

## 1<sup>st</sup> Grade Social Studies

SS 1 <sup>st</sup>	September	October	November	December
<b>Topics</b>	<ul style="list-style-type: none"> <li>○ Community Helpers</li> </ul>	<ul style="list-style-type: none"> <li>○ Community Helpers</li> <li>○ Safety</li> </ul>	<ul style="list-style-type: none"> <li>○ Native Americans</li> </ul>	<ul style="list-style-type: none"> <li>○ Native Americans</li> </ul>
<b>Skills</b> I-Introduce D-Develop M-Master R-Reinforce	<p><b>The Students Will...</b></p> <ul style="list-style-type: none"> <li>➤ I - Identify what a community is.</li> <li>➤ I - Explain what a community helper is.</li> <li>➤ I - Identify helpers in our community.</li> <li>➤ I - Explain how they help.</li> <li>➤ I - Identify school helpers.</li> <li>➤ I - Demonstrate how they help us learn.</li> <li>➤ I - Identify ways we can help in school.</li> <li>➤ I - Identify ways we can help in our community.</li> <li>➤ I - Write a letter of thank you to a school helper.</li> </ul>	<p><b>The Students Will...</b></p> <ul style="list-style-type: none"> <li>➤ D - Demonstrate knowledge of home address.</li> <li>➤ D - Demonstrate knowledge of home phone number.</li> <li>➤ D - Demonstrate ability to call 911.</li> <li>➤ I - Identify an emergency.</li> <li>➤ I - Identify who to call for help.</li> <li>➤ D - Demonstrate safe behaviors at school.</li> <li>➤ D - Demonstrate safe behaviors home.</li> <li>➤ D - Identify safe exits in case of fire.</li> </ul>	<p><b>The Students Will...</b></p> <ul style="list-style-type: none"> <li>➤ I - Understand that the Native American community is made up of many different tribes.</li> <li>➤ I - Understand the life style of each tribe is dictated by their environment.</li> <li>➤ I - Understand Native Americans considered nature to be sacred.</li> <li>➤ I - Understand Native Americans adapted their life to their immediate resources.</li> <li>➤ I - Understand Native Americans conserved their resources.</li> </ul>	<p><b>The Students Will...</b></p> <ul style="list-style-type: none"> <li>➤ I - Compare and contrast the life style of Native Americans to that of ours.</li> <li>➤ I - Understand the importance of family to Native Americans.</li> <li>➤ I - Understand the impact western development had on the lifestyle of Native Americans.</li> <li>➤ I - Understand picture language of the Native Americans.</li> </ul>

SS 1 <sup>st</sup>	January	February	March	April
Topics	<ul style="list-style-type: none"> <li>○ Community</li> </ul>	<ul style="list-style-type: none"> <li>○ Community</li> <li>○ Maps</li> </ul>	<ul style="list-style-type: none"> <li>○ Maps</li> </ul>	<ul style="list-style-type: none"> <li>○ Families</li> </ul>
Skills I-Introduce D-Develop M-Master R-Reinforce	<p>The Students Will...</p> <ul style="list-style-type: none"> <li>➤ I - Understand we all live in a neighborhood</li> <li>➤ I - A neighborhood is in a community</li> <li>➤ I - Understand a community is in city</li> <li>➤ I - Understand a city is in a state</li> <li>➤ I - Understand a state is in a country</li> <li>➤ I - Understand a state is in the USA</li> <li>➤ I - Demonstrate understanding through pictures</li> </ul>	<p>The Students Will...</p> <ul style="list-style-type: none"> <li>➤ I - Understand what a map is.</li> <li>➤ I - Understand the different uses of maps.</li> <li>➤ I - recognize different types of maps.</li> <li>➤ I - Learn the use of a compass rose.</li> </ul>	<p>The Students Will...</p> <ul style="list-style-type: none"> <li>➤ I - Learn how to use a map.</li> <li>➤ I - Demonstrate knowledge by making a map of the classroom.</li> <li>➤ I - Learn to work as a team while making the map.</li> </ul>	<p>The Students Will...</p> <ul style="list-style-type: none"> <li>➤ I - Understand we all have a family.</li> <li>➤ I - Recognize that all families are different.</li> <li>➤ I - Understand how families help us grow.</li> <li>➤ I - Explore the different characteristics of a family.</li> <li>➤ I - Understand the how families change as we grow.</li> <li>➤ I - Understand that each member of a family is important.</li> </ul>

SS 1 <sup>st</sup>	May	June
<b>Topics</b>	<ul style="list-style-type: none"> <li>○ Careers</li> </ul>	<ul style="list-style-type: none"> <li>○</li> </ul>
<b>Skills</b> <b>I-Introduce</b> <b>D-Develop</b> <b>M-Master</b> <b>R-Reinforce</b>	<b>The Students Will...</b> <ul style="list-style-type: none"> <li>➤ I - Explore different careers.</li> <li>➤ I - Understand the need for many types of jobs</li> <li>➤ I - Explore the need for education for careers.</li> <li>➤ I - Compare the different types of training needed</li> <li>➤ I - Understand how different jobs support each other</li> <li>➤ I - Understand the many opportunities offered throughout our life</li> </ul>	<b>The Students Will...</b> <ul style="list-style-type: none"> <li>➤</li> </ul>

## 2<sup>nd</sup> Grade Social Studies

SS 2 <sup>nd</sup>	September	October	November	December
<b>Topics</b>	<ul style="list-style-type: none"> <li>○ Mapping</li> </ul>	<ul style="list-style-type: none"> <li>○ Christopher Columbus</li> </ul>	<ul style="list-style-type: none"> <li>○ Land Forms</li> <li>○ Holiday Celebrations</li> </ul>	<ul style="list-style-type: none"> <li>○ Traditions</li> </ul>
<b>Skills</b> I-Introduce D-Develop M-Master R-Reinforce	<p><b>The Students Will...</b></p> <ul style="list-style-type: none"> <li>➤ demonstrate using compass rose and using a map</li> <li>➤ identify directions</li> <li>➤ identify a map and a key,</li> <li>➤ learn 7 continents</li> <li>➤ apply the knowledge of the vocab words ancestor, traditions, and relative</li> </ul>	<p><b>The Students Will...</b></p> <ul style="list-style-type: none"> <li>➤ recognize the journey of Columbus</li> <li>➤ recreate a model of Columbus' ship to demonstrate an understanding of life on board a ship</li> <li>➤ explore the reasons behind Columbus' voyage</li> <li>➤ compare and contrast items they would pack for a journey such as Columbus'</li> </ul>	<p><b>The Students Will...</b></p> <ul style="list-style-type: none"> <li>➤ learn about different land forms</li> <li>➤ compare and contrast characteristics of different land forms (7 continents and 4 large bodies of water)</li> <li>➤ compare and contrast characteristics of various ways to celebrate Christmas in several different countries</li> <li>➤ match the holiday celebration and the location of its' country</li> <li>➤ apply their knowledge of the following vocabulary: capital, river, lake, peninsula, plain, mountain, hill, valley, island, and natural resource</li> </ul>	<p><b>The Students Will...</b></p> <ul style="list-style-type: none"> <li>➤ identify holiday celebration traditions for the following countries: Mexico, Germany, Australia, England, Italy, Israel</li> <li>➤ compare and contrast different traditions and beliefs.</li> <li>➤ Identify the different countries represented on a world map</li> <li>➤ Complete activities that apply their knowledge of the celebrations through: artwork, projects, story writing</li> </ul>

SS 2 <sup>nd</sup>	January	February	March	April
<b>Topics</b>	<ul style="list-style-type: none"> <li>○ A Working World</li> </ul>	<ul style="list-style-type: none"> <li>○ We the People</li> </ul>	<ul style="list-style-type: none"> <li>○ America's 1<sup>st</sup> People</li> </ul>	<ul style="list-style-type: none"> <li>○ The Growing Country</li> </ul>
<b>Skills</b> <b>I-Introduce</b> <b>D-Develop</b> <b>M-Master</b> <b>R-Reinforce</b>	<b>The Students Will...</b> <ul style="list-style-type: none"> <li>➤ identify goods and services</li> <li>➤ identify markets as places where people buy or sell goods</li> <li>➤ create and use a flow chart</li> <li>➤ recognize the order of events</li> <li>➤ recognize the importance of people in a factory working together to produce goods</li> <li>➤ recognize that goods need to be transported from one place to another</li> <li>➤ explore basic human needs and wants</li> <li>➤ understand the need to earn money to provide for needs and wants</li> </ul>	<b>The Students Will...</b> <ul style="list-style-type: none"> <li>➤ identify the following key words: citizen, law, vote, President, tax, government, monument, museum, White House, Congress</li> <li>➤ analyze democratic process</li> <li>➤ evaluate the qualities of leaders</li> <li>➤ identify elected governing bodies</li> <li>➤ recognize our country's government is based on a constitution</li> <li>➤ analyze changes made to our constitution and who fought for the rights of Americans</li> <li>➤ learn how to use, make, and analyze a timeline</li> <li>➤ identify Washington D.C. as the United States Capital.</li> </ul>	<b>The Students Will...</b> <ul style="list-style-type: none"> <li>➤ identify Native Americans as the 1st people to live in America and analyze their culture</li> <li>➤ recognize the importance of learning about the cultures from which families come</li> <li>➤ identify St. Augustine as the oldest surviving European colony in the United States</li> <li>➤ identify and define the key words: colony, colonists, explorer Viking, and independence</li> <li>➤ use a grid map to find a location</li> <li>➤ locate and identify Jamestown and Plymouth as two of the earliest English colonies in America.</li> <li>➤ analyze why the 13 colonies wanted their freedom from England</li> </ul>	<b>The Students Will...</b> <ul style="list-style-type: none"> <li>➤ learn about immigration and the United States expansion</li> <li>➤ recognize who pioneers were and the difficulties they faced</li> <li>➤ recognize how the Native Americans lost most of their land to the pioneers</li> <li>➤ recognize that people from other countries still come to the United States to live</li> <li>➤ recognize the value of historical buildings from our past</li> <li>➤ identify ways to protect and save the historical buildings</li> </ul>

