



**Diocese of Richmond
Consensus Curriculum for Social Studies**

Diocese of Richmond Office of Catholic Schools

Mission Statement

The mission of the Office of Catholic Schools is to assist the Bishop in his mandate as Teacher of the Catholic Faith, by establishing a climate and framework for fostering excellence in catechetical and academic education in the schools of the diocese in adherence to the Magisterium of the Church.

The mission of the schools in the Catholic Diocese of Richmond is to develop and nurture the spiritual, intellectual, social, and emotional growth of each student in the spirit of the Gospels and the teachings of the Catholic Church.

Purpose

The Social Studies Curriculum is a guideline from which educators within the Diocese of Richmond can provide basic instruction within the context of our Catholic faith. This curriculum is intended to be applied to provide consistency of instruction throughout the Diocese.

Framework

This curriculum is informed by the **2010 National Curriculum Standards for Social Studies**, a document set forth by the National Council for Social Studies and the Virginia Department of Education Standards of Learning. The early elementary curriculum progresses from a focus on the individual in Kindergarten through a focus on community in 3rd grade. The 4th-7th grades show a progression of Virginia and American History from the Age of Exploration through present day. Schools may elect for eighth grade students to take Civics and Economics or the High School World History I course. High school credit courses are: World History I, World History II, United States History and United States Government.

Acknowledgements

The Most Reverend Francis X. DiLorenzo
Bishop of the Diocese of Richmond

Raymond Honeycutt
Diocese of Richmond Catholic Schools
Superintendent

Angela Allen
Diocese of Richmond Catholic Schools
Associate Superintendent for Curriculum and Instruction

Julia Crowder
Coordinator for Educational Programs

Committee members

Becky Anthony: Christ the King School, Norfolk
Clifford Bond: St. Matthew's School, Virginia Beach
Carolyn Buck: Roanoke Catholic School, Roanoke
Jane Butler: Saint Bridget School, Richmond
John Cichocki: Saint Benedict's School, Richmond
Melissa Goretskie: Christ the King School, Norfolk
Kathleen Hill: Our Lady of Lourdes, Richmond
Kelly Lazzara: Star of the Sea School, Virginia Beach
Vicki Long: Saint Edward-Epiphany School, Richmond
Grayson Lovern: Blessed Sacrament-Huguenot School, Powhatan
Wendy Lipscomb: Blessed Sacrament-Huguenot School, Powhatan
Mary McClure: Saint Bridget School, Richmond
Sarah McEwen: Saint Bridget School, Richmond
Mark Mulholland: St. Gregory the Great School, Virginia Beach
Sarah Orleans: Bishop Sullivan Catholic High School, Virginia Beach
Michael Riley: Charlottesville Catholic School, Charlottesville
Christine Sweeney: Bishop Sullivan Catholic High School, Virginia Beach
Pam Tuskey: St. Mary's School, Richmond
Donna Waymouth: Sacred Heart Catholic School, Danville
Joe Whitmore, St. Joseph School, Petersburg
Kimberly Wright: Roanoke Catholic School, Roanoke

Links to Curriculum

Kindergarten
1st Grade
2nd Grade
3rd Grade
4th Grade
5th Grade
6th Grade

7th Grade
8th Grade – Civics & Economics
9th Grade – World History I
10th Grade – World History II
11th Grade – United States History
12th Grade – United States Government



Standard K.1

The student will describe the relative location of people, places, and things.

Essential Questions

Questions to guide student inquiry and focus instruction to uncover big ideas

What position words can be used to describe the location of people, places, and things?

Benchmarks

Key knowledge and skills we want students to know and be able to do

Essential Knowledge

Key facts, concepts, and ideas needed to successfully meet benchmarks

Suggested Resources/ Experiences

Information to help support instruction

Describe the location of people, places, and things by using positional/directional words.

Vocabulary

- Near/far
- Above/below
- Left/right
- Behind/front

Catholic Identity

- Genuflecting
- Sign of the Cross

[BrainPop Jr.](#)

[Discovery Education](#)

*Can be used for multiple standards

Listen & Do Activities

- Simon Says
- Movement activities for crossing midline
- Gonoodle.com

Incorporate into everyday activities

- Lining up
- Packing up
- Sitting on the carpet
- Walking in the hallways
- Pledge of Allegiance

Standard K.2

The student will demonstrate characteristics of being a good citizen.

Essential Questions Questions to guide student inquiry and focus instruction to uncover big ideas		
<p>Why do we have rules? What can happen if we break rules? What are some ways we can be good citizens? What is a choice? How do we know that a choice is a good one or a bad one? What does the Church teach us about making good choices? How does my behavior affect the people around me? How can I care for those in my family/church/classroom?</p>		
Benchmarks Key knowledge and skills we want students to know and be able to do	Essential Knowledge Key facts, concepts, and ideas needed to successfully meet benchmarks	Suggested Resources/ Experiences Information to help support instruction
<p>Take turns and share.</p> <p>Take responsibility for certain classroom chores.</p> <p>Take care of personal belongings and respect what belongs to others.</p> <p>Follow rules and understand consequences.</p> <p>Practice honesty, self-control, and kindness.</p> <p>Participate in decision making in the classroom.</p> <p>Participate successfully in group settings.</p>	<p>Vocabulary</p> <ul style="list-style-type: none"> • Rules/laws • Citizen • Property • Responsibility • Consequence • Honesty <p>Concepts</p> <ul style="list-style-type: none"> • Understand expectations in different settings • Share ideas and take turns • Cooperates in group activities • Identify and follow classroom rules • Participate in classroom jobs • Contribute to the classroom community • Ability to realize that behavior, good or bad, has consequences 	<p>Morning meetings</p> <p>Role play</p> <p>Reflection</p> <p>Relate home, school, and church</p> <p>What would Jesus do?</p> <p>Loving vs. unloving choices</p> <p>Read alouds pertaining to responsibility, rules, citizenship, etc.</p> <p>Classroom job chart</p> <p>Classroom behavior management system</p>

<p>Demonstrate how school and church influence everyday thinking and decision-making.</p>	<ul style="list-style-type: none">• Knowledge that their presence in a family/church/classroom makes an impact• Understand how rules and laws help keep us safe• Identify authority figures• Recognize individual gifts and strengths <p>Catholic Identity</p> <ul style="list-style-type: none">• Ten Commandments• Golden Rule• Body of Christ• Forgiveness of self and others• Choices that bring us closer to God	<p>Share talents and strengths through show and tell activities</p> <p>www.catholicicing.com</p>
--	---	---

Standard K.3

The student will identify community helpers and their contributions.

Essential Questions Questions to guide student inquiry and focus instruction to uncover big ideas		
Who are the community helpers in your community? How do community helpers contribute to your community?		
Benchmarks Key knowledge and skills we want students to know and be able to do	Essential Knowledge Key facts, concepts, and ideas needed to successfully meet benchmarks	Suggested Resources/ Experiences Information to help support instruction
<p>Match simple descriptions of work that people do with the names of those jobs.</p> <p>Describe why community helpers are important.</p>	<p>Vocabulary</p> <ul style="list-style-type: none"> • Community • Community helper <p>Examples of Community Helpers</p> <ul style="list-style-type: none"> • Firefighters • Police Officers • Teachers • Farmers • Postal Workers • Construction • Doctors/Nurses <p>Where community helpers do their jobs</p> <p>Catholic Identity</p> <ul style="list-style-type: none"> • Religious Orders • Encouragement of vocation • Community service 	<p>Career Day - Community helpers visit the classroom to talk about what they do</p> <p>Field trip to local police or fire department</p> <p>Invite religious community helper into classroom</p> <p>Name a tool or item and have children tell which community helper needs that tool or item to do their job</p> <p>Read alouds about community helpers</p> <p>www.teachervision.com</p>

Standard K.4

The student will recognize that history describes events, people, and traditions from other times and places.

Essential Questions		
Questions to guide student inquiry and focus instruction to uncover big ideas		
<p>What can we learn about people and events from past and present? Why do we celebrate these people and events? How are traditions and celebrations a reflection of our diverse American culture?</p>		
Benchmarks	Essential Knowledge	Suggested Resources/ Experiences
Key knowledge and skills we want students to know and be able to do	Key facts, concepts, and ideas needed to successfully meet benchmarks	Information to help support instruction
<p>Identify examples of historical events, stories, legends, and traditions that helped shape our community.</p> <p>Understand that history describes events and people of other times and places.</p> <p>Describe everyday life in the present and in the past.</p>	<p>Vocabulary</p> <ul style="list-style-type: none"> • Long ago • Past • Present • Real/make believe • History • Tradition • Diversity <p>Origins of celebrations and customs from around the world</p> <p>Catholic Identity</p> <ul style="list-style-type: none"> • History of local parish and school • Tour school and parish • Historical perspectives • Introduce Saints - connection to parish and school • Holy family • Feast Days <p>Family</p> <ul style="list-style-type: none"> • Mother • Father • Grandparents 	<p>Create seasonal lessons based on holidays and the liturgical calendar</p> <p>Describe the historical significance of holidays and traditions - Liturgical Seasons Observances (i.e. Advent/Christmas)</p> <p>Columbus Day, Veterans Day, Thanksgiving, MLK, Presidents' Day, Cinco de Mayo, Memorial Day, Independence Day, Feast Days</p> <p><u>*www.kids.usa.gov</u></p> <p>Family experiences such as Grandparents Day, Muffins with Mom, Doughnuts with Dad, etc.</p> <p>Read alouds that celebrate cultural diversity</p> <p>Experiences that celebrate cultural diversity (international dishes, Christmas Around the World, performances, etc.)</p>

	<ul style="list-style-type: none">• Siblings <p>Examples</p> <ul style="list-style-type: none">• Pastor• Principal• Patron Saint	<p>www.pre-kpages.com</p> <p>PBS Kids Social Studies Games</p>
--	--	--

Standard K.5

The student will sequence events in the past and present and begin to recognize that things change over time.

Essential Questions Questions to guide student inquiry and focus instruction to uncover big ideas		
<p>How is everyday life in the present similar to everyday life in the past? How is everyday life in the present different from everyday life in the past?</p>		
Benchmarks Key knowledge and skills we want students to know and be able to do	Essential Knowledge Key facts, concepts, and ideas needed to successfully meet benchmarks	Suggested Resources/ Experiences Information to help support instruction
<p>Describe how everyday life has changed over time.</p>	<p>Vocabulary</p> <ul style="list-style-type: none"> • Past • Present • Change • Same • Different <p>Catholic Identity</p> <ul style="list-style-type: none"> • God’s love is constant • Faith is growing (i.e. Parable of the Mustard Seed) 	<p>Use resources and read alouds to illustrate past and present - clothing, cars, appliances, transportation, technology, entertainment, etc.</p> <p>Students create timelines</p> <ul style="list-style-type: none"> • Life of student • Life of Jesus • Faith Formation (What have they learned? - Sign of the Cross, Our Father, etc.) <p>Daily prayer and intentions</p> <p>Field trips (i.e. Meadow Farm)</p> <p>www.teach-nology.com</p>

Standard K.6

The student will develop an understanding of how communities express love for Church and country through events, symbols, and figures.

Essential Questions Questions to guide student inquiry and focus instruction to uncover big ideas		
What is patriotism? How can you show your love for God, Church and country? How do we respect the flag? How do we show respect and reverence in God's presence? Who is our country's leader? Who is our Church's leader? What are some of the responsibilities of our country's leader?		
Benchmarks Key knowledge and skills we want students to know and be able to do	Essential Knowledge Key facts, concepts, and ideas needed to successfully meet benchmarks	Suggested Resources/ Experiences Information to help support instruction
<p>Identify the American Flag.</p> <p>Recite the Pledge of Allegiance.</p> <p>Identify the president as the leader of the United States of America.</p> <p>Recognize the holidays and the people associated with the holidays: Veterans' Day, Thanksgiving Day; Martin Luther King Jr. Day, Presidents' Day (George Washington, Abraham Lincoln), Memorial Day, Independence Day/Fourth of July, Betsy Ross, etc.</p> <p>Identify the Pope as the leader of the Catholic church.</p> <p>Demonstrate love of the Catholic faith through words and actions.</p>	<p>Vocabulary</p> <ul style="list-style-type: none"> • Allegiance • President • Patriotism <p>*A leader is a person who is the head of a group or activity</p> <p>The leader of our school is our principal</p> <p>The leader of our parish is our pastor</p> <p>The leader of our diocese is our bishop</p> <p>The leader of the Catholic Church is the Pope</p> <p>The PRESIDENT is our country's leader (and name current president)</p> <p>The jobs and responsibilities of the President of the United States include</p>	<p>Recite the Pledge of Allegiance daily</p> <p>Recite city, state, and country daily</p> <p>www.busybeekidscrafts.com</p> <p>Books:</p> <ul style="list-style-type: none"> • <i>If I Were President</i> by Catherine Stier • <i>President</i> by Michael Twinn • <i>Presidents</i> by Carol Greene <p>Teacher Vision</p> <p>Compare and contrast activities for Church and country (i.e. Hand for pledge and folded hands for prayer)</p>

	<p>taking care of the United States, making speeches to tell the people important news, and making sure jobs get done.</p> <p>Catholic Identity</p> <ul style="list-style-type: none">• Posture and reverence• Compare love of Church to love of country	
--	--	--

Standard K.7

The student will describe how the location, climate, and physical surroundings of a community affect the way people live.

<p>Essential Questions Questions to guide student inquiry and focus instruction to uncover big ideas</p>		
<p>How does your environment impact your food, shelter, and clothing? How does a different environment impact food, shelter, and clothing?</p>		
<p>Benchmarks Key knowledge and skills we want students to know and be able to do</p>	<p>Essential Knowledge Key facts, concepts, and ideas needed to successfully meet benchmarks</p>	<p>Suggested Resources/ Experiences Information to help support instruction</p>
<p>Describe how food, clothing, shelter, transportation and recreation make communities different.</p>	<p>Vocabulary</p> <ul style="list-style-type: none"> • Location • Climate • Physical Surroundings • Transportation <p>Food, shelter, and clothing affect the way people meet their basic wants and needs</p> <p>Catholic Identity</p> <ul style="list-style-type: none"> • Identify food, shelter, and clothing needs of others in the community • Pray that God will provide 	<p>Community outreach/service project</p> <p>Venn diagrams to compare and contrast different communities</p> <p>Visual representations of various communities; including those in need (i.e. Haiti)</p> <p>www.pre-kpages.com</p>

Standard K.8

The student will use simple maps and globes.

Essential Questions		
Questions to guide student inquiry and focus instruction to uncover big ideas		
What does a map or a globe show? Why do we use maps and globes? How do we use maps and globes? What is a bird's-eye view?		
Benchmarks	Essential Knowledge	Suggested Resources/ Experiences
Key knowledge and skills we want students to know and be able to do	Key facts, concepts, and ideas needed to successfully meet benchmarks	Information to help support instruction
<p>Recognize that a map is a flat drawing of a place that shows where things are located from a bird's-eye view.</p> <p>Recognize that a globe is a round model of the Earth.</p> <p>Locate land and water features on a map and a globe.</p> <p>Develop basic map reading skills (i.e. map legend).</p> <p>Identify places and objects of a familiar area.</p>	<p>Vocabulary</p> <ul style="list-style-type: none"> • Map • Globe • Smaller • Bird's-eye view • Model • Symbol • Map legend <p>Maps can represent a school, a playground, a neighborhood, a church, etc.</p> <p>Catholic Identity</p> <ul style="list-style-type: none"> • Use a map or globe to locate where Jesus lived (relate to near and far as well as past and present) • Symbols of our faith (crucifix, statues, etc.) 	<p>Google Maps</p> <p>Create simple maps and globes using blue and green for water and land (paint, modeling clay, etc.)</p> <p>2D and 3D puzzles</p> <p>Share stories and locate places visited on a map or globe</p> <p>Resources to illustrate bird's-eye view (pictures, experiences, etc.)</p>

Standard K.9

The student will develop a basic understanding of wants and choices.

Essential Questions Questions to guide student inquiry and focus instruction to uncover big ideas		
Why do people have to make choices? What can you do with the money you earn? How do people earn money to get the things they want?		
Benchmarks Key knowledge and skills we want students to know and be able to do	Essential Knowledge Key facts, concepts, and ideas needed to successfully meet benchmarks	Suggested Resources/ Experiences Information to help support instruction
<p>Recognize that people make choices because they cannot have everything they want.</p> <p>Explain that people work to earn money to buy the things they want.</p>	<p>Vocabulary</p> <ul style="list-style-type: none"> • Choice • Wants • Money • Spend • Save • Share • Earn <p>Activities/jobs to earn money</p> <p>Options to spend or save</p> <p>Catholic Identity</p> <ul style="list-style-type: none"> • Giving to the needy 	<p>Students earn classroom “money” throughout the week and can spend it in the school store</p> <p>Service projects (TAG/Spirit Days)</p>



Standard 1.1

The student will apply the traits of a good citizen.

<p>Essential Questions Questions to guide student inquiry and focus instruction to uncover big ideas</p>		
<p>What is citizenship? What is a character trait? What are some traits of a good citizen? Why are rules necessary to a society? Why do people vote? What is a disciple? How can you live your life as a disciple of Christ? What does the Church teach us about making good choices?</p>		
<p>Benchmarks Key knowledge and skills we want students to know and be able to do</p>	<p>Essential Knowledge Key facts, concepts, and ideas needed to successfully meet benchmarks</p>	<p>Suggested Resources/ Experiences Information to help support instruction</p>
<p>Focus on fair play, exhibit good sportsmanship, help others, and treat others with respect.</p> <p>Recognize the purpose of rules and practice self-control.</p> <p>Demonstrate effort in all areas.</p> <p>Take responsibility for one's own actions.</p> <p>Value honesty and truthfulness in oneself and others.</p>	<p>Vocabulary</p> <ul style="list-style-type: none"> • Rule/laws • Citizen • Authority • Contribution • Responsibility • Rights/privileges • Disciple <p>Recognize traits of a good citizen</p> <p>Catholic Identity</p> <ul style="list-style-type: none"> • Ten Commandments • Golden Rule • Choices that bring us closer to God 	<p>BrainPop Jr. Discovery Education *Can be used for multiple Standards</p> <p>Create a classroom constitution</p> <p>Use mentor texts to share examples characters that are good citizens</p> <p>Compare/Contrast book characters that exhibit good and bad citizenship traits</p> <p>Virtue of the month</p> <p>Parables that depict good citizenship</p>

<p>Participate in classroom decision making through voting.</p> <p>Identify one's rights and responsibilities as a citizen.</p> <p>Illustrate the need to obey laws.</p> <p>Identify and practice rules and laws of home, school, and community.</p> <p>Define human rights and practice the responsibilities of good citizenship.</p>		<p>Parables that depict God's love and forgiveness</p> <p>Role playing</p> <p>Ongoing classroom behavior program based on character traits and reading stories that relate to the trait of the month/week/etc.</p> <p><u>Scholastic News</u></p>
--	--	--

Standard 1.2

The student will understand Virginia as a community.

Essential Questions

Questions to guide student inquiry and focus instruction to uncover big ideas

- How do people of different ethnic origins, or with different customs, and traditions share common principles?
- How might a community change in the future?
- How do traditions, customs, and holidays compare to other people in the past and present?
- What makes me a unique and contributing member to our community?
- How can one person make a difference?
- How can individuals make an impact on a community?
- What makes each of you a unique and contributing member to our community?
- How do our customs and traditions compare to those of other people, past and present?
- Why is it important to recognize the needs of others?
- How can we help those in need?
- How do we change by helping others?

Benchmarks

Key knowledge and skills we want students to know and be able to do

Essential Knowledge

Key facts, concepts, and ideas needed to successfully meet benchmarks

Suggested Resources/ Experiences

Information to help support instruction

- Understand** that state and local government officials are elected by voters.
- Recognize** the contributions of the people of Virginia to their communities.
- Recognize** the diverse origins, customs and traditions of the people of Virginia and that they are united as Americans by common principles.
- Recognize** the cultural heritage of the individuals in the classroom.
- Identify** groups that make up a community.

- Vocabulary
- Symbol
 - Tradition
 - Patriotic
 - Diversity
 - Government official
 - Contribution
- Virginia is a state made up of different groups of people who have different customs
- Examples of community
- Parish
 - Class
 - Family
 - Neighborhood

- Compare/Contrast contributions of diverse Americans.
- Research different cultures.
- Discuss aspects of different cultures in your community (holidays, food, and traditions).
- Cultural Diversity Celebration books:
One Green Apple by Eve Bunting
- Two Mrs. Gibsons by Toyomi Igus
- Little Blue and Little Yellow by Leo Lionni
- Jack & Jim by Kitty Crowther

<p>Describe how individuals and group needs are met within a community through group participation.</p> <p>Demonstrate respect for the human dignity of all people.</p> <p>Recognize that all humans are individual within his or her environments and that decisions and actions may impact how they perceive themselves, their abilities, their personality, and the world.</p> <p>Identify the family as the basic foundation of the nation.</p> <p>List the responsibilities of each family member.</p> <p>Describe the meaning of a neighborhood.</p> <p>Identify and practice rules and laws of home, school, and community.</p>	<ul style="list-style-type: none">• Sports team <p>Catholic Identity</p> <ul style="list-style-type: none">• We are all created by God• Everyone has special gifts and talents that God calls us to share• Ten Commandments	<p><u>The Sneetches</u> by Dr. Seuss</p> <p><u>Same Same but Different</u> by Jenny Sue Kostecki-Shaw</p> <p>Use different colored eggs (Yellow, white, brown, speckled). Discuss how they look different on the outside, but when you crack them open they are the same inside.</p> <p>Service Projects: food, books, clothing, toys, etc. (Socktober, Charitable Souls Foundation, Caritas)</p>
--	--	---

Standard 1.3

The student will recognize the symbols, people, and traditional practices that honor the Catholic Church, the Commonwealth of Virginia, and foster patriotism in the United States.

Essential Questions

Questions to guide student inquiry and focus instruction to uncover big ideas

What is a contribution?
 What contributions do we remember that were made by George Washington, Abraham Lincoln, Rosa Parks, Johnny Appleseed, Thomas Jefferson, Saint Mother Teresa, Saint Pope John Paul II, and Martin Luther King Jr?
 How do identifying patriotic symbols help to demonstrate respect for America?
 How do we show respect and reverence in God’s presence?
 How can we show love for church and country?
 What character traits contribute to patriotism and good citizenship?

Benchmarks

Key knowledge and skills we want students to know and be able to do

Essential Knowledge

Key facts, concepts, and ideas needed to successfully meet benchmarks

Suggested Resources/ Experiences

Information to help support instruction

Identify Catholic symbols, Virginia flag, state capitol building, state bird, and state flower.

Describe why people have symbols and traditions.

Demonstrate respect for the American Flag and reverence in church.

Recognize the purpose of the Pledge of Allegiance and Catholic prayers.

Identify Christopher Columbus, George Washington, Abraham Lincoln, Martin Luther King Jr., Rosa Parks, Johnny “Appleseed” Chapman, Thomas Jefferson, Mother Teresa, Pope John Paul II, Pope Francis and other significant information.

Vocabulary

- Symbol
- Tradition
- Patriotic
- American Flag
- Contribution - the act of giving or doing something.

Pledge of Allegiance, Our Father, Hail Mary, Glory Be

George Washington: He was born in Virginia. He was a farmer. He became a brave leader of soldiers. He was the first president of the United States. He is known as the “Father of Our Country”

Abraham Lincoln: He was born in a log cabin. He taught himself how to read. He

Read Alouds about famous Americans

Lolek- The Boy Who Became Pope John Paul II by Mary Hramiec Hoffman

<http://www.nyctourist.com/liberty1.htm>

<http://www.usflag.org/toc.html>

Field trips - on site/virtual

<p>Identify National Landmarks which are important to our nation such as The White House, the Lincoln Memorial, The Capitol, The Statue of Liberty, the Washington Monument, and St. Peter's Basilica.</p> <p>Identify patriotic symbols such as the Eagle, the U.S. Seal, the American Flag, the Virginia Flag, and the Liberty Bell.</p>	<p>became a president of the United States. He was known as "Honest Abe."</p> <p><u>Christopher Columbus</u>: Explorer who found "The New World" in 1492 on the Nina, Pinta, Santa Maria</p> <p><u>Martin Luther King Jr.</u>: A man who worked for equal rights for all during the Civil Rights Movement</p> <p><u>Johnny Appleseed Chapman</u>: A man who traveled throughout the country spreading apple seeds</p> <p>Pope John Paul II</p> <p>Pope Francis</p> <p><u>Mother Teresa</u>: A woman who won the Nobel peace prize from her missionary work in India</p>	
--	---	--

Standard 1.4

The student will demonstrate knowledge of Virginia history by describing important events and people in the history of the Commonwealth.

Essential Questions Questions to guide student inquiry and focus instruction to uncover big ideas		
<p>How have communities in Virginia changed over time? How does your life compare to the life of a Jamestown settler? What did the Jamestown settlement look like? How did daily life in Jamestown differ from daily life today? Why did early Virginians want to leave England? What is freedom of religion? Why is it important for people to have a voice in making their own laws? How does the government help people?</p>		
Benchmarks Key knowledge and skills we want students to know and be able to do	Essential Knowledge Key facts, concepts, and ideas needed to successfully meet benchmarks	Suggested Resources/ Experiences Information to help support instruction
<p>Describe the settlement of Virginia at Jamestown.</p> <p>Describe famous Virginians, such as George Washington, and Thomas Jefferson who helped form a new nation.</p> <p>Describe life in Virginia today including food, clothing, shelter, transportation, and recreation.</p> <p>Describe how various cultures have contributed to the development of the United States with emphasis on Pilgrims, Native Americans, Immigrants, and other ethnic/minority groups.</p>	<p>Vocabulary</p> <ul style="list-style-type: none"> • Settlement • Culture • Pilgrims • Native Americans • Immigrants <p>Jamestown was established because the settlers wanted to make their own choices about their government and religion.</p> <p>George Washington, and Thomas Jefferson are among our founding fathers.</p> <p>Catholic Identity As Americans, we are free to practice our Catholic faith. Many Catholic saints</p>	<p>Virtual field trip of Jamestown</p> <p>Historyisfun.org</p> <p>Kids.nationalgeographic.com</p> <p>Create model/diorama of Jamestown</p> <p>Read Alouds about George Washington, Thomas Jefferson, Jamestown/early Virginia and Native Americans (Powhatans and Pocahontas)</p>

<p>Explain how the American government was started because of our desire to be free of English rule.</p> <p>Recognize how America is a democracy.</p> <p>Recognize that U.S. history is centered upon the expansion of freedom and religious rights.</p>	<p>died as martyrs because they practiced their faith in a country where it was against the law</p>	
---	---	--

Standard 1.5

The student will describe the stories of influential people in the history of Virginia and their contributions to our Commonwealth.

Essential Questions Questions to guide student inquiry and focus instruction to uncover big ideas		
What makes a person famous? What contributions did these famous Virginians make? What contributions can you make as a Catholic Virginian?		
Benchmarks Key knowledge and skills we want students to know and be able to do	Essential Knowledge Key facts, concepts, and ideas needed to successfully meet benchmarks	Suggested Resources/ Experiences Information to help support instruction
Describe the story of famous Virginians.	<p>Powhatan: chief of the Powhatan Indians</p> <p>Pocahontas: taught the settlers and served as a guide</p> <p>Maggie L. Walker: first African American woman in the US to establish a bank and become a bank president</p> <p>Christopher Newport: English explorer who brought people and supplies to Jamestown</p> <p>Arthur Ashe, Jr.: First African American winner of major men's tennis championship, civil rights leader</p> <p>Catholic Identity</p> <ul style="list-style-type: none"> Identify ways we can make a difference in our community and in our world Pray for change in the lives of others 	<p>Virginia's first people (Native Americans) http://virginiaindians.pwnet.org/</p> <p>Research and create Native American Dwellings from the past, discuss how these have changed from the past to the present</p> <p>http://www.historyisfun.org/PDFbooks/Living_with_the_indians.pdf</p>

Standard 1.6

The student will describe the people and events associated with major holidays.

Essential Questions		
Questions to guide student inquiry and focus instruction to uncover big ideas		
Who was George Washington? When is our Nation's birthday? Who was Martin Luther King Jr.? What makes a great leader? Why do we celebrate birthdays?		
Benchmarks	Essential Knowledge	Suggested Resources/ Experiences
Key knowledge and skills we want students to know and be able to do	Key facts, concepts, and ideas needed to successfully meet benchmarks	Information to help support instruction
<p>Describe the life of George Washington (President's Day).</p> <p>Describe the events and people related to Independence Day.</p> <p>Describe the life of Martin Luther King, Jr.</p>	<p>George Washington: 1st president, born in Virginia (February 22)</p> <p>4th of July, July 4th, and Independence Day are all the same thing</p> <p>Thomas Jefferson</p> <p>Martin Luther King, Jr. was an African American leader who taught people how to solve problems peacefully (January 15th)</p> <p>Catholic Identity Peacemakers in our church (St. Francis, John Paul II, etc.)</p>	<p>Read Alouds about holidays, famous Americans, saints, religious leaders</p> <p>Create character trait charts</p> <p>Book Reports</p>

Standard 1.7

The student will explain the difference between goods and services and describe how people are consumers and producers of goods and services.

Essential Questions Questions to guide student inquiry and focus instruction to uncover big ideas		
What are goods? What are services? Who is a consumer? Who is a producer? How are goods and services distributed? How are goods and services exchanged in communities?		
Benchmarks Key knowledge and skills we want students to know and be able to do	Essential Knowledge Key facts, concepts, and ideas needed to successfully meet benchmarks	Suggested Resources/ Experiences Information to help support instruction
<p>Explain the difference between goods and services.</p> <p>Explain how people are both buyers and sellers of goods and services.</p> <p>Identify advertisements.</p> <p>Explain how the ads in newspapers, internet, and commercials through print and social medias can influence the purchase of goods and services.</p>	<p>Vocabulary</p> <ul style="list-style-type: none"> • Goods • Services • Consumer • Producer <p>Catholic Identity We share our time, treasure, and talent with others</p>	<p>Novels to read:</p> <ul style="list-style-type: none"> • <u>The Pickle Patch Bathtub</u> • <u>The Tortilla Factory</u> • <u>If you give a Mouse a Cookie</u> <p>http://williamcwood.com/econed/links-to-lessons/elementary/</p> <p>Create goods and services sorts</p> <p>Create an advertisement for a good or service</p> <p>Field trip to pumpkin patch, strawberry patch, grocery store</p>

Standard 1.8

The student will explain that people make choices because they cannot have everything they want.

Essential Questions Questions to guide student inquiry and focus instruction to uncover big ideas		
What is a need? What is a want? Why do people need to make choices?		
Benchmarks Key knowledge and skills we want students to know and be able to do	Essential Knowledge Key facts, concepts, and ideas needed to successfully meet benchmarks	Suggested Resources/ Experiences Information to help support instruction
Identify the difference between needs and wants. Make a decision based on the cost and benefit of a good or service.	People need food, water, shelter and clothing to survive People have to make economic choices because they have limited resources Catholic Identity God created each of us as unique individuals with different needs and wants	Create a Needs and Wants Poster Needs and Wants sorts Read Alouds

Standard 1.9

The student will recognize the people save money for the future to purchase goods and services.

Essential Questions Questions to guide student inquiry and focus instruction to uncover big ideas		
What is saving? Why do people save money?		
Benchmarks Key knowledge and skills we want students to know and be able to do	Essential Knowledge Key facts, concepts, and ideas needed to successfully meet benchmarks	Suggested Resources/ Experiences Information to help support instruction
Understand the difference between spending and saving money. Describe the need to save in order to purchase a good or service in the future.	Vocabulary <ul style="list-style-type: none"> • Money • Savings Catholic Identity Personal offering to parish and school spirit days - Change for Charity	Class piggy bank to keep track of # of days in school Read Alouds Classroom store Barter Day Bake Sale for charity

Standard 1.10

The student will develop map skills.

Essential Questions Questions to guide student inquiry and focus instruction to uncover big ideas		
<p>What is included when making a map? What information is learned from a map legend? How are land, water, cities, and roads shown on a map? What are the cardinal directions? Where is the United States on a map? On a Globe? Where is Virginia located on a map? Where are Washington DC and Richmond located on a map?</p>		
Benchmarks Key knowledge and skills we want students to know and be able to do	Essential Knowledge Key facts, concepts, and ideas needed to successfully meet benchmarks	Suggested Resources/ Experiences Information to help support instruction
<p>Construct simple maps, including a title, map legend, and compass rose.</p> <p>Recognize basic map symbols, including references to land, water, cities, and roads.</p> <p>Use cardinal directions on maps.</p> <p>Identify the physical shape of the United States and Virginia on maps and globes.</p> <p>Locate the capitol of the United States (Washington D.C), and the capitol of Virginia (Richmond) on a map.</p> <p>Identify the continents on a map.</p> <p>Construct a simple map of a familiar area using basic map symbols in the map legend.</p>	<p>Vocabulary</p> <ul style="list-style-type: none"> • <u>Map</u>: a drawing that shows what places look like from above and where they are located • <u>Globe</u>: a round model of the earth • <u>Bird's-eye view</u> - a general view from above as if seen by a bird in flight • <u>Map legend</u>: a list of shapes and symbols used on a map and an explanation of what each one stands for <p>Maps include the cardinal directions of north, south, east, and west</p> <p>People who make maps include a map legend</p> <p>Catholic Identity</p>	<p>Create a simple map of bedroom and/or classroom from a bird's-eye view</p> <p>Locate story settings on a map</p> <p>Locate emergency exit plan near classroom door</p> <p>Create an imaginary map based on a fictional story</p> <p>Identify and label cardinal directions in the classroom</p> <p>Play directional games - Simon Says</p> <p>Use digital maps: Google Earth or Google Maps</p>

	Identify important places in the life of Jesus on a map of the Holy Land (i.e. Bethlehem)	
--	---	--

Standard 1.11

The student will develop a geographic understanding of Virginia.

Essential Questions Questions to guide student inquiry and focus instruction to uncover big ideas		
<p>What is a location? How does location affect the way people live? What is climate? How does climate affect the way people live? What is the difference between weather and climate? How do physical surroundings affect the way people live?</p>		
Benchmarks Key knowledge and skills we want students to know and be able to do	Essential Knowledge Key facts, concepts, and ideas needed to successfully meet benchmarks	Suggested Resources/ Experiences Information to help support instruction
<p>Recognize that the location of Virginia determines its climate and results in four distinct seasons.</p> <p>Recognize that the landforms of Virginia affect the places people live.</p> <p>Describe how location, climate, and physical surroundings affect the way people live, including their food, clothing, shelter, transportation, and recreation.</p> <p>Identify and explain ways people adapt to their environment specifically with shelter, clothing, and food.</p>	<p>Vocabulary</p> <ul style="list-style-type: none"> • Climate: The kinds of weather an area has over a long period of time • Physical Surroundings: Land and bodies of water present in a given location • Season: Any one of the four phases of the year • Location: The place where a particular point or object exists on the surface of the Earth • Landform: A shape or feature of Earth's surface <p>Location, Climate, and Physical Surroundings affect the way people in a community meet their basic needs. This includes the food they eat, the clothing they wear, the kind of houses that were built</p> <p>Catholic Identity</p>	<p>Compare/Contrast recreational choices depending on where you live (beach and mountains)</p> <p>Investigate, observe, and discuss the changes occurring in nature such as seasonal and/or weather changes</p> <p>Cycles - discuss seasonal changes in plant and animal life</p> <p>Create landform models (i.e. Mount Rogers) - this could be a collaboration with art teacher</p> <p>Virtual Field Trips</p>

	<ul style="list-style-type: none">• God created all things.• Respect all forms of life• Be good stewards of God's creation	
--	--	--



Standard 2.1

The student will explain the responsibilities of a good citizen.

Essential Questions		
Questions to guide student inquiry and focus instruction to uncover big ideas		
<p>How do we respect and protect the rights and property of others? Why is voting important? How does the voting process work? How can we work together to improve our school and community as a class? What are the responsibilities of a good citizen?</p>		
Benchmarks	Essential Knowledge	Suggested Resources/ Experiences
Key knowledge and skills we want students to know and be able to do	Key facts, concepts, and ideas needed to successfully meet benchmarks	Information to help support instruction
<p>Respect and protect the rights and property of others.</p> <p>Take part in the voting process when making classroom decisions.</p> <p>Describe actions that can improve the school and community.</p> <p>Demonstrate self-discipline and self-reliance.</p> <p>Practice honesty and trustworthiness.</p> <p>Describe the purpose of rules and laws.</p> <p>Demonstrate good citizenship by practicing self-discipline and self-</p>	<p>Vocabulary</p> <ul style="list-style-type: none"> • Rules • Laws <p>The purpose of rules and laws is to keep people safe and maintain order</p> <p>Rules that help people live and work in a community</p> <ul style="list-style-type: none"> • Ex: speed limits <p>Rights and responsibilities of a good citizen</p> <ul style="list-style-type: none"> • Elements of fair play • Good sportsmanship • Participation and cooperation • Respect <p>Catholic Identity</p>	<p>BrainPop Jr. Discovery Education *Can be used for multiple Standards</p> <p>Mock Election</p> <p>Take part in the voting process when making classroom decisions</p> <p>Class goals - class constitution/rules</p> <p>Read Alouds - character traits of a good citizen</p> <p>Cooperative learning experiences</p> <p>Describe actions that can improve the</p>

<p>reliance.</p> <p>Demonstrate good citizenship by practicing honesty and trustworthiness.</p> <p>Explain the responsibilities for respecting and protecting the rights and property of others.</p> <p>Recognize the importance of voting and majority rule in decision making.</p> <p>Demonstrate one's right to vote in a mock election.</p> <p>Practice decision making skills that allow cooperation to occur in area where actions can improve the school and community.</p>	<ul style="list-style-type: none">• People work in groups to solve problems and achieve common goals• Become good stewards of the environment <p>Recognize the Ten Commandments as God's laws</p> <p>Demonstrate self-discipline, and reverence</p> <p>Practice honesty and trustworthiness</p>	<p>school and community</p> <p>My Weekly Reader Scholastic News</p> <p>Schoolhouse Rock America Rocks Series</p> <p>*Online Interactive Games</p>
---	--	---

Standard 2.2

The student will understand that the people of the United States contribute to their communities by practicing the responsibilities of good citizens.

Essential Questions Questions to guide student inquiry and focus instruction to uncover big ideas		
<p>How are self-discipline and self-reliance characteristics of a good citizen? How are honesty and trustworthiness characteristics of a good citizen? How do our shared principles as American a democratic country drive the decisions that we make as individuals? How are state and local government officials elected? How do people of diverse ethnic origins, customs, and traditions participate and contribute to their communities in the United States? How are state and local government officials elected? How do people of diverse ethnic origins, customs, and traditions participate and contribute to their communities in the United States? How are people of different ethnic origins and customs united as Americans?</p>		
Benchmarks Key knowledge and skills we want students to know and be able to do	Essential Knowledge Key facts, concepts, and ideas needed to successfully meet benchmarks	Suggested Resources/ Experiences Information to help support instruction
<p>Recognize that people of the United States make contributions to their community.</p> <p>Recognize that people of the United States of America vote in elections.</p> <p>Recognize that people in the United States are united as Americans by common principles.</p> <p>Recognize that people of the United States have the individual rights to life, liberty and the pursuit of happiness as well as equality under the law.</p> <p>Define our nation as a free democratic</p>	<p>Basic Principles of American Government</p> <ul style="list-style-type: none"> • Life • Liberty • Pursuit of happiness • Equality under the law <p>Responsibilities of good citizens</p> <ul style="list-style-type: none"> • Self-discipline • Self-reliance • Honesty • Trustworthiness <p>Catholic Identity</p> <ul style="list-style-type: none"> • Identify groups/communities as members of God’s family • Compare/contrast communities 	<p>2nd Grade Social Studies Teacher Site</p> <p>Use the Hello Song to begin a discussion about language and culture</p> <p>Read Write Think Voting Lesson</p> <p>Duck for President by Doreen Cronin</p> <p>Teach The President Song</p>

country.	from different parts of the world • Recognize individuality in cultures	
----------	--	--

Standard 2.3

The student will understand the symbols and traditional practices that honor and foster patriotism in the United States of America.

Essential Questions Questions to guide student inquiry and focus instruction to uncover big ideas		
How is our American democracy represented in our symbols and landmarks?		
Benchmarks Key knowledge and skills we want students to know and be able to do	Essential Knowledge Key facts, concepts, and ideas needed to successfully meet benchmarks	Suggested Resources/ Experiences Information to help support instruction
<p>Explain the meaning behind symbols such as the American flag, bald eagle, Washington Monument, and Statue of Liberty.</p> <p>Learn the words and meaning of the Pledge of Allegiance.</p>	<p>Patriotic Symbols</p> <ul style="list-style-type: none"> • American Flag • Bald eagle • Washington Monument • Statue of Liberty <p>Catholic Identity</p> <ul style="list-style-type: none"> • Identify symbols of the Catholic Church: crucifix, altar, baptismal fonts, Stations of the Cross, etc. • Identify traditions of the Catholic Church: Sign of the Cross, Sacraments, genuflecting, prayers, etc. 	<p>www.brainpop.com</p> <p>Highlight the words pledge, allegiance, republic, indivisible, liberty, and justice and replace those words with synonyms that the students will better understand to give meaning to the Pledge</p>

Standard 2.4

The student will compare the lives and contributions of Native Americans, past and present.

Essential Questions

Questions to guide student inquiry and focus instruction to uncover big ideas

Who were the First Americans?
 Where did the Powhatan, Lakota, and Pueblo Indians live?
 How did the environment affect Native American cultures?
 How are Native Americans of the past different from those today?
 In what ways were past Native American lifestyles in Virginia similar to and different from those of the Lakota, and Pueblo Indians?

Benchmarks

Key knowledge and skills we want students to know and be able to do

Essential Knowledge

Key facts, concepts, and ideas needed to successfully meet benchmarks

Suggested Resources/ Experiences

Information to help support instruction

Locate the regions of the Powhatan, Lakota, and Pueblo Indians on a United States map.

Understand the relationship between the environment and culture of the Powhatan, Lakota, and Pueblo Indians.

Identify and **describe** the wide variety of experiences that are a part of the settlement of the United States.

Vocabulary

- Culture
- Region
- Environment

Native Americans have lived in Virginia and other regions of America for thousands of years

Native Americans developed different cultures because they lived in different environments

Native Americans have made and continue to make contributions

Catholic Identity

- Recognize individuality in cultures
- Respect for God’s creation

www.bigorrin.org

Compare and contrast the relationships between environment and culture of the Powhatan, Lakota, and Pueblo Indians.

Field Trips (Virginia Historical Society, Botanical Gardens)

Create a model of a Native American village

Standard 2.5

The student will describe why United States citizens celebrate major holidays.

