</p> <p>Hypothesis</p> <p>Population Density</p> <p>Birth rate</p> <p>Death rate</p> <p>Migration</p> <p>Culture</p> <p>Ethnic Group</p> <p>Culture Region</p> <p>Federal System</p> <p>Market Economy</p> <p>Natural Resource</p> <p>Developing Country</p>	<p>Textbook</p> <p>Worksheets</p> <p>Lectures and Discussion</p>	Chapter Tests	<p>12.2.1</p> <p>12.2.2</p> <p>12.2.4</p> <p>12.2.5</p> <p>12.2.10</p> <p>12.3.1</p> <p>12.3.3</p> <p>12.3.4</p> <p>12.3.5</p> <p>12.3.6</p> <p>12.4.5</p>
Unit 2- United States and Canada	5	<p>Locate the major physical features of the United States and</p>	<p>Metropolitan Area</p> <p>Suburb</p>	<p>Textbook</p> <p>Worksheets</p>	Chapter Test	<p>12.1.1</p> <p>12.2.2</p>

		<p>Canada</p> <p>Compare and contrast the major cultural differences of the United States and Canada</p> <p>Identify the factors which encourage urbanization and analyze the causes and effects of urbanization</p>	<p>Constitution</p> <p>Bill of Rights</p> <p>Amendment</p> <p>Literacy rate</p>	<p>Lectures and Discussion</p>		<p>12.2.5</p> <p>12.2.10</p> <p>12.2.11</p> <p>12.2.12</p> <p>12.2.13</p> <p>12.3.1</p> <p>12.3.2</p> <p>12.3.3</p> <p>12.3.4</p> <p>12.3.5</p> <p>12.3.6</p> <p>12.4.2</p> <p>12.4.4</p>
Unit 3- Latin America	5	<p>Locate the major physical features of Latin America</p> <p>Compare and Contrast the major cultural differences between the different ethnic groups of Latin America</p> <p>Identify environmental issues which are facing this region</p>	<p>Dialect</p> <p>Urbanization</p> <p>Glyphs</p> <p>Conquistador</p> <p>Mosaic</p> <p>Mural</p> <p>Cash crop</p> <p>Deforestation</p> <p>Slash and Burn</p>	<p>Textbook</p> <p>Worksheets</p> <p>Lectures and Discussion</p>	Chapter Test	<p>12.2.1</p> <p>12.2.2</p> <p>12.2.5</p> <p>12.2.10</p> <p>12.2.11</p> <p>12.2.12</p> <p>12.3.1</p> <p>12.3.2</p> <p>12.3.3</p> <p>12.3.4</p> <p>12.3.5</p> <p>12.3.6</p> <p>12.4.1</p> <p>12.4.2</p> <p>12.4.4</p>
Unit 4- Europe	4	<p>Locate the major physical features of Europe</p> <p>Compare and Contrast the major cultural differences between the different ethnic groups of Europe</p> <p>Evaluate the reasons why</p>	<p>fjords</p> <p>avalanches</p> <p>refugee</p> <p>city-state</p> <p>feudalism</p> <p>Renaissance</p> <p>Holocaust</p> <p>Cold War</p>	<p>Textbook</p> <p>Worksheets</p> <p>Lectures and Discussion</p>	Chapter Test	<p>12.2.1</p> <p>12.2.2</p> <p>12.2.5</p> <p>12.2.10</p> <p>12.2.11</p> <p>12.2.12</p> <p>12.3.1</p> <p>12.3.2</p>

		countries that are different have conflicts and/or work to achieve a common goal (European Union)	European Union			12.3.3 12.3.4 12.3.5 12.3.6 12.4.1 12.4.2 12.4.4
Unit- 5- Russia	3	<p>Locate the major physical features of Russia</p> <p>Compare and Contrast the major cultural differences between the different ethnic groups of Russia</p> <p>Describe the rise and fall of the Soviet Union</p>	<p>Permafrost</p> <p>Tundra</p> <p>Czar</p> <p>Serf</p> <p>Socialism</p> <p>Communism</p>	<p>Textbook</p> <p>Worksheets</p> <p>Lectures and</p> <p>Discussion</p>	Chapter Test	<p>12.2.1</p> <p>12.2.2</p> <p>12.2.5</p> <p>12.2.10</p> <p>12.2.11</p> <p>12.2.12</p> <p>12.3.1</p> <p>12.3.2</p> <p>12.3.3</p> <p>12.3.4</p> <p>12.3.5</p> <p>12.3.6</p> <p>12.4.1</p> <p>12.4.2</p> <p>12.4.4</p>
Unit 6- North Africa, Southwest Asia, and Central Asia	3	<p>Locate the major physical features of the Middle East</p> <p>Compare and Contrast the major cultural differences between the different ethnic groups of the Middle East</p> <p>Evaluate how the resources from this region impact the local and global economies</p>	<p>Phosphate</p> <p>Oasis</p> <p>Prophet</p> <p>Mosque</p>	<p>Textbook</p> <p>Worksheets</p> <p>Lectures and</p> <p>Discussion</p>	Chapter Test	<p>12.2.1</p> <p>12.2.2</p> <p>12.2.5</p> <p>12.2.10</p> <p>12.2.11</p> <p>12.2.12</p> <p>12.3.1</p> <p>12.3.2</p> <p>12.3.3</p> <p>12.3.4</p> <p>12.3.5</p> <p>12.3.6</p> <p>12.4.1</p> <p>12.4.2</p>

						12.4.4
Unit 8- South Asia	4	<p>Locate the major physical features of South Asia</p> <p>Compare and Contrast the major cultural differences between the different ethnic groups of South Asia</p> <p>Distinguish the difference between densely populated and sparsely populated areas and evaluate the reasons for the difference</p>	<p>Subcontinent</p> <p>Monsoon</p> <p>Cyclone</p> <p>Dharma</p> <p>Reincarnation</p> <p>Karma</p> <p>Nirvana</p> <p>Mantras</p>	<p>Textbook</p> <p>Worksheets</p> <p>Lectures and Discussion</p>	Chapter Test	<p>12.2.1</p> <p>12.2.2</p> <p>12.2.5</p> <p>12.2.10</p> <p>12.2.11</p> <p>12.2.12</p> <p>12.3.1</p> <p>12.3.2</p> <p>12.3.3</p> <p>12.3.4</p> <p>12.3.5</p> <p>12.3.6</p> <p>12.4.1</p> <p>12.4.2</p> <p>12.4.4</p>
Unit 9- East Asia	3	<p>Locate the major physical features of East Asia</p> <p>Compare and Contrast the major cultural differences between the different ethnic groups of East Asia</p> <p>Describe the relationship of how urban development and location of cities impact the environment</p>	<p>Tsunami</p> <p>Typhoon</p> <p>Dynasty</p> <p>Clan</p> <p>Shogun</p> <p>Samurai</p> <p>Acupuncture</p> <p>Haiku</p> <p>Calligraphy</p>	<p>Textbook</p> <p>Worksheets</p> <p>Lectures and Discussion</p>	Chapter Test	<p>12.2.1</p> <p>12.2.2</p> <p>12.2.5</p> <p>12.2.10</p> <p>12.2.11</p> <p>12.2.12</p> <p>12.3.1</p> <p>12.3.2</p> <p>12.3.3</p> <p>12.3.4</p> <p>12.3.5</p> <p>12.3.6</p> <p>12.4.1</p> <p>12.4.2</p> <p>12.4.4</p>