SS 2 <sup>nd</sup>	May	June
<b>Topics</b>	<ul style="list-style-type: none"> <li>○ People, Places, &amp; Holiday</li> </ul>	<ul style="list-style-type: none"> <li>○</li> </ul>
<b>Skills</b> <b>I-Introduce</b> <b>D-Develop</b> <b>M-Master</b> <b>R-Reinforce</b>	<b>The Students Will...</b> <ul style="list-style-type: none"> <li>➤ learn about some of the famous Americans who have made a difference in the US</li> <li>➤ summarize the accomplishments of special Americans</li> <li>➤ identify and practice the skill of making predictions and the steps used in predicting</li> <li>➤ identify different historical and natural landmarks</li> <li>➤ analyze the historical significance or the symbolic value of these landmarks</li> <li>➤ identify holidays celebrated by Americans of various ethnic, cultural, or racial groups</li> <li>➤ compare and contrast cultural holidays</li> <li>➤ describe different celebrations that take place around the world</li> <li>➤ analyze the significance of these celebrations</li> <li>➤ define and use the following key words: celebrate, holiday, and customs</li> </ul>	<b>The Students Will...</b> <ul style="list-style-type: none"> <li>➤</li> </ul>

### 3<sup>rd</sup> Grade Social Studies

SS 3 <sup>rd</sup>	September	October	November	December
<b>Topics</b>	<ul style="list-style-type: none"> <li>○ Community</li> <li>○ Business</li> <li>○ Heritage</li> </ul>	<ul style="list-style-type: none"> <li>○ Cause and Effect</li> <li>○ Recycling</li> </ul>	<ul style="list-style-type: none"> <li>○ Oregon Trail</li> <li>○ Territories</li> <li>○ Transportation</li> <li>○ Communication</li> <li>○ Westward expansion</li> </ul>	<ul style="list-style-type: none"> <li>○ Oregon Trail</li> <li>○ Territories</li> <li>○ Transportation</li> <li>○ Communication</li> <li>○ Westward expansion</li> </ul>
<b>Skills</b> I-Introduce D-Develop M-Master R-Reinforce	<p><b>The Students Will...</b></p> <ul style="list-style-type: none"> <li>➤ understand Local Community (D)</li> <li>➤ understand how orchards operate (D)</li> <li>➤ understand how local business creates jobs and money (D)</li> <li>➤ understand that communities &amp; families create heritage (I)</li> </ul>	<p><b>The Students Will...</b></p> <ul style="list-style-type: none"> <li>➤ understand cause and effect</li> <li>➤ understand mining the land</li> <li>➤ understand landfills, recycling, &amp; reclaiming the land</li> </ul>	<p><b>The Students Will...</b></p> <ul style="list-style-type: none"> <li>➤ Learn about the Oregon Trail</li> <li>➤ Understand unorganized territories</li> <li>➤ Explore Transportation</li> <li>➤ Understand forms of communication</li> <li>➤ Learn about Westward Expansion</li> </ul>	<p><b>The Students Will...</b></p> <p>Continued from November</p>

SS 3 <sup>rd</sup>	January	February	March	April
<b>Topics</b>	<ul style="list-style-type: none"> <li>○ Regions</li> <li>○ Endangered animals</li> </ul>	<ul style="list-style-type: none"> <li>○ Regions</li> <li>○ Endangered animals</li> </ul>	<ul style="list-style-type: none"> <li>○ Global connections</li> </ul>	<ul style="list-style-type: none"> <li>○ Maps</li> </ul>
<b>Skills</b> <b>I-Introduce</b> <b>D-Develop</b> <b>M-Master</b> <b>R-Reinforce</b>	<b>The Students Will...</b> <ul style="list-style-type: none"> <li>➤ Learn about Geographical Regions/Alaska</li> <li>➤ Become aware about endangered animals</li> </ul>	<b>The Students Will...</b> <ul style="list-style-type: none"> <li>➤ Continued from January</li> </ul>	<b>The Students Will...</b> <ul style="list-style-type: none"> <li>➤ Explore global connections involving the rainforest</li> <li>➤ Explore global connections involving farming the land</li> </ul>	<b>The Students Will...</b> <ul style="list-style-type: none"> <li>➤ Work with maps</li> <li>➤ Understand the purpose of maps</li> <li>➤ Explore human use of natural resources</li> <li>➤ Determine how geography affects our use of land</li> </ul>



SS 3 <sup>rd</sup>	May	June
<b>Topics</b>	<ul style="list-style-type: none"> <li>○ Transportation</li> </ul>	<ul style="list-style-type: none"> <li>○ End of the year 'wrap-up'</li> </ul>
<b>Skills</b> <b>I-Introduce</b> <b>D-Develop</b> <b>M-Master</b> <b>R-Reinforce</b>	<b>The Students Will...</b> <ul style="list-style-type: none"> <li>➤ Uncover different transportation</li> <li>➤ Create timelines using transportation</li> </ul>	<b>The Students Will...</b> <ul style="list-style-type: none"> <li>➤ Continued from May</li> </ul>

## 4<sup>th</sup> Grade Social Studies

SS 4 <sup>th</sup>	September	October	November	December
<b>Topics</b>	<ul style="list-style-type: none"> <li>○ Wisconsin: Connecting to Our State's Story</li> <li>○ Wisconsin: A Place with a Past</li> </ul>	<ul style="list-style-type: none"> <li>○ Wisconsin: A Place with a Past cont.</li> <li>○ Wisconsin's First People</li> </ul>	<ul style="list-style-type: none"> <li>○ Wisconsin's First People cont.</li> </ul>	<ul style="list-style-type: none"> <li>○ Wisconsin's First People cont.</li> <li>○ The Fur Trade Era</li> </ul>
<b>Skills</b> <b>I-Introduce</b> <b>D-Develop</b> <b>M-Master</b> <b>R-Reinforce</b>	<p><b>The Students Will...</b></p> <ul style="list-style-type: none"> <li>➤ Know how to use the book (key vocabulary, icons, organization)</li> <li>➤ Identify history as the study of the past</li> <li>➤ Question evidence</li> <li>➤ Use two types of sources: primary and secondary</li> <li>➤ Learn vocabulary of geography</li> <li>➤ Study the the Ice Age Trail- location, what it is</li> <li>➤ locate Wisconsin in the USA</li> <li>➤ use the compass rose</li> <li>➤ Wisconsin counties-TSW: find Walworth's location</li> <li>➤ study regions of the USA</li> <li>➤ Prime Meridian/Equator/Hemispheres</li> <li>➤ Longitude and Latitude</li> <li>➤ Physical Features of WI- highlands and lowlands</li> <li>➤ How glaciers created WI and the Great Lakes</li> <li>➤ Landforms created by glaciers in Wisconsin</li> </ul>	<p><b>The Students Will...</b></p> <ul style="list-style-type: none"> <li>➤ read maps for waterways/locate WI's major rivers and lakes</li> <li>➤ study the five physical regions of Wisconsin- location/importance</li> <li>➤ learn favorite places to visit in Wisconsin</li> <li>➤ learn about AD and BC on a timeline: think in thousands of years</li> <li>➤ study the Menominee and Ho-Chunk people</li> <li>➤ think of origin of stories and how they model tradition and life</li> </ul>	<p><b>The Students Will...</b></p> <ul style="list-style-type: none"> <li>➤ learn what the Boaz Mastodon is</li> <li>➤ study the Paleo people and who they were</li> <li>➤ study the Archaic people and who they were</li> <li>➤ study the Woodland people and who they were</li> <li>➤ study the Mississippian people and who they were</li> </ul>	<p><b>The Students Will...</b></p> <ul style="list-style-type: none"> <li>➤ study effigy mounds and their purposes</li> <li>➤ study the Oneota people and who they were</li> <li>➤ learn how early people communicated, specifically through rock art</li> <li>➤ create a native story on 'animal hides</li> <li>➤ identify changes in homes, tools, etc. of early people</li> <li>➤ learn that the fur trade era in WI spanned over 200 years</li> <li>➤ discuss Indian life in the Old Time: hunting, gathering, farming, trading</li> <li>➤ learn that new Indian groups arrived in WI and there were conflicts</li> <li>➤ study the movement of the Ojibwe, Eastern Dakota, Menominee, Ho-Chunk, Odawa, Mesquakie, Kickapoo, Mascouten, Sauk, Miami, and Potawatomi</li> <li>➤ learn that European explorers traveled into and through WI via waterways</li> <li>➤ study Jean Nicolet, the first European known to have explored WI</li> <li>➤ discuss missionaries and mapmakers</li> <li>➤ study the fur trade business and trading posts</li> <li>➤ study the life of Elizabeth Therese Fisher, a Metis girl</li> <li>➤ learn about the French and Indian War and what happened to trading posts</li> <li>➤ study how the American Revolution and War of 1812 affected the fur trade</li> <li>➤ study the ways the federal government changed the fur trade</li> <li>➤ learn how the U.S. government wanted Indians to change</li> </ul>

