

KANE AREA SCHOOL DISTRICT

Social Studies Curriculum

2022



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ACKNOWLEDGEMENTS

The following curriculum was developed and reviewed by the social studies faculty of the Kane Area School District. It substantially fulfills the obligation stated in the District's Strategic Plan to review and rewrite planned courses in an articulate manner, properly scoped and sequenced as determined by the faculty. Additionally, the faculty had the difficult task of addressing the Pennsylvania Academic Standards in Geography, Civics and Government, History, and Economics, which were adopted by the State of Pennsylvania in 2012. Additionally, the Pennsylvania standards for writing and reading were also utilized and referenced for further guidance and alignment of the grades 6 to 12 curriculum. This was no easy matter, as the Standards describe what students should know and be able to do at the completion of each grade level. Combining the four standards into an integrated curriculum presented a considerable challenge.

Appreciation is extended to the social studies faculty for their diligence and insight. Recognizing the dynamic nature of curriculum review, and the understanding that this is an evolving document, it is with gratitude that the Kane Area School District recognizes the significant efforts of the following social studies team members:

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TABLE OF CONTENTS

Required Courses

Kindergarten Social Studies	4
First Grade Social Studies	9
Second Grade Social Studies.....	14
Third Grade Social Studies	19
Fourth Grade Social Studies.....	27
Fifth Grade Social Studies	31
Sixth Grade Social Studies.....	38
World Geography.....	43
United States History I.....	49
World Cultures.....	57
United States History II.....	61
United States History III	67
Senior Social Studies.....	70

Electives

AP Economics.....	74
Philosophy.....	77
History and Legacy of Sport in Modern America	80
Psychology.....	85
European History	89

Kindergarten Social Studies

Statement of Organization:

This course is designed to study community in the classroom, school, town and beyond. Emphasis is placed on roles, responsibilities, relationships and customs of people. A significant focus is placed on the physical layout of a community; including maps, transportation, businesses and resources.

Expected Levels of Achievement:

Students are expected to identify, discuss, and explain these topics at a level of no lower than 80%

Methods of Evaluation:

Student competence will be assessed through the use of one or more of the following methods:

- Observation, SOLO quarterly assessments, SFA unit objective checkups, group/partner/class discussions and lab activities

Estimated Instructional Time:

45 minutes daily

Technology Integration:

In addition to print resources, students will use technology provided through the SFA KindeRoots smartboard interactive DVDs

Big Idea (Objectives)	Concepts	Competencies	Vocabulary	Standard
Community	Roles people play in society	• Demonstrate an awareness of the roles that people play in society • Explain the purpose of rules • Explain the need for rules • Define respect for self and others • Identify roles of fire fighters, police officers and emergency workers • Identify individuals who volunteer in the community • Identify people in authority		5.1.3A 5.1.3.B 5.1.K.C 5.2.K.C 5.3.K.C 6.5.K.A 8.2.K.A
	Students are members of a school community	• Participate as members of the school community • Demonstrate responsibilities in the classroom • Identify a problem and discuss possible solutions (GAT) • Identify classroom activities that support leadership and service (GAT) • Explain responsible classroom behavior (GAT) • Identify the roles of adults in the authority at school • Identify conflict in the classroom (GAT) • Identify how students work together • Differentiate facts from opinions as related to an event • Identify documents and artifacts important to the classroom community • Demonstrate an understanding of time order		5.1.K.E 5.2.K.A 5.2.K.B 5.2.K.D 5.3.K.B 5.3.K.F 5.4.K.A 5.4.K.B 8.1.K.B 8.3.K.B 8.3.K.C
	Transportation	• Become familiar with various forms of transportation • Demonstrate knowledge of various purposes of transportation • Identify land and water forms and match them to appropriate		7.2.K.B 7.2.K.A

Big Idea (Objectives)	Concepts	Competencies	Vocabulary	Standard
		- forms of transportation - Identify local bodies of water and landforms to gain an understanding of how they impact the local community and transportation		
	Beyond our community	- Demonstrate an awareness beyond our community - Identify products produced in the region or state		6.3.K.D
Relationships	Human similarities and differences	- Recognize human similarities and difference - Explain how to locate information in a source		5.1.K.C 8.1.K.C
	Friendship	- Develop an understanding of the concept of friendship - Demonstrate an understanding of conflict/cooperation		5.1.K.C 8.2.K.D 8.4.K.D
	Family	- Identify family relationships - Identify the roles of adults as authorities in the home - Identify family wants, needs and choices based on interests - Identify the specializes role performed by each member of the family		5.1.K.C 5.3.K.B 6.1.K.B 6.1.K.D 6.4.K.A
	Communication	- Acquire concepts about various methods of communication - Demonstrate an understanding of conflict/cooperation		8.2.K.D 8.4.K.D
Economics	Buying, selling and manufacturing	- Dramatize buying selling and manufacturing goods, services and items - Identify how scarcity influences choice. - Identify wants and needs and choices to meet needs		6.1.K.A 6.1.K.B 6.1.K.C 6.2.K.A 6.2.K.C 6.3.3.D 6.4.K.D

Big Idea (Objectives)	Concepts	Competencies	Vocabulary	Standard
		- Identify goods and consumers - Identify advertisements that encourage us to buy things - Identify products produced in a region or state - Identify individual wants and needs - Identify goods and services provided by local businesses		6.5.K.C
	Currency	- Dramatize knowledge and the use of currency in society - Identify currency and how it is used		6.2.K.D
Culture	Customs of cultural groups	- Demonstrate an appreciation of and respect for differences in the customs of varying cultural groups - Identify significant American holidays and their symbols - Identify chronological sequence through days, weeks, months, and years (Calendar Time) - Identify American people related to national holidays - Explain how cultures celebrate - Identify different celebrations of different cultures from around the world		5.1.K.F 8.1.K.A 8.3.K.A 8.4.K.A 8.4.K.C
Geography	Environmental change	- Develop an understanding of how society causes environmental changes - Describe how weather affects daily life		7.3.K.A
	Local neighborhood	- Demonstrate an awareness of the local neighborhood and community - Interpret a simple map of a known environment - Describe the location of places in the home, school and community to gain an		5.3.K.C 7.1.K.A 7.1.K.B 7.1.K.A 8.2.K.B

Big Idea (Objectives)	Concepts	Competencies	Vocabulary	Standard
		understanding of relative location - Describe the characteristics of homes and businesses located in the community to gain an understanding of physical features - Identify local bodies of water and landforms to gain an understanding of their impact on the local community - Examine photographs of document, artifacts, and places unique to Pennsylvania		
	Different geographical locations	- Develop an awareness of geographical locations - Identify land and water forms		7.2.K.B

First Grade Social Studies

Statement of Organization:

This course is designed to study people, places, and events both locally, state, national, and worldwide. Emphasis is placed on structure, activities, diversity, and responsibilities associated with living in our country, state, and local community.

Expected Levels of Achievement:

Students are expected to identify, discuss, and explain these topics at a level of no lower than 80%.

Methods of Evaluation:

Student competence will be assessed through the use of one or more of the following methods:

- Observation, quizzes, tests, group/partner/class discussions, reports, and activities

Estimated Instructional Time: 35 minutes per day 5 days a week, half the school year (alternate units between Social Studies and Science)

Technology Integration:

In addition to print resources, students will be exposed to technology to research both current and historical events and people.

* Means covered in Getting Along Together

Big Idea (Objectives)	Concepts	Competencies	Vocabulary	Standard
Economics	Needs and Wants	• Identify what families need money for before they can spend money on what they want. • Recognize that we need to pick needs before wants. • Identify needs and wants in our classroom and a fair way to determine those. * • Distinguish whether something is a need or a want. • Recognize that earning an allowance can provide money to spend for their own needs and wants. • Recognize how or why different people have different needs or wants and how that might affect the type of things that their community offers. • List ways people can earn money at a job. • List examples of things that may be needed or circumstances that could occur that would need to be saved for. • Identify the implications of printing more money.	Needs, wants, money, coins, mint, saving, shelter	6.1.1.A, 6.1.1.B, 6.1.1.C, 6.1.1.D, 6.2.1.C, 6.2.1.G, 6.4.1.D, 6.5.1.A, 6.5.1.D, 6.5.1.G, 6.2.1.D, 6.5.1.E
	Goods and Services	• Differentiate the difference between providing a good or service and who the consumer would be. • Recognize that new businesses impact old businesses and can our community support both. • Recognize that different countries produce different goods and countries have to trade to have what they need and, or want. • Identify the kinds of products produced or grown in our community.	Work, jobs, service, volunteer, factory, goods, trade,	6.2.1.A, 6.3.1.A, 6.2.1.E, 6.3.1.D, 6.4.1.A, 6.5.1.B, 6.5.1.C, 6.5.1.F

Big Idea (Objectives)	Concepts	Competencies	Vocabulary	Standard
Civics and Government	Citizenship-Rights and Responsibilities	• Explain the purpose of rules in the classroom and school community. * • Recognize the importance of rules in the classroom. * • Define equality and the need to treat everyone equally. * • Explain the importance of written rules and laws. • Describe students' responsibilities in the school and in the community. * • Identify and explain the importance of responsibilities at school and at home. * • Roleplay identifying a problem and attempt to solve with an adult or peer assistance. * • Identify school projects or activities that support leadership and public service. * • Recognize and exhibit responsible school behavior. * • Identify positions of authority in the classroom community. * • Identify and explain behaviors of a responsible classroom citizen and possible consequences for inappropriate actions * • Describe situations where voting eases conflict. * • Identify ways to avoid conflict. * • Describe how classrooms work together.* • Explain how a classroom community reaches compromise.	Government, Declaration of Independence, freedom, John Hancock, Constitution, laws, citizen, Vote, governor, mayor, president,	5.1.1.A, 5.1.1.B, 5.1.1.C, 5.1.1.D, 5.1.1.E, 5.2.1.A, 5.2.1.B, 5.2.1.C, 5.2.1.D, 5.3.1.D, 5.3.1.F, 5.3.6.J, 5.4.1.A, 5.4.1.B, 5.4.1.E

Big Idea (Objectives)	Concepts	Competencies	Vocabulary	Standard
	Local and National Government	- Identify national symbols - Identify the roles of local government. - Identify the services of local government. - Recognize the value of fire fighters, police, and emergency workers in the community. - Recognize situations in the community when it is beneficial to have an elected official represent the people. - Give examples of how information and news is conveyed to the public. - Give examples of taxation; money collected by the government. - Give examples of different ways of receiving news or information.		5.1.1.F, 5.3.1.A, 5.3.1.B, 5.3.1.C, 5.3.1.E, 5.3.6.H, 5.3.I.1, 5.4.1.D
Geography	Tools and resources	Identify geographical tools and resources	Maps, globe, charts, map key, directions	7.1.1.A
	Places and regions	- Describe places in geographical reference in physical features. - Identify physical characteristics in a community or region. - Describe how lakes, rivers, and streams impact people.	Address, community, state, country, continent, lake, river, ocean, plains, hills, mountains, farm, city, suburb, Earth	7.1.1.B, 7.2.1.A, 7.4.1.A
	Climate	- Identify the basic physical processes that affect the physical characteristics of places. (nature and man) - Identify the local climate and how it determines the way people live.	Erosion, floods, earthquakes, drought, weather, seasons, natural resources, recycle	7.2.1.B, 7.3.1.A,

Big Idea (Objectives)	Concepts	Competencies	Vocabulary	Standard
History	Change Over Time	• Demonstrate an understanding of chronology. • Identify examples of change.	Time lines, inventions, transportation	8.1.1.A, 8.3.1.C,
	Conflict and cooperation	• Identify a problem or dilemma surrounding an event. • Identify historical conflict in a community. • Identify conflict and describe ways to cooperate with others by making smart choices. • Describe examples of conflict and cooperation in the classroom community.	Slavery, Civil War, religion, Revolutionary War,	8.1.1.B, 8.2.1.D, 8.3.1.D, 8.4.1.D
	Resources, documents, and artifacts	• Identify sources of historical information. • Identify symbols, slogans, , or mottos that are representative of our state. • Identify American landmarks and their significance.	Internet, encyclopedia, maps, biographies, Liberty Bell, bald eagle, flag, Statue of Liberty, Uncle Sam, interview	8.1.1.C, 8.2.1.B, 8.3.1.B, 8.4.1.B
	Contributions of People and Groups	• Identify groups of people who contribute to a community. • Identify holiday and cultural celebrations in a community and why they are celebrated. • Identify Americans who played a significant role in American history. • Identify holidays and ceremonies of selected world cultures	Mayor, borough council, Police, organizations, family, customs, celebrate, neighborhood, languages, ancestors, Pilgrims, Native Americans, Christopher Columbus, settlers, George Washington, Abraham Lincoln, immigrants, Martin Luther King, Jr.,	8.2.1.A, 8.2.1.C, 8.3.1.A, 8.4.1.C 8.4.1.A

Second Grade Social Studies

Statement of Organization:

This course is designed to study people, places, and events both locally, state, national, and worldwide. Emphasis is placed on structures, activities, diversity, and responsibilities associated with living in our country, state, and local community.

Expected Levels of Achievement:

Students are expected to identify, discuss, and explain these topics at a level of no lower than 80 %.

Methods of Evaluation:

Student competence will be assessed through the use of one or more of the following methods:

- Observation, quizzes, tests, group/partner/class discussions, reports, and activities.

Estimated Instructional Time: 20 minutes per day 5 days a week.

Technology Integration:

In addition to print resources, students will use technology.....(classroom laptops) to research both current and historical events and people. Find answers to relevant questions developed during instruction when appropriate.

* Means covered in Getting Along Together, Science, Math, Reading, or Writing class.

Big Idea (Objectives)	Concepts	Competencies	Vocabulary	Standard
Required - Please place each “big idea” in a new box	Required – What students need to know	Required – What students need to be able to do	<i>Optional</i>	Required
Citizenship	Rules have a purpose and an importance in the classroom and school.	Explain the purpose and importance of rules and their consequences in the classroom and school.		5.1.2.A. 5.1.2.B.
	People need to be treated fairly in all settings.	Define fairness in working with others.		5.1.2.C.*
	School rules need to be written and posted for people to follow and there are positions of authority at school.	Explain why school rules are written and posted and identify positions of authority at school.		5.1.2.D. 5.3.2.D.
	People need to be responsible citizens in all settings and identify consequences for negative behavior.	Identify and explain the importance of responsible citizens at home, school, community, PA and the nation and possible consequences for inappropriate action.		5.1.2.E.* 5.2.2.A.* 5.2.2.D. 5.3.2.F.
	Our state and our nation have symbols and holidays.	Identify state and national symbols and national holidays.		5.1.2.F. 5.1.3.F.
	Individuals and groups must work together to solve problems.	Identify a problem and probable solutions and how individuals and countries work together.		5.2.2.B.* 5.4.2.B. 5.4.2.A.
	People need to be responsible members of their community.	Identify responsibilities of voters after the vote in communities to support leadership and public service.		5.3.7.J. 5.2.2.C.
	Our government has an integral part to play in running a community.	Identify the role government plays in a community, state or nation and why taxes are paid.		5.3.2.A. 5.3.2.I. 5.3.2.E.
	Our government provides services to the community.	Identify local government leaders and services provided by local government.		5.3.2.B. 5.3.2.C.
	Media is an important part of a community.	Identify different forms and types media.		5.3.7.H. 5.4.2.D.
	Countries must work together for peace and compromise when needed.	Identify ways countries work together for peace and try to reach compromises.		5.4.2.B. 5.4.2.C. 5.4.2.E.