Grade Level(s): High School

Subject/Course: Psychology

Units (in sequence)	Estimated Time Frame (days)	Unit Objectives: The learner will:	Key Vocabulary Concepts	Instructional Materials	Assessments	State Standards or Frameworks
1. Methods Unit -Intro to careers -History -Nature vs. Nurture -Research strategies and statistics	10-15	<p>Analyze the importance of psychology</p> <p>Discuss the different career opportunities in psychology, and the variety of psychologists</p> <p>Describe the origins of psychology as a science</p> <p>Explain how psychologists changed the way psychology was studied</p> <p>Explain the 6 contemporary psychological perspectives</p> <p>Discuss how psychology helped advance gender and race equality</p> <p>Describe nature vs. nurture and explain the field of behavior genetics</p> <p>Name and describe the elements of genetic code.</p> <p>Discuss advantages over advanced research</p>	<p>Psychology</p> <p>Basic Research</p> <p>Applied Research</p> <p>structuralism</p> <p>functionalism</p> <p>behaviorism</p> <p>cognitive psychology</p> <p>biological perspective</p> <p>behavior genetics</p> <p>norms</p> <p>individualism</p> <p>collectivism</p> <p>culture</p> <p>mutation</p> <p>chromosomes</p> <p>genes</p> <p>environment</p> <p>control group</p> <p>case study</p> <p>scientific method</p> <p>participant bias</p> <p>critical thinking</p> <p>experiment</p> <p>hypothesis</p> <p>placebo</p> <p>independent variable</p> <p>dependent variable</p> <p>random sample</p>	Textbook, PowerPoint presentations, videos, primary documents, worksheet handouts etc.	Tests, quizzes, papers, homework, projects, group work etc.	12-PSY-1 12-PSY-2 12-PSY-3 12-PSY-4 12-PSY-5 12-PSY-6 12-PSY-7

		<p>Understand how bias can influence research</p> <p>Discuss how humans and animals are protected in psychological research</p> <p>Analyze characteristics of distribution of scores and be able to interpret data</p> <p>Explain research when it comes to percentile rank and percentage</p>	<p>mean</p> <p>median</p> <p>mode</p> <p>range</p> <p>skewed</p> <p>percentage</p> <p>percentile rank</p> <p>correlation</p> <p>coefficient</p> <p>inferential</p> <p>statistics</p>			
<p>2.</p> <p>Biopsychological Unit</p> <p>-Nervous and Endocrine System</p> <p>-The Brain</p> <p>-Sensation</p> <p>-Perception</p> <p>-Motivation</p> <p>-Emotion</p> <p>-Effects of Stress</p> <p>-Promoting Wellness</p>	20	<p>Identify and describe the parts of a neuron</p> <p>Explain the process of neural transmission</p> <p>Explain the role of the CNS</p> <p>Discuss the nature and function of endocrine system communication</p> <p>Identify and describe the functions of each part of the brain</p> <p>Describe the ways in which psychologists study the brain</p> <p>Define and apply the principles</p>	<p>Neuron</p> <p>dendrite</p> <p>soma</p> <p>axon</p> <p>sensory nerves</p> <p>interneurons</p> <p>dopamine</p> <p>antagonist</p> <p>serotonin</p> <p>CNS</p> <p>PNS</p> <p>pituitary gland</p> <p>agonist</p> <p>interneurons</p> <p>receptor cells</p> <p>refractory period</p> <p>resting potential</p> <p>brainstem</p> <p>case study</p> <p>MRI</p> <p>thalamus</p>	<p>Textbook,</p> <p>PowerPoint presentations,</p> <p>videos, primary documents,</p> <p>worksheet</p> <p>handouts etc.</p>	<p>Tests, quizzes, papers, homework, projects, group work etc.</p>	<p>12-PSY-8</p> <p>12-PSY-9</p> <p>12-PSY-10</p>

		<p>of sensation</p> <p>Explain how receptor cells in the nose, tongue, and skin allow us to sense smells, tastes, and touch.</p> <p>Name the structures of the ear and describe how they work to detect sound waves and change them to neural impulses</p> <p>Apply Gestalt principles to examine visual perception</p> <p>Explain why we see in 3D</p> <p>Discuss how the principles of perception explain visual illusions</p> <p>Discuss how perceptual sets determine how we interpret sensations</p> <p>Explain the limitations of early motivation</p> <p>Define and describe the different types of motivation</p> <p>Explain the physiological factors that control hunger</p> <p>Analyze and explain the ingredients of emotion</p>	<p>motor cortex</p> <p>frontal lobes</p> <p>parietal lobes</p> <p>limbic system</p> <p>PET scan</p> <p>medulla</p> <p>occipital lobes</p> <p>temporal lobes</p> <p>hair cells</p> <p>auditory nerve</p> <p>kinesthetic sense</p> <p>cones</p> <p>optic nerve</p> <p>pupil</p> <p>iris</p> <p>perception</p> <p>sensation</p> <p>lens</p> <p>cornea</p> <p>absolute threshold</p> <p>gestalt</p> <p>grouping</p> <p>visual cliff</p> <p>convergence</p> <p>motivation</p> <p>homeostasis</p> <p>instinct</p> <p>emotions</p> <p>stress</p> <p>burnout</p> <p>GAS</p> <p>health</p> <p>psychology</p> <p>flow</p> <p>wellness</p>			
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		<p>Explain how the historical approach differs from the modern theories of psychology</p> <p>Explain how gender and culture affect the ability to express and interpret nonverbal communications of emotion.</p> <p>Define stressor and the importance of health psychology</p> <p>Analyze optimism and pessimism</p> <p>Discuss the effects of stress on cancer and heart disease</p> <p>Analyze research findings with wellness</p> <p>Discuss and analyze how certain health choices affect the human body</p>				
<p>3. Developmental Unit -Prenatal and Childhood Development -Adolescence -Adulthood and Aging</p>	17	<p>Describe physical development in infancy and childhood</p> <p>identify Jean Piaget, his theory of cognitive development, and recent research that has changed our understanding of cognitive development</p>	<p>genes cognition fetus attachment assimilation Jean Piaget imprinting critical period egocentrism</p>	<p>Textbook, PowerPoint presentations, videos, primary documents, worksheet handouts etc.</p>	<p>Tests, quizzes, papers, homework, projects, group work etc.</p>	<p>12-PSY-11 12-PSY-12 12-PSY-13 12-PSY-14 12-PSY-15</p>