SS 4 <sup>th</sup>	January	February	March	April
<b>Topics</b>	<ul style="list-style-type: none"> <li>○ Becoming Wisconsin: From Indian Lands to Territory Statehood</li> </ul>	<ul style="list-style-type: none"> <li>○ They Came to Wisconsin, and They're Still Coming: Immigration and Settlement</li> </ul>	<ul style="list-style-type: none"> <li>○ Taste of Wisconsin</li> <li>○ Wisconsin and the Civil War</li> </ul>	<ul style="list-style-type: none"> <li>○ Lead, Soil, and Sawdust, 1820-1914</li> </ul>
<b>Skills</b> <b>I-Introduce</b> <b>D-Develop</b> <b>M-Master</b> <b>R-Reinforce</b>	<p><b>The Students Will...</b></p> <ul style="list-style-type: none"> <li>➤ learn that Natives had different ideas than early settlers on how land should be used</li> <li>➤ learn that in the early-mid- 1800's the Indian Nations lost control of their land</li> <li>➤ learn that Native people were at a disadvantage during treaty negotiations</li> <li>➤ learn that the U.S. government did not always live up to the promises it made in treaties</li> <li>➤ learn that in the early 1800s, non-Indians began settling in the Indian lands of SW WI</li> <li>➤ learn that many settlers on the lead frontier first lived in dug-out areas in dens or caves</li> <li>➤ learn how the Treaty of 1804 led to conflict- the Black Hawk War</li> <li>➤ learn about what happened to Black Hawk's people while trying to return to Sauk</li> <li>➤ learn that the U.S. government marked political boundaries and what could be sold to settlers</li> <li>➤ study a lead-mining community</li> <li>➤ learn how the leaders of non-Indian people applied for Wisconsin to become a territory</li> <li>➤ learn about the disagreements between leaders James Duane Doty and Henry Dodge</li> <li>➤ learn why people in Wisconsin wanted to become a state and how it did</li> <li>➤ study the three branches of government and what each branch does</li> <li>➤ compare Indian lands today to those of the past</li> </ul>	<p><b>The Students Will...</b></p> <ul style="list-style-type: none"> <li>➤ Study the importance of individual and family stories</li> <li>➤ study their own family's story of how they arrived in Wisconsin-family interview</li> <li>➤ learn what an immigrant is</li> <li>➤ learn what immigration is</li> <li>➤ discuss what it is like to be an immigrant</li> <li>➤ learn how travel has changed over time for people moving to Wisconsin</li> <li>➤ study the journey of a stonemason in Cornwall, England coming to Mineral Point</li> <li>➤ study the journey of a man escaping slavery to reach Wisconsin</li> <li>➤ study a family's German farmstead in Washington County- coming from Pomerania</li> <li>➤ study the journey of a family from Finland to Bayfield County</li> <li>➤ study a woman who survived the Holocaust and came to Wisconsin</li> <li>➤ study a family who migrated from Texas to Wisconsin each spring</li> <li>➤ study a Hmong family who lived in a refugee camp in Thailand and came to Wisconsin</li> <li>➤ compare push and pull factors of people who came to Wisconsin and who continue to come</li> </ul>	<p><b>The Students Will...</b></p> <ul style="list-style-type: none"> <li>➤ meet and listen to a guest speaker from the Wisconsin Milk Marketing Board</li> <li>➤ play an interactive SMART board game with the guest speaker on Wisconsin food facts</li> <li>➤ watch a DVD "The Art of Cheese Making"</li> <li>➤ watch a DVD "Keeping Wisconsin Green Growing" TSW: Discuss how slavery divided the North and the South in the mid 1800's</li> <li>➤ Discuss how the Fugitive Act affected Wisconsin</li> <li>➤ Discuss the lives of slaves in the south- cotton producers</li> <li>➤ Learn that most people in free states did not want slavery to expand in 1850</li> <li>➤ Discuss people who were angered by the Fugitive Slave Act and how they became abolitionists</li> <li>➤ Learn about Joshua Glover and how he was helped by abolitionists and the Underground Railroad</li> <li>➤ Learn that the Republican Party was formed in Ripon, WI</li> <li>➤ Study how the Civil War began and how Wisconsin prepared for it</li> <li>➤ Discuss Camp Randall and how soldiers got ready for war there</li> <li>➤ Discuss people from Wisconsin who fought in the Civil War: Colonel Hans Christian Heg</li> <li>➤ Learn about Old Abe the War Eagle and Fufus Andrews- stories of war</li> <li>➤ Discuss how lives were changed because of the war</li> <li>➤ Find places in Wisconsin that help us remember the war</li> </ul>	<p><b>The Students Will...</b></p> <ul style="list-style-type: none"> <li>➤ study why mining, farming, and logging were important in WI from 1820-1914</li> <li>➤ learn that lead, soil, and trees were valuable natural resources in WI during that time</li> <li>➤ discuss that natural resources are materials found in nature- help people make a living</li> <li>➤ study how technological innovation have affected how we use resources</li> <li>➤ study how miners got the lead out of the ground</li> <li>➤ learn what was mined besides lead</li> <li>➤ study how pioneers built their farms in WI</li> <li>➤ discuss what life was like for a pioneer in WI</li> <li>➤ discuss why wheat farming didn't last</li> <li>➤ learn what other crops farmers began to grow in place of wheat</li> <li>➤ talk about how to 'read' a photograph</li> <li>➤ talk about what we can learn from census reports</li> <li>➤ learn how Wisconsin became a dairy state</li> <li>➤ learn about how William Hoard helped dairy farming</li> <li>➤ learn what farmers did with the milk their cows produced</li> <li>➤ study what work was like for loggers at a logging camp</li> <li>➤ discuss how Wisconsin's lumber industry developed and changed over time</li> <li>➤ compare and contrast Wisconsin's natural resources then and now</li> </ul>

SS 4 <sup>th</sup>	May	June
<b>Topics</b>	<ul style="list-style-type: none"> <li>○ Transportation and Industry Change Wisconsin</li> <li>○ Good Times, Hard Times, and Better Times</li> <li>○ New Opportunities, New Challenges</li> </ul>	<ul style="list-style-type: none"> <li>○ A Place with a Future</li> <li>○ Look ahead to next year</li> </ul>
<b>Skills</b> <b>I-Introduce</b> <b>D-Develop</b> <b>M-Master</b> <b>R-Reinforce</b>	<b>The Students Will...</b> <ul style="list-style-type: none"> <li>➤ Study how WI's growing cities changed the landscape</li> <li>➤ Study how shipping developed on the Great Lakes</li> <li>➤ Learn what shipping took place on the Mississippi River</li> <li>➤ Study how railroads connected WI's cities and waterways</li> <li>➤ Learn how WI industries helped cities grow</li> <li>➤ Study how Milwaukee became WI's center of industry</li> <li>➤ Learn how Milwaukee became the Machine Shop of the world</li> <li>➤ Learn how industrial growth depends on both entrepreneurs and engineers</li> <li>➤ Study how the Davidson brothers and Bill Harley developed their first motorcycle</li> <li>➤ Compare and contrast WI's top industries</li> <li>➤ Study how the top industries changed from 1880 to 1920</li> <li>➤ Learn what work was like for factory workers</li> <li>➤ Learn why some children worked for wages in the late 1800s and early 1900s</li> <li>➤ Learn who the Progressives were</li> <li>➤ Read what made "Fighting Bob" La Follette famous</li> <li>➤ Study some turning points in transportation and industry</li> <li>➤ Study how people react to changes in ways of living</li> </ul>	<b>The Students Will...</b> <ul style="list-style-type: none"> <li>➤ Study how people take care of WI's history</li> <li>➤ Learn how the Thomas family takes care of its family farm</li> <li>➤ Study how places connect us to the past</li> <li>➤ Study how spaces connect us to the past</li> <li>➤ Discuss what we can do to protect WI's story</li> </ul>

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|  | <ul style="list-style-type: none"><li>➤ Learn how schools changed between 1900 and 1950</li><li>➤ Learn why WI people needed better roads in the early 1900s</li><li>➤ Learn what made southeastern WI an early center for car manufacturing</li><li>➤ Study how WI's highways helped tourism and where people vacationed</li><li>➤ Learn how WWI affected WI</li><li>➤ Study what happened to German American's in WI during WWI</li><li>➤ Study the 1930's Great Depressions</li><li>➤ Learn how the government helped people survive</li><li>➤ Study how WI citizens helped the US win WWII</li><li>➤ Learn what life was like in WI after WWII</li><li>➤ Study how WI connected to the Nation and the World</li><li>➤ Learn why the US fought Communism</li><li>➤ Study what the Korean War was about</li><li>➤ Learn how new jobs led to the growth of suburbs</li><li>➤ Study the growth of interstate highways</li><li>➤ Learn what Aldo Leopold did to help WI</li><li>➤ Learn about WI's organized sports and sports fans</li><li>➤ Study hunting and fishing traditions in WI</li><li>➤ Discuss the struggles and protests for equal rights</li><li>➤ Study Vietnam and Protests</li><li>➤ Learn about the Gulf War and 9/11</li><li>➤ Discuss how people celebrate WI</li></ul> |  |
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## 5<sup>th</sup> Grade Social Studies

SS 5 <sup>th</sup>	September	October	November	December
<b>Topics</b>	<ul style="list-style-type: none"> <li>○ The five religions of the United States</li> <li>○ State research projects</li> <li>○ People &amp; Government</li> <li>○ The American Economy</li> <li>○ History &amp; Culture</li> </ul>	<ul style="list-style-type: none"> <li>○ The five religions of the United States</li> <li>○ State research projects</li> <li>○ People &amp; Government</li> <li>○ The American Economy</li> <li>○ History &amp; Culture</li> </ul>	<ul style="list-style-type: none"> <li>○ Native People of North America</li> </ul>	<ul style="list-style-type: none"> <li>○ Native People of North America Project</li> <li>○ Exploration - The Word Expands</li> <li>○ Spanish Exploration</li> </ul>
<b>Skills</b> <b>I-Introduce</b> <b>D-Develop</b> <b>M-Master</b> <b>R-Reinforce</b>	<p><b>The Students Will...</b></p> <ul style="list-style-type: none"> <li>➤ Identify the six ecosystems in the US</li> <li>➤ Understand the nation's five regions</li> <li>➤ Understand America's diverse population</li> <li>➤ Explain why America is a democratic republic</li> <li>➤ Identify key elements of the American economy</li> <li>➤ Distinguish between primary and secondary sources</li> <li>➤ Locate, on a map, each of the 50 states with correct spelling</li> <li>➤ Create a slide show using research</li> </ul>	<p><b>The Students Will...</b></p> <ul style="list-style-type: none"> <li>➤ Identify the six ecosystems in the US</li> <li>➤ Understand the nation's five regions</li> <li>➤ Understand America's diverse population</li> <li>➤ Explain why America is a democratic republic</li> <li>➤ Identify key elements of the American economy</li> <li>➤ Distinguish between primary and secondary sources</li> <li>➤ Locate, on a map, each of the 50 states with correct spelling</li> <li>➤ Create a slide show using research</li> </ul>	<p><b>The Students Will...</b></p> <ul style="list-style-type: none"> <li>➤ Describe how hunter-gatherers settle the Americas</li> <li>➤ Explain how Native Americans adapted to varied environments</li> <li>➤ Identify the ways the Pueblo adapted to the desert.</li> <li>➤ Explain the importance of the horse to the Plains peoples.</li> <li>➤ Identify ways Plains peoples used natural resources</li> <li>➤ Explain slash-and-burn agriculture.</li> <li>➤ Understand how woodland peoples governed themselves</li> </ul>	<p><b>The Students Will...</b></p> <ul style="list-style-type: none"> <li>➤ Understand characteristics of Viking Culture</li> <li>➤ Describe how trade developed between Europe and Asia</li> <li>➤ Explain the development of trade in Africa</li> <li>➤ Trace the discovery of the water route to India</li> <li>➤ Explain the Columbian Exchange</li> <li>➤ Compare the way the Spanish treated the Incas and the Aztecs</li> </ul>