Essential Questions Questions to guide student inquiry and focus instruction to uncover big ideas		
<p>How do we honor our nation and its leaders? What are important holidays in our Church?</p>		
Benchmarks Key knowledge and skills we want students to know and be able to do	Essential Knowledge Key facts, concepts, and ideas needed to successfully meet benchmarks	Suggested Resources/ Experiences Information to help support instruction
<p>Identify the national holidays, customs and traditions of our nation and our Church.</p>	<p>United States citizens celebrate major holidays</p> <ul style="list-style-type: none"> • Martin Luther King, Jr. Day • George Washington Day (Presidents Day) • Memorial Day • Independence Day • Labor Day • Columbus Day • Veteran’s Day • Thanksgiving Day <p>Catholic Identity</p> <ul style="list-style-type: none"> • Recognize feast days and Holy Days, and the Mass as celebrations. 	<p>Read Alouds</p> <p>Famous American Parades</p> <p>Research a famous American</p>

Standard 2.6

The student will develop map skills by using globes and maps of the world and the United States.

Essential Questions		
Questions to guide student inquiry and focus instruction to uncover big ideas		
Where are the equator, the continents, and oceans? Where are the major rivers, lakes and mountain ranges of the United States and other nations? What is included when making a map?		
Benchmarks	Essential Knowledge	Suggested Resources/ Experiences
Key knowledge and skills we want students to know and be able to do	Key facts, concepts, and ideas needed to successfully meet benchmarks	Information to help support instruction
<p>Identify the seven continents and five oceans.</p> <p>Identify the equator, the Prime Meridian, and the four hemispheres.</p> <p>Identify major rivers (James River, Mississippi River, Rio Grande, Huang He and Nile River), mountain ranges (Appalachian Mountains and Rocky Mountains), lakes (Great Lakes) and other physical features in the United States.</p> <p>Construct simple maps, using title, map legend, and compass rose.</p>	<p>Vocabulary</p> <ul style="list-style-type: none"> • Title (name or kind of map) • Map legend • Compass rose • Equator • Continents • Prime Meridian • Hemisphere <p>Examine maps for key components and identifying landforms</p> <p>Interpret maps, charts, globe, graphs, and scales</p> <p>Maps can be used to locate land and water features</p> <p>Maps and globes help people study the earth</p> <p>Catholic Identity Identify important places on a map of the Holy Land where Jesus lived, preached, taught, and died</p>	<p>Google Earth</p> <p><u>National Geographic Kids</u></p> <p>Create a map of home, school, community</p> <p>Use maps, globes, and interactive maps.</p> <p>Trade Books <u>We Need Directions</u> <u>Me on a Map</u> <u>Looking at Maps and Globes</u></p>

Standard 2.7

The student will describe how the contribution of selected individuals changed the lives of Americans.

Essential Questions		
Questions to guide student inquiry and focus instruction to uncover big ideas		
<p>Why are these historical figures famous? How did the lives of these famous Americans help to improve the lives of other Americans? What are some character traits of a good leader?</p>		
Benchmarks	Essential Knowledge	Suggested Resources/ Experiences
Key knowledge and skills we want students to know and be able to do	Key facts, concepts, and ideas needed to successfully meet benchmarks	Information to help support instruction
<p>Identify historical figures and their contributions to American society.</p> <p>Recognize the role of leadership in the development of our nation.</p>	<p>Vocabulary</p> <ul style="list-style-type: none"> • Historical figure • Contribution <p>Historical Figures</p> <ul style="list-style-type: none"> • Christopher Columbus • Benjamin Franklin • Abraham Lincoln • George Washington Carver • Helen Keller • Thurgood Marshall • Rosa Parks • Jackie Robinson • Cesar Chavez • Martin Luther King, Jr <p>What contributions did these historical figures make to America?</p> <p>Catholic Identity</p> <ul style="list-style-type: none"> • Identify historical figures from the Bible • Identify saints and others such John Paul II who have contributed to our Catholic identity 	<p>Enchanted Learning</p> <p>Research project: Students will create a project about a leader in American History. Example: PowerPoint, poster, show board</p> <p>Have students complete a report on a leader and present a biography to the class dressed up as the person</p>

Standard 2.8

The student will describe the three main types of resources.

Essential Questions Questions to guide student inquiry and focus instruction to uncover big ideas		
What are the three main types of resources? How do resources relate to needs and wants?		
Benchmarks Key knowledge and skills we want students to know and be able to do	Essential Knowledge Key facts, concepts, and ideas needed to successfully meet benchmarks	Suggested Resources/ Experiences Information to help support instruction
<p>Identify natural resources (water, soil, wood, and coal).</p> <p>Identify human resources (people at work).</p> <p>Identify capital resources (machines, tools, and buildings).</p> <p>Describe differences of the three types of resources.</p>	<p>Vocabulary</p> <ul style="list-style-type: none"> • Natural resources • Human resources: Capital resources <p>Compare and contrast natural resources, human resources, and capital resources</p> <p>Catholic Identity</p> <ul style="list-style-type: none"> • Identify how can we share our resources with those in needs • Demonstrate how to be a steward of God’s creation (natural resources) • Identify ways people can use capital resources to benefit those in need (Habitat for Humanity) 	<p>Read <u>The Ox-Cart Man</u> by Donald Hall</p> <p>Create a resources sort</p>

Standard 2.9

The student will distinguish between the use of barter and the use of money in the exchange for goods and services.

Essential Questions

Questions to guide student inquiry and focus instruction to uncover big ideas

What is the difference between bartering and exchanging money for goods and services?

Benchmarks

Key knowledge and skills we want students to know and be able to do

Essential Knowledge

Key facts, concepts, and ideas needed to successfully meet benchmarks

Suggested Resources/ Experiences

Information to help support instruction

Distinguish between the use of barter and money in exchange for goods and services.

Vocabulary

- Barter: the exchange of goods and services without the use of money
- Money: coins, paper bills, and checks used in exchange for goods and services
- Examine the barter system.

Identify jobs that provide goods and services for communities

Recognize that some goods are made in the local community and some are made in other parts of the world

Catholic Identity

- Identify the needs of others in your school and parish community

Discuss how people can be both producers and consumers of goods and services

Classify local goods and services made in other parts of the world

[Schoolhouse Rock: Money Rocks Series](#)

Standard 2.10

The student will explain that scarcity (limited resources) requires people to make choices about producing and consuming goods and services.

Essential Questions Questions to guide student inquiry and focus instruction to uncover big ideas		
What is scarcity? What is a consumer? What is a producer? Why do people have to make economic choices?		
Benchmarks Key knowledge and skills we want students to know and be able to do	Essential Knowledge Key facts, concepts, and ideas needed to successfully meet benchmarks	Suggested Resources/ Experiences Information to help support instruction
Explain how the scarcity of goods (limited resources) requires people to make choices about producing and consuming goods and services.	Vocabulary <ul style="list-style-type: none"> • Scarcity: not being able to meet all wants at the same time because resources are limited • Consumer: a person who uses goods and services • Producer: a person who uses resources to make goods and/or provide services <p>People must make economic choices because resources and goods and services are scarce</p> Catholic Identity <ul style="list-style-type: none"> • Recognize that God calls us to share our time, talent and treasure with others 	Make a list of choices people make on to spend their earnings Schoolhouse Rock: Money Rocks Series

Standard 2.11

The student will demonstrate knowledge of the United States by describing important developments and innovation in United States history, including developments and innovations related to communication and transportation.

Essential Questions Questions to guide student inquiry and focus instruction to uncover big ideas		
<p>How and why have communities changed over time? How have technological advances impacted populations? How has the environment, geography, and technology influenced the lifestyles in your community? How do inventions bring changes that impact our communities?</p>		
Benchmarks Key knowledge and skills we want students to know and be able to do	Essential Knowledge Key facts, concepts, and ideas needed to successfully meet benchmarks	Suggested Resources/ Experiences Information to help support instruction
<p>Identify and compare how science and technology have impacted changes in community life in terms of buildings, jobs, transportation, and population.</p> <p>Utilize technology to locate, review and interpret data, photographs, and tables.</p> <p>Recognize that lifestyles in communities are influenced by environment, geography, and technology.</p> <p>Discuss how inventions help to meet the needs of society.</p> <p>Recognize how technology makes the world more accessible.</p>	<p>Vocabulary</p> <ul style="list-style-type: none"> • Community • Population • Transportation • Invention <p>Compare/contrast lifestyles from the past to the present</p> <p>Examine the role of science and technology in the local community and school</p> <p>Provide opportunities to use technology to examine data and to create projects</p> <p>New inventions have led to changes in buildings, jobs, transportation, and populations of communities over time. People use technology to spread the Word of God and pray</p>	<p>Teacher Resource Website</p> <p>WebQuest Resource</p> <p>Interview parents and grandparents about technology that has changed over the years</p> <p>Visit Pope Francis' twitter feed</p> <p>Rosary app</p> <p>Interview individuals from previous generations on changes in technology, communications, and transportation</p>



Standard 3.1

The student will explain the responsibilities of a good citizen.

Essential Questions		
Questions to guide student inquiry and focus instruction to uncover big ideas		
What is civic participation and how can I be involved? How has the meaning of citizenship changed over time? What common principles unite Catholics? How do personal and civic responsibilities differ?		
Benchmarks	Essential Knowledge	Suggested Resources/ Experiences
Key knowledge and skills we want students to know and be able to do	Key facts, concepts, and ideas needed to successfully meet benchmarks	Information to help support instruction
<p>Identify the qualities of a good citizen and their role within a community.</p> <p>Discuss citizenship in the United States over time.</p> <p>Compare and contrast personal and civic responsibilities.</p> <p>Explain the responsibilities for respecting and protecting the rights and property of others.</p> <p>Demonstrate good citizenship.</p>	<p>Vocabulary</p> <ul style="list-style-type: none"> • Citizen • Citizenship <p>Personal Responsibilities: Treat others with love and respect</p> <p>Civic Responsibilities: Looking out for those less fortunate than us</p>	<p>BrainPop Jr. Discovery Education Read Write Think Reading A-Z *Can be used for multiple standards</p> <p>Create a class constitution using the democratic process for the betterment of all</p> <p>Use class meetings throughout the year to review class goals and expectations</p> <p>Read Know and Follow Rules, Listen and Learn by Cheri Meiners</p> <p>Read Don't Squeal Unless it's a Big Deal by Jeanie Franz Ransom</p>

Standard 3.2

The student will recognize the importance of government in the community, Virginia, and the United States of America.

Essential Questions Questions to guide student inquiry and focus instruction to uncover big ideas		
What is government? What are the basic purposes of government? Why is government necessary?		
Benchmarks Key knowledge and skills we want students to know and be able to do	Essential Knowledge Key facts, concepts, and ideas needed to successfully meet benchmarks	Suggested Resources/ Experiences Information to help support instruction
<p>Explain the purpose of laws.</p> <p>Explain that the basic purposes of government are to make laws, carry out laws, and decide if laws have been broken.</p> <p>Explain that government protects the rights and property of individuals.</p> <p>Describe the basic structure of the United States government.</p>	<p>Vocabulary</p> <ul style="list-style-type: none"> • Community • Laws • Government <p>Branches of government: Executive, Legislative, Judicial</p> <p>Common Principles: Life, Liberty, and the Pursuit of Happiness</p> <p>The purpose of laws is to keep people safe and maintain order</p> <p>The purposes of government are to make laws, carry out laws, and decide if laws have been broken</p> <p>Governments are necessary because they develop laws and protect the rights and property of individuals</p>	<p>Interactive Notebooks</p> <p>Dinah Zike foldables</p> <p>Take a field trip to the Virginia State Capitol</p> <p>Visit a local courthouse or have a judge, attorney, or legislator visit or skype with class</p>

Standard 3.3

The student will recognize that Americans are a people of diverse ethnic origins, customs, and traditions and are united by the basic principles of a republican form of government for individual rights and freedoms.

Essential Questions Questions to guide student inquiry and focus instruction to uncover big ideas		
<p>What are some basic principles commonly held by American citizens? How did some American citizens work to defend America’s basic principles?</p>		
Benchmarks Key knowledge and skills we want students to know and be able to do	Essential Knowledge Key facts, concepts, and ideas needed to successfully meet benchmarks	Suggested Resources/ Experiences Information to help support instruction
<p>Recall the significance of national holidays, customs, and traditions.</p> <p>Recognize different origins, customs and traditions.</p> <p>Identify the benefits of diversity.</p> <p>Identify ways in which people can serve their community, state, and nation.</p> <p>Recognize that the United States is a free, democratic nation of people who are united as Americans by common principles.</p>	<p>Vocabulary</p> <ul style="list-style-type: none"> • Republican Form of Government • Diversity • Customs and traditions <p>The American people have different ethnic origins and come from different countries but are united as Americans by the basic principles of a republican form of government, including the individual rights to life, liberty, and the pursuit of happiness as well as equality under the law</p> <p>Benefits of diversity</p> <ul style="list-style-type: none"> • Food • Clothing • Music <p>Some of the ways that people can serve their community, state, and nation include</p> <ul style="list-style-type: none"> • Being a volunteer • Getting involved in community 	<p>Class service projects</p> <p>Celebration of Our Lady of Guadalupe, Mardi Gras</p> <p>Have a cultural diversity fair (could tie with Hispanic Heritage Month but include all cultures)</p> <p>Research holidays around the world</p>

	<p>projects</p> <ul style="list-style-type: none">• Serving the poor and homeless through Church organizations and activities (CARITAS)• Serving as a government official• Joining the military• Voting	
--	--	--

Standard 3.4

The student will identify examples of making an economic choice and will explain the idea of opportunity cost (what is given up when making a choice).

Essential Questions Questions to guide student inquiry and focus instruction to uncover big ideas		
Why does an economic choice involve giving up something else? What is sacrifice?		
Benchmarks Key knowledge and skills we want students to know and be able to do	Essential Knowledge Key facts, concepts, and ideas needed to successfully meet benchmarks	Suggested Resources/ Experiences Information to help support instruction
<p>Explain how the scarcity of goods (limited resources) requires people to make choices about producing and consuming goods and services.</p> <p>Identify how scarcity requires people to make choices due to their unlimited wants and needs.</p> <p>Identify opportunity costs in personal decision-making situations.</p>	<p>Vocabulary</p> <ul style="list-style-type: none"> • Economic choice • Opportunity cost • Sacrifice • Scarcity • Limited resource • Unlimited resource 	<p>Simulate students having a store to sell things and other students are the consumers who have limited resources (only a certain amount of money to spend)</p> <p>Class discussion of how to balance needs and wants</p> <p>Give students a certain number of items and have them determine how to share them equally with friends</p> <p>Complete a class service project as an example of sacrifice and bring to mind those in need</p>

Standard 3.5

The student will recognize that because people and regions cannot produce everything they want, they specialize in what they do best and trade for the rest.

Essential Questions Questions to guide student inquiry and focus instruction to uncover big ideas		
What is specialization? Why do those who specialize have to depend on others? Why do people trade?		
Benchmarks Key knowledge and skills we want students to know and be able to do	Essential Knowledge Key facts, concepts, and ideas needed to successfully meet benchmarks	Suggested Resources/ Experiences Information to help support instruction
<p>Distinguish between the use of barter and money in exchange for goods and services.</p> <p>Discuss the reasons for specialization.</p> <p>Identify situations where people would trade.</p>	<p>Specialization occurs when people focus on the production of selected goods and services</p> <p>People and regions often specialize in the production of certain goods and services</p> <p>Specialization encourages trade because people want goods and services that they do not have</p> <p>People trade when individuals or groups benefit from the trade</p>	<p>Plan a class meal and determine which foods could be grown or raised locally and which are not (ex: if you serve banana pudding, you need to get the bananas from somewhere else)</p> <p>Have students role-play bartering and trading for goods</p>

Standard 3.6

The student will develop map skills by using globes and maps to locate and describe major rivers, mountain ranges, and other geographic features.

Essential Questions Questions to guide student inquiry and focus instruction to uncover big ideas		
How do geographic features influence community development? What are the major geographic features seen on maps and globes?		
Benchmarks Key knowledge and skills we want students to know and be able to do	Essential Knowledge Key facts, concepts, and ideas needed to successfully meet benchmarks	Suggested Resources/ Experiences Information to help support instruction
<p>Locate and describe the geographic features of Africa.</p> <p>Locate and describe the geographic features of Asia.</p> <p>Locate and describe the geographic features of Europe.</p> <p>Locate and describe the geographic features of North America.</p> <p>Locate and describe the geographic features of South America.</p>	<p>Africa</p> <ul style="list-style-type: none"> • Nile River: The longest river in the world • Atlas Mountains: Separate the coastlines of the Mediterranean Sea and the Atlantic Ocean from the Sahara Desert • Sahara Desert: The largest hot desert in the world <p>Asia</p> <ul style="list-style-type: none"> • Huang He River: Flows through much of China • Himalaya Mountains: Home to some of highest peaks on Earth • Gobi Desert: Asia's largest desert <p>Europe</p> <ul style="list-style-type: none"> • Mediterranean Sea: An intercontinental sea situated between Europe to the north, Africa to the south, and Asia to the east • Alps Mountains: The largest mountain system in Europe 	<p>Google Earth</p> <p>Create a map using non-traditional items of one of the regions listed and label important features</p> <p>Have students work in groups to create an iMovie, poster, or other product focusing on the geography of one of the regions listed</p> <p>WebQuest</p>

- Italian Peninsula: A boot-shaped peninsula in southern Europe extending into the Mediterranean Sea

North America

- Mississippi River: One of the longest rivers in North America
- Rio Grande: Marks part of the boundary between Mexico and the United States
- Rocky Mountains: Located in western North America and extend from Canada to New Mexico
- Appalachian Mountains: Located in eastern North America and extend from Canada to Alabama
- Great Lakes: A series of interconnected freshwater lakes located in northeastern North America

South America

- Amazon River: The second longest river in the world
- Andes Mountains: The longest continental mountain range in the world
- Amazon rainforest: The largest tropical rainforest in the world; includes many types of plants and animals

Standard 3.7

The student will demonstrate understanding of the culture of ancient China and how its contributions have influenced present day life.

Essential Questions Questions to guide student inquiry and focus instruction to uncover big ideas		
Where was ancient China located? What contributions from Ancient China have influenced how we live.		
Benchmarks Key knowledge and skills we want students to know and be able to do	Essential Knowledge Key facts, concepts, and ideas needed to successfully meet benchmarks	Suggested Resources/ Experiences Information to help support instruction
<p>Compare and contrast the geographical size of ancient China and present-day China.</p> <p>Identify key geographic features of Ancient China.</p> <p>Explain how people in Ancient China used their available resources to produce goods and services.</p> <p>Explain the influence of ancient China on architecture, inventions, and culture.</p> <p>Understand the relationship between the environment and the culture of ancient China.</p>	<p>Geography: Huang He and Yangtze River</p> <p>Vocabulary</p> <ul style="list-style-type: none"> • Ancient • Architecture • Contribution • Natural resources • Human resources • Capital resources • Producers • Goods • Services <p>Ancient China was located on a large land mass. The land consisted of forests, hills, mountains, and deserts. The people of ancient China farmed, fished, mined, made pottery, and traded goods</p> <p>Contributions of ancient China</p> <ul style="list-style-type: none"> • Written Language: characters, symbols • Inventions: Kite, silk, cloth, compass, fireworks 	<p>Interactive Notebooks</p> <p>Dragon Parade to celebrate the Chinese New Year (students create dragons out of cardboard boxes and where them on their head)</p> <p>Have a China Day where students celebrate the different aspects of Chinese culture (food, music, etc.)</p>

	<ul style="list-style-type: none">• Architecture: Great Wall <p>Farmed in fertile soil along the rivers</p> <p>Fished in the rivers and seas</p> <p>Mined natural resources</p>	
--	--	--

Standard 3.8

The student will demonstrate understanding of the culture of ancient Egypt and how its contributions have influenced present day life.

Essential Questions Questions to guide student inquiry and focus instruction to uncover big ideas		
Where was ancient Egypt located? What contributions from Ancient Egypt have influenced how we live?		
Benchmarks Key knowledge and skills we want students to know and be able to do	Essential Knowledge Key facts, concepts, and ideas needed to successfully meet benchmarks	Suggested Resources/ Experiences Information to help support instruction
<p>Compare and contrast the geographical size of ancient Egypt and present-day Egypt.</p> <p>Identify key geographic features of ancient Egypt.</p> <p>Explain how people in ancient Egypt used their available resources to produce goods and services.</p> <p>Explain the influence of ancient Egypt on architecture, inventions, and culture.</p> <p>Understand the relationship between the environment and the culture of ancient Egypt.</p>	<p>Geographic Features</p> <ul style="list-style-type: none"> • Nile River <p>Contributions of ancient Egypt</p> <ul style="list-style-type: none"> • Written Language: hieroglyphics • Inventions: paper from papyrus, 365-day calendar, clock • Architecture: Pyramids <p>Ancient Egypt was located along the Nile River in northeast Africa. Most of the land was desert. There was rich soil along the Nile River. The people of ancient Egypt farmed, fished, made crafts, and traded goods</p> <p>Ancient Egypt:</p> <ul style="list-style-type: none"> • Farmed in fertile soil along the Nile River • Created irrigation systems • Traded along the Mediterranean coast 	<p>Take a virtual field trip to a museum to look at and pose questions about primary and secondary sources relating to Ancient Egypt</p> <ul style="list-style-type: none"> ◦ <u>The British Museum</u> <p>Write name in hieroglyphics</p> <p>Take a field trip to the Virginia Museum of Fine Arts</p> <p>Create a Venn-diagram to compare and contrast Ancient China and Ancient Egypt</p> <p>Collaborate with Art teacher to study Ancient Egyptian art</p> <p>Mummify Hot Dogs</p> <p>Make salt dough cartouches</p> <p>Read The Top 10 Worst Things You Wouldn't Want to Know about Ancient Egypt by Victoria England - can be used as a mentor text</p>

Standard 3.9

The student will demonstrate understanding of the culture of ancient Greece and how its contributions have influenced present day life.

Essential Questions Questions to guide student inquiry and focus instruction to uncover big ideas		
<p>Where was ancient Greece located? What contributions from Ancient Greece have influenced how we live? What styles in architecture used today came from ancient Greece and Rome? What principles of government from ancient Greece and Rome are part of our government? What sporting events today came from ancient Greece?</p>		
Benchmarks Key knowledge and skills we want students to know and be able to do	Essential Knowledge Key facts, concepts, and ideas needed to successfully meet benchmarks	Suggested Resources/ Experiences Information to help support instruction
<p>Compare and contrast the geographical size of ancient Greece and present-day Greece.</p> <p>Identify key geographic features of ancient Greece.</p> <p>Explain how people in ancient Greece used their available resources to produce goods and services.</p> <p>Explain the influence of ancient Greece on the government (indirect and representative democracy).</p> <p>Explain the influence of ancient Greece on sports.</p> <p>Understand the relationship between the environment and the culture of ancient Greece.</p>	<p>Geography Peninsula with many islands, surrounded by the Mediterranean Sea</p> <p>Vocabulary</p> <ul style="list-style-type: none"> • Direct democracy <p>Architecture: columns</p> <ul style="list-style-type: none"> • The Parthenon (columns) <p>The arts</p> <ul style="list-style-type: none"> • Pottery <p>Government The government of the United States is based on ideas developed in ancient Greece</p> <p>Greece: Birthplace of democracy (government by the people); a direct democracy</p> <p>Sports</p>	<p>Hold a mock Olympics</p> <p>Complete a cross-curricular project with the Art teacher to create clay columns</p> <p>Share Greek food</p> <p>Create a play (drama)</p> <p>Read The Top 10 Worst Things You Wouldn't Want to Know about Ancient Greece by Victoria England - can be used as a mentor text</p> <p>Create trading cards or a matching game for Greek gods and goddesses</p> <p>Teacher created lessons</p>

	<p>Olympic games of today are modeled after the games of ancient Greece</p> <p>Ancient Greece:</p> <ul style="list-style-type: none">• Limited farming due to mountains• Traded across the Mediterranean Sea• Built ships to fish in and trade across the Mediterranean Sea	
--	--	--

Standard 3.10

The student will demonstrate understanding of the culture of ancient Rome and how its contributions have influenced present day life.

<p>Essential Questions Questions to guide student inquiry and focus instruction to uncover big ideas</p>		
<p>Where was ancient Rome located? What contributions from ancient Rome have influenced how we live. What styles in architecture used today came from ancient Rome? What principles of government from ancient Rome are part of our government?</p>		
<p>Benchmarks Key knowledge and skills we want students to know and be able to do</p>	<p>Essential Knowledge Key facts, concepts, and ideas needed to successfully meet benchmarks</p>	<p>Suggested Resources/ Experiences Information to help support instruction</p>
<p>Compare and contrast the geographical size of ancient Rome and present-day Rome.</p> <p>Identify key geographic features of ancient Rome.</p> <p>Explain how people in ancient Rome used their available resources to produce goods and services.</p> <p>Explain the influence of ancient Rome on the government (indirect and representative democracy).</p> <p>Understand the relationship between the environment and the culture of ancient Rome.</p>	<p>Geography: by a river on a peninsula in the Mediterranean Sea, once a huge empire, now Rome: city located in present-day Italy</p> <p>Vocabulary</p> <ul style="list-style-type: none"> • Representative democracy <p>Architecture: arches The Colosseum and aqueducts</p> <p>The arts: Mosaics</p> <p>Government The government of the United States is based on ideas developed in ancient Rome</p> <p>Republican (representative) form of government; a representative democracy</p> <ul style="list-style-type: none"> • Limited farming due to mountains 	<p>Create a model of an aqueduct</p> <p>Have students learn about a specific Roman god or goddess</p> <p>Create mosaics with torn paper</p> <p>Create a Venn-Diagram to compare and contrast Ancient Greece and Ancient Rome</p> <p>Read The Top 10 Worst Things you Wouldn't Want to Know about Ancient Rome by Victoria England - can be used as a mentor text</p>

- | | | |
|--|---|--|
| | <ul style="list-style-type: none">• Traded across the Mediterranean Sea• Built roads to connect to land in western Europe and Africa | |
|--|---|--|

Standard 3.11

The student will demonstrate understanding of the culture of ancient Mali and how its contributions have influenced present day life.

Essential Questions Questions to guide student inquiry and focus instruction to uncover big ideas		
<p>Where was ancient Mali located? Why were storytellers so important in the empire of Mali? What do we know about the leaders of the empire of Mali? Why was the empire of Mali so wealthy? How do producers use natural, human, and capital resources to produce goods and services? What are some goods and services produced in the West African empire of Mali? What resources (natural, human, and capital) were used to produce goods and services in ancient Greece, Rome and the West African empire of Mali?</p>		
Benchmarks Key knowledge and skills we want students to know and be able to do	Essential Knowledge Key facts, concepts, and ideas needed to successfully meet benchmarks	Suggested Resources/ Experiences Information to help support instruction
<p>Compare and contrast the geographical size of ancient and present-day Mali.</p> <p>Identify key geographic features of ancient Mali.</p> <p>Explain how people in ancient Mali used their available resources to produce goods and services.</p> <p>Understand the relationship between the environment and the culture of ancient Mali.</p> <p>Describe the oral tradition (storytelling) of the early West African empire of Mali.</p> <p>Describe the government (kings) of the early West African empire of Mali.</p>	<p>Geography: by a river in a grassland region in west Africa that spread westward to the Atlantic coast and northward into the Sahara Desert and is now a country located in West Africa</p> <p>Africa was the home of several great empires</p> <p>Many storytellers in Mali passed on stories and traditions from one generation to the next</p> <p>Salt was traded for gold</p> <p>Timbuktu was an important city in Mali. It had a famous university with a large library containing Greek and Roman books</p> <p>West African empire of Mali</p>	<p>Have students share a family story with the class that they know well but is not written down</p> <p>Invite a local storyteller into class</p> <p>Role play trading gold for salt (tie into how Jesus tells us we are salt and light), then create a salt painting of a cross</p> <p>Relate storytelling of the griots to the Gospels that were written 2000 years ago and we are still telling them today</p>

<p>Describe the economic development (trade) of the early West African empire of Mali.</p>	<ul style="list-style-type: none">• Mined gold• Traded gold for salt from the Sahara Desert• Farmed and raised animals on the grasslands	
---	--	--



Standard 4.1

The student will demonstrate an understanding of the past and present physical geography of North America to include maps, globes, photographs, pictures, or tables.

<p>Essential Questions Questions to guide student inquiry and focus instruction to uncover big ideas</p>		
<p>Where are the geographic regions of North America located? What are some physical characteristics of the geographic regions of North America? What are the major bodies of water in North America? What role did these major bodies of water play in North American history? Why are geographic features important in United States history? What do these important geographic features look like when they appear on maps, globes, and diagrams? What do these important geographic features look like when they appear in pictures and photographs?</p>		
<p>Benchmarks Key knowledge and skills we want students to know and be able to do</p>	<p>Essential Knowledge Key facts, concepts, and ideas needed to successfully meet benchmarks</p>	<p>Suggested Resources/ Experiences Information to help support instruction</p>
<p>Locate and describe major geographic regions of North America.</p> <p>Locate major water features and explain their importance to the early history of the United States.</p> <p>Recognize key geographic features on maps, diagrams, and/or photographs.</p>	<p>Historical Land Feature - Beringia Land Bridge</p> <ul style="list-style-type: none"> • During the Ice Age this connected Asia to North America • Provided land bridge for the migration of native people from Asia to North America <p>Geographic Regions' Locations and Physical Characteristics</p> <p>Coastal Plain</p> <ul style="list-style-type: none"> • Located along the Atlantic Ocean and Gulf of Mexico • Broad lowlands, providing many excellent harbors <p>Appalachian Mountains</p>	<p>BrainPOP Discovery Education *Can be used for multiple Standards</p> <p>National Geographic Kids</p> <p>Google Earth - virtual field trips</p> <p>Draw a map of North America at the beginning of the year and end of the year to gauge knowledge gained</p> <p>Draw a map of North America and add to it as you progress through various units Free maps from AAA</p>

- Located west of the Coastal Plain, extending from eastern Canada to western Alabama; includes the Piedmont
 - Old, eroded mountains (oldest mountain range in North America)
- Canadian Shield
- Wrapped around the Hudson Bay in a horseshoe shape
 - Hills worn by erosion and hundreds of lakes carved by glaciers
- Interior Lowlands
- Located west of the Appalachian Mountains and east of the Great Plains
 - Rolling flatlands with many rivers, broad river valleys, and grassy hills
- Great Plains
- Located west of the Interior Lowlands and east of the Rocky Mountains
 - Flat lands that gradually increase in elevation westward; grasslands
- Rocky Mountains
- Located west of the Great Plains and east of the Basin and Range
 - Rugged mountains stretching from Alaska almost to Mexico; high elevations
 - Contains the Continental Divide, which determines the directional flow of rivers
- Basin and Range
- Located west of the Rocky Mountains and east of the Coastal Range
 - Varying elevations containing isolated mountain ranges and Death

	<p>Valley, the lowest point in North America</p> <p>Coastal Range</p> <ul style="list-style-type: none">• Located along the Pacific Coast, stretching from California to Canada• Rugged mountains and fertile valleys• Includes the Sierra Nevada and the Cascades <p>Major Bodies of Water</p> <ul style="list-style-type: none">• <u>Oceans</u>: Atlantic, Pacific• <u>Rivers</u>: Mississippi, Missouri, Ohio, Columbia, Colorado, Rio Grande, St. Lawrence• <u>Lakes</u>: Great Lakes• <u>Gulf</u>: Gulf of Mexico <p>Trade, Transportation, Exploration, and Settlement</p> <ul style="list-style-type: none">• The Atlantic, Pacific, and Gulf coasts of the United States have provided access to other parts of the world• The Atlantic Ocean served as the highway for explorers, early settlers, and later immigrants• The Ohio River was the gateway to the west prior to the Louisiana Purchase• Inland port cities grew in the Midwest along the Great Lakes• The Mississippi and Missouri rivers were used to transport farm and industrial products. They created links to the United States ports and other parts of the world• The Columbia River was explored by Lewis and Clark	
--	--	--

- The Colorado River was explored by the Spanish
- The Rio Grande forms part of the border with Mexico
- The Pacific Ocean was an early exploration destination as a route to Asia
- The Gulf of Mexico provided the French and Spanish with exploration routes to Mexico and other parts of America
- The St. Lawrence River forms part of the northeastern border with Canada and connects the Great Lakes to the Atlantic Ocean

Catholic Identity

God the creator made a home for us that provides for all our physical needs and enriches our lives with the beauty He created

Standard 4.2

The student will apply social science skills to understand how early cultures developed in North America.

Essential Questions

Questions to guide student inquiry and focus instruction to uncover big ideas

What are some ways the physical geography of North American regions shaped daily life and interactions among Native Americans?
How did geography and resources affect the development of Native American cultures?

Benchmarks

Key knowledge and skills we want students to know and be able to do

Essential Knowledge

Key facts, concepts, and ideas needed to successfully meet benchmarks

Suggested Resources/ Experiences

Information to help support instruction

Interpret archaeological material as evidence remaining from past human activity.

Locate and **examine** where the American Indians lived, with emphasis on the Arctic (Inuit), Northwest (Kwakiutl), Plains (Lakota), Southwest (Pueblo) and Eastern Woodlands (Iroquois).

Describe how the American Indians used the resources in their environment.

Vocabulary

- Archeology
- Artifact
- Natural resources
- Human resources
- Capital resources

American Indian Tribes

- Inuit
 - Present day Alaska
 - Northern Canada
 - Arctic climate below freezing
- Kwakiutl
 - Pacific Northwest
 - Rainy, mild climate
- Lakota
 - Interior of the United States (Great Plains)
 - Dry grasslands
- Pueblo
 - Southwest in present-day New Mexico and Arizona
 - Desert areas
- Iroquois
 - Northeast North America

Create a detailed map showing where at least five Native American tribes lived

Student assumes the role of a member of one Native American group and writes a paragraph describing their daily lives

Students create a model of a Native American Village using shoeboxes and natural resources

Design a display showing words and items that are Native American in origin

- Heavily forested
- Members of these tribes live in their homelands and in many other areas of North America today

Characteristics of American Indian Tribes

- Social
 - Daily life
 - Role of different demographics
- Political
 - Governance
 - Hierarchy
 - Interaction
- Economic
 - Trade
 - *Natural resources*: fish, wild animals (hunting), crops
 - *Human resources*: People who fished, made clothing, and hunted animals
 - *Capital resources*: canoes, bows, and spears made by American Indians

Catholic Identity

God created all people in His image. We are called to be good stewards of His creation

Standard 4.3

The student will demonstrate an understanding of the physical geography of Virginia to include maps, globes, photographs, pictures, or tables.

Essential Questions

Questions to guide student inquiry and focus instruction to uncover big ideas

- Where are the geographic regions of Virginia located?
- What are some physical characteristics of the geographic regions of Virginia?
- What are the major water features associated with Virginia?
- In what ways do Virginia's unique features impact people, economy, and technology?
- Why are geographic features important in Virginia history?
- What do these important geographic features look like when they appear on maps, globes, and diagrams?
- What do these important geographic features look like when they appear in pictures and photographs?

Benchmarks

Key knowledge and skills we want students to know and be able to do

Essential Knowledge

Key facts, concepts, and ideas needed to successfully meet benchmarks

Suggested Resources/ Experiences

Information to help support instruction

Locate Virginia and its bordering states and bordering bodies of water on maps of the United States.

Locate and describe Virginia's 5 regions - Coastal Plain (Tidewater), Piedmont, Blue Ridge Mountains, Valley and Ridge, and Appalachian Plateau.

Locate and identify water features important to the early history of Virginia (Atlantic Ocean, Chesapeake Bay, James River, York River, Potomac River, Rappahannock River, and Lake Drummond and the Dismal Swamp).

Recognize key geographic features on maps, diagrams, and/or photographs.

Vocabulary

- Fall Line
- Plateau
- Peninsula
- Relative Location
- Absolute Location

Diversity of Land in VA

- Coastal Plain (Tidewater)
- Piedmont
- Blue Ridge Mountains
- Valley and Ridge
- Appalachian Plateau
- Water Features of VA
- Atlantic Ocean
- Chesapeake Bay
- James River, York River, Potomac River, Rappahannock River

Regional Characteristics

Create Landform Maps using plaster paris in the shape of the state of Virginia. Students will shape the plaster paris to represent each of the state's regions (use pizza boxes as the base)

Google Earth and Google Maps

Road maps of VA through AAA

Have students create a poster or presentation for one of the regions including information on land and economy

[Virginia Trekkers](#)

Book Study: Blood on the River by Elisa Carbone

- Land
- Resources
- Products
- Industries
- People
- Economy
- Climate

Building Geography Skills

- Longitude & Latitude
- Political & Physical Maps
- Compass Rose
- Map Scale & Inset Map
- Using a Legend

Catholic Identity

God the creator made a home for us that provides for all our physical needs and enriches our lives with the beauty He created

Standard 4.4

The student will apply social science skills to understand how early cultures developed in Virginia.

Essential Questions

Questions to guide student inquiry and focus instruction to uncover big ideas

- How did Virginia’s geography impact American Indians?
- Why did different language groups settle in different regions of Virginia?
- How did the environment impact how American Indians secured basic resources?
- What impact did various American Indian tribes have on Virginia history?
- How are the lives of American Indians in Virginia different today as compared to the past?

Benchmarks

Key knowledge and skills we want students to know and be able to do

Essential Knowledge

Key facts, concepts, and ideas needed to successfully meet benchmarks

Suggested Resources/ Experiences

Information to help support instruction

Locate the three American Indian language groups (the Algonquian, the Siouan, and the Iroquoian) on a map of Virginia.

Describe how American Indians secured food, clothing and shelter in their particular climate and environment.

Describe how archaeologists have recovered new material evidence.

Describe the lives of American Indians in Virginia today.

Items of Interest

- Christopher Columbus called the people he found in the lands he explored “Indians” because he thought he was in the Indies (near China)
- Artifacts such as arrowheads, pottery, and other tools tell a lot about the people who lived in Virginia
- Werowocomoco was a large Indian town, located on the York River, used by Indian leaders for several hundred years before the English settlers came. It was the headquarters of the leader Powhatan in 1607
- American Indians have always been closely connected to the land.
- American Indians of the past farmed, hunted, and fished. They made homes, using natural resources. They used animal skins for clothing

Research language areas and create a model to include food, clothing, shelter, tools, etc.

Field trips to various archaeological sites

Invite a speaker to share American Indian heritage

[Virginia Studies Weekly Magazine](#)

Field trip to Jamestown

[History is Fun](#)

[Jamestown Simulation Game](#)

- American Indians, whose ancestors have lived in Virginia for thousands of years before English settlement, continue to live in all parts of the state
- Today most native people live like other Americans. Their cultures have changed over time
- Virginia Indians live and work as modern Americans. Many practice ancient traditions and crafts while incorporating new customs over time
- The tribes maintain tribal museums and lands on which they hold public festivals called powwows to teach others about their culture, past and present

Three Major Language Groups of VA

- Algonquian - spoken primarily in the Tidewater region; the Powhatan were part of this group
- Siouan - spoken primarily in the Piedmont region; the Monacan were part of this group
- Iroquoian - spoken in Southwestern VA and in Southern Virginia near what is today North Carolina; the Cherokee were part of this group

Climate in Virginia

- Relatively mild with distinct seasons - spring, summer, fall, and winter - resulting in a variety of vegetation
- Forests, which have a variety of trees, cover most of the land.

	<p>Virginia's American Indians are referred to as Eastern Woodland Indians</p> <p>Environmental Connections</p> <ul style="list-style-type: none">● The kinds of food American Indians ate, the clothing they wore, and the shelters they had depended upon the seasons● Foods changed with the seasons.<ul style="list-style-type: none">○ Spring - hunted, fished, picked berries○ Summer - grew crops (e.g. beans, corn, squash)○ Fall - harvested crops and hunted for foods to preserve in the winter○ Winter - hunted birds and other animals, lived on foods stored from fall <p>Catholic Identity American Indians cared for God's creation</p> <p>The spread of Christianity had not reached North America at this time</p>	
--	--	--

Standard 4.5

The student will apply social science skills to understand European exploration in North America.

Essential Questions Questions to guide student inquiry and focus instruction to uncover big ideas		
<p>What are the seven continents? What are the five oceans? What do geographic features look like in pictures? Who were the major explorers of this time? Why do people explore the unknown? What happens when cultures collide? How did European exploration influence the history of North America?</p>		
Benchmarks Key knowledge and skills we want students to know and be able to do	Essential Knowledge Key facts, concepts, and ideas needed to successfully meet benchmarks	Suggested Resources/ Experiences Information to help support instruction
<p>Identify the location of the seven continents and five oceans.</p> <p>Describe the motivations for, obstacles to, and accomplishments of European exploration.</p> <p>Name and locate the early, northern European settlements of the Spanish, French, and British.</p> <p>Compare and contrast the early, northern European settlements of the Spanish, French, and British.</p> <p>Identify the various explorers associated with European exploration.</p> <p>Describe the cultural and economic interactions between Europeans and American Indians that led to cooperation and conflict, with emphasis on the</p>	<p>Continents</p> <ul style="list-style-type: none"> • North America • South America • Africa • Asia • Australia • Antarctica • Europe* <p>*Note: Europe is considered a continent even though it is not entirely surrounded by water. The land mass is frequently called Eurasia</p> <p>Oceans</p> <ul style="list-style-type: none"> • Atlantic Ocean • Pacific Ocean • Arctic Ocean • Indian Ocean • Southern <p>Items of Interest</p>	<p>Create a travel brochure encouraging people to settle in the New World</p> <p>Design a chart showing the pros and cons of exploration of new lands</p> <p>Research the impact of the European explorers on Virginia</p> <p>Students create a Prezi or PowerPoint on the explorer of their choice</p> <p>Have students reflect on what they would like to explore and why. Have them create different representations</p> <p>Recruitment posters for potential explorers</p> <p>Biography of an explorer</p>

<p>American Indian and European concept of land.</p>	<ul style="list-style-type: none">• The Silk Road - European trade with Asia relied upon the Silk Road. When the Silk Road collapsed this led to further world exploration and discovery of North America• European explorers hoped to find wealth and a passage to Asia• Northwest Passage - Explorers hoped, but failed to find, sailing route that connects the Atlantic Ocean to the Pacific Ocean through Canada• The Columbian Exchange - The exchange of goods and ideas from Europe, Africa, and Asia and goods and ideas from the Americas. It also spread different diseases <p>Motivations for Exploration</p> <ul style="list-style-type: none">• Economic - find gold and natural resources; trade• Religious - spread Christianity• Competitions for empire and belief in superiority of own culture <p>Obstacles to the Explorations</p> <ul style="list-style-type: none">• Poor maps and navigational tools• Disease and starvation• Fear of the unknown• Lack of adequate supplies• Hostile encounters with Native Peoples <p>Accomplishments of the Explorations</p> <ul style="list-style-type: none">• Exchanged goods and ideas• Improved navigational tools and ships• Claimed territories	
--	---	--

Regions of North America Explored by Spain, France, and England

- Spain - Francisco Coronado claimed the Southwest of the present day United States for Spain. Ponce de Leon claimed present day Florida
- France - Samuel de Champlain established the French settlement of Quebec. Robert de La Salle claimed the Mississippi Valley for France.
- England - John Cabot explored eastern Canada. Sir Walter Raleigh East Coast of North America

Key Explorers

- Marco Polo
- Christopher Columbus
- Amerigo Vespucci
- Francisco Coronado
- Juan Ponce de Leon
- Vasco de Balboa
- Cabeza de Vaca
- Samuel de Champlain
- Robert de La Salle
- Jacques Cartier
- Sir Walter Raleigh
- John Cabot

Cultural Interactions

Spanish

- Conquered and enslaved American Indians
- Brought Christianity to the New World
- Established missions

- Introduced European diseases to American Indians

French

- Established trading posts
- Spread Christian religion

English

- Established settlements on American Indian land and claimed ownership of land
- Learned farming techniques from American Indians
- Traded with American Indians

American Indians

- Taught farming techniques to European settlers
- Believed that land was to be used and shared but not owned

Areas of Cooperation in Economic Interactions

- Europeans brought weapons and metal farm tools
- Trade
- Crops

Areas of Conflict

- Land
- Competition for trade
- Differences in cultures
- Diseases
- Language differences

Catholic Identity

Many of these trips became mission driven to spread Christianity.

