

Scope and Sequence

Pre-K Social Studies

Unit Title	Unit Topic and Goals
Civics, Citizenship and Government	<p>Topic: What are our roles, rights and responsibilities?</p> <ul style="list-style-type: none"> • What are our responsibilities at school, home and in our community? • What is a rule? Who makes the rules? What rules do we follow at school, home and in the community? • How are we affected if we do not follow the rules?
Economics	<p>Topic:</p> <ul style="list-style-type: none"> • Why do we need to have money? • What kind of money do we have? • What does each community worker do for us? • How does Mommy/Daddy pay for things at the store etc?
Geography	<p>Topic: Self as an Individual</p> <ul style="list-style-type: none"> • Who am I? • Why am I special? <p>Topic: Self within the context of family</p> <ul style="list-style-type: none"> • Who are my family members? • What is the role of each family member? • How is my family like someone else's in my class? • How is my family different? <p>Topic: Self within the context of community?</p> <ul style="list-style-type: none"> • What is in my community? • Who are some community workers in my community? • How are these people alike and how are they different? • Who lives in my neighborhood? <p>Topic: Appreciation of one's culture</p> <ul style="list-style-type: none"> • How are people similar/different? • What holidays do we celebrate? • What foods do we eat? • Do we wear costumes? • Are there special dances? <p>Topic: Knowledge between people, places and regions</p> <ul style="list-style-type: none"> • What does my home look like?

	<ul style="list-style-type: none"> • Where do I live? • What is near my home? • Who are my neighbors?
Career Development	<p>Topic: What is a career and where does one work in the community?</p> <ul style="list-style-type: none"> • What are the jobs of my family members? • What tools are needed for each job? • How can I act out a specific job in the housekeeping center? • What do I want my job to be when I grow up?
History	<p>Topic: How do people and things change over time? How do past events relate to present and future activities?</p> <ul style="list-style-type: none"> • What are my daily routines at school and at home? • Can you recall events/times from yesterday, last week or further back in time? • What holidays/traditions do we celebrate as a family? • How do you celebrate birthdays in your family? • Do I have more family members now? Younger siblings?

Scope and Sequence: Kindergarten Social Studies

Unit Title & Timeframe	Unit Topics & Goals
<p>September:</p> <p>School Rules/Being a Good Citizen and Friend</p> <p>All About Me/What Makes Me Special</p> <p>Family</p> <p>Apples</p>	<ul style="list-style-type: none"> • Students will create a classroom constitution and sign signatures to classroom promise • Students will listen, read, write, and speak to share "all about me" topics; name, likes, dislikes, comparing and contrasting differences amongst peers, what makes you special and unique • Students will listen, read, speak and write about their families and share their similarities and differences • Students will recognize their responsibilities for being a part of a classroom community; following rules, respecting others, choosing kindness, manners, Bucket Filling, teamwork • Students will visit the community to partake in apple picking as part of a state tradition for the Fall and participate in apple activities; 5 senses, sequencing lifecycle of an apple, baking, dissect, and learn the parts of an apple
<p>October:</p> <p>Fall</p> <p>Pumpkins</p> <p>Community</p> <p>Fire Safety</p> <p>Halloween</p>	<ul style="list-style-type: none"> • Students will observe the Fall and recognize the changing of the seasons • Students will participate in pumpkin activities; 5 senses to observe a pumpkin, guess the circumference, dissect, and learn the parts of a pumpkin • Students will develop a sense of the members in their community by learning about the helpers and their responsibilities in the community • Students will have a member of the community speak about fire safety and will explore on a fire truck • Students will celebrate Halloween as a class and learn Halloween safety
<p>November:</p> <p>Veterans Day</p> <p>Thanksgiving</p>	<ul style="list-style-type: none"> • Students will understand who a veteran is and why we honor veterans • Students will learn about the history of Thanksgiving and the friendship between the Native Americans and the Pilgrims
<p>December:</p>	<ul style="list-style-type: none"> • Students will celebrate and recognize different culture celebrations and