-Psychodynamic and Humanistic perspectives on Personality -Trait perspectives on psychology		Determine how attachment develops, and then explore the effects of attachment between infants and parents Summarize physical changes that occur during adolescence Describe how reasoning differs in children and adults Describe the effects of physical changes in middle and late adulthood Analyze the effect of aging on memory and intelligence Analyze how the study of traits helps us understand personality Determine how psychologists attempt to assess personality Identify the factors that affect social well being as adults Describe how moral reasoning changes over time	accomodation permissive parenting puberty intimacy identity primary sex characteristics adolescence social clock Alzheimer's disease menopause dementia psychoanalysis Inferiority complex interior locus of control exterior locus of control learned helplessness validity			
4. Cognitive Unit -Classical conditioning -Operant conditioning -learning	20	Define classical conditioning Describe Pavlov's role in the study of classical conditioning	learning stimulus response conditioned stimulus conditioned	Textbook, PowerPoint presentations, videos, primary documents, worksheet	Tests, quizzes, papers, homework, projects, group work etc.	12-PSY-16 12-PSY-17 12-PSY-18 12-PSY-19 12-PSY-20 12-PSY-21

-information processing -sleep dreams and body rhythms -hypnosis -drugs -Thinking and language		Understand the importance of cognition and biological predisposition in learning Analyze how punishment influences behavior and why it tends to be ineffective Compare the ways computers process information Describe two types of sensory storage Identify the capacity and duration of long term memory Explain how you can use operant conditioning to teach a new behavior Analyze how people learn language Define a concept and explain why it is useful Define consciousness	response behaviorism cognition classical conditioning Operant conditioning shaping reinforcement encoding rehearsal storage short term memory long term memory chunking recognition melatonin ultradian rhythms rapid eye movement night terrors caffeine nicotine cocaine amphetamines hallucinogens marijuana depressants stimulants withdrawal intelligence aptitude tests	handouts etc.		12-PSY-26 12-PSY-27 12-PSY-28 12-PSY-29 12-PSY-30
5. Variations in Individual and group Behavior Unit -Psychological	20	Determine why people are attracted to some people and not to others Define culture and explain how	psychological disorder anxiety panic disorder obsessive	Textbook, PowerPoint presentations, videos, primary documents,	Tests, quizzes, papers, homework, projects, group work etc.	12-PSY-22 12-PSY-23 12-PSY-24 12-PSY-25

disorders -Mood and personality disorders -Therapies -Social relations, influence, and thinking -Cross cultural psychology		it develops Explain how aggression is learned Describe the conditions under which people are more likely to help others Analyze how attitudes and actions interact Identify alternative therapies and evaluate their effectiveness. Identify the advantages of group therapy Differentiate between psychodynamic and humanistic therapies Discuss the causes of mood disorders Discuss the cause of anxiety Discuss the different perspectives psychologists take to understand psychological disorders and analyze why some object to the medical model.	compulsive disorder major depression personality disorders amnesia dissociative disorders hallucinations psychotherapy resistance anxiety drugs lobotomy social psychology conformity obedience attitude equity self disclosure aggression stereotype culture individualism ethnocentrism locus of control collectivism	worksheet handouts etc.		
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Grade Level(s): 9-12 High School

Subject/Course: Sociology

Units (in sequence)	Estimated Time Frame (days)	Unit Objectives: The learner will:	Key Vocabulary Concepts	Instructional Materials	Assessments	State Standards or Frameworks
1. Culture and Social Structure -Intro to Sociology -Cultural Diversity -Cultural Conformity and Adaptation -Social Structure	12-15	<p>Describe what sociology is and how it is similar to other social sciences</p> <p>Describe how sociology was developed and explain the 3 perspectives of sociology and their focus.</p> <p>Identify the basic components of culture</p> <p>Describe cultural universals and explain why they exist.</p> <p>Identify and describe the main sources of social change.</p> <p>Describe how the norms of society are enforced.</p> <p>Describe new values that developed in the United States since 1970</p> <p>Identify and describe the 2 major components to social structure</p>	<p>sociology</p> <p>social interaction</p> <p>social phenomena</p> <p>psychology</p> <p>economics</p> <p>anthropology</p> <p>social Darwinism</p> <p>manifest function</p> <p>symbolic interaction</p> <p>functionalist</p> <p>perspective</p> <p>dysfunctional</p> <p>theory</p> <p>Verstehen</p> <p>culture</p> <p>society</p> <p>language</p> <p>norms</p> <p>values</p> <p>mores</p> <p>folkways</p> <p>culture patterns</p> <p>ethnocentrism</p> <p>subculture</p> <p>counterculture</p> <p>cultural universal</p> <p>narcis</p> <p>internalization</p> <p>social control</p> <p>sanctions</p>	textbook, powerpoint, videos, primary documents and handouts	projects, chapter quizzes, unit tests, and possible group work	<p>12-SOC-1</p> <p>12-SOC-2</p> <p>12-SOC-3</p> <p>12-SOC-4</p> <p>12-SOC-5</p> <p>12-SOC-6</p> <p>12-SOC-7</p>

		<p>Identify the most common types of social interaction</p> <p>Identify and summarize the major features of primary and secondary groups.</p> <p>Identify what purpose groups fulfill.</p> <p>Explain how bureaucracies are structured.</p>	<p>ideology</p> <p>social movement</p> <p>diffusion</p> <p>cultural lag</p> <p>reformulation</p> <p>social structure</p> <p>role</p> <p>status</p> <p>social institution</p> <p>exchange</p> <p>accommodation</p> <p>group</p> <p>barter</p> <p>riad</p> <p>social network</p> <p>expressive leaders</p> <p>bureaucracy</p> <p>rationality</p>			
<p>2. Individuals in Society</p> <p>-Adolescents in Society</p> <p>-Adults in Society</p> <p>-Deviance and Social Control</p>	12-15	<p>Identify the four main factors that affect the development of personality</p> <p>Explain how isolation affects childhood development</p> <p>Identify the most important agents in socialization</p> <p>Explain why family and education are important social institutions.</p> <p>Explain how adolescence developed as a distinct stage of the life cycle in the United States</p> <p>Identify the 5 characteristics of</p>	<p>personality</p> <p>heredity</p> <p>instinct</p> <p>aptitude</p> <p>self</p> <p>socialization</p> <p>role taking</p> <p>generalized other</p> <p>mass media</p> <p>peer group</p> <p>adolescence</p> <p>puberty</p> <p>dating</p> <p>courtship</p> <p>homogamy</p> <p>drug</p> <p>social integration</p> <p>life structure</p> <p>early adulthood</p>	<p>textbook,</p> <p>powerpoint, videos,</p> <p>primary documents</p> <p>and handouts</p>	<p>projects, chapter quizzes, unit tests, and possible group work</p>	<p>12-SOC-8</p> <p>12-SOC-9</p> <p>12-SOC-10</p> <p>12-SOC-11</p>