	Catholicism was specifically shared by the French and Spanish in North America	
--	--	--

Standard 4.6

The student will demonstrate an understanding of the first permanent English settlement in America.

Essential Questions		
Questions to guide student inquiry and focus instruction to uncover big ideas		
<p>What factors led to multiple attempts in creating a successful colony in North America? What impact did colonization failures have on governments, economy, and people? What impact did various American Indian tribes have on Virginia history? What did everyday life for the Jamestown colonists look like? How did the geography of the first, permanent English settlement impact the settlers' experiences?</p>		
Benchmarks	Essential Knowledge	Suggested Resources/ Experiences
Key knowledge and skills we want students to know and be able to do	Key facts, concepts, and ideas needed to successfully meet benchmarks	Information to help support instruction
<p>Explain the reasons for English Colonization.</p> <p>Describe and discuss how early settlements helped establish British control in North America.</p> <p>Describe the economic and geographic influences on the decision to settle at Jamestown.</p> <p>Describe the importance of the charters of the Virginia Company of London in establishing the Jamestown Settlement.</p> <p>Describe the hardships faced by settlers at Jamestown and the changes that took place to ensure survival.</p> <p>Describe the interactions between the English settlers and the native peoples, including the role of the Powhatan in the survival of the settlers.</p>	<p>Reasons for English Colonization in America</p> <ul style="list-style-type: none"> • England wanted to establish an American colony to increase its wealth and power to compete with other European nations • England hoped to find silver and gold in America • An American settlement would furnish raw materials, while opening new markets for trade <p>Importance of Virginia Charters</p> <ul style="list-style-type: none"> • The King of England granted charters to the Virginia Company of London to: <ul style="list-style-type: none"> ○ Establish a settlement in North America ○ Define the physical boundaries of the colony ○ Extend English rule in new land <p>Jamestown</p>	<p>Students write a journal entry from the point of view of an early settler</p> <p>Students work in teams to create a play that depicts the trials and tribulations of the settlers</p> <p>Create a model of the Jamestown site</p> <p>Visit Jamestown</p> <p>Research key figures and create a biography about the man</p> <p>Create a poster that illustrates cause and effect reflecting Jamestown</p> <p>Write a newspaper report or create a technology-based newsletter about Bacon's Rebellion and the burning of Jamestown</p> <p>Virtual tour of a colonial house</p>

<p>Identify the importance of the General Assembly (1619) as the first representative legislative body in English America.</p> <p>Identify the impact of the arrival of Africans and English women to the Jamestown settlement.</p>	<ul style="list-style-type: none">• Jamestown was primarily an economic venture• The stockholders of the Virginia Company of London financed the settlement of Jamestown• Jamestown, founded in 1607, became the first permanent English settlement in British North America• When the settlers arrived in 1607, they founded Jamestown on a narrow peninsula bordered on three sides by the James River. Today, Jamestown is located on an island in the James River due to the erosion of the Jamestown peninsula• Natural resources from Jamestown included timber and iron• Instructions from England told the settlers to go inland and find a suitable place for their colony• The location could be easily defended from attacks by sea (by the Spanish)• The water along the shore was deep enough for ships to dock• They believed the site had a good supply of fresh water <p>System of Government</p> <ul style="list-style-type: none">• The current Virginia General Assembly dates back to 1619 with the establishment of the General Assembly and its burgesses in Jamestown. It was the first elected legislative body in English North America and gave some settlers the	
---	--	--

opportunity to take part in controlling their own government

- The General Assembly included two representatives called burgesses, from each of the divisions of VA, along with the governor's Council and the governor. They met as one legislative body. At that time, only certain free adult men had the right to take part
- By the 1640s, the burgesses became a separate legislative body, called the House of Burgesses. They met separately from the governor's Council as one of the two legislative bodies of the General Assembly

Hardships Faced by Settlers

- The site they chose to live on was marshy and lacked safe drinking water
- A drought at the time of settlement reduced the amount of food available to everyone in VA
- The settlers lacked some skills necessary to provide for themselves
- Many settlers died of starvation and disease
- Over time, the native people realized the English settlement would continue to grow. They came to see the settlers as invaders who would take over their land.

Changes that Resulted in Survival

- The arrival of ships bringing supplies and new settlers

- The forced work program and strong leadership of Captain John Smith
- The development of new settlements that spread away from the unhealthy environment of Jamestown
- The emphasis on agriculture
- The native people contributed to the survival of the Jamestown settlers.
 - Powhatan, the chief of many tribes, provided leadership to his people and taught the settlers survival skills
 - Pocahontas, the daughter of Powhatan, served as a contact between the native people and the English
 - The native people showed the settlers how to plant corn and harvest tobacco
 - Captain John Smith initiated trading relationships with the native people
 - The native people traded food, fur, and leather with the English in exchange for tools, pots, and copper for jewelry

Diversity in the Colony

- Portuguese sailors captured African men and women from what is present day Angola. The legal status of these early African men and women as either servants or enslaved persons once they arrived in VA is unknown
- Africans arrived in VA against their will in 1619

- The arrival of Africans made it possible to expand the tobacco economy
- The arrival of additional women in 1620 made it possible for more settlers to start families, which helped establish Jamestown as a permanent colony in VA

Items of Interest

- Roanoke Island - known as the “Lost Colony”
- Virginia Company
- Jamestown
- “The Starving Time”
- Tobacco
- House of Burgess
- Massacre of 1622
- Disease
- Self-Government vs. English Government
- Queen Elizabeth
- Sir Walter Raleigh
- John White
- Virginia Dare
- John Smith
- Powhatan People
- John Rolfe
- Pocahontas
- King James

Catholic Identity

Religious practices varied amongst colonists and American Indians

	Faith is a gift from God that strengthens us and helps us endure great hardships	
--	--	--

Standard 4.7

The student will demonstrate an understanding of life in the Virginia colony.

Essential Questions Questions to guide student inquiry and focus instruction to uncover big ideas		
What power and influence did England have over the Virginia colony? What influence did the many cultures in Virginia have on the colony? How did Virginia colonists use multiple resources to establish a prosperous colony? How did the Virginia colony grow and change over time?		
Benchmarks Key knowledge and skills we want students to know and be able to do	Essential Knowledge Key facts, concepts, and ideas needed to successfully meet benchmarks	Suggested Resources/ Experiences Information to help support instruction
<p>Explain the importance of agriculture and its influence on the institution of slavery.</p> <p>Describe how the culture of colonial Virginia reflected the origins of American Indians, European immigrants (English, Scots-Irish, German), and Africans as a multicultural colony.</p> <p>Explain the reasons for the relocation of Virginia’s capital from Jamestown to Williamsburg.</p> <p>Describe how money, barter, and credit were used.</p> <p>Describe everyday life in colonial Virginia.</p> <p>Summarize the factors that led to Virginia being made a royal colony.</p>	<p>Vocabulary</p> <ul style="list-style-type: none"> • Cash crop • Money • Barter • Credit • Debt • Savings <p>Tobacco as a Cash Crop</p> <ul style="list-style-type: none"> • The economy of the VA colony depended on agriculture as the primary source of wealth • Tobacco became the most profitable agricultural product. It was sold in England as a cash crop • The successful cultivation of tobacco depended on a steady and inexpensive source of labor. African men, women, and children were brought to the VA colony and enslaved to work on the plantations <p>Culture of Colonial Virginia</p>	<p>Host a Colonial Fair</p> <p>Colonial Marketplace - bartering game</p> <p><u>A New Coat for Anna</u></p> <p>Field trip to Colonial Williamsburg</p> <p>Create a map that shows the Triangular Trade Route</p> <p>Use the Colonial Williamsburg site at: www.history.org</p>

- Migration and living in new areas caused people to adapt old customs to their new environments
- Architecture reflecting different cultures
 - Barns
 - Homes
 - Places of worship (e.g. churches)
- Places reflecting different cultures
 - Richmond - English
 - Roanoke - American Indian
- Settlement Areas
 - English and other Europeans - Coastal Plain/Tidewater and Piedmont regions.
 - Germans and Scots-Irish - Shenandoah Valley along the migration route
 - Africans - brought to the Coastal Plain/Tidewater and Piedmont regions to work
 - Prior to the settlers, American Indians lived throughout VA. After the settlers arrived, most were forced inland

Jamestown to Williamsburg

- Drinking water in Jamestown was contaminated by seepage of saltwater
- Unhealthy living conditions in Jamestown caused diseases
- Fire destroyed wooden and brick buildings at Jamestown
- Williamsburg was an established town

Economics In the Virginia Colony

- Few people had paper money or coins to use to buy goods or services
- Barter was commonly used instead of money
- Tobacco was used as money. A tobacco farmer could use his tobacco to pay for goods and services
- Farmers and other consumers could buy goods and services on credit and pay their debts when their crops were harvested and sold
- Colonial Virginia had no banks

Everyday Life in Colonial Virginia

- Colonists depended on natural, human, and capital resources to produce the goods and services they needed
- Food
 - Choices were limited
 - Meals were made of local produce and meats
- Housing
 - Most people lived in one room houses with dirt floors
 - Some wealthy people (e.g. merchants, lawyers, planters) lived in large houses
- Clothing
 - Women made clothes for family members in their households
 - Most clothing was made of cotton, wool, and/or leather
- Most white Virginians made their living from the land as small

	<p>farmers. Few owned large farms/plantations</p> <ul style="list-style-type: none">• Most enslaved African Americans worked tobacco, other crops, and livestock. Enslaved African Americans were denied basic rights• Some free African Americans owned land but were denied basic rights• Gender and Race were barriers basic rights <p>Catholic Identity God resides within each individual, and we should treat others with respect and dignity</p> <p>Jesus taught us that what we do for the least shall be done unto us</p>	
--	---	--

4th Grade Suggested Pacing:

- First Marking Period: Geography of North America, Early Cultures of North America (Standards 1-2)
- Second Marking Period: Geography of Virginia Early Cultures in Virginia, Age of Exploration (Standards 3-4)
- Third Marking Period: Age of Exploration (Standards 5)
- Fourth Marking Period: Settlement (Standards 6-7)



Standard 5.1

The student will apply social science skills to understand the factors that shaped colonial America.

Essential Questions		
Questions to guide student inquiry and focus instruction to uncover big ideas		
Where were the thirteen original colonies located on a map? What power and influence did England have over the colonies? What similarities did the regions share? Which characteristics made each region unique? Who were the significant people associated with each colony? What did everyday life look like in the three colonial regions (vocation, recreation, government, religion)?		
Benchmarks	Essential Knowledge	Suggested Resources/ Experiences
Key knowledge and skills we want students to know and be able to do	Key facts, concepts, and ideas needed to successfully meet benchmarks	Information to help support instruction
<p>Describe the religious and economic events and conditions that led to the colonization of America.</p> <p>Describe life in New England, Mid-Atlantic, and Southern colonies, with emphasis on how people interacted with their environment to produce goods and services.</p> <p>Describe specialization of and interdependence among New England, Mid-Atlantic, and Southern colonies.</p> <p>Describe colonial life in America from the perspectives of large landowners, farmers, artisans, merchants, women, free African Americans, indentured</p>	<p>Thirteen Colonies</p> <ul style="list-style-type: none"> • Virginia • New York • New Hampshire • Massachusetts • Maryland • Connecticut • Rhode Island • Delaware • North Carolina • South Carolina • New Jersey • Pennsylvania • Georgia <p>Colonial Establishment</p>	<p>Sorts to match up characteristics of colonies and regions</p> <p>Color-coded maps</p> <p>Market the positive attributes of a colony to attract more colonists</p>

servants, and enslaved African Americans.

Explain the political and economic relationships between the colonies and Great Britain.

- Roanoke Island (Lost Colony) was established as an economic venture
- Jamestown settlement, the first permanent English settlement in North America, was an economic venture by the Virginia Company
- Plymouth Colony was settled by separatists from the Church of England who wanted to avoid religious persecution
- Massachusetts Bay Colony was settled by the Puritans to avoid religious persecution
- Pennsylvania was settled by the Quakers, who wanted freedom to practice their faith without interference
- Georgia was settled by people who had been in debtor's prisons in England. They hoped to experience economic freedom and start a new life in the New World
- Triangular trade route established and enabled transportation and trade of enslaved Africans, raw materials and manufactured goods

Interactions of People and Environment

New England

- Geography and climate
 - Appalachian Mountains, harbors, hilly terrain, rocky soil, jagged coastline
 - Moderate summers, cold winters
- Resources

- Natural resources: timber, fish, deep harbors
- Human resources: skilled craftsmen, fishermen, merchants, shipbuilders
- Capital resources: tools, buildings
- Social life
 - Village, school, and church as center of life
 - Religious reformers and separatists
- Political and civic life
 - Town meetings

Mid-Atlantic

- Geography and climate
 - Appalachian Mountains, coastal plains, harbors, rivers, rich farmlands
 - Moderate climate
- Resources
 - Natural resources: rich farmlands, rivers
 - Human resources: unskilled and skilled workers, farmers, fishermen, merchants
 - Capital resources: tools, buildings
- Social life
 - Villages and cities
 - Diverse cultural backgrounds
 - Diverse religions
- Political and civic life
 - Market towns

South

- Geography and climate

- Appalachian Mountains, Piedmont, Atlantic Coastal Plain, harbors, rivers, fertile farmland
- Humid climate
- Resources
 - Natural resources: fertile farmlands, rivers, harbors, forests
 - Human resources: farmers, enslaved African Americans, indentured servants
 - Capital resources: tools, buildings
- Social life
 - Plantations, mansions, few cities, few schools
 - Church of England
- Political and civic life
 - Counties

Landowners

- Lived predominantly in the South
- Relied on indentured servants and/or enslaved African Americans for labor
- Were educated in some cases

Farmers

- Worked the land according to the region
- Relied on family members for labor

Artisans

- Worked as craftsmen in towns and on plantations
- Lived in small villages and cities

Merchants

- Worked to buy and sell goods to the colonists
- Lived in towns and cities

Women

- Worked as caretakers, houseworkers, and homemakers
- Were not allowed to vote
- Had few opportunities for education

Free African Americans

- Were able to own land
- Had economic freedom and could work for pay and decide how to spend their money
- Were not allowed to vote

Indentured Servants

- Were men and women who did not have money for passage to the colonies and who agreed to work without pay for the person who paid for their passage
- Were free at the end of their contract

Enslaved African Americans

- Were captured in their native land and sold to slave traders, then were shipped to the colonies where they were sold into slavery
- Were owned as property for life and did not have any rights
- Were often born into slavery (i.e. children of enslaved African Americans were born into slavery)

Economic Relationships Between the Colonies and Great Britain

- Great Britain imposed strict control over trade
- Great Britain taxed colonies after the French and Indian War
- The colonies traded raw materials for goods made in Great Britain

Political Relationships Between the Colonies and Great Britain

- Colonists had to obey British laws, which were enforced by governors
- Colonial governors were appointed by the king or by the proprietor
- A colonial legislature made laws for each colony but was monitored by the colonial governor

Catholic Identity

Ways to practice Christianity began to diversify in North America

Maryland was established as a Catholic colony because Catholics were not welcomed to practice their faith in the New England colonies

Standard 5.2

The student will demonstrate and understanding of the factors that led to the American Revolution.

Essential Questions Questions to guide student inquiry and focus instruction to uncover big ideas		
<p>How did the colonists' ideas about government differ from those of the British Parliament? How did war and incurred debt impact the trajectory of the colonies? What power and influence did England have over the colonies? What response did the colonists have to England's authority? Why were the colonists dissatisfied? How did the distance between Great Britain and the colonies influence events leading up to the Revolutionary War? Which formal and informal leaders emerged from this time? Why is the Declaration of Independence an important document? How does revolution change lives? Is revolution inevitable?</p>		
Benchmarks Key knowledge and skills we want students to know and be able to do	Essential Knowledge Key facts, concepts, and ideas needed to successfully meet benchmarks	Suggested Resources/ Experiences Information to help support instruction
<p>Describe the French and Indian War and its impact on British/colonial relations.</p> <p>Explain how the debt incurred from the French and Indian War prompted unfair taxation.</p> <p>Describe why colonists viewed themselves as patriots or loyalists.</p> <p>Describe how colonists protested British Rule.</p> <p>Explain the issues of dissatisfaction that led to the American Revolution.</p>	<p>Economic, political and social causes of the American Revolution</p> <ul style="list-style-type: none"> • Debt incurred from the French and Indian war • Taxation without representation was seen as unjust • The culture of the colonies embraced the ideas of freedom and liberty <p>Impact the French and Indian War and the Ohio River Valley had on the colonies</p> <ul style="list-style-type: none"> • Debt led to taxation <p>Influence of faith in the writings and philosophies of the Founding Fathers</p> <p>Events that pushed Great Britain and the American colonies apart and ultimately</p>	<p>“Liberty Kids” videos on Discovery Education</p> <p>Design an original piece of propaganda in support of the loyalists or in support of the colonists</p> <p>Show the <i>Join or Die</i> political cartoon by Benjamin Franklin and have students create a political cartoon or piece of propaganda</p> <p>Read and discuss a passage from <i>Common Sense</i> and put it into modern day words</p>

<p>Describe how political ideas shaped the revolutionary movement in America and led to the Declaration of Independence.</p> <p>Identify key historical figures and their contributions during the period leading up to the Revolutionary War.</p>	<p>led to the signing of the Declaration of Independence</p> <ul style="list-style-type: none">• Stamp Act• Sugar Act• Townshend Act• Boston Massacre• Boston Tea Party• Forming of the Sons of Liberty• First Continental Congress• The colonists and the British Parliament disagreed over how the colonies should be governed• Parliament believed it had legal authority in the colonies, while the colonists believed their local assemblies had legal authority• Parliament believed it had the right to tax the colonies, while the colonists believed they should not be taxed because they had no representation in Parliament <p>The Declaration of Independence, written by Thomas Jefferson, states that authority to govern belongs to the people rather than to kings and that all people are created equal and have rights to life, liberty, and the pursuit of happiness</p> <p>Key Figures/Groups</p> <ul style="list-style-type: none">• King George III• Patrick Henry• Samuel Adams• Thomas Jefferson• Thomas Paine• Benjamin Franklin• James Madison	<p>Create a chart showing the advantages and disadvantages of the British and the colonists and the start of the Revolution</p> <p>Organize the events leading up to the American Revolution</p> <p>Re-enactment of the Boston Tea Party</p> <p>Visit St. John's Church</p> <p>Book: Katie's Trunk by Ann Turner</p>
--	---	--

- George Mason
- Founding Fathers
- Parliament
- Patriots vs. Loyalists

Catholic Identity

The belief that all men are created equal with certain inalienable rights took shape. Reflect on how this idea was carried through during this time and today

God is the ultimate authority

Standard 5.3

The student will apply social science skills to understand the American Revolution.

Essential Questions Questions to guide student inquiry and focus instruction to uncover big ideas		
<p>How does revolution change lives? Is revolution inevitable? What was the turning point that led to the Revolutionary War? What was the turning point that led to American victory? What were the strengths and weaknesses of the American and British armies? Why was independence important to the colonies? Why was British Rule important to the Crown? How did the ideals of the colonists seeking freedom shape the future of American government?</p>		
Benchmarks Key knowledge and skills we want students to know and be able to do	Essential Knowledge Key facts, concepts, and ideas needed to successfully meet benchmarks	Suggested Resources/ Experiences Information to help support instruction
<p>Explain the issues of dissatisfaction that led to the American Revolution.</p> <p>Describe how political ideas shaped the revolutionary movement in America and led to the Declaration of Independence.</p> <p>Describe key events and the roles of key individuals in the American Revolution, with emphasis on:</p> <ul style="list-style-type: none"> ● George Washington ● Benjamin Franklin ● Thomas Jefferson ● Patrick Henry ● Marquis de Lafayette <p>Explain how the colonies were able to gain independence from Great Britain.</p>	<p>Economic, political and social causes of the American Revolution</p> <ul style="list-style-type: none"> ● Debt incurred from the French and Indian war ● Taxation without representation was seen as unjust ● The culture of the colonies embraced the ideas of freedom and liberty <p>Influence of faith in the writings and philosophies of the Founding Fathers</p> <p>Key Individuals</p> <ul style="list-style-type: none"> ● King George III: British king during the Revolutionary War ● Lord Cornwallis: British general who surrendered in Yorktown ● John Adams: Promoted the cause of independence 	<p>BrainPop Discovery Education *Can be used for multiple Standards</p> <p>Make life-size soldiers to compare and contrast armies</p> <p>Timeline of causes and events leading up to the Revolutionary War - classroom and/or individual</p> <p>Debate between loyalist and patriot</p> <p>Field trip to Yorktown</p>

- George Washington: Commander of the Continental Army
- Thomas Jefferson: Major author of the Declaration of Independence
- Patrick Henry: Outspoken member of the House of Burgesses; inspired colonial patriotism with his "Give me liberty or give me death" speech
- Thomas Paine: Wrote the pamphlet *Common Sense*, promoting American Independence
- Benjamin Franklin: Prominent member of the Continental Congress; helped frame the Declaration of Independence; helped gain French support for American independence
- Marquis de Lafayette: French nobleman who served in the Continental Army; worked with the king of France to send French troops, ships, and funds that assisted the colonists in the American Revolution and contributed to the victory at Yorktown
- Phyllis Wheatley: Enslaved African American who wrote poems and plays supporting American independence and who eventually gained her freedom
- Paul Revere: Patriot who made a daring ride to warn colonists of British arrival

Key Events

- Boston Massacre: Colonists in Boston were shot after taunting British soldiers

- Boston Tea Party: Samuel Adams and Paul Revere led patriots in throwing tea into Boston Harbor to protest tea taxes
- Valley Forge: Training camp for the Continental Army. They learned to fight as soldiers in deplorable conditions
- First Continental Congress: Delegates from all colonies except Georgia met to discuss problems with Great Britain and to promote independence
- Approval of the Declaration of Independence: The colonies declared independence from Great Britain (July 4, 1776)
- Signing of the Treaty of Paris: Great Britain recognized American independence in this treaty

Key Battles

- Battles at Lexington and Concord: These were the first armed conflicts of the Revolutionary War
- Battle of Bunker Hill (Breed's Hill): This was the first major battle of the war
- Battle of Trenton: George Washington crossed the Delaware River and attacked at night. This battle raised the spirits of the Continental Army
- Battle of Saratoga: This American victory was the turning point in the war and led to French support for the patriot cause

	<ul style="list-style-type: none">• Surrender at Yorktown: This was the colonial victory over forces of Lord Cornwallis that marked the end of the Revolutionary War <p>Colonial Advantages</p> <ul style="list-style-type: none">• Some colonists' defense of their own land, principles, and beliefs• Additional support from France• Strong leadership <p>Catholic Identity The belief that all men are created equal with certain inalienable rights took shape</p> <p>Reflect on how this idea was carried through during this time and today</p> <p>God is the ultimate authority</p>	
--	---	--

Standard 5.4

The student will demonstrate an understanding of the establishment of a new American nation and its government.

Essential Questions Questions to guide student inquiry and focus instruction to uncover big ideas		
<p>Is government necessary? Where does power to rule initiate? What is the role of the people in government? How was the Constitution established? Why is the Constitution an important document? How can great leaders shape a nation? Why is the transfer of power between presidents peaceful in the United States?</p>		
Benchmarks Key knowledge and skills we want students to know and be able to do	Essential Knowledge Key facts, concepts, and ideas needed to successfully meet benchmarks	Suggested Resources/ Experiences Information to help support instruction
<p>Identify important documents that guided the establishment of the new nation.</p> <p>Identify important historical figures and their contributions.</p> <p>Explain the weaknesses of the Articles of Confederation and how they led to the development of the Constitution.</p> <p>Describe the historical development of the Constitution of the United States.</p> <p>Identify the three branches of government and the function of each.</p> <p>Describe the accomplishments and contributions of the first five presidents of the United States; four of which were Virginians.</p>	<p>Vocabulary</p> <ul style="list-style-type: none"> • Virginia Declaration of Rights • Bill of Rights • Constitution • Three branches of government • Virginia Plan • New Jersey Plan • Great Compromise • Three Fifths Compromise • Checks and balances <p>Key Individuals</p> <ul style="list-style-type: none"> • George Washington - “Father of our Country” • James Madison - “Father of the Constitution • George Mason - Virginia Declaration of Rights • Thomas Jefferson - Virginia Statute for Religious Freedom • Roger Sherman - Great Compromise 	<p>Research a modern-day figure involved in a change, or supported by, our Constitution</p> <p>Write a new amendment to the Constitution and present it to the class</p> <p>Act out a Constitutional Convention debate or play</p> <p>Predict possible problems caused by the compromises in order to get the Constitution written and ratified</p> <p>File folder and sorting games to solidify understanding of the Constitution and three branches of government</p> <p>Field trips to Mount Vernon, Montpelier, Monticello, etc. Patriotic songs, dances, marches, etc.</p>

Documents

- Virginia Declaration of Rights: written by George Mason, states that all Virginians have many rights, including freedom of religion and freedom of the press
- Virginia Statute for Religious Freedom: written by Thomas Jefferson, states that all people should be free to worship as they please
- Articles of Confederation - written during the American Revolution to establish the powers of the new national government
 - Provided for a weak national government
 - Gave Congress no power to tax or regulate commerce among states
 - Provided for no common currency
 - Gave each state one vote regardless of size
 - Provided for no executive or judicial branches
 - First Constitution of the United States
 - The Northwest Ordinance - outlined the process for admitting a new state to the Union; outlawed slavery in the new territories
- Constitution
 - Constitutional Convention - State delegates met in Philadelphia to write a new Constitution

- Necessary due to weaknesses in the Articles of Confederation
 - George Washington elected as the first president
 - James Madison known as the “Father of the Constitution”
 - Delegates debated over how much power the national government should have and how large and small states should be represented
 - Three branches of government - legislative, executive, judicial
 - The Great Compromise decided how many votes each state would have in the Senate and the House of Representatives
 - Constitution signed at the end
 - 9 out of 13 states had to vote in favor of the Constitution to go into law
 - Can be amended
 - Separation of powers and checks and balances
 - Bill of Rights
 - Based on the Virginia Declaration of Rights (George Mason) and the Virginia Statute of Religious Freedom (Thomas Jefferson)
 - These first ten amendments to the Constitution provide a written guarantee of individual rights (e.g. freedom of speech, freedom of religion)
- Three Branches of Government**
- Legislative (makes laws)

- The General Assembly is the legislative branch of the Virginia government. It makes state laws, and it is divided into two parts—the Senate and the House of Delegates
- Executive (carries out the laws)
 - The governor heads the executive branch of the state government. The executive branch makes sure that state laws are carried out
- Judicial (interprets the laws)
 - The judicial branch is the state’s court system. The judicial branch decides cases about people accused of breaking the law and whether or not a law agrees with Virginia’s constitution

Major Accomplishments of the First Five Presidents of the United States

George Washington

- Establishment of federal court system
- Bill of Rights
- Washington, D.C. as nation’s capital

John Adams

- Two-party system

Thomas Jefferson

- Louisiana Purchase
- Lewis and Clark exploration

James Madison

- The War of 1812

	<p>James Monroe</p> <ul style="list-style-type: none">• Monroe Doctrine <p>Catholic Identity God offers us a code to live by through the Ten Commandments</p> <p>We offer petitions to God for the safety and prosperity of our country</p> <p>God wants us to live together in harmony and peace</p> <p>God provides each one of us with special gifts and talents</p>	
--	--	--

Standard 5.5

The student will locate and identify the 50 states and their capitals.

Essential Questions		
Questions to guide student inquiry and focus instruction to uncover big ideas		
<p>What are the benefits of having a country that includes multiple climates, resources and geographic features? What are some of the challenges and responsibilities of living in a large, diverse country? How do landforms impact state boundaries?</p>		
Benchmarks	Essential Knowledge	Suggested Resources/ Experiences
Key knowledge and skills we want students to know and be able to do	Key facts, concepts, and ideas needed to successfully meet benchmarks	Information to help support instruction
<p>Locate and name each state on a map.</p> <p>Name each state’s capital.</p> <p>Describe each state’s basic economy, climate, resources and attractions.</p>	<p>Name the 50 states</p> <p>Discuss the geographic regions of the United States and how states within each region share similarities</p> <p>Discuss how advances in technology and transportation have closed the divide between states</p> <p>Discuss how states are united yet governed individually</p> <p>Catholic Identity God is the creator of Heaven and Earth. We are called to be stewards of his creation</p>	<p>Google Maps</p> <p>Incorporate song and acrostics</p> <p>Create travel brochures</p> <p>Select a state and create a commercial to attract visitors</p> <p>Use various state data to create graphs and charts</p>

Standard 5.6

The student will apply social science skills to understand westward expansion in America from 1801-1861

Essential Questions Questions to guide student inquiry and focus instruction to uncover big ideas		
<p>How did expansion impact the trajectory of our country? How does expansion impact culture? What are some of the benefits and drawbacks of governing and living in a large country? Was Andrew Jackson a moral president? What obstacles and hardships did settlers encounter as they headed west? How did expansion impact relations between settlers and American Indians? What are the benefits and costs of technology?</p>		
Benchmarks Key knowledge and skills we want students to know and be able to do	Essential Knowledge Key facts, concepts, and ideas needed to successfully meet benchmarks	Suggested Resources/ Experiences Information to help support instruction
<p>Describe territorial expansion and how it affected the political map of the United States, with emphasis on the Louisiana Purchase, the Lewis and Clark expedition, and the acquisitions of Florida, Texas, Oregon, and California.</p> <p>Identify the geographic and economic factors that influenced the westward movement of settlers.</p> <p>Describe the impact of inventions, including the cotton gin, the reaper, the steamboat, and the steam locomotive, on life in America.</p> <p>Describe the impact of westward expansion on American Indians (Trail of Tears).</p>	<p>New territories added to the United States after 1801</p> <ul style="list-style-type: none"> • Louisiana Purchase • Florida • Texas • Oregon • California <p>Influences on westward movement</p> <ul style="list-style-type: none"> • Population growth in east • Availability of land • Economic opportunity (Gold Rush) • Transportation • Manifest Destiny <p>Impact on American Indians</p> <ul style="list-style-type: none"> • American Indian Removal Act • <i>Cherokee Nation v. Georgia</i> • Trail of Tears <p>Vocabulary</p> <ul style="list-style-type: none"> • Inventor 	<p>Conduct research on your own family's immigration history</p> <p>Analyze three political cartoons about Jackson's presidency</p> <p>Compare and contrast the struggles of the immigrants of the 19th Century with the struggles of the immigrants of the 21st Century</p> <p>Projects around the Gold Rush</p> <p>Research and develop an invention</p> <p>Create a timeline of inventions/ technology</p> <p>Discuss primary sources and documentation</p>

<p>Describe the events that contributed to American expansion.</p>	<ul style="list-style-type: none">• Entrepreneur <p>Inventions</p> <ul style="list-style-type: none">• Cotton Gin• Reaper• Steamboat• Steam locomotive <p>Contributing Events</p> <ul style="list-style-type: none">• War of 1812• Monroe Doctrine• War with Mexico• California Gold Rush <p>Key Individuals</p> <ul style="list-style-type: none">• Andrew Jackson• Davy Crockett• James Monroe• Lewis and Clark• Sacagawea <p>Catholic Identity As Christians we rely on God to guide us. He has a plan for each one of us</p> <p>Our actions should be driven by our moral compass and the Holy Spirit</p> <p>As sinners, we ask for God's forgiveness and mercy. His grace offers us salvation</p>	<p>Develop a color-coded map to identify westward expansion</p> <p>Tell a story from the perspective of the American Indians as settlers began to take over land</p> <p>Have students listen to the National Anthem and draw a picture of what they believe the inspired the anthem</p>
---	---	---

Standard 5.7

The student will demonstrate an understanding of the issues that divided our nation and led to the Civil War.

Essential Questions Questions to guide student inquiry and focus instruction to uncover big ideas		
<p>Why does social reform cause conflict between people? Are people more loyal to their country or immediate community? What factors into loyalty? What factors led to slavery being more widespread in the South and not in the North? Did geography and culture play a role in secession? Could war have been avoided? How?</p>		
Benchmarks Key knowledge and skills we want students to know and be able to do	Essential Knowledge Key facts, concepts, and ideas needed to successfully meet benchmarks	Suggested Resources/ Experiences Information to help support instruction
<p>Evaluate how social change created division between the North and South.</p> <p>Describe the cultural, economic and constitutional differences between the North and South that eventually resulted in the Civil War.</p> <p>Locate on a map the states that seceded from the Union and those that remained in the Union.</p> <p>Describe the major events and circumstances leading up to the Civil War.</p>	<p>Key Social Changes/Events</p> <ul style="list-style-type: none"> • Abolitionists • Nat Turner’s Revolt • Underground Railroad • Suffragists • Education for all • Dred Scott Decision • John Brown’s Raid at Harpers Ferry • Election of 1860 • Fort Sumter <p>Differences Between the North and the South</p> <p>South</p> <ul style="list-style-type: none"> • Large plantations of cash crops • Dependence upon slavery • Water travel • Loyalty to states <p>North</p> <ul style="list-style-type: none"> • Industrial • Abolitionists 	<p>Compare and contrast the northern and southern views through Venn diagrams, t-charts, etc.</p> <p>Discovery Education Videos</p> <p>Persuasive paper or presentation on a social reform issue they feel needs to be addressed</p> <p>Self-portrait to illustrate their place in family, community, state, and country</p> <p>Songs and poems</p> <p>Research daily life in the north and the south</p>

- European immigrants
- Transportation - railroads
- Small farms to grow food
- More money
- Loyalty to Union

Key People

- Elizabeth Cady Stanton
- Harriet Beecher Stowe
- Harriet Tubman
- John Brown
- Nat Turner
- Frederick Douglass
- Henry Clay
- Stephen Douglas
- Dred Scott
- Abraham Lincoln
- Robert E. Lee
- Ulysses S. Grant
- Jefferson Davis

Catholic Identity

As people we may face challenges and opposition to practice and live our faith just as people during this period struggled with who to follow

Free will is a gift from God that comes with great responsibility and consequences

We are all God's family just as we are all one nation

Suggested Pacing

- First Marking Period: Colonial America and Road to Revolution (Standards 1 & 2)
- Second Marking Period: Revolution (Standard 3)
- Third Marking Period: Establishment of a nation, 50 states and capitals (Standard 4 & 5)
- Fourth Marking Period: Westward Expansion, Pre-Civil War (Standards 6 & 7)



**Diocese of Richmond
Social Studies Curriculum**

Grade Level: 6th Grade (VA & US History 1865 - 1919)

Standard 6.1

The student will apply social science skills to understand the causes, major events, and effects of the Civil War.

Essential Questions

Questions to guide student inquiry and focus instruction to uncover big ideas

What character traits make a good leader?
 Why are Gettysburg and Vicksburg considered turning points?
 How can the Civil War be viewed through the lens of Just War Doctrine (CCC 2309)?

Benchmarks

Key knowledge and skills we want students to know and be able to do

Essential Knowledge

Key facts, concepts, and ideas needed to successfully meet benchmarks

Suggested Resources/ Experiences

Information to help support instruction

Describe the cultural, economic, and constitutional issues that divided the nation*.

Explain how the issues of states' rights and slavery increased sectional tensions*.

Locate on a map the states that seceded from the Union and those that remained in the Union.

Describe the roles of Abraham Lincoln, Jefferson Davis, Ulysses S. Grant, Robert E. Lee, Thomas "Stonewall" Jackson, and Frederick Douglass in events leading to and during the war.

Describe critical developments in the war including the location of major battles.

Issues that divided the nation

- Slavery
- States' rights
- Cultural issues
- Economic issues
- Missouri Compromise
- Compromise of 1850
- Kansas-Nebraska Act
- Election of Lincoln

People

- Abraham Lincoln
- Jefferson Davis
- Ulysses S. Grant
- Robert E. Lee
- Thomas "Stonewall" Jackson
- Frederick Douglass
- William T. Sherman
- Harriet Tubman
- Clara Barton

Create a diorama or digital presentation of a key battle in the Civil War

Create a travel brochure or a virtual field trip of key Civil War sites

Write a diary of a Confederate or Union soldier in the Civil War (See RAFT example below)

RAFT assignment

- Role
- Audience
- Format
- Topic
-

Create a presentation with bibliographical information on key people of the war and present to class

Create a "Guess Who" game with important historical figures

<p>Describe the effects of war from the perspectives of Union and Confederate soldiers (including African American soldiers), women, and enslaved African Americans.</p> <p>Analyze the care for God’s creation in the period under study.</p>	<ul style="list-style-type: none">• J.E.B Stuart• Robert Smalls <p>Events</p> <ul style="list-style-type: none">• Ft. Sumter• 1st Battle of Bull Run• Emancipation Proclamation• Gettysburg• Vicksburg• Antietam• Surrender at Appomattox Courthouse• Sherman’s March <p>Role of the Church</p> <p>Effects of the Civil War</p> <ul style="list-style-type: none">• Families pitted against one another• Devastation/Destruction of the South• Slavery• Collapse of Confederacy• Women<ul style="list-style-type: none">○ New roles and responsibilities	
--	--	--

Standard 6.2

The student will apply social science skills to understand the effects of Reconstruction on life after the Civil war.

Essential Questions		
Questions to guide student inquiry and focus instruction to uncover big ideas		
<p>How did Reconstruction impact the economy? Were slaves really free in the Southern States? Was Reconstruction successful? How did Reconstruction set the stage for the Suffragist and Civil Rights Movement?</p>		
Benchmarks	Essential Knowledge	Suggested Resources/ Experiences
Key knowledge and skills we want students to know and be able to do	Key facts, concepts, and ideas needed to successfully meet benchmarks	Information to help support instruction
<p>Analyze the impact of the 13th, 14th, and 15th Amendments to the Constitution of the United States.</p> <p>Identify the effects of Reconstruction.</p> <p>Identify the effects of segregation and “Jim Crow” on life in the U.S. for American Indians, whites, and African Americans.</p> <p>Describe the importance of railroads, new industries, and growth of cities to economic development.</p> <p>Describe racial segregation, the rise of “Jim Crow”, and other constraints faced by African Americans and other groups in the post-Reconstruction South.</p> <p>Analyze and interpret a map of America's expansion through the Reconstruction Period.</p>	<p>Amendments</p> <ul style="list-style-type: none"> • 13th • 14th • 15th <p>Effects of Reconstruction</p> <ul style="list-style-type: none"> • Reconstruction Policies • Jim Crow • Black Codes • Freedmen’s Bureau • Civil Rights Act of 1866 • Carpet Baggers • Scalawags • Rise of Ku Klux Klan • Lincoln’s Plan • Johnson’s Plan • Sharecropping <p>People</p> <ul style="list-style-type: none"> • Abraham Lincoln • Frederick Douglas • John Wilkes Booth • Harriet Beecher Stowe 	<p>Read the novel “Brotherhood”</p> <p>RAFT assignment in context of amendments</p> <p>Use primary sources from National Archives or Library of Congress</p> <ul style="list-style-type: none"> • Black Codes literacy tests, excerpts from speeches • Analyze political cartoons <p>Visit or take virtual tours of local museums</p> <ul style="list-style-type: none"> • Museum of the Confederacy • Tredegar Iron Works <p>Visit battlefields</p> <p>Have students create and perform a skit on the impeachment of Andrew Johnson</p>

<p>Explain the challenges of Reconstruction in terms of Catholic Social Teaching.</p>	<ul style="list-style-type: none">• Andrew Johnson (impeachment) <p>Catholic Social Teaching</p>	
--	---	--

Standard 6.3

The student will apply social science skills to understand how life changed after the Civil War.

Essential Questions

Questions to guide student inquiry and focus instruction to uncover big ideas

- How did a growing transportation network help to spread people, products and information across the nation?
- How do changes in technology affect economic, political, and social systems?
- How did the advantages/disadvantages of corporations impact the economy, government and culture of the US?
- How does the power of a few individuals influence business models and American culture?
- Why would laborers feel compelled to organize and demand better pay and working conditions?
- How did conflict between company owners and laborers lead to organized labor unions, and what effect did this have on society?
- How did the pattern of immigration influence American culture?
- What factors influence an immigrant’s chance of success?
- How do the attitudes of people cause some immigrants to feel unwelcome?
- What problems occurred when cities grew rapidly, and how did people try to solve these problems?
- How did immigration lead to urbanization and cultural changes?
- How do educational opportunities affect and influence culture?
- Why were social, political, and economic problems in need of reform?
- How did the federal government help the reform movement through legislation and amendments?
- How did President Theodore Roosevelt take on big business?
- Why did progressives form their own political party?
- Why were minorities overlooked during this time of change? big business?

Benchmarks

Key knowledge and skills we want students to know and be able to do

Essential Knowledge

Key facts, concepts, and ideas needed to successfully meet benchmarks

Suggested Resources/ Experiences

Information to help support instruction

Examine the reasons for westward expansion, including its impact on American Indians.

Explain the reasons for the increase in immigration, growth of cities, and challenges arising from this expansion.