<p>Holidays and Traditions</p> <p>Needs and Wants</p>	<p>traditions</p> <ul style="list-style-type: none"> • Students will understand the difference between needs and wants, goods and services
<p>January: Winter MLK</p>	<ul style="list-style-type: none"> • Students will observe the changing season of Winter • Students will learn and celebrate the life of Dr. Martin Luther King Jr. and recognize his peaceful and kind ways
<p>February: President's Day Valentine's Day</p>	<ul style="list-style-type: none"> • Students will know the life of George Washington, Abraham Lincoln and current president • Students will celebrate Valentine's Day as a class and share cards to honor our classroom friendships
<p>March: Dr. Seuss Author Study St. Patrick's Day</p>	<ul style="list-style-type: none"> • Students will listen to and read Dr. Seuss books and learn the life of Dr. Suess as a children's author and illustrator • Students will celebrate St. Patrick's Day as a class and will reflect on what makes them feel lucky in an art and writing activity
<p>April: Spring Earth Day Geography</p>	<ul style="list-style-type: none"> • Students will observe the changing season of Spring • Earth Day and scarcity (see Unit 3, lesson 4 in PNWBOCES) • Students will study geography and human interactions with the environment and learn how to look at a map to understand land, water, mountains, etc.

SOCIAL STUDIES: GRADE 1

Unit Title & Timeframe	Unit Topics & Goals
<p>Unit 1 Rules & Laws</p> <p>18 class periods plus 2 optional periods Plus Mini Unit</p>	<p>What will students understand as a result of this unit?</p> <ul style="list-style-type: none"> • Citizens develop rules and laws to govern and protect themselves. • Citizens have knowledge and respect for symbols of the USA. • Citizens understand the importance of respecting themselves, others and school property. • Civic Ideals and Practices • Individual Development and Cultural Identity <p>Lesson 1: My Classroom and I: Rules We Follow Lesson 2: My School and I: The Rules We Follow Lesson 3: Rights and Responsibilities Lesson 4: Bullying Lesson 5: Oh Say Can You See and Identify? Lesson 6: The American Flag: A Symbol of Our Country Lesson 7: “Symbol-y Our Class is Best! Mini-Unit on Washington, D.C.</p>
<p>Unit 2 We Are Family</p> <p>19 class periods</p>	<p>What will students understand as a result of this unit?</p> <ul style="list-style-type: none"> • The definition of a family is fluid and open to interpretation • Families grow and change over time • Families are similar and different • Family members help one another • In every family, members have roles and responsibilities <p>Lesson 1: My family, Your family Lesson 2: Family Tree and Family Events Lesson 3: Family Roles and Responsibilities Lesson 4: All Families Are Different, Yet the Same Lesson 5: Families Over Time</p>

<p>Unit 3 Unity in Community</p> <p>12 class periods</p>	<p>What will students understand as a result of this unit?</p> <ul style="list-style-type: none"> • A community is a place where we live, work, learn and play. • Citizens make up a community and have certain roles and responsibilities within it. • Citizens need to respect others and communicate with other members of the community. • A map is a drawing of a real place with symbols that stand for real things. <p>Lesson 1: What is a Community? Lesson 2: Mapping Our Classroom Lesson 3: Our School Community Lesson 4: Interviewing Members of Our School Community Lesson 5: Building Your Own Community Lesson 6: Important Places in Our Community Lesson 7: Who Are the People in Your Neighborhood? Lesson 8: We Are the World</p>
<p>Unit 4 Economics</p> <p>15 class periods</p>	<p>What will students understand as a result of this unit?</p> <ul style="list-style-type: none"> • There is a difference between needs and wants • People have roles as producers and/or consumers • Scarcity means that people’s wants exceed their resources • People have to fulfill their needs in order to live • People work in communities to meet their needs and wants • Community workers use tools and technology to produce goods and services • The need for savings • People need to make informed and well-reasoned decisions on how to use money as an individual and in their community <p>Lesson 1: What Does Jack Want? What Does He Need? Lesson 2: Economics Scarcity and Choices Lesson 3: Economic Scarcity Lesson 4: A Chair for My Mother: Why Adults Work Lesson 5 Working Hard for a Living Lesson 6: What Goods and Services Can My Community Provide? Lesson 7: The ABCs of Saving</p>
<p>Biographies</p>	<p>Black History biographies Women’s biographies</p>
<p>Inquiries</p>	<p>Inquiry Topics and Key Ideas</p>