		<p>adolescence</p> <p>Describe the purpose of dating</p> <p>Identify some social problems facing teens</p> <p>Identify and describe both the male and female development</p> <p>Describe how the labor force in the U.S. has changed</p> <p>Explain what challenges older Americans face</p> <p>Identify the principal types of crime in the U.S.</p> <p>Explain the nature and social function of deviance</p>	<p>middle adulthood</p> <p>late adulthood</p> <p>novice phase</p> <p>mentor</p> <p>dependency</p> <p>alzheimers</p> <p>deviance</p> <p>strain theory</p> <p>control theory</p> <p>labeling theory</p> <p>cultural transmission theory</p> <p>anomie</p> <p>stigma</p> <p>neutralization</p> <p>crime</p> <p>terrorism</p> <p>racial profiling</p> <p>plea bargaining</p>			
<p>3. Social Inequality</p> <p>-Stratification</p> <p>-Racial and Ethnic Relations</p> <p>-Gender, Age, and Health</p>	12-15	<p>Identify the characteristics of caste and class systems.</p> <p>Contrast the major theories of social stratification</p> <p>Identify how poverty affects Americans</p> <p>Explain how sociologists define race, ethnicity, and minority group</p> <p>Distinguish between</p>	<p>social stratification</p> <p>social inequality</p> <p>caste system</p> <p>social class</p> <p>socioeconomic status</p> <p>wealth</p> <p>bourgeoisie</p> <p>exogamy</p> <p>endogamy</p> <p>objective method</p> <p>vertical mobility</p> <p>subjective method</p> <p>social mobility</p> <p>poverty</p>	<p>textbook, powerpoint, videos, primary documents and handouts</p>	<p>projects, chapter quizzes, unit tests, and possible group work</p>	<p>12-SOC-12</p> <p>12-SOC-13</p>

		<p>discrimination and prejudice</p> <p>Describe the conditions under which minority groups in the US live</p> <p>Explain how government policies have affected the lives of minority groups in the U.S.</p> <p>Analyze how gender roles affect the opportunities available to men and women in society</p> <p>Discuss the effect that aging on society has on the population</p> <p>Describe the state of health care in the United States</p>	<p>poverty level</p> <p>life chances</p> <p>life expectancy</p> <p>transfer payments</p> <p>race</p> <p>ethnicity</p> <p>ethnic group</p> <p>minority group</p> <p>discrimination</p> <p>prejudice</p> <p>legal discrimination</p> <p>stereotype</p> <p>racism</p> <p>assimilation</p> <p>segregation</p> <p>genocide</p> <p>ethnic cleansing</p> <p>slavery</p> <p>subjugation</p> <p>scapegoating</p> <p>gender</p> <p>gender roles</p> <p>sexism</p> <p>suffrage</p> <p>women's movement</p> <p>ageism</p> <p>medicare</p> <p>medicaid</p> <p>baby boom</p> <p>AIDS</p>			
<p>4. Social Institutions</p> <p>-Family</p> <p>-Economy and Politics</p> <p>-Education and Religion</p> <p>-Science and Mass</p>	10-15	<p>Describe the norms that influence the ways in which marriage patterns are organized around the world</p> <p>Identify the basic needs that the institution of family satisfies</p>	<p>family</p> <p>nuclear family</p> <p>kinship</p> <p>marriage</p> <p>monogamy</p> <p>egalitarian</p> <p>matriarchy</p>	<p>textbook,</p> <p>powerpoint, videos,</p> <p>primary documents</p> <p>and handouts</p>	<p>projects, chapter quizzes, unit tests, and possible group work</p>	<p>12-SOC-14</p> <p>12-SOC-15</p> <p>12-SOC-16</p>

Media		<p>Explain how American family began and describe some of the disruptions they might face</p> <p>Analyze American trends in family life.</p> <p>Describe the characteristics of the U.S. political system</p> <p>Explain how the exercise of power varies by type of government</p> <p>Compare and contrast the characteristics of the capitalist and socialist economic systems.</p> <p>Explain the views of the functionalist</p> <p>Identify current American education issues</p> <p>Identify the basic societal needs that religion serves</p> <p>Describe the features of religion in American Society.</p> <p>Explain how the norms of science research differ from the realities of scientific research</p> <p>Discuss mass media issues</p>	<p>patriarchy</p> <p>bilocality</p> <p>neolocality</p> <p>polygamy</p> <p>polyandry</p> <p>extended family</p> <p>patrilineal descent</p> <p>bilateral descent</p> <p>matrilineal descent</p> <p>homogamy</p> <p>heterogamy</p> <p>free trade</p> <p>oligopoly</p> <p>communism</p> <p>economic institution</p> <p>factors of production</p> <p>capitalism</p> <p>socialism</p> <p>supply and demand</p> <p>multinational</p> <p>monarchy</p> <p>dictatorship</p> <p>power</p> <p>state</p> <p>democracy</p> <p>interest group</p> <p>bilingual education</p> <p>homeschool</p> <p>education</p> <p>religion</p> <p>cult</p> <p>sect</p> <p>theism</p> <p>ritual</p> <p>animism</p> <p>sacred</p> <p>scientific method</p> <p>paradigm</p>			
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		Trace the major developments in the history of mass media and the types of mass media that exist in America	universalism mass media gatekeepers			
5. Changes in the Social World -Population and Urbanization -Behavior and Social Movements -Social Change and Modernization	10	<p>Identify the structures that affect the size and structure of populations and explain how sociologists measure these factors.</p> <p>Explain how cities evolved and why urbanization is such a recent event</p> <p>Identify the models that have been proposed to explain the structure of cities and summarize the theories that have been put forth to explain city life.</p> <p>Describe the types of social movements that exist and explain how they differ</p> <p>Identify the conditions necessary for collective behavior to occur and explain how they build on one another.</p> <p>Summarize the theories that social scientists have offered to explain the process of social change</p> <p>Explain how the theories on social change have evolved.</p>	population demography fertility mortality deathrate migration growth rate family planning urbanization model sector panic riot mob public opinion rumor fad propaganda mass hysteria collectivity social movements mobilization relative deprivation theory social change sensate culture idealistic culture modernization world system theory core nations external debt peripheral nations	textbook, powerpoint, videos, primary documents and handouts	projects, chapter quizzes, unit tests, and possible group work	12-SOC-17 12-SOC-18 12-SOC-19

		Contrast the views of modernization theory and world system theory on modernization in less developed nations				
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Grade Level(s): High School