Big Idea (Objectives)	Concepts	Competencies	Vocabulary	Standard
Economics	People have needs and wants and must make knowledgeable choices to meet them.	- Identify community needs and wants. - Explain how personal choice has consequences when buying an item . - Identify a choice based on community interest. - Identify buyers and sellers and how their wants and needs are addressed.		6.1.2.B. 6.1.2.C. 6.1.2.D. 6.2.2.C.
	A community has an economic system of producers and consumers.	- Identify examples of an economic system. - Identify goods, services, consumers and producers in the local community. - Explain how demands for a consumer good impacts price. - Identify examples of goods and services provided by the private sector.		6.2.2.G. 6.2.2.A. 6.2.2.D. 6.3.2.A.
	A school community can have a scarcity of resources.	Identify scarcity of resources within the school community.		6.1.2.A.
	Competition occurs in a communities' economic system.	- Differentiate between markets and competition. - Describe the roles of local business and the impact on a community when a business closes.		6.2.2.B. 6.2.2.E. 6.5.2.C.
	Individuals in a community use banks to save their money.	Describe the role of financial institutions as related to consumer's financial needs.		6.2.2.F.
	Money is used by people to meet their needs and wants.	- Explain how money earned by individuals is used to meet needs and wants. - Describe money saving behaviors. - Identify how saving for a purchase occurs over time. - Identify how different jobs impact earnings. - Identify that money is saved in a		6.5.2.A. 6.5.2.D. 6.5.2.G. 6.5.2.B. 6.4.2.D

Big Idea (Objectives)	Concepts	Competencies	Vocabulary	Standard
		bank.		
	People pay taxes.	Define taxes and who pays them.		6.3.2.C.
	Products can be produced outside of the United States.	Identify products produced outside the United States.		6.3.2.D. 6.4.7.C.
	Work is specialized in a local community.	- Identify local examples of specialization of work. - Explain the responsibilities of a business owner.		6.4.2.A. 6.5.2.F.
	There are qualities necessary to complete a task.	Describe the qualities that may be necessary to complete a task.		6.5.2.E.
Geography	Geographic tools are used to organize information.	Identify how basic geographic tools are used to organize information.		7.1.1.A.
	Physical features are used to identify geographic regions.	Describe regions in geographic reference using physical features.		7.1.71B.
	Places on Earth have physical characteristics which can be affected in many ways.	Identify the physical characteristics of places and the physical process that affects those regions.		7.2.2.A. 7.2.2.B.
	People of a region are affected by their local geography.	Identify the effect of local geography on the residents of the region (food, clothing, industry, trade, shelter).		7.3.2.A.
	People are impacted by environmental changes.	Identify how environmental changes can impact people.		7.4.2.A.
History	Historical events can be shown on a timeline.	Read and interpret information on simple timelines.		8.1.2.A.
	Symbols-documents of state and nation.	Identify documents, buildings, statues, monuments, and artifacts related to an event from state, American and world history.		8.1.2.B. 8.2.2.B. 8.3.2.B. 8.4.2.B.

Big Idea (Objectives)	Concepts	Competencies	Vocabulary	Standard
	Local communities have historical figures.	Identify and apply historical information and figures in the local community.		8.1.2.C 8.2.2.A
	History involves change.	Identify how commerce, industry, and social organizations have changed over time in PA.		8.2.2.C.
	History can be influenced by various groups and conflicts that might occur.	Identify groups and organizations contributions to the U. S. and how conflicts may have an impact on this.		8.3.2.A 8.2.2.D
	History can be told from different points of view and/or from different time periods.	• Demonstrate an understanding that different people describe the same event at different time periods. • Demonstrate an understanding of how different groups describe the same event or situation.		8.3.2.C. 8.3.2.D.
	Cultures have commemorations and remembrances.	Identify and explain how and why cultures have commemorations and remembrances.		8.4.2.A. 8.4.2.C.
	Global issues require cooperation among nations.	Identify global issues that require cooperation among nation.		8.4.2.D.

Third Grade Social Studies

Statement of Organization:

This course is designed to study people, places, and events both locally, state, national, and worldwide. Emphasis is placed on structure, activities, diversity, and responsibilities associated with living in our country, state, and local community.

Expected Levels of Achievement:

Students are expected to identify, discuss, and explain these topics at a level of no lower than 80%.

Methods of Evaluation:

Student competence will be assessed through the use of one or more of the following methods:

- Observation, quizzes, tests, group/partner/class discussions, reports, and activities

Estimated Instructional Time: 20 minutes per day 5 days a week

Technology Integration:

In addition to print resources, students will use technology (classroom laptops) to research both current and historical events and people. Find answers to relevant questions developed during instruction when appropriate.

* Means covered in Getting Along Together, Science, Math, Reading, or Writing class

Disclaimer- Items written in red indicate standards which are not consistent between the K-3 and 3-8 PA State Standards. These items may not be supported in grades either before or after 3rd grade. These particular items may not be able to be covered in a given year.

Big Idea (Objectives)	Concepts	Competencies	Vocabulary	Standard
Civics and Government	Principles and documents of government	• Explain what rules, laws, and consequences are • Explain the purposes of rules, laws, and consequences • Examine school rules and consequences • Identify rules and laws for each of the following: classroom, school, community, state, and nation • Define and Explain the principals and ideals used to shape local, state, and national governments: Liberty/freedom, Democracy, Justice, Equality • Identify key ideas about local, state, and national government found in significant documents: Declaration of Independence, United States Constitution, Bill of Rights, Pennsylvania Constitution • Identify and explain the significance of local, state, and national symbols and holidays : Veteran's Day, Memorial Day, Labor Day, Statue of Liberty, Mount Rushmore, Liberty Bell, State animals, plants (PA coloring book) etc.		5.1.3.A 5.1.3.B 5.1.3.C 5.1.3.D 5.1.3.F
	Citizenship : rights and responsibilities	• Identify the rights of an American citizen • Identify personal rights and responsibilities • Identify the sources of conflict and disagreement. • Identify different ways conflict can be resolved (for ex: courts) • Identify leadership and public service opportunities and their roles in the school, community, (mayor, governor, president, volunteers) • Describe how citizens		5.1.3.E 5.2.3.A 5.2.3.A * 5.2.3.B * 5.2.3.C 5.2.3.D

Big Idea (Objectives)	Concepts	Competencies	Vocabulary	Standard
		participate in school, community, state, and nation activities (voting)		
	How Government Works	- Identify the roles of the three branches of government in local, state and nation (judicial, executive, legislative) - Describe the responsibilities and powers of the three branches of government - Identify how laws are made in the local community (borough council, mayor, police chief) - Identify services performed by the local , state, and national government - Identify positions of authority at school and community - Explain the purpose of elections - Explain how an action may be just or unjust - Identify individual interests and explain ways to influence others - Experience current events through newspaper, TV, radio, internet - Explain the role of taxes in operating government - Identify key ideals of the form of government practiced in the United States		5.3.3.A 5.3.4.A 5.3.5.A. 5.3.3.B 5.3.3.C 5.3.4.C 5.3.5.C 5.3.3.D 5.3.4.D 5.3.5.D 5.3.3.E 5.3.3.F * 5.3.3.G 5.3.3.H 5.3.3.I 5.3.3.J
	How International Relationships function	- Identify conflicts in the world using a map/globe - Describe the roles of world leaders - Identify what the UN is - Describe the different roles of the media - Explain compromise as a conflict resolution strategy		5.4.3.A 5.4.3.B 5.4.3.C 5.4.3.D 5.4.3.E *
Geography	Understanding and use of geographic tools and resources	- Identify and use the compass rose, grid, map symbols and globes to locate places on maps		7.1.3.A 7.1.3.B

Big Idea (Objectives)	Concepts	Competencies	Vocabulary	Standard
		- Demonstrate the ability to read and illustrate a map of PA including landforms, cities of - importance, and bordering states.		
	Location and characteristics of places and regions	- Students will identify and locate continent, oceans, seas, major landforms, rivers, lakes in North America, countries, states, and cities using a landform and political map (Science) - Identify and locate the Kinzua Dam/Reservoir, Allegheny Plateau, Appalachian Mountains, Ohio, Monongahela and Allegheny Rivers and Lake Erie as local landforms - Identify and locate Kane, Mt.Jewett, Ludlow, James City, Pittsburgh, Harrisburg, Buffalo, and Erie on a political map as local communities		7.1.3.B 7.2.3.A
	Factors that influence the characteristics of places and regions	- Identify and explain how extreme physical events :earthquakes, floods, etc. affect landforms *(Science) - Identify the effect of physical systems and people on each other within a community (climate, railroad grades, Kane)*		7.2.3.A 7.2.3B 7.4.3.A
	Human characteristics of places and regions	- Discuss why more people live in some areas and not in others based on water, resources, transportation, and industry - Identify various cultural characteristics around the world - Identify the terms village, town, suburb, city, rural, and urban - Discuss products produced in our local region at farms and factories		7.3.3.A 7.4.3.A 7.4.3.B

Big Idea (Objectives)	Concepts	Competencies	Vocabulary	Standard
	Interaction between people and places	- Identify different types of natural resources and how people work to protect them.(science)* - Describe how people in different communities adapt to and change the physical environment around them. (dams, reservoirs, flood control)		7.4.3.A 7.4.3.B
History	Tools of recording historical events	- Utilize calendars and create time lines to develop an understanding of historical events in the past, present, and future. - Gain information by reading maps, table, and graphs (Math & Social Studies) - Demonstrate an understanding of the differences between fact and opinion, cause and effect and different points of view – cite Primary sources(Reading) - Write a research report pertaining to a historical figure or event (Library ?)		8.1.3.A 8.1.3.B 8.1.3.C 8.3.3.C
	Pennsylvania History	• Identify and discuss the contributions made to <u>US</u>, <u>World</u> History by various individuals (William Penn, Ben Franklin, Daniel Boone, George Washington, Betsey Ross, James Buchanan, Abe Lincoln, General Kane, Dr. MCCleary, Elizabeth Kane, Ulysses S. Grant, Gandhi) • Identify the following symbols of Kane Kane Manor, Kinzua Viaduct, train depot, Memorial Chapel (Kane Unit) • Identify and discuss how the US and the state of PA have changed because of jobs, technology, settlement patterns (rural and urban), transportation, safety, and communication		8.2.3.A 8.3.3A 8.3.3.C 8.3.3.D 8.4.3.A 8.4.3.D

Big Idea (Objectives)	Concepts	Competencies	Vocabulary	Standard
		Identify examples of <u>conflict and cooperation</u> in <u>P.A. US and world</u> history (Swedish, German, Italian immigrants, Bucktail Regiment, War Between the States, Revolutionary War) (immigration/Kane unit)		
	United States History	Identify and describe various historical documents, quotes/speeches, and places (US flag, Bill of Rights, White House, Declaration of Independence, Penn’s Charter), Constitution		8.3.3B 8.3.3.D
	World History	- Identify a variety of historical sites and artifacts worldwide (pyramids, arrowheads, canals, Stonehenge, Eiffel Tower etc.) - Compare and contrast civilizations of today with civilizations of the past using written documents and photographs		8.4.3.A 8.4.3.B 8.4.3.C
Economics	Needs, wants, choice, and scarcity	- Define scarcity and identify examples of limited resources - Identify the needs and wants of people. - Identify examples of natural, human, and capital resources (human-people who supply the services or produce goods – producers) - (capital resources – goods produced to make other goods and services – things we use: tools, buildings, machinery to produce goods) - Explain what is given up when making a choice - Identify reasons why people make a choice (needs and wants)		6.1.3.A 6.1.4.A 6.1.3.B 6.1.3.C 6.1.3.D

Big Idea (Objectives)	Concepts	Competencies	Vocabulary	Standard
	Markets and Economic Systems	- Identify goods, services, consumers, and producers in the local community - Identify competing sellers in the local market - Identify types of advertising designed to influence personal choice (persuasive writing?)* - Demonstrate the importance of money in everyday life - Describe the effect of local businesses opening and closing (profit and loss) - Identify private economic institutions - Identify characteristics of the local economy - Identify and discuss supply and demand		6.2.3.A 6.2.3.B 6.2.3.C 6.2.3.D 6.2.3E 6.2.3.F 6.2.3.G
	Economic Functions of Government	- Identify goods and services provided by the government - Identify examples of government involvement in local economic activities - Define tax and explain the relationship between taxation and government services (discuss what a tax is and why we pay them) - Describe how government is important to the economic system		6..3.3.A 6.3.3.B 6.3.3.C 6.3.3.D
	Economic Interdependence	- Identify local examples of specialization and division of labor - Identify examples of barter, trade, imports, and exports in the local community - Identify different organizations that are part of the economic system (banks, small businesses, big corporations) - Describe how buyers make		6.4.3.A 6.4.3.B 6.4.3.C 6.4.3.D

Big Idea (Objectives)	Concepts	Competencies	Vocabulary	Standard
		choices based upon their economic status, and/or use of advertisements Identify various local economic activities: gas, oil, logging – geographic influences: landforms – and how the government is involved with them.		
	Work and Earnings	- Explain why people work to get goods and services - Explain why people with different jobs earn different money amounts - Describe how different businesses meet the needs and wants of families - Describe the result of spending savings - Define entrepreneurship - Define saving and explain why people save - Identify examples of assets (cars, house, stocks, bond,) (include terms tangible and intangible) - Identify the role of banks in our local community (bringing savers and borrowers together)		6.5.3.A 6.5.3.B 6.5.3.C 6.5.3.D 6.5.3.E 6.5.3.F 6.5.3.G 6.5.3.H

Grade Four Social Studies

Statement of Organization:

This course is designed to study people, places, and events both locally, state, national, and worldwide. Emphasis is placed on structure, activities, diversity, and responsibilities associated with living in Pennsylvania and the 5 Region of the United States.

Expected Levels of Achievement:

Students are expected to identify, discuss, and explain these topics at a level of no lower than 80%.

Methods of Evaluation:

Student competence will be assessed through the use of one or more of the following methods:

Observation, quizzes, tests, group/partner/class discussions, reports, and activities

Estimated Instructional Time: 20 minutes per day 5 days a week

Technology Integration:

In addition to print resources, students will use technology (classroom laptops) to research both current and historical events and people. Find answers to relevant questions developed during instruction when appropriate.