SS 5 <sup>th</sup>	January	February	March	April
<b>Topics</b>	<ul style="list-style-type: none"> <li>○ The Native People of North America Project</li> <li>○ Exploration-The World Expands</li> <li>○ Spanish Exploration</li> </ul>	<ul style="list-style-type: none"> <li>○ Searching For The Northwest Passage</li> <li>○ The First French Colonies</li> <li>○ The First English Colonies</li> <li>○ New England Colonies</li> </ul>	<ul style="list-style-type: none"> <li>○ The Southern Colonies</li> <li>○ The Middle Colonies</li> <li>○ Colonial Life</li> <li>○ Slavery in the Colonies</li> <li>○ Colonial Economies and Government</li> </ul>	<ul style="list-style-type: none"> <li>○ The Struggle for North America</li> <li>○ The French in Louisiana</li> <li>○ The French and Indian War</li> <li>○ Colonists Protest British Rule</li> <li>○ The Revolution Begins</li> </ul>
<b>Skills</b> <b>I-Introduce</b> <b>D-Develop</b> <b>M-Master</b> <b>R-Reinforce</b>	<b>The Students Will...</b> <ul style="list-style-type: none"> <li>➤ Understand characteristics of Viking Culture</li> <li>➤ Describe how trade developed between Europe and Asia</li> <li>➤ Explain the development of trade in Africa</li> <li>➤ Trace the discovery of the water route to India</li> <li>➤ Explain the Columbian Exchange</li> <li>➤ Compare the way the Spanish treated the Incas and the Aztecs</li> </ul>	<b>The Students Will...</b> <ul style="list-style-type: none"> <li>➤ Describe the importance of the Northwest Passage</li> <li>➤ Identify the motive for Dutch exploration</li> <li>➤ Explain the relationship between the French and Native Americans</li> <li>➤ Understand the importance of the fur trade</li> <li>➤ Understand why the Roanoke colonies failed</li> <li>➤ Identify important events in the founding of Jamestown</li> <li>➤ Identify Puritan values that shaped America</li> <li>➤</li> </ul>	<b>The Students Will...</b> <ul style="list-style-type: none"> <li>➤ Identify the diverse groups that settled the Middle Colonies</li> <li>➤ Understand the Carolinas' plantation economy.</li> <li>➤ Identify important events in the growth of Georgia.</li> <li>➤ Understand life in the colonies</li> <li>➤ Explain of Africans resisted being enslaved</li> <li>➤ Understand why colonists in the North and South kept slaves</li> <li>➤ Explain the three legs of the triangular trade</li> <li>➤ Understand how colonists practiced democracy</li> <li>➤ Identify tensions between the colonial assemblies and the king</li> <li>➤</li> </ul>	<b>The Students Will...</b> <ul style="list-style-type: none"> <li>➤ Recognize the importance of La Salle's voyage down the Mississippi</li> <li>➤ Identify the cause of the French and Indian War</li> <li>➤ Explain how taxes caused growing tension</li> <li>➤ Identify two events that led to the American Revolution</li> <li>➤ Identify the battles that began the American Revolution</li> <li>➤ Explain the significance of the Declaration of Independence</li> <li>➤ Discuss challenges of the Patriots, and compare and contrast forces of the Revolution</li> <li>➤ Describe the turning point of the Revolutionary War</li> <li>➤ Explain the importance of the Battle of Yorktown</li> <li>➤</li> </ul>

SS 5 <sup>th</sup>	May	June
<b>Topics</b>	<ul style="list-style-type: none"> <li>○ Fighting the Revolutionary War</li> <li>○ American Victories</li> <li>○ The War Ends</li> <li>○ Planning A New Government</li> <li>○ The United States Constitution</li> <li>○ The Louisiana Purchase and War of 1812</li> </ul>	<ul style="list-style-type: none"> <li>○</li> </ul>
<b>Skills</b> <b>I-Introduce</b> <b>D-Develop</b> <b>M-Master</b> <b>R-Reinforce</b>	<b>The Students Will...</b> <ul style="list-style-type: none"> <li>➤ Compare and contrast forces of the Revolution</li> <li>➤ Describe the turning point of the Revolutionary War</li> <li>➤ Describe the compromises made to reach agreement on the Constitution</li> <li>➤ Identify the three branches of the federal government</li> <li>➤ Explain the purpose of the Bill of Rights</li> <li>➤ Explain the significance of the Louisiana Purchase</li> <li>➤ Understand the tensions that led to the War of 1812</li> </ul>	<b>The Students Will...</b> <ul style="list-style-type: none"> <li>➤</li> </ul>



## 6<sup>th</sup> Grade Social Studies

SS 6 <sup>th</sup>	September	October	November	December
<b>Topics</b>	<ul style="list-style-type: none"> <li>○ Map Keys &amp; Symbols</li> <li>○ Continents &amp; Oceans</li> <li>○ Latitude &amp; Longitude (Parallels &amp; Meridians)</li> <li>○ Hemispheres</li> <li>○ Regions</li> <li>○ 5 Themes of Geography</li> <li>○ Continental Map Work: South America</li> <li>○ Junior Scholastic: Geography skills &amp; featured articles on various countries &amp; History topics</li> </ul>	<ul style="list-style-type: none"> <li>○ Junior Scholastic: geography skills &amp; featured History &amp; country articles</li> <li>○ Governmental Studies – Types around the world</li> <li>○ 3 Branches of US Government</li> <li>○ Communism in Cuba &amp; China</li> <li>○ Continent – Africa</li> <li>○ Continent – North America</li> </ul>	<ul style="list-style-type: none"> <li>○ Junior Scholastic: World Affairs Issue</li> <li>○ Geog Themes – Movement, Regions &amp; Human/Environmental Interaction</li> <li>○ Referencing skills on above themes</li> <li>○ Map Work: Mercator World</li> </ul>	<ul style="list-style-type: none"> <li>○ Junior Scholastic geography skills &amp; featured country articles</li> <li>○ Map Projections: The Round Earth on Flat Paper</li> <li>○ Great Circle Routes</li> <li>○ Time Zones: U.S. &amp; World</li> <li>○ Migration in World History</li> </ul>
<b>Skills</b> <b>I-Introduce</b> <b>D-Develop</b> <b>M-Master</b> <b>R-Reinforce</b>	<p><b>The Students Will...</b></p> <ul style="list-style-type: none"> <li>➤ M - Identify their present location &amp; place in terms of the 5 Themes of Geog, focusing particularly on location, place, &amp; region</li> <li>➤ M - Perform map work &amp; do exercises relating to continents, oceans, latitude, longitude, hemispheres, &amp; regions</li> <li>➤ M - Identify the 5 special parallels, Prime Meridian, International Date Line, and how these came about (the basis for, seasons &amp; astronomically; the origin of the 360° circle)</li> <li>➤ I – Read &amp; Discuss Junior Scholastic geog skills, feature articles on countries, U.S. &amp; World History, &amp; themes of geography</li> <li>➤ R - Color &amp; label South America map including countries, colonies, capitals, special parallels, oceans &amp; seas</li> </ul>	<p><b>The Students Will...</b></p> <ul style="list-style-type: none"> <li>➤ D - Read &amp; Discuss Junior Scholastic geog skills, feature articles on countries, U.S. &amp; World History, &amp; themes of geography</li> <li>➤ D – Review Presidential-legislative democracy, compare/contrast with Parliamentary democracies</li> <li>➤ R – Chart, describe &amp; explain legislative, executive, judicial branches of US govt</li> <li>➤ I – Compare &amp; contrast communism/totalitarian govts with legislative/parliamentary democracies</li> <li>➤ I - Investigate African history &amp; culture; colonization &amp; independence movements</li> <li>➤ R - Color &amp; label Africa map including major countries, colonies, capitals, special parallels, oceans &amp; seas</li> <li>➤ R - Color &amp; label North America map including countries, colonies, capitals, special parallels, oceans &amp; seas</li> </ul>	<p><b>The Students Will...</b></p> <ul style="list-style-type: none"> <li>➤ I – Directed reading &amp; discussion of Junior Scholastic World Affairs Issue</li> <li>➤ I – Compare &amp; contrast various rich/poor countries/continents using the Data Tables; inquiry as to why such discrepancies exist</li> <li>➤ I – Investigate population patterns, natural resources, economies of various countries</li> <li>➤ D – Perform skills activities on world continents &amp; regions, emphasizing the “5” geog themes</li> <li>➤ I - Color &amp; label world map including selected countries, colonies, capitals, special parallels, oceans &amp; seas</li> </ul>	<p><b>The Students Will...</b></p> <ul style="list-style-type: none"> <li>➤ D - Read &amp; Discuss Junior Scholastic geog skills, feature articles on countries, U.S. &amp; World History, &amp; themes of geography</li> <li>➤ I – Explore 5 basic map projections: Mercator, oval, plain/polar, conic, interrupted; compare &amp; realize the advantages/limitations of each type</li> <li>➤ R – Color, label &amp; assemble a “Form-a-Globe” (Nystrom)</li> <li>➤ I - Perform Great Circle, location, &amp; measurement exercises on their “Form-a-Globes”</li> <li>➤ I – Perform skills activities on the 24 world time zones based from Prime Meridian</li> <li>➤ I – Comprehend relationship between Great Circle Routes &amp; movement/migration in World History; application: polar map</li> </ul>

SS 6 <sup>th</sup>	January	February	March	April
<b>Topics</b>	<ul style="list-style-type: none"> <li>○ Junior Scholastic U.S. Affairs Issue</li> <li>○ U.S. Geography</li> <li>○ U.S. Physical Geography</li> <li>○ U.S. Rivers, Lakes &amp; Continental Divide</li> </ul>	<ul style="list-style-type: none"> <li>○ Continue Junior Scholastic U.S. Affairs: Geography &amp; Maps</li> <li>○ Junior Scholastic geography skills &amp; featured country articles</li> <li>○ Cartograms</li> <li>○ U.S. Time Zones</li> </ul>	<ul style="list-style-type: none"> <li>○ Junior Scholastic geography skills &amp; featured country articles</li> <li>○ Continent – Asia</li> <li>○ Continent – Australia &amp; Oceania</li> </ul>	<ul style="list-style-type: none"> <li>○ Junior Scholastic geography skills &amp; featured country articles</li> <li>○ Governmental Studies – Bill of Rights</li> </ul>
<b>Skills</b> <b>I-Introduce</b> <b>D-Develop</b> <b>M-Master</b> <b>R-Reinforce</b>	<b>The Students Will...</b> <ul style="list-style-type: none"> <li>➤ I - Junior Scholastic geog skills: U.S. Affairs Issue</li> <li>➤ R – Investigate population patterns, natural resources, economies of various states &amp; regions of the United States</li> <li>➤ D – Perform “5 geog theme” skills activities on US states &amp; regions</li> <li>➤ I - Color &amp; label U.S. regional maps: New England, Middle Atlantic, Southern States, Central States, &amp; Western States emphasizing physical geography &amp; regional natural resources</li> </ul>	<b>The Students Will...</b> <ul style="list-style-type: none"> <li>➤ D - Read &amp; Discuss Junior Scholastic geog skills, feature articles on countries, U.S. &amp; World History, &amp; themes of geography</li> <li>➤ I – Use Cartogram maps to compare &amp; contrast populations, economies, natural resources-U.S. &amp; World</li> <li>➤ I – Continue to color &amp; label U.S. regional maps</li> <li>➤ I – Color &amp; label physical map of continental U.S.</li> <li>➤ R – U.S. Time Zones</li> <li>➤ View National Geographic Video “Love Those Trains!”</li> </ul>	<b>The Students Will...</b> <ul style="list-style-type: none"> <li>➤ D - Read &amp; Discuss Junior Scholastic geog skills, feature articles on countries, U.S. &amp; World History, &amp; themes of geography; e.g., China, Japan, India, Australia, etc.</li> <li>➤ R - Color &amp; label Asia map including major countries, colonies, capitals, special parallels, oceans &amp; seas</li> <li>➤ R - Color &amp; label Australia/Oceania map including countries, colonies, capitals, special parallels, oceans &amp; seas</li> </ul>	<b>The Students Will...</b> <ul style="list-style-type: none"> <li>➤ D - Read &amp; Discuss Junior Scholastic geog skills, feature articles on countries, U.S. &amp; World History, &amp; themes of geography</li> <li>➤ I – Investigate &amp; research Bill of Rights topics including citizenship &amp; civil rights issues</li> </ul>