Subject/Course: American History

Units (in sequence)	Estimated Time Frame (days)	Unit Objectives: The learner will:	Key Vocabulary Concepts	Instructional Materials	Assessments	State Standards or Frameworks
Reconstruction	2 weeks	Evaluate proposed plans for Reconstruction. Understand the impact of racism during Reconstruction and the growth of segregation after Reconstruction. Analyze the impact of the failures and successes of Reconstruction.	amnesty Reconstruction Wade-Davis Bill freedmen Scalawags Carpetbaggers Radical Republicans Black codes 13 th Amendment 14 th Amendment 15 th Amendment Civil Rights Act of 1866 Military Reconstruction Act Ku Klux Klan Tenure of Office Act Impeach	Geographic Map Info Video Text: Ch. 7 Sec. 4 & 5; Ch. 11, Sec. 3	Test Quiz	12.4.1 12.4.2 12.4.3 12.4.4 12.4.5
Settling the West	2-3 weeks	Evaluate the causes of westward expansion.	Comstock Lode open range	Geographic Map Intro	Test Quiz	12.4.1 12.4.2

		<p>Evaluate the impact of westward expansion on the nation's economy and industry.</p> <p>Analyze the effects of westward expansion on the western United States.</p> <p>Evaluate the impact of Westward expansion on Native Americans.</p>	<p>dime novels</p> <p>Great Plains</p> <p>Homestead Act</p> <p>homestead</p> <p>sodbusters</p> <p>nomads</p> <p>annuities</p> <p>George A. Custer</p> <p>Battle of Little Bighorn</p> <p>assimilate</p> <p>allotments</p> <p>Dawes Act</p>	<p>Video</p> <p>Project</p> <p>Text: Ch. 8</p>		<p>12.4.3</p> <p>12.4.4</p> <p>12.4.5</p>
Industrialization and Urbanization	<p>3-4 weeks</p> <p>End of 1st Quarter</p>	<p>Analyze the innovations that transformed business practices.</p> <p>Evaluate the effects of business integration and large corporations on the economy.</p> <p>Explain the impact of immigration socially, culturally, and politically.</p> <p>Identify the social problems caused by industrialization and urbanization.</p> <p>Analyze the growing middle class and how consumerism changes individual Americans lives in the late 1800's.</p>	<p>gross national product</p> <p>laissez-faire</p> <p>entrepreneurs</p> <p>Alexander Graham Bell</p> <p>Thomas Alva Edison</p> <p>land grants</p> <p>time zones</p> <p>economies of scale</p> <p>fixed costs</p> <p>operating costs</p> <p>vertical integration</p> <p>horizontal integration</p> <p>monopoly</p> <p>trust</p> <p>Ellis Island</p> <p>nativism</p> <p>tenements</p> <p>political machine</p> <p>Gilded Age</p> <p>individualism</p> <p>Social Darwinism</p> <p>realism</p> <p>ragtime</p>	<p><i>Men Who Built America</i> Videos</p> <p>Text: Ch. 9 Sec. 1-3; Ch. 10, Sec. 1-3</p>	<p>Test</p> <p>2 Quizzes</p>	<p>12.2.3</p> <p>12.2.6</p> <p>12.4.1</p> <p>12.4.2</p> <p>12.4.3</p> <p>12.4.4</p> <p>12.4.5</p>

Imperialism	1 Week	<p>Analyze how industrialization, natural resources, and an expanded economy that leads the U.S. into imperialism.</p> <p>Analyze how politics impacted imperialism.</p> <p>Compare and contrast U.S. Presidents' attitudes towards imperialism that leads the United States to become a World Power.</p>	<p>imperialism Matthew C. Perry Pan-Americanism William Randolph Hearst Joseph Pulitzer yellow journalism jingoism Rough Riders Platt Amendment sphere of influence Open Door Policy Great White Fleet dollar diplomacy</p>	Text: Ch. 12 Geographic Map Intro	Quiz	<p>12.4.1 12.4.2 12.4.3 12.4.4 12.4.5</p>
Politics and Reform (Progressivism)	2-3 Weeks	<p>Analyze how politics change according to industrialization and urbanization.</p> <p>Trace the development of unions in response to unfair business practices.</p> <p>Evaluate the rise of populism in rural areas, and Progressivism in urban areas.</p> <p>Analyze the social changes brought on by the Progressive era.</p> <p>Compare and contrast early efforts for environmental conservation and to protect natural resources to efforts made today.</p>	<p>trade unions industrial unions lockout Marxism Knights of Labor naturalism settlement houses Jane Addams Americanization Stalwart Halfbreed populism cooperatives People's Party graduated income tax William Jennings Bryan Progressivism muckrakers commission plan direct primary suffrage</p>	Text: Ch. 9, Sec. 4; Ch. 10, Sec. 4; Ch. 11, Sec. 1-2; Ch. 13	Test 2 Quizzes	<p>12.2.3 12.4.1 12.4.2 12.4.3 12.4.4 12.4.5</p>

		Compare and contrast the policies of Progressive presidents. (Roosevelt, Taft, and Wilson)	19 th Amendment temperance socialism Square Deal arbitration Theodore Roosevelt William Howard Taft			
World War 1	2-3 Weeks	<p>Analyze the long-term causes of World War 1. (MAIN = militarism, alliances, imperialism, nationalism)</p> <p>Understand the events of WWI along with the new technology (e.g. trench warfare, battles, new weapons)</p> <p>Analyze America's policy of neutrality during World War I.</p> <p>Identify and explain the factors (e.g. trade, Zimmerman note, Sussex Pledge) that drew America into WWI.</p> <p>Assess the importance of propaganda on Americans during WWI.</p> <p>Compare and contrast how propaganda was used in WWI and how it might be used today on Americans.</p>	<p>Pancho Villa Woodrow Wilson guerrillas Triple Alliance Triple Entente nationalism Franz Ferdinand Allies Central Powers Propaganda U-boats conscription victory garden Liberty & Victory Bonds War Industries Board National War Labor Board Espionage "no man's land" convoys armistice League of Nations Treaty of Versailles Reparations cost of living general strike Red Scare J. Edgar Hoover</p>	<p>Text Ch. 14 Video Geographic Map Intro</p>	<p>Test Quiz</p>	<p>12.4.1 12.4.2 12.4.3 12.4.4 12.4.5</p>