Big Idea (Objectives)	Concepts	Competencies	Vocabulary	Standard
Civics and Government	Need for and function of rules	Explain what rules, laws, and consequences are Explain the purposes of rules, laws, and consequences Examine school rules and consequences		5.1.4.A 5.1.4.B
	<i>Principals and ideals for shaping state and local government</i>	<i>5th Grade</i>		<i>5.1.4.B 5.1.4.C 5.1.4.D</i>
	Rights and responsibilities of a citizen	Identify the rights of an American citizen Identify personal rights and responsibilities		5.2.4A 5.2.4B 5.2.4C 5.2.4D
	<i>Government (local, state, national)</i>	<i>3rd Grade</i> <i>Explain the voting process- Class council Getting Along together.</i>		<i>5.3.4A 5.3.4.B 5.3.4.C 5.3.4.D 5.3.4.E</i>
	Conflict Resolution	Identify the sources of conflict and disagreement. Identify different ways conflict can be resolved (for ex: courts)		5.3.5F
	Interest Groups	Explain individual interests and how to influence other.		5.3.4G
History/Geography	Determine how geography and climate and influence settlement patterns.	Identify and explain how geography and climate influence settlement patterns.		8.1.4.A 8.1.4.B 8.4.4.A 8.4.5.A 8.4.4.B 8.4.5.B 8.4.4.C 8.4.5.C 8.4.4.D 8.4.5.D

Big Idea (Objectives)	Concepts	Competencies	Vocabulary	Standard
				7.1.4.A 7.1.5.A 7.1.4.B 7.1.5.B 7.2.4.A 7.2.5.A 7.2.4.B 7.2.5.B 7.3.4.A 7.3.5.A 7.4.4.A 7.4.5.A 7.4.4.B 7.4.5.B 6.1.3.B 6.1.4.B 6.1.5.B
	<i>Research Topic</i>	<i>Library Class</i>		<i>8.1.4.C</i>
Pennsylvania History	Influence of social, political, cultural, and economic groups significant to PA	Identify and differentiate social, political, cultural, and economic groups significant to PA.		8.2.3.A 8.2.4.A 8.2.5.A 8.2.3.C 8.2.4.C 8.2.5.C 8.2.3.D 8.2.4.D 8.2.5.D
	Documents, artifacts, and places critical to PA history.	Identify-locate-illustrate Documents, artifacts, and places critical to PA history.		8.2.3.B 8.2.4.B 8.2.5.B
	<i>Historical Documents and Artifacts (US History)</i>	<i>5th Grade</i>		8.3.4A 8.3.4B 8.3.4.C 8.3.4.D
	Ideas and documents that shape Pennsylvania government	Analyze aspects of the PA Constitution explaining how it shaped Pennsylvania government.		5.1.3D 5.1.4D 5.1.5D 5.1.5E

Big Idea (Objectives)	Concepts	Competencies	Vocabulary	Standard
	Significant of symbols in American Culture	Identify significant symbols in American culture.		5.1.4F 5.1.4E
Economics	Scarcity/Choice	Explain the difference between scarcity and choice and identify examples of both.		6.1.4.C 6.1.4.D
	Markets and Economics Systems	Compare the advantages and disadvantages of different methods of allocating various goods and service.		6.2.4.A 6.2.4.B 6.2.4.C 6.2.4.D 6.2.4.E 6.2.4.F 6.2.4.G
	Functions of Government/Economic Interdependence	Identify several goods and services that would not be provided if the national, state, and local governments had no power to tax.		6.3.4.A 6.3.4.B 6.3.4.C 6.4.4.A 6.4.4.B
	Income, Profit, and Wealth	Explain why most societies depend on money.		6.5.4.B 6.5.4.G 6.5.4.H

Grade 5 Social Studies

Statement of Organization:

This course is designed to study people, places, and events at the local, state, national and worldwide level. Emphasis is placed on structure, activities, diversity and responsibilities associated with living in our country, state, and local community.

Expected Levels of Achievement:

Students are expected to achieve growth and mastery of the skills and concepts taught by obtaining a minimum of 80% on all graded materials.

Methods of Evaluation:

Student competence will be assessed through the use of one or more of the following methods:

- Observations
- Guided reading
- Group and Partner discussions
- Graded tests and quizzes
- Summaries
- Projects
- Presentations
- Research

Estimated Instructional Time:

Students will meet every other day for 35 minutes throughout the school year.

Technology Integration:

In addition to print resources, students will use technology in the classroom (grade level laptops) to conduct research both current and historical events and people. They will use computers to answer relevant questions associated with topics covered in class. These questions can be either teacher driven or student interest when appropriate.

Big Idea (Objectives)	Concepts	Competencies	Vocabulary	Standard
Civics and Government	Principles and Documents of Government	Understand the rule of law in protecting property rights, individual rights and the common good. Understand the importance for and function of rules within a society. Describe the basic purposes of government in the classroom, school, community, state and nation. Compare how the rule of law protects property rights, individual rights and the common good. Understand that a society without rules, laws, and a government is ineffective and individuals become lawless, making society and the common good impossible to maintain. Describe the difference between nation and country.		5.1.5.A 5.1.5.B 5.4.5.B
	Local, state and national government	Recognize the principles that shape local, state, and national government State how community and individual rights are established in constitutions (Pennsylvania and United States), laws and regulations. Explain Liberty/Freedom, Democracy, Justice, and Equality Compare their rights and practice their responsibilities in a democratic society Compare the Preamble of the Pennsylvania Constitution to the Preamble of the United States Constitution. Note the similarities and differences and the ideas that are to guide the behavior of citizens of Pennsylvania and the United States.		5.1.5.C 5.4.5.B

Big Idea (Objectives)	Concepts	Competencies	Vocabulary	Standard
	The principles and documents that shape the United States Government	Identify key ideas in documents such as the: Declaration of Independence, United States Constitution, Bill of Rights, and the Pennsylvania Constitution Explain the significance of the Declaration of Independence Identify the individual rights guaranteed by the U.S. Constitution. Interpret and explain the purpose of the Bill of Rights and how it impacts you as a citizen. Analyze a significant state symbol, national symbol, or national holiday. Identify the requirements to vote in local, state, and national elections.		5.1.4.D* (PA Constitution- 4th grade) 5.1.5.D 5.1.5.E* 5.1.5.F
	The Rights and Responsibilities of Citizenship	GAT – Getting Along Together Identify individual rights and needs and the rights and needs of others in the classroom, school, community, state and nation. Identify behaviors that promote cooperation among individuals Given a civic or classroom dilemma, students will demonstrate empathy and respect for different beliefs in the various segments of society. Illustrate how a citizen is a representative of our democracy.		5.2.5.A (GAT) 5.2.5.B 5.2.5.C 5.2.5.D (GAT)
	How Our Government Works-Local, State, and National level	Describe the responsibilities and powers of the three branches of government at the local, state, and national levels. Describe each level of government and the		5.3.5.A 5.3.4.B/5.3.5.B* 5.3.5.C 5.3.5.D (3rd grade) 5.3.5.F

Big Idea (Objectives)	Concepts	Competencies	Vocabulary	Standard
		specific operations and duties of each. Demonstrate knowledge of how each level of government operates. Analyze the system of checks and balances within our 3 branches of government. Describe how groups try to influence one another. Explain and explore ways in which taxes are collected. Draw the triangular trade route and explain its significance to the growth of the American economy.		6.3.5.C 6.4.5.A 6.4.5.B
	Election Process	Describe the election process at the local, state, and national level. Understand the election process and participate in a mock election. Describe how different groups including the media try to influence others.		5.3.5.E 5.3.5.G 5.3.5.H
	Resolving Conflicts	GAT/Class Council Conduct a mock trial (historical or fictional) that illustrates how courts settle conflicts surrounding principles and ideals of government. Recognize others right to advocate for opinions that differ from one's own as measured by peer and adult interactions. Examine different ways conflicts can be resolved. (GAT)		5.3.5.F 8.1.2.B
History	Historical Analysis and Skills Development	Analyze how change in technology affects economics and changes people's lives. Compare and Contrast the common characteristics of the social, political,		8.1.5.A 8.1.5.B 8.3.5.C 8.3.4.C 8.3.5.D

Big Idea (Objectives)	Concepts	Competencies	Vocabulary	Standard
		cultural, and economic groups in early American History. Classify and analyze fact and opinion from multiple points of view, and secondary sources as related to historical events.		8.4.5.A 8.4.5.B
	PA History	Identify the importance of William Penn and evaluate how Penn's religious beliefs influenced the laws he made in PA. Identify the diverse groups that settled in PA and understand their impact on the economy. Examine the patterns of conflict and cooperation among groups and organizations that impacted the history and development of PA.		8.2.5.A*(4th grade) 8.2.5.B* 8.2.5.C 8.2.5.D 8.3.5.A
	U.S. and World History	Compare and Contrast the New England, Middle and Southern Colonies. (social, political, economic and cultural groups) Demonstrate how the availability of resources affects choices people make. Identify the cause and effect of the French and Indian war and the American Revolution. Identify the economic impact that wars have on a country Compare and contrast civilizations of today with civilizations of the past using written documents, artifacts and photographs. Cite evidence from a text that supports an important historical event that is important to World history.		8.1.5.C 8.3.5.A 8.3.5.B 8.3.5.C 8.3.5.D 8.4.5.A 8.4.5.B 8.4.5.D 6.1.5.C 6.1.5.D

Big Idea (Objectives)	Concepts	Competencies	Vocabulary	Standard
Geography	Places and Regions	Describe the characteristics of different places and regions that are being studied. Interpret various charts and maps and analyze the data to draw a conclusion about the significance of the information given.		7.1.5.A*(4 th grade) 7.1.5.B*(4 th grade) 7.2.5.A 7.2.5.B 7.3.5.A 7.4.5.A 7.4.5.B
Economics	The economic principal of supply and demand	Predict the impact of scarcity on the price of products. Identify factors that cause prices to change. Describe the impact of businesses opening and closing on an economy. Differentiate the difference between supply and demand. Analyze advertisements and explain how they affect people's decision-making when buying products.		6.1.5.A 6.1.5.B 6.1.5.C 6.1.5.D 6.2.5.C 6.2.5.D 6.2.5.E 6.2.5.F
	Goods and Services	Distinguish the difference between: goods, services, producers, consumers, and opportunity cost.		6.2.5.A 6.2.5.B
	Markets and Economic Systems	Construct a diagram to compare the three types of economic systems: Traditional, Market and Command Describe the advantages and disadvantages of a Traditional, Market and Command economic system. Explain what interdependence means.		6.2.5.G 6.3.5.A 6.3.5.B 6.4.5.A 6.4.5.B 6.4.5.C 6.4.5.D
	Distribution of wealth	Identify factors that influence hourly wages. Explain the difference between tangible		6.5.5.A-F

Big Idea (Objectives)	Concepts	Competencies	Vocabulary	Standard
		and intangible benefits of a job. Identify the cost and benefits of saving and borrowing money.		

Grade 6 Social Studies

Statement of Organization:

This course is designed to give an overview of world history; from the development of early agrarian cultures in the fourth and fifth millennia BCE, to the globalization that began in the 1600s CE. In particular, the people and societies that existed in Ancient Mesopotamia, Ancient Egypt, Ancient Greece, Ancient Rome, the Middle Ages, and the Renaissance/Age of Exploration. Students will, within this context, cover some basic concepts associated with world geography, civics, government, and economics. Current events will also be covered, at a level appropriate to 6th grade students.

Expected Levels of Achievement:

Students are expected to show mastery and growth on the concepts being covered, with an anticipated grade of at least 80%.

Methods of Evaluation:

Student competence will be assessed through the use of one or more of the following methods:

- Projects- paper and technology-based
- Essays
- Tests and quizzes- paper and technology-based
- Presentations
- Participation and Performance

Estimated Instructional Time:

40 minutes per class per day for 182 days (~120 hours)

Technology Integration:

In addition to print resources, students will use technology to augment learning. Laptops (or tablets), when available, will be used for research, collaboration, and assessment. Some assignments will be delivered online. Programs such as Edmodo can be used to facilitate this. The teacher's computer, with a projector and SmartBoard, will be used almost daily.

Big Idea (Objectives)	Concepts	Competencies	Vocabulary	Standard
Historical context to understand our world today	Historical people made decisions that have shaped the world today.	Students will analyze the decisions made by Mesopotamian, Egyptian, Greek, Roman, Medieval, and Renaissance individuals and how those decisions impacted the USA.		8.1.6.A 8.1.7.A 8.1.8.A CC.8.6.6.B
	Records and artifacts exist; these can be used to understand historical cultures.	Students will analyze historical artifacts, documents, and sites that are important to world history.		8.4.6.B 8.4.7.B 8.4.8.B CC.8.5.6.G
	The rise of nation-states	Students will analyze the transfer from city-states to empires and modern-style nations.		8.4.6.A 8.4.7.A 8.4.8.A CC.8.6.6.B
Historical cause and result	Humans have largely shifted from a hunter-gatherer society to an agrarian society	Students will analyze how and why early people went from being hunter-gatherers to practitioners of agriculture	Hunter-Gatherer	8.1.6.A 8.1.7.A 8.1.8.A 8.4.6.C 8.4.7.C 8.4.8.C CC.8.6.6.B CC.8.5.6.G
			Agriculture	
			Domestication	
	Trade has led to changing and sharing ideas.	Students will analyze the impact of trade on Mesopotamian, Egyptian, Greek, Roman, Medieval, and Renaissance people groups.		8.4.6.C 8.4.7.C 8.4.8.C 8.4.6.D 8.4.7.D 8.4.8.D
	Historical people created technology which shaped their lives.	Students will connect the various technologies created by the dents will analyze the decisions made by Mesopotamian, Egyptian, Greek, Roman, Medieval, and Renaissance individuals.		8.4.6.C 8.4.7.C 8.4.8.C CC.8.5.6.G
Aspects of culture	People develop various religious beliefs, which impact and are impacted by the environments that they live in.	Students will analyze myths to determine how the myth influenced the cultures of Mesopotamian, Egyptian, Greek, Roman, Medieval, and Renaissance individuals,	Myth	8.4.6.C 8.4.7.C 8.4.8.C CC.8.5.6.D

Big Idea (Objectives)	Concepts	Competencies	Vocabulary	Standard
		and vice-versa.		
	People (especially Greeks) developed philosophical methods and ideas that impacted and were impacted by their cultures.	Students will analyze basic philosophical arguments to determine how historical groups saw the world. These analyses will be connected to our understanding of the modern world.		8.4.6.C 8.4.7.C 8.4.8.C
	People design artwork and architecture that reflects their environment and cultural values.	Students find connections between environments and designs. They will also connect historical designs to modern ones.		8.4.6.C 8.4.7.C 8.4.8.C CC.8.5.6.G
Perspective defining attributes of historical comprehension	Comprehension of the experiences of individuals, society, and how past human experience has adapted builds aptitude to apply to civic participation	Analyze the interaction of cultural, economic, geographic, political, and social relations for a specific time and place.		8.4.6.A 8.4.6.B 8.4.6.C 8.4.6.D 5.4.6.A 5.4.6.B
Citizenship- historical and contemporary	Citizens have the rights guaranteed by a country.	Students will assess why they have the rights that they do in our country.	Citizen	5.1.6.C 5.1.6.E 5.2.6.A
	Citizens have responsibilities laid out by their countries.	Students will assess why they have the responsibilities that they do in our country.		5.1.6.E
	The Greeks laid out the idea of citizenship.	Students will connect the Greek version of citizenship with our own.		8.4.6.C 8.4.7.C 8.4.8.C
The development of different forms of government- especially as it relates to the USA	People developed governments to make sure that their countries ran properly.	Students will analyze how basic forms of government (monarchy, democracy, and dictatorship) evolved.		8.4.6.C 8.4.7.C 8.4.8.C 5.3.7.J
	Democracy allows citizens to vote.	The students will describe how democracy functions.	Democracy	5.1.6.C CC.8.6.6.B
	Republics are a form of democracy in which citizens vote for representatives.	Students compare and contrast the direct democracy and republics.	Republic	5.1.6.B 5.3.6.E