SS 6 <sup>th</sup>	May	June
<b>Topics</b>	<ul style="list-style-type: none"> <li>○ Junior Scholastic geography skills &amp; featured country articles</li> <li>○ Continental Study – Europe</li> </ul>	<ul style="list-style-type: none"> <li>○ Junior Scholastic: Final Issue Summary of Geog Themes &amp; Concepts</li> </ul>
<b>Skills</b> <b>I-Introduce</b> <b>D-Develop</b> <b>M-Master</b> <b>R-Reinforce</b>	<b>The Students Will...</b> <ul style="list-style-type: none"> <li>➤ D - Read &amp; Discuss Junior Scholastic geog skills, feature articles on countries, U.S. &amp; World History, &amp; themes of geography; e.g., France, Germany, UK, Russia, etc.</li> <li>➤ R - Color &amp; label Europe map including countries, colonies, capitals, special parallels, oceans &amp; seas</li> </ul>	<b>The Students Will...</b> <ul style="list-style-type: none"> <li>➤ D - Review &amp; Evaluate their knowledge of Social Studies by means of a Post-Test of basic geographic knowledge &amp; concepts</li> </ul>

## 7<sup>th</sup> Grade Social Studies

SS 7 <sup>th</sup>	September	October	November	December
<b>Topics</b>	<ul style="list-style-type: none"> <li>○ Review of Geography</li> <li>○ Concepts of Dates &amp; Time</li> <li>○ Geography of Eastern Hemisphere</li> <li>○ Neolithic Revolution (Reference Human Heritage Text Ch 2 Sec 2)</li> <li>○ What is Culture?</li> <li>○ Mesopotamian Civilization (Ref. HH Text C3)</li> </ul>	<ul style="list-style-type: none"> <li>○ Egyptian Civilization (Ref. HH Text C4)</li> <li>○ The Nile</li> <li>○ Egypt is the Nile</li> <li>○ Archeology in Egypt</li> <li>○ Egyptian Kingdoms &amp; Decline</li> <li>○ Eastern River Valley Civilizations – Indus &amp; Huang Ho (Ref. HH C5)</li> </ul>	<ul style="list-style-type: none"> <li>○ Phoenicians &amp; Hebrews (Ref. HH C6)</li> <li>○ Alphabetic writing</li> <li>○ Shipbuilding</li> <li>○ Manufacturing</li> <li>○ Overseas colonies</li> <li>○ Yahweh, Moses, &amp; The Ten Commandments</li> <li>○ David &amp; The Temple</li> <li>○ Assyrians, Babylonians &amp; Persians (Ref. HH C7)</li> </ul>	<ul style="list-style-type: none"> <li>○ Africa &amp; The Americas (Ref. HH C8)</li> <li>○ Greek Civilization: Minoans &amp; Mycenaeans (Ref. HH C9)</li> <li>○ The Greek Polis: The Ancient Greek City-State (Ref. HH C10)</li> <li>○ Types of Governments: Monarchy, Oligarchy, Democracy</li> <li>○ Constitutional Government</li> </ul>
<b>Skills</b> I-Introduce D-Develop M-Master R-Reinforce	<p>The Students Will...</p> <ul style="list-style-type: none"> <li>➤ R – Review Geography: 5 Themes, Lat. &amp; Long., 5 Special Parallels, Seasons, Climate, Natural Resources</li> <li>➤ I – Explore Archaeology, Legends &amp; History</li> <li>➤ I - Execute a physical map of the Eastern Hemisphere, coloring &amp; labeling 6 major mtn. ranges, 6 major deserts, 4 major river systems, &amp; other selected islands, seas, and features that will be part of this year’s story of history for them.</li> <li>➤ I – Explore the concept of Neolithic Revolution: farming &amp; occupations (Socratic Method). Last Names, e.g., Farmer, Weaver, Potter, Smith, etc.</li> <li>➤ D – Discover the concept of Culture by class brainstorming, all aspects from foods to clothes to music, etc. (see</li> </ul>	<p>The Students Will...</p> <ul style="list-style-type: none"> <li>➤ D – Explore concept of Neolithic Revolution in Egypt</li> <li>➤ D – Discover concept of Culture in Egypt: pharaohs, religion, govt., art, writing, papyrus &amp; ink</li> <li>➤ I – Identify how civilization &amp; a culture emerge in Nile river valley where people note, record, &amp; calendar seasons, engage in planned agriculture &amp; irrigation based on annual flooding of the Nile</li> <li>➤ R - View &amp; Discuss National Geographic video: “Mysteries of Egypt”</li> <li>➤ R - Reading: “Archeologist Finds King Tut’s Tomb” story &amp; Q’s</li> <li>➤ I – Be able to identify &amp; compare/contrast Old Kingdom, Middle Kingdom, Empire</li> <li>➤ M – Color and label Map: Centers of Early</li> </ul>	<p>The Students Will...</p> <ul style="list-style-type: none"> <li>➤ I – Explore concept of sea faring civilization (non-river valley)</li> <li>➤ I – Discover concept of origin of alphabetic writing</li> <li>➤ I – Concept of shipbuilding &amp; navigation</li> <li>➤ I - Identify the trade of manufactured products: wood, glass, purple dye (purple people)</li> <li>➤ I – Explore the development of overseas Phoenician colonies such as Carthage, Legends of Aeneas &amp; Dido</li> <li>➤ I – Examine the concept of one just God, a moral code, law, &amp; social justice</li> <li>➤ I – Explore the causes &amp; consequences of the destruction of the Hebrew Temple &amp; establishment of synagogues</li> <li>➤ I – Compare the military empires of the fertile crescent region in terms of the conquest of Israel, rise of Babylon, rise of Persia/fall of Babylon</li> </ul>	<p>The Students Will...</p> <ul style="list-style-type: none"> <li>➤ I – Study ancient African kingdoms of Kush &amp; Aksum; West African kingdoms of Ghana, Mali &amp; Songhai</li> <li>➤ I - Study ancient American civilizations of Olmecs, Mayas, Aztecs, &amp; Incas</li> <li>➤ I – Discover how the geography of the Aegean region influenced Greek civilization &amp; culture</li> <li>➤ I – Explore the Legend of the Labyrinth: Theseus &amp; the Minotaur</li> <li>➤ R – Relate the connection of the concept of shipbuilding, navigation, trade, &amp; naval warfare to advances in technology</li> <li>➤ I – Learn a story of historical fiction: The Legend of Troy – Discussion &amp; Q: How much Fact, How much Fiction? Apply to Historical fiction in today’s culture</li> <li>➤ I – Learn the concept of civil war &amp; a “Dark Age” = loss of progress &amp; reversing of benefits of civilization</li> </ul>