Explain the impact of new inventions, the rise of big business, the growth of

Westward Expansion

- Land ownership
- Transcontinental railroad
- Gold rush
- New opportunities for all Americans
- Impact on American Indians
 - Battle of Little Big Horn, Sitting Bull, Geronimo, Battle of Wounded Knee, Chief Joseph, Trail of Tears

Analyze a political cartoon from this era

Hold an “Invention Convention” where students work in groups to design an invention

Compare and contrast Rockefeller and Carnegie

Brainpop.com

<p>industry, and the changes to life on American farms in response to industrialization.</p> <p>Analyze care for God’s creation during the Industrial Revolution.</p> <p>Evaluate and explain the impact of the Progressive movement on child labor, working conditions, the rise of organized labor, women’s suffrage, and the temperance movement.</p>	<p>Immigration</p> <ul style="list-style-type: none"> • Old immigrants • New immigrants • Isolationism • Discrimination • Social Welfare <ul style="list-style-type: none"> ○ Jane Addams ○ Mother Cabrini • Migration • Ellis Island, Angel Island • Chinese Exclusion Act <p>Industrial Revolution</p> <ul style="list-style-type: none"> • Mass production • Urbanization • Big business • Inventions <ul style="list-style-type: none"> ○ Wright Brothers • Political machines • Boss Tweed • Henry Ford • Thomas Edison • John D. Rockefeller <ul style="list-style-type: none"> ○ Horizontal integration • Andrew Carnegie <ul style="list-style-type: none"> ○ Vertical integration • Cornelius Vanderbilt • J.P. Morgan • Richard Sears • Alvah Curtis Roebuck <p>Segregation</p> <ul style="list-style-type: none"> • Discriminatory Policies <ul style="list-style-type: none"> ○ Cultural responses • W.E.B DuBois 	<p>Have students trace their own story of emigration</p> <p>Use “America, the Story of Us” on youtube.com</p> <p>Create a newscast from the point of view of a Muckraker</p> <p>Read the Gospel of Wealth by Andrew Carnegie</p> <p>Read excerpts of The Jungle by Upton Sinclair</p> <p>The Men Who Built America History Channel Series</p>
---	---	---

- Booker T. Washington
- NAACP
- Plessy v. Ferguson

- Progressive Era**
- Unionization
 - American Federation of Labor
 - Samuel Gompers
 - Strikes
 - Homestead
 - Haymarket Square
 - Pullman

- Sisters of Charity
 - Elizabeth Ann Seton
- The Catholic Worker
 - Dorothy Day

- Suffragist
 - Sojourner Truth
 - Susan B Anthony
 - Maggie L. Walker
 - Elizabeth Cady Stanton
 - Alice Paul
 - Lucy Byrnes
 - St. Katherine Drexel
 - Fr. Michael McGivney

- Muckrakers
 - Upton Sinclair
 - Jacob Riis
 - William Randolph Hearst
 - Joseph Pulitzer

- Progressive Presidents
 - Theodore Roosevelt
 - William H. Taft

	<ul style="list-style-type: none">○ Election of 1920○ Woodrow Wilson● National Parks● William Jennings Bryan● Amendments<ul style="list-style-type: none">○ 17th○ 18th○ 19th○ 20th	
--	---	--

Standard 6.4

The student will apply social science skills to understand the changing role of the United States from the late nineteenth century through World War I.

Essential Questions		
Questions to guide student inquiry and focus instruction to uncover big ideas		
<p>What were some of the cause and effect relationships when the US acquired land overseas? Why did the Spanish American war begin, and how did the role of the US in global affairs change afterwards? Why would it be a natural occurrence for the US to extend its political and economic influence in Latin America? How did both foreign and domestic issues influence this time period? When Europe went to war in 1914, why was it important to US to remain neutral? How did worldwide events lead to the United States entering the war on the side of the Allies? How did the help of American troops and supplies help the Allies to turn the tide of the war? How can World War I be viewed through the lens of Just War Doctrine (CCC 2309)? What are the moral/ethical perspectives of those in power in this period?</p>		
Benchmarks	Essential Knowledge	Suggested Resources/ Experiences
Key knowledge and skills we want students to know and be able to do	Key facts, concepts, and ideas needed to successfully meet benchmarks	Information to help support instruction
<p>Explain the reasons for and the results of the Spanish-American War.</p> <p>Describe Theodore Roosevelt's impact on the foreign policy of the United States.</p> <p>Evaluate and explain the reasons for the United States' involvement in World War I.</p> <p>Identify factors which contributed to the growth of American imperialism and explain how the US expanded its political and economic influence overseas.</p>	<p>Spanish American War</p> <ul style="list-style-type: none"> • Yellow journalism • Rough-Riders • Joseph Pulitzer & William Randolph Hearst • USS Maine • Imperialism <ul style="list-style-type: none"> ○ Puerto Rico ○ Philippines ○ Guam ○ Cuba <p>Foreign Policy</p> <ul style="list-style-type: none"> • Alaska <ul style="list-style-type: none"> ○ Seward's Folly • Hawaii <ul style="list-style-type: none"> ○ Queen Liliuokalani • Japan 	<p>Research the natural resources of Alaska. Draw a map of the state and use symbols to represent each resource and show its location in the state. Then have students write a paragraph as to why the purchase of Alaska was not Seward's Folly, after all</p> <p>Create a front page of a newspaper describing events of the Spanish-American war. Include the slogan, "<i>Remember the Maine!</i>"</p> <p>Have students create their own museum exhibit from WWI. They then act as the docent and explain their exhibit</p>

<p>Recognize how competition for influence in China and regions of the Pacific led to new foreign policies.</p> <p>Analyze how the Spanish-American War emerged from events in Cuba where its people resisted Spanish rule.</p> <p>Understand what shaped the policies of the US in Latin America.</p> <p>Identify factors that lead the Great War.</p> <p>Understand how the war progressed in Europe and how Americans reacted.</p> <p>Determine what led to the involvement of the US and the role Americans played in the fighting.</p> <p>Discuss the steps the US took to prepare for war.</p> <p>Explain the principles Woodrow Wilson outlined in his plans for peace.</p>	<ul style="list-style-type: none"> ● Big Stick Diplomacy <ul style="list-style-type: none"> ○ Great White Fleet ○ Panama Canal ○ Roosevelt Corollary ● Mexican Revolution <ul style="list-style-type: none"> ○ Pancho Villa ● China <ul style="list-style-type: none"> ○ Spheres of Influence ○ Boxer Rebellion <p>Beginning of World War I MAIN Causes of WWI</p> <ul style="list-style-type: none"> ● Militarism <ul style="list-style-type: none"> ○ Sussex & Lusitania ● Alliance System <ul style="list-style-type: none"> ○ Zimmerman Telegram ○ Central Powers ○ Allied Powers ○ Dollar Diplomacy ● Imperialism ● Nationalism <ul style="list-style-type: none"> ○ Archduke Franz Ferdinand <p>Life at home during WWI</p> <ul style="list-style-type: none"> ● Rationing ● Selective Service Act ● Espionage Act ● Victory Gardens ● Bonds ● Propaganda ● Cultural influence (poetry, literature, music) <p>World War I</p> <ul style="list-style-type: none"> ● Trench warfare <ul style="list-style-type: none"> ○ No Man's Land ● Convoy system 	<p>Visit Woodrow Wilson's birthplace in Staunton</p> <p>Cross-curricular: read <u>Private Peaceful</u> by Michael Morpurgo</p> <p>Use maps to show boundaries before and after the war</p> <p>Use maps to show where different battles were fought</p> <p>Create spider web to visualize alliance system</p> <p>Suggested Summer Reading</p> <ul style="list-style-type: none"> ● Cross-curricular: <ul style="list-style-type: none"> ○ Read <u>Private Peaceful</u> by Michael Morpurgo ○ Read <u>All Quiet on the Western Front</u> by Remarque
--	---	--

- | | | |
|--|---|--|
| | <ul style="list-style-type: none">• Weapon innovations• Doughboys• Silent Night• U-Boats• Battle of the Marne | |
|--|---|--|

Suggested Pacing

- First Marking Period: Civil War (Standard 1)
- Second Marking Period: Reconstruction and (Standard 2)
- Third Marking Period: Westward Expansion (Standard 3)
- Fourth Marking Period: End of 19th Century, lead up to World War I (Standard 4)



Standard 7.1

The student will apply social science skills to understand the changing role of the United States from the late nineteenth century through World War I.

Essential Questions		
Questions to guide student inquiry and focus instruction to uncover big ideas		
*When Europe went to war in 1914, why was it important to US to remain neutral? *How did worldwide events lead to the United States entering the war on the side of the Allies? *How did the help of American troops and supplies help the Allies to turn the tide of the war? How did Wilson’s 14 Points shift the political ideology of the American population? Why did America not join the League of Nations? What was the downfall of the League of Nations?		
Benchmarks	Essential Knowledge	Suggested Resources/ Experiences
Key knowledge and skills we want students to know and be able to do	Key facts, concepts, and ideas needed to successfully meet benchmarks	Information to help support instruction
<p>Evaluate and explain the reasons for the United States’ involvement in World War I and its international leadership role at the conclusion of the war.</p> <p>*Understand how the war progressed in Europe and how Americans reacted.</p> <p>*Determine what led to the involvement of the US and the role Americans played in the fighting.</p> <p>*Discuss the steps the US took to prepare for war.</p> <p>Explain the principles Woodrow Wilson outlined in his plans for peace.</p>	<p>*Beginning of World War I</p> <ul style="list-style-type: none"> ● MAIN Causes of WWI <ul style="list-style-type: none"> ○ Militarism <ul style="list-style-type: none"> ■ Sussex & Lusitania ○ Alliance System <ul style="list-style-type: none"> ■ Zimmerman Telegram ■ Central Powers ■ Allied Powers ■ Dollar Diplomacy ○ Imperialism ○ Nationalism <ul style="list-style-type: none"> ■ Archduke Franz Ferdinand <p>*World War I</p> <ul style="list-style-type: none"> ● Trench warfare <ul style="list-style-type: none"> ○ No Man’s Land ● Convoy system 	<p>Have students create their own museum exhibit from WWI. They then act as the docent and explain their exhibit</p> <p>Cross-curricular:</p> <ul style="list-style-type: none"> ○ read <u>Private Peaceful</u> by Michael Morpurgo ○ Read <u>All Quiet on the Western Front</u> by Remarque <p>Use selected clips from the movie <u>War Horse</u></p> <p>Use maps to show boundaries before and after the war</p>

<p>Understand why many Americans were opposed to the Treaty of Versailles.</p>	<ul style="list-style-type: none">• Weapon innovations• Doughboys• U-Boats• Battle of the Marne <p>End of World War I</p> <ul style="list-style-type: none">• Treaty of Versailles• Woodrow Wilson's 14 points• League of Nations• Nicolas II• Vladimir Lenin• Pope Benedict XV	<p>Use maps to show where different battles were fought</p> <p>Visit Woodrow Wilson's birthplace in Staunton</p>
---	--	--

* Denotes review from 6th grade

Standard 7.2

The student will apply social science skills to understand the social, economic, and technological changes of the early twentieth century.

Essential Questions Questions to guide student inquiry and focus instruction to uncover big ideas		
<p>How did the economic, social and political situations of the time period affect the nation? What is a consumer culture, and what allowed for it to develop during the 1920s? How did trends in both fashion and music affect society? Who were some of the national heroes, and why did Americans value them? How did Prohibition lead to organized crime? Why would so many Americans migrate to other regions of the US? What was the role of the Catholic Church during this era?</p>		
Benchmarks Key knowledge and skills we want students to know and be able to do	Essential Knowledge Key facts, concepts, and ideas needed to successfully meet benchmarks	Suggested Resources/ Experiences Information to help support instruction
<p>Explain the changes in economic, social and political arenas during this time period.</p> <p>Examine factors that allowed Americans to experience prosperity and economic expansion during the 1920s.</p> <p>Identify how lifestyles changed for many in the 1920s.</p> <p>Examine the causes of the stock market crash and understand how the Great Depression plunged many into poverty.</p> <p>Discuss the role of president Franklin D. Roosevelt during the Great Depression.</p>	<p>Social Changes</p> <ul style="list-style-type: none"> • Great Migration • Pierce v. Society of Sisters • Prohibition <ul style="list-style-type: none"> ○ Al Capone ○ Speakeasy ○ Cary Nation ○ Temperance Movement <p>Cultural Change</p> <ul style="list-style-type: none"> • Model T • Radio • Flappers • Art <ul style="list-style-type: none"> ○ Georgia O’Keeffe ○ Grant Wood • Literature <ul style="list-style-type: none"> ○ F. Scott Fitzgerald ○ John Steinbeck ○ Ernest Hemingway 	<p>Create a political cartoon that illustrates an example of a topic of discussion from the Jazz Age</p> <p>Cross-Curricular: Read <i>To Kill a Mockingbird</i> by Harper Lee</p> <p>Invite a banker to come in and speak about investing, banking, saving, etc.</p> <p>Use maps to show the path of the Great Migration</p> <p>Use a map to show where the Dust Bowl was</p> <p>Jigsaw project with each of the 18 federal work programs</p>

	<ul style="list-style-type: none">• Jazz Age<ul style="list-style-type: none">○ George Gershwin○ Duke Ellington○ Louis Armstrong○ Bessie Smith○ Billie Holiday• Harlem Renaissance<ul style="list-style-type: none">○ Jacob Lawrence○ Langston Hughes• Leisure• Nickelodeon• Vaudeville• Silent Films• Baseball• Boxing <p>Economic Changes</p> <ul style="list-style-type: none">• Credit• Consumerism <p>Presidents</p> <ul style="list-style-type: none">• Warren G. Harding<ul style="list-style-type: none">○ Ohio Gang○ Teapot Dome Scandal○ Return to normalcy• Calvin Coolidge• Herbert Hoover<ul style="list-style-type: none">○ Laissez-Faire○ Al Smith <p>Causes of Great Depression</p> <ul style="list-style-type: none">• Buying stocks on margin• High tariffs• Fall of the Banks<ul style="list-style-type: none">○ October 29, 1929 <p>Life during Great Depression</p> <ul style="list-style-type: none">• Hooverville's	<p>Project centered around WPA (collage of photographs, report on articles including interviews with former slaves)</p> <p>Writing Assignment: To what extent is it fair or unfair to blame Hoover?</p> <p>Compare advertisements from the 1920s to present day</p> <p>Project on Jazz Age</p> <p>RAFT on Great Depression</p> <ul style="list-style-type: none">• <u>RAFT</u> assignment<ul style="list-style-type: none">○ Role○ Audience○ Format○ Topic
--	--	---

- Dust Bowl
- Bread lines

Franklin D. Roosevelt Era

- Fireside chats
- New Deal
 - Social security
 - Federal work programs
 - Increased government regulations
- Opposition to New Deal
 - Father Charles Coughlin
 - Huey Long
 - Francis Townsend

Standard 7.3

The student will apply social science skills to understand the major causes and effects of American involvement in World War II.

Essential Questions Questions to guide student inquiry and focus instruction to uncover big ideas		
<p>How did the Treaty of Versailles create bad feelings amongst nations? Specifically, Germany? How is power gained, used, and justified? How can an individual impact history? What was the role of the Catholic Church at this time? How can World War II be viewed through the lens of Just War Doctrine (CCC 2309)? How do the ideas of leaders influence a society? How do leaders justify the use of weapons of mass destruction? What is the impact on God's creation? How can one measure the impact of a world war on society? The environment? The economy? Political leaders? How does an entire nation turn on its own people? What are the moral/ethical perspectives of those in power in this period?</p>		
Benchmarks Key knowledge and skills we want students to know and be able to do	Essential Knowledge Key facts, concepts, and ideas needed to successfully meet benchmarks	Suggested Resources/ Experiences Information to help support instruction
<p>Explain the causes and events that led to American involvement in the war. Including the attack on Pearl Harbor.</p> <p>Locate and describe the major events and turning points of the war in Europe and the Pacific.</p> <p>Explain and evaluate the impact of the war on the home front.</p> <p>Explain the cause and origins of WWII.</p> <p>Analyze how the rise of dictators came to power around the world.</p> <p>Identify which nations fell to Germany in 1939 and 1940.</p>	<p>Causes of WWII</p> <ul style="list-style-type: none"> • Failure of Treaty of Versailles • Rise of Dictator <ul style="list-style-type: none"> ○ Adolf Hitler: Nazism ○ Benito Mussolini: Fascism ○ Joseph Stalin: Communism ○ Military Machine in Japan: Militarism ○ Francisco Franco: Fascism <p>Beginning of WWII</p> <ul style="list-style-type: none"> • Munich Conference <ul style="list-style-type: none"> ○ Appeasement ○ Neville Chamberlain • Allied Leaders <ul style="list-style-type: none"> ○ Franklin D. Roosevelt ○ Winston Churchill 	<p>Allow students to choose from a variety of project ideas that include painting scenes of war, creating original forms of propaganda, creating poems from a soldier's point of view, or creating a Facebook page for the various leaders (on Poster board!)</p> <p>Brainpop.com</p> <p>Use maps for a variety of lessons</p> <p>UnitedStreaming.com</p> <p><i>Axis and Allies</i> board game</p> <p>Harry Truman Presidential Library <ul style="list-style-type: none"> ○ Trumanlibrary.org </p>

<p>Describe how the US responded to the war in Europe.</p> <p>Discuss the attack on Pearl Harbor and its consequences.</p> <p>Recognize the important battles that took place in North Africa, Italy and the Soviet Union between 1942-1944.</p> <p>Understand the factors that contributed to the Allied victory in Europe.</p> <p>Examine the effects of the Holocaust.</p> <p>Examine how the US planned to gain control of the Pacific region.</p> <p>Explain the use of new technology and the impact it had on the people and the physical environment.</p> <p>Describe the human and economic cost of the war.</p> <p>Examine how America's war aims changed during the war.</p>	<ul style="list-style-type: none"> • German Invasions <ul style="list-style-type: none"> ○ Austria ○ Sudetenland ○ Poland <ul style="list-style-type: none"> ■ Blitzkrieg ■ Nazi-Soviet Pact <p>Major Events of WWII</p> <ul style="list-style-type: none"> • German invasion of Western Europe <ul style="list-style-type: none"> ○ Battle of Britain • Lend-Lease Act • Cash and Carry • Atlantic Charter • Japanese Embargo • Attack on Pearl Harbor • U.S. Declares War on Japan and Germany • Germany invades Soviet Union • North Africa <ul style="list-style-type: none"> ○ Erwin Rommel • Western Europe <ul style="list-style-type: none"> ○ D-Day ○ Dwight D. Eisenhower ○ General Patton ○ Tuskegee Airmen ○ Battle of the Bulge • Pacific Front <ul style="list-style-type: none"> ○ Battle of Midway ○ Island Hopping ○ Iwo Jima ○ General MacArthur ○ Manhattan Project ○ Atomic Bombs ○ Leyte Gulf <p>Holocaust</p> <ul style="list-style-type: none"> • Anti-Semitism 	<p>Create and present a presentation focusing on a specific element of D-Day (French Resistance, preparations for battle in Britain, German soldier experiences and reactions, Eisenhower v. Rommel)</p>
--	--	--

- Nuremberg Laws
- Aryan supremacy
- Concentration Camps
- Ghettos
- Kristallnacht
- Final Solution
- Nuremberg Trials

End of WWII

- V-E Day
- V-J Day
- Formation of U.N.

Life in United States during WWII

- Rationing
- Rosie the Riveter
- Propaganda
- Japanese Internment Camps
- Mexican Immigration

Standard 7.4

The student will apply social science skills to understand the economic, social, and political transformation of the United States and the world by the end of World War II through 1965.

Essential Questions		
Questions to guide student inquiry and focus instruction to uncover big ideas		
<p>How does a nation fight a war against Communism? Why did Americans, under the United Nations Flag, fight to stop a Communist takeover of the Korean Peninsula? How did economic growth play a role in the social and cultural lives of Americans? How do groups of people affect change? Does a government have the moral responsibility to institute change for the people it governs?</p>		
Benchmarks	Essential Knowledge	Suggested Resources/ Experiences
Key knowledge and skills we want students to know and be able to do	Key facts, concepts, and ideas needed to successfully meet benchmarks	Information to help support instruction
<p>Describe the emergence of the United States and the Soviet Union as superpowers, and the establishment of the United Nations.</p> <p>Describe the conversion from a wartime to a peacetime economy.</p> <p>Examine the role of the United States in defending freedom during the Cold War; including the wars in Korea and Vietnam, the Cuban Missile Crisis, the collapse of communism in Europe and on domestic and foreign politics and U.S. economic policy.</p> <p>Describe the changing patterns of society, including expanded educational and economic opportunities for military veterans, women, and minorities.</p>	<p>Rebuilding</p> <ul style="list-style-type: none"> • Marshall Plan • Division of Germany • Establishment of United Nations <p>Transformations</p> <ul style="list-style-type: none"> • End of rationing • Purchasing on credit • Shift of women’s roles back to family responsibilities • Merging of labor unions <p>Cold War</p> <ul style="list-style-type: none"> • Different ideologies of US and Soviet Union • Iron Curtain • Containment • NATO v. Warsaw Pact • Cuban Missile Crisis <ul style="list-style-type: none"> ◦ Castro, Khrushchev • Korean Conflict • Vietnam War 	<p>Read George Orwell’s <i>Animal Farm</i></p> <p>Have students write a persuasive paper about the need for social reform using the lens of Catholic Social Teaching</p> <p>KWL Chart of Cold War</p> <p>Venn diagram of Korean and Vietnam Wars</p> <p>Comparison chart of Truman, Eisenhower and Kennedy economic policies</p> <p>List cause and effect relationships of war on a nation's economy, both before and after a war</p> <p>Create a large rocket showing a timeline of American and Soviet space development</p>

<p>Evaluate and explain the impact of international trade and globalization on American life.</p> <p>Understand how McCarthyism and the Red Scare affected the nation.</p> <p>Identify which groups did not share in the good times of this era.</p>	<ul style="list-style-type: none"> ○ Agent Orange ○ Johnson’s actions to escalate ● Space Race ● Arms Race ● McCarthyism ● Red Scare <p>Space Exploration</p> <ul style="list-style-type: none"> ● John Glenn ● Neil Armstrong ● Yuri Gagarin ● Alan Shepard <p>Collapse of communism in Europe</p> <ul style="list-style-type: none"> ● Breakup of Soviet Union ● Destruction of Berlin Wall <p>Presidents</p> <ul style="list-style-type: none"> ● Dwight D. Eisenhower ● John F. Kennedy <ul style="list-style-type: none"> ○ First Catholic President ○ Assassination ● Lyndon B. Johnson <p>National Defense Education Act</p> <p>Baby Boom Interstate highway system GI Bill</p>	<p>React to political cartoons written during this era</p> <p>Compare and contrast events in history that created hysteria and the effects on society (ex: McCarthy Era and Salem witch trials)</p>
--	--	---

Standard 7.5

The student will apply social science skills to understand the key domestic and international issues from 1965-1980.

Essential Questions		
Questions to guide student inquiry and focus instruction to uncover big ideas		
<p>What do we as Catholics believe our moral obligations are in regard to racial differences? How did the US deal with the assassination of its president? How do racial tensions affect a society? Economy? How does war damage people’s confidence in their government? How does a nation deal with the resignation of its president? How did the collapse of Communism create great changes?</p>		
Benchmarks	Essential Knowledge	Suggested Resources/ Experiences
Key knowledge and skills we want students to know and be able to do	Key facts, concepts, and ideas needed to successfully meet benchmarks	Information to help support instruction
<p>Examine the impact of the Civil Rights Movement, the Americans with Disabilities Act (ADA) and the changing role of women on all Americans.</p> <p>Describe the development of new technologies in communication, entertainment, and business and their impact on American life.</p> <p>Analyze how representative citizens have influenced America scientifically, culturally, academically, and economically.</p> <p>Describe economic, political, and social trends that shaped the end of the 20th century.</p>	<p><u>Civil Rights Movement</u></p> <ul style="list-style-type: none"> ● Dr. Martin Luther King, Jr. ● Malcom X <ul style="list-style-type: none"> ○ Black Panthers ● Rosa Parks ● Ralph Abernathy ● Linwood Holton, Jr. ● Oliver Hill ● Harry F. Byrd, Sr. <ul style="list-style-type: none"> ○ Massive Resistance ● Little Rock 7 ● Kent State Massacre ● Plessy vs. Ferguson - “Separate but Equal” ● Dread Scott ● Brown vs. Board of Education ● Selma ● George Wallace ● NAACP ● Civil Rights Act of 1964 ● Catholic Social Teaching <p>Civil Rights Act</p>	<p>Listen to Martin Luther King Jr.’s speech</p> <p>Watch the March on Washington</p> <p>Have students write a first - hand account of events in Montgomery, AL</p> <p>“We Interrupt this Broadcast” audio/video series</p> <p>Music during this time - Barry McGuire - Eve of Destruction; Varied Artists - We are the World; Bob Dylan - With God on our Side; Buffalo Springfield - For What It’s Worth</p> <p>Visit the Robert Russa Moton Museum in Farmville</p>

	<ul style="list-style-type: none">• Lyndon Johnson <p>Effects of Vietnam</p> <ul style="list-style-type: none">• Protests• Civil Unrest• Challenges of veterans <p>Nixon's Presidency</p> <ul style="list-style-type: none">• Watergate Scandal• End of Vietnam• Impeachment• Resignation• Opened China to trade <p>Gerald Ford's non-election</p> <p>Carter's Presidency</p> <ul style="list-style-type: none">• Iran Hostage Crisis• Olympic Boycott• Gasoline Shortage <p>Pope John Paul II</p>	
--	--	--

Standard 7.6

The student will apply social science skills to understand the key domestic and international issues from 1980 - present day.

Essential Questions Questions to guide student inquiry and focus instruction to uncover big ideas		
How did women break the glass ceiling in numerous areas of American life?		
Benchmarks Key knowledge and skills we want students to know and be able to do	Essential Knowledge Key facts, concepts, and ideas needed to successfully meet benchmarks	Suggested Resources/ Experiences Information to help support instruction
<p>Analyze the impact of the end of the Cold War Era on domestic policies.</p> <p>Understand the rise of violent protests.</p> <p>Evaluate how technology has impacted society.</p> <p>Explain the domestic response to various environmental challenges</p> <p>Examine the impact of global terrorist actions on domestic and foreign policy.</p>	<p>1980s Ronald Reagan</p> <ul style="list-style-type: none"> • Trickle-down economics • Berlin Wall Crumbles • Challenger Explosion • War on Drugs • Sandra Day O'Connor <p>George H.W. Bush</p> <p>1990s Bill Clinton</p> <ul style="list-style-type: none"> • Impeachment • Desert Storm <ul style="list-style-type: none"> ○ Saddam Hussein • L.A. Riots • L. Douglas Wilder as 1st African American Governor • Bombing at Atlanta Olympics • AIDS epidemic • Bombing of World Trade Center • Columbine High School <p>2000s George W. Bush</p> <ul style="list-style-type: none"> • September 11, 2001 	<p>Billy Joel - We Didn't Start the Fire</p> <p>Trivial pursuit games</p> <p>Have students create reports on each of the sites attacked on 9/11 (Pentagon, World Trade Towers, Shanksville, PA)</p> <p>Visit the 9/11 memorial at the Pentagon</p> <p>9/11 Memorial Museum lesson plans</p> <p>Oral Histories of Hurricane Katrina</p>

	<ul style="list-style-type: none">• Homeland Security• Operation Iraqi Freedom• Hurricane Katrina• Virginia Tech Massacre• Osama bin Laden <p>Barack Obama</p> <p>Donald Trump</p> <p>Global Warming Energy Issues Immigration Policy Changes Technology</p> <ul style="list-style-type: none">• Increased international and domestic travel• Greater access to news• Internet• Social media• Mining industry• Satellite systems/telecommunication <p>Changes in Catholic Church</p> <ul style="list-style-type: none">• Pope Benedict XIV• Pope Francis• New missal	
--	---	--

Suggested Pacing

- First Marking Period: World War I, Roaring 20s (Standard 1 and 2)
- Second Marking Period: Great Depression, WWII (Standard 3)
- Third Marking Period: Cold War- Civil Rights (Standard 4)
- Fourth Marking Period: 21st Century/Current Events (Standard 5 and 6)



Standard 8.1

The student will apply social science skills to understand the foundations of American constitutional government.

<p>Essential Questions Questions to guide student inquiry and focus instruction to uncover big ideas</p>		
<p>What purpose does government serve? How did individual colonies influence the development of democracy?</p>		
<p>Benchmarks Key knowledge and skills we want students to know and be able to do</p>	<p>Essential Knowledge Key facts, concepts, and ideas needed to successfully meet benchmarks</p>	<p>Suggested Resources/ Experiences Information to help support instruction</p>
<p>Explain the fundamental principles of consent of the governed, limited government, rule of law, democracy, and representative government.</p> <p>Examine and evaluate the impact of the Magna Carta, charters of the Virginia Company of London, the Virginia Declaration of Rights, the Declaration of Independence, and the Virginia Statute for Religious Freedom on the Constitution of Virginia and the Constitution of the United States, including the Bill of Rights.</p> <p>Compare and contrast American civic ideals with theological and cardinal virtues.</p>	<ul style="list-style-type: none"> • Nature of Democracy • Consent of the governed • Limited government • Rule of law • Democracy • Representative government • Popular sovereignty • Mayflower Compact • Magna Carta • Virginia Declaration of Rights • Declaration of Independence • Virginia Statute for Religious Freedom 	<p>Interpret primary source documents</p> <p>Compare and contrast various charters/agreements</p> <p>Create a Venn-Diagram comparing and contrasting the Virginia Bill of Rights by George Mason and the Bill of Rights in the U.S. Constitution</p>

Standard 8.2

The student will apply social science skills to understand the creation and implementation of the United States Constitution.

Essential Questions

Questions to guide student inquiry and focus instruction to uncover big ideas

How might the Constitution look different if Native Americans, Women and African-Americans were invited to the Constitutional Convention?

How did Connecticut influence the future of the United States?

What role does the electoral college play in determining the president of the United States?

How does the Constitution prevent the development of a tyrannical government?

Why are separation of powers and checks and balances important?

Benchmarks

Key knowledge and skills we want students to know and be able to do

Essential Knowledge

Key facts, concepts, and ideas needed to successfully meet benchmarks

Suggested Resources/ Experiences

Information to help support instruction

Describe the purposes for the Constitution of the United States as stated in its Preamble.

Describe the creation of the Articles of Confederation, and its failure.

Analyze the arguments of the Federalists and Antifederalists.

Explain the perspectives of small v. large states.

Describe process of the development on the Constitution.

Explain the relationship between the Church and State in the development of the Constitution.

- Articles of Confederation
- Patrick Henry
- Federalist Papers
- Constitutional Convention
- Benjamin Franklin
- George Washington
- James Madison
 - Secret Journal
- Virginia Plan
- New Jersey Plan
- Great Compromise
- 3/5 Compromise
- Trade
- Ratification
- Preamble
- Articles
- Bill of Rights
- Electoral College
- Checks and Balances
- Powers

Primary sources

Debate

- Small states v large states
- Federalists v anti-federalists
- Electoral college

Journaling

	<ul style="list-style-type: none">○ Expressed○ Reserved○ Concurrent● Rule of Law● Elastic Clause● Supremacy Clause	
--	---	--

Standard 8.3

The student will apply social science skills to understand the Bill of Rights and Amendments.

Essential Questions Questions to guide student inquiry and focus instruction to uncover big ideas		
How does the First Amendment lay the foundation for freedom in the United States? Why did the Founders make it challenging to amend the Constitution?		
Benchmarks Key knowledge and skills we want students to know and be able to do	Essential Knowledge Key facts, concepts, and ideas needed to successfully meet benchmarks	Suggested Resources/ Experiences Information to help support instruction
<p>Understand the role of the Bill of Rights in the ratification of the United States Constitution.</p> <p>List and explain the five (5) freedoms guaranteed by the First Amendment.</p> <p>Explain the Amendments that protect the rights of the accused (4-8th).</p> <p>Explain the remaining Amendments of the Bill of Rights (remaining).</p> <p>Describe the extensions of the Bill of Rights (13th, 14th, 15th, 17th, 19th, 23rd, 24th, and 26th).</p> <p>Understand the remaining Amendments.</p> <p>Explain how the Constitution can be amended to protect the rights and freedoms of individuals.</p> <p>Examine the amendments in terms of social justice and Catholic Social Teaching.</p>	<ul style="list-style-type: none"> • All amendments • Libel • Slander • Affirmative action • Bail • Double jeopardy • Due process • Eminent domain • Grand jury • Poll tax • Suffrage • Freedoms from First Amendment • Amendment process 	<p>Use primary sources to understand the rights guaranteed by the Constitution</p> <p>Propose an amendment and debate the validity</p> <p>Debate which freedom protected by the First Amendment is the most important</p>

Standard 8.4

The student will apply social science skills to understand citizenship and the rights, duties, and responsibilities of citizens.

Essential Questions		
Questions to guide student inquiry and focus instruction to uncover big ideas		
What are the rights and duties of a citizen? How does one become a citizen? What role does one's faith play in your citizenship? What role does the Catholic Church play in volunteerism and service? How does media influence opinion? How do you become an informed citizen?		
Benchmarks	Essential Knowledge	Suggested Resources/ Experiences
Key knowledge and skills we want students to know and be able to do	Key facts, concepts, and ideas needed to successfully meet benchmarks	Information to help support instruction
<p>Describe the processes by which an individual becomes a citizen of the United States.</p> <p>Describe the First Amendment freedoms of religion, speech, press, assembly, and petition, and the rights guaranteed by due process and equal protection of the laws.</p> <p>Describe the duties of citizenship, including obeying laws, paying taxes, defending the nation, and serving in court.</p> <p>Examine the responsibilities of citizenship, including registering and voting, communicating with government officials, participating in political campaigns, keeping informed about</p>	<p>Means of obtaining citizenship</p> <ul style="list-style-type: none"> • Birth • Naturalization <p>Impact of faith</p> <p>Duties</p> <ul style="list-style-type: none"> • Obey law • Pay taxes • Defend nation • Serve in court • Attend school <p>Responsibilities</p> <ul style="list-style-type: none"> • Be informed • Speak up and vote • Respect other's rights • Respect diversity • Contribute to the common good <p>Volunteerism and service</p>	<p>Create a flowchart for the process of becoming a citizen</p> <p>Interview a priest or religious on how one's faith should provide a focus for being a good citizen</p> <p>Compare and contrast sample media publications for opinion and bias</p> <p>Research and investigate local organizations for possible service opportunities</p> <p>Invite a naturalized citizen to class to discuss their personal journey to become an American citizen</p>

<p>current issues and respecting differing opinions in a diverse society.</p> <p>Evaluate how civic and social duties address community needs and serve the public good.</p> <p>Practice trustworthiness and honesty.</p> <p>Practice courtesy and respect for the rights of others.</p> <p>Practice responsibility, accountability, and self-reliance.</p> <p>Practice respect for the law.</p> <p>Practice patriotism.</p> <p>Practice thoughtful decision making.</p> <p>Practice service to the school and/or local community.</p> <p>Identify and explain the rights and responsibilities of citizens, according to both the law and according to the Catholic Church.</p> <p>Recognize the importance of citizen participation in government decisions.</p>		
--	--	--

Standard 8.5

The student will apply social science skills to understand the structure of the government of the United States at the national level.

Essential Questions Questions to guide student inquiry and focus instruction to uncover big ideas		
<p>What are the powers of the national government? How do the separation of powers and the system of checks and balances protect against abuse of power by any one branch of the national government? How can a citizen become involved in the lawmaking process? How could the religious beliefs of a government official affect his or her decisions?</p>		
Benchmarks Key knowledge and skills we want students to know and be able to do	Essential Knowledge Key facts, concepts, and ideas needed to successfully meet benchmarks	Suggested Resources/ Experiences Information to help support instruction
<p>Describe the structure and powers of the legislative, executive, and judicial branches of the national government.</p> <p>Explain the principle of separation of power and the operation of checks and balances.</p> <p>Explain or simulate the lawmaking process.</p> <p>Explain how the Constitution allocates power and responsibility to the Legislative Branch of the national government.</p> <p>Explain the necessity of laws</p> <p>Explain the roles of the cabinet and regulatory commissions in the executive branch.</p>	<p>Legislative Branch Structure: Bicameral</p> <ul style="list-style-type: none"> • House of Representatives • Senate <p>Powers</p> <ul style="list-style-type: none"> • Makes laws • Approves annual budget • Confirms presidential appointments • Levies taxes • Regulates trade • Declares war • Expressed v. implied <p>Executive Branch Structure</p> <ul style="list-style-type: none"> • President • Cabinet <p>Powers</p> <ul style="list-style-type: none"> • Executes laws • Prepares annual budget 	<p>Analyze political cartoons</p> <p>Simulate the process for a bill to become a law</p> <p>Invite legislators or former legislators to speak about their law-making experiences</p> <p>Simulate use of checks and balances</p> <p>www.congressforkids.net</p> <p>www.constitutioncenter.org</p> <p>Research your current representatives at www.senate.gov and www.house.gov</p>

- Appoints cabinet officers, ambassadors, federal judges
- Oversees executive agencies and departments
- approve/veto legislation
- Issue executive orders
- Chief of state, chief executive, chief legislator, commander -in-chief, chief diplomat, chief of party, chief citizen

Judicial Branch Structure

- Federal Courts
- Supreme Courts

Powers

- Judicial Review
- Try cases involving federal law
- Interpret constitution

Separation of Powers

- Outlined in Articles I-III

Checks and balances

- Each branch “checks” the other two in various processes and situations to ensure that power is balanced
- Federalism (federal vs. state government)

Lawmaking process

- Introduce bill
- Committees
- Debate on the floor
- Vote
- Send to other house

- | | | |
|--|---|--|
| | <ul style="list-style-type: none">• Repeat committees, debate, vote• Send to president | |
|--|---|--|

Standard 8.6

The student will apply social science skills to understand the American constitutional government at the state level in Virginia.

Essential Questions		
Questions to guide student inquiry and focus instruction to uncover big ideas		
What is the structure of Virginia’s state government? What are some of the powers of the three branches of state government? How does the Constitution of the United States of America outline the division and sharing of powers between the national and state governments? Which branch of the Virginia state government has the power to pass laws? How does the Virginia General Assembly make laws? What are the roles and powers of the executive branch at the state level?		
Benchmarks	Essential Knowledge	Suggested Resources/ Experiences
Key knowledge and skills we want students to know and be able to do	Key facts, concepts, and ideas needed to successfully meet benchmarks	Information to help support instruction
<p>Describe the structure and powers of the state government.</p> <p>Explain the relationship of state governments to the national government in the federal system.</p> <p>Explain or simulate the lawmaking process at the state level.</p> <p>Describe the roles and powers of the executive branch and regulatory boards of the state of Virginia.</p>	<ul style="list-style-type: none"> • Virginia Constitution • State legislative, executive, and judicial branches • State court system • Powers of state v. federal government • Shared, denied, concurrent powers <p>Primary responsibilities of each level of government</p> <ul style="list-style-type: none"> • National: Conducts foreign policy, regulates commerce, and provides for the common defense • State: Promotes public health, safety, education, and welfare <p>Tensions exist when federal mandates require state actions without adequate funding</p>	<p>Invite state legislator to class</p> <p>http://capclass.viriniageneralassembly.gov/</p> <p>http://viriniageneralassembly.gov/</p> <p>Create a Venn Diagram comparing and contrasting the national branches of government to state government</p> <p>Write a persuasive paper to a state legislator</p>

	<p>The lawmaking process in the Virginia General Assembly</p> <p>The primary issues in the legislative process at the state level</p> <ul style="list-style-type: none">• Education• Public health• Environment• State budget <p>Ways the executive branch influences policy making</p> <ul style="list-style-type: none">• Proposes biennial budget• Proposes legislation• Approves veto or line-item veto bills <p>Roles of Governor</p> <ul style="list-style-type: none">• Chief of state• Chief legislator• Chief executive• Party chief• Commander-in-chief• Chief citizen	
--	---	--

Standard 8.7

The student will apply social science skills to understand the American constitutional government at the local level.

Essential Questions Questions to guide student inquiry and focus instruction to uncover big ideas		
<p>What are the units of local government in Virginia? Which officials are locally elected? Which powers do local government exercise? What is the relationship between the state government and local governments in Virginia? How do localities enact ordinances?</p>		
Benchmarks Key knowledge and skills we want students to know and be able to do	Essential Knowledge Key facts, concepts, and ideas needed to successfully meet benchmarks	Suggested Resources/ Experiences Information to help support instruction
<p>Describe the structure and powers of the local government.</p> <p>Explain the relationship of local government to the state government.</p> <p>Explain or simulate the lawmaking process at the local level.</p>	<p>Units of local government in Virginia</p> <ul style="list-style-type: none"> • Towns • Counties • Cities <p>Counties</p> <ul style="list-style-type: none"> • Elected board of supervisors, which exercises legislative powers, enacting ordinances (local laws) and adopting an annual budget • A manager may be hired by the elected legislative branch to oversee the operations of the local government • Elected or appointed school board, which oversees the operation of the K-12 public schools in the county <p>Towns (incorporated)</p> <ul style="list-style-type: none"> • Elected town council, which exercises legislative powers, 	<p>Provide students with the Dillon Rule article from Virginia Town and City Magazine (August 1989) and debate the effect of the rule on progress</p> <p>Have students choose an issue impacting their locality, and simulate how that issue can reach/make an impact at a state and national level</p> <p>Write a persuasive paper to a local representative</p>

	<p>enacting ordinances and adopting an annual budget</p> <ul style="list-style-type: none">• A mayor is elected by either the voters or the town council members• A manager may be hired by the elected legislative branch to oversee the operations of the local government• Located within counties, and citizens receive and pay for services from both the town and county <p>Cities</p> <ul style="list-style-type: none">• Elected city council, which exercises legislative powers, enacting ordinances and adopting an annual budget• A mayor is elected by either the voters or the city council members• A manager may be hired by the elected legislative branch to oversee the operations of the local government• Elected or appointed school board, which oversees the operation of the K-12 public schools in the city <p>Virginia local governments exercise defined and limited powers, including the powers to</p> <ul style="list-style-type: none">• Enforce state and local laws• Promote public health• Protect public safety• Educate children• Protect the environment• Regulate land use	
--	---	--

	<ul style="list-style-type: none">• Levy and collect taxes <p>In every county and city, state courts resolve judicial disputes</p> <p>The Virginia Constitution requires that voters in every locality elect a sheriff, a clerk of the circuit court, a commissioner of revenue, and a treasurer</p> <p>All powers of local governments in Virginia are given to them by the Constitution of Virginia and acts of the General Assembly</p> <p>Not all counties and cities are given the same powers. Cities have charters listing their powers</p> <p>Counties and cities assist in the local implementation of state laws and programs</p> <p>Local government derives its funding from its ability to raise revenue in addition to money that the state provides</p> <p>An elected board of supervisors is responsible for passing laws (ordinances) in counties</p> <p>An elected council is the local legislative body in independent cities and incorporated towns</p>	
--	---	--

	Individuals can have the greatest influence on the decisions made by local government officials by communicating their opinions and preferences to those officials	
--	--	--

Standard 8.8

The student will apply social science skills to understand the political process at the local, state, and national levels of government.

Essential Questions

Questions to guide student inquiry and focus instruction to uncover big ideas

What is the role of political parties?
 What role does a third-party play in politics?
 How do voters evaluate information in political campaigns in order to make an informed decision?
 Who is eligible to vote?
 Why do some people vote and others choose not to?
 How does the popular vote influence the electoral college?
 How does one's faith influence their political ideology?