	<p>Economic Choices Family Family Stories Global Citizen Maps and Geography The President http://www.c3teachers.org/inquiries/?s=&wcf_taxonomy%5B55d24896d1197%5D=1st-grade&wcf_taxonomy%5B55d243b1bd454%5D=new-york&wcf_taxonomy%5B55d623faaafcc%5D=&form_id=708&post_type=s=inquiries&posts_per_page=300</p>
<p>Scholastic News Weekly</p>	<p>Current Events magazine for students. Weekly issues on current topics. Nonfiction articles on seasonal science and social studies themes.</p>

SOCIAL STUDIES: GRADE 2

Unit Title & Timeframe	Unit Topics & Goals
Unit 1: Active Citizenship	<ul style="list-style-type: none">- It's Right to Follow Rules- Symbols All Around the United States- It's Your Right to Vote- Paying Taxes- Holidays
Unit 2: Rural, Urban, Suburban	<ul style="list-style-type: none">- What is a community?- Introduction to Rural, Urban, and Suburban Communities- Rural Communities- Urban Communities- Suburban Communities- Comparing and Contrasting Rural, Urban, and Suburban Communities
Unit 3: Geography of Communities	<ul style="list-style-type: none">- Continents and Oceans- Map Skills- Landforms and Bodies of Water- Where You Live Affects How You Live- Comparing Communities-
Unit 4: Change and Interdependence in Communities	<ul style="list-style-type: none">- Communities Change Over Time- Past, Present, and Future- The Rural Community Has Changed- Change Comes to the Suburbs- Changes in an Urban Community- Interdependence- Just for Snack!

<p>Economics and Economic Systems</p>	<ul style="list-style-type: none"> ● Examine how scarcity affects the decisions about the use of resources by people and governments; examine the costs and benefits of economic decisions. ● Identify the variety of resources available in a particular world community used to produce goods and/or provide services. ● Identify products found in world communities and the various ways that people in those communities pay for products.
<p>Economics and Economic Systems</p>	<ul style="list-style-type: none"> ● Examine the goods and services provided by world communities; describe what goods and services a world community trades with other world communities. ● Explore the types of governments in world communities and the services that they provide to citizens ● Participate in activities that focus on a classroom, school, or world community issue or problem.
<p>Civic Participation</p>	<ul style="list-style-type: none"> ● Identify different types of political systems found in world communities ● Identify opportunities for and the role of the individual in social and political participation in the school, local community, or world community. ● Show respect in issues involving difference and conflict; participate in negotiating and compromising in the resolution of differences and conflict ● Identify situations in which social actions are required and suggest actions. ● Identify leaders of world communities and the president of the United States; identify similarities and differences in their roles. ● Identify rights and responsibilities of citizens in the local community and compare them to those in world communities