	<p>SmartBoard file)</p> <ul style="list-style-type: none"> <li>➤ I – Identify how Mesopotamian civilization &amp; a culture emerged from an arid farming region where people note, record, &amp; calendar the seasons, engage in planned agriculture &amp; irrigation, practice religion &amp; organized government, invent writing &amp; establish laws. YouTube: The Mesopotamians – They Might Be Giants (smartboard)</li> <li>➤ I – Investigate inventions such as wheel, plow, sundial, sailboat, calendar; comprehend the steady advance of technology</li> </ul>	<p>Civilization</p> <ul style="list-style-type: none"> <li>➤ I - Compare/contrast Indus/Mesopotamia/ Egyptian river valley civilizations</li> </ul>	<ul style="list-style-type: none"> <li>➤ I – Comprehend cause &amp; effect: How the use of money promotes a modern economy, increases wealth &amp; investment, promotes specialization, advances technology</li> <li>➤ R - Reading: “Cyrus of Persia Captures Babylon” story of how the Persians did it, &amp; Q’s</li> </ul>	<ul style="list-style-type: none"> <li>➤ I – Study &amp; discuss the development of the Greek polis (city-state) &amp; the evolution of democratic &amp; constitutional govt.</li> <li>➤ D – Compare/Contrast types of govt. in ancient Greece, apply to today’s world</li> <li>➤ R - Analyze, evaluate, &amp; write about the main idea: “Democracy in Athens, Greece,” as persuasive writing topic</li> </ul>
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SS 7 <sup>th</sup>	January	February	March	April
<b>Topics</b>	<ul style="list-style-type: none"> <li>○ Persian Wars, The Delian League &amp; the Athenian Empire (Ref. HH C10)</li> <li>○ Geography of Ancient Greece</li> <li>○ Greek Cultural Contributions (Ref. HH C11)</li> </ul>	<ul style="list-style-type: none"> <li>○ Alexander the Great-Hellenistic Period (Ref. HH C12)</li> <li>○ Founding of Rome, Etruscans, Tarquinian dynasty (Ref. HH C13)</li> <li>○ Roman Republic</li> </ul>	<ul style="list-style-type: none"> <li>○ How the Roman Republic Worked (Ref. HH C14)</li> <li>○ Roman Expansion</li> <li>○ The Punic Wars</li> <li>○ End of the Republic &amp; The Rise of the Dictators</li> <li>○ Daily Life in Rome (Ref. HH C15)</li> </ul>	<ul style="list-style-type: none"> <li>○ The Fall of Roman Empire (Ref. HH C15S4)</li> <li>○ Christianity (Ref. HH C16)</li> <li>○ Byzantine Empire (Ref. HH C21)</li> <li>○ The Early Middle Ages-Germans (Ref. HH C17)</li> <li>○ The Franks (Ref. HH C18)</li> </ul>
<b>Skills</b> <b>I-Introduce</b> <b>D-Develop</b> <b>M-Master</b> <b>R-Reinforce</b>	<p>The Students Will...</p> <ul style="list-style-type: none"> <li>➤ M – Color &amp; label physical map of Ancient Greece</li> <li>➤ R - Perform the playlet &amp; do reading: “Pericles &amp; Time of Glory” or equivalent</li> <li>➤ I – Describe the results of the Peloponnesian War &amp; the resulting decline of Athens</li> <li>➤ D - Critically examine how the ongoing lack of cooperation of the Greek city-states led to their loss of freedom &amp; independence</li> <li>➤ D – Explore Greek Mythology: Various legends</li> <li>➤ I – Explore Greek religion, Oracle of Delphi, Olympics, Architecture, Theatre &amp; Drama</li> <li>➤ I – Discover &amp; discuss Greek philosophy &amp; science: Socrates, Plato, Aristotle, Pythagoras, &amp; Eratosthenes. Greek logic as expressed by development of scientific method, hypothesis, syllogism</li> </ul>	<p>The Students Will...</p> <ul style="list-style-type: none"> <li>➤ I – Discover how Philip II gained control of Greece</li> <li>➤ I – Investigate how Alexander conquered the known world</li> <li>➤ I – Discover how the spread of Greek culture influenced people from Gibraltar to India</li> <li>➤ R - Reading: “Young Alexander”</li> <li>➤ I - Compare/Contrast legends of founding of Rome with archeological evidence</li> <li>➤ I - Discover how the Roman Republic was founded and organized</li> <li>➤ I - Define important Roman studies vocab: republic, patricians, plebeians, consuls, assemblies, senate, etc.</li> </ul>	<p>The Students Will...</p> <ul style="list-style-type: none"> <li>➤ I - Discover the organization &amp; tactics of the Roman legions</li> <li>➤ M – Color &amp; label a map of the Roman Empire</li> <li>➤ I – Explore the sequence of the 3 Punic Wars</li> <li>➤ I – Discover how Hannibal, remaining unconquered for 15 years, undermined the founding ideals of the Roman Republic &amp; contributed to its decay (cause &amp; effect)</li> <li>➤ R – Perform play: “Hannibal Crosses the Alps”</li> <li>➤ I – Explain how the defeat of Carthage led to the expansion of Roman power in the Mediterranean world</li> <li>➤ I – Discover how the disenfranchisement of small farmers led to the decline of the Roman Republic</li> <li>➤ I – Analyze how political reform was ineffective &amp; led to the rise of military dictatorships &amp; Emperor rule</li> <li>➤ Beware the Ides of March!</li> <li>➤ R - Perform Play: “Julius Caesar” (Junior High Adaptation of the Shakespeare classic)</li> </ul>	<p>The Students Will...</p> <ul style="list-style-type: none"> <li>➤ I – Analyze reasons for the fall of Rome: political, economic, &amp; frontier attacks by barbarians</li> <li>➤ R – Discover how Jesus’ teachings became basis for Christianity, a major component of Medieval European culture</li> <li>➤ I – Comprehend how the Pax Romana helped Christianity spread through the Roman Empire</li> <li>➤ I – Discover how the Byzantine Empire survived and prospered for 1000 years, until 1453, the fall of which led to the discovery of America</li> <li>➤ I – Investigate &amp; discuss daily life in German tribes &amp; villages; farming &amp; fighting; religion &amp; laws</li> <li>➤ I – Discover &amp; discuss the Germanic role in the fall of Roman Empire</li> <li>➤ I – Analyze how Clovis &amp; the church supported each other &amp; promoted Christianity as a major component of European culture</li> <li>➤ I – Discover the significance of Charles Martel &amp; the defeat of</li> </ul>

	<ul style="list-style-type: none"> <li>➤ R – Classic Movie: “Clash of the Titans” (1981) – recognizing, reinforcing, &amp; discussing Greek cultural themes from Ch. 11, &amp; parallel with reading “Mythological Monster”</li> <li>➤ I - Learn the Greek Alphabet &amp; its phonics; write their name &amp; address using Greek (&amp; Russian) alphabet; students realize that our Roman alphabet has counterparts in other parts of the world &amp; this accounts for variations in translations &amp; spellings</li> </ul>		<ul style="list-style-type: none"> <li>➤ I – Describe the rule Augustus Caesar &amp; how the stabilization of Roman govt., society, &amp; law under Augustus led to the 200-Year Pax Romana</li> <li>➤ R - National Geographic Video: “In the Shadow of Vesuvius”</li> <li>➤ R - View movie “Spartacus” (1960) critically examining, recognizing, &amp; discussing the daily life, political issues, &amp; social issues portrayed in the Roman world</li> </ul>	<p>the Muslims at the Battle of Tours</p> <ul style="list-style-type: none"> <li>➤ I – Discover the significance of Charlemagne &amp; the Holy Roman Empire; how the Treaty of Verdun led to the rise of the French nation-state, &amp; the coming of ethnic nation-states</li> </ul>
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SS 7 <sup>th</sup>	May	June
<b>Topics</b>	<ul style="list-style-type: none"> <li>○ Anglo-Saxons &amp; Medieval England (Ref. HH C's 19&amp; 27)</li> <li>○ The Vikings (Ref. HH C20)</li> </ul>	<ul style="list-style-type: none"> <li>○ Feudal Society (Ref. HH C24)</li> <li>○ Rise of Trade &amp; Towns in Late Middle Ages (Ref. HH C26)</li> <li>○ Beginning of the Renaissance &amp; and the Modern Era</li> <li>○ The Printing Press</li> </ul>
<b>Skills</b> <b>I-Introduce</b> <b>D-Develop</b> <b>M-Master</b> <b>R-Reinforce</b>	<p>The Students Will...</p> <ul style="list-style-type: none"> <li>➤ I – Complete programmed-learning mini-packet on England &amp; the Middle Ages</li> <li>➤ I – Color &amp; label political map of Medieval England &amp; Northwest Europe</li> <li>➤ I – Discover, analyze, &amp; discuss daily life of Anglo-Saxon England; watch David Macaulay video: “Castles”</li> <li>➤ I – Discover how William the Conqueror became the king of England in 1066, &amp; Norman-French culture blended into Anglo-Saxon culture</li> <li>➤ I – Discover how the Magna Carta &amp; the development of Parliament became the basis for English (and American) liberties</li> <li>➤ I – Analyze daily life in Scandinavia, compare/contrast with German &amp; Anglo-Saxon tribal culture</li> <li>➤ I – Discover how the Vikings raided, affected, and settled Europe from the Varangian Route in Russia, Normandy in France, to the Danelaw in</li> </ul>	<p>The Students Will...</p> <ul style="list-style-type: none"> <li>➤ I – Define &amp;/or describe the roles of feudalism, lords, vassals, knights, manors, clergy, nobility</li> <li>➤ I – Define &amp;/or describe the roles of the growth of free &amp; independent towns &amp; concurrent manufacturing &amp; trade; the Guild system.</li> <li>➤ I – Comprehend the significance of new technologies of the Late Middle Ages/Renaissance, from English longbows to cannons, new mfg. processes, telescope, microscope, compass, astrolabe, the printing press</li> </ul>



	<p>Britain</p> <ul style="list-style-type: none"><li>➤ R – Activity: build model Viking ships, &amp; hear envoy of Caliph of Bagdad Ibn Fadlan (teacher actor) narrate description of Viking chieftain funeral on the Volga somewhere in present-day Russia (burn the ships)</li><li>➤ I – Discover how Viking adventurers crossed the Atlantic &amp; discovered Iceland, Greenland &amp; America</li><li>➤ R - Reading: “Greenlander’s Saga”</li></ul>	
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## 8<sup>th</sup> Grade Social Studies

SS 8 <sup>th</sup>	September	October	November	December
<b>Topics</b>	<ul style="list-style-type: none"> <li>○ Review of 5 Themes of Geography</li> <li>○ Review of North American Geography, incl Rivers, Lakes, Bays</li> <li>○ The 9 Physical Regions of the American Story (Ref. Amer. Nation Ch. 1)</li> <li>○ Pre-Columbian American Cultures</li> <li>○ Summary of 7<sup>th</sup> Grade World History, including Renaissance Topics (Ref. Am. Nat. C 2)</li> <li>○ The European Age of Exploration</li> <li>○ The Discovery of America &amp; the Columbian Exchange</li> <li>○ Life in New Spain (Ref. Am.Nat. C3)</li> </ul>	<ul style="list-style-type: none"> <li>○ French &amp; Dutch Colonies in North America</li> <li>○ Queen Elizabeth, Drake &amp; the Defeat of Spanish Armada, Virginia &amp; the Lost Colony</li> <li>○ Jamestowne Colony</li> <li>○ Pilgrims &amp; Plymouth Colony (Ref. Am.N. C3)</li> <li>○ Daily Life in the Thirteen English Colonies-Diversity, Social Equality, Women, Slaves; Role of Education &amp; Religion, Great Awakening, Enlightenment (Ref. A.N. C 4)</li> </ul>	<ul style="list-style-type: none"> <li>○ Trade, Mercantilism, &amp; the Challenge to English Liberties</li> <li>○ Five Results of the French &amp; Indian War</li> <li>○ English Colonial Policy of Stricter Control Leads to American Resistance</li> <li>○ Why Lexington &amp; Concord (Ref. A.N. C's 4 &amp; 5)</li> </ul>	<ul style="list-style-type: none"> <li>○ The American Revolution</li> <li>○ The Declaration of Independence</li> <li>○ The Treaty of Paris 1783 (Ref. A.N. C 6)</li> </ul>
<b>Skills I-Introduce D-Develop M-Master R-Reinforce</b>	<p>The Students Will...</p> <ul style="list-style-type: none"> <li>➤ I, D &amp; R: Discover, Explain, &amp; Discuss the following Sub-Topics and/or Do the following Activities:</li> <li>➤ Read Text Chapters 1, 2, &amp; 3 containing or referring to the following:</li> <li>➤ Color &amp; label a Continental Cutaway Diagram/Map (M) assignment, noting &amp; comparing/contrasting Eastern geographic regions &amp; Western geographic regions (D)</li> <li>➤ Investigate the significance of the</li> </ul>	<p>The Students Will...</p> <ul style="list-style-type: none"> <li>➤ I, D &amp; R: Discover, Explain, &amp; Discuss the following Sub-Topics and/or Do the following Activities:</li> <li>➤ Read Text Chapters 3 &amp; 4 containing or referring to the following:</li> <li>➤ Research &amp; discuss items on New France &amp; New Netherland colonies (D)</li> <li>➤ View supplementary material on Sir Francis Drake-explorations &amp; defeat of Spanish Armada &amp; consequent rise of England as a major world power (I &amp; R)</li> </ul>	<p>The Students Will...</p> <ul style="list-style-type: none"> <li>➤ I, D &amp; R: Discover, Explain, &amp; Discuss the following Sub-Topics and/or Do the following Activities:</li> <li>➤ Read Text Chapters 4 &amp; 5 dealing with the roots of self-government, mercantilism, trade, slavery, Magna Carta (no taxation w/o consent), English Bill of Rights, Locke &amp; Montesquieu's theories of social contract &amp; rights &amp; duties of the government &amp; the governed (I)</li> <li>➤ View approx. first ½ hr.</li> </ul>	<p>The Students Will...</p> <ul style="list-style-type: none"> <li>➤ I, D &amp; R: Discover, Explain, &amp; Discuss the following Sub-Topics and/or Do the following Activities:</li> <li>➤ Read Text Chapter 6 containing or referring to the following:</li> <li>➤ Note &amp; list the sequence of events, primarily occurring in New England, that led to the outbreak of the American Revolution (D)</li> <li>➤ View Natl Park Svc video "Colonial Williamsburg" &amp; answer/discuss guidesheet &amp; main idea:</li> </ul>