Benchmarks

Key knowledge and skills we want students to know and be able to do

Essential Knowledge

Key facts, concepts, and ideas needed to successfully meet benchmarks

Suggested Resources/ Experiences

Information to help support instruction

Describe the functions of political parties.

Compare and **contrast** the similarities and differences of political parties.

Analyze campaigns for elective office, with emphasis on the role of the media.

Evaluate and explain the role of campaign contributions and costs.

Examine the history and requirements for voter registration.

Participate in simulated local, state, and/or national elections.

Electing Leaders and Electoral Politics (Two party system, political party organization, campaigns, debates)

Role of mass media in elections

Legislation and amendments dealing with voting

- 15th
- 19th
- 23rd
- 24th
- 26th
- Voting Rights Act of 1965

Electoral college purpose and process

<http://www.youthleadership.net/>
www.icivics.org

Use political cartoons to draw conclusions about political parties

Invite a local elected official to visit class and explain the campaign process

Have students create their own political party and write position "papers" on various issues of concern (ex: homework, uniform policies, service opportunities)

Have students propose their own bill, and carry out the process of a bill becoming a law

<p>Describe the role of the Electoral College in the election of the president and vice president.</p>	<p>Political Ideologies (Liberalism, Conservatism, Communism, Socialism, Environmentalism)</p>	<p>Create a supreme court and simulate a trial, highlighting the impact of the decision-making power of the branch</p> <p>Be a cabinet member for a day. Draft a memo to the president with an issue that is facing the nation and what the recommended next steps are</p> <p>Using information from the Presidential election of 2016, have students create a map displaying the electoral vote, with emphasis on how the electoral vote is calculated in Nebraska and Maine, then, create another map showing what the outcome would have been had all states used the method used in Maine and Nebraska</p>
---	--	--

Standard 8.9

The student will apply social science skills to understand how public policy is made at the local, state, and national levels of government.

Essential Questions Questions to guide student inquiry and focus instruction to uncover big ideas		
Which international issues and events would require local government officials to act?		
Benchmarks Key knowledge and skills we want students to know and be able to do	Essential Knowledge Key facts, concepts, and ideas needed to successfully meet benchmarks	Suggested Resources/ Experiences Information to help support instruction
<p>Examine the impact of the media on public opinion and public policy.</p> <p>Describe how individuals and interest groups influence public policy.</p> <p>Describe the impact of international issues and events on local decision making.</p> <p>Explain the role of the Catholic Church in influencing public policy in the U.S.</p>	<p>Role of media</p> <ul style="list-style-type: none"> • Focusing public attention on selected issues • Offering a forum in which opposing viewpoints are communicated • Holding government officials accountable to the public • Government officials use the media to communicate with the public <p>Strategies for evaluating media</p> <ul style="list-style-type: none"> • Separating fact from opinion • Detecting bias • Evaluating sources • Identifying propaganda <p>Term to know</p> <ul style="list-style-type: none"> • Lobbying: Seeking to influence legislators to introduce or vote for or against a bill <p>Individuals can influence public policy by</p> <ul style="list-style-type: none"> • Participating in politics (e.g., voting, campaigning, seeking office) 	<p>Hold a classroom debate on a current event dealing with public policy</p> <p>Evaluate fact/opinion of various media sources reporting on the same event</p> <p>Virginia Catholic Conference</p> <p>Have students respond to an article dealing with the Catholic Church and law-making policies</p>

	<ul style="list-style-type: none">• Joining interest groups. <p>Individuals and interest groups influence public policy by</p> <ul style="list-style-type: none">• Identifying issues• Making political contributions• Lobbying government officials• Expressing opinions (e.g., through lobbying, demonstrating, writing letters or email, using social media)• Virginia Catholic Conference is a policy advocacy organization <p>International issues and events that would require policy decisions by local government officials could include the following:</p> <ul style="list-style-type: none">• Public health concerns in the event of a pandemic• Public safety in the event of an act of terrorism• Economic development policies in response to the emerging global economy• Policies to protect the environment (e.g., wildlife protection)	
--	--	--

Standard 8.10

The student will apply social science skills to understand the legal systems established by the Constitution of Virginia and the Constitution of the United States.

Essential Questions		
Questions to guide student inquiry and focus instruction to uncover big ideas		
<p>How are federal courts organized, and what jurisdiction does each exercise? How are state courts organized, and what jurisdiction does each exercise? How and when is judicial review enacted?</p>		
Benchmarks	Essential Knowledge	Suggested Resources/ Experiences
Key knowledge and skills we want students to know and be able to do	Key facts, concepts, and ideas needed to successfully meet benchmarks	Information to help support instruction
<p>Describe the organization of the United States judicial system as consisting of state and federal courts with original and appellate jurisdiction.</p> <p>Describe the exercise of judicial review.</p> <p>Compare and contrast civil and criminal cases.</p> <p>Explain how due process protections seek to ensure justice.</p>	<p>Vocabulary</p> <ul style="list-style-type: none"> • Jurisprudence • Common Law • Precedent • Statute • Plaintiff • Defendant • Felony • Misdemeanor • Lawsuit • Torts • Stare Decisis • Writ of habeas corpus • Bill of attainder • Ex post facto • Search warrant • Double jeopardy • Grand jury • Bail • Injunction • Complaint • Summons • Crime 	<p>Mock Trials</p> <p>Field trips to court</p> <p>Journal about landmark cases</p> <p>Research on landmark cases</p> <p>https://www.supremecourt.gov/</p> <p>Invite a judge or attorney to class to speak</p>

	<ul style="list-style-type: none">• Arraignment• Testimony• Cross-examine• Acquittal• Hung jury• Juvenile• Juvenile delinquent• Jurisdiction• Original jurisdiction• Appellate jurisdiction• Felony• Misdemeanor• Civil case• Criminal case• Due process of law <p>Organization and jurisdiction of federal and state courts</p> <ul style="list-style-type: none">• Supreme• Court of appeals• District courts (US and general)• Circuit court <p>Due process protections</p> <ul style="list-style-type: none">• 5th, 6th, and 14th amendments <p>Landmark Supreme Court Decisions</p>	
--	---	--

Standard 8.11

The student will apply social science skills to understand the United States economy and personal finance and career opportunities.

Essential Questions		
Questions to guide student inquiry and focus instruction to uncover big ideas		
<p>How do people deal with scarcity, resources, choice, opportunity cost, price, incentives, supply and demand, production, and consumption?</p> <p>What are the basic economic questions all societies must answer?</p> <p>What do Americans owe each other?</p> <p>Why are some rich and some poor?</p> <p>Is the American economy fair?</p> <p>What is the role of self-assessment in career planning?</p> <p>What is the role of work ethic in determining career success?</p> <p>What is the relationship among skills, education, and income?</p>		
Benchmarks	Essential Knowledge	Suggested Resources/ Experiences
Key knowledge and skills we want students to know and be able to do	Key facts, concepts, and ideas needed to successfully meet benchmarks	Information to help support instruction
<p>Explain that because of scarcity, consumers, producers, and governments must make choices, understanding that everyone’s choice has an opportunity cost.</p> <p>Compare and contrast how traditional, free market, command, and mixed economies decide how to allocate their limited resources.</p> <p>Describe the characteristics of the United States economy, including limited government, private property, profit, markets, consumer sovereignty and competition.</p>	<p>Vocabulary</p> <ul style="list-style-type: none"> • Scarcity • Resources • Choice • Opportunity cost • Production • Consumption • Economics • Needs • Wants • Opportunity Cost • Marginal Cost • Marginal Benefit • Trade-off • Market economy • Capitalism • Free enterprise 	<p>Stock Market Game</p> <ul style="list-style-type: none"> • http://www.stockmarketgame.org/ <p>Khan Academy</p> <ul style="list-style-type: none"> • https://bettermoneyhabits.bankofamerica.com/en/khan-academy-partnership <p>Personal finance project</p> <p>Current event journal</p> <p>Visit the Federal Reserve in Richmond</p>

<p>Describe how in a market economy supply and demand determine prices.</p> <p>Describe the types of business organizations and the role of entrepreneurship.</p> <p>Examine competition in the marketplace.</p> <p>Explain how and why government provides certain goods and services.</p> <p>Describe how local, state, and federal governments allocate their budgets and collect taxes to pay for goods and services they provide.</p> <p>Explain the structure of and main function of the Federal Reserve System and how it acts as the nation's central bank.</p> <p>Describe how governments regulate to protect consumer, labor, the environment, competition in the marketplace, and property rights.</p>	<ul style="list-style-type: none"> • Incentive • Goods • Services • Factors of production • Natural resources • Labor • Capital & Human Capital • Entrepreneur • GDP • Standard of Living • Specialization • Division of Labor • Consumerism • Demand • Law of demand • Utility • Demand elasticity • Supply • Law of supply • Profit • Productivity • Subsidy • Surplus • Shortage • Private goods • Public goods • Antitrust law • Income tax • Stock • Return • Dividend • Disposable income • Discretionary income • Savings • Interest 	
--	--	--

- Sales Tax
- Property Tax
- Federal Reserve
- Checking Account
- Savings Account

Topics

- Differences amongst economic systems (traditional, free market, command, mixed economic)
- Characteristics of the U.S. economy (stock market, Great Depression, industrialization)
- Interaction of consumers, business organizations, and entrepreneurship
- World Economy
- Globalization and its impact on the workforce
- Personal Finance (money and credit, banks and banking, saving and investing, Insure against hardship)
- Establishing and enforcing antitrust legislation to discourage the development of monopolies
- Enacting policies that encourage global trade
- Supporting business start-ups
- FCC (Federal Communications Commission)
- SEC (Securities and Exchange Commission)
- FTC (Federal Trade Commission)
- An awareness of personal talents, interests, and aspirations is needed to select a career

	<ul style="list-style-type: none">• Attitudes and behaviors that support a strong work ethic enhance career success• There is a correlation among skills, education, and income• Changes in technology influence the abilities, skills, and education needed in the workforce	
--	---	--



Standard WHI.1

The student will apply social science skills to understand the period from the Paleolithic Era to the agricultural revolution.

Essential Questions		
Questions to guide student inquiry and focus instruction to uncover big ideas		
What was society like during the Paleolithic Age? How did the beginning of agriculture and the domestication of animals promote the rise of settled communities?		
Benchmarks	Essential Knowledge	Suggested Resources/ Experiences
Key knowledge and skills we want students to know and be able to do	Key facts, concepts, and ideas needed to successfully meet benchmarks	Information to help support instruction
<p>Explain the impact of geographic environment on hunter-gatherer societies.</p> <p>Describe characteristics of hunter-gatherer societies, including their use of tools and fire.</p> <p>Analyze how technological and social developments gave rise to sedentary communities.</p> <p>Analyze how archaeological discoveries are changing current understanding of early societies.</p> <p>Describe early hominids.</p> <p>Compare and contrast the Paleolithic and Neolithic Ages.</p>	<p>Hominids</p> <ul style="list-style-type: none"> • Australopithecines • Homo habilis • Homo erectus • Neanderthals • Cro-Magnons <p>Paleolithic Age</p> <ul style="list-style-type: none"> • Hunter-gatherer, nomadic society • Developed cave art, fire, oral language • Burial rituals • Lived in clans • Migrated all over the world • First tools (stone) <p>Characteristics of civilizations</p> <ul style="list-style-type: none"> • Advanced cities • Record keeping • Advanced technology 	<p>Comparative essay on Paleolithic/ Neolithic Ages</p> <p>Apply the 5 characteristics of a civilization to the US</p>

	<ul style="list-style-type: none">• Complex institutions• Specialized workers <p>Famous archaeological sites</p> <ul style="list-style-type: none">• Stonehenge (England)• Catalhoyuk (Anatolia) <p>Neolithic Age</p> <ul style="list-style-type: none">• Developed agriculture• Permanent settlements• Specialization• Domesticated animals• Pottery• Use of metal	
--	--	--

Standard WHI.2

The student will apply social science skills to understand the ancient river valley civilizations, including those of Mesopotamia, Egypt, the Indus River Valley, and China and the civilizations of the Hebrews and Phoenicians.

Essential Questions		
Questions to guide student inquiry and focus instruction to uncover big ideas		
What were the social, political, and Economic characteristics of early civilizations? How did geography affect these early civilizations? How does a civilization influence another?		
Benchmarks	Essential Knowledge	Suggested Resources/ Experiences
Key knowledge and skills we want students to know and be able to do	Key facts, concepts, and ideas needed to successfully meet benchmarks	Information to help support instruction
<p>Locate these civilizations in time and place and describing their major geographic features.</p> <p>Summarize the effects of their geography on culture.</p> <p>Describe the development of technology, political, economic patterns, and social, including slavery.</p> <p>Explain the development and interactions of religious traditions.</p> <p>Describe the origins, beliefs, traditions, customs, and spread of Judaism.</p> <p>Explain the development of language and writing.</p> <p>Explain the enduring influence of these civilizations.</p>	<p>MESOPOTAMIA</p> <p>Geography</p> <ul style="list-style-type: none"> • Tigris and Euphrates Rivers • Fertile Crescent • Mesopotamia • Environmental challenges (flooding, desert) <p>Social structure</p> <ul style="list-style-type: none"> • Class system <p>Political structure</p> <ul style="list-style-type: none"> • Centralized government • City-states, empires, dynasties, • Hammurabi’s Code <p>Economic structure</p> <ul style="list-style-type: none"> • Use of metal • Better tools • Rise of cities (Ur) and trade • Specialization • Trade <p>Architecture/Achievements</p> <ul style="list-style-type: none"> • Ziggurats • Number system • Irrigation 	<p>Map activities</p> <p><u>Mesopotamia Unit Plan</u></p> <p>Analyzing the Code of Hammurabi</p> <p>Timeline of the different empires and kingdoms</p> <p>Analyzing the achievements of the Egyptians</p> <p>Project on creating their own river valley civilization</p> <p>Comparing river valley civilizations (essay)</p> <p>Visit Smithsonian Museum of Ancient History</p>

	<ul style="list-style-type: none">• Arches, columns, ramps Language/Writing <ul style="list-style-type: none">• Cuneiform Religion: <ul style="list-style-type: none">• Polytheistic• No afterlife• Saw gods as anthropomorphic Culture <ul style="list-style-type: none">• Role of women (own land, become priests) Important figures <ul style="list-style-type: none">• Sargon• Hammurabi Different groups <ul style="list-style-type: none">• Babylonians, Assyrians, Chaldeans EGYPT Geography <ul style="list-style-type: none">• Nile River Valley/Delta• Environmental challenges (flooding) Social structure <ul style="list-style-type: none">• Class system• Slavery Political structure <ul style="list-style-type: none">• Centralized governments (theocracies)• Old, Middle, New Kingdom achievements Economic structure <ul style="list-style-type: none">• Trade• Use of metal• Better tools Architecture/Achievements <ul style="list-style-type: none">• Pyramids• Papyrus	
--	---	--

- Medicine
 - Math
 - Calendar
- Language/Writing
- Hieroglyphics (Rosetta Stone)
- Religion
- Polytheistic
 - Belief in afterlife
- Culture
- Role of women
 - Mummification
- Important figures
- Narmer
 - Tutankhamun
 - Hyksos
 - Ramses II
 - Hatshepsut
- Different groups
- Influence on Nubia
 - Hyksos (chariots)
- CHINA**
- Geography
- Huang He River (loess)
 - Environmental challenges (flooding)
 - North China Plain (China's heartland)
- Social structure
- Social classes
- People
- Confucius
 - Siddhartha Gautama
- Political structure
- Dynasties (Xia, Zhou, Shang)
- Economic structure
- Better tools

	<ul style="list-style-type: none">• Irrigation Architecture/Achievements <ul style="list-style-type: none">• Walls around cities• Terra cotta Language/Writing <ul style="list-style-type: none">• Pictograms Religion <ul style="list-style-type: none">• Ancestor veneration• Oracle bones Culture <ul style="list-style-type: none">• Patriarchal INDUS RIVER VALLEY Geography <ul style="list-style-type: none">• Himalaya mountains• Subcontinent• Hindu Kush• Indus and Ganges River• Deccan Plateau• Gangetic Plain• Monsoons Social structure <ul style="list-style-type: none">• No signs of social classes• Harappa and Mohenjo-Daro Economic structure <ul style="list-style-type: none">• Trade with Mesopotamia and mountainous regions Architecture/Achievements <ul style="list-style-type: none">• Plumbing• Planned cities• Grid system• Citadel Language/writing <ul style="list-style-type: none">• Existed, but cannot be deciphered Religion	
--	--	--

	<ul style="list-style-type: none">• Ties to theocracy• Vedas• Sutras Culture <ul style="list-style-type: none">• Uniformity in society• Decline unknown Different groups <ul style="list-style-type: none">• Aryans-migration, assertion of dominance• Caste system	
--	---	--

Standard WHI.3

The student will apply social science skills to understand the civilizations of Persia, India, and China in terms of chronology, geography, social structures, government, economy, religion, and contributions to later civilizations.

Essential Questions		
Questions to guide student inquiry and focus instruction to uncover big ideas		
<p>How did Persia govern its empire? How did Zoroastrianism play a role in Persian Society? What were the accomplishments of the Mauryan and Gupta empires? What are the essential beliefs of Hinduism? How did Hinduism spread? What were the essential beliefs of Buddhism? How are the Four Noble Truths and Eightfold Path related? What were contributions of classical China to world civilizations? Why were Confucianism, Taoism, and Buddhism important in the formation of Chinese culture?</p>		
Benchmarks Key knowledge and skills we want students to know and be able to do	Essential Knowledge Key facts, concepts, and ideas needed to successfully meet benchmarks	Suggested Resources/ Experiences Information to help support instruction
<p>Locate Persia in time and place, including Zoroastrianism and the development of an imperial bureaucracy.</p> <p>Explain the rise of the Persian Empire.</p> <p>Analyze the leadership of Cyrus, Cambyses and Darius.</p> <p>Locate India in time and place, including its origins, early development, and the debate over the Aryan migrations.</p> <p>Describe the achievements of the Mauryan and Gupta empires.</p>	<p>PERSIA</p> <p>Geography</p> <ul style="list-style-type: none"> • Mediterranean Sea • Caspian and Black Seas • Fertile Crescent • Present day areas <p>Social structure</p> <ul style="list-style-type: none"> • Social classes • Little social mobility <p>Political structure</p> <ul style="list-style-type: none"> • Development of an imperial bureaucracy • Provinces • Satraps <p>Economic structure</p> <ul style="list-style-type: none"> • Trade • Common coin 	<p>Compare Darius and Cyrus to other important political figures</p> <p>Compare and analyze Hinduism and Buddhism</p> <p>DBQ on Buddha</p> <p>http://ss.rhs.rockwallisd.org/common/pages/DisplayFile.aspx?itemId=10189890</p> <p>http://www.opschools.org/webpages/p/herman/resources.cfm?subpage=15250</p>

<p>Describe the origins, beliefs, traditions, customs, and spread of Hinduism.</p> <p>Describe the origins, beliefs, traditions, customs, and spread of Buddhism.</p> <p>Locate China in time and place, including the development of an empire and the construction of the Great Wall</p> <p>Describe the impact of Confucianism, Taoism, and Buddhism.</p> <p>Describe the rise and fall of the Zhou and Qin Dynasties.</p> <p>Explain the cultural contributions of China during this time period.</p>	<p>Architecture/Achievements</p> <ul style="list-style-type: none"> • Road system (Royal Road) <p>Religion</p> <ul style="list-style-type: none"> • Zoroastrianism (belief in two opposing forces in the universe) <p>Culture</p> <ul style="list-style-type: none"> • Tolerance of conquered people <p>Important Leaders</p> <ul style="list-style-type: none"> • Cyrus • Cambyses • Darius <p>INDIA</p> <p>Mauryan Empire</p> <ul style="list-style-type: none"> • Asoka • Unified India • Spread of Buddhism • Roads/Public services <p>Gupta Empire</p> <ul style="list-style-type: none"> • Golden Age • Concept of zero • Astronomy • Medicine <p>HINDUISM</p> <ul style="list-style-type: none"> • No one founder • Belief in many forms of one God • Reincarnation, karma, moksha • Vedas and Upanishads = Sacred writings • Spread of Hinduism along major trade routes <p>BUDDHISM</p>	
---	--	--

- Founder: Siddhartha Gautama (Buddha)
- Four Noble Truths and Eightfold Path
- Enlightenment
- Spread of Buddhism:
 - Asoka's missionaries
 - Spread from India to China, Korea and Japan

CHINA

Zhou Dynasty

- Mandate of Heaven
- Dynastic cycle
- Feudalism
- Roads and canals
- Coined money
- Cast iron

Qin

- Shi Huangdi
- Silk Road
- Legalism

Achievements of classical China

- Civil service system
- Paper
- Porcelain
- Silk

Ethical Systems: wanted to restore order in society

- Confucianism
- Belief that humans are good, not bad
- Respect for elders

	<ul style="list-style-type: none">• Code of politeness• Emphasis on education and ancestor worship <p>Taoism</p> <ul style="list-style-type: none">• Humility• Harmony with nature <p>Legalism</p> <ul style="list-style-type: none">• Harsh punishments• Needed efficient and powerful government	
--	---	--

Standard WHI.4

The student will apply social science skills to understand ancient Greece in terms of its impact on Western civilization.

Essential Questions Questions to guide student inquiry and focus instruction to uncover big ideas		
<p>How did democracy develop in Athens? How did Sparta differ from Athens? Why was the leadership of Pericles important to the development of Athenian life and Greek culture? What were the outcomes of the Persian and Peloponnesian Wars? What contributions did the Greeks have on Western civilization?</p>		
Benchmarks Key knowledge and skills we want students to know and be able to do	Essential Knowledge Key facts, concepts, and ideas needed to successfully meet benchmarks	Suggested Resources/ Experiences Information to help support instruction
<p>Locate Greek civilizations in time and place and describing their major geographic features.</p> <p>Describe the social and religious structure of ancient Greece.</p> <p>Describe the cultural development of Athens and Sparta, with emphasis on the significance of citizenship and the development of democracy.</p> <p>Evaluate the political and economic development of Greece, with emphasis on the Persian and the Peloponnesian wars.</p> <p>Evaluate the significance of the conquest of Greece by Macedonia and the formation and spread of Hellenistic culture by Alexander the Great.</p>	<p>Geography</p> <ul style="list-style-type: none"> • Aegean Sea • Balkan and Peloponnesus peninsula • Mediterranean Sea • Black Sea, Dardanelles • Athens, Sparta, Troy • Macedonia <p>Early characteristics of society and government</p> <ul style="list-style-type: none"> • Agriculture (limited arable land) • Shift from barter to money economy • Mountainous terrain – development of the polis • Different city states (Athens v. Sparta) <p>Religion</p> <ul style="list-style-type: none"> • Based on polytheistic religion • Offered explanations of natural phenomena, anthropomorphic 	<p>Map practice</p> <p>Project on the gods and goddesses and their influence on Greece</p> <p>Group discussion on different types of government</p> <p>A newspaper on the goings on in the Greek province</p>

<p>Cite and explain contributions in drama, poetry, history, sculpture, architecture, science, mathematics, and philosophy, with emphasis on Socrates, Plato, and Aristotle.</p>	<ul style="list-style-type: none">• Greek gods and goddesses• Zeus, Hera, Apollo, Artemis, Athena, Aphrodite <p>Social Structure in polis</p> <ul style="list-style-type: none">• Citizens (free adult males) had political rights and the responsibility of civic participation in government• Women and slaves had no political rights <p>Persian Wars 499–449 BCE</p> <ul style="list-style-type: none">• Persian wars united Athens and Sparta against the Persian Empire• Athenian victories over the Persians at Marathon and Salamis• Thermopylae in control of the Aegean Sea• Rise of Athenian dominance• Importance of Peloponnesian War <p>431–404 BCE</p> <ul style="list-style-type: none">• Athens and the Delian League versus Sparta and the Peloponnesian League• End of Athenian dominance <p>Golden Age of Pericles</p> <ul style="list-style-type: none">• Pericles and his reforms• Contributions of Greek culture to Western civilization• Drama: Aeschylus, Sophocles• Poetry: Homer (Iliad and Odyssey)• History: Herodotus, Thucydides• Architecture: columns, Parthenon	
--	---	--

- | | | |
|--|--|--|
| | <ul style="list-style-type: none">• Science: Archimedes, Hippocrates,• Mathematics: Euclid, Pythagoras, Eratosthenes• Philosophy: Socrates, Plato, Aristotle• Macedonia:• Philip II, King of Macedon• Alexander the Great• Empire –Greece to India | |
|--|--|--|

Standard WHI.5

The student will apply social science skills to understand ancient Rome from about 700 B.C. (B.C.E.) to 500 A.D. (C.E.) in terms of its impact on Western civilization.

Essential Questions		
Questions to guide student inquiry and focus instruction to uncover big ideas		
<p>How did geography play a role in the shaping of the republic and empire? Why were the Punic Wars so important? Why did the Roman Republic end? What was the Pax Romana? Why were the beliefs of Christianity not widely accepted at first? What were Roman contributions to the Western world?</p>		
Benchmarks	Essential Knowledge	Suggested Resources/ Experiences
Key knowledge and skills we want students to know and be able to do	Key facts, concepts, and ideas needed to successfully meet benchmarks	Information to help support instruction
<p>Locate Roman civilizations in time and place and describing their major geographic features.</p> <p>Describe the social structure and cultural development of the Roman Republic.</p> <p>Describe and evaluate the political and military structure of the Roman Republic under the rule of Julius Caesar.</p> <p>Describe and evaluate the political and military structure of the Roman Republic under the rule of Augustus Caesar.</p> <p>Assess the economic structure of Rome, Rome’s imperial conquests, and the Pax Romana.</p>	<p>Geography</p> <ul style="list-style-type: none"> • Mediterranean Sea • Italian Peninsula <p>Religion</p> <ul style="list-style-type: none"> • Polytheistic <p>Social Structure</p> <ul style="list-style-type: none"> • Citizens • Patrician • Plebeians <p>Wars</p> <ul style="list-style-type: none"> • Punic Wars with Carthage • Hannibal • Control of Mediterranean <p>Political structure</p> <ul style="list-style-type: none"> • Rise of the republic • Representative democracy 	<p>Map practice</p> <p>RAFT</p> <p>DBQ on Rome’s achievements</p> <p>Timeline of Roman leaders and accomplishments</p> <p>http://www.chm.rcs.k12.tn.us/Teachers/pottst/documents/ancient-rome-mapping-activity.pdf</p>

Evaluate the fall of the Western Roman Empire and the Germanic invasions.

- Senate
- Tribal Assembly
- Twelve Tables
- Julius Caesar

Decline of the Republic

- Spread of slavery; large farms
- Migration of small farmers into cities and unemployment
- Civil war
- Inflation

Imperial Rome

- First triumvirate
- Augustus Caesar
- Marc Antony
- Unified

Pax Romana

- Expansion of Empire
- Peace and stability
- Uniform law and currency
- Safe travel

Constantine

- Conversion to Christianity

Contributions to Western civilization

- Art and architecture: Pantheon
- Colosseum, Forum
- Technology: Roads, aqueducts
- Roman arches
- Science: Achievements of Ptolemy
- Medicine: Emphasis on public health
- (public baths, public water systems,

	<p>medical schools)</p> <ul style="list-style-type: none">• Language: Latin, Romance languages• Literature: Virgil's Aeneid• Law <p>Church History</p> <ul style="list-style-type: none">• Edict of Milan• Council of Nicaea I	
--	---	--

Standard WHI.6

The student will apply social science skills to understand the development of Christianity.

Essential Questions Questions to guide student inquiry and focus instruction to uncover big ideas		
<p>How did Christianity become established within the Roman Empire? What challenges did members of the early Church face? What were the essential beliefs of the early Christian faith? How and why did Christianity spread?</p>		
Benchmarks Key knowledge and skills we want students to know and be able to do	Essential Knowledge Key facts, concepts, and ideas needed to successfully meet benchmarks	Suggested Resources/ Experiences Information to help support instruction
<p>Describe the origins, beliefs, traditions, customs, and spread of Christianity in time and place.</p> <p>Explain the unifying role of the Church in Europe after the collapse of Rome.</p> <p>Sequence events related to the spread and influence of Christianity and the Catholic Church throughout Europe.</p> <p>Identify the role of St. Paul and other apostles in the spread of Christianity.</p>	<p>Christianity</p> <ul style="list-style-type: none"> • Roots in Judaism • Jesus of Nazareth • Conflicted with polytheistic beliefs of Roman Empire • Monotheism • Life after death • New Testament, containing accounts of the life and teachings of Jesus, as well as writings of early Christians • Popular message • Spread throughout Empire • Road to Damascus 	<p>Venn diagram comparing Jewish and Christian faiths</p> <p>Create a map of St. Paul’s journey of evangelization</p> <p>Have students create journal entries as if they were Christians hiding the practice of faith in Rome</p> <p><u>PBS Frontline Site</u> on the Spread of Christianity</p> <p>Graphic Organizer to organize facts in the following categories (columns): Monotheism, Jesus, Life after Death, New Testament, Doctrines</p>

Standard WHI.7

The student will apply social science skills to understand the Byzantine Empire and Eastern Europe from about 300 to 1000 A.D. (C.E.).

Essential Questions		
Questions to guide student inquiry and focus instruction to uncover big ideas		
<p>How did the Byzantine Empire preserve Greco-Roman culture? What was Justinian’s influence on the expansion of the Byzantine Empire and its economy? Why did the church split?</p>		
Benchmarks	Essential Knowledge	Suggested Resources/ Experiences
Key knowledge and skills we want students to know and be able to do	Key facts, concepts, and ideas needed to successfully meet benchmarks	Information to help support instruction
<p>Describe why Constantinople became a major trading center.</p> <p>Explain the influence of geography on the establishment of Constantinople as the capital of the Eastern Roman Empire and describing the Byzantine Empire in time and place.</p> <p>Describe Justinian and his contributions, including the codification of Roman law, and the expansion of the Byzantine Empire and economy.</p> <p>Characterize the role Byzantine art and architecture played in the preservation of Greek and Roman traditions.</p> <p>Explain the disputes that led to the split between the Roman Catholic Church and the Greek Orthodox Church.</p>	<p>Geography</p> <ul style="list-style-type: none"> • Constantinople • Mediterranean Sea • Crossroads of Trade • Preserved Greco-Roman ideas <p>Justinian</p> <ul style="list-style-type: none"> • Justinian Code • Nika Rebellion • Hagia Sophia <p>Culture</p> <ul style="list-style-type: none"> • Eastern Orthodox Church • Preserved Greco-Roman culture <p>Division of Church</p> <ul style="list-style-type: none"> • Authority of the Pope: West • Authority of the Patriarch: East <p>Eastern Church</p> <ul style="list-style-type: none"> • Constantinople • Use of Greek language in the liturgy 	<p>Map practice</p> <p>Essay on how the Roman Empire influenced the Byzantine Empire</p> <p>https://local-brookings.k12.sd.us/6Red/Social%20Studies/Three%20Religions/Christianity%20Map.pdf</p>

<p>Analyze and explain the influence of Byzantine culture on Eastern Europe.</p>	<ul style="list-style-type: none">• Spread to Russia through missionaries and trade routes (Black Sea, Slavic alphabet) <p>Western Church</p> <ul style="list-style-type: none">• Centered in Rome• Farther from seat of power after Constantinople became capital• Use of Latin language in the liturgy	
--	--	--

Standard WHI.8

The student will apply social science skills to understand the Islamic civilization from about 600 to 1000 A.D. (C.E).

Essential Questions Questions to guide student inquiry and focus instruction to uncover big ideas		
<p>What were some contributions of Islamic civilization? What were some major historical turning points that marked the spread and influence of Islamic civilization? How did geography influence the rapid expansion of territory under Muslim rule? How did political and cultural geography facilitate trade and cultural activity in the early Islamic lands?</p>		
Benchmarks Key knowledge and skills we want students to know and be able to do	Essential Knowledge Key facts, concepts, and ideas needed to successfully meet benchmarks	Suggested Resources/ Experiences Information to help support instruction
<p>Describe the origin, location, beliefs, traditions, customs, and spread of Islam, with emphasis on the Sunni-Shi'a division and the Battle of Tours.</p> <p>Assess the influence of geography on Islamic economic, social, and political development, including the impact of conquest and trade.</p> <p>Explain the cultural and scientific contributions and achievements of Islamic civilization.</p>	<p>Origins of Islam</p> <ul style="list-style-type: none"> • Muhammad, the Prophet • Mecca and Medina • Arabian Peninsula • Spread Across Asia and Africa and into Spain <p>Beliefs</p> <ul style="list-style-type: none"> • Monotheism: Allah • Quran (Koran): The word of God • Five Pillars of Islam • Acceptance of Judeo-Christian prophets, including Moses and Jesus (people of the book) <p>Trade Routes</p> <ul style="list-style-type: none"> • Faced desert environments and mountains • Expansion despite great distances, desert environments, and mountain barriers • Spread into the Fertile Crescent <p>Major Events:</p>	<p>Map practice</p> <p>Timeline</p> <p>WebQuest</p> <p>Spread of Islam Map Activity</p>

- Sunni-Shia division
- Muslim conquests of Jerusalem and Damascus
- Islamic capital moved to Baghdad
- Muslim defeat at the Battle of Tours
- Fall of Baghdad to the Mongols

Cultural contributions and achievements

- Architecture (Dome of the Rock) (Kaaba)
- Mosaics
- Arabic alphabet
- Translation of ancient texts into Arabic (House of Wisdom)
- Arabic numerals
- Algebra
- Medicine

Standard WHI.9

The student will apply social science skills to understand Western Europe during the Middle Ages from about 500 to 1000 A.D. (C.E.) in terms of its impact on Western civilization.

Essential Questions		
Questions to guide student inquiry and focus instruction to uncover big ideas		
<p>What role did feudalism play in the lives of citizens? How does the power of a religious ruler affect his followers?</p>		
Benchmarks	Essential Knowledge	Suggested Resources/ Experiences
Key knowledge and skills we want students to know and be able to do	Key facts, concepts, and ideas needed to successfully meet benchmarks	Information to help support instruction
<p>Locate and describe the societies of Western Europe during the Middle Ages in time and place.</p> <p>Describe the social, religious, and cultural development of the Franks, with emphasis on the Age of Charlemagne.</p> <p>Explain the social, religious, and cultural development of the Magyars and Anglo-Saxons.</p> <p>Describe the social, religious, and cultural patterns of the Vikings.</p> <p>Evaluate and explain the development of feudalism and the manor system.</p> <p>Explain how the effects of the Dark Ages in Europe brought on the Feudal system.</p>	<p>Foundations of early medieval society</p> <ul style="list-style-type: none"> • Classical heritage of Rome • Christian beliefs • Customs of Germanic tribes <p>Location</p> <ul style="list-style-type: none"> • Scandinavia—Vikings • England—Angles and Saxons • Present-day France and Germany—Franks <p>Age of Charlemagne</p> <ul style="list-style-type: none"> • Franks emerged as a force in Western Europe • The Pope crowned Charlemagne emperor • Power of the Church was established in political life • Classical Roman Latin was revived as the language of scholars but disappeared as a language of everyday life, replaced by French, Italian, Spanish, or other languages 	<p>Middle Ages Castle Activity</p> <p>Viking Invasion Map</p> <p>Middle Ages Manor System Activity</p>

- Most of Western Europe was included in the new empire
- Churches, roads, and schools were built to unite the empire

Magyars and Anglo-Saxons

- Angles and Saxons migrated to England in the fifth century
- The Magyars migrated to central Europe in the tenth century
- Tribal units were led by chieftains
- Invasions disrupted trade; towns declined
- The Angles, Saxons, and Magyars gradually converted to Christianity
- After converting to Christianity, the Angles, Saxons, and Magyars adopted literacy

VIKINGS

- The Viking attacks took place mostly in the 9th and 10th centuries
- Tribal units were led by chieftains.
- Lack of arable land led to exploration and invasion
- Invasions disrupted trade; towns declined
- The Vikings observed a polytheistic religion, but gradually converted to Christianity
- Viking attacks contributed to the collapse of the Frankish Empire founded by Charlemagne
- Vikings settled in the areas known today as Russia, Iceland, and

	<p>Greenland, and briefly in North America</p> <ul style="list-style-type: none">• Eastern European sea and river trade <p>Feudal society during the Middle Ages</p> <ul style="list-style-type: none">• Fiefs• Vassals• Serfs• Knights• Feudal obligations <p>Manorial system during the Middle Ages</p> <ul style="list-style-type: none">• Rigid class structure• Self-sufficient manors	
--	--	--

Standard WHI.10

The student will apply social science skills to understand the civilizations and empires of Asia, with emphasis on Japan and China.

Essential Questions		
Questions to guide student inquiry and focus instruction to uncover big ideas		
<p>How did geography affect Japanese culture? Why did the Chinese have such a large influence over the Japanese?</p>		
Benchmarks	Essential Knowledge	Suggested Resources/ Experiences
Key knowledge and skills we want students to know and be able to do	Key facts, concepts, and ideas needed to successfully meet benchmarks	Information to help support instruction
<p>Locate and explain major global and regional trade routes.</p> <p>Explain technological advances and transfers, networks of economic interdependence, and cultural interactions.</p> <p>Explain the impact of Shinto and Buddhist traditions and the influence of Chinese culture on the region.</p> <p>Evaluate the impact of the Mongol Empire throughout Asia.</p>	<p>Trade Routes:</p> <ul style="list-style-type: none"> • Silk Road • Indian Ocean • Trans-Saharan • Northern European • Western European • South China Sea <p>Goods</p> <ul style="list-style-type: none"> • Gold (West Africa) • Spices (India) from lands around the Indian Ocean • Textiles- India, China, the Middle East, and later Europe • Porcelain - China and Persia <p>Technology</p> <ul style="list-style-type: none"> • Paper - China • Making sugar - India • Navigation: Compass from China • Lateen sail from Indian Ocean • Printing and paper money from China <p>Influence of Chinese culture</p>	<p>Map practice</p> <p>http://japan.mrdonn.org/</p>

	<ul style="list-style-type: none">• Writing• Architecture• Buddhism <p>Geography of Japan</p> <ul style="list-style-type: none">• Mountainous archipelago• Sea of Japan or East Sea• Proximity to China and Korea <p>Religion:</p> <ul style="list-style-type: none">• Shinto• Ethnic religion• Importance of natural features, forces of nature, and ancestors• State religion; worship of the emperor• Coexistence with Buddhism <p>Mongols</p> <ul style="list-style-type: none">• Nomadic herders• Genghis Khan• Golden Horde• Invaded Russia, China, and Muslim states in Southwest Asia	
--	--	--

Standard WHI.11

The student will apply social science skills to understand the civilizations and empires of Africa, with emphasis on the African kingdoms of Axum and Zimbabwe and the West African civilizations of Ghana, Mali, and Songhai.

Essential Questions		
Questions to guide student inquiry and focus instruction to uncover big ideas		
<p>Why was trade so important to the societies of West Africa? In a civilization, how is culture developed? How does the physical geography of a civilization influence the culture? How can we measure the impact of a civilization's developments and achievements? What is the relationship between trade and political power? What impact did colonialism have on the countries of Africa?</p>		
Benchmarks	Essential Knowledge	Suggested Resources/ Experiences
Key knowledge and skills we want students to know and be able to do	Key facts, concepts, and ideas needed to successfully meet benchmarks	Information to help support instruction
<p>Trace the growth of African trade.</p> <p>Summarize the achievements of early West African societies.</p> <p>Locate early civilizations and kingdoms in time and place and describe major geographic features.</p> <p>Explain the development of social, political, economic, religious, and cultural patterns in each region.</p> <p>Evaluate and explain the European interactions with these societies, with emphasis on trading and economic interdependence.</p>	<p>Axum</p> <ul style="list-style-type: none"> Ethiopian Highlands and the Nile River Christian kingdom <p>Zimbabwe</p> <ul style="list-style-type: none"> Zambezi and Limpopo rivers and the Indian Ocean City of Great Zimbabwe <p>West African kingdoms</p> <ul style="list-style-type: none"> Ghana, Mali, and Songhai empires relative Niger River and the Sahara Gold and salt Trans-Saharan trade Timbuktu Animism and Islam <p>Factors contributing to European Exploration</p>	<p>Map practice</p> <p>Timeline</p> <p>http://lizardpoint.com/geography/africa-western-quiz.php</p>

	<ul style="list-style-type: none">• Demand for gold, spices, and natural resources in Europe• Support for diffusion of Christianity• Political and economic competition between European empires• Innovations of European and Islamic origins in navigational arts• Pioneering role of Prince Henry the Navigator	
--	---	--

Standard WHI.12

The student will apply social science skills to understand the civilizations of the Western Hemisphere including the Maya, Aztec, and Inca.

Essential Questions		
Questions to guide student inquiry and focus instruction to uncover big ideas		
<p>How does the physical geography of a civilization influence the culture? How do global conditions influence Early Man's migration route? What purpose and role does a capital city play in a nation? How can we measure the impact of a civilization's developments and achievements? How do the environmental changes affect the survival of a civilization?</p>		
Benchmarks	Essential Knowledge	Suggested Resources/ Experiences
Key knowledge and skills we want students to know and be able to do	Key facts, concepts, and ideas needed to successfully meet benchmarks	Information to help support instruction
<p>Locate early civilizations in time and place and describing major geographic features.</p> <p>Explain the development of social, political, economic, religious, and cultural patterns in the civilizations of the Americas.</p> <p>Evaluate and explain the European interactions with these societies, with emphasis on trading and economic interdependence.</p> <p>Discuss methods and impact of conquistadors.</p>	<p>Mayan civilization</p> <ul style="list-style-type: none"> • Located in the Mexican and Central American rainforests • Represented by Chichén Itzá • Groups of city-states ruled by kings • Economy based on agriculture and trade • Polytheistic religion: Pyramids <p>Aztec civilization</p> <ul style="list-style-type: none"> • Located in arid valley in central Mexico • Represented by Tenochtitlan • Ruled by an emperor • Economy based on agriculture and tributes from conquered peoples • Polytheistic religion: Pyramids, rituals <p>Incan civilization</p>	<p>Write an essay comparing and contrasting Incan, Mayan, Aztec</p> <p>Map work on the location of the three civilizations</p> <p>Explain the similarities and differences of the Spanish conquistadors</p>

- Located in the Andes Mountains of South America
- Represented by Machu Picchu
- Ruled by an emperor
- Economy based on high-altitude agriculture
- Polytheistic religion
- Road system

Achievements of Mayan, Aztec, and Incan civilizations

- Calendars
- Mathematics
- Writing and other record-keeping systems

Factors contributing to the European exploration

- Demand for gold, spices, and natural resources in Europe
- Support for diffusion of Christianity
- Political and economic competition between European empires
- European and Islamic origins and development of navigational tools

Establishment of overseas empires and decimation of indigenous populations

- Spain—Christopher Columbus
- England—John Cabot

Standard WHI.13

The student will apply social science skills to understand the social, economic, and political changes and cultural achievements in the high and late medieval periods.