Big Idea (Objectives)	Concepts	Competencies	Vocabulary	Standard
Basic economic understanding	Economics, within a historical perspective	Students will analyze the economies of ancient through medieval cultures	Economy	6.16.6A 6.1.6.B 6.1.6.C 6.1.6.D 6.3.6.A 6.3.6.C 6.3.6.D 6.4.6.A 6.4.6.B 6.4.6.D 6.5.6.A 6.5.6.B 6.5.6.D 6.5.6.E 6.5.6.G 6.5.6.H 6.2.7.D
Current events through the course of the year	Events that occur throughout the school year, which are unfortunately impossible to predict at the time of this curriculum writing session.	Students will read, analyze, and critique various news articles through the year.		CC.8.5.6.A CC.8.5.6.B CC.8.5.6.D CC.8.5.6.E CC.8.5.6.F CC.8.5.6.G CC.8.5.6.H CC.8.5.6.J CC.8.6.6.A CC.8.6.6.H CC.8.6.6.I
	Political events that take place during the school year	Students will read, analyze, and critique various news articles through the year, specifically relating to local, state, and national elections.		5.1.6.A 5.1.6.D 5.1.6.F 5.1.6.B-D 5.3.6.A-I
	Major economic events during the school year	Students will analyze the news to learn how the economy is affected by government and corporations in the state, nation, and world		6.3.6.B 6.5.6.F 6.2.7.E 6.2.7.F 6.4.7.C 6.4.7.D

Big Idea (Objectives)	Concepts	Competencies	Vocabulary	Standard
Research to find and interpret information	Finding, interpreting, and presenting information.	Students will find and analyze information on given topics to create presentations and essays.		CC.8.5.6.A CC.8.5.6.D CC.8.5.6.G CC.8.5.6.J CC.8.6.6.A CC.8.6.6.B CC.8.6.6.C CC.8.6.6.D CC.8.6.6.E CC.8.6.6.F CC.8.6.6.G CC.8.6.6.H CC.8.6.6.I 8.1.6.B 8.1.6.C

Grade 7 Geography and World Cultures

Statement of Organization:

Geography is the study of the Earth's surface including bodies of water, nature, natural phenomena and landforms that make up the surface. Geography includes the study of the people and their cultures that inhabit the Earth. Geography also looks at the relationship humans have with the natural environment. Humans depend on the Earth and it ensures human survival but also in the process humans change and modify the Earth. This course is designed to be a comprehensive introduction in studying geography. Students are first introduced to the various tools geographers use to identify, locate and observe the world. The class then breaks into two branches of study – physical geography and human geography. Under physical geography students gain an understanding of the natural features and phenomena that make up the Earth. This study involves not only what is on the Earth's surface naturally but also how it is constantly changing. Under human geography students analyze different human characteristics of the world; cultures, living standards, forms of government, economies, and human development related to the environment. After gaining an understanding of both human and physical geography, students then apply that knowledge to a sweeping overview of each of the continents of the world. Under continental studies students differentiate between the continents of world based on physical features and human characteristics that make each continent unique.

Expected Levels of Achievement:

Students are expected to.....

- ❖ Identify and locate continents, oceans, countries and physical features of the world on a map or globe
- ❖ Compare, analyze and construct maps, graphs and charts related to geography
- ❖ Analyze the physical features (landforms) and natural phenomena of the world (climate, change of seasons)
- ❖ Analyze human characteristics of the world including; culture, forms of government, world religions, and economies
- ❖ Compare the living standards of people from developed and developing countries and draw conclusions as to why conditions vary from place to place
- ❖ Connect the important as well as sometimes devastating relationship humans have with the natural environment.
- ❖ Identify the major landforms and cultural characteristics from each of the continents of the world
- ❖ Synthesize essays, presentations and projects using information related to the curriculum

Methods of Evaluation:

Student competence will be assessed through the use of one or more of the following methods:

- ❖ Map proficiency assessments
- ❖ Non-fiction reading based questions
- ❖ Written essays
- ❖ Quizzes and tests
- ❖ Webquests
- ❖ Research projects

- ❖ Presentations – including Powerpoint and other technologies
- ❖ Creative writing exercises
- ❖ Visual presentations – including posters and foldables
- ❖ Group work/Group activities

Estimated Instructional Time:

Geography and World Cultures is a required class for all 7th grade students who have successfully completed 6th grade Social Studies. Classes meet daily for a minimum of 40 minutes throughout the entire student calendar.

Technology Integration:

Computer Based Technology

- ❖ Computer Programs
 - Microsoft Word – Students will create 5-7 Microsoft word documents each year
 - Microsoft Powerpoint – Students will create 3-4 Powerpoint presentations each year
- ❖ Internet based programs – Students will use these programs 5-7 times each year
 - Edmodo
 - Geoguessr
- ❖ Internet Webquests – Students will complete 6-8 Webquests
 - Various websites
- ❖ Internet Research – Students will use the internet for research 15-20 times
 - Various internet

Smartboard Projector

- Teacher created presentations – Used daily
 - Pictures
 - Videos
 - Instruction/Directions
 - Review Games

Big Idea (Objectives)	Concepts	Competencies	Vocabulary	Standard
Required - Please place each “big idea” in a new box	Required – What students need to know	Required – What students need to be able to do	<i>Optional</i>	Required
Understanding geography entails a variety of tools that help to organize and locate human and physical phenomena that make up the world’s environment and places	❖ Maps, Map reading and mapping ❖ Cardinal and intermediate direction ❖ Latitude and Longitude ❖ Graphs and Charts ❖ GIS	➤ Identify locations on a map using direction, map keys, legends, scale bars and elevation keys ➤ Designing and creating a map ➤ Comparing the different uses that maps are created for in helping ➤ Match latitude and longitude points onto a map ➤ Analyze graphs and charts		7.1.7 A 7.1.7 B 7.1.6 A 7.1.6 B 7.1.8 A
Understanding that the surface of the Earth has been shaped and modified and will continue to due to natural environmental patterns and physical processes	❖ The role of weathering, erosion, and plate tectonics on the natural features of the Earth ❖ The identity and location of landforms created by Earth’s physical processes ❖ Climate including climate regions, changing climate patterns, and the biomes that result due to the climate	➤ Cause and effect of weathering, erosion, and plate tectonics ➤ Identify landforms of the world ➤ Differentiate between the regions that have seasons and those with which have one season all year ➤ Analyze the climate regions ➤ Formulate an argument as to what is the “best” climate		7.2.7 A 7.2.7 B 7.2.6 A 7.2.6 B 7.2.8 B 7.4.7 A CC.8.66-8.A CC.8.66-8.C CC.8.66-8.D CC.8.66-8.E CC.8.66-8.F CC.8.66-8.G CC.8.66-8.H
Understanding the human characteristics of Earth including the impact of culture on a region, the impact economic variations has on a population and ways in which populations organize and govern themselves	❖ The quality of life people have in regions, and living standards populations are afforded varies from country to country ❖ Economic variations – comparing nations and regions that are developed vs developing ❖ Forms of government ❖ Culture and how cultures varies from place to place – including languages, music, clothes ❖ Religions of the world	➤ Compare living standards data using the CIA World Factbook - analyzing statistics such as Life expectancy, School life expectancy, literacy, birth rate, death rate, etc. ➤ Hypothesize why living standards are different from region to region (Why do people live longer in some regions compared to others) ➤ Differentiate between developed and developing regions ➤ Draw conclusions about a		7.3.7 A 7.3.6 A 5.1.7A 5.1.7B 5.1.7C 5.1.7D 5.1.7E 5.1.7F 5.2.7A 5.2.7B 5.2.7C 5.2.7D 5.3.7B 5.3.7D 5.3.7E

Big Idea (Objectives)	Concepts	Competencies	Vocabulary	Standard
		person's life who may live in a developing region (over a billion people live on a dollar or less a day) ➤ Summarize the different forms of government in the world ➤ Assess the positive and negative attributes to each form of government ➤ Interpret the main concepts of culture ➤ Connect how cultures are different from place to place ➤ Differentiate between the different religions – gods, symbols, religious texts, and major beliefs ➤ Identify the religious origin of major holidays today and compare the original forms of holidays and traditions compared to the way we celebrate them today ➤ Investigate the way a holiday is celebrated differently around the world		5.3.7F 5.3.7C 5.3.7G 5.3.7H 5.3.7I 5.3.7J 5.4.7A 5.4.7B 5.4.7D 5.4.8 A 5.4.8 B 5.4.8 C 5.4.8 D 6.1.7D 6.1.8 D 6.2.7C 6.3.7C 6.3.7A 6.3.7B 8.3.7B CC.8.66-8.A CC.8.66-8.B CC.8.66-8.C CC.8.66-8.D CC.8.66-8.E CC.8.66-8.F CC.8.66-8.G CC.8.66-8.H CC.8.66-8.I
Understanding the relationship between humans and the natural environment and examining how humans impact and modify the Earth	❖ Natural resources and humans reliance on them for survival ❖ Human industrial production and its impact on the natural environment ❖ Fossil fuels vs renewable energy sources ❖ Throw away concept we live by today – biodegradable and non-biodegradable	➤ Define natural resource ➤ List the different natural resources we need to survive and maintain our current lifestyles ➤ Analyze the positive and negative effects of fossil fuels ➤ Analyze the positive uses of renewable resources ➤ Investigate the hurdles that the renewable ➤ Critique renewable energy sources		6.1.7B 6.2.7G 8.3.7C 7.4.7B

Big Idea (Objectives)	Concepts	Competencies	Vocabulary	Standard
Understanding the human characteristics and physical systems that define the continents of the world	❖ The geography of North America ❖ The geography of South America ❖ The geography of Africa ❖ The geography of Europe ❖ The geography of Asia ❖ The geography of Australia ❖ The geography of Antarctica	➤ Identify the major landforms, regions and countries of each continent ➤ Analyze the migration and movement patterns of each continent ➤ Compare the variation of climates in each continent ➤ Debate the impact humans have on the natural environment ➤ Analyze the economic patterns and developments humans have developed on each continent ➤ Compare the cultural identities of people on each continent – with special consideration given to the languages, religions, food, clothes and music ➤ Identify current events related to each continent		7.1.7 A, B 7.2.7 A, B 7.2.8 A, B 7.4.7 A 7.4.6 A 7.3.7 A 5.1.7A 5.1.7B 5.1.7C 5.1.7D 5.1.7F 5.2.7A 5.2.7B 5.2.7C 5.2.7D 5.3.7C 5.3.7G 5.3.7H 5.3.7I 5.3.7J 5.4.7A 5.4.7B 5.4.7D 6.1.7A 6.1.8 A 6.3.7C 6.1.7C 6.2.7A 6.2.7B 6.2.7 D 6.2.7E 6.2.7F 6.3.7C 6.3.7D 6.4.7A 6.4.7B 6.4.7C 6.4.7D 6.4.8C 6.4.8D 6.5.7A 6.5.7B 6.5.7D 6.5.7E 6.5.7F

Big Idea (Objectives)	Concepts	Competencies	Vocabulary	Standard
				6.5.7G 6.5.7H 8.1.7A 8.1.7B 8.1.7C 8.2.7A 8.2.7B 8.2.7C 8.2.7D 8.3.7B 8.3.7D 8.4.7A 8.4.7B 8.4.7C 8.4.7D CC.8.66-8.A CC.8.66-8.B CC.8.66-8.C CC.8.66-8.D CC.8.66-8.E CC.8.66-8.F CC.8.66-8.G CC.8.66-8.H CC.8.66-8.I

Grade 8 US HISTORY I

Statement of Organization:

This course is designed for students who have successfully completed the seventh grade social studies course and is study of United States and Pennsylvania History from the Declaration of Independence through Reconstruction.

Expected Levels of Achievement:

Students are expected to achieve growth and mastery of the skills and concepts taught by obtaining a minimum of eighty percent (80%) on all graded materials.

Methods of Evaluation:

Student competence will be assessed through the use of one or more of the following methods:

- Guided Readings
- Writing assignments
- Graded tests and quizzes
- Projects
- Mapping skills
- Research
- Presentations

Estimated Instructional Time:

Students will meet daily for 40 minutes for a total of 120 hours of instruction

Technology Integration:

Students will be given opportunities throughout each nine-week marking period to utilize available technology such as laptops and printers to supplement learning in several of the units. Students will use laptops to explore interactive websites which increase their technology skills while complementing the concepts being studied in the unit. For example, students will explore a constitutional chronology; take an interactive trip with Lewis & Clark, analyze pictures of child laborers, and do general research, presentations and writing.

Big Idea (Objectives)	Concepts	Competencies	Vocabulary	Standards
Independence to Constitution	Global impact of declaring independence	Students will be able to identify the causes leading to the US declaring independence. Students will also understand the cause and effect of the US declaring independence and construct a working knowledge of the impact by analysis of concepts.		5.1.8.C. 7.1.8.B. 7.3.8.A. 8.2.8.A. 8.2.8.B. 8.3.8.A. 8.3.6.A. CC8.5.6-8.A-J CC.8.6.6-8.A CC8.6.6-8.C CC 8.6.6-8 H-I
	Articles of Confederation	Students will be able to cite evidence that the Articles of Confederation left the new republic weak and led to the writing of a Constitution.		5.1.8.B. 5.1.8.D. 8.2.6.A. 8.3.8.B.
	Founding Fathers	The students will be able to list and compare contributions of the people who founded the US.		5.1.8.D. 8.2.6.A. 8.3.8.A.
	US Constitution	The students will be able compare and contrast the three branches and recognize the value of checks and balances to keep any one branch from becoming too powerful.		5.1.8.A. 5.1.8.E-F 5.2.8.A – D 5.3.7.B. 5.3.8.A – J 8.1.7.B. 8.1.8.B. 8.2.6.B. 8.3.6.A – D 8.3.8.B.
	Bill of Rights	The students will be able to summarize the basic principles and ideals within documents and the roles played the framers as found in the significant documents. The students will be able to summarize the role of citizens in terms of rights and responsibilities.		5.1.8.C. 5.1.8.D. 5.2.8.A. 8.3.8.A. 8.3.8.B. 8.3.8.C. 8.3.8.D.
Implementing Democracy	Washington's presidency	Students will be able to recognize key leaders in the implementation of democracy. The student will be able make observations, draw conclusions, and apply those concepts to connect the implementation of democracy under		8.3.8.A. 8.3.8.C. CC.8.5.6-8 A-J CC.8.6.6-8.B CC.8.6.6-8.C CC 8.6.6-8 H-I

Big Idea (Objectives)	Concepts	Competencies	Vocabulary	Standards
		different leaders and in differing eras.		
	Adams' presidency – Alien and Sedition Act	The students will be able to examine the role individuals played in the political development of the US.		8.3.8.A.
	Emergence of political parties	The students will be able to examine the role groups played in the political development of the US.		5.3.7.D-F 5.3.8.D-J 8.3.8.A.
	Power passes peacefully between political parties	The students will be able summarize how continuity and change have impacted US history – politics and government.		5.3.8.D. 8.3.8.A.
	Jefferson's presidency	The students will be able to examine the role individuals played in the political development of the US.		6.3.8.D. 8.3.8.A.
	Jacksonian Democracy	The students will be able to how conflict and cooperation among groups and organizations have impacted the growth and development of the US.		5.2.8.A. 5.2.8.C. 8.3.8.A.
Industrial Revolution – economic and societal impacts	Innovations	The students will be able to name key inventors and inventions from the IR. The students will be able to compare the North's and South's economy and prove how both contributed to the rise of slavery in the US.		6.1.8.B. 7.3.8.A. 7.4.8.B. 8.3.8.A. 8.3.8.C. CC.8.5.6-8 A-J CC.8.6.6-8 C-D CC.8.6.6-8.G CC 8.6.6-8 H-I
	Northern industrial economy & Southern agricultural economy	The students will be able to compare decisions made because of limited resources and unlimited wants. The students will be able to compare choices to determine the best action.		6.1.8.A-D. 6.2.8.A-G 6.4.8.A-B 6.5.8.A-H 8.3.8.D.
	Growth of slavery	The students will be able to summarize how continuity and change have impacted US History – belief systems, physical and human geography. The students will be able to examine how conflict and cooperation have impacted the growth and development of the US – ethnicity and race and economic stability.		7.3.8.A. 8.3.8.D.