SOCIAL STUDIES: GRADE 3

Unit Title & Timeframe	Unit Topics & Goals
<p>How do culture, geography and history shape a community? How are world communities the same? How are they different?</p>	<p>Community: People’s Republic of China</p> <ul style="list-style-type: none"> ■ Location of China ■ Location of Asia and China in relation to oceans, seas, continents and the United States ■ Distance in relation to parallels and meridians using cardinal and intermediate directions ■ Satellite images of China Geographic features 3.3a, 3.3b ■ Ecological regions (boreal, temperate, tropical, subtropical) ■ Mountains and plateaus ■ Rivers (Yellow and Yangtze) ■ Rural and urban areas ■ Desert, forest, floodplain, grasslands, mountainous, steppe, 9,000 miles of coastline
	<ul style="list-style-type: none"> ■ Impact of climate on settlement patterns (current and ancient) <ul style="list-style-type: none"> ■ Vegetation zones ■ Ancient (Grand Canal, The Great Wall, Silk Roads) ■ Environmental challenges (urbanization, overpopulation, over-mining, air pollution) <p>Culture and Civilization</p> <ul style="list-style-type: none"> ■ Settlements and population growth ■ Leaders past and present ■ National symbols (flag, national anthem) ■ Legacy of traditional culture – Arts (jade ornaments, pottery, porcelain, paper cutting, calligraphy, folding screens, woodblock prints, landscape paintings) – Music (Chinese (Beijing) opera, traditional Chinese instruments, folk songs) ■ Sports ■ Cultural groups (Han, many ethnicities) ■ Food, clothing, and homes ■ Gender roles

	<ul style="list-style-type: none"> ■ Schools (state run public education) ■ Languages (Cantonese, Mandarin) ■ Religious beliefs (Buddhism, Neo-Confucianism, Taoism), customs, traditions and practices ■ National and religious holidays, festivals (Lunar New Year) ■ Myths and legends ■ National Parks (Jiuzhai Valley Huanglong, Guilin-Lijiang River, Huangshan Mountains)
	<p>Governments in communities and countries around the world have the authority to make and the power to enforce laws. The role of the citizen within these communities or countries varies across different types of governments.</p> <ul style="list-style-type: none"> ■ Type of government (Communist) ■ Branches (executive, legislative, judicial, and military) ■ Process for selecting leaders ■ Role of the citizen ■ Capital (Beijing) <p>The concept of universal human rights suggests that all people should be treated fairly and should have the opportunity to meet their basic needs.</p> <ul style="list-style-type: none"> ■ Issues of human rights (prejudice and discrimination) ■ Protecting human rights and treating others fairly ■ Social action and change
	<p>Communities meet their needs and wants in a variety of ways, forming the basis for their economy.</p> <ul style="list-style-type: none"> ■ Uses available resources (coal, iron ore, petroleum, natural gas, mercury, tin, tungsten, aluminum, lead, zinc, rare earth elements, uranium, hydropower potential) ■ Surplus and scarcity of resources ■ Development of the Grand Canal ■ Silk Roads ■ Basic needs for food, clothing, and shelter <p>Each community develops an economic system that addresses</p>

	<p>three questions: what will be produced, how it will be produced, and who will get what is produced?</p> <ul style="list-style-type: none">■ Role of supply and demand■ Goods, services, exports■ Agricultural and industrial production■ Import partnerships (United States, Europe Union, Japan, Brazil)

SOCIAL STUDIES: GRADE 4

Unit Title	Unit Topics & Goals
4.1 GEOGRAPHY OF NEW YORK STATE	<ul style="list-style-type: none">• 4.1a Physical and thematic maps can be used to explore New York State’s diverse geography.• 4.1b New York State can be represented using a political map that shows cities, capitals, and boundaries.
4.2 NATIVE AMERICAN GROUPS AND THE ENVIRONMENT	<ul style="list-style-type: none">• 4.2a Geographic factors often influenced locations of early settlements. People made use of the resources and the lands around them to meet their basic needs of food, clothing, and shelter.• 4.2b Native American groups developed specific patterns of organization and governance to manage their societies.• 4.2c Each Native American group developed a unique way of life with a shared set of customs, beliefs, and values.
4.3 COLONIAL AND REVOLUTIONARY PERIOD IN NEW YORK	<ul style="list-style-type: none">• 4.3a Europeans in search of a route to Asia explored New York’s waterways. Early settlements began as trading posts or missions.• 4.3b Colonial New York became home to many different peoples, including European immigrants, and free and enslaved Africans. Colonists developed different lifestyles.• 4.3c In the mid-1700s, England and France competed against each other for control of the land and wealth in North America. The English, French, and their Native American allies fought the French and Indian War. Several major battles were fought in New York.• 4.3d Growing conflicts between England and the 13 colonies over issues of political and economic rights led to the American Revolution. New York played a significant role during the Revolution, in part due to its geographic location.
4.4 GOVERNMENT	<ul style="list-style-type: none">• 4.4a After the Revolution, the United States of America established a federal government; colonies established state governments.• 4.4b The New York State Constitution establishes the basic structure of government for the state. The government of New York creates laws to protect the people and interests of the state.• 4.4c Government in New York State is organized into counties, cities, towns, and villages.• 4.4d New Yorkers have rights and freedoms that are guaranteed in the United States Constitution, in the New York State Constitution, and by state laws.• 4.4e Citizens of the State of New York have responsibilities that help their nation, their state, and their local communities function. Some responsibilities are stated in laws.
4.5 IN SEARCH OF	<ul style="list-style-type: none">• 4.5a There were slaves in New York State. People worked to fight against