Essential Questions		
Questions to guide student inquiry and focus instruction to uncover big ideas		
<p>How did the rulers of the countries of Europe “modernize” their respective countries? How does the Magna Carta measure up to other revolutionary documents in history?</p>		
Benchmarks	Essential Knowledge	Suggested Resources/ Experiences
Key knowledge and skills we want students to know and be able to do	Key facts, concepts, and ideas needed to successfully meet benchmarks	Information to help support instruction
<p>Describe the emergence of centralized monarchies (England, France, Spain, and Russia) and distinctive political developments in each.</p> <p>Explain conflicts across Europe and Asia, including the Crusades and the fall of Constantinople.</p> <p>Explain patterns of crisis and recovery related to the Black Death (bubonic plague).</p> <p>Evaluate and explain the preservation and transfer to Western Europe of Greek, Roman, and Arabic philosophy, medicine, and science.</p> <p>Explain the significance of the Great Western Schism.</p>	<p>ENGLAND</p> <ul style="list-style-type: none"> • William the Conqueror • King John <p>FRANCE</p> <ul style="list-style-type: none"> • Capetian dynasty • King Philip II • Joan of Arc <p>SPAIN</p> <ul style="list-style-type: none"> • Ferdinand and Isabella • Charles V <p>RUSSIA</p> <ul style="list-style-type: none"> • Ivan the Great • Orthodox Church • Peter the Great <p>Key events of the Crusades</p> <ul style="list-style-type: none"> ○ Pope Urban II <p>Effects of the Crusades</p> <ul style="list-style-type: none"> • Constantinople • Impact of church scholars/clergy 	<p>Document comparison chart</p> <p>Students can draw up their own revolutionary document based on the feudal system in Europe</p> <p>Map work measuring the distances traveled in the various Crusades</p> <p>Editorial on the impact of the Crusades</p> <p>Draw a political cartoon of one of the rulers of Europe defining a part of their character</p>

- | | | |
|--|---|--|
| | <ul style="list-style-type: none">○ St. Dominic○ St. Francis of Assisi○ St. Thomas Aquinas● Great Western Schism | |
|--|---|--|

Standard WHI.14

The student will apply social science skills to understand the developments leading to the Renaissance in Europe in terms of its impact on Western civilization.

Essential Questions Questions to guide student inquiry and focus instruction to uncover big ideas		
Why did the Renaissance begin in Italy?		
Benchmarks Key knowledge and skills we want students to know and be able to do	Essential Knowledge Key facts, concepts, and ideas needed to successfully meet benchmarks	Suggested Resources/ Experiences Information to help support instruction
<p>Determine the economic and cultural foundations of the Italian Renaissance.</p> <p>Sequence events related to the rise of Italian city-states and their political development, including Machiavelli's theory of governing as described in <i>The Prince</i>.</p> <p>Cite the contributions of artists and philosophers of the Renaissance, as contrasted with the medieval period, including Leonardo da Vinci, Michelangelo, and Petrarch.</p> <p>Compare and contrast the Italian and the Northern Renaissance, and citing the contributions of writers.</p>	<p>Economic effects of the Crusades</p> <ul style="list-style-type: none"> • Increased access to Middle Eastern products • Stimulated production of goods to trade in Middle Eastern markets • Encouraged the use of credit and banking <p>Important economic concepts</p> <ul style="list-style-type: none"> • Church rule against usury and the banks' practice of charging interest helped to secularize northern Italy • Letters of credit served to expand the supply of money and expedite trade • New accounting and bookkeeping practices (e.g., use of Arabic numerals) were introduced <p>Cultural foundations</p> <ul style="list-style-type: none"> • The collapse of the Byzantine Empire reignited interest in Greco-Roman culture <p>Florence, Venice, and Genoa</p>	

- Had access to trade routes connecting Europe with Middle Eastern markets
- Served as trading centers for the distribution of goods to northern Europe
- Were initially independent city-states governed as republics

Machiavelli's *The Prince*

- An early modern treatise on government
- Supports absolute power of the ruler
- Maintains that the end justifies the means
- Advises that one should not only do good if possible, but do evil when necessary

Medieval art and literature focused on the Church and salvation, while Renaissance art and literature focused on individuals and worldly matters, along with Christianity

The Italian Renaissance sought to revive the literary and artistic culture of ancient Rome and Greece.

Artistic creativity

- Leonardo da Vinci: *Mona Lisa* and *The Last Supper*
- Michelangelo: Ceiling of the Sistine Chapel and *David*

Humanism

- Celebrated the individual
- Stimulated the study of classical Greek and Roman literature and culture
- Supported by wealthy patrons
- Petrarch: Father of humanism

Northern Renaissance

- Growing wealth in Northern Europe supported Renaissance ideas
- Northern Renaissance thinkers merged humanist ideas with Christianity
- The movable type printing press and the production and sale of books (e.g., Gutenberg Bible) helped disseminate ideas

Northern Renaissance writers

- Erasmus: *The Praise of Folly*
- Sir Thomas More: *Utopia*

Northern Renaissance artists increasingly portrayed secular subjects



Standard WHII.1

The student will apply social science skills to understand the political, cultural, geographic, and economic conditions in the world about 1500 A.D. (C.E.).

Essential Questions

Questions to guide student inquiry and focus instruction to uncover big ideas

Why did the Renaissance begin in Italy?
 How was the intellectual landscape transformed by the contributions of Renaissance artists and thinkers?
 How did the Renaissance spread and why was the Northern Renaissance remarkable?
 How did the Renaissance change the intellectual world?

Benchmarks

Key knowledge and skills we want students to know and be able to do

Essential Knowledge

Key facts, concepts, and ideas needed to successfully meet benchmarks

Suggested Resources/ Experiences

Information to help support instruction

Locate major states and empires.

Describe artistic, literary, and intellectual ideas of the Renaissance.

Describe the distribution of major religions.

Analyze major trade patterns.

Cite major technological and scientific exchanges in the Eastern Hemisphere.

Western Europe

- England
- France
- Spain

Eastern Europe/Mideast

- Russia
- Ottoman Empire

Americas

- Incan Empire
- Aztec Empire

Far East

- China
- India

Africa

- Songhai

Research

Biography on a Renaissance figure or reformer

Interactive

- Art show where each student presents a piece of art with an explanation and a biographical introduction
- Reformation Stations: Students read and analyze primary source documents from the Reformation to better understand the causes
- WebQuest

Large Scale Project

- Plan a trip to Europe focusing on Renaissance sites to visit

	<p>Renaissance</p> <ul style="list-style-type: none">• “Rebirth” of classical knowledge in Italy resulted from its location on trade routes• Italian contributions<ul style="list-style-type: none">○ Da Vinci○ Michelangelo○ Raphael○ Machiavelli• Patrons• Perspectives• Spread North <p>Northern Renaissance</p> <p>England</p> <ul style="list-style-type: none">• William Shakespeare• Role of Elizabeth I• Petrarch, sonnets <p>Germany</p> <ul style="list-style-type: none">• Albrecht Durer• Hans Holbein <p>Flanders</p> <ul style="list-style-type: none">• Jan van Eyck• Pieter Bruegel <p>Humanism and Christian Humanists</p> <ul style="list-style-type: none">• Desiderius Erasmus: <i>The Praise of Folly</i>• Thomas More: <i>Utopia</i>• Christine de Pizan <p>Location of world religions in 1500 A.D. (C.E.)</p> <ul style="list-style-type: none">• Judaism: Concentrated in Europe and the Middle East	<ul style="list-style-type: none">• Create your own art wing of a museum• Create a portfolio on one particular artist
--	--	--

- Christianity: Concentrated in Europe and the Middle East
- Islam: Parts of Asia, Africa, and southern Europe; concentrated in the Middle East
- Hinduism: India and part of Southeast Asia
- Buddhism: East and Southeast Asia

Traditional trade patterns linking Europe with Asia and Africa

- Silk Road
- Maritime routes across the Indian Ocean
- Trans-Saharan routes
- Northern European links with the Black Sea
- Western European sea and river trade
- South China Sea and lands of Southeast Asia

Importance of trade patterns
Exchange of products and ideas

Standard WHII.2

The student will apply social science skills to understand the Reformation in terms of its impact on Western civilization.

Essential Questions

Questions to guide student inquiry and focus instruction to uncover big ideas

Why did Martin Luther found Lutheranism and how do their beliefs differ from those of Catholicism?
 Why did John Calvin found Calvinism and how does its beliefs differ from those of Catholicism?
 Why did Henry VIII start the National Church of England and how does its belief differ from those of Catholicism?
 How did the Catholic Church respond to the Protestant Reformation?
 How were new ideas spread during the Renaissance and the Reformation?

Benchmarks

Key knowledge and skills we want students to know and be able to do

Essential Knowledge

Key facts, concepts, and ideas needed to successfully meet benchmarks

Suggested Resources/ Experiences

Information to help support instruction

Explain the effects of the theological, political, and economic differences that emerged, including the views and actions of Martin Luther, John Calvin, Henry VIII, and Elizabeth I.

Describe the impact of religious conflicts, the Inquisition, and the Catholic Reformation on society and government actions.

Describe how the Reformation led to changing cultural values, traditions, and philosophies, and assess the role of the printing press.

Explain the causes for the development of new branches of Christianity, identify their beliefs, and evaluate the response of the Catholic Church to the reformation.

Printing Press

- Johann Gutenberg
- Spread ideas
- Increased literacy
- Increased the amount of available information

Legacy of the Renaissance

- New art techniques
- Secular and religious works
- Individualism

Causes of the Protestant Reformation

- Criticism of the Catholic Church
- Corruption
- Early dissenters were Jan Hus and John Wycliffe

Luther Challenges the Church

- First Protestant Church
- Indulgences

Writing Activities

- All “Essential Questions” can be answered in essay form
- APPARTS: 95 Theses

DBQ

- Legacy of the Renaissance
- Causes of the Reformation

- 95 Theses
- Luther's teachings
- Responses to Luther
 - Pope Leo X
 - Thirty Years War

England becomes Protestant

- Henry VIII wanted a divorce, male heir
- Role of Elizabeth I and the Anglican church
- Defeats the Spanish Armada

Calvin continues the Reformation

- Theocracy in Switzerland, France
- Beliefs: predestination, thrift

The Catholic Reformation

- Reforming Popes
- Council of Trent
- Ignatius of Loyola and the Jesuits

Standard WHII.3

The student will apply social science skills to understand the impact of the European Age of Exploration.

Essential Questions Questions to guide student inquiry and focus instruction to uncover big ideas		
<p>Why did sustained exploratory activity begin and continue in Europe? Who were the major explorers and why were they significant? How were the people of America, Asia, and Africa affected by European exploration and subsequent colonization?</p>		
Benchmarks Key knowledge and skills we want students to know and be able to do	Essential Knowledge Key facts, concepts, and ideas needed to successfully meet benchmarks	Suggested Resources/ Experiences Information to help support instruction
<p>Explain the political and economic goals of European exploration and colonization.</p> <p>Describe the geographic expansion into Africa, Asia, and the Americas.</p> <p>Compare and contrast the social and cultural influences of European settlement on Africa, Asia, and the Americas.</p> <p>Analyze how competition for colonies changed the economic system of Europe.</p> <p>Define and Describe how the Scientific Revolution led to social and technological changes that influenced the European view of the world.</p> <p>Explain the new advancements and the political climate that permitted large scale exploration, recognizing the achievements of major explorers, and</p>	<p>Causes of Exploration</p> <ul style="list-style-type: none"> • Gold, God, and Glory • New trade routes, circumvent the Ottoman monopoly • Made possible because of new technology • Caravel, lateen sail, stern rudder, astrolabe, compass <p>Portugal Leads the Way</p> <ul style="list-style-type: none"> • Prince Henry the Navigator opens a school for navigation • Dias to Cape of Good Hope • Da Gama to India • Created a trading post empire in the Indian Ocean <p>Spanish Exploration</p> <ul style="list-style-type: none"> • Christopher Columbus • Treaty of Tordesillas • Conquistadors <ul style="list-style-type: none"> ○ Cortes conquered the Aztecs in Mexico 	<p>Writing Options</p> <ul style="list-style-type: none"> • All “Essential Questions” can double as writing prompts • RAFT assignment to explore various perspectives • DBQ options • Causes of Exploration • Expansion of Contacts/Cultural Diffusion • Impacts of Exploration <p>Research options</p> <ul style="list-style-type: none"> • Biography of an explorer • Research a positive or negative impact of exploration • Rise of Atlantic Slave Trade • Become a spice trade: http://www.learner.org/interactive-s/renaissance/spicetrade/ <p>Interactive</p> <ul style="list-style-type: none"> • Explorer Dinner Party: Students are assigned roles of explorers of indigenous people and discuss

<p>evaluating the short term and long-term outcomes of exploration.</p>	<ul style="list-style-type: none">○ Pizarro conquered the Incas in Peru● Encomienda <p>English Exploration</p> <ul style="list-style-type: none">● Sir Francis Drake● Colonization of North America<ul style="list-style-type: none">○ Jamestown○ Pilgrims, Puritans○ French and Indian War○ Wars with Native Americans○ British East India Trading Company <p>Chinese exploration in the Indian Ocean</p> <ul style="list-style-type: none">● Ming dynasty● Zheng He <p>Impact of Exploration</p> <ul style="list-style-type: none">● Isolationism in Japan● Demographic disaster in the Americas and Africa● Creation of a social hierarchy based on race in Spanish South America● Catholic church calls for reforms and better treatment of indigenous peoples● Atlantic Slave Trade● Columbian Exchange	<p>the positive and negative impacts of exploration from each point of view</p> <ul style="list-style-type: none">● Trial of Columbus: Students put Christopher Columbus on trial where half the students act on behalf of the defense and other on the part of the prosecution. Each is assigned a role and must serve as a witness for their assigned side <p>Large Scale</p> <ul style="list-style-type: none">● Scrapbook of the voyages of Zheng He● Diary of a colonist, indigenous person, or explorer● Research an atrocity (ex. The mines at Potosi) and write a speech calling to end those practices
---	---	--

Standard WHII.4

The student will apply social science skills to understand the political, cultural, geographic, and economic conditions in Europe and Russia from about 1500 A.D. (C.E.) to about 1800 A.D. (C.E.).

Essential Questions

Questions to guide student inquiry and focus instruction to uncover big ideas

How did absolute monarchs govern their country and maintain authority?
 Who were the most significant absolute monarchs and how was each distinct?
 What were the positive and negative effects of absolutism and why did this form of government lay the foundation for revolutions?
 Who were the major contributors to the Enlightenment and how did their advancements change the world?
 How did the Scientific Revolution inspire the Enlightenment?
 Who were the major Enlightenment philosophers and how did their ideas impact society and what constitutes a just government?
 How did the Enlightenment lead to the American revolution and influence the creation of the American government?
 Why did the French Revolution occur?

Benchmarks

Key knowledge and skills we want students to know and be able to do

Essential Knowledge

Key facts, concepts, and ideas needed to successfully meet benchmarks

Suggested Resources/ Experiences

Information to help support instruction

Locate European nations and their empires in time and place and identify major geographic features of Europe.

Describe the development of social and cultural patterns in the Hapsburg empire, with emphasis on Charles V.

Describe the development of social and cultural patterns in France, with emphasis on the Age of Absolutism, Louis XIV, and the Enlightenment period.

Explain absolutism as a form of governance, describing the characteristics of specific monarchs, and

Absolutism in Europe

- Centralized powers
- Divine right
- Resulted from instability during the Middle Ages

Philip II of Spain

- Wealth from imported bullion
- Defender of Catholicism
- Battle of Lepanto
- 1588 defeat to Queen Elizabeth I
- Artistic developments
 - El Greco, Velazquez
- Literary developments
 - Miguel de Cervantes *Don Quixote*
- Problems and strengthened rivals

Writing

- All “Essential Questions” can double as writing prompts
- RAFT: Absolute monarchs
- Obituaries for the absolute monarchs
- **DBQ**
- Causes of the English Civil War
- Was absolutism a period of prosperity or tyranny in Europe?
- Compare and contrast two absolute monarchs
- Research and write a biography of an absolute monarch and their impact (positive and negative) on their kingdom

<p>analyzing why absolutism was a precursor to revolution.</p> <p>Explain new ideas in the fields of science and political science, Enlightenment, and Scientific Revolution.</p> <p>Describe the development of social and cultural patterns in Great Britain, with emphasis on the English Civil War and the Glorious Revolution and their impacts on democracy.</p> <p>Explain the causes and effects of the American and French Revolutions.</p> <p>Describe the development of social and cultural patterns in the German and Italian states.</p> <p>Describe the development of social and cultural patterns in Russia, with emphasis on Peter the Great.</p>	<p>Louis XIV of France</p> <ul style="list-style-type: none"> • Background: Henry of Navarre and the Edict of Nantes • Sun King • Palace of Versailles • Patron of the Arts • Mixed legacy: intellectual achievements but economic issues and disastrous wars weakened France <p>Frederick the Great of Prussia</p> <ul style="list-style-type: none"> • Strong military • Rival of Maria Theresa <p>Maria Theresa of Austria</p> <ul style="list-style-type: none"> • Habsburg • War of Austrian Succession • Seven Years War <p>Peter the Great of Russia</p> <ul style="list-style-type: none"> • Goals are to modernize and westernize Russia • Reforms like raising the status of women, adoption of western styles, etc. • Built St. Petersburg <p>English Civil War</p> <ul style="list-style-type: none"> • Charles I lost, ultimately executed • Oliver Cromwell, victorious, Puritan, ruled as a military dictator • Restoration of Charles II • Bloodless Glorious Revolution deposed James II and installs William and Mary 	<ul style="list-style-type: none"> • How did England become a constitutional democracy? <p>Interactive</p> <ul style="list-style-type: none"> • Harkness discussion: possible topics include: Who was the most powerful absolute monarch, pros and cons of absolute monarchy • Trial of Charles I <p>Large Scale</p> <ul style="list-style-type: none"> • Create a time capsule that might be left behind by one of the absolute monarchs: include paintings, selections from primary source documents, “photographs,” and any other artifacts! • Speeches: Why I, ___, am the best monarch in Europe! • Comic book or illustrate timeline of the English Civil War • Mock Election: Teams make presentations about each monarch and then the class votes on who they would prefer to have as their ruler. • (A smaller scale version is to have students make election flyers for the absolute monarch of their choice) <p>Writing</p> <ul style="list-style-type: none"> • Research • Biography of a scientist, Enlightenment thinker, or the story behind an innovation or invention • Comparison
--	---	--

	<ul style="list-style-type: none">• Constitutional monarchy, English Bill of Rights, cabinet system <p>Birth of Modern Science</p> <ul style="list-style-type: none">• Challenged medieval views• New ideas like heliocentric theory• New scientific instruments• Significant figures: Copernicus, Kepler, Galileo, Bacon, Descartes, Newton, Jenner, Harvey• Conflict with the Church <p>Enlightenment Thinkers</p> <ul style="list-style-type: none">• Thomas Hobbes<ul style="list-style-type: none">◦ <i>Leviathan</i>◦ Supported absolute monarchy• John Locke<ul style="list-style-type: none">◦ Positive view of human nature◦ Natural rights• Voltaire<ul style="list-style-type: none">◦ Religious tolerance◦ Freedom of speech• Montesquieu<ul style="list-style-type: none">◦ Separation of powers◦ <i>On the Spirit of the Laws</i>• Rousseau<ul style="list-style-type: none">◦ Social Contract• Mary Wollstonecraft<ul style="list-style-type: none">◦ <i>A Vindication of the Rights of Woman</i> <p>Legacy of the Enlightenment</p> <ul style="list-style-type: none">• More secular outlook• Importance of the individual• Questioning of traditional societal order	<ul style="list-style-type: none">• Analyze the role of Enlightenment thinkers on the creation of primary source documents like the American constitution and Bill of Rights <p>Interactive</p> <ul style="list-style-type: none">• Dinner party of Enlightenment thinkers• Skit in which Enlightenment thinkers debate a modern issue using their theories about government• Debate about women’s rights based on thinkers at the time• Create a class constitution and government infused with Enlightenment ideas• Recreate the trial of Galileo• Brackets: students will debate each round who was the most influential until at the end only 1 scientist or thinker is left <p>Large Scale</p> <ul style="list-style-type: none">• Create a children’s book teaching about the different scientists and their inventions/stories <p>DBQ</p> <ul style="list-style-type: none">• Causes of the French Revolution• Rule of Napoleon• Role of women in the French Revolution and French society <p>Causation</p>
--	---	---

	<p>American Revolution</p> <ul style="list-style-type: none">• Put the ideas of the Enlightenment into Action• Ex. Social contract, No Taxation without Representation, Boston Tea Party, Lexington and Concord, Yorktown• Role of the French• Enlightened documents<ul style="list-style-type: none">◦ Bill of Rights, Declaration of Independence, and Constitution <p>Causes of the French Revolution</p> <ul style="list-style-type: none">• Bad harvests, high taxes, Enlightenment ideas• Old Regime: Estates General and absolute monarchs (Louis XVI and Marie Antoinette)• Success of the American Revolution <p>Events of the French Revolutions</p> <ul style="list-style-type: none">• National Assembly• Tennis Court Oath• Storming the Bastille• Attacks on the Church/Dechristianization of France• The Great Fear• <i>Declaration of the Rights of Man and Citizen</i>• Internal political division• Foreign wars• September Massacre• Reign of Terror• Directory overthrown by Napoleon <p>Rise of Napoleon</p>	<ul style="list-style-type: none">• Trace the events of the French Revolution and the impact of each <p>Comparative</p> <ul style="list-style-type: none">• Compare and contrast two revolutions <p>Research</p> <ul style="list-style-type: none">• Research the life of a revolutionary figure• Role of the Church in reforming life in the Americas <p>Interactive</p> <ul style="list-style-type: none">• Have stations with excerpts of new Constitutions created by these independence movements and have students write their observations• Recreate an event of the French Revolution <p>Large Scale</p> <ul style="list-style-type: none">• Write a letter to the editor about the conditions in France that would cause you to revolt and create a corresponding protest sign• Use http://www.tiki-toki.com/ to make a timeline about one of the revolutions
--	--	---

	<ul style="list-style-type: none">• Coup d'etat• Emperor, plebiscite• Goals: reform, domination• Increased French nationalism	
--	--	--

Standard WHII.5

The student will apply social science skills to understand the political, cultural, geographic, and economic conditions in Asia from about 1500 A.D. (C.E.) to about 1800 A.D. (C.E.).

Essential Questions

Questions to guide student inquiry and focus instruction to uncover big ideas

How did each of the three gunpowder empires develop and strengthen between 1500 and 1800?
Why was each Islamic civilization distinct and what achievements are associated with each?
How did each civilization compare to one another as well as with Europe?

Benchmarks

Key knowledge and skills we want students to know and be able to do

Essential Knowledge

Key facts, concepts, and ideas needed to successfully meet benchmarks

Suggested Resources/ Experiences

Information to help support instruction

Locate Asian empires in time and place and identify major geographic features.

Describe the location and development of social and cultural patterns, and the impact of the Ottoman Empire on the region.

Describe the location and development of social and cultural patterns in India, with emphasis on the Mughal Empire and coastal trade.

Describe the location and development of social and cultural patterns in China, with emphasis on the Qing (Manchu) dynasty.

Describe the location and development of social and cultural patterns in Japan, with emphasis on the Japanese shogunate.

Ottoman Empire

- Feared by Christian Europe (“Terror of the Turk”)
- Located on the Balkan Peninsula, Asia Minor, and North Africa
- Significant figures: Osman, Suleyman
- Islamic
- Gunpowder, janissaries
- Devshirme
- Monopoly on trade contributions
- Decline due to unstable rule

Safavid

- Significant figures: Safi al-Din, Isma’il, Shah Abbas
- Esfahan
- Artwork, rug industry
- Decline due to unstable leadership

Mughals

- Delhi Sultanate

Writing options

- All “Essential Questions” can be answered in essay form
- RAFT
- Diary of an Islamic leader
- **DBQ**
- Accomplishments/Impact of Islamic Civilizations

Comparative

- Compare 2 of the 3 Islamic Empires
- Compare Islamic and European civilization

Research

- Biography of an Islamic political figure

Interactive

- Town hall skits: In groups have one student be the leader and others be subjects with complaints or questions about the empire

<p>Compare and contrast the political and economic systems of Asian empires.</p>	<ul style="list-style-type: none">• Significant figures: Babur, Akbar, Shah Jahan, Aurangzeb• Taj Mahal• Decline due to famine, drained resources, weakening leadership <p>Social and cultural patterns in China</p> <ul style="list-style-type: none">• Creation of foreign enclaves to control trade• Imperial policy of controlling foreign influences and trade• Increase in European demand for Chinese goods (tea, porcelain) <p>Social and cultural patterns in Japan</p> <ul style="list-style-type: none">• Characterized by a powerless emperor controlled by a military leader (shogun)• Adopted policy of isolation to limit foreign influences	<p>Large scale projects</p> <ul style="list-style-type: none">• Make a museum exhibit on one aspect of Islamic civilization• Create a commercial for one of the three Islamic Empires• Autopsy of an Empire: Gunpowder Empires (how did each theme lead to the rise and fall of an empire)
---	--	---

Standard WHII.6

The student will apply social science skills to understand the changes in European nations between 1800 and 1900.

Essential Questions		
Questions to guide student inquiry and focus instruction to uncover big ideas		
<p>Why did the Industrial Revolution begin in England? How did new inventions during the Industrial Revolution fundamental change the economy, society, and the environment? What were the positive and negative results of the Industrial Revolution? How did different groups respond to these results? How did the Industrial Revolution lead to demands for an expansion of democracy and self-rule? How did the events of the French Revolution affect French society and lead to the rise of Napoleon? How did Napoleon contribute to the creation of a French Empire? How was Napoleon ultimately removed from power? Why was the Congress of Vienna convened and what were the outcomes of this meeting? How was Latin America impacted by the Revolutions in Europeans and the rule of Napoleon? How did nationalism alter the political climate of Europe? How did nationalism lead to a period of unrest and change in Europe culminating in the revolutions of 1848 and Italian and German unification?</p>		
Benchmarks	Essential Knowledge	Suggested Resources/ Experiences
Key knowledge and skills we want students to know and be able to do	Key facts, concepts, and ideas needed to successfully meet benchmarks	Information to help support instruction
<p>Explain the roles of resources, capital, and entrepreneurship in developing an industrial economy.</p> <p>Examine the impact of new inventions and the fundamental reorganization of Western civilization.</p> <p>Analyze the effects of the Industrial Revolution on society and culture, with emphasis on the evolution of the nature of work and the labor force, including its effects on families and the status of women and children.</p> <p>Describe how industrialization affected economic and political systems in</p>	<p>Origins of the Industrial Revolution</p> <ul style="list-style-type: none"> • Enclosure Movement • Natural Resources • Global Markets and Materials • Liberalism and political stability • Available Capital • New Inventions • Domestic Industry <p>Capitalism</p> <ul style="list-style-type: none"> • Adam Smith's <i>Wealth of Nations</i> • Unequal distribution of wealth and private ownership • Laissez faire <p>New Inventions</p>	<p>Writing</p> <ul style="list-style-type: none"> • All "Essential Questions" can double as writing prompts <p>DBQ</p> <ul style="list-style-type: none"> • Women's rights movement • Beginning of the Industrial Revolution • Effects of the Industrial Revolution • Impact of Unions <p>Causation</p> <ul style="list-style-type: none"> • Why did countries begin to demand home rule? • Why did Marx's communism popular?

<p>Europe, with emphasis on the slave trade and the labor union movement.</p> <p>Assess the impact of Napoleon and the Congress of Vienna on political power in Europe.</p> <p>Explain the events related to the unification of Italy and the role of Italian nationalism.</p> <p>Explain the events related to the unification of Germany and the role of Bismarck.</p>	<ul style="list-style-type: none">• Henry Bessemer• Thomas Edison• James Hargreaves• Eli Whitney• James Watt• Charles Townshend <p>Results of the Industrial Revolution</p> <ul style="list-style-type: none">• Urbanization and poor living conditions• Poor working conditions and child labor• Class tensions and global inequality• Created jobs, contributed to the wealth of the nation, fostered technological advancement• Long term results: healthier diets, better conditions as unions formed <p>Industrialization spreads</p> <ul style="list-style-type: none">• United States<ul style="list-style-type: none">○ Railroads○ Big Business○ John D Rockefeller○ Andrew Carnegie• Germany• Unification allowed for the movement of natural resources• Railroad and becomes an industrial and military giant <p>Reforming the Industrial World</p> <ul style="list-style-type: none">• Labor unions and laws• Public education and social services like Hull House• Alternate Economic theories	<ul style="list-style-type: none">• How did the Catholic Church respond to industrialization? <p>Comparison</p> <ul style="list-style-type: none">• Compare and contrast different economic theories <p>Large Scale</p> <ul style="list-style-type: none">• Create a classified section of a newspaper highlighting each of the major inventions• Annotated map of the spread of the Industrial Revolution, location of major innovations, where major inventors were from, etc.• Write an open letter and create a protest poster supporting women's rights• Create a skit/dialogue between a proponent and an opponent of women's rights• Write an obituary for Napoleon either praising or criticizing him (citing specific reasons) and make a tombstone with a corresponding slogan underneath• Create a comic book about one of the revolutions or Napoleon's rule <p>Interactive</p> <ul style="list-style-type: none">• Debate: Napoleon: Hero or Nuisance• RAFT: Impact of Napoleon• Debate: Was the French Revolution a success or a failure• Skit: recreate the Congress of Vienna
---	--	--

	<ul style="list-style-type: none">○ Utilitarianism○ Socialism○ Marxism○ Communism<ul style="list-style-type: none">▪ Works of Karl Marx▪ Unequal distribution of wealth▪ Response to the exploitation of capitalism● Catholic Church calls for reforms <p>Demands for self-rule</p> <ul style="list-style-type: none">● Canada● Ireland● Australia <p>Expansion of Democracy</p> <ul style="list-style-type: none">● Suffrage Reform demanded● Reform Bill, Chartist Movement● Women’s Suffrage● Emmeline Pankhurst <p>Napoleon’s Reforms</p> <ul style="list-style-type: none">● Napoleonic Code● Lycees● Concordat● Economic reforms <p>Defeat of Napoleon</p> <ul style="list-style-type: none">● Battle of Trafalgar● Reasons for decline: Continental System, Peninsular War, March on Russia● Alliance of foreign powers, exile to Elba, Hundred Days, Battle of Waterloo, Exile to St. Helena	<ul style="list-style-type: none">● Bracket: Which inventor was the most important?● Debate: Communism vs. Capitalism (Can also be assigned as an opinion/research paper)● WebQuest● Debate: Were the robber barons helpful or hurtful to America’s progress?● Create a museum exhibit highlighting the exploitation of the Industrial Revolution and/or a resulting reform <p>DBQ</p> <ul style="list-style-type: none">● Causes of the Rise of Nationalism● Impact of Nationalism on Europe● Shifting focus in the arts/development of new artistic styles <p>Research</p> <ul style="list-style-type: none">● Research a person or nationalism movement in Europe● Students will research their family heritage and then research the history of their nation-state of origin (or if there is not one). <p>Interactive</p> <ul style="list-style-type: none">● Create persuasive commercials arguing for and against a unification or separation movement● Watch <i>Flight of the Valkyries</i> and discussion impressions, opinions, and historical background
--	--	---

	<p>Results of Napoleon</p> <ul style="list-style-type: none">• Growth of liberalism and domestic programs• Awakened nationalism <p>Congress of Vienna</p> <ul style="list-style-type: none">• Led by Prince Klemons von Metternich• Conservative versus liberal ideology• Goals: prevent future aggression, restore balance of power, redraw map of Europe, restore royal families displaced by Napoleon• Brought peace temporarily• Holy Alliance• Concert of Europe <p>Growth of Nationalism</p> <ul style="list-style-type: none">• Loyalty to one's nation or people of a common cultural heritage not a king or empire• Creation of Nation-States• Negatives of nationalism<ul style="list-style-type: none">○ Opposes multiculturalism○ Russification in Russia <p>Types of Nationalism</p> <ul style="list-style-type: none">• Unification• Separation• State Building<ul style="list-style-type: none">○ Ex. United States <p>Revolutions in the Arts</p> <ul style="list-style-type: none">• Romanticism• Woodsworth, Keats, Byron• Goethe, Brother Grimm, Victor Hugo	<p>Large Scale</p> <ul style="list-style-type: none">• Use http://www.tiki-toki.com/ to create an annotated timeline about the development of nationalism in Europe
--	---	--

- | | | |
|--|--|--|
| | <ul style="list-style-type: none">• Gothic Novel• Composers: Beethoven, Chopin, Wagner <p>Shift to realism</p> <ul style="list-style-type: none">• Charles Dickens• Photographs• Impressionism <p>German Unification</p> <ul style="list-style-type: none">• Background of the German Confederation• Prussian leadership and Otto von Bismarck• Liberals v. conservatives; role of the Junkers• Realpolitik• “Blood and iron”• Seven Weeks War• Franco-Prussian War• Wilhelm I, unification, Second Reich <p>Italian Unification</p> <ul style="list-style-type: none">• Role of Piedmont-Sardinia• King Emmanuel II, Count Camilo di Cavour• Garibaldi and the Red Shirts• Papal States | |
|--|--|--|

Standard WHII.7

The student will apply social science skills to understand global interactions between 1800 to about 1900.

Essential Questions Questions to guide student inquiry and focus instruction to uncover big ideas		
<p>How did imperialism develop and what justified its implementation by Europeans? How did imperialism impact Europe? Africa? Asia? How did the United States become an imperial power and what impact did American foreign policy have on the world during the Age of Imperialism? How did Japan develop into an imperial world power instead of being dominated like other countries in Asia? What role should social justice play in imperialism? How did missionary work lead to colonization?</p>		
Benchmarks Key knowledge and skills we want students to know and be able to do	Essential Knowledge Key facts, concepts, and ideas needed to successfully meet benchmarks	Suggested Resources/ Experiences Information to help support instruction
<p>Describe the expansion of the United States between 1776 and 1900, and assess its changing role in the world.</p> <p>Explain the causes and effects of the revolutions in Latin America, with emphasis on the contributions of Toussaint L'Ouverture and Simón Bolívar, and identify the impact of the American and French Revolutions on Latin America.</p> <p>Describe the political and social challenges faced by Latin American nations, with emphasis on the Monroe Doctrine.</p> <p>Assess the impact of European colonization and imperialism on Asia, Africa, the Pacific Islands, and Australia.</p>	<p>Latin American Revolutions</p> <p>Haiti</p> <ul style="list-style-type: none"> • Toussaint L'Ouverture • Slavery and racial divisions • Impact of Napoleon and the Enlightenment <p>South America</p> <ul style="list-style-type: none"> • Simon Bolivar and Jose de San Martin • Impact of Napoleon and the Enlightenment <p>Mexico</p> <ul style="list-style-type: none"> • Father Miguel Hidalgo, Jose Marie Morales, Agustin de Iturbide • Impact of Napoleon and the Enlightenment <p>Brazil</p> <ul style="list-style-type: none"> • Bloodless • Impact of Napoleon, Dom Pedro <p>Monroe Doctrine</p> <ul style="list-style-type: none"> • 1823 	<p>Writing</p> <ul style="list-style-type: none"> • All "Essential Questions" can double as writing prompts • RAFT <p>Research</p> <ul style="list-style-type: none"> • Report on the atrocities that occurred in a specific country during the age of imperialism <p>DBQ</p> <ul style="list-style-type: none"> • Analyze the horrors of imperialism • Describe the responses to imperialism by those that were exploited and subjugated • Success of the Meiji Restoration <p>Comparison</p>

<p>Analyze the relationship between industrialization, imperialism, and nationalism.</p>	<ul style="list-style-type: none">• Latin American nations recognized as independent <p>Origins of Imperialism</p> <ul style="list-style-type: none">• Europeans needed more resources for industrialization• Europeans needed more markets for their manufactured goods• Justified exploitation with racism, social Darwinism, “White Man’s Burden”• Missionary work• Technological advancements made encroachment into Africa possible <p>Forms of Imperialism</p> <ul style="list-style-type: none">• Colony• Sphere of Influence• Protectorate• Economic imperialism• Different Methods of Management<ul style="list-style-type: none">○ Direct○ Indirect <p>Imperialism in Africa</p> <ul style="list-style-type: none">• Berlin Conference of 1884• Belgian Congo<ul style="list-style-type: none">○ King Leopold○ Brutal exploitation and cruelty• South Africa<ul style="list-style-type: none">○ British, Dutch, Zulu clash○ Battle of Ulundi○ Boer War, Great Trek○ Independence gained in 1910 but racial segregation instituted• Nigeria	<ul style="list-style-type: none">• Compare points of view on the morality of imperialism (Kipling, Twain, Locke, Rhodes, etc.) <p>Interactive</p> <ul style="list-style-type: none">• WebQuest <p>Large Scale</p> <ul style="list-style-type: none">• Write an open letter to the government of a country arguing against imperialism• Create a map of Africa and/or Asia and write a brief description of each country’s struggle with imperialism
---	---	---

- German East Africa
- Ethiopia

Legacy of Imperialism in Africa

- Loss of land, independence
- Breakdown of traditional culture
- Creation of unnatural borders
- Humanitarian efforts

Imperialism in India

- British East India Trading Company
- Positive and negative impact
- Sepoy Mutiny
- Nationalism surfaces

Imperialism in Southeast Asia

- Indonesia
 - Dutch East India Trading Company
- French Indochina
- Siam (Thailand)
 - Remained independent

Imperialism in East Asia: China

- Background of the Manchu/Qing dynasty
 - Opium trade, opium Wars and unequal treaties
- Extraterritorial rights, sphere of influence, Open door policy
- Internal and external problems result in the Taiping Rebellion
- Boxer Rebellion
- End of the dynastic cycle

Japanese Response to Imperialism

- History of isolationism and the Tokugawa shogunate
- Commodore Matthew Perry
- Meiji Restoration successful
- Russo-Japanese War
- Becomes a harsh, imperial power

American Imperialism

- Monroe Doctrine
- Cuba
- Spanish-American War
- Panama Canal
- Roosevelt Corollary

Standard WHII.8

The student will apply social science skills to understand World War I and its worldwide impact.

Essential Questions Questions to guide student inquiry and focus instruction to uncover big ideas		
<p>Why did World War I occur? How was the war fought? Why was World War I truly a global war? How did legacy of World War I lead to a second World War? Why did the Great Depression occur? How did the Great Depression unfold?</p>		
Benchmarks Key knowledge and skills we want students to know and be able to do	Essential Knowledge Key facts, concepts, and ideas needed to successfully meet benchmarks	Suggested Resources/ Experiences Information to help support instruction
<p>Explain economic and political causes and identify major leaders of the war, with emphasis on Woodrow Wilson and Kaiser Wilhelm II.</p> <p>Describe the location of major battles and the role of new technologies.</p> <p>Analyze and Explain the terms of the Treaty of Versailles and the actions of the League of Nations, with emphasis on the mandate system citing causes and consequences of the Russian Revolution.</p> <p>Explain the causes and assess the impact of worldwide depression in the 1930s.</p> <p>Examine the rise of totalitarianism.</p>	<p>Causes of World War I</p> <ul style="list-style-type: none"> • Militarism • Alliances <ul style="list-style-type: none"> ○ Triple Alliance and Triple Entente • Imperialism • Nationalism • Crisis in the Balkans • Assassination of the Archduke Franz Ferdinand by Gavrilo Princip <p>Events of World War I</p> <ul style="list-style-type: none"> • Pope Benedict XV and the pursuit of peace • Formation of Central Powers, Allied Powers • Germany’s Schlieffen Plan • Western Front <ul style="list-style-type: none"> ○ Bloody stalemate ○ Trench warfare ○ New weapons of war • Eastern Front 	<p>Writing</p> <ul style="list-style-type: none"> • All “Essential Questions” can double as writing prompts • RAFT • APPARTS: 14 Points <p>DBQ</p> <ul style="list-style-type: none"> • Causes of World War I • Causes and Impact of the Great Depression <p>Research</p> <ul style="list-style-type: none"> • research the life of a World War I or Russian Revolution figure and make a presentation including the top 5 most interesting facts about them <p>Interactive</p> <ul style="list-style-type: none"> • Skit: Treaty of Versailles negotiation • Discussion: Political Cartoon analysis • Trial: Tsar Nicholas II

- Russia struggles leads to Russian Revolution; Russia exits
- Treaty of Brest-Litovsk
- Spreads to Africa and Asia
- Australia was an allied power
- Colonies align with mother countries
- United States joins the war because of unrestricted submarine warfare and Zimmerman telegram
- Turned the tide in favor of the allies

Outcome, Impact of the War, and the Process of peace

- Allied Victory
- Woodrow Wilson, 14 points
- Enormous death, destruction, and disillusionment
- Armenian Genocide
- End of Ottoman Empire as it was divided up into the mandate system
- Paris Peace Conference and the Treaty of Versailles

Causes of the Great Depression

- Reparations
- Over reliance on the US economy
- High protective tariffs
- Excessive expansion of credit
- Buying on the margin
- Overproduction, under consumption

Characteristics of the Great Depression

- Worldwide
- Stock market crash

- Harkness debate: Whose fault was World War I? or What started World War I?
- Debate: Was the Russian Revolution a success or a failure?

Large Scale

- World War I Atlas
- World War I Board Game
- Russian Revolution Graphic Novel
- Children's book series: World War I, US Enters the War (can be continued into the next unit with a volume on the Great Depression)

	<ul style="list-style-type: none">• High unemployment• Bank and business closures• World trade suffers• Ended by World War II not the new deal	
--	---	--

Standard WHII.9

The student will apply social science skills to understand World War II and its worldwide impact.