Big Idea (Objectives)	Concepts	Competencies	Vocabulary	Standards
		The students will be able to explain the human characteristics of places and regions using population, culture, settlement, and economic activities.		
	Migration and Urbanization	Students will be able to explain the human characteristics of places – population, culture, settlement, economic activities and political activities. The students will be able to illustrate the effects of the physical systems on people within regions and people on physical systems.		7.3.8.A. 7.4.8.A. 7.4.8.B. 8.3.8.A. 8.3.8.C.
	Child Labor	The students will be able to examine how conflict and cooperation among groups and organizations have impacted the growth and development of the US – working conditions and economic stability.		8.3.8.D.
	Roads, Railroads and Canals	The students will be able to explain the human characteristics of places and regions – settlement and economic activities.		7.3.8.A.
Conflicts – war , domestic instability and social reform	Revolutionary War	Students will understand who, what, when, where and why of military conflicts and social movements. Students will differentiate between conflicts and analyze the difference between military and social conflict.		8.3.8.D. CC.8.5.6-8 A-J CC.8.6.6-8 C CC.8.6.6-8 G CC 8.6.6-8 H-I
	Whiskey Rebellion	The students will be able to examine how conflict and cooperation among groups and organizations have impacted the growth and development of the US – military conflict and economic stability.		6.3.8.A-C 8.3.8.D.
	War of 1812	The students will be able to examine how conflict and cooperation among groups and organizations have impacted the growth and development of the US – military conflict. The students will be able to explain and locate places and regions as defined by physical characteristics.		7.1.8.B. 8.3.8.D.

Big Idea (Objectives)	Concepts	Competencies	Vocabulary	Standards
	Native American conflicts	The students will examine how conflict and cooperation among groups and organizations have impacted the growth and development of the US – ethnicity and race and military conflict.		8.3.8.D.
	Societal Reformers	The students will be able to examine the role groups and individuals played in the social, political, cultural and economic development of the US. The students will be able to summarize the roles of citizens in terms of rights and responsibilities and describe how citizens resolve conflicts in society and government.		5.2.8.A. 5.2.8.B. 8.3.8.A. 8.3.8.C.
	Abolition Movement	The students will be able to examine the role groups and individuals played in the social, political, cultural and economic development of the US. The students will be able to summarize the roles of citizens in terms of rights and responsibilities and describe how citizens resolve conflicts in society and government.		5.2.8.A. 5.2.8.B. 8.2.6.C. 8.3.8.A. 8.3.8.C.
	Women’s Movement	The students will be able to examine the role groups and individuals played in the social, political, cultural and economic development of the US. The students will be able to summarize the roles of citizens in terms of rights and responsibilities and describe how citizens resolve conflicts in society and government.		8.3.8.A. 8.3.8.C.
	Mexican-American War	The students will be able to examine how conflict and cooperation among groups and organizations have impacted the growth and development of the US – military conflict. The students will be able to explain and locate places and regions as defined by physical characteristics.		7.1.8.B. 8.3.8.D.
	Bleeding Kansas	The students will be able to examine the role groups and individuals played in the social, political, cultural and economic development of the US. The students will be able to summarize the roles of citizens in terms of rights and responsibilities and		5.2.8.B 5.2.8.D. 8.3.8.A. 8.3.8.B. 8.3.8.C.

Big Idea (Objectives)	Concepts	Competencies	Vocabulary	Standards
		describe how citizens resolve conflicts in society and government.		
Expansion – colonies to manifest destiny	13 colonies and early expansion	The students will be able label and identify patterns of US expansion. They will synthesize this knowledge in order to understand how the US expanded from 13 colonies to acquiring all US land.		7.1.8.A-B 8.3.8.B. CC.8.5.6-8 A-J CC.8.6.6-8 C CC 8.6.6-8 H-I
	Louisiana Purchase	The students will explain and locate places and regions as defined by physical and human features.		7.3.8.B.
	Immigration	The students will be able to explain the human characteristics of places and regions – population, culture, settlement, economic and political activities.		7.3.8.A.
	Oregon Trail	The students will be able to explain and locate places and regions as defined by physical and human features and be able to explain the human characteristics of places and regions – settlement and economic activities.		7.2.8.A-B 7.3.8.A
Divided Nation	Sectionalism	The students will be able to match the causes of the Civil War with the time period in which they occurred. The students will be able to investigate the chronological sequence of these events.		8.3.8.A. 8.3.8.C CC.8.5.6-8 A-J CC.8.6.6-8 C CC 8.6.6-8 H-I
	Missouri Compromise	The students will be able to describe how citizens resolve conflicts in society and government.		5.2.8.B. 8.3.8.D.
	Compromise of 1850	The students will be able to describe how citizens resolve conflicts in society and government.		5.2.8.B. 8.3.8.D.
	Fugitive Slave Act	The students will be able to describe how citizens resolve conflicts in society and government.		5.2.8.B. 8.3.8.D.
	Kansas-Nebraska Act	The students will be able to describe how citizens resolve conflicts in society and government.		5.2.8.B. 8.3.8.D.

Big Idea (Objectives)	Concepts	Competencies	Vocabulary	Standards
	Dred-Scott Decision	The students will be able to describe how citizens resolve conflicts in society and government.		5.2.8.B. 8.3.8.A. 8.3.8.B. 8.3.8.C.
	John Brown's Raid on Harper's Ferry	The students will be able to describe how citizens resolve conflicts in society and government		5.2.8.B. 8.3.8.A. 8.3.8.B. 8.3.8.C.
	Election of 1860	The students will be able summarize how continuity and change have impacted US history – politics and government		8.3.8.C.
	Southern secession	The students will be able to explain human characteristics of places and regions – economic activities – and will be able to examine the role groups and individuals played in the social, political, cultural, and economic development US.		7.3.8.A.
Civil War – political, economic and societal impacts	Battles and Leaders	The students will be able to summarize key leaders and battles. The students will be able to assess the political, economic, and social impacts of the war and apply those concepts to predict how the legacy of the war shaped current times.		7.1.8.B. 5.2.8.C. 8.1.8.C. 8.2.6.D. 8.3.8.A. 8.3.8.B. 8.3.8.D. CC.8.5.6-8 A-J CC.8.6.6-8 C-I
	Abraham Lincoln's presidency	The students will be able to examine the role individuals played in the political development of the US.		5.1.8.C. 5.2.8.C. 8.3.8.A.
	Legacy – demographic changes, redefining democracy, redefining race relations, economic legacy	The students will be able to examine how conflict and cooperation among groups and organizations have impacted the growth and development of the US – military conflict.		5.2.8.C. 7.3.8.A. 8.3.8.D.
Reconstruction	Radical Republicans	The student will be able to recognize key Reconstruction events and predict what life was like after the Civil War.		8.3.8.A. 8.3.8.C. CC.8.5.6-8 A-J CC.8.6.6-8 C CC 8.6.6-8 H-I

Big Idea (Objectives)	Concepts	Competencies	Vocabulary	Standards
	Black Codes & Klu Klax Klan	The students will be able summarize how continuity and change have impacted US history – social organizations		8.3.8.C. 8.3.8.D.
	End of Reconstruction & Compromise of 1877	The students will be able summarize how continuity and change have impacted US history – politics and government		8.3.8.C. 8.3.8.D.

Grade 9 World Cultures

Statement of Organization:

This course is designed to give students a perspective on the history, geography, and cultures of the global regions other than those directly associated with western civilization. A review of our western heritage will give students a point of reference from which to compare and contrast other cultures.

Expected Levels of Achievement:

Students are expected to achieve both growth and mastery by earning an 80% on all graded material.

Methods of Evaluation:

Student competence will be assessed through the use of one or more of the following methods:

- Journaling
- Projects – both paper and technology based
- Written essays
- Research papers
- Webquests
- Teacher-made tests
- Quizzes
- Map proficiency tests
- Presentations
- Demonstrations
- Participation and performance

Estimated Instructional Time:

120 Clock Hours

Technology Integration:

In addition to print resources, students will use technology to complete research projects, prepare class presentations, write reflective papers, essays, and research papers. The instructor will utilize technology daily in the classroom for multimedia presentations, classroom notes, review games, online news articles related to the curriculum, and to research historical primary source documents.

Big Idea (Objectives)	Concepts	Competencies	Vocabulary	Standard
The human characteristics of places and regions	Cultural attributes of places and regions	Analyze the cultural attributes of places and regions Describe the cultural attributes of places and regions Compare and contrast the cultural attributes of places and regions		CC.8.6.9-10.A-I CC.8.5.9-10.A-J
	Human settlement patterns of places and regions	Describe settlement patterns of various parts of the world.		8.2.9.C 8.2.12.C 8.2.U.C 8.4.4.C 8.4.6.C
	Economic activity shapes culture	Explain how economic activity shapes the culture of places and regions		8.4.9.C 8.4.12.C 8.4.W.C
Conflict and cooperation among groups	Conflict and cooperation among social groups, organizations, and nation-states are critical to comprehending societies throughout Africa, the Americas, Asia, and Europe.	Analyze how conflicts and cooperation among groups have influenced the history and development of the world Apply the theme of continuity and change in history and relate the benefits and drawbacks of your example.		8.2.9.C 8.2.12.C 8.2.U.C 8.4.9.C 8.4.12.C 8.4.W.C CC.8.6.9-10.A-I CC.8.5.9-10.A-J
The rights and responsibilities of a citizen	- democracy - authoritarian system	Contrast the rights and responsibilities of a citizen in a democracy and a citizen in an authoritarian system		5.2.W.A.
Cultural differences can create conflict.	Causes of cultural conflicts	Explain the differences between an authoritarian system and a democracy	- democracy - oligarchy - communism - socialism - fascism - extremism/terrorism	5.2.W.B. CC.8.6.9-10.A-I CC.8.5.9-10.A-J

Big Idea (Objectives)	Concepts	Competencies	Vocabulary	Standard
	Attempts to resolve cultural conflicts	Analyze strategies used to resolve conflicts in society and government.		
Demographic trends	Demographic trends, including spatial distribution, size, and density, stimulate patterns of population distribution and movement.	Differentiate between groups according to their demographics. Connect the commonalities and differences between demographic groups.	- ethnic groups - religion - belief systems - nationalities - language - customs	7.3.12.A 7.3.C.A 7.3.U.A 7.3.W.A CC.8.6.9-10.A-I CC.8.5.9-10.A-J
Geography is used to explain the past, interpret the present, and plan for the future	Cultural changes influence people's perceptions of places and regions.	Analyze how people perceive and use place over time.		7.1.9.B 7.1.12.A 7.1.C.A 7.1.U.A 7.1.W.A CC.8.6.9-10.A-I CC.8.5.9-10.A-J
Human actions modify the physical environment, and physical systems affect human systems.	Physical systems influence how people depend on, adjust to, and modify physical systems.	Evaluate how changes in the physical environment can diminish its capacity to support human activity.		7.4.9.A 7.4.12.A 7.4.C.A 7.4.U.A 7.4.W.A CC.8.6.9-10.A-I CC.8.5.9-10.A-J
Perspective helps to define the attributes of historical comprehension.	Learning about the past and its different contexts shaped by social, cultural, and political influences prepares one for participation as active, critical citizens in a democratic society.	Analyze the interaction of cultural, economic, geographic, political, and social relations for a specific time and place.		8.1.8.A 8.1.9.A 8.1.12.A 8.1.U.A 8.1.W.A CC.8.6.9-10.A-I CC.8.5.9-10.A-J
Cultural changes influence people's perceptions of places and regions.	People's perception of place	Analyze how people perceive and use place over time.		7.1.9.B 7.1.12.A 7.1.C.A 7.1.U.A 7.1.W.A CC.8.6.9-10.A-I CC.8.5.9-10.A-J
	Criteria for defining regions	Evaluate why multiple criteria can be used to define a region and how a location can be in different regions.		7.1.9.B 7.1.12.A 7.1.C.A 7.1.U.A

Big Idea (Objectives)	Concepts	Competencies	Vocabulary	Standard
				7.1.W.A CC.8.6.9-10.A-I CC.8.5.9-10.A-J
	The physical and human characteristics of regions	Explain why places have specific physical and human characteristics in different parts of the world.		7.1.9.B 7.1.12.A 7.1.C.A 7.1.U.A 7.1.W.A CC.8.6.9-10.A-I CC.8.5.9-10.A-J
	Social, cultural, and economic processes shape the features of places.	Describe how social, cultural, and economic processes shape the features of places.		7.1.9.B 7.1.12.A 7.1.C.A 7.1.U.A 7.1.W.A CC.8.6.9-10.A-I CC.8.5.9-10.A-J
Religious beliefs and traditions greatly influence culture	Religious beliefs shape the human geography of the world.	Compare and contrast the religious beliefs of various regions of the world.		8.3.9.C. 8.4.W.C
	Impact of religious traditions, practices, and beliefs on culture and society	Evaluate the impact of religious traditions, practices, and beliefs on culture and society.		8.3.9.C. 8.4.W.C.

Grade 10 United States History II

Statement of Organization:

This course is designed to continue the study of our nation's history which begins in eighth grade addressing the period from discovery through reconstruction. A thematic approach is used for this course to focus on the time from post-reconstruction to 1945. Cause and effect relationships are emphasized within the context of the social, political, and economic arenas. Honors United States History II is designed to provide students with analytical skills and factual knowledge necessary to deal critically with problems and materials in U.S. History. The course is also designed to analyze their opinions about history through reading selected novels and texts beyond the basic U.S. History II course offered. From the selected readings the students will also be able to learn how to cope with document based questions or DBQ's from which they answer essay questions using written documents such as letters, quotes, political cartoons, speeches, maps, etc.

Expected Levels of Achievement:

Students are expected to achieve mastery of skills and concepts taught by obtaining a minimum of eight percent (80%) on all graded materials and projects.

Methods of Evaluation:

Student competence will be assessed through the use of one or more of the following methods:

- Individual and Group Presentations
- Projects
- Teacher-made tests
- Formal and informal writing assignments
- Discussion and debate

Estimated Instructional Time: 120 hours

Technology Integration:

In addition to print resources, students will use technology to complete research projects, prepare class presentations, write reflective papers, essays, and research papers. The instructor will utilize technology daily in the classroom for multimedia presentations, classroom notes, review games, online news articles related to the curriculum, and to research historical primary source documents.