<p>FREEDOM AND A CALL FOR CHANGE</p>	<p>slavery and for change.</p> <ul style="list-style-type: none"> ● 4.5b Women have not always had the same rights as men in the United States and New York State. They sought to expand their rights and bring about change. ● 4.5c The United States became divided over several issues, including slavery, resulting in the Civil War. New York State supported the Union and played an important role in this war.
<p>4.6 WESTWARD MOVEMENT AND INDUSTRIALIZATION</p>	<ul style="list-style-type: none"> ● 4.6a After the Revolution, New Yorkers began to move and settle farther west, using roads many of which had begun as Native American trails. ● 4.6b In order to connect the Great Lakes with the Atlantic Ocean, the Erie Canal was built. Existing towns expanded and new towns grew along the canal. New York City became the busiest port in the country. ● 4.6c Improved technology such, as the steam engine and the telegraph made transportation and communication faster and easier. Later developments in transportation and communication technology had an effect on communities, the State, and the world. ● 4.6d Farming, mining, lumbering, and finance are important economic activities associated with New York State. ● 4.6e Entrepreneurs and inventors associated with New York State have made important contributions to business and technology. ● 4.6f Between 1865 and 1915, rapid industrialization occurred in New York State. Over time, industries and manufacturing continued to grow. ● 4.6g As manufacturing moved out of New York State, service industries and high-technology industries have grown.
<p>4.7 IMMIGRATION AND MIGRATION FROM THE EARLY 1800S TO THE PRESENT:</p>	<ul style="list-style-type: none"> ● 4.7a Immigrants came to New York State for a variety of reasons. Many immigrants arriving in New York City were greeted by the sight of the Statue of Liberty and were processed through Ellis Island. ● 4.7b Beginning in the 1890s, large numbers of African Americans migrated to New York City and other northern cities to work in factories.

SOCIAL STUDIES: GRADE 5

Unit Title & Timeframe	Unit Topics & Goals
<p>Government in the Western Hemisphere</p> <p>Sept-Early November</p> <p>Standards:</p> <ul style="list-style-type: none"> • 5.6 	<p>Topics Addressed:</p> <ul style="list-style-type: none"> • Different Forms of Government in the Western Hemisphere • Founding Documents of the United States, Canada and Cuba • Functions and Structures of today’s governmental systems • The Fight for Equality and Sovereignty: Past and Present <p>C3 Inquiry: Why Do Countries Declare Independence?</p> <p>Goals:</p> <ul style="list-style-type: none"> • Students will compare two or more different forms of government within the Western Hemisphere. • Students will utilize information about various governmental systems to develop a proposal. • Students will interpret the United States Founding Documents and paraphrase the content to create a kid-friendly version. • Students will use a variety of sources to construct an argument that answers the question: Why do countries declare independence?
<p>Economics in the Western Hemisphere</p> <p>November – January</p> <p>Standards:</p> <ul style="list-style-type: none"> • 5.7 	<p>Topics Addressed:</p> <ul style="list-style-type: none"> • The True Definition of Economics: Meeting Our Needs and Wants • Different Economic Systems that exist within the Western Hemisphere • Essential Concepts behind Economy: Supply and Demand, <p>C3 Inquiry: What is the REAL Cost of Bananas?</p> <p>Goals:</p> <ul style="list-style-type: none"> • Students will compare the three economic systems that exist within the Western Hemisphere: Traditional, Market and Command • Students will engage in a case study of the Inuit to experience a traditional economy. Students will use this information to develop a narrative. • Students will examine a variety of sources to construct an argument: What is the REAL cost of Bananas? • Students will assess examples from literature and informational text to identify essential concepts behind economy.