Essential Questions Questions to guide student inquiry and focus instruction to uncover big ideas		
Why did World War II erupt? How did World War II unfold? What were the impacts of World War II?		
Benchmarks Key knowledge and skills we want students to know and be able to do	Essential Knowledge Key facts, concepts, and ideas needed to successfully meet benchmarks	Suggested Resources/ Experiences Information to help support instruction
<p>Explain the major causes of the war.</p> <p>Describe the leaders of the war, with emphasis on Franklin D. Roosevelt, Harry Truman, Dwight D. Eisenhower, Douglas MacArthur, George C. Marshall, Winston Churchill, Joseph Stalin, Adolf Hitler, Hideki Tojo, and Hirohito.</p> <p>Describe the major events, including major battles and the role of new technologies.</p> <p>Examine the Holocaust and other examples of genocide in the twentieth century.</p> <p>Examine the effects of the war, with emphasis on the terms of the peace, the war crimes trials, the division of Europe, plans to rebuild Germany and Japan, and the creation of international cooperative organizations and the Universal Declaration of Human Rights (1948).</p>	<p>Interwar Period</p> <ul style="list-style-type: none"> • Rise of Fascism <ul style="list-style-type: none"> ○ Hitler, Mussolini, Stalin • Extreme Aggression <ul style="list-style-type: none"> ○ Japan in Asia, Germany in Europe, Italy in Ethiopia • Ineffective League of Nations • Formation of Axis Powers • Nazi-Soviet Non-Aggression Pact • Munich Conference • American isolationism and European appeasement <p>Events of World War II in Europe</p> <ul style="list-style-type: none"> • Invasion of Poland • Blitzkrieg • Fall of France • Battle of Britain • Operation Barbarossa <ul style="list-style-type: none"> ○ Leningrad, Stalingrad, March on Moscow • US helps allies prior to Pearl Harbor; Atlantic Charter • Holocaust, Final Solution 	<p>Writing</p> <ul style="list-style-type: none"> • All “Essential Questions” can double as writing prompts • RAFT <p>DBQ</p> <ul style="list-style-type: none"> • World War II from Russia’s perspective <p>Research</p> <ul style="list-style-type: none"> • One element of the Holocaust and give an oral presentation <p>Interactive</p> <ul style="list-style-type: none"> • Debate: the start and end dates of World War II • Class World War II Timeline: each student creates an informative flyer about 1 event and then they are presented and ordered on the wall • World War II propaganda discussion • Skit: recreate the Yalta Conference • Annotated map of World War II: Assign each student a different

<p>Explain the social, political, economic, and cultural characteristics associated with the Great Depression and World War II by explaining the causes, events, and outcomes of each.</p>	<ul style="list-style-type: none">○ anti-Semitism○ Nuremberg laws, Kristallnacht○ ghettos, concentration camps○ 11 million dead● D-Day Invasion; Dwight Eisenhower● Battle of the Bulge● V-E Day <p>Events in Africa</p> <ul style="list-style-type: none">● Erwin Rommel and the African Front● Allied victory; General Bernard Montgomery, Operation Torch <p>Events in Asia</p> <ul style="list-style-type: none">● Invasion of China● Pearl Harbor● Bataan Death March● James Doolittle● Island hopping● Chester Nimitz● Kamikaze● Atomic bombs on Hiroshima and Nagasaki● V-J Day <p>Events in America</p> <ul style="list-style-type: none">● Propaganda● Pearl Harbor● Internment camps <p>Impacts and Outcomes of World War II</p> <ul style="list-style-type: none">● Massive devastation and death● Millions displaced● Political changes	<p>country that they will create a presentation on how that country was impacted by World War II.</p> <p>Large Scale</p> <ul style="list-style-type: none">● Classroom newspaper where each student is assigned an event of World War II and must submit an article with a headline and image● Classroom magazine including human interest stories from the Great Depression or World War II● In Focus Presentation/Documentary of the Great Depression or the Holocaust: Students begin with very general knowledge about the event and slowly refine their focus until they are focusing on the account or diary of a single person● Write a closing statement for the Nuremberg Trial of Hitler (or Mussolini or any other villain of World War II figure that did not stand trial).● Autopsy: Axis Powers● Field Trip or guest speaker● World War II Atlas
---	--	---

- | | | |
|--|--|--|
| | <ul style="list-style-type: none">• Nuremberg Trials• Occupation of Japan• Yalta Conference = Occupation and Division of Germany• Rise of the US and USSR as super powers | |
|--|--|--|

Standard WHII.10

The student will apply social science skills to understand the conflicts during the second half of the twentieth century.

Essential Questions		
Questions to guide student inquiry and focus instruction to uncover big ideas		
<p>How did the climate of the world after World War II lead to the intense rivalry between the US and the USSR? How was the rivalry between the US and USSR expressed without direct confrontation between the two? What were the results of each event? How was the political climate of each superpower shaped by the Cold War? Why did the Soviet Union ultimately lose the Cold War and dissolve?</p>		
Benchmarks	Essential Knowledge	Suggested Resources/ Experiences
Key knowledge and skills we want students to know and be able to do	Key facts, concepts, and ideas needed to successfully meet benchmarks	Information to help support instruction
<p>Explain the causes of the Cold War, including the competition between the American and Soviet economic and political systems and the causes of the collapse of communism in the Soviet Union and Eastern Europe.</p> <p>Describe the major leaders and events of the Cold War, including the location of major conflicts.</p> <p>Describe conflicts and revolutionary movements in Asia and their major leaders, including Mao Tse-tung (Zedong), Chiang Kai-shek, Deng Xiaoping, and Ho Chi Minh.</p> <p>Examine the political and economic shifts that led to the end of the Cold War, with emphasis on Margaret Thatcher, Mikhail Gorbachev, and Ronald Reagan.</p>	<p>Post-WWII World</p> <ul style="list-style-type: none"> • Rise of rival superpowers: US & USSR • Competing ideologies (capitalism, democracy v. communism, dictatorship) • Role of developing countries, non-alignment movement • View of the Catholic church on communism and capitalism • Truman doctrine, Marshall plan, containment v. Soviet Satellites (Eastern Europe), iron curtain <p>Events of the Cold War</p> <ul style="list-style-type: none"> • Development of rival alliances (NATO v. Warsaw Pact) • Berlin Wall and Berlin Airlift • Chinese Revolution <ul style="list-style-type: none"> ○ Mao Zedong v Jiang Jieshi ○ Institution of communism, relationship with the USSR 	<p>Writing</p> <ul style="list-style-type: none"> • All “Essential Questions” can double as writing prompts <p>DBQ</p> <ul style="list-style-type: none"> • Impact of communism on women <p>Research</p> <ul style="list-style-type: none"> • Communism in China • Biography of a communist leader or Cold War proxy war <p>Interactive</p> <ul style="list-style-type: none"> • Skit: argument between Cold War figures • Dinner party of Cold War figures • Debate: Communism or Capitalism • Museum exhibits <p>Large Scale</p> <ul style="list-style-type: none"> • Make an annotated map of all the regions affected by the Cold War to

<p>Describe the reasons for the rivalry between the US and Russia and explain how that rivalry manifested itself in other global conflicts.</p> <p>Explain the implications of each of the major events (and their outcomes) of the Cold war and how each of these events when coupled with Soviet policies ultimately led to the collapse of the USSR.</p>	<ul style="list-style-type: none">○ Great Leap Forward, Cultural Revolution, and their results● Proxy Wars● Korean War● Vietnam War<ul style="list-style-type: none">○ Ho Chi Minh's victory● Fidel Castro's Cuban Revolution, Bay of Pigs, and Cuban Missile Crisis● Afghanistan● Space race and Arms race <p>Politics of the Cold War</p> <ul style="list-style-type: none">● Major American leaders: Truman, Eisenhower, Kennedy, Nixon, Reagan● Major Soviet leaders: Stalin, Khrushchev, Gorbachev● Major policies: brinkmanship, mutually assured destruction, containment, détente, glasnost, perestroika <p>End of the Cold War</p> <ul style="list-style-type: none">● Gorbachev's Policies and coup● Limited economic growth● Fall of the Berlin Wall● Revolutions in Eastern Europe	<p>illustrate the global nature of the conflict</p> <ul style="list-style-type: none">● Create a presentation about the human cost of communism and the Cold War● Create timelines of the Cold War conflicts
---	---	---

Standard WHII.11

The student will apply social science skills to understand the political, economic, social, and cultural aspects of independence movements and development efforts.

Essential Questions Questions to guide student inquiry and focus instruction to uncover big ideas		
<p>What precipitating events led countries in the developing world to fight for their independence? How was each independence movement unique? Why do many of the countries mentioned in this unit continue to struggle today economically and have struggled to create a peaceful society? Why is there conflict in the Middle East?</p>		
Benchmarks Key knowledge and skills we want students to know and be able to do	Essential Knowledge Key facts, concepts, and ideas needed to successfully meet benchmarks	Suggested Resources/ Experiences Information to help support instruction
<p>Describe the struggles for self-rule, including Gandhi’s leadership in India and the development of India’s democracy.</p> <p>Describe Africa’s independence movements, including Jomo Kenyatta’s leadership of Kenya and Nelson Mandela’s role in South Africa.</p> <p>Describe the end of the mandate system and the creation of states in the Middle East, including the roles of Golda Meir and Gamal Abdel Nasser.</p> <p>Explain the social, economic, and political aspects of global independence movements by explaining the causes, events, and results of each movement.</p>	<p>Causes of Independence Movements Institution of imperialism questioned after World War II because of ethical concerns and people demanded freedoms</p> <p>Indian Independence</p> <ul style="list-style-type: none"> • Helped Britain in World War I and II but did not receive independence • Gandhi, INC, nonviolence, civil disobedience • Religious conflict in India • Partition • Modern India <ul style="list-style-type: none"> ○ Democracy ○ Jawaharlal Nehru and his reforms ○ Indira Gandhi and her policies • 21st century Problems <ul style="list-style-type: none"> ○ Overpopulation, social inequality, tension with Pakistan, nuclear power 	<p>Writing</p> <ul style="list-style-type: none"> • All “Essential Questions” can double as writing prompts <p>DBQ</p> <ul style="list-style-type: none"> • Causes of Independence movements <p>Research</p> <ul style="list-style-type: none"> • Biography of an independence leader • Trace the history of a country gaining its independence <p>Comparison</p> <ul style="list-style-type: none"> • Compare 2 independence movement <p>Movie</p> <ul style="list-style-type: none"> • Gandhi <p>Interactive</p>

	<p>South Africa End Apartheid</p> <ul style="list-style-type: none">• Legalized segregation took hold in 1948 under the Afrikaner/Dutch National party• Pass laws, homelands• African National Congress, Nelson Mandela imprisoned• Internal Pressure: Soweto Uprising, Sharpeville Massacre• External Pressure: Ban from Olympics, economic sanctions• FW de Klerk's reforms• Mandela wins first free elections in 1994 and new constitution is written in 1996 <p>African Independence Movements</p> <ul style="list-style-type: none">• Ghana<ul style="list-style-type: none">○ Kwame Nkrumah; nonviolent• Kenya<ul style="list-style-type: none">○ Jomo Kenyatta○ Mau Mau• Congo<ul style="list-style-type: none">○ Unprepared for self-rule○ Violent civil war and chaos• Algeria<ul style="list-style-type: none">○ Ahmed Ben Bella○ Fought the French with a guerilla war at home and a diplomatic war abroad <p>Conflict in the Middle East</p> <ul style="list-style-type: none">• Background of World War II, Mandate system, competing claims• Balfour Declaration	<ul style="list-style-type: none">• Write a speech to the UN or a mother country requesting independence and citing your reasons/atrocities• Dinner party with Independence leaders• Annotated map of Africa <p>Large Scale</p> <ul style="list-style-type: none">• Create a presentation about the cycles of violence in the Middle East
--	--	--

	<ul style="list-style-type: none">• United Nations partition made in 1948• War with neighbors, Six Day War, Yom Kippur War• Creation of the Palestinian Liberation Organization• Attempts at Peace<ul style="list-style-type: none">○ Camp David Accords○ Oslo Peace Accords• Role of Intifada and Second Intifada• Violence and fighting continues	
--	---	--

Standard WHII.12

The student will apply social science skills to understand the global changes during the early twenty-first century.

Essential Questions Questions to guide student inquiry and focus instruction to uncover big ideas		
<p>How have countries around the world become dependent on one another socially, politically, and economically? How has the world changed as a result of increased interdependence? How has genocide continued to be a problem in the modern world? How are countries working to make the world a better place? What is terrorism and how has it shaped the modern world?</p>		
Benchmarks Key knowledge and skills we want students to know and be able to do	Essential Knowledge Key facts, concepts, and ideas needed to successfully meet benchmarks	Suggested Resources/ Experiences Information to help support instruction
<p>Identify contemporary political issues, with emphasis on migrations of refugees and others, ethnic/religious conflicts, and the impact of technology, including the role of social media and chemical and biological technologies.</p> <p>Assess the link between economic and political freedom.</p> <p>Describe economic interdependence, including the rise of multinational corporations, international organizations, and trade agreements.</p> <p>Analyze the increasing impact of terrorism.</p> <p>Analyze the processes that have led to a greater level of global interconnectedness and the impacts these connections have on sovereign countries.</p>	<p>Causes of Global Interdependence</p> <ul style="list-style-type: none"> • Cooperation in fields of science • Space travel • Genetic engineering and space travel • Expanding global communications and communication networks <p>Birth of a Global Economy</p> <ul style="list-style-type: none"> • Information industries change economies • Outsourcing from developed nations to emerging nations • Multinational corporations • Expanding free trade • Regional trade blocs • Globalization <ul style="list-style-type: none"> ○ Controversy <p>Impact of Global Development</p> <ul style="list-style-type: none"> • International conflict over limited or valuable resources 	<p>Writing</p> <p>DBQ</p> <ul style="list-style-type: none"> • Role of Science in the Modern World • Green Revolution • Impact of Global Interdependence <p>Research</p> <ul style="list-style-type: none"> • Influence of Western popular culture and mass media • The importance and purpose of an international organization • Explain the impact of strong multinational corporations on the global economy <p>Interactive</p> <ul style="list-style-type: none"> • Science and technology WebQuest • Debate: Is the WTO helping or hurting? • Current event presentations

Discuss the social, economic, and political issues plaguing the modern world by explaining the causes of instability and areas currently causing conflict.

- Formation of international organizations such as OPEC to protect their interests
- Environmental impacts
 - Destruction of water sources, forests, and ozone layer from pollution
 - Interest in sustainable growth
- Cultural diffusion and blending
- Attraction of popular culture
- Mass media
 - Western influence spreads

Global Security Issues

- Ethnic and religious conflict
- Genocide
 - Rwanda, Sudan, Cambodia
- Wars and conflict
 - Balkan peninsula, Ireland, Middle East
- Peacekeeping activities
 - NATO, UN
- Weapons of mass destruction

Human Rights Issues

- Role of the Church
- Continued Rights Violations
 - Cuba, Iran, Myanmar
 - Status of women improves but gender inequality still exists

Health Issues

- AIDS epidemic

Population Movement

- Push-Pull factors

Large Scale

- Research a product you use every day and source every element of its production to demonstrate global interdependence
- Discover a local environmental issue and propose a solution

Writing:

- All “Essential Questions” can be answered in essay form.

DBQ

- Cause of Migration

Research

- Trace an example of genocide from its origin to end

Large Scale

- Create a documentary on a genocide or health issue plaguing the world
- Create a class newspaper highlighting current human rights issues around the globe
- Write and present speeches to a model UN or NATO requesting, aid, intervention, sanctions, proposing a solution to an issue

	<ul style="list-style-type: none">• Effects of migration Terrorism <ul style="list-style-type: none">• Methods<ul style="list-style-type: none">○ Violence, bombings, biological and biochemical agents, cyber terrorism, etc.• Around the world: Middle East, Europe, Asia, Africa, Latin America, United States• September 11, 2001<ul style="list-style-type: none">○ 4 planes (World Trade Center, Pentagon, field in Pennsylvania)○ 3000 dead○ Responses: department of homeland security, patriot act, aviation security	
--	---	--



Standard USH.1

The student will apply social science skills to understand the impact of the Age of Exploration.

Essential Questions		
Questions to guide student inquiry and focus instruction to uncover big ideas		
What drives migration? How did agriculture change the culture of America? How were West African families and villages organized? Why did European explorers claim land that belonged to others? What were the long-term consequences of exploration in the Americas? What was the role of Catholic missionaries in the Spanish colonies?		
Benchmarks	Essential Knowledge	Suggested Resources/ Experiences
Key knowledge and skills we want students to know and be able to do	Key facts, concepts, and ideas needed to successfully meet benchmarks	Information to help support instruction
<p>Describe the characteristics of early exploration and evaluating the impact of European settlement in the Americas.</p> <p>Analyze the cultural interactions among American Indians, Europeans, and Africans.</p> <p>Analyze how geography played a role in the formation of societies in the Americas.</p> <p>Describe how politics, economics, and intellectual developments in Western Europe led to the Age of Exploration.</p> <p>Summarize how Columbus' voyages set off a chain of events that brought</p>	<p>Early settlements in North America</p> <ul style="list-style-type: none"> • New England <ul style="list-style-type: none"> ○ Puritans ○ Mayflower Compact ○ Sough economic opportunity ○ Town meetings • Middle Atlantic <ul style="list-style-type: none"> ○ English, Dutch, and German-speaking immigrants ○ Religious freedom ○ Economic opportunity • Virginia and Southern colonies <ul style="list-style-type: none"> ○ Economic opportunities ○ Land Grants ○ "Cavaliers" ○ Life as a poor immigrant: indentured servants • Jamestown 	<p>Ask students to write a brief dialogue that they imagine might have taken place among the Native Americans as they see "foreigners" arriving in America</p>

<p>together the peoples of Europe, Africa, and the Americas.</p> <p>Recognize how the early Catholic church influenced patterns of exploration in the Americas.</p>	<ul style="list-style-type: none">○ Virginia Company of London○ The Virginia House of Burgesses	
--	--	--

Standard USH.2

The student will apply social science skills to understand early European colonization.

Essential Questions Questions to guide student inquiry and focus instruction to uncover big ideas		
<p>How did the colonies develop religiously, economically, socially, and politically? How did the economic activity and political institutions of the three colonial regions reflect the resources and/or the European origins of their settlers? Why was slavery introduced into the colonies? How did the institution of slavery influence European and African life in the colonies?</p>		
Benchmarks Key knowledge and skills we want students to know and be able to do	Essential Knowledge Key facts, concepts, and ideas needed to successfully meet benchmarks	Suggested Resources/ Experiences Information to help support instruction
<p>Evaluate the economic characteristics of the colonies.</p> <p>Analyze how social and political factors impacted the culture of the colonies.</p> <p>Explain the impact of the development of indentured servitude and slavery in the colonies.</p> <p>Analyze the differences between Spanish, Dutch, French, and English settlements and how they interacted with African slaves.</p> <p>Summarize how the Quakers and Puritans religious and political views influenced the early colonies.</p> <p>Compare how the Southern, Northern, and Middle colonies emerge.</p>	<p>New England</p> <ul style="list-style-type: none"> • Economy <ul style="list-style-type: none"> ○ Shipbuilding, fishing, lumbering, small-scale subsistence farming, and eventually, manufacturing ○ Puritan values • Social factors based on religious standing • Founding of Rhode Island • Town meetings <p>Middle colonies (NY, NJ, PA, DE)</p> <ul style="list-style-type: none"> • Economy <ul style="list-style-type: none"> ○ Shipbuilding, small-scale farming, and trading. ○ New York City and Philadelphia • Social Factors <ul style="list-style-type: none"> ○ Multiple religious groups that believed in tolerance ○ Huguenots, Jews, Quakers, Presbyterians ○ Middle class 	<p>Ask students to create an advertisement designed to attract young Englishmen and women to indentured service in the colonies</p> <p>Have groups of students assume the roles of colonists in one of the middle colonies. Groups should gather as much information as possible and create a visual presentation of their findings</p>

Southern colonies

- Economy
 - Eastern coastal lowlands: large plantations
 - Appalachian foothills: subsistence farming, hunting, and trading.
- Social Factors
 - Based on land ownership
 - Loyal to Church of England
 - Establishment of Maryland for Catholics (Cecil Calvert 1634)
- Political Factors
 - First representative government in Jamestown
- Private ownership and free enterprise
- Mercantilism
- Great Awakening

Development of indentured servitude and slavery

- Slaves
- Indentured Servants
- Earned freedom
- Middle Passage

Standard USH.3

The student will apply social science skills to understand the issues and events leading to and during the Revolutionary Period.

Essential Questions Questions to guide student inquiry and focus instruction to uncover big ideas		
<p>What tensions arose between America and Britain after the Seven Years War? What ideas influenced the founding documents? What were the effects of the Revolutionary War? What challenges did the new American republic face, and how did the U.S. Constitution reflect those challenges? How did the ideas of John Locke and Thomas Paine influence Jefferson’s writings in the Declaration of Independence?</p>		
Benchmarks Key knowledge and skills we want students to know and be able to do	Essential Knowledge Key facts, concepts, and ideas needed to successfully meet benchmarks	Suggested Resources/ Experiences Information to help support instruction
<p>Describe the results of the French and Indian War.</p> <p>Evaluate how political ideas of the Enlightenment helped shape American politics.</p> <p>Explain how conflicting loyalties created political differences among the colonists concerning separation from Great Britain.</p> <p>Describe the conflicts that led to the separation from Great Britain.</p> <p>Describe the strategies for success during the Revolutionary War.</p> <p>Analyze the competing factors that led to colonial victory in the Revolutionary War.</p>	<p>The French and Indian War</p> <ul style="list-style-type: none"> • Role of colonials in war effort (George Washington) • Treaty of Paris, 1763 • British war debt • Proclamation of 1763 <p>Key political ideas of the Enlightenment</p> <ul style="list-style-type: none"> • Natural rights • Consent of the governed • Social Contract • Ordered liberty • Separation of church and state • Separation of powers <p>Road to revolution Changes in British policy</p> <ul style="list-style-type: none"> • Taxation policy: Sugar Act, Stamp Act, and the Townshend Acts • Civil liberties 	<p>In groups have students debate the issue of revisions or scraping the Articles of Confederation. (Follow rules of classroom debate)</p> <p>Locate major battles of the Seven Years’ War and American Revolution on a map</p>

<p>Evaluate how key principles in the Declaration of Independence grew in importance to become unifying ideas of American political philosophy.</p>	<ul style="list-style-type: none">• Writs of assistance• Quartering Act• Closing of Boston Harbor <p>The beginning of the American Revolution</p> <ul style="list-style-type: none">• Boston Massacre• The Boston Tea Party• Sons of Liberty• First Continental Congress• Minutemen• Lexington and Concord• The Second Continental• George Washington as commander in chief of the Continental Army <p>Differences among the colonists</p> <ul style="list-style-type: none">• Patriots• Loyalists (Tories)• Neutrals <p>Competing advantages of the opposing forces</p> <ul style="list-style-type: none">• Britain<ul style="list-style-type: none">○ More powerful military○ Lost popular support in Britain• America<ul style="list-style-type: none">○ Defensive war○ Committed political leadership <p>Developments leading to colonial victory in the Revolutionary War</p> <ul style="list-style-type: none">• Battle of Saratoga• Treaty of Alliance• Battle of Yorktown	
--	---	--

	<p>The Declaration of Independence</p> <ul style="list-style-type: none">• Natural rights• Political authority• Thomas Jefferson• John Locke• Paine's <i>Common Sense</i>	
--	--	--

Standard USH.4:

The student will apply social science skills to understand the development of the American political system.

Essential Questions		
Questions to guide student inquiry and focus instruction to uncover big ideas		
<p>How did America’s pre-Revolutionary relationship with Britain influence the structure of the first national government? What weaknesses in the Articles of Confederation led to the effort to draft a new constitution? How did the delegates to the Constitutional Convention balance competing interests? What compromises were reached at the Constitutional Convention? What were the major arguments for and against the Constitution of 1787 in the leading Federalist and Anti-Federalist writings and in the ratification debates? How did Chief Justice John Marshall, a Virginian, contribute to the growth of the United States Supreme Court’s importance in relation to the other branches of the national government?</p>		
Benchmarks	Essential Knowledge	Suggested Resources/ Experiences
Key knowledge and skills we want students to know and be able to do	Key facts, concepts, and ideas needed to successfully meet benchmarks	Information to help support instruction
<p>Describe the social and political changes in America after the Revolutionary War.</p> <p>Examine founding documents to explore the development of American constitutional government, with emphasis on the Virginia Declaration of Rights and the Virginia Statute for Religious Freedom in the framing of the Bill of Rights.</p> <p>Describe the major compromises necessary to produce the Constitution of the United States, with emphasis on the roles of James Madison and George Washington.</p> <p>Assess the arguments of Federalists and Anti-Federalists during the ratification</p>	<p>The Articles of Confederation</p> <ul style="list-style-type: none"> • Weak national system of government • No power to tax or regulate commerce • For no common currency • Each state one vote regardless of size or population • No executive or judicial branch <p>Virginia Declaration of Rights (George Mason)</p> <p>Virginia Statute for Religious Freedom (Thomas Jefferson)</p> <p>The United States Constitution’s Bill of Rights</p> <ul style="list-style-type: none"> • James Madison • Virginia Declaration of Rights 	

debates in defense of the principles and issues that led to the development of political parties.

Evaluate the impact of John Marshall's precedent-setting decisions that established the Supreme Court as an independent and equal branch of the national government.

- Virginia Statute for Religious Freedom

Key issues and their resolutions

- Federal law v. state governance
- Great Compromise
- $\frac{3}{5}$ Compromise
- Three Branches (checks and balances)

Key leaders

- George Washington, president of the Convention
- James Madison, "Father of the Constitution"

Debates over the ratification of the U.S. Constitution

- Federalists v. Anti-Federalists.

Formation of political parties

- Hamilton's financial plan,
- Washington's Proclamation of Neutrality (Jay Treaty)
- Undeclared war on France
- Democratic-Republicans

Formation of political parties

- Federalists
- Democratic-Republicans

Presidential election of 1800

Court Cases

- *Marbury v. Madison*
- *McCulloch v. Maryland*
- *Gibbons v. Ogden*

Standard USH.5

The student will apply social science skills to understand major events in Virginia and United States history during the first half of the nineteenth century.

Essential Questions		
Questions to guide student inquiry and focus instruction to uncover big ideas		
What factors influenced American westward movement? What were the causes of the War of 1812 and how did democracy change after? What major issues divided America in the first half of the nineteenth century?		
Benchmarks	Essential Knowledge	Suggested Resources/ Experiences
Key knowledge and skills we want students to know and be able to do	Key facts, concepts, and ideas needed to successfully meet benchmarks	Information to help support instruction
<p>Explain territorial expansion and its impact on the American Indians.</p> <p>Describe the political results of territorial expansion.</p> <p>Assess the political and economic changes that occurred during this period, with emphasis on James Madison and the War of 1812.</p> <p>Analyze the social and cultural changes during the period, with emphasis on “the age of the common man” (Jacksonian Era).</p> <p>Evaluate the cultural, economic, and political issues that divided the nation, including tariffs, slavery, the abolitionist and women’s suffrage movements, and the role of the states in the Union</p> <p>Evaluate the cultural, economic, and political issues that divided the nation, including tariffs, slavery, the abolitionist</p>	<p>Early stages of territorial expansion</p> <ul style="list-style-type: none"> • Louisiana Territory • Lewis and Clark <ul style="list-style-type: none"> ○ Sacajawea • Westward settlement • Manifest Destiny • Election of James K. Polk <p>Impact on the American Indians</p> <ul style="list-style-type: none"> • Trail of Tears • Reservations • Role of Jesuits, Edmundites, Capuchins in spiritual care of Indians • Establishment of 49th parallel • Acquisition of the Oregon Territory (1846) • Acquisition of Florida (1819) • Acquisition of Texas (Alamo) <p>War of 1812</p> <ul style="list-style-type: none"> • British interference with American shipping • Hartford Convention • Demise of Federalist Party 	<p>Using the internet, have students make a chronological list of the dates, places, and events of the War of 1812. Have them transfer this information to a map of the area</p> <p>Use primary sources to research the groups that moved west. Write a report on why they moved and who they were</p>

<p>and women's suffrage movements, and the role of the states in the Union.</p> <p>Analyze Andrew Jackson's conflicting policies concerning Native Americans and the common man.</p> <p>Explain how Manifest Destiny and President James K. Polk's policies impacted the nation.</p> <p>Evaluate and explain the multiple causes and compromises leading to the Civil War, including the role of the institution of slavery.</p>	<ul style="list-style-type: none">• Ft. Monroe <p>Economic impact of the War of 1812</p> <ul style="list-style-type: none">• Market revolution• Tariffs• Canals, railroads• Cotton gin, mechanical reaper• Textile mills• Telegraph <p>Monroe Doctrine (1823)</p> <p>Role of the Church</p> <ul style="list-style-type: none">• Role of early Catholic Press<ul style="list-style-type: none">◦ <i>The Pilot</i>• First Plenary Council in Archdiocese of Baltimore 1829<ul style="list-style-type: none">◦ Established need for Catholic schools <p>The "Age of the Common Man"</p> <ul style="list-style-type: none">• Universal manhood suffrage• Rise of interest groups (nativists)• Political campaigning• Spoils System <p>Emergence of new political parties</p> <ul style="list-style-type: none">• Whigs• Know-Nothings <p>Second Great Awakening</p> <ul style="list-style-type: none">• Temperance movement• Women's suffrage movement• Abolitionist movement <p>Sectional tensions Economic interests</p>	
--	---	--

- Industrial North favored high tariffs
- Agricultural South opposed high tariffs

Westward expansion

- The Missouri Compromise (1820)
- Compromise of 1850
- Kansas-Nebraska Act (1854)

Nature of the Union

- South Carolina Exposition and Protest (Nullification Crisis)
- President Jackson

Slavery

- Slave revolts in Virginia
 - Nat Turner
 - Gabriel Prosser
- Fugitive Slave Act
- Northern Christian response to slavery
 - William Lloyd Garrison (The Liberator)
- Underground Railroad
- *Uncle Tom's Cabin*
- Dred Scott case

The women's suffrage movement

- Seneca Falls Declaration
- Elizabeth Cady Stanton
- Susan B. Anthony

Standard USH.6

The student will apply social science skills to understand the Civil War and Reconstruction eras and their significance as major turning points in American history.

Essential Questions		
Questions to guide student inquiry and focus instruction to uncover big ideas		
<p>What issues led to Southern secession? What were the strategies, outcomes, and legacies of the Civil War? What were the political struggles, accomplishments, and failures of Reconstruction in the years following the Civil War?</p>		
Benchmarks	Essential Knowledge	Suggested Resources/ Experiences
Key knowledge and skills we want students to know and be able to do	Key facts, concepts, and ideas needed to successfully meet benchmarks	Information to help support instruction
<p>Describe major events and the roles of key leaders of the Civil War Era, with emphasis on Jefferson Davis, Ulysses S. Grant, Robert E. Lee, and Frederick Douglass.</p> <p>Evaluate and explain the significance and development of Abraham Lincoln’s leadership and political statements, including the significance of the Emancipation Proclamation and the principles outlined in the Gettysburg Address.</p> <p>Evaluate and explain the impact of the war on Americans, with emphasis on Virginians, African Americans, the common soldier, and the home front.</p> <p>Evaluate post-war Reconstruction plans presented by key leaders of the Civil War.</p>	<p>Major events</p> <ul style="list-style-type: none"> • Election of Lincoln • Secession Southern states • Draft Riots in New York <ul style="list-style-type: none"> ◦ Archbishop John Hughes • Fort Sumter • Battle of Antietam • Emancipation Proclamation • Gettysburg • Sherman’s March • Surrender at Appomattox <p>Key leaders and their roles</p> <ul style="list-style-type: none"> • Jefferson Davis • Ulysses S. Grant • Robert E. Lee • Frederick Douglass <p>Lincoln’s leadership</p> <ul style="list-style-type: none"> • First Inaugural Address • Initial goal: Preserve the Union • Later goal: End slavery and expand citizenship 	<p>Research one political problem during the Civil War and write a one-page paper on your idea of a solution</p> <p>Identify the key Union and Confederate wins and losses on a map</p> <p>Prepare a photo display of events during and after the Civil War</p>

Evaluate and explain the political and economic impact of the war and Reconstruction, including the adoption of the 13th, 14th, and 15th Amendments to the Constitution of the United States.

Emancipation Proclamation

African Americans

- Served in the Union Army and Navy
- Contraband armies
- Eventually achieved equal pay

Common soldiers

- Hand-to-hand combat
- In the South, soldiers faced poverty and property destruction
- Permanent disabilities.

Role of the Church

- Most Irish and German Catholics were Union soldiers
- Archbishop John Hughes of New York and draft riots
- Bishop Lynch of Charleston's visit to Pope Pius IX
- Churches provided medical care and refuge

Women

- Managed homes and families with scarce resources
- Bread Riots in Richmond

Reconstruction

- 10 Percent Plan
- Assassination of Lincoln

Johnson's Reconstruction

- Pardons
- Black Codes
- Radical Republicans

	<p>Political effects of Civil War</p> <ul style="list-style-type: none">• 13th, 14th 15th Amendments• Jim Crow Laws <p>Economic impact</p> <ul style="list-style-type: none">• Destruction of property and poverty in the South• Continued agricultural economy in south• North and Midwest industrial economies• Transcontinental Railroad	
--	---	--

Standard USH.7

The student will apply social science skills to understand how the nation grew and changed from the end of Reconstruction through the early twentieth century.

Essential Questions

Questions to guide student inquiry and focus instruction to uncover big ideas

What factors influenced American growth and expansion in the late nineteenth and early twentieth century?
 What fueled the modern industrial economy?
 How did race relations in the South change after Reconstruction, and what was the African American response?
 How did the excesses of the Gilded Age contribute to the development of the Progressive Movement?
 What were the goals of Progressives, and what were their accomplishments?

Benchmarks

Key knowledge and skills we want students to know and be able to do

Essential Knowledge

Key facts, concepts, and ideas needed to successfully meet benchmarks

Suggested Resources/ Experiences

Information to help support instruction

Explain the westward movement of the population in the United States, with emphasis on the role of the railroads, communication systems, admission of new states to the Union, and the impact on American Indians.

Analyze the factors that transformed the American economy from agrarian to industrial and explaining how major inventions transformed life in the United States, including the emergence of leisure activities.

Examine the contributions of new immigrants and evaluating the challenges they faced, including anti-immigration legislation.

Analyze the impact of prejudice and discrimination, including “Jim Crow” laws, the responses of Booker T.

Westward movement

- Cowboys, cattle drives
- Homestead Act of 1862
- Many southerners and African Americans moved west
- Forcible removal of Native Americans

Inventions/innovations

- Corporation (limited liability)
- Bessemer steel process
- Light bulb
- Telephone
- Airplane
- Assembly-line manufacturing

Industrial leaders

- Andrew Carnegie
- J. P. Morgan
- John D. Rockefeller
- Cornelius Vanderbilt

Have students write a front-page story for a newspaper addressing a specific Gilded Age event. They should assume the role of either a muckraker or a pro-industrialist

Respond (DBQ) to various primary sources to include political cartoons

<p>Washington and W.E.B. DuBois, and the practice of eugenics in Virginia.</p> <p>Evaluate and explain the social and cultural impact of industrialization, including rapid urbanization.</p> <p>Evaluate and explain the social and cultural impact of industrialization, including rapid urbanization.</p> <p>Evaluate and explain the economic outcomes and the political, cultural and social developments of the Progressive Movement and the impact of its legislation.</p> <p>Evaluate and explain the economic outcomes and the political, cultural and social developments of the Progressive Movement and the impact of its legislation.</p>	<p>Reasons for economic transformation</p> <ul style="list-style-type: none">• Laissez-faire capitalism• Increasing labor supply• Natural resources and navigable rivers <p>Emergence of leisure activities</p> <p>Immigration</p> <ul style="list-style-type: none">• Prior to 1871<ul style="list-style-type: none">◦ Germany, Great Britain, Ireland, Norway, and Sweden• 1871-1921<ul style="list-style-type: none">◦ Italy, Greece, Poland, Russia, present-day Hungary, former Yugoslavia, China and Japan• Seeking freedom and better lives for their families• Contributions<ul style="list-style-type: none">◦ Chinese: Transcontinental Railroad◦ Textile and steel mills in the Northeast◦ Slavs, Italians, and Poles worked in the coal mines of the East.◦ Low pay, dangerous working• Ellis Island• Statue of Liberty• Role of schools in assimilation• Exploitation and hostility• Chinese Exclusion Act of 1882• Emergency Quota Act of 1921 <p>Discrimination against and segregation of African Americans</p> <ul style="list-style-type: none">• Jim Crow Laws	
--	---	--

- Lynching
- *Plessy v. Ferguson*
- Great Migration

Responses of African Americans

- Ida B. Wells-Barnett
- Booker T. Washington
- W.E.B. DuBois
- NAACP

Growth of cities

- Manufacturing and transportation centers
- Housing shortages
- Sewage, water, public transportation
- Subways, trolleys, streetcars

Industrialization

- Reputation of capitalists (robber barons)
- Excesses of the Gilded Age
- Income disparity
- Lavish lifestyles
- Monopolies/trusts
- Poor working conditions
 - Triangle Shirtwaist Company fire
- Company towns
- Labor unions
 - Knights of Labor
 - American Federation of Labor
 - American Railway Union
 - International Ladies' Garment Workers' Union
- Strikes
 - Haymarket Square

	<ul style="list-style-type: none">○ Homestead Strike○ Pullman Strike● Results<ul style="list-style-type: none">○ Limited work hours○ Regulated working conditions <p>Causes of the Progressive Movement</p> <ul style="list-style-type: none">● Economic exploitation● Political corruption● Social injustice <p>Goals of the Progressive Movement</p> <ul style="list-style-type: none">● Increase economic opportunity● Increase democracy● Increase social justice <p>Muckrakers</p> <ul style="list-style-type: none">● Ida Tarbell: <i>The History of the Standard Oil Company</i>● Lincoln Steffens: <i>The Shame of the Cities</i>● Upton Sinclair: <i>The Jungle</i> <p>Progressive accomplishments</p> <ul style="list-style-type: none">● Sherman Antitrust Act● Clayton Antitrust Act● The Federal Reserve System● Primary elections● 17th, 18th, 19th, 21st amendments● Meat Inspection Act● Pure Food and Drug Act	
--	--	--

Standard USH.8

The student will apply social science skills to understand the emerging role of the United States in world affairs during the end of the nineteenth and early twentieth centuries.

Essential Questions Questions to guide student inquiry and focus instruction to uncover big ideas		
<p>Why did the United States abandon its traditional isolationist foreign policy? How did the United States expand its influence in the world?</p>		
Benchmarks Key knowledge and skills we want students to know and be able to do	Essential Knowledge Key facts, concepts, and ideas needed to successfully meet benchmarks	Suggested Resources/ Experiences Information to help support instruction
<p>Explain changes in foreign policy of the United States toward Latin America and Asia and the growing influence of the United States, with emphasis on the impact of the Spanish-American War.</p> <p>Evaluate the United States' involvement in World War I, including Wilson's Fourteen Points.</p> <p>Evaluate and explain the terms of the Treaty of Versailles, with emphasis on the national debate in response to the League of Nations.</p>	<p>Latin America</p> <ul style="list-style-type: none"> • Spanish-American War • Panama Canal • Roosevelt Corollary <p>Asia and the Pacific</p> <ul style="list-style-type: none"> • Hawaii • Philippines • Guam • Open Door Policy <p>United States involvement in World War I</p> <ul style="list-style-type: none"> • Germany and Austria-Hungary went to war with Britain, France, and Russia. • American neutrality • Submarine warfare • Defeat of Germany <p>Fourteen Points</p> <ul style="list-style-type: none"> • Self-determination • Freedom of the seas • League of Nations 	<p>Ask students to contrast their knowledge of social services available today with what was available to unemployed people in 1929</p> <p>Make a collage of photographs from the Great Depression. Include written dialogue for each</p>

	<p>Treaty of Versailles</p> <ul style="list-style-type: none">• The French and English insisted on punishment of Germany• League of Nations created• National boundaries redrawn• The Mandate System <p>US response to League of Nations and Treaty of Versailles</p>	
--	--	--

Standard USH.9

The student will apply social science skills to understand key events during the 1920s and 1930s.

Essential Questions		
Questions to guide student inquiry and focus instruction to uncover big ideas		
<p>Why did the United States become involved in World War I? How did visions of the postwar world differ? What were the causes and consequences of the Great Depression and how did the U.S. government respond? How did the rise of dictators contribute to the outbreak of World War II? What impact did the New Deal have on the role of the federal government?</p>		
Benchmarks	Essential Knowledge	Suggested Resources/ Experiences
Key knowledge and skills we want students to know and be able to do	Key facts, concepts, and ideas needed to successfully meet benchmarks	Information to help support instruction
<p>Analyze how popular culture evolved and challenged traditional values.</p> <p>Assess and explain the economic causes and consequences of the stock market crash of 1929.</p> <p>Explain the causes of the Great Depression and its impact on the American people.</p> <p>Evaluate and explain how Franklin D. Roosevelt’s New Deal measures addressed the Great Depression and expanded the government’s role in the economy.</p>	<p>Mass media and communications</p> <ul style="list-style-type: none"> • Radio • Movies • Newspapers and magazines <p>Challenges to traditional values</p> <ul style="list-style-type: none"> • Religion: Darwin’s theory, the Scopes Trial • Flappers • Ku Klux Klan (KKK) • Red Scare • Speakeasies <p>Stock market crash of 1929</p> <ul style="list-style-type: none"> • Causes: credit, over speculation of returns, panic selling of stocks, bankruptcies • Consequences: Great Depression, bank runs <p>Great Depression Causes</p>	<p>https://livingnewdeal.org/</p>

- Overproduction
- Credit
- Unequal distribution of wealth
- Agricultural depression
- Collapse of banking system
- Protective and retaliatory tariffs

Impact

- Unemployment and homelessness
- Bank closings
- Decline in demand for goods
- Political unrest
- Farm foreclosures

New Deal (Franklin Roosevelt)

- Works Progress Administration [WPA]
- Agricultural Adjustment Administration [AAA]
- Federal Deposit Insurance Corporation [FDIC]
- Social Security Act

Standard USH.10

The student will apply social science skills to understand World War II.