Post-WWI & 1920's	2-3 Weeks End of 2nd Quarter	<p>Analyze the causes and effects of the return of nativism and racism.</p> <p>Examine the rise of African American culture during the 1920's how it directly relates to the Great Migration.</p> <p>Examine the economic innovations of the 1920's.</p> <p>Analyze how the economic innovations changed American social culture.</p>	<p>anarchists Ku Klux Klan flapper evolution creationism Volstead Act police powers speakeasies 18th Amendment Bohemian Ernest Hemingway F. Scott Fitzgerald mass media Harlem Renaissance jazz Louis Armstrong Langston Hughes blues mass production assembly line Model T welfare capitalism cooperative individualism supply-side economics isolationism Kellogg-Briand Pact</p>	Text: Ch. 16-Sec. 2 & 3 Ch. 15 <i>Story of Us</i> Video	2 Quizzes Test	12.4.1 12.4.2 12.4.3 12.4.4 12.4.5
Great Depression, Dust Bowl, and New Deal	3-4 Weeks	<p>Examine the causes of the Great Depression (e.g. economic, foreign policies, bank failures, loss of buying power, overproduction, drought.)</p> <p>Analyze the impact the Great Depression had on society including how society's view of</p>	<p>Herbert Hoover stock market bull market margin call speculation Black Tuesday shantytowns Hooverville Dust Bowl</p>	Text: Ch. 17 Ch. 18 <i>Story of Us</i> Video	2 Quizzes Test	12.4.1 12.4.2 12.4.3 12.4.4 12.4.5

		<p>government changed.</p> <p>Examine the overall goals of the New Deal Programs.</p> <p>Identify specific New Deal programs and each program's specific goal.</p> <p>Determine whether the New Deal helped America out of the Great Depression.</p>	<p>Walt Disney</p> <p>public works</p> <p>relief</p> <p>foreclosed</p> <p>Franklin Delano Roosevelt</p> <p>New Deal</p> <p>Hundred Days</p> <p>fireside chats</p> <p>SEC</p> <p>FDIC</p> <p>AAA</p> <p>NIRA</p> <p>NRA</p> <p>HOLC</p> <p>FCA</p> <p>CCC</p> <p>PWA</p> <p>FERA</p> <p>CWA</p> <p>deficit spending</p> <p>WPA</p> <p>NLRB</p> <p>binding arbitration</p> <p>sit-down strike</p> <p>Social Security Act</p>			
WWII	<p>3-4 Weeks</p> <p>End of 3rd Quarter</p>	<p>Examine the rise of extreme politics in Europe (e.g. Fascism in Italy, Nazism in Germany, and Communism in Russia).</p> <p>Identify the causes of World War II in both the European theater and Pacific theater.</p> <p>Examine the impact of WWII on</p>	<p>Benito Mussolini</p> <p>Joseph Stalin</p> <p>Adolf Hitler</p> <p>Nazi Party</p> <p>Axis Powers</p> <p>internationalism</p> <p>appeasement</p> <p>blitzkrieg</p> <p>Winston Churchill</p> <p>Battle of Britain</p> <p>Holocaust</p>	<p>Text: Ch. 19</p> <p>Ch. 20</p> <p>Video</p>	<p>2 Quizzes</p> <p>1 Test</p>	<p>12.4.1</p> <p>12.4.2</p> <p>12.4.3</p> <p>12.4.4</p> <p>12.4.5</p>

		<p>daily life in America.</p> <p>Examine the moves the government made to provide for the war effort.</p> <p>Identify the key moments of the war in both the European and Pacific theaters.</p>	<p>concentration camps</p> <p>extermination camps</p> <p>Liberty Ship</p> <p>Selective Service and Training Act</p> <p>Tuskegee Airmen</p> <p>Women's Army Corps</p> <p>Douglas MacArthur</p> <p>Bataan Death March</p> <p>periphery</p> <p>convoy system</p> <p>Rosie the Riveter</p> <p>rationing</p> <p>victory gardens</p> <p>D-Day</p> <p>kamikaze</p>			
<p>Post WWII</p> <p>America</p> <p>1940's and 50's</p>	<p>2-3</p> <p>Weeks</p>	<p>Evaluate the contributing ideological, political, economic, and other factors leading to the Cold War.</p> <p>Examine how fear of communism and the Cold War impacted the daily life of Americans.</p> <p>Compare and contrast the different policies of the American government, including different presidents, to contain Communism and the Cold War.</p> <p>Examine the rise of consumerism in America during the 1950's and how it impacted society.</p>	<p>Cold War</p> <p>Potsdam</p> <p>iron curtain</p> <p>containment</p> <p>limited war</p> <p>subversion</p> <p>McCarthyism</p> <p>fallout</p> <p>fallout shelters</p> <p>massive retaliation</p> <p>brinkmanship</p> <p>Nikita Khrushchev</p> <p>white collar</p> <p>blue collar</p> <p>baby boom</p> <p>Ed Sullivan</p> <p>rock'n'roll</p> <p>poverty line</p> <p>"flexible response"</p> <p>space race</p>	<p>Geographic Map</p> <p>Intro</p> <p>Text: Ch. 21</p> <p>Ch. 23 – Sec. 2</p> <p>Ch. 22-Sec. 2,3,4</p>	<p>2 Quizzes</p> <p>Test</p>	<p>12.4.1</p> <p>12.4.2</p> <p>12.4.3</p> <p>12.4.4</p> <p>12.4.5</p>

			John F. Kennedy Berlin Wall			
Civil Rights Movement	2-3 Weeks	<p>Compare and contrast state and federal human rights legislation and court rulings.</p> <p>Examine the actions taken by civil rights groups and leaders.</p> <p>Relate the effects of racism and civil rights movements to racism and civil rights movements to today.</p>	<p>separate-but-equal</p> <p>de facto segregation</p> <p>NAACP</p> <p>sit-ins</p> <p>Martin Luther King Jr.</p> <p>Thurgood Marshall</p> <p>Civil Rights Act of 1957</p> <p>Freedom Riders</p> <p>filibuster</p> <p>cloture</p> <p>Civil Rights Act of 1964</p> <p>Voting Rights Act of 1965</p> <p>racism</p> <p>black power</p> <p>Malcolm X</p> <p>Black Panthers</p>	Text: Ch. 24	Quiz Test	<p>12.4.1</p> <p>12.4.2</p> <p>12.4.3</p> <p>12.4.4</p> <p>12.4.5</p>
Vietnam War	2-3 Weeks	<p>Evaluate the events that led to American becoming involved in the Vietnam conflict.</p> <p>Analyze the strategies of American presidents during the war.</p> <p>Evaluate the reasons for protests and the impacts of war and protests on the nation.</p>	<p>Ho Chi Minh</p> <p>domino theory</p> <p>guerrillas</p> <p>Ngo Dinh Diem</p> <p>Vietcong</p> <p>napalm</p> <p>credibility gap</p> <p>doves</p> <p>hawks</p> <p>linkage</p> <p>Vietnamization</p> <p>War Powers Act</p>	Text: Ch. 25	Quiz Test	<p>12.4.1</p> <p>12.4.2</p> <p>12.4.3</p> <p>12.4.4</p> <p>12.4.5</p>
Post Vietnam –	1 Week	Evaluate the main historical	counterculture		Quiz	12.4.1