<p>Culmination Task of Government/Economics:</p> <p>January</p> <p>Standards:</p> <ul style="list-style-type: none"> • 5.5 	<p>C3 Inquiry: Despite different economic and political systems, How are the United States and Cuba interdependent?</p> <p>Goals:</p> <ul style="list-style-type: none"> • Students will develop an understanding of the interdependence between countries that exists within the Western Hemisphere. • Students will assess the current environmental issues that face the Western Hemisphere and support how people work together to problem solve. • Students will describe the events and history that have lead up to modern day relationships within the Western Hemisphere.
<p>Geography's Impact on Life</p> <p>February – Beg of May</p> <p>Standards Addressed:</p> <ul style="list-style-type: none"> • 5.1 • 5.2 • 5.4 	<p>Topics Addressed:</p> <ul style="list-style-type: none"> • The Early Inhabitants • Complex Civilizations: Maya, Aztecs, and Inca • Geography in the Western Hemisphere • Current Environmental Issues <p>C3 Inquiry: What makes a complex Society Complex?</p> <p>Goals:</p> <ul style="list-style-type: none"> • Students will evaluate the theories that exist surrounding the early inhabitants. • Students will conduct research around complex civilizations about the geographic challenges that they faced and the advanced solutions that they utilized. • Students will develop inquiry questions surrounding a complex civilization and engage in independent research. • Students will examine maps to analyze a variety of landforms within the Western Hemisphere. • Students will examine environmental issues that currently affect the Western Hemisphere and assess the impact that geography has on life.
<p>European</p>	<p>Topic Addressed:</p>

<p>Exploration and its Effects</p> <p>Beginning of May – End of June</p> <p>Standards Addressed:</p> <ul style="list-style-type: none"> • 5.3 	<ul style="list-style-type: none"> • Reasons for European Exploration • European Interactions with Native Americans • The Columbian Exchange • African Slaves in the Americas <p>C3 Inquiry: How did Sugar Feed Slavery? Did the French Lose Out in North America?</p> <p>Goals:</p> <ul style="list-style-type: none"> • Students will identify and locate the areas and dates that were settled by Europeans. • Students will conduct research on European Explorers to understand the purposes for exploration. • Students will examine how the Native Americans viewed the Europeans by engaging in case studies. • Students will compare the costs and benefits of the Columbian Exchange. • Students will evaluate the relationship between the European's desire for sugar and the need for enslaved labor.
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6th Grade Social Studies Curriculum Outline