Big Idea (Objectives)	Concepts	Competencies	Vocabulary	Standard
Demographic changes in America between 1865 and 1945.	Attempts and Struggles at Western Settlement	- Differentiate between life in the west and life in the east - Describe the difficulties settlers encountered		8.1.12 A 8.1.12 B 8.1.12 C 8.1.9 A 8.1.9 B 8.1.9 C 5.1.12 A 8.6.9-10B –I 8.5.9-10A –E, H, J
	Immigration to America in the late 1800s and early 1900s	- Analyze the impact of immigration on American culture, politics, and industry. - Describe the cause and effect of immigration		8.1.12 A 8.1.12 B 8.1.12 C 8.2.12 A 8.2.12 B 8.2.12 C 8.2.12 D 8.3.12 A 8.3.12 B 8.3.12 C 8.3.12 D 8.1.9 A 8.1.9 B 8.1.9 C 8.2.9 A 8.2.9 B 8.2.9 C 8.2.9 D 8.3.9 A 8.3.9 B 8.3.9 C 8.3.9 D 8.4.12C
	The African American migration north	- Cite evidence of successes and failures in the African American migration north in the early 1900s		8.1.12 A 8.1.12 B 8.1.12 C 8.2.12 D 8.3.12 A 8.3.12 B 8.3.12 C 8.3.12 D 5.2.12A 5.2.12B

Big Idea (Objectives)	Concepts	Competencies	Vocabulary	Standard
Technological changes in America between 1865 and 1945	Advancements and Struggles in Farming and Industry	- Assess the role of western migration of technological advances in farming - Cite evidence of how technology continues to influence American decision making		8.1.12 A 8.1.12 B 8.1.12 C 8.3.12 A 8.3.12 B 8.3.12 C 8.3.12 D 8.4.12C 8.6.9-10A – I 8.5.9-10A – J
	Advancements and Struggles in Communication and Transportation	- Investigate how industrial changes impacted technology and vice versa - Assess the impact of communication and transportation develops on the interconnected nature of the U.S. - Assess the role of transportation on industrial development		8.1.12 A 8.1.12 B 8.1.12 C 8.2.12D 8.3.12 A 8.3.12 B 8.3.12 C 8.3.12 A 8.3.12 B 8.3.12 C 8.3.12 D 8.4.12C
	Military advancements and challenges	- Evaluate the role of military advancements on global relations - Evaluate the role of communication advancements in military conflict		8.1.12 A 8.1.12 B 8.1.12 C 8.2.12D 8.3.12 A 8.3.12 B 8.3.12 C 8.3.12 D 8.4.12C
International relations in America between 1865 and 1945	Immigration – contract labor act	- Investigate how American policy influences immigration trends		8.1.12 A 8.1.12 B 8.1.12 C 8.3.12 A 8.3.12 B 8.3.12 C 8.3.12 D 8.4.12 B 8.4.9 B 8.4.9 A 7.3.9A 7.3.12A 8.4.12C

Big Idea (Objectives)	Concepts	Competencies	Vocabulary	Standard
				8.6.9-10A –I 8.5.9-10A – J
	Correlations between American naval growth, international trade, and imperialism	- Assess the impact of Naval growth on international relations - Interpret the role of America as an imperialist nation		8.1.12 A 8.1.12 B 8.1.12 C 8.3.12 A 8.3.12 B 8.3.12 C 8.3.12 D 8.4.12C 6.4.9A 6.4.12A 6.4.9C 6.4.12C
	The consequences and impact of America on global markets	- Investigate the impact of American economic philosophy and stability on the world economy		8.1.12 A 8.1.12 B 8.1.12 C 8.3.12 A 8.3.12 B 8.3.12 C 8.3.12 D 8.4.12C 6.2.9 C 6.2.12 C 6.2.9 E 6.2.12 E 6.2.9 F 6.2.12 F
	The impact of Military Conflicts on American geography, economy, and politics	- Critique the role of America in international conflict including major wars, peace keeping missions, and diplomatic relations between 1865 and 1950.		8.1.12 A 8.1.12 B 8.1.12 C 8.3.12 A 8.3.12 B 8.3.12 C 8.3.12 D 8.4.12C 8.4.9 D 8.4.12 D

Big Idea (Objectives)	Concepts	Competencies	Vocabulary	Standard
Geographic influence in America and abroad between 1865 and 1945	Western settlement and statehood and its influence on farming practices	- Assess the role of the American Frontier on the development of the American spirit - Asses the role of geography in technological advancements. - Asses the role of geography and its limitations in the settlement of key western areas.		7.1.12A 7.1.12B 7.1.9 A 7.1.9 B 7.3.12A 7.4.12 B 8.6.9-10A –I 8.5.9-10A – J
	The correlation between the growth of cities and the grown of industry in the United States	- Make observations about the role of geography and technology on the growth of urban America.		7.1.12A 7.1.12B 7.3.12A 7.4.12 B
	The role of imperialistic tendencies in shaping the geography of the United States	- Assess the role of geography in American imperialist decisions		7.1.12A 7.1.12B 7.3.12A 7.4.12 B 7.4.9 B 7.4.9 A 7.4.12 A
	Transportation advancements in the United States	- Evaluate the role of transportation advancements and struggles on U.S. geography		7.1.12A 7.1.12B 7.2.12A 7.2.9A 7.2.12B 7.2.9B 7.3.12A 7.4.12 B
Economic influence and changes in America between 1865 and 1945	Economic influences in the settlement of the American West	- Assess the role of government incentives westward expansion - Identify the role of the Civil War as a push factor for westward migration.		6.1.12A 6.1.12B 6.1.12C 6.1.12D 6.1.9A 6.1.9B 6.1.9C 6.1.9D 8.6.9-10A –I 8.5.9-10A – J

Big Idea (Objectives)	Concepts	Competencies	Vocabulary	Standard
	The correlation between economic policy and Industrial Growth in the U.S.	- Evaluate the function of government in facilitating government growth - Analyze how government economic policy facilitated growth and decline throughout the early 20th century.		6.1.12A 6.1.12B 6.1.12C 6.1.12D 6.2.12G 6.4.12D 6.5.12F 6.5.12G 6.5.12H
	The global impact of economic policy on international markets	- Evaluate the flow of goods and services in an international economy - Analyze how government policy eased or accelerated economic successes and failures between 1865 and 1950		5.3.12 6.1.12A 6.1.12B 6.1.12C 6.1.12D 6.2.12A 6.2.12B 6.2.9A 6.2.9B 6.4.12B 6.4.12D 6.4.9B 6.4.9D 6.5.12A
	Principals of supply and demand	- Assess the role of resource scarcity and availability on economic systems in the United States from 1865 to 1950 - Critically analyze push/pull factors in America between 1865 and 1950		6.1.12A 6.1.12B 6.1.12C 6.1.12D 6.2.12D 6.2.9D 6.5.12A

Grade 11 United States History III

Statement of Organization:

This course is a topically approached analysis of United States' political, cultural, economic and social history from 1945 to the present. The ramifications of change and their effects on society during this period are a focal point of this study. United States History III is offered to students who have successfully completed United States History II (Reconstruction to 1945). Honors US History III is designed to take students deeper into the breadth and width of American History from 1946 to the present as compared to non-honors US History III. The honors course examines not only the events of American History, but to a greater degree, critiques the ramifications of how those events influence our nation culturally, economically and most importantly historically. Lastly, Honors US History III demands additional out of classroom research assignments and projects which require our honors students to reach for and attempt to exceed their current level of expectation and performance. Through these added rigorous works our honors students will be challenged to lead their generation into a more creative, positive and thoughtful future for both our nation and our world.

Expected Levels of Achievement:

Students are expected to achieve growth and mastery of the content taught by achieving 80% on all assignments and projects.

Methods of Evaluation:

Student competence will be assessed through the use of one or more of the following methods:

- *Projects
- *Interviews
- *Written assignments
- *Teacher made tests
- *Quizzes
- *Map proficiency tests
- *Film critique
- *Poetry/lyrical (musical) analysis

Estimated Instructional Time: Classes meet for a minimum of one hundred twenty (120) clock hours for one credit.

Technology Integration:

Technology will be used to assist student learning through research of “iconic” pictures, speeches, songs & poems of the era. Power point presentations will be created by the teacher and by students to visually depict the mood of the major events of the time period studied.

Big Idea (Objectives)	Concepts	Competencies	Vocabulary	Standard
Domestic instability of the time period creating tension & doubt within our American culture.	*Protest and civil unrest	*critique the methods and motives of the Beat Movement (1950's & 60's), Hippie Movement (1960's) & Anti-War Movement (Vietnam) and explain why these movements took place while evaluating their effect on the American psyche.		8.1.12.A 5.1.C.D. 5.1.C.F. CC.8.6.11-12A-I CC.8.5.11-12A-J
	*racial tension	*evaluate the motives and methods of the civil rights movement (1954-1968) *evaluate the root causes of racism and explain how and why racism caused tension in selected eras of the Postwar era.		6.5.12.E 6.5.9 E 5.1.C.C. 5.3.C.F. CC.8.6.11-12A-I CC.8.5.11-12A-J
	*gender bias.	*Critique and evaluate the Women's Movement of the Postwar era and theorize why women fought for greater inclusion in the American system.		8.4.12.C CC.8.6.11-12A-I CC.8.5.11-12A-J
	*violent domestic happenings	*critique how different generations fought against the statue- quo. *Critique and evaluate how domestic and international violent actions create uncertainty both at home and abroad.		8.1.12.B CC8.6.11-12A-I CC.8.5.11-12A-J
	*Environmental Depletion	*Evaluate the causes of the Environmental Movement and critique the effects this movement had upon the American landscape.		7.4.12.A 7.4.12.B CC8.6.11-12A-I CC.8.5..11-12A-J
Presidential leadership and its effect on the time period.	*speeches and addresses	*Evaluate the major speeches and addresses of America's post-war presidents. *critique how presidential decisions effect Americas present and future.		8.3.12.B CC8.6.11-12A-I Cc.8.5.11-12A-J
	*decisions	*Critique the ability of presidents to set agendas for their era. *Evaluate the major events that happened during each presidential administration from 1948 – present while critiquing presidential reactions to those major events.		6.3.12.A 6.3.12.B 6.3.12 C 6.3.12.D 6.3.9.A 6.3.9.B 6.3.9 C 6.3.9.D 5.2.C.C. 5.4.C.A. 5.4.C.B.

Big Idea (Objectives)	Concepts	Competencies	Vocabulary	Standard
				6.2.C.G. 6.2.12 G 6.2.9G CC.8.6.11-12A-I CC.8.5.11-12A-J
	*style	*Explain how different presidents set different agendas for their administrations.		8.3.12.D CC.8.6.11-12A-I CC.8.5.11-12A-J
	*Mistakes and motivations	*critique and evaluate the decisions that different presidents make.		8.1.12.B CC.8.6.11-12A-I CC.8.5.11-12A-J
Conflict and cooperation in the era studied.	*national and internal	Connect the similarities between the origins of one conflict compared to origins of others.		8.3.12.C 5.3.C.D. 5.3.C.G. CC.8.6.11-12A-I CC.8.5.11-12A-J
	*international and external	*evaluate the cause and effect of the Korean War, Vietnam war, Iraq War I, Iraq/Afghanistan wars and the War on Terrorism.		7.3.12.A CC.8.6.11-12A-I CC.8.5.11-12A-J
Film, music, and poetry of the era and how it reflects the mood of our American citizens.	Iconic film of the era	Assessment of the function of film as both a reflection of the culture and an instrument of change within it.		8.4.12.A CC.8.6.11-12A-I CC.8.5.11-12A-J
	Music as a reflection of the time period.	Critique selected musical lyrics from given era's for both meaning & message. *evaluate how music of an era reflects the beliefs and desires of that era.		8.4.12.A CC.8.6.11-12A-I CC.8.5.11-12A-J
	Poetry as social commentary	*demonstrate how poetry (both musical and literal) expresses the emotions of both the artist personally and society generally.		8.1.12.C CC.8.6.11-12A-I Cc.8.5..11-12A-J
Citizenship – Rights and Responsibilities	Questioning the morays of the era	Hypothesize how and why rights and responsibilities go hand in hand in a democratic society. *critique how individuals of an era took stands against “what was” and attempted to moved America to “what will be”. *Critique how nonelected individuals of the era took stands against the status-quo.		8.3.12.A 5.1.C.A. 5.1.12.A 5.2.C.A. 5.2.C.D. CC.8.6.11-12A-I CC.8.5.11-12A-J

Grade 12 Senior Social Studies

Statement of Organization:

This course is designed to analyze the political, social and economic systems of the Pennsylvania state and federal governments. Emphasis is placed on societal responsibility to understand the United States legal process, the bill of Rights, economic systems, career opportunities, social issues and the dynamics of the various levels of local government.

Expected Levels of Achievement:

Students are expected to achieve at least 80% as a final grade.

Methods of Evaluation:

Student competence will be assessed through the use of one or more of the following methods:

- Student centered activities and discussions
- Document based questions focusing on critical thinking issues
- Teacher created exams and essay responses

Estimated Instructional Time: 120 clock hours

Technology Integration:

In addition to print resources, students will use technology to complete research projects, prepare class presentations, write reflective papers, essays, and research papers. The instructor will utilize technology daily in the classroom for multimedia presentations, classroom notes, review games, online news articles related to the curriculum, and to research historical primary source documents.