Present		events that had major effects on the United States' present.	affirmative action Watergate Impeach Perestroika Glasnost Silicon Valley Global warming Strategic defense Terrorism State-sponsored terrorism			12.4.2 12.4.3 12.4.4 12.4.5
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Grade Level(s): High School

Subject/Course: Modern History

Units (in sequence)	Estimated Time Frame (days)	Unit Objectives: The learner will:	Key Vocabulary Concepts	Instructional Materials	Assessments	State Standards or Frameworks
1950's	6 Weeks	<p>Compare the 1950's to today.</p> <p>Analyze society during the 1950's.</p> <p>Evaluate how culture impacted society.</p> <p>Evaluate how historical events impacted society and culture.</p>	<p>Truman Doctrine rock'n'roll sitcoms game shows Cold War racism Civil Rights Horror movies Baby Boom Containment Little Rock 9 McCarthyism Korean War Rosa Parks Red Scare Segregation Space Race Sputnik</p>	Primary Resources	<p>Project Test</p>	<p>12.4.1 12.4.2 12.4.3 12.4.4 12.4.5</p>

			Harry S. Truman Dwight D. Eisenhower			
1960's	6 Weeks	<p>Compare the 1960's to today.</p> <p>Analyze society during the 1960's.</p> <p>Evaluate how culture impacted society.</p> <p>Evaluate how historical events impacted society and culture.</p>	<p>Civil Rights counterculture Woodstock British Invasion Great Society Bay of Pigs Berlin Wall John F. Kennedy Lyndon B. Johnson Black Power Black Panthers</p>	Primary Resources	Project Test	<p>12.4.1 12.4.2 12.4.3 12.4.4 12.4.5</p>
1970's	<p>6 Weeks</p> <p>End of Semester 1</p>	<p>Compare the 1970's to today.</p> <p>Analyze society during the 1970's.</p> <p>Evaluate how culture impacted society.</p> <p>Evaluate how historical events impacted society and culture.</p>	<p>Vietnam Richard Nixon Gerald Ford Jimmy Carter Kent State Title IX Feminism Disco Watergate Environmentalism Affirmative action Bicentennial</p>	Primary Resources	Project Test	<p>12.4.1 12.4.2 12.4.3 12.4.4 12.4.5</p>
1980's	6 Weeks	<p>Compare the 1980's to today.</p> <p>Analyze society during the 1980's.</p> <p>Evaluate how culture impacted society.</p>	<p>Berlin Wall Perestroika Glasnost War on Drugs Hip Hop Ronald Reagan George H.W. Bush Star Wars</p>	Primary Resources	Project Test	<p>12.4.1 12.4.2 12.4.3 12.4.4 12.4.5</p>

		Evaluate how historical events impacted society and culture.	Supply-side Economics Miracle on Ice Brat Pack VCR MTV Music video			
1990's	6 Weeks	<p>Compare the 1990's to today.</p> <p>Analyze society during the 1990's.</p> <p>Evaluate how culture impacted society.</p> <p>Evaluate how historical events impacted society and culture.</p>	<p>ethnic cleansing pop Bill Clinton Operation Desert Storm Rodney King Internet Nelson Mandela Impeach Global Warming Hubble Telescope Boris Yeltsin Terrorism Generation X</p>	Primary Resources	Project Test	<p>12.4.1 12.4.2 12.4.3 12.4.4 12.4.5</p>
2000's	<p>6 Weeks</p> <p>End of Semester 2</p>	<p>Compare the 2000's to today.</p> <p>Analyze society during the 2000's.</p> <p>Evaluate how culture impacted society.</p> <p>Evaluate how historical events impacted society and culture.</p>	<p>Operation Iraqi Freedom George W. Bush Al Gore Bush V. Gore Facebook Twitter Social Media 9/11 Katrina Barack Obama IPOD</p>	Primary Resources	Project Test	<p>12.4.1 12.4.2 12.4.3 12.4.4 12.4.5</p>

Grade Level(s): High School

Subject/Course: World History

Units (in sequence)	Estimated Time Frame (days)	Unit Objectives: The learner will:	Key Vocabulary Concepts	Instructional Materials	Assessments	State Standards or Frameworks
Middle Ages Europe	3-4 Weeks	<p>Evaluate the role that Christianity played in Middle Ages Europe.</p> <p>Describe the purpose of feudalism and how it works.</p> <p>Evaluate the transformation of Europe from Germanic states to Kingdoms.</p> <p>Assess the impact of the Crusades had on Europe.</p> <p>Identify how trade led to the growth of cities in Europe.</p> <p>Assess the impact of the Black Death on Europe.</p>	<p>Clovis</p> <p>pope</p> <p>monasticism</p> <p>missionaries</p> <p>Charlemagne</p> <p>feudalism</p> <p>feudal contract</p> <p>fief</p> <p>Magna Carta</p> <p>Constantinople</p> <p>patriarch</p> <p>Crusades</p> <p>manor</p> <p>serfs</p> <p>money economy</p> <p>commercial</p> <p>capitalism</p> <p>Pope Gregory VII</p> <p>Inquisition</p> <p>Theology</p> <p>Black Death</p> <p>Great Schism</p> <p>Hundred Years War</p> <p>taille</p>	<p>Text: Ch. 9 & 10</p> <p>Dark Ages film</p>	<p>2 Quizzes</p> <p>1 Test</p>	<p>12.4.1</p> <p>12.4.2</p> <p>12.4.3</p> <p>12.4.4</p> <p>12.4.5</p>
Asia and the Americas (450- 1500)	1-2 Weeks	<p>Examine the rise of Muslim civilizations and cultures.</p> <p>Compare the different Muslim dynasties and civilizations</p>	<p>sheikh</p> <p>Quran</p> <p>Islam</p> <p>hajj</p> <p>shari'ah</p>	<p>Text: Ch. 6, 8, & 11</p> <p>Project: Religion Presentation</p>	<p>1 Quiz</p>	<p>12.4.1</p> <p>12.4.2</p> <p>12.4.3</p> <p>12.4.4</p> <p>12.4.5</p>

		<p>Compare the different civilizations of Asia.</p> <p>Evaluate how the different geographic regions of the Americas influenced the different cultures.</p> <p>Compare and Contrast the different early American Civilizations.</p>	<p>Muhammad caliph jihad Shiite Sunni Seljuk Turks sultan mosques Genghis Khan khanates Buddhism Taoism samurai Bushido shogun Zen archipelago</p>			
Renaissance and Reformation	<p>2-3 Weeks</p> <p>End of Quarter 1</p>	<p>Evaluate the importance of Italian states in bringing in wealth and culture to Europe.</p> <p>Assess the importance of humanism to the Renaissance and Reformation.</p> <p>Interpret the different arts and works done by key Renaissance figures.</p> <p>Describe the factors that contributed to the starting the Reformation?</p> <p>Determine the 3 factors that allowed Lutheranism to start: invention of printing press, German rulers protection, &</p>	<p>secular Leonardo da Vinci Cosimo dé Medici Niccoló Machiavelli humanism Dante fresco Michelangelo Raphael Albrecht Dürer Martin Luther indulgence Christian humanism predestination</p>	Text: Ch. 12 Profile	1-2 Quiz 1 Test	<p>12.4.1 12.4.2 12.4.3 12.4.4 12.4.5</p>