Unit Title & Timeframe	Unit Topic & Goals
Current Events Ongoing 6-8 weeks	<ul style="list-style-type: none"> • Students will examine a few issues facing the Eastern Hemisphere throughout the year. • Students will write arguments to support their positions.
<u>Unit 1</u> : The First Humans through the Neolithic Revolution 5 weeks	<ul style="list-style-type: none"> • Students learn how human populations used the resources available in their environments to develop distinct ways of life. • Students learn how historians and archeologists use artifacts and archaeological features to learn about early peoples. • Students use artifacts to develop their own theories about early peoples. • Students will determine if the Neolithic Revolution is a major turning point in human history due to the technological advances in agriculture and the domestication of animals. • Students develop a definition for a turning point in history- it can be an event, era, and/or development in history that has brought about significant social, cultural, ecological, political or economic change. <p>Text: chapter 3</p>
<u>Unit 2</u> : Early River Valley Civilizations 10 weeks	<ul style="list-style-type: none"> • Students learn the elements of a civilization: religion, job specialization, cities, government, language/record keeping system, technology, and social hierarchy. • Student determine if the two early river valley civilizations have these characteristics. • Students will also determine how they adapted to and modified their environment to meet the needs of their population. • Students will compare and contrast the political and social structures, as well as their unique achievements and lasting contributions. (legacy) <p>Mesopotamia & Indus River Valley Text: chapters 4,5,6 and 13,14</p>
<u>Unit 3</u> : Comparative World Religions 5 weeks	<ul style="list-style-type: none"> • Students will compare and contrast the beliefs, practices and history of the following religions: Islam, Judaism, Buddhism, Christianity, Hinduism • Student will write an informative essay to compare the religions in respect to their history, beliefs and practices. <p>Text chapters: 7,8 (Islam)</p>
<u>Unit 4</u> : Comparative Classical Civilizations 15 weeks	<ul style="list-style-type: none"> • Students will study the geography of each classical civilization to determine how it influenced their development. • Students will examine the similarities and differences between the political systems. • Students will examine evidence related to the Qin, Han, and Greco-Roman civilization and determine if these civilizations have experienced a golden age. • Student will learn about the cultural achievements (legacy) of these civilizations and examine how they've influenced contemporary societies. <p>Ancient China, Greece & Rome Text: chapters 19,22,23 (China) 25,26,27, 29, 31 (Greece) 32, 33, 34, 35, 38 (Rome)</p>
<u>Unit 5</u> : Mediterranean World: Feudal Western Europe, The Byzantine Empire and the Islamic Caliphates	<ul style="list-style-type: none"> • Students will examine the reasons for the fall of the Roman Empire and how it caused the development of feudalism in Western Europe. • Students will examine how the Byzantine Empire preserved elements of the Roman Empire by blending Roman traditions with Greek culture. • Students will explore how Islam spread within the Mediterranean region from SW Asia to northern Africa and the Iberian Peninsula. • Students will examine the issues of competition and rivalry over religious, economic and political control over holy lands and how these issue led to conflicts such as the Crusades. <p>Text chapters 2, 4, 5, 6, 9, 10</p>
Supporting TEXT	<p><i>History Alive! The Ancient World</i> <i>History Alive! The Medieval World and Beyond</i> Junior Scholastic</p>

SOCIAL STUDIES: GRADE 7

Unit Title & Timeframe	Unit Topics & Goals
Geography (September – 2 weeks)	<ul style="list-style-type: none"> - US Geography - Why do historians study geography? - What do historians use to study history and geography? - Evaluating sources
Native Americans (2 weeks)	<ul style="list-style-type: none"> - Effects of geography on the lives of Native Americans - Chief Seattle, Great Plains, Iroquois - Iroquois League and its connections to the US govt.
European Exploration (3-4 weeks)	<ul style="list-style-type: none"> - Causes of exploration - Columbus' journeys and its effects - Columbian Exchange - Spanish explorers and their effects - Las Casas and his effects on slavery - French explorers and their effects - Search for the Northwest Passage and its effects - Comparing New France and New Spain
English Colonies in the New World (3-4 weeks)	<ul style="list-style-type: none"> - Jamestown and Plymouth - Massachusetts Bay Colony - Quakers and Puritans - Religious freedom in the Colonies - Middle Colonies and New England Colonies - Slave Trade
Events Leading to the Revolution (3-4 weeks)	<ul style="list-style-type: none"> - French and Indian War and its effects - Stamp Act, Proclamation of 1763, Quartering Act - "No taxation without representation" - Propaganda and its effects - Protest techniques - Boston Tea Party - Intolerable Acts - First and Second Continental Congress
American Revolution (3-4 weeks)	<ul style="list-style-type: none"> - <u>Common Sense</u>, <u>The Crisis</u> - Declaration of Independence