Essential Questions		
Questions to guide student inquiry and focus instruction to uncover big ideas		
<p>How did the rise of dictators contribute to the outbreak of World War II?</p> <p>How did the United States respond to increasing totalitarian aggression in Europe and Asia?</p> <p>What caused America’s gradual abandonment of its policy of neutrality?</p> <p>How did America’s strategy during World War II reflect available resources and the geographical scope of the conflict?</p> <p>How did minority participation in World War II reflect social conditions in the United States?</p> <p>How did minorities contribute to Allied victory?</p> <p>What was the purpose of the Geneva Convention?</p> <p>How did the treatment of prisoners of war differ during the war?</p> <p>What was the short-term and long-term significance of the Holocaust?</p>		
Benchmarks	Essential Knowledge	Suggested Resources/ Experiences
Key knowledge and skills we want students to know and be able to do	Key facts, concepts, and ideas needed to successfully meet benchmarks	Information to help support instruction
<p>Analyze the causes and events that led to American involvement in the war, including the Japanese attack on Pearl Harbor and the American response.</p> <p>Describe and locate the major battles and key leaders of the European theater.</p> <p>Describe and locate the major battles and key leaders of the Pacific theater.</p> <p>Evaluate and explain how the United States mobilized its economic and military resources, including the role of all-minority military units (the Tuskegee Airmen and Nisei regiments) and the contributions of media, minorities, and women to the war effort.</p>	<p>The war in Europe</p> <ul style="list-style-type: none"> • 1939 German invasion of Poland • Soviet invasion of Baltic states • US neutrality • German invasion of Soviet Union 1941 • US aid to Britain • Lend-Lease Act <p>Key Leaders</p> <ul style="list-style-type: none"> • Franklin Delano Roosevelt • Harry Truman • Winston Churchill • Joseph Stalin • Adolf Hitler • Dwight D. Eisenhower • George C. Patton <p>Allied Strategy</p>	<p>Point out to students that Central Europe has few natural barriers. Ask them to predict how Germany’s geographic location might have been a military disadvantage</p>

<p>Analyze the Holocaust (Hitler’s “final solution”), its impact on Jews and other groups, and the postwar trials of war criminals.</p> <p>Evaluate and explain the treatment of prisoners of war and civilians by the Allied and Axis powers.</p>	<ul style="list-style-type: none">• “Defeat Hitler First” strategy• Most American resources were targeted for Europe. <p>Axis Strategy</p> <ul style="list-style-type: none">• Germany hoped to defeat the Soviet Union quickly, gain control of Soviet oil fields, and force Britain out of the war <p>Major Battles in Europe</p> <ul style="list-style-type: none">• Stalingrad• Normandy landings (D-Day)• Battle of the Bulge <p>The war in Asia</p> <ul style="list-style-type: none">• Japan invaded Manchuria and China• Oil and steel embargo• Attack on Pearl Harbor• Germany declares war on US <p>Key Leaders</p> <ul style="list-style-type: none">• Douglas MacArthur• Emperor Hirohito• Hideki Tojo <p>United States’ Strategy</p> <ul style="list-style-type: none">• “Island hopping” <p>Japan’s Strategy</p> <ul style="list-style-type: none">• Invasion of Philippines and Indonesia <p>Major Battles</p> <ul style="list-style-type: none">• Midway, Iwo Jima, and Okinawa	
---	--	--

- Use of the atomic bomb on Hiroshima and Nagasaki

Minority participation

- Segregated units, non-combat roles
- Assumed combat roles
- Tuskegee Airmen
- Nisei regiments
- Navajo code talkers
- Hispanic soldiers

Wartime resources

Economic

- Rationing
- War bonds
- Wartime production

Human

- Women and minorities entered the labor force (Rosie the Riveter)
- Women as non-combat military roles
- Volunteer support of the war effort

Military

- Draft

The Holocaust

- “Final Solution.”
- Poles, Slavs, Gypsies, homosexuals, mentally ill, and physically handicapped
- Nuremberg trials

Prisoners of war

- Geneva Convention

	<ul style="list-style-type: none">• Difference in treatment in Europe v. Pacific (Bataan Death March) <p>Treatment of Japanese American civilians</p> <ul style="list-style-type: none">• Internment camps• The Civil Liberties Act of 1988 provided a presidential apology and symbolic payment	
--	--	--

Standard USH.11

The student will apply social science skills to understand the United States' foreign policy during the Cold War era.

Essential Questions Questions to guide student inquiry and focus instruction to uncover big ideas		
<p>How did the United States respond to the threat of communist expansion? What are the origins of the Cold War? What were the early significant events of the Cold War? What was the impact of the Cold War on Americans at home? What was the impact of the Vietnam War on Americans at home? What international and domestic tensions resulted from the Cold War? What economic, social, and political changes occurred in the postwar United States? What were the achievements and challenges of the Kennedy and Johnson administrations? What was President Ronald Reagan's role in the collapse of the Soviet Union?</p>		
Benchmarks Key knowledge and skills we want students to know and be able to do	Essential Knowledge Key facts, concepts, and ideas needed to successfully meet benchmarks	Suggested Resources/ Experiences Information to help support instruction
<p>Locate and explain the political boundary changes, and the formation of the United Nations and the Marshall Plan.</p> <p>Explain the origins and early development of the Cold War and how it changed American foreign policy, with emphasis on the Truman Doctrine and the policy of containment of communism.</p> <p>Analyze the efforts of the United States to protect Western Europe, including the role of the North Atlantic Treaty Organization (NATO).</p>	<p>Postwar outcomes</p> <ul style="list-style-type: none"> • Soviet occupation of most of Eastern and Central Europe and eastern Germany • Division of Germany (Berlin Wall) • US occupation of Japan • Marshall Plan • United Nations <p>Origins of the Cold War</p> <ul style="list-style-type: none"> • End of World War II - 1991 • Soviet Union: totalitarian government, communist (socialist) economy • Truman Doctrine • China and Soviet Union as adversaries • Nuclear capabilities 	<p>Using internet or library resources, research the Berlin Airlift. Compile facts about flights, goods, participants, costs and have students write the script for a televised news report</p> <p>Create one of the following items for a museum exhibit about postwar issues: a song, essay, letter, series of fictional journal entries, cartoon, or news report</p> <p>Have students research the reasons why protests were numerous during the Vietnam War, but not during previous wars</p>

<p>Analyze the changing role of the United States in Asia, including Korea, Vietnam, and China.</p> <p>Evaluate and explain how policy changes impacted the United States' relationships in Latin America.</p> <p>Analyze the domestic impact of the Cold War.</p> <p>Evaluate and explain the factors that caused the collapse of communism in Europe and how it changed American foreign policy, including the role of Ronald Reagan.</p>	<p>American military forces during the Cold War</p> <ul style="list-style-type: none">• Berlin Airlift• North Atlantic Treaty Organization (NATO)• Warsaw Pact• Kennedy's Inaugural Address• Assassination of Kennedy <p>The Korean War</p> <ul style="list-style-type: none">• "Containment"• 38th Parallel/Demarcation line• US maintained military presence in South Korea <p>The Vietnam War</p> <ul style="list-style-type: none">• Communist North• US helped South• US buildup began under Kennedy, intensified under Johnson• Divided home front• Nixon elected• "Vietnamization,"• Merged under communist control in 1975 <p>China</p> <ul style="list-style-type: none">• Henry Kissinger• détente• Strategic Arms Limitations Treaty (SALT)• Watergate scandal <p>Confrontation between the United States and Cuba</p>	
---	---	--

- Fidel Castro
- Bay of Pigs
- Cuban Missile Crisis
- Naval blockade

Impact of the Cold War at home

- Fear of communism
- Threat of nuclear war
- Bomb shelters and drills
- Julius and Ethel Rosenberg
- Joseph McCarthy (*McCarthyism*)
- Impact on VA economy
 - Hampton Roads
 - Northern Virginia

Internal problems of the Soviet Union

- Nationalism
- Military expenses
- Economic inefficiency

Role of President Ronald Reagan

- Massive military buildup
- Strategic Defense Initiative (SDI)
- Speech at the Berlin Wall
- Mikhail Gorbachev
- Strategic Arms Reduction Treaty (START)

Standard USH.12

The student will apply social science skills to understand the social, political, and cultural movements and changes in the United States during the second half of the twentieth century.

Essential Questions

Questions to guide student inquiry and focus instruction to uncover big ideas

- How did the civil rights movement change America?
- What were the reforms of the Supreme Court?
- In what ways did African Americans fight discrimination during the civil rights era?
- What were the political, social, and economic events of the 1970s?
- What were the key political and social events of the 1980s and 1990s?
- What factors have drawn immigrants to the United States?
- What immigrant groups account for the bulk of immigration?
- What issues are currently being debated related to immigration to the United States?
- What are some contributions made by immigrants?

Benchmarks

Key knowledge and skills we want students to know and be able to do

Essential Knowledge

Key facts, concepts, and ideas needed to successfully meet benchmarks

Suggested Resources/ Experiences

Information to help support instruction

Explain the factors that led to United States expansion.

Evaluate and **explain** the impact of the Brown v. Board of Education decision, the roles of Thurgood Marshall and Oliver W. Hill, Sr., and how Virginia responded to the decision.

Explain how the National Association for the Advancement of Colored People (NAACP), the 1963 March on Washington, the Civil Rights Act of 1964, the Voting Rights Act of 1965, and the Americans with Disabilities Act (ADA) had an impact on all Americans.

Expansion of economic prosperity

- G.I. Bill
- Interstate Highway System
- Rise of the middle class

Expansion of initiatives for non-middle-class Americans

- “War on Poverty.”
- Medicare, Medicaid, Economic Opportunity Act

Brown v. Board of Education

- Supreme Court decision that schools must desegregate
- Included Virginia case *Davis v. County School Board of Prince Edward*

Hold a classroom debate about one of the famous Supreme Court cases during postwar United States

Create a visual timeline on the rise of technology from mid-1800s to the present day

R. Bentley Anderson. *Black, White, and Catholic: New Orleans Interracialism, 1947-1956*. Nashville: Vanderbilt University Press, 2005

<p>Analyze changes in immigration policy and the impact of increased immigration</p> <p>Evaluate and explain the foreign and domestic policies pursued by the American government after the Cold War.</p> <p>Explain how scientific and technological advances altered American lives.</p> <p>Evaluate and explain the changes that occurred in American culture.</p>	<ul style="list-style-type: none">• Barbara Johns• Thurgood Marshall• Oliver W. Hill, Sr.• Earl Warren• Massive Resistance• Establishment of private academies• White flight <p>National Association for the Advancement of Colored People (NAACP)</p> <ul style="list-style-type: none">• Challenged segregation• Worked to overturn <i>Plessy v. Ferguson</i> <p>1963 March on Washington</p> <ul style="list-style-type: none">• “I Have a Dream”• Dr. Martin Luther King, Jr.• Nonviolent, mass protest <p>Civil Rights Act of 1964</p> <p>Voting Rights Act of 1965</p> <p>Americans with Disabilities Act</p> <ul style="list-style-type: none">• 1973: passage of Section 504 of the Rehabilitation Act of 1973• The Individuals with Disabilities Education Act (IDEA) <p>Immigration</p> <ul style="list-style-type: none">• Immigration Act of 1965,• Political freedom• Economic opportunity• Filling low-paying jobs in the United States	
---	--	--

- Border issues
- Pathway to citizenship
- Bilingual education
- Increasing cultural diversity
- Contributions
 - Fine Arts
 - Science/Engineering
 - Labor force
 - Public office

Conservative Republicans

- President Reagan
- Tax cuts
- Transfer of responsibilities to state governments
- Judicial restraint
- Reduction in power of government programs and regulations
- Strengthening of the American military

President George H. W. Bush, 1989–1993

- Fall of communism
- Reunification of Germany
- Persian Gulf War of 1990–1991
- Americans with Disabilities Act of 1990 and Clean Air Act Amendments of 1990

President William J. Clinton, 1993–2001

- North American Free Trade Agreement (NAFTA)
- Diplomatic relations with Vietnam
- End of apartheid in South Africa

- Reshaped welfare programs
- Impeachment

President George W. Bush, 2001–2009

- Terrorists attacks on United States soil on September 11, 2001
- Wars in Afghanistan and Iraq
- No Child Left Behind Act (NCLB)

President Barack H. Obama, 2009–2016

- Osama Bin Laden and the campaign against Al Qaeda
- Withdrawal of United States' forces from Iraq
- Affordable Care Act of 2010

Advances in technology

- Space Program
 - Race to the Moon
 - John Glenn
 - Neil Armstrong
 - Sally Ride
 - Space shuttle
 - Mars rover
 - Voyager missions
 - Hubble telescope
- Communications
 - Televisions
 - Personal computers
 - Cellular telephones
 - Electronic mail (e-mail)
 - Social media
- Robotics
- Medical Care

	<ul style="list-style-type: none">○ Polio vaccine○ Cancer screenings <p>Expansion of popular culture</p> <ul style="list-style-type: none">● Television● New genres of music● Role of women<ul style="list-style-type: none">○ Nontraditional jobs○ “Glass ceiling”○ Equitable pay● Impact of social media	
--	---	--

Standard USH.13

The student will apply social science skills to understand the political and social conditions in the United States during the early twenty-first century.

Essential Questions Questions to guide student inquiry and focus instruction to uncover big ideas		
What role has the United States played in a world confronted by international terrorism?		
Benchmarks Key knowledge and skills we want students to know and be able to do	Essential Knowledge Key facts, concepts, and ideas needed to successfully meet benchmarks	Suggested Resources/ Experiences Information to help support instruction
<p>Assess the development of and changes in domestic policies, with emphasis on the impact of the role the United States Supreme Court played in defining a constitutional right to privacy, affirming equal rights, and upholding the rule of law.</p> <p>Evaluate and explain the changes in foreign policies and the role of the United States in a world confronted by international terrorism, with emphasis on the American response to 9/11 (September 11, 2001).</p> <p>Evaluate the evolving and changing role of government, including its role in the American economy.</p> <p>Explain scientific and technological changes and evaluating their impact on American culture.</p>	<p>Women and minorities on Supreme Court</p> <ul style="list-style-type: none"> • Sandra Day O'Connor, Ruth Bader Ginsburg, Clarence Thomas, Sonia Sotomayor, Elena Kagan <p>Right to privacy</p> <ul style="list-style-type: none"> • <i>Roe v. Wade</i> • <i>Riley v. California</i> (2014) <p>Equal rights</p> <ul style="list-style-type: none"> • The Civil Rights Movement • <i>Loving v. Virginia</i> (1967) • <i>Arizona v. Inter-Tribal Council of Arizona</i> (2013) <p>Rule of law</p> <ul style="list-style-type: none"> • <i>Gideon v. Wainwright</i> (1963) • <i>Snyder v. Phelps</i> (2011) <p>Terrorism</p> <ul style="list-style-type: none"> • USS Cole • September 11, 2001 • Boston Marathon bombing • Patriot Act 	<p>Create a visual timeline on the rise of technology from mid-1800s to the present day</p> <p>Roots of Terrorism</p> <p>A War Without Borders</p>

- Transportation Security Administration (TSA)

Economy

- Full employment and low inflation
- Federal Reserve
- Fiscal policy decisions determine levels of government taxation and spending

Extension of the “Reagan Revolution”

- George H. W. Bush
- 1990s congressional elections
- George W. Bush
- Tea Party movement

President George W. Bush, 2001–2009

- Launched the War on Terror
- Promoted policies on the economy, health care, education, and social security reform
- Tax cuts, the Patriot Act, and the No Child Left Behind Act
- Obtained congressional passage of economic programs intended to preserve American financial system

President Barack H. Obama, 2009–2016

- Economic stimulus legislation
 - American Recovery and Reinvestment Act of 2009
 - Tax Relief, Unemployment Insurance Reauthorization, and Job Creation Act of 2010

Industries benefiting from new technologies

- Computer industry
- Satellite systems: Global positioning systems (GPS)
- Telecommunications: Smartphones
- Internet-based businesses

Impact of new technologies on American life

- Increased travel
- Greater access to news
- Cheaper and more convenient means of communication
- Hacking
- Identity theft
- Social media
- Telecommuting
- Online course work
- Growth of service industries
- Stem cell research
- Outsourcing and offshoring



Standard USG.1

The student will apply social science skills to understand the political philosophies that shaped the development of Virginia and United States constitutional government.

Essential Questions Questions to guide student inquiry and focus instruction to uncover big ideas		
Why do we have government and laws? Is your loss of freedom worth the benefits of society? What elements of the United States constitutional system evolved from Athens and Rome? What were the fundamental principles of American government and law developed by leading European political thinkers? How does Catholic Social Teaching address the same concerns for rights as the foundational documents of the US government?		
Benchmarks Key knowledge and skills we want students to know and be able to do	Essential Knowledge Key facts, concepts, and ideas needed to successfully meet benchmarks	Suggested Resources/ Experiences Information to help support instruction
<p>Describe the development of Athenian democracy and the Roman republic to differentiate between a democracy and a republic.</p> <p>Explain the influence of the Magna Carta, the English Petition of Rights, and the English Bill of Rights.</p> <p>Evaluate the writings of Hobbes, Locke, and Montesquieu.</p> <p>Explain the guarantee of the “rights of Englishmen” set forth in the charters of the Virginia Company of London.</p>	<p>Athens: direct democracy</p> <p>Rome: indirect (representative) democracy; republic</p> <p>Magna Carta</p> <ul style="list-style-type: none"> • Limited power of government • Fundamental rights • Trial by jury • Due process of law <p>English Petition of Rights</p> <ul style="list-style-type: none"> • Guarantee of trial by jury • Protection against martial law • Protection against quartering of troops • Protection of private property <p>English Bill of Rights</p>	<p>Primary Source Review/DBQ:</p> <ul style="list-style-type: none"> • Magna Carta • Virginia Declaration of Rights

<p>Analyze the natural rights philosophies expressed in the Declaration of Independence.</p> <p>Evaluate and explain George Mason’s Virginia Declaration of Rights, Thomas Jefferson’s Virginia Statute for Religious Freedom, and James Madison’s leadership role in securing adoption of the Bill of Rights by the First Congress.</p>	<ul style="list-style-type: none">• Limited power of the monarch• No standing army in peacetime• Free elections• Right of petition• Parliamentary checks on power <p>Fundamental political principles</p> <ul style="list-style-type: none">• Limited government: John Locke• Government’s authority coming only from the consent of the governed: Thomas Hobbes, John Locke• Separation of powers: Montesquieu (Constitution of the United States, Constitution of Virginia) <p>Basic Rights of Englishmen</p> <ul style="list-style-type: none">• Land ownership• Representation• Right to create a council to make their own laws <p>Natural Rights Philosophies</p> <ul style="list-style-type: none">• Rousseau: All men are equal• Locke: government is a social contract, right to life, liberty, and property <p>Virginia Declaration of Rights</p> <ul style="list-style-type: none">• George Mason• All Virginians should have certain rights, including freedom of religion and the press• Basis for the Bill of Rights <p>Virginia Statute for Religious Freedom</p>	
---	--	--

	<p>Thomas Jefferson</p> <ul style="list-style-type: none">• Religious freedom protected by law• Basis for the First Amendment to the Constitution <p>James Madison, “Father of the Constitution”</p> <ul style="list-style-type: none">• Kept notes during the Constitutional Convention• Engineered compromises• Virginia Plan• Authored much of the Bill of Rights	
--	--	--

Standard: USG.2

The student will apply social science skills to understand the concepts of democracy.

Essential Questions Questions to guide student inquiry and focus instruction to uncover big ideas		
What concepts define the meaning of democracy as expressed in the United States constitutional system?		
Benchmarks Key knowledge and skills we want students to know and be able to do	Essential Knowledge Key facts, concepts, and ideas needed to successfully meet benchmarks	Suggested Resources/ Experiences Information to help support instruction
<p>Recognize the fundamental worth and dignity of the individual.</p> <p>Recognize the equality of all citizens under the law.</p> <p>Recognize what defines a citizen and how non-citizens can become citizens.</p> <p>Recognize majority rule and minority rights.</p> <p>Recognize the necessity of compromise.</p> <p>Recognize the freedom of the individual.</p>	<ul style="list-style-type: none"> • Worth and dignity of the individual • Equality • Citizenship <ul style="list-style-type: none"> ○ Born in the United States ○ Born to at least one United States citizen anywhere in the world ○ Naturalization process • Majority rule • Minority rights • Compromise • Individual freedom 	<p>Socratic Seminar or DBQ: Use the Compendium of the Social Doctrine of the Church (CSDC 185-191) and Pope Leo XIII's <i>Rerum Novarum</i> as support for the concept of subsidiary in a democracy</p> <p>NY Times American Dreams</p>

Standard: USG.3

The student will apply social science skills to understand the Constitution of the United States.

Essential Questions Questions to guide student inquiry and focus instruction to uncover big ideas		
How did the amount of power given to the national government polarize the ratification debates? What is the significance of the Preamble to the Constitution of the United States?		
Benchmarks Key knowledge and skills we want students to know and be able to do	Essential Knowledge Key facts, concepts, and ideas needed to successfully meet benchmarks	Suggested Resources/ Experiences Information to help support instruction
<p>Examine the ratification debates and <i>The Federalist</i>.</p> <p>Evaluate the purposes for government stated in the Preamble.</p> <p>Examine the fundamental principles upon which the Constitution of the United States is based, including the rule of law, consent of the governed, limited government, separation of powers, and federalism.</p> <p>Define the structure of the national government outlined in Article I, Article II, and Article III.</p> <p>Analyze and explain the amendment process.</p>	<p>Ratification</p> <ul style="list-style-type: none"> • 9 of 13 states needed • Federalist Position • Anti-Federalist position • <i>The Federalist</i> <p>The Preamble</p> <ul style="list-style-type: none"> • Form a more perfect union • Establish justice • Ensure domestic tranquility • Provide for the common defense • Promote general welfare • Secure the blessings of liberty <p>Fundamental Principles</p> <ul style="list-style-type: none"> • Consent of the governed • Limited government • Separation of powers • Checks and balances • Federalism • Rule of Law <p>Structure of Government</p> <ul style="list-style-type: none"> • Legislative Branch (Article I) • Executive Branch (Article II) 	<p>Freedom House 2016 Report</p> <p>Primary Sources:</p> <ul style="list-style-type: none"> • Federalist Papers • Bill of Rights • Others available at Library of Congress <p>National Constitution Center</p>

	<ul style="list-style-type: none">• Judicial Branch (Article III) <p>Amendment Process</p> <ul style="list-style-type: none">• Proposal requires $\frac{2}{3}$ of both houses or convention requested by $\frac{2}{3}$ of state legislatures• Ratification requires $\frac{3}{4}$ of state legislatures or acceptance by conventions in $\frac{3}{4}$ of states	
--	--	--

Standard USG.4

The student will apply social science skills to understand the federal system of government described in the Constitution of the United States.

Essential Questions Questions to guide student inquiry and focus instruction to uncover big ideas		
<p>Who does the state serve? Who should serve the state? How is power divided and shared between the national and state levels of government?</p>		
Benchmarks Key knowledge and skills we want students to know and be able to do	Essential Knowledge Key facts, concepts, and ideas needed to successfully meet benchmarks	Suggested Resources/ Experiences Information to help support instruction
<p>Evaluate the relationship between the state government and the national government.</p> <p>Examine the extent to which power is shared.</p> <p>Identify the powers denied state and national governments.</p> <p>Analyze the ongoing debate that focuses on the balance of power between state and national governments.</p>	<ul style="list-style-type: none"> • Supremacy Clause • 10th Amendment <p>Powers of National Government</p> <ul style="list-style-type: none"> • Expressed Powers (levy taxes, make war, regulate trade) • Implied Powers (“necessary and proper” clause) • Inherent Powers (regulation of immigration, diplomatic relations) <p>Shared Powers</p> <ul style="list-style-type: none"> • Taxation • Transportation • Establishment of courts • Making of laws <p>Denied Powers</p> <ul style="list-style-type: none"> • Ex post facto • Export tax 	<p>Primary Sources: McCulloch v. Maryland Decision</p> <p>Heritage Guide to the Constitution Lesson</p>

Standard USG.5

The student will apply social science skills to understand local, state, and national elections.

Essential Questions Questions to guide student inquiry and focus instruction to uncover big ideas		
<p>How do outside influences affect an election? How has the high cost of getting elected affected campaign funding and spending? How has campaign finance regulation affected elections? What effect does religion have on voting? Who does America’s two-party system benefit? Do political parties aid or detract from democracy?</p>		
Benchmarks Key knowledge and skills we want students to know and be able to do	Essential Knowledge Key facts, concepts, and ideas needed to successfully meet benchmarks	Suggested Resources/ Experiences Information to help support instruction
<p>Describe the nomination and election process, including the organization and evolving role of political parties.</p> <p>Examine campaign funding and spending, including the impact of Supreme Court decisions, the nationalization of campaign financing, and the role of issue groups.</p> <p>Analyze the influence of media coverage, campaign advertising, public opinion polls, social media, and digital communications on elections.</p> <p>Investigate and explain the impact of reapportionment and redistricting on elections and governance.</p> <p>Describe how amendments have extended the right to vote.</p>	<p>Roles of political parties</p> <ul style="list-style-type: none"> • Select candidates • Raise funds • Conduct campaigns • Identify important issues • Monitor the party in power <p>Two major parties Third Parties</p> <p>Selecting candidates</p> <ul style="list-style-type: none"> • Direct primary • Caucus • Nominating convention • Petition <p>Campaign Financing</p> <ul style="list-style-type: none"> • Federal Election Campaign Act • Bipartisan Campaign Reform Act • Political Action Committees (PACs) • <i>Citizens United v. FEC</i> • <i>Emily’s List v. FEC</i> 	<p>Primary Sources: Campaign Finance</p> <p>Campaign Finance Reform Lesson</p> <p>www.opensecrets.org (Money in Campaigns)</p> <p>Living Room Candidate (Campaign Ads)</p> <p>Redistricting Game</p>

<p>Analyze voter turnout in local, state, and national elections.</p>	<ul style="list-style-type: none">• <i>Free Speech v. FEC</i>• Online fundraising• Contribution reporting <p>Influences on elections</p> <ul style="list-style-type: none">• Mass media• Campaign advertisements• Polling• Internet-based communications<ul style="list-style-type: none">○ Campaign Websites○ E-mail communications○ Social networking and blogging <p>Terms to know</p> <ul style="list-style-type: none">• Reapportionment• Redistricting• Gerrymandering <p>Constitutional Amendments</p> <ul style="list-style-type: none">• 15th, 19th, 23rd, 26th <p>Influences on voter turnout</p> <ul style="list-style-type: none">• Campaign issues• Candidates• Political efficacy• Voter attitudes toward government• Voter loyalty to political parties• Competitive and noncompetitive races• Education, age and income of voters• Presidential v. local election• Voter apathy	
--	--	--

Standard USG.6

The student will apply social science skills to understand the organization and powers of the national government.

Essential Questions		
Questions to guide student inquiry and focus instruction to uncover big ideas		
<p>How are committees organized, and what is their purpose? What are the expressed and implied powers? How does the court affect our everyday life? In what ways are the political institutions representative of the population of the United States? In what ways are they not?</p>		
Benchmarks	Essential Knowledge	Suggested Resources/ Experiences
Key knowledge and skills we want students to know and be able to do	Key facts, concepts, and ideas needed to successfully meet benchmarks	Information to help support instruction
<p>Examine the legislative, executive, and judicial branches.</p> <p>Analyze the relationships among the three branches in a system of checks and balances and separation of powers.</p> <p>Investigate and explain the ways individuals and groups exert influence on the national government.</p>	<p>Legislative Branch</p> <ul style="list-style-type: none"> • Bicameral: Senate and House • Congressional committees • Expressed Powers <ul style="list-style-type: none"> ○ Levy taxes ○ Borrow and coin money ○ Regulate commerce ○ Declare war ○ Establish Post Offices • Implied Powers “necessary and proper” clause <p>Executive Branch</p> <ul style="list-style-type: none"> • President <ul style="list-style-type: none"> ○ Enforce laws ○ Executive orders ○ Appointing officials ○ Treaties ○ Commander in Chief • Vice President • Cabinet <p>Judicial Branch</p>	<p><u>Power Grab Game</u></p> <p>Students assume the role of cabinet member, federal judge, or congressperson to “check” suspected abuses of power by the other branches</p>

- Supreme Court
- United States Court of Appeals
- United States District Court

Checks of the legislative branch

- Over executive branch
 - Override presidential vetoes
 - Impeach and convict a president
 - Approve treaties
 - Approve presidential appointments
- Over the judicial branch
 - Approve federal judges/justices
 - Impeach and convict judges/justices

Checks of the executive branch

- Over the legislative branch
 - Veto acts of Congress
 - Call special sessions of Congress
- Over the judicial branch
 - Appoint federal judges/justices

Checks of the judicial branch

- Over the legislative branch:
 - Declare laws to be unconstitutional
- Over the executive branch
 - Declare executive actions to be unconstitutional

Separation of Powers

Individual influence of public policy

- Participating in politics
- Expressing opinions

	<ul style="list-style-type: none">• Joining interest groups or political parties• Donating money to support a particular cause <p>Interest group/lobbyist influence of public policy</p> <ul style="list-style-type: none">• Identifying issues• Organizing individuals of like-minded interests• Providing useful information to government officials• Lobbying• Making political contributions• Monitoring the policy making and regulatory processes	
--	--	--

Standard: USG.7

The student will apply social science skills to understand the process by which public policy is made.

Essential Questions Questions to guide student inquiry and focus instruction to uncover big ideas		
<p>How do bureaucracies implement public policy? How do individuals, interest groups, and the media influence policymakers? What is the role of the Church in influencing public policy?</p>		
Benchmarks Key knowledge and skills we want students to know and be able to do	Essential Knowledge Key facts, concepts, and ideas needed to successfully meet benchmarks	Suggested Resources/ Experiences Information to help support instruction
<p>Define public policy and determining how to differentiate public and private action.</p> <p>Examine different perspectives on the role of government.</p> <p>Describe how the national government influences the public agenda and shapes public policy by examining examples such as the Equal Rights Amendment, the Americans with Disabilities Act (ADA), and Section 9524 of the Elementary and Secondary Education Act (ESEA) of 1965.</p> <p>Describe how the state and local governments influence the public agenda and shape public policy.</p> <p>Investigate and evaluate the process by which policy is implemented by the bureaucracy at each level.</p>	<ul style="list-style-type: none"> ● Public policy ● Private sector activity <ul style="list-style-type: none"> ○ Food banks, American Red Cross, Habitat for Humanity ● Privatization of government <ul style="list-style-type: none"> ○ Prisons, waste collection, and roads ● Political Ideologies <ul style="list-style-type: none"> ○ Conservative ○ Moderate ○ Liberal ● Individual and Government Influences on public agenda/policy ● Equal Rights Amendment ● Americans with Disabilities Act ● Individuals with Disabilities Education Act (IDEA) ● Elementary and Secondary Education Act of 1965 <p>Bureaucracy</p> <ul style="list-style-type: none"> ● National <ul style="list-style-type: none"> ○ Cabinet departments ○ Office of the president 	<p><u>Political Ideology Survey</u></p>

<p>Analyze how the incentives of individuals, interest groups, and the media influence public policy.</p> <p>Devise a course of action to address local and/or state issues.</p> <p>Examine the role of the Catholic Church in influencing public policy in the United States.</p>	<ul style="list-style-type: none">○ Federal agencies● Virginia<ul style="list-style-type: none">○ Cabinet departments○ Office of the governor○ State agencies● Local<ul style="list-style-type: none">○ County/city agencies○ Regional authorities <p>Individual, interest group, media influence of public policy</p> <ul style="list-style-type: none">● Individual<ul style="list-style-type: none">○ Participating in politics (e.g., voting, campaigning)○ Expressing opinions (e.g., lobbying, demonstrating, writing letters)○ Joining interest groups● Interest Group<ul style="list-style-type: none">○ Identifying issues○ Making political contributions○ Lobbying government officials○ Various types of interest groups● Media<ul style="list-style-type: none">○ Giving selective attention to issues○ Shaping attitudes and beliefs○ Providing information to policymakers <p>Knowledge and skills for responsible citizenship Ability to:</p> <ul style="list-style-type: none">● Formulate questions about state and/or local issues	
---	---	--

	<ul style="list-style-type: none">• Acquire and analyze information from a variety of print and electronic sources• Evaluate information• Act within a group in a positive manner to resolve conflict and build trust• Communicate a position effectively in writing, discussion, and debate• Implement a course of action• Evaluate the effectiveness of the action	
--	---	--

Standard USG.8

The student will apply social science skills to understand the federal judiciary.

Essential Questions Questions to guide student inquiry and focus instruction to uncover big ideas		
<p>How did the Supreme Court gain status equal to the other two branches of the federal government? How do the philosophies of judicial activism and judicial restraint relate to the federal judiciary's exercise of its authority? How does the federal judiciary influence public policy expressed in legislative acts and executive actions?</p>		
Benchmarks Key knowledge and skills we want students to know and be able to do	Essential Knowledge Key facts, concepts, and ideas needed to successfully meet benchmarks	Suggested Resources/ Experiences Information to help support instruction
<p>Describe the organization, jurisdiction, and proceedings of federal courts.</p> <p>Evaluate how the Marshall Court established the Supreme Court as an independent branch of government through its opinion in <i>Marbury v. Madison</i>.</p> <p>Describe how the Supreme Court decides cases.</p> <p>Compare the philosophies of judicial activism and judicial restraint.</p> <p>Investigate and evaluate how the judiciary influences public policy by delineating the power of government and safeguarding the rights of the individual.</p>	<p>Types of jurisdiction</p> <ul style="list-style-type: none"> • Original jurisdiction • Appellate jurisdiction • Exclusive jurisdiction • Concurrent jurisdiction <p>Jurisdiction of regular federal courts</p> <ul style="list-style-type: none"> • United States Supreme Court: Appellate and limited original • United States Court of Appeals: Appellate • United States District Court: Original <p>Influence of John Marshall on Supreme Court</p> <ul style="list-style-type: none"> • <i>Marbury v. Madison</i> (1803) • Judicial review <p>Steps in deciding cases</p> <ul style="list-style-type: none"> • Request for hearing: <ul style="list-style-type: none"> ◦ Writs of certiorari • Acceptance of cases • Briefs • Oral arguments 	<p>https://www.oyez.org</p> <p>Landmark Supreme Court Cases</p> <p>icivics Supreme Court Game</p>

	<ul style="list-style-type: none">• Conference• Opinions <p>Cases regarding power of Government</p> <ul style="list-style-type: none">• <i>Brown v. Board of Education</i>• <i>Dred Scott</i>• <i>Plessy v. Ferguson</i>	
--	--	--

Standard USG.9

The student will apply social science skills to understand civil liberties and civil rights.

Essential Questions		
Questions to guide student inquiry and focus instruction to uncover big ideas		
<p>What was the influence of the Catholic Church during the Civil Rights movement? What do Americans owe one another?</p>		
Benchmarks	Essential Knowledge	Suggested Resources/ Experiences
Key knowledge and skills we want students to know and be able to do	Key facts, concepts, and ideas needed to successfully meet benchmarks	Information to help support instruction
<p>Examine the Bill of Rights, with emphasis on First Amendment freedoms.</p> <p>Analyze due process of law expressed in the Fifth and Fourteenth Amendments.</p> <p>Explain how the Supreme Court has applied most of the protections of the Bill of Rights to the states through a process of selective incorporation.</p> <p>Investigate and evaluate the balance between individual liberties and the public interest.</p> <p>Examine how civil liberties and civil rights are protected under the law.</p> <p>Examine civil liberties and civil rights through the lens of Catholic Social Teaching.</p>	<p>Civil liberties</p> <p>Bill of Rights</p> <p>First Amendment freedoms</p> <ul style="list-style-type: none"> • Religion • Speech • Press • Assembly • Petition <p>Protection of the accused</p> <ul style="list-style-type: none"> • Unreasonable search and seizures • Double jeopardy • Self-incrimination • Cruel and unusual punishment <p>Ninth Amendment</p> <p>Due process</p> <ul style="list-style-type: none"> • Procedural due process • Substantive due process • Fifth Amendment • Fourteenth Amendment <ul style="list-style-type: none"> ○ Used to limit state actions 	<p>Have students take the Alabama Literacy Test</p> <p>Timelines to Review Native Americans Women Civil Rights</p> <p>Review <i>Loving v. Virginia</i> (Movie)</p> <p>R. Bentley Anderson. <i>Black, White, and Catholic: New Orleans Interracialism, 1947-1956</i>. Nashville: Vanderbilt University Press, 2005</p>

	<p>Individual rights v. public interest</p> <p>Limitations of rights</p> <ul style="list-style-type: none">• Libel, slander, obscenities• Clear and present danger• The press can be restricted when publication will cause serious and irreparable harm <p>Equal protection under law</p> <ul style="list-style-type: none">• 14th Amendment• Does not guarantee all people will be treated exactly the same <p>Laws protecting Civil Liberties and Civil Rights</p> <ul style="list-style-type: none">• Civil Rights Act of 1964• Voting Rights Act of 1965• Americans with Disabilities Act• Title IX of the Education Amendments of 1972	
--	---	--

Standard USG.10

The student will apply social science skills to role of the United States in a changing world.

Essential Questions Questions to guide student inquiry and focus instruction to uncover big ideas		
What do Americans owe the world? How does the national interest shape foreign policy decisions? How are American interests safeguarded at home and abroad?		
Benchmarks Key knowledge and skills we want students to know and be able to do	Essential Knowledge Key facts, concepts, and ideas needed to successfully meet benchmarks	Suggested Resources/ Experiences Information to help support instruction
<p>Describe the responsibilities of the national government for foreign policy and national security.</p> <p>Assess the role of national interest in shaping foreign policy and promoting world peace.</p> <p>Examine the relationship of Virginia and the United States to the global economy, including trends in international trade.</p>	<p>Foreign policy powers of the executive branch</p> <ul style="list-style-type: none"> • Making foreign policy • Commander in chief of the armed forces • Persuade, apply economic pressure, and threaten military intervention <p>Foreign policy powers of other branches</p> <ul style="list-style-type: none"> • Congress: declare war and appropriate funds • Senate: confirm ambassadors and to ratify treaties • Supreme Court: interpret treaties <p>Foreign policy and national security agencies</p> <ul style="list-style-type: none"> • State Department • National Security Council • Foreign Service • Department of Defense • Central Intelligence Agency • Department of Homeland Security 	<p>Oil Dependence and Foreign Policy</p>

	<ul style="list-style-type: none">• Federal Bureau of Investigation <p>Foreign policy goals</p> <ul style="list-style-type: none">• Commitment to preserve a peaceful world• Promote democratic values• Protect nations from aggression• Encourage market-oriented economies and free trade• Advance international cooperation <p>Making foreign policy decisions requires balancing competing or contradictory foreign policy goals</p> <p>Recent foreign policy priorities</p> <ul style="list-style-type: none">• Trade imbalances with other countries• Curtail human rights abuses• Control nuclear and biological arms• Determine the future of North Atlantic Treaty Organization (NATO)• Curb drug traffic <p>United States trade agreements</p> <ul style="list-style-type: none">• North American Free Trade Agreement (NAFTA)• World Trade Organization (WTO)	
--	--	--

Standard USG.11

The student will apply social science skills to understand economic systems.

Essential Questions Questions to guide student inquiry and focus instruction to uncover big ideas		
<p>How do supply and demand interact to determine price? What are the four basic resources (factors of production), and how are they interdependent? To what degree are economic freedoms and political freedoms related in democratic and authoritarian nations?</p>		
Benchmarks Key knowledge and skills we want students to know and be able to do	Essential Knowledge Key facts, concepts, and ideas needed to successfully meet benchmarks	Suggested Resources/ Experiences Information to help support instruction
<p>Identify the basic economic questions encountered by all economic systems.</p> <p>Compare the characteristics of traditional, free market, command, and mixed economies, as described by Adam Smith and Karl Marx.</p> <p>Evaluate the impact of the government’s role in the economy on individual economic freedoms.</p>	<p>Basic economic questions</p> <ul style="list-style-type: none"> • What goods and services should be produced? • How should they be produced? • For whom are they produced? <p>Types of economies</p> <ul style="list-style-type: none"> • Traditional • Free market economy <ul style="list-style-type: none"> ○ Adam Smith • Command economy <ul style="list-style-type: none"> ○ Karl Marx • Mixed economy <p>Economic Freedoms</p> <ul style="list-style-type: none"> • Ability to earn money • Right to purchase property • Right to spend incomes on goods and services • Right to choose occupations or change jobs • Right to make choices about where and how much to save 	<p>http://www.usdebtclock.org/</p>

	<ul style="list-style-type: none">• Right to start new businesses and decide what to produce <p>Consumer Protection</p> <ul style="list-style-type: none">• Consumer Product Safety Commission• Fair Labor Standards Act• Occupational Safety and Health Administration• Food and Drug Administration	
--	---	--

Standard USG.12

The student will apply social science skills to the role of government in the United States economy.

Essential Questions Questions to guide student inquiry and focus instruction to uncover big ideas		
<p>How does the government protect the environment? What is the role of the government in protecting property rights? What is the role of the government in the enforcement of legal contracts? How does the government protect consumer rights? What is the government's role in labor-management relations? How does the government regulate marketplace competition? What are the purposes of taxes collected by government on the state and federal levels? What types of taxes are collected by both levels of government?</p>		
Benchmarks Key knowledge and skills we want students to know and be able to do	Essential Knowledge Key facts, concepts, and ideas needed to successfully meet benchmarks	Suggested Resources/ Experiences Information to help support instruction
<p>Describe the provision of government goods and services that are not readily produced by the market.</p> <p>Describe government's establishment and maintenance of the rules and institutions in which markets operate, including the establishment and enforcement of property rights, contracts, consumer rights, labor-management relations, environmental protection, and competition in the marketplace.</p> <p>Investigate and describe the types and purposes of taxation that are used by local, state, and federal governments to pay for services provided by the government.</p>	<p>Examples of goods and services provided by the government</p> <ul style="list-style-type: none"> • Infrastructure • Public health and safety • Public schools <p>Reasons for government-provided goods and services</p> <ul style="list-style-type: none"> • Efficiency • Widespread benefit • Value • Economic equity <p>Property Rights</p> <ul style="list-style-type: none"> • Defined, established, enforced and protected by government • Contracts <p>Government agencies created to protect</p>	<p>I.O.U.S.A Video</p> <p>www.Financeintheclassroom.org</p> <p>Virginia Council for Economic Education</p>

<p>Analyze how Congress can use fiscal policy to stabilize the economy.</p> <p>Describe the effects of the Federal Reserve's monetary policy on price stability, employment, and the economy.</p> <p>Evaluate the trade-offs in government decisions.</p>	<ul style="list-style-type: none">• Consumers<ul style="list-style-type: none">○ Consumer Product Safety Commission○ Food and Drug Administration• Labor<ul style="list-style-type: none">○ Occupational Safety and Health Administration• The environment<ul style="list-style-type: none">○ Environmental Protection Agency <p>Taxation</p> <ul style="list-style-type: none">• Pay for the government-provided goods and services• Expressed power of Congress• Raise revenue, discourage activities• Income tax (individual and corporate)• Payroll tax• Customs duties• Sales tax• Real estate/personal property tax• Progressive tax• Proportional tax• Regressive tax <p>Fiscal Policy</p> <ul style="list-style-type: none">• Response to recession/inflation• Stimulus• Federal Reserve Open Market Committee• Interest rates• Trade-offs	
--	---	--

Standard USG.13

The student will apply social science skills to understand the characteristics of thoughtful, effective participation in civic life in a democratic republic.

Essential Questions Questions to guide student inquiry and focus instruction to uncover big ideas		
What responsibility do we as Catholics have in participating in civic life?		
Benchmarks Key knowledge and skills we want students to know and be able to do	Essential Knowledge Key facts, concepts, and ideas needed to successfully meet benchmarks	Suggested Resources/ Experiences Information to help support instruction
<p>Explain and demonstrate the characteristics of good citizenship.</p> <p>Describe the ways one can participate thoughtfully and effectively in civic life.</p>	<p>Characteristics of a good citizen</p> <ul style="list-style-type: none"> • Trustworthiness and honesty • Courtesy • Respect for the rights of others • Responsibility • Accountability • Self-reliance • Respect for the law • Patriotism • Financial responsibility <p>Ways to participate thoughtfully and effectively in civic life</p> <ul style="list-style-type: none"> • Obey the law • Pay taxes • Serve as a juror • Register and vote • Perform public service • Keep informed • Respect the opinions of others • Practice personal and fiscal responsibility 	<p>Virginia Catholic Conference</p> <p>Catechism References on Civic Participation</p>