		<p>Catholic Empire gets delayed.</p> <p>Evaluate the impact of the Reformation on the world.</p>				
Exploration and Absolutism	3-4 Weeks	<p>Examine the reasons for exploration & imperialism and its effects on the world.</p> <p>Evaluate the slave trade.</p> <p>Examine the events that caused Absolutism to sweep through European monarchs.</p> <p>Compare the new European empires and kingdoms.</p> <p>Examine the culture of 16th and 17th Century Europe.</p>	<p>Line of Demarcation</p> <p>colony</p> <p>conquistadors</p> <p>mercantilism</p> <p>triangular trade</p> <p>Middle Passage</p> <p>bureaucracy</p> <p>armada</p> <p>divine right of kings</p> <p>commonwealth</p> <p>absolutism</p> <p>Louis XIV</p> <p>czar</p> <p>Peter the Great</p> <p>mannerism</p> <p>baroque</p> <p>natural rights</p>	Text: Ch. 13 & 14	<p>1-2 Quiz</p> <p>1 Test</p>	<p>12.4.1</p> <p>12.4.2</p> <p>12.4.3</p> <p>12.4.4</p> <p>12.4.5</p>
Muslim Empires & East Asia (1400-1800)	1 Week	<p>Evaluate the Muslim Empires (Ottoman, Safavid, & Mongol India) rise and culture.</p> <p>Compare the civilizations of East Asia at this time (China & Japan) as they begin relations with European countries.</p>	<p>janissaries</p> <p>sultan</p> <p>grand vizier</p> <p>gunpowder empire</p> <p>shah</p> <p>orthodoxy</p> <p>zamindars</p> <p>queue</p> <p>Daimyo</p> <p>eta</p>	Text: Ch. 15	<p>1 Quiz</p>	<p>12.4.1</p> <p>12.4.2</p> <p>12.4.3</p> <p>12.4.4</p> <p>12.4.5</p>
Revolution & Enlightenment	<p>3-4 Weeks</p> <p>End of Semester 1</p>	Evaluate the impact all of the scientific achievements of the Scientific Revolution.	<p>geocentric</p> <p>heliocentric</p> <p>universal law of - gravitation</p>	Text: Ch. 17 – 1-3, Ch. 18, & Ch. 19	<p>2-3 Quizzes</p> <p>1 Test</p>	<p>12.4.1</p> <p>12.4.2</p> <p>12.4.3</p> <p>12.4.4</p>

		<p>Assess how the Scientific Revolution influenced the Enlightenment.</p> <p>Compare the achievements of the main figures of the Scientific Revolution and Enlightenment.</p> <p>Explain the idea of Enlightened Absolutism that arose from the Enlightenment.</p> <p>Examine the causes of Revolution in 18th and 19th Century Europe.</p> <p>Examine the factors that led to the Industrial Revolution.</p>	<p>rationalism</p> <p>scientific method</p> <p>inductive reasoning</p> <p>René Descartes</p> <p>John Locke</p> <p>Isaac Newton</p> <p>philosophe</p> <p>deism</p> <p>social contract</p> <p>enlightened</p> <p>absolutism</p> <p>estates</p> <p><i>sans-cullottes</i></p> <p>Maximilien Robespierre</p> <p>Reign of Terror</p> <p>coup d'état</p> <p>nationalism</p> <p>capital</p> <p>industrial capitalism</p> <p>socialism</p> <p>conservatism</p> <p>liberalism</p> <p>militarism</p> <p>realism</p>			12.4.5
WWI & Russian Revolution	2-3 Weeks	<p>Describe the reasons for a total war (MAIN = militarism, alliances, imperialism, and nationalism).</p> <p>Chart the events of World War I.</p> <p>Explore the tactics of trench warfare and its impacts on World War I.</p>	<p>Triple Alliance</p> <p>Triple Entente</p> <p>conscription</p> <p>Archduke Francis Ferdinand</p> <p>Gavrilo Princip</p> <p>propaganda</p> <p>war of attrition</p> <p>Bolsheviks</p> <p>V.I. Lenin</p> <p>war communism</p> <p>armistice</p>	Text: Chapter 23	1-2 Quiz 1 Test	<p>12.4.1</p> <p>12.4.2</p> <p>12.4.3</p> <p>12.4.4</p> <p>12.4.5</p>

		Evaluate the impacts of World War I on Europe.	reparations			
Rise of Totalitarianism & WWII	3-4 Weeks End of 3 rd Quarter	Analyze the issues of the interwar years. Track the paths to totalitarianism of Germany, Italy, and Japan. Evaluate the events that led to the start of WWII. Analyze the events of WWII. Evaluate the impacts of WWII on Europe and the World.	depression deficit spending totalitarian state fascism Benito Mussolini Joseph Stalin National Socialist German Workers' Party Adolf Hitler Reichstag concentration camps zaibatsu appeasement blitzkrieg Midway Island Genocide mobilization	Text: Ch. 24 Ch. 25, Sec. 2 Ch. 26	1 Test 2-3 Quiz	12.4.1 12.4.2 12.4.3 12.4.4 12.4.5
Postwar and Cold War	3-4 Weeks	Analyze the causes of a growing rift between the democratic West and communist East. Compare the policies of both sides of the Cold War. Evaluate Western culture of Post-War Europe. Evaluate the policies and events that lead to the end of the Cold War.	policy of containment satellite states arms race Truman Doctrine NATO Nikita Khrushchev domino theory welfare state real wages détente Mikhail Gorbachev Ronald Reagan perestroika Vladimir Putin	Text: Ch. 27 Ch. 28	2 Quizzes 1 Test	12.4.1 12.4.2 12.4.3 12.4.4 12.4.5

			ethnic cleansing autonomous Thatcherism postmodernism			
Modern World	2-3 Weeks	Evaluate the political events surrounding the different regions of the world. Analyze how events and policies of other regions of the world impact our lives today.	Apartheid Nelson Mandela Pan-Arabism Intifada Taliban Saddam Hussein communes “state capitalism” ecology deforestation greenhouse effect acid rain bioterrorism biowarfare global economy peacekeeping forces	Text: Ch. 30, 31, 32	1-2 Quiz 1 Test	12.4.1 12.4.2 12.4.3 12.4.4 12.4.5