Big Idea (Objectives)	Concepts	Competencies	Vocabulary	Standard
Citizens comprehend their rights and practice their responsibilities in a thriving society.	The rights and civil liberties granted by the US Constitution and the Constitution of the Commonwealth of Pennsylvania are analyzed through:	Students will be able to assert their constitutional rights by voting in elections, running for public office or flexing their civil liberties.	Unconstitutional Federalism Popular sovereignty Checks and balances	5.1.12A,B,C,D,E,F 5.1.9 A,B,C,D,E,F 5.4 5.8
	The Bill of Rights	Students will be able to assert their constitutional rights by flexing their civil liberties.		5.1.12A,B,C,D,E,F 5.2.12 A-D 5.2.9 A-D 5.3.9 A-F 5.3.12 A-F 5.8
	The Electoral College System	Students will be able to assert their constitutional rights by voting in elections, running for public office.		5.1.12A,B,C,D,E,F 5.2.12 A-D 5.2.9 A-D
	The US legal process	Students will be able to assert their constitutional rights by flexing their civil liberties.		5.1.12A,B,C,D,E,F 5.3.9 A-F 5.3.12 A-F
	The qualifications to run for all local, state and federal offices.	Students will be able to assert their constitutional rights by running for public office.		5.1.12A,B,C,D,E,F
Geography is used to explain the past, interpret the present, and plan for the future.	The geographical and physical features of Pennsylvania are the focus of this concept.	Students should be able to successfully navigate through the state of Pennsylvania using a road map and locate major navigational tools.	Interstate highway system Township	7.1.12A,B 7.2.12A,B
	The Interstate Highway system	Students will be able to navigate the various roads in Pennsylvania using a road map.		7.3.12.A, 7.1.12, 7.2.12, 7.3.12, 7.4.12, 7.1.12A,B 7.2.12A,B
	The major rivers of Pennsylvania	Students will be able to determine the importance of Pennsylvania's major rivers and their impact on commerce.		
	The key recreational and tourist areas of McKean County	Students will be able to locate the tourist areas of McKean County for the importance of economic gain.		7.3.12.A, 7.1.12, 7.2.12, 7.3.12, 7.4.12, 7.1.12A,B

Big Idea (Objectives)	Concepts	Competencies	Vocabulary	Standard
				7.2.12A,B
Compare and contrast major economic systems of the world.	Global economic systems	Students will be able to invest their earnings properly, create household budgets and understand the federal reserve system.	Supply and demand Opportunity cost Market structures Competition	6.5.12A-H, 6.5.9 A-H 7.1.12A,B, 7.2.12A,B,D,E,F,G
	Characteristics of capitalism	Students will be able to identify the characteristics of a free enterprise system and determine the importance of each.		
	Determinants of supply and demand	Students will be able to graph the supply and demand of economic activity in the United States as well as determine pricing and equilibrium.		
	Market structures	Students will be able to classify a market economic system into monopolies, oligopolies and perfect competition.		
Formulate opinions regarding personal career goals.	Career trends study	Students will research various career choices and compile a report on the sustainability of each occupation for the 21 st Century.	Cover letter Application Job interview	13.1.11 A-H 13.2.11 A-E
	Interviewing techniques and questioning	Students will be able to properly conduct mock job interviews and analyze the important key questions asked by employers for each specific occupation.		
	Job application and design	Students will be able to properly implement a formal cover letter and job application for the purpose of entering the job force someday, followed by learning the current behaviors expected by employers.		
Identify and understand current social	Trace the roots of violence in the United	Students will be able to defend a point of	Liberal	CC.8.5.11-12 A-J

Big Idea (Objectives)	Concepts	Competencies	Vocabulary	Standard
issues confronting the nation.	States and recognize the breakdown of the family unit.	view regarding capital punishment, abortion, gay rights and every major issue currently facing the nation.	Conservative Moderate Political Affiliation Political Spectrum	CC8.6.11-12 5.1.12 A-F
	The morality of capital punishment	Students will be able to compare and contrast the methods of execution lawfully implemented in the United States.		
	The legality of same-sex marriage	Students will be able to interpret the constitutionality of same-sex marriage and how it impacts family values across the United States.		
	Abortion and state's rights under federalism	Students will be able to question the state's rights argument for the abortion issue and determine its validity through their personal opinions.		

ADVANCED PLACEMENT ECONOMICS

Statement of Organization

This course is intended for students in the honors curriculum. It is an intensive, college-level course in macroeconomics. The basic economic concept of supply and demand is introduced leading to an in-depth study of the United States economy and its performance history.

AP Economics is a one-credit elective that meets for a minimum of one hundred twenty (120) clock hours and is available to juniors and seniors enrolled in the honors track. Students are required to take the AP Macroeconomics examination for course completion. Depending on the level of success on the examination, students may be awarded college credit at various colleges and universities.

Objectives

All students will

- A. demonstrate the ability to utilize traditional and emerging technology in the research process.
- B. develop the ability to work cooperatively with others.
- C. construct, read and interpret graphs, charts and tables related to the study of economics.
- D. communicate orally and in writing in order to inform, persuade or narrate various economic topics.
- E. demonstrate understanding of the concepts related to macroeconomics.
- F. describe how the strength of the American economy is measured and determine its current status.
- G. demonstrate knowledge of existing theories regarding correct operations of economies.
- H. analyze the level of influence of the United States in the interdependent, global economy.

Content

- A. Basic Economic Concepts (6.4.12.A)
 - 1. understanding that scarcity drives economic systems (6.3.12.A,B)
 - 2. recognizing the relationship between production possibilities and alternative costs (opportunity costs) (6.3.12.B,C,E,F)
 - 3. demonstrating knowledge of the functions of an economic system (what, how for whom) with applications to alternative economic systems (6.1.12.A,B)
 - 4. identifying the relationship between supply, demand and price determination. (6.2.12.E, F)
- B. Macroeconomic Perspectives (Measurement of Economic Performance) (6.1.12.C,D 6.3.12. D)
 - 1. tracing the circular flow of income (6.2.12.A)
 - 2. demonstrating understanding of Gross National Product and national income concepts (6.1.12.C)

- a. how GNP is calculated
 - b. how GNP is used
- 3. determining unemployment conditions (6.1.12.C)
 - a. how it is measured
 - b. types of unemployment
- 4. recognizing the effects of inflation (.1.12.C)
 - a. measured through price indexes
 - b. nominal vs. real
- C. Aggregate Supply and Aggregate Demand--Functions of Outputs and Prices (6.2.12.E,F)
 - 1. identifying aggregate supply (6.2.12.E)
 - a. classical analysis
 - b. Keynesian analysis
 - 2. determining aggregate demand without money (6.2.12.E)
 - a. circular flow (6.2.12.A)
 - b. components of aggregate demand (6.5.12.A)
 - c. multiplier
 - d. fiscal policy (6.2.12.H)
- D. Money, Monetary Policy and Economic Stability (6.2.12.C)
 - 1. understanding the role of money and banking
 - a. definition of money
 - b. creation of money
 - c. tools of central bank policy
 - 2. associating monetary policy with aggregate demand (.5.12.H)
 - 3. understanding the Monetarist/Keynesian controversy
- E. Monetary and Fiscal Combinations: Economic Policy in the Real World (6.2.12.C,H)
 - 1. reviewing monetary and fiscal policy
 - 2. recognizing why economists disagree
 - 3. identifying macroeconomic theories
 - a. classical
 - b. Keynesian
 - c. new classical economics
 - 1.) monetarism
 - 2.) supply shocks (6.5.12.B)
 - 3.) role of expectations
 - 4. demonstrating knowledge of monetary and fiscal policy combinations (.2.12.C,H)
 - 5. identifying trade-offs between inflation and unemployment (6.1.12.C,D)

- a. Phillips curve
 - b. long run vs. short run
- F. The United States in a Global Economy (6.2.12.H.1)
 - 1. recognizing gains from trade (absolute and comparative advantages) (6.4.12.A-F)
 - 2. demonstrating knowledge of balance of payments (6.4.12.E)
 - a. current account--net exports (X-M)
 - b. capital account
 - c. government activity (6.4.12.C)
 - 3. understanding the effects of adjustments in the foreign exchange market (6.2.12.L/6.5.12.E)
 - 4. determining the consequences of government intervention (6.4.12.C)
 - a. foreign exchange market (6.2.12.L)
 - b. trade barriers (6.4.12.C)
 - 1.) tariffs
 - 2.) quotas

Expected Levels of Achievement

All students are expected to achieve mastery of the concepts and skills taught by obtaining a minimum of eighty percent (80%) on all graded materials and projects.

Methods of Evaluation

Student competence will be assessed through the use of one or more of the following methods:

Demonstrations

Observation

Oral presentations

Portfolios

Projects

Standardized tests

Teacher-made tests

Written presentations

PHILOSOPHY

Statement of Organization

This course is a topically approached analysis of many major issues and concerns facing our world today. Emphasis is placed on developing positive solutions intended to produce a better society in which to live.

Philosophy is an elective for students in grades ten through twelve. Classes meet for a minimum of one hundred twenty (120) clock hours for which students receive one credit upon successful completion of the course.

Objectives

All students will:

- A. communicate their position on various social dilemmas both orally and in writing.
- B. use traditional and newly emerging technology to research and critically analyze major themes which are part of the human condition.
- C. trace the roots of racism and suggest solutions to the problem.
- D. recognize how poetry can awaken our thoughts and reflect our feelings.
- E. evaluate the consequences of doing revolutionary deeds.
- F. examine ancestral history to better understand the link to the past.
- G. evaluate how the Native American philosophy of "connection to the land" validates life.
- H. identify major ways in which personal actions create moral dilemmas.
- I. recognize the difference between spiritual and temporal existence.

Content

- A. Causes and Effects of Prejudice (History 8.1 C 2,3; 8.3 D 2; 8.4 B 2, D 2 Reading, Writing, Speaking & Listening 1.3 A, F; 7.1 B 3; Geography 7.3 B 1; Civics & Government 5.3 G)
 - 1. evaluating the effect of using "a people" as a mascot (i.e. Cleveland Indians, Atlanta Braves, etc.)
 - 2. recognizing how easy it is to be prejudicially indifferent (Shindler's List)
 - 3. understanding how prejudice or tolerance can be taught
 - 4. identifying incidents of prejudice both past and present
 - A. Book: Bury My Heart at Wounded Knee
- B. The "Power of the Pen" (Reading, Writing, Speaking & Listening 1.1 H 4; 1.3 F; 1.4 A 2)
 - 1. connecting the greater world with the ordinary world through writing
 - 2. examining various writings for intended purpose
 - 3. composing written work in order to convey a message

- C. Righteous Revolution (history 8.4 A 1; Reading, Writing, Listening & Speaking 1.3 F)
1. defining revolution and citing good as well as bad examples
 2. evaluating the consequences of choosing to be a revolutionary
 3. analyzing the concept of "universal morality"
 4. comparing and contrasting the effectiveness and outcomes of violent as well as non-violent revolution
 5. examining various personal philosophies
 - a. "might makes right"
 - b. "love conquers all"
 - c. "do unto others..."
 - d. etc.
- D. Family Heritage (Reading, Writing, Listening & Speaking 1.6 E 3)
1. making the family connection
 2. interviewing older living relatives
 3. tracing family genealogy
 4. comparing teenage years with previous generations
 5. evaluating the importance of family heritage
- E. The Act of Giving (Reading, Writing, Listening & Speaking 1.6 A; 1.3 B; 1.5)
1. defining giving as a concept
 2. citing examples of the power of giving
 3. analyzing the relationship of self with giving
 - A. Book: The Man Who Plants Trees
 4. evaluating man's relationship with animals
 - A. Book: Lame Deer Seeker of Visions
- F. Man and Environment (Reading, Writing, Listening & Speaking 1.3 F; Environment & Ecology 4.8 D 2)
1. evaluating the consequences and validity of the Native American philosophy of connection to the land
 2. comparing the idea of using versus saving natural resources
 3. evaluating the concept of "living simply"
 4. critiquing America's "consumer society" philosophy
- G. Moral Relationships (Reading, Writing, Listening & Speaking 1.6 D; 1.3)
1. measuring the value of life
 2. recognizing the difference between a "yard" and a "lawn"
 3. critiquing the impact personal living has on others and the environment ("leaving a positive legacy")
- H. Spiritual and Temporal Living (History 8.4 A 3; Arts & Humanities 9.4 D; Civics & Government 5.1 C)
1. understanding the consequences of making choices
 - A. Book: When the Legends Die
 2. recognizing various considerations when making choices

3. selecting and defending a choice
4. Evaluate and critique the thoughts of great philosophers of the past;
 - A.) Socrates
 - B.) Plato
 - C.) Aristotle
 - D.) Thomas Jefferson
 - E.) Gandi
 - F.) Others

Expected Levels of Achievement

All students will be expected to achieve mastery of the skills and concepts taught by obtaining at least eighty percent (80%) on all graded materials and projects.

Methods of Evaluation

Student competence will be evaluated through the use of one or more of the following methods:

Demonstrations

Observation

Oral presentations

Portfolios

Projects

Self-evaluation

Teacher-made tests

Written presentations

History and Legacy of Sport in Modern America

Statement of Organization:

This half credit class will take a look at the history and legacy of American sports from the late 1800s through the present. Students will examine the growth and decline of sports such as boxing, baseball, basketball, and football in the United States over that time period. Students will also learn a greater appreciation for the issues that have affected sports such as politics, gender, discrimination, race bias and class economics. Students will also analyze the impact of economics on American sport at the high school, college, and professional levels as well as issues threatening sports in present day America. It is offered to student in grades 9-12.

Expected Levels of Achievement:

Students are expected to achieve mastery of skills and concepts taught by obtaining a minimum of eighty percent (80%) on all graded materials and projects.

Methods of Evaluation:

Student competence will be assessed through the use of one or more of the following methods:

- Individual and Group Presentations
- Projects
- Teacher-made tests
- Formal and informal writing assignments
- Discussion and debate

Estimated Instructional Time: 60 hours

Technology Integration:

In addition to print resources, students will use technology to complete research projects, prepare class presentations, write reflective papers, essays, and research papers. The instructor will utilize technology daily in the classroom for multimedia presentations, classroom notes, review games, online news articles related to the curriculum, and to research historical primary source documents.

Big Idea (Objectives)	Concepts	Competencies	Vocabulary	Standard
The Origins and Legacy of Modern American Sports	Pre-Modern and Modern American Sports	- Define pre-modern and modern sport. - Compare and contrast pre-modern and modern sports in America - Explain why pre-modern sports were so disorganized and often brutal. - Analyze the socio-economic and technological factors that arose in the nineteenth century that gave rise to modern sports.		8.1.9 A 8.1.9 B 8.1.9 C 8.3.9 A 8.3.9 B 8.3.9 C 8.3.9 D <i>8.6.9-10A – I</i> <i>8.5.9-10A – J</i>
	Social Class and Sports	- Compare and contrast the meaning of sport in the lives of working-, middle-, and upper-class Americans. - Evaluate ways in which capitalism and technology furthered class divisions in America and in sport. - Describe modes of social control exhibited through sport onto working-class Americans.		8.1.9 A 8.1.9 B 8.1.9 C 8.3.9 A 8.3.9 B 8.3.9 C 8.3.9 D
	The Commercialization of American Sports	- Discuss how radio and television changed the economic possibilities of American sport. - Describe the changes to sport in America brought on by television revenue. - Analyze new technologies in enhancing broadcasts of sports on television. - Explain why television has helped some sports attain national prominence while doing little or nothing (even hurting some) others - Explain the impact of television on local prep, collegiate, and semi-professional teams and leagues. - Explain the positive and negative effects of televised sport on community.		8.1.9 A 8.1.9 B 8.1.9 C 8.3.9 A 8.3.9 B 8.3.9 C 8.3.9 D

Big Idea (Objectives)	Concepts	Competencies	Vocabulary	Standard
	Race and Ethnicity in American Sport	- Assess the ways in which integration of sports and ways were a slow and difficult process by examining the cases of the Joe Louis and Jesse Owens. - Analyze the pros and cons of Jackie Robinson breaking the color barrier in baseball in 1947. - Evaluate the speed, depth, and impact of integration in American sports at the professional and collegiate level. - Discuss racism and ethnic discrimination in sport and the contradictions of Cold War American ideals of democracy, equality, and opportunity - Examine the history of the black quarterback and lingering racism within integrated sport. - Discuss Black Power, the 1968 Olympics, and popular attitudes toward the modern black athlete. - Assess how collegiate sports have offered racial minorities many new opportunities but they come with a terrifically high price.		8.1.9 A 8.1.9 B 8.1.9 C 8.3.9 A 8.3.9 B 8.3.9 C 8.3.9 D
	Women in American Sport	- Identify the first women athletes as national heroes and understand their limitations as compared to white men. - Assess the role of collegiate athletics in both furthering gender stereotypes and breaking new ground for women. - Compare and contrast the origins and development of women's professional teams and leagues (LPGA and the All-American Girls' Professional Softball (later Baseball) League). - Assess the role of individual athletes such as Billie Jean King		8.1.9 A 8.1.9 B 8.1.9 C 8.3.9 A 8.3.9 B 8.3.9 C 8.3.9 D