	<p>Continental Divide, Rivers, Lakes, &amp; Bays in regard to the exploration &amp; settlement of N. Amer. (D)</p> <ul style="list-style-type: none"> <li>➤ Discover &amp; discuss the lifestyles, cultures, &amp; locations of early Native American Traditions &amp; Civilizations(D); view appropriate video material (R)</li> <li>➤ Review of Eastern Hemisphere World History, from Ancient to European Renaissance (R)</li> <li>➤ Analyze Primary Source Material: The Log of Christopher Columbus (D)</li> <li>➤ Investigate Spanish settlement &amp; the “Columbian Exchange” (D)</li> <li>➤ Participate in guided viewing of Alistair Cooke’s America Episodes 1A &amp; 1B “The New Found Land” or similar video material (R)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Examine &amp; discuss Raleigh’s Lost Colony, &amp; eventual corporate funding &amp; founding of Jamestowne &amp; the Virginia Colony (I)</li> <li>➤ Examine &amp; explain the founding of the Pilgrim/Puritan Plymouth &amp; Massachusetts Colonies (D)</li> <li>➤ Investigate Daily Life in the Thirteen English Colonies-Text and Supplementary Materials such as Packets on basic colonial history &amp; daily life (D)</li> <li>➤ Color &amp; label a 13 Colonies Map (M)</li> <li>➤ Participate in guided viewing of Alistair Cooke’s America Episodes 2A &amp; 2B “A Home Away From Home” or similar video material (R)</li> </ul>	<p>of A&amp;E “Biography” of Benjamin Franklin, &amp; Do Mini-Packet on his life, inventions, &amp; accomplishments (R)</p> <ul style="list-style-type: none"> <li>➤ Investigate &amp; discuss the causes, sequence, and results of the French &amp; Indian War (I)</li> <li>➤ View movie “Last of the Mohicans”(1992) paying attention to comparing/contrasting British &amp; American attitudes toward the colonial conflict, the role of the Native Americans, &amp; liberty. (R) Also critically examine the Cooper novel as an example of early American literature of the Romantic genre (I)</li> <li>➤ Investigate &amp; discuss the causes, sequence, results, &amp; reactions toward British attempts to enforce taxation &amp; control over the American colonies (I)</li> </ul>	<p>Why is Virginia (&amp; by implication) other colonies becoming involved in troubles that Massachusetts has stirred up? (R &amp; D)</p> <ul style="list-style-type: none"> <li>➤ Color &amp; label a Revolutionary War Map (M)</li> <li>➤ Recognize the American victory at Trenton &amp; Princeton as the end of the beginning of the war (D)</li> <li>➤ Critically examine &amp; comprehend that the seemingly inconclusive struggles in the Middle States in the middle of the war were, in the long run, wearing down British resolve (D)</li> <li>➤ Discover that Clark’s victory in the West guaranteed that the new nation’s boundary would be as far west as the Mississippi R. (I)</li> <li>➤ Examine &amp; explain how fighting in the South culminated in victory at Yorktown &amp; the end of the war (D)</li> <li>➤ List &amp; discuss the terms of the Treaty of Paris of 1783 (D)</li> <li>➤ View History Channel Material on the Revolutionary War (R)</li> <li>➤ Participate in guided viewing of Alistair Cooke’s America Episodes 3A &amp; 3B “Making A Revolution” or similar video material (R)</li> </ul>
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SS 8 <sup>th</sup>	January	February	March	April
<p><b>Topics</b></p>	<ul style="list-style-type: none"> <li>○ A New Nation Under the Articles of Confederation</li> <li>○ The Constitution &amp; the Bill of Rights (Ref. Am. Nat. C's 7 &amp; 8, &amp; Interpreted Text of Const.)</li> </ul>	<ul style="list-style-type: none"> <li>○ Washington's Administration sets Precedents (Ref A.N. C9)</li> <li>○ The Democratic-Republican Era of Jefferson, Madison, &amp; Monroe (Ref. A.N. C10)</li> <li>○ The War of 1812</li> <li>○ The Jacksonian Era &amp; Beginning of Reform Movements (Ref. A.N. C's 12 &amp; 15)</li> </ul>	<ul style="list-style-type: none"> <li>○ First Frontiers: The Industrial Revolution, Growth of Cities, Line of Settlement moves West (Ref. A.N. C 11)</li> <li>○ Marshall &amp; the Supreme Court; the Supremacy of Federal Power (Ref. A.N. C 11)</li> <li>○ The Monroe Doctrine</li> <li>○ Manifest Destiny: Oregon, Texas, the Mexican War, &amp; California Gold Rush (Ref. A.N. C 13)</li> </ul>	<ul style="list-style-type: none"> <li>○ The Northern Farming &amp; Industrial Economy (Ref. A.N. C 14)</li> <li>○ The Southern Cotton Kingdom (Ref. A.N. C 14)</li> <li>○ Sectionalism: Missouri Compromise, Comp. of 1850, Kans.-Nebr. Act, Bloody Kansas, John Brown, Dred Scott, Election of Lincoln (Ref. A.N. C 16)</li> <li>○ The Confederacy &amp; the Civil War (Ref. A.N. C 17)</li> </ul>
<p><b>Skills</b>  <b>I-Introduce</b>  <b>D-Develop</b>  <b>M-Master</b>  <b>R-Reinforce</b></p>	<p>The Students Will...</p> <ul style="list-style-type: none"> <li>➤ I, D &amp; R: Discover, Explain, &amp; Discuss the following Sub-Topics and/or Do the following Activities:</li> <li>➤ Read Text Chapters 7 &amp; 8, &amp; including Interpreted &amp; Annotated Text of Constitution between C's 7 &amp; 8 (I, D, &amp; R)</li> <li>➤ Describe &amp; explain the successes &amp; failures of the American National Govt. under the Articles of Confederation (D)</li> <li>➤ Explain how Western Lands (including Wisconsin) were surveyed &amp; organized by the Land Ordinance of 1785 (I)</li> <li>➤ Describe &amp; explain how the Northwest Ordinance of 1787 organized that territory into 5 free states (incl. Wisc.), where slavery was not permitted, &amp; provided a model for admission of New States</li> </ul>	<p>The Students Will...</p> <ul style="list-style-type: none"> <li>➤ I, D &amp; R: Discover, Explain, &amp; Discuss the following Sub-Topics and/or Do the following Activities:</li> <li>➤ Read Text Chapters 9, 10, 12, &amp; 15 containing or referring to the following:</li> <li>➤ How Washington began &amp; organized a new govt. &amp; Hamilton reduced the national debt; the Neutrality Proclamation, the emergence of political parties, John Adams administration, &amp; the election of 1800. (I)</li> <li>➤ Comprehend the significance of the Supreme Ct. decision <u>Marbury v. Madison</u> &amp; the concept of Judicial Review. (I)</li> <li>➤ Explain why control of the Miss. R. &amp; Port of New Orleans was important to the U.S. (D)</li> <li>➤ Describe how the U.S.</li> </ul>	<p>The Students Will...</p> <ul style="list-style-type: none"> <li>➤ I, D &amp; R: Discover, Explain, &amp; Discuss the following Sub-Topics and/or Do the following Activities:</li> <li>➤ Read Text Chapters 11 &amp; 15 containing or referring to the following:</li> <li>➤ Identify the Industrial Revolution, and explain its effects on the U.S. (I)</li> <li>➤ Define &amp; apply such business/economic terms as: entrepreneur, laissez-faire, capitalist, corporation, etc. (I)</li> <li>➤ Describe the impact of the Ind. Rev. on daily life of people in the cities (I)</li> <li>➤ Recognize how the improved transportation brought by development of steamboats, canals, &amp; better roads fostered trade &amp; settlement of the "west" (I)</li> <li>➤ Describe how Chief Justice John Marshall</li> </ul>	<p>The Students Will...</p> <ul style="list-style-type: none"> <li>➤ I, D &amp; R: Discover, Explain, &amp; Discuss the following Sub-Topics and/or Do the following Activities:</li> <li>➤ Read Text Chapters 14, 16, &amp; 17 containing or referring to the following:</li> <li>➤ Discuss how the coming of railroads, the telegraph, &amp; new inventions changed manufacturing &amp; farming in the North (I)</li> <li>➤ Describe how the cotton gin improved cotton production in the South, but guaranteed that the slave system would continue (I)</li> <li>➤ Compare/contrast the Northern industrial &amp; free farming economy with the agricultural economy of the South (D)</li> <li>➤ Explain how slave &amp; free African Americans were treated, &amp; how they resisted slavery (D)</li> <li>➤ Define &amp; describe the origins of Sectionalism, from</li> </ul>