weeks)	<ul style="list-style-type: none"> - Battles – Long Island, Trenton, Saratoga, Yorktown <p>Strategies and leaders</p>
New Nation and Constitution (3-4 weeks)	<ul style="list-style-type: none"> - Problems facing the new nation - Articles of Confederation – successes and failures - Constitutional Convention - Constitution - Balancing power - between states and national government and between individuals and the government - Federalism, Separation of Powers, Checks and Balances - Federalists and Antifederalists - Bill of Rights
Reforming Age (3 weeks)	<ul style="list-style-type: none"> - Rise of reform movements in the mid-1800s - Methods used to resist slavery - Abolition Movement – definition, leaders, techniques, arguments - Women’s Rights Movement - Rights women had and/or lacked in the 1800s - Seneca Falls Convention - Declaration of Sentiments
Westward Expansion (3 weeks)	<ul style="list-style-type: none"> - Manifest Destiny
	<ul style="list-style-type: none"> -

SOCIAL STUDIES: GRADE 8

Unit Title & Timeframe	Unit Topics & Goals
Civil War (4-5 weeks)	<ul style="list-style-type: none"> - Advantages/Disadvantages - Strategies - Battles - Emancipation Proclamation - Life in the US during the Civil War - Total War
Reconstruction (4 weeks)	<ul style="list-style-type: none"> - What was Reconstruction? - Various Reconstruction plans and their goals - Radical Reconstruction and changes it brought - Problems in the South during Radical Reconstruction - Election of 1876 - Plessy v. Ferguson decision
Rise of Big Business (4-5 weeks)	<ul style="list-style-type: none"> - Age of Invention - Monopolies/Corporations - Business vocabulary - Business leaders at the turn of the century - Arguments for and against Big Business - Immigration - Rise of Unions - Progressive Movement - Muckrakers
US Imperialism (4-5 weeks)	<ul style="list-style-type: none"> - What is imperialism? - Reasons why countries got involved in imperialism - Acquisition of Alaska - Acquisition of Hawaii - Spanish American War - Arguments for and against US imperialism
World War I (4-5 weeks)	<ul style="list-style-type: none"> - Underlying and immediate causes of WWI - What was life like for a WWI soldier? - US position at start of war - Why did the US join WWI? - How did the US prepare and change in order to fight in WWI? - Wilson's Fourteen Points - Treaty of Versailles
1920s (3 weeks)	<ul style="list-style-type: none"> - Emotions of the decade – “Forget about the War” - Economy of the decade

	<ul style="list-style-type: none"> - Social changes - Red Scare - Economic trouble – Debt, Installment Buying, Buying on Margin
Great Depression (3-4 weeks)	<ul style="list-style-type: none"> - Causes of the Great Depression - Life during the Great Depression - Dust Bowl - Plans to end the Depression – Hoover v. FDR - New Deal and its effects - Arguments for and against the New Deal
World War II (4 weeks)	<ul style="list-style-type: none"> - Underlying and immediate cause of the war - Appeasement, Depression and its effects, dictatorships and their effects - Battle of Britain, Dunkirk, Siege of Leningrad, Bataan Death March, D-Day, Guadalcanal - US neutrality – Cash and Carry, Lend/Lease - Pearl Harbor attack and its effects - Mobilizing the homefront - Island hopping - Should the US have dropped the atomic bomb?
Cold War (4 weeks)	<ul style="list-style-type: none"> - Post WWII Europe and Asia - US strategies to stop Soviet aggression – Truman Doctrine, Marshall Plan, NATO - Korean War - McCarthyism - Cuban Missile Crisis
Civil Rights Era (4 weeks)	<ul style="list-style-type: none"> - Brown v. Board of Education - Montgomery Bus Boycott - Civil Disobedience – definition and examples
Vietnam War (3 weeks)	<ul style="list-style-type: none"> - Causes - Domino Theory - Gulf of Tonkin incident - Tet Offensive - Evacuation of Saigon - Expansion of War into Cambodia - Anti-War movement