Big Idea (Objectives)	Concepts	Competencies	Vocabulary	Standard
		and their impact on gender equity in professional and amateur sport. - Evaluate Title IX's original intent, enforcement, and degree of success. - Analyze the problems that women's professional sport faces today and compare and contrast that with the origins of early men's professional sports.		
Sports and their Meaning to Contemporary American Culture	The evolution of gambling and sport	- Assess the role of Fantasy Sports in the evolution of the American sports fan. - Analyze the role of organized crime in athletics including the 1919 Chicago Blacksox as well as modern examples - Analyze mainstream American Sports Gambling such as March Madness and Super Bowl Betting		8.1.9 A 8.1.9 B 8.1.9 C 8.3.9 A 8.3.9 B 8.3.9 C 8.3.9 D 8.6.9-10A –I 8.5.9-10A – J
	Sport as an Element of American Culture	- Identify and evaluate sporting events as American Holidays such as Super Sunday, March Madness, and Bowl Games - Analyze sport and recreation's place in the daily life of all American, from soccer moms to armchair quarterbacks. - Describe the cultural, economic, and social significance of major sporting events. - Analyze the impact of social media on American athletes and fans.		8.1.9 A 8.1.9 B 8.1.9 C 8.3.9 A 8.3.9 B 8.3.9 C 8.3.9 D
	The impact of sports on local communities	- Analyze the impact of charitable athletes on local communities - Evaluate the professional stadium dilemma - Analyze the historical and cultural influence of sports on the culture of the Kane Area.		8.1.9 A 8.1.9 B 8.1.9 C 8.3.9 A 8.3.9 B 8.3.9 C 8.3.9 D

Big Idea (Objectives)	Concepts	Competencies	Vocabulary	Standard
				8.2.9A 8.2.9B 8.2.9D
	Leadership in Sports	- Evaluate the impact and effectiveness of America's great coaches. - Analyze the impact of sports in developing the future American leaders.		8.1.9 A 8.1.9 B 8.1.9 C 8.3.9 A 8.3.9 B 8.3.9 C 8.3.9 D
Current Events/Issues in Sports	The concussion dilemma in American Sport	- Identify CTE and the lasting implications - Analyze efforts at safety advancements in American sport throughout history from the forward pass to concussion protocol.		8.1.9 A 8.1.9 B 8.1.9 C 8.3.9 A 8.3.9 B 8.3.9 C 8.3.9 D 8.6.9-10A –I 8.5.9-10A – J
	Drug Use and American Sport	- Evaluate performance enhancing drug use in popular American sports and its impact on the legacy of sports and athletes - Analyze the use of pain killers and marijuana as a pain management strategy by American Athletes.		8.1.9 A 8.1.9 B 8.1.9 C 8.3.9 A 8.3.9 B 8.3.9 C 8.3.9 D
	Professional Athletes as Role Models	- Assess the role and responsibility of high school, college, and professional athletes in American society. - Debate the responsibility of the American Sports role model.		8.1.9 A 8.1.9 B 8.1.9 C 8.3.9 A 8.3.9 B 8.3.9 C 8.3.9 D

PSYCHOLOGY

Statement of Organization

This course is primarily a study of the human mind and behavior. It includes an historical review of the social science in addition to an overview of topics related to traditional as well as contemporary psychological thinking.

Psychology is a one credit elective available to twelfth graders which meets for a minimum of one hundred twenty (120) clock hours.

Objectives

All students will:

- A. apply psychological terms and knowledge to given situations both orally and in writing.
- B. do independent research using traditional and newly emerging technological resources.
- C. work cooperatively with others to conduct experiments and make presentations.
- D. critically analyze information, concepts and theories related to psychology.
- E. demonstrate an understanding of the conditions necessary for proper mental and physical health.
- F. evaluate how environment and culture affect human behavior.
- G. relate information learned to a successful lifestyle.
- H. identify occupations associated with the field of psychology.

Content

- A. Introduction
 - 1. defining appropriate terms (1.1 F)
 - 2. establishing an historical perspective
 - a. major contributors to the science
 - b. fields/subfields of the science
 - 3. recognizing methods of psychological study and implications of research
 - a. controlled study
 - b. testing
 - c. statistical analysis
 - d. field research/observation
 - e. ethical judgment
 - 4. understanding what psychology and its practice seek to accomplish
 - 5. becoming familiar with psychology-related occupations

- B. Learning Theory (1.2 A)
 - 1. defining learning (1.1 F)
 - 2. differentiating between classical and operant conditioning
 - 3. identifying biological constraints on learning
- C. Memory (1.2 A)
 - 1. defining memory (1.1 F)
 - 2. understanding the mental process (1.6 A)
 - a. stages of memory
 - b. retention/forgetting
 - c. enhancement techniques
 - 4. recognizing the impact of biology on memory (1.4 B; 1.5 F)
- D. Intelligence (1.2 A)
 - 1. defining intelligence and identifying theories related to it
 - 2. measuring intelligence
 - 3. recognizing influencing factors
 - 4. demonstrating knowledge of the intellectual extremes (1.6 A)
- E. Sensation and Perception (1.6 F)
 - 1. defining the terms
 - 2. identifying the senses
 - 3. applying knowledge of perception and perceptual theory (1.4 B; 1.5 F)
- F. States of Consciousness (1.2 A)
 - 1. defining consciousness (1.1 F)
 - 2. demonstrating knowledge of the states of consciousness (1.4 B; 1.5 F)
- G. Motivation and Emotion
 - 1. defining the terms (1.1 F)
 - 2. reviewing theories related to motivation and emotion
 - 3. understanding how biology affects motivation
 - 4. identifying social motives
 - 5. differentiating between liking and loving
 - 6. understanding how emotion is communicated
 - 7. identifying a variety of human emotions
- H. Personality (1.2 A)
 - 1. defining the term (1.1 F)
 - 2. evaluating theories related to personality (1.4 B; 1.5 F)
 - a. psychoanalytic
 - b. trait

- c. humanistic
 - d. behavior and social learning
- 3. assessing personality (1.6 C, D, E 1.8 B ; 1.5 B, C)
- I. Human Development
 - 1. demonstrating knowledge of the stages of human development
 - a. prenatal to birth
 - b. infancy
 - c. childhood
 - d. adolescence
 - e. adulthood
 - f. old age
 - 2. recognizing the psychological stages of dying (1.4 B)
- J. Mental Health
 - 1. understanding the causes of stress
 - 2. recognizing techniques used to cope with stress
 - 3. relating psychological well-being to physical well-being (1.4 B; 1.5 F)
- K. Abnormal Disorders (1.2 A)
 - 1. defining abnormal behavior (1.1 F)
 - 2. demonstrating knowledge of abnormal disorders/behaviors
 - a. anxiety
 - b. mood
 - c. dissociate
 - d. schizophrenia
 - e. personality
 - f. atypical/deviate sexual
 - 3. comparing and contrasting treatment theories and practices(1.4 B; 1.5 F)
 - a. insight therapy
 - b. behavior therapy
 - c. group therapy
 - d. biological therapy
- L. Parapsychology
 - 1. defining the term (1.1 F)
 - 2. identifying types
 - a. extrasensory perception
 - b. telepathy

- c. telekinesis
- d. clairvoyance

Expected Levels of Achievement

All students are expected to achieve mastery of the concepts and skills taught by obtaining a minimum of eighty percent (80%) on all graded materials and projects.

Methods of Evaluation

Student competence will be assessed through the use of one or more of the following methods:

Demonstration

Observation

Oral presentation

Portfolios

Projects

Self-evaluation

Teacher-made tests

Written presentations

European History

Statement of Organization:

This course is designed to give students a background and perspective on the history, cultures, and influences that European civilization has had upon the world from Ancient Greece through the Modern Age.

Expected Levels of Achievement:

Students are expected to achieve both growth and mastery by earning a 77% on all graded material.

Methods of Evaluation:

Student competence will be assessed through the use of one or more of the following:

- Projects
- Written Essays
- Research Papers
- Web quests
- Teacher-made Tests
- Presentations
- Participation and Performance

Estimated Instructional Time:

120 Hours

Technology Integration:

In addition to print resources, students will use technology to complete research projects, prepare class presentations, and write research papers/essays. The instructor will utilize technology daily in the classroom for multimedia presentations, classroom notes, review games, and to

research historical primary/secondary sources.

Outline:

- ***Ancient Greece (1200 B.C. - 31 B.C.)***
- ***Ancient Rome (753 B.C. - 476 A.D.)***
- ***Dark Ages/Middle Ages (476-1453)***
- ***Renaissance/Reformation (1453-1648)***
- ***Age of Aristocracy (1648-1848)***
- ***Creation and Fall of Empires (1848-1945)***
- ***Post War Europe (1945-Present Day)***

<u>Objectives</u>	<u>Concepts</u>	<u>Competencies</u>	<u>Vocabulary</u>	<u>Standards</u>
Examine the geography and history of Ancient Greece. Understand the cultural significance of	Cultural attributes of people and places. Economic activities shape culture.	Locate the geographical areas of, and around, Ancient Greece. Understand and examine the	Democracy Monarchy Tyranny Oligarchy	8.2.9.C 8.2.12.C 8.2.U.C 8.4.9.C 8.4.12.C 8.4.W.C CC.8.6.9-10.A-I CC.8.5.9-10.A-J

Ancient Greece to the development of Western Civilization.	Conflict and cooperation among social groups, organizations, and nation-states are critical to comprehending societies Government systems	major historical people and events of Ancient Greece Analyze the cultural impact that both Ancient Greece made upon Western Civilization		
Examine the geography and history of Ancient Rome. Understand the cultural significance of Ancient Rome to the development of Western Civilization.	Cultural attributes of people and places. Economic activities shape culture. Conflict and cooperation among social groups, organizations, and nation-states are critical to comprehending societies Government systems Learning about	Locate the geographical areas of, and around, Ancient Rome. Understand and examine the major historical people and events of Ancient Rome. Analyze the cultural impact that Ancient Rome made upon Western Civilization Analyze the major emperors of Rome and their impacts on the Roman	Republic Empire Patrician Plebeian	CC.8.6.9-10.A CC.8.6.9-10.B CC.8.6.9-10.C CC.8.6.9-10.E CC.8.6.9-10.H 7.1.U.A 7.3.U.A 8.1.U.A 8.1.U.C C.IE.1.1 C.IE.3.1 L.N.1.2 L.N.2.2

	the past and its different contexts shaped by social, cultural, and political influences prepares one for participation as active, critical citizens in a democratic society.	Empire		
To understand the places, people, and historical events that shaped European culture between the years 476 to 1453 A.D.	Impact of religious traditions, practices, and beliefs on culture and society Social, cultural, and economic processes shape the features of places. Conflict and cooperation among social groups, organizations, and nation-states are critical to comprehending societies Government systems	Examine and analyze the impact of the barbaric invasions on the history and culture of Europe during the Middle Ages. Accurately locate and identify the various geographical locations of European countries and bodies of water. Explore and examine the role of Christianity and Islam, and the conflict between them, on	Feudalism Crusade	8.4.9.A 8.4.9.C 8.4.9.D CC.8.6.9-10.A CC.8.6.9-10.B CC.8.6.9-10.C CC.8.6.9-10.E CC.8.6.9-10.H 7.1.U.A 7.3.U.A 8.1.U.A 8.1.U.C C.IE.1.1 C.IE.3.1 L.N.1.2 L.N.2.2 7.1.U.A 7.3.U.A 6.1.9.A

		European culture during the Middle Ages		6.1.9.B
To understand the places, people, and historical events that shaped European culture during the Renaissance/Reformation period; 1300-1600.	Impact of religious traditions, practices, and beliefs on culture and society Social, cultural, and economic processes shape the features of places. Conflict and cooperation among social groups, organizations, and nation-states are critical to comprehending societies Government systems Cultural attributes of people and places	Identify and examine the characteristics of the Renaissance Identify and explore the influential figures, and their works, that contributed to the Renaissance Examine and analyze the role the Catholic Church had on everyday life during the Renaissance, and the figures that criticized the Church Identify and examine the Reformation, its key figure(s), and the impact it had on culture in Europe during the Renaissance	Theology Protestant Catholic Renaissance	8.4.9.A 8.4.9.C 8.4.9.D CC.8.6.9-10.A CC.8.6.9-10.B CC.8.6.9-10.C CC.8.6.9-10.E CC.8.6.9-10.H 7.1.U.A 7.3.U.A 8.1.U.A 8.1.U.C C.IE.1.1 C.IE.3.1 L.N.1.2 L.N.2.2 7.1.U.A 7.3.U.A 6.1.9.A 6.1.9.B

To understand the places, people, and historical events that shaped European culture during the Aristocratic period from 1648-1848..	Social, cultural, and economic processes shape the features of places. Conflict and cooperation among social groups, organizations, and nation-states are critical to comprehending societies Government systems	Examine and analyze the monarch system of government and how it influenced European society. Identify and examine the key figures and the impact they had on culture in Europe during the 'Age of Aristocracy'. Understand and examine the major historical people and events of the Aristocratic Age.	Aristocrat Baroque Diplomacy	8.4.9.A 8.4.9.C 8.4.9.D CC.8.6.9-10.A CC.8.6.9-10.B CC.8.6.9-10.C CC.8.6.9-10.E CC.8.6.9-10.H 7.1.U.A 7.3.U.A 8.1.U.A 8.1.U.C C.IE.1.1 C.IE.3.1 L.N.1.2 L.N.2.2 7.1.U.A 7.3.U.A 6.1.9.A 6.1.9.B
To understand the places, people, and historical events that shaped European culture, and its impact on the world, between the years 1848-1945.	Social, cultural, and economic processes shape the features of places. Conflict and cooperation among social groups, organizations, and	Identify and examine the economic reasons for European colonialism Examine and analyze the impact of militarism and warfare on the	Colonialism Imperialism Militarism Fascist Communist	6.5.12A-H, 6.5.9 A-H 7.1.12A,B, 7.2.12A,B,D,E,F,G CC.8.6.9-10.A CC.8.6.9-10.B CC.8.6.9-10.C CC.8.6.9-10.E CC.8.6.9-10.H 7.1.U.A 7.3.U.A

	nation-states are critical to comprehending societies Government systems Economic activities shape culture.	European continent. Understand and examine the major historical people and events of the period from 1848-1945		8.1.U.A 8.1.U.C C.IE.1.1 C.IE.3.1 L.N.1.2 L.N.2.2
To understand the places, people, and historical events that shaped European culture, and its impact on the world, post World War II.	Social, cultural, and economic processes shape the features of places. Conflict and cooperation among social groups, organizations, and nation-states are critical to comprehending societies Government systems Economic activities shape culture.	Examine and analyze the societal, economic, and political aftermath of World War II. Understand and examine the major historical people and events of the post World War II era. Identify and examine the key components of the Cold War and its impact on Europe.	Xenophobia Alliance Capitalism	6.5.12A-H, 6.5.9 A-H 7.1.12A,B, 7.2.12A,B,D,E,F,G CC.8.6.9-10.A CC.8.6.9-10.B CC.8.6.9-10.C CC.8.6.9-10.E CC.8.6.9-10.H 7.1.U.A 7.3.U.A 8.1.U.A 8.1.U.C C.IE.1.1 C.IE.3.1 L.N.1.2 L.N.2.2