	<p>into the Union (I)</p> <ul style="list-style-type: none"> <li>➤ Investigate how weaknesses &amp; economic problems (such as displayed by Shays' Rebellion) caused American leaders (Washington, Madison, Hamilton, etc.) to call for a 1787 Convention to revise the Articles of Conf. (D)</li> <li>➤ Describe the significance of Compromise in the new Constitution in regard to House &amp; Senate representation (Great Compromise), 3/5 Compromise, Slave Trade, Tariffs, &amp; Commerce. (I)</li> <li>➤ Identify the philosophical &amp; cultural ideals that make the Const. the supreme law of the land. (I)</li> <li>➤ Participate in &amp; take notes of a teacher-directed reading of the main points of all seven Articles of the Const. &amp; of the ten Bill of Rights amends. (I)</li> <li>➤ Participate in guided viewing of Alistair Cooke's America Episodes 4A &amp; 4B "Inventing A Nation" (R)</li> <li>➤ Utilize the Junior Scholastic "U.S. Affairs Annual" Issue to further discuss &amp; analyze Const'l. &amp; Bill of Rights topics (R)</li> </ul>	<p>purchased Louisiana Territory (D)</p> <ul style="list-style-type: none"> <li>➤ List the results of explorations of Lewis &amp; Clark, &amp; of Zebulon Pike (D)</li> <li>➤ Answer &amp; discuss mini-packet Q's on the French Revolution &amp; Napoleon (R)</li> <li>➤ Describe the causes, effects, &amp; results of the War of 1812 (D)</li> <li>➤ Analyze the disputed election of 1824, &amp; why J.Q. Adams was an unpopular winner (&amp; Jackson a popular loser!) (I)</li> <li>➤ List the qualities that helped Andrew Jackson succeed, &amp; be elected president in 1828 (ballots, not bullets) (I)</li> <li>➤ Investigate &amp; describe: why Jackson fought the Bank of the U.S., the Nullification crisis, why Native Americans were forced off their land (I)</li> <li>➤ Discuss how a growing spirit of equality increased voting rights in the 1820s (I)</li> <li>➤ Explain how political &amp; religious ideals, &amp; a growing middle-class inspired desire for reform movements such as Abolition, Women's Rights, Education, reform of prisons, &amp; treatment of the mentally ill (I)</li> </ul>	<p>expanded &amp; defined the supremacy of federal power under Article 6 of the Const. (I)</p> <ul style="list-style-type: none"> <li>➤ Understand how Latin American nations won independence, &amp; the origin &amp; purpose of the Monroe Doctrine (I)</li> <li>➤ Recognize &amp; note that fur trappers &amp; "mountain men" were often the first explorers of the Far West, &amp; became trail blazers &amp; guides for the later rushes to the Far West (D)</li> <li>➤ Explain, describe, critically examine &amp; discuss the settlement of Oregon, Texas, California, and the Southwest (D)</li> <li>➤ Discuss the causes &amp; results of the war with Mexico (D)</li> <li>➤ Describe &amp; explain the impacts &amp; significance of major historical events such as Oregon Fever, the Santa Fe Trail, the '49ers Gold Rush, the Mormon Trail (D)</li> <li>➤ Color &amp; label a "Manifest Destiny" Map, showing where, how, &amp; when 9 major acquisitions became the U.S. of today (M)</li> <li>➤ Participate in guided viewing of Alistair Cooke's America Episodes 5A &amp; 5B "Gone West" (R)</li> </ul>	<p>Constitutional compromises, to the maintaining of balance of free/slave states as a purpose of the Missouri Compromise of 1820, thru the Nullification Crisis between Jackson &amp; Calhoun &amp; S. Carolina (I)</p> <ul style="list-style-type: none"> <li>➤ Explain how California's applying for statehood as a free state resulted in the Compromise of 1850 &amp; the resulting unintended consequences as the decade of the 1850's unfolded (I)</li> <li>➤ Discuss how <u>Uncle Tom's Cabin</u> &amp; the Dred Scott decision impacted North &amp; South differently in attitudes toward slavery &amp; further heightened tensions (I)</li> <li>➤ Distinguish Douglas' goals &amp; intentions in his Kansas-Nebraska Act from the violence that erupted in Kansas &amp; the Senate (I)</li> <li>➤ Understand John Brown's role in "Bloody Kansas" &amp; in his raid on Harper's Ferry, and Americans' reaction to him as either villain or martyr, further dividing N. &amp; S. (I)</li> <li>➤ (Optional) View classic movie "Santa Fe Trail" (1940) colorized version is available. History-lite, but short, &amp; useful for focusing &amp; critically discussing John Brown &amp; anti-bellum issues in a Jr. High classroom (Plus, Ronald Reagan is a co-star, &amp; he &amp; Errol Flynn do their own stunt-riding) (R)</li> <li>➤ Explain how the 1860 election reflected sectional divisions, and why Lincoln won in a 4-way race (I)</li> <li>➤ Describe &amp; Discuss Southern reaction to the 1860 election, &amp; how the Civil War began in</li> </ul>
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				<p>1861 (D)</p> <ul style="list-style-type: none"> <li>➤ Compare/Contrast the strengths &amp; weaknesses of the North &amp; South at beginning of Civil War (D)</li> <li>➤ Identify the leaders &amp; terms used for each side in the war (D)</li> <li>➤ Describe the strategies each side adopted to win the war (D)</li> <li>➤ Explain how early encounters dispelled hopes for a quick end to the war (I)</li> <li>➤ Identify &amp; list significant battles &amp; victories for each side in the war (D)</li> <li>➤ Color &amp; label a Civil War map (M)</li> <li>➤ Explain why Union victories at Antietam, Vicksburg, &amp; Gettysburg were important (D)</li> <li>➤ Describe Grant's plan for ending the Civil War (D)</li> <li>➤ Identify Lincoln's hopes for the Union after his reelection (I)</li> <li>➤ Explain why the Civil War went on for 4 years, &amp; is considered a major turning point in U.S. history (I)</li> <li>➤ Participate in guided viewing of Alistair Cooke's America Episodes 6A &amp; 6B "Firebell in..." (R)</li> </ul>
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SS 8 <sup>th</sup>	May	June
<b>Topics</b>	<ul style="list-style-type: none"> <li>○ Reconstruction in the Southern States (Ref. A.N. C 18)</li> <li>○ The 13<sup>th</sup>, 14<sup>th</sup>, &amp; 15<sup>th</sup> Amendments, &amp; Civil Rights Issues from the 1860's to the 1960's</li> <li>○ The New West-Mining &amp; Railroads (Ref. A.N. C 19)</li> <li>○ The New Cities: Immigration, Factories, Workers, Politics (Ref. A.N. C 21)</li> <li>○ New Inventions, Big Business, Organized Labor, Populism &amp; Progressivism (Ref. A.N. C 20)</li> </ul>	<ul style="list-style-type: none"> <li>○ Twentieth-Century Topics—World Wars, Boom &amp; Bust of the '20's &amp; '30's (Ref. A.N. Units 7 &amp; 8, also Junior Scholastic Articles)</li> </ul>
<b>Skills</b> <b>I-Introduce</b> <b>D-Develop</b> <b>M-Master</b> <b>R-Reinforce</b>	<p>The Students Will...</p> <ul style="list-style-type: none"> <li>➤ I, D &amp; R: Discover, Explain, &amp; Discuss the following Sub-Topics and/or Do the following Activities:</li> <li>➤ Read Text Chapters 18, 19, 21, &amp; 20 containing or referring to the following:</li> <li>➤ Compare/contrast Lincoln's mild Reconstruction plan with the Radical Republican's punitive &amp; harsh plan which took effect after Lincoln's assassination (D)</li> <li>➤ Understand why President Johnson was impeached (I)</li> <li>➤ Comprehend that the three Civil War amendments ended slavery &amp; provided federal rights for all citizens, but were selectively enforced throughout the nation (I)</li> <li>➤ Identify &amp; explain how Black Codes, &amp; then Jim Crow laws, discriminated against &amp; disenfranchised Blacks for over 100 years in the South (I)</li> <li>➤ View selected clips from video "Eyes on the Prize", concerning MLK &amp; the non-violent push for civil rights (R)</li> </ul>	<p>The Students Will...</p> <ul style="list-style-type: none"> <li>➤ I, D &amp; R: Discover, Explain, &amp; Discuss the following Sub-Topics and/or Do the following Activities:</li> <li>➤ Read selected Text material from Units 7 &amp; 8 referring to 20<sup>th</sup> Century topics</li> <li>➤ (Optional) Participate in guided viewing of Alistair Cooke's America Episodes 10A &amp; 10B "Promise Fulfilled... Promise Broken" (R)</li> <li>➤ (Optional) Participate in guided viewing of Alistair Cooke's America Episode 11A "The Arsenal" or similar video material (R)</li> </ul>

- Describe how the disputed election of 1876 & the Compromise of 1877 ended Reconstruction (I)
- Describe the life of the Plains Indians & why they followed the herds of buffalo (D)
- Identify the opportunities, increase in nat'l wealth, & problems that arose from the gold, silver, copper, & mining booms, & the coming of the railroads (I)
- Recognize how western farmers & ranchers impacted the Plains Indians (D)
- Explain why the buffalo began to disappear, & how the Indian way of life ended (D)
- Explain why the Populist party was formed (I)
- Participate in guided viewing of Alistair Cooke's America Episodes 7A & 7B "Domesticating..." (R)
- Describe & discuss why millions of immigrants decided to make the difficult journey to America, and what problems these "new immigrants" faced trying to adapt (D)
- Recognize the power, wealth, politics & problems unique to the 16 largest cities in the U.S. of 1900 (I)
- Participate in guided viewing of Alistair Cooke's America Episodes 9A & 9B "Huddled Masses" or similar video material (R)
- Identify factors responsible for growth of huge business empires (trusts) of Vanderbilt, Rockefeller, Carnegie, & Morgan (I)
- Explain how new technologies from the workshops & factories of such men as Edison, Firestone, Bell, Ford, the



	<p>Wright bros., &amp; Eastman (for those Kodak moments!) brought changes to American life (D)</p> <ul style="list-style-type: none"><li>➤ Describe the progress &amp; problems of organizing labor in the late 19<sup>th</sup> century, &amp; how Gompers' AFL was able to begin the slow process gaining collective bargaining rights for workers (I)</li><li>➤ Identify &amp; discuss Progressive goals for American society, and ratifying of the "Progressive Amendments": 16<sup>th</sup>, 17<sup>th</sup>, 18<sup>th</sup>, &amp; 19<sup>th</sup> (I)</li><li>➤ Identify the policies toward big business, conservation, consumers that Theodore Roosevelt followed (I)</li><li>➤ Participate in guided viewing of Alistair Cooke's America Episodes 8A &amp; 8B "Money on the Land" (R)</li></ul>	
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