



**School District  
of the City of St.  
Charles**

# Grades K-6 Social Studies Curriculum

Approved by the Board of Education  
May 12, 2016



## **K-6 Social Studies Curriculum Committee**

### **Lead Facilitators**

Tyson Plumlee, Harris Elementary School, Principal  
Rachel Haug, Harris Elementary School, Assistant Principal

### **Curriculum Team Leader**

Christie Scott, Harris Elementary School, Kindergarten Teacher

### **Committee Members**

Christie Scott, Harris Elementary School, Kindergarten Teacher  
Sharon Roe, Monroe Elementary School, Kindergarten Teacher  
Amy Overton, Blackhurst Elementary School, First Grade Teacher  
Jessica Johnson, Monroe Elementary, First Grade Teacher  
Brittany Weaver, Null Elementary School, Second Grade Teacher  
Kristel Jackson, Lincoln Elementary School, Second Grade Teacher  
Jeanie Wallutt, Coverdell Elementary School, Second Grade Teacher  
Linda Nagle, Lincoln Elementary School, Third Grade Teacher  
Leslie Morgan, Monroe Elementary School, Third Grade Teacher  
Meredith Engel, Blackhurst Elementary School, Third Grade Teacher  
Fran Ward, Harris Elementary School, Fourth Grade Teacher  
Kim Hahn, Null Elementary School, Fourth Grade Teacher  
Sara Myers, Jefferson Intermediate School, Fifth Grade Teacher  
Angie Gabris, Jefferson Intermediate School, Fifth Grade Teacher  
Kara Welty, Jefferson Intermediate School, Sixth Grade Teacher  
Vicki Vaughn, Jefferson Intermediate School, Sixth Grade Teacher  
Leslie Spears, Coverdell Elementary School, Instructional Coach  
Kara Canning, Harris Elementary School, Instructional Coach  
Kevin Stross, Null Elementary School, Instructional Coach

# K-6 Social Studies Curriculum

## TABLE OF CONTENTS

Table of Contents .....	3
Mission Statement .....	4
District Vision .....	4
District Values .....	4
District Goals .....	5
Philosophical Foundations .....	6
K-6 Social Studies Course Descriptions .....	7
K-6 Social Studies Rationale .....	8
K-6 Social Studies Essential Understandings .....	9
K-6 Social Studies Scope and Sequence .....	12

### K-3 Curriculum Units

Kindergarten Curriculum Overview, Curriculum Units, Proficiency Scales .....	13
Grade 1 Curriculum Overview, Curriculum Units, Proficiency Scales .....	44
Grade 2 Curriculum Overview, Curriculum Units, Proficiency Scales .....	71
Grade 3 Curriculum Overview, Curriculum Units, Proficiency Scales .....	113
Grade 4 Curriculum Overview, Curriculum Units, Proficiency Scales .....	180
Grade 5 Curriculum Overview, Curriculum Units, Proficiency Scales .....	230
Grade 6 Curriculum Overview, Curriculum Units, Proficiency Scales .....	263

Appendix .....	332
Show Me Standards	
K-5, 6-12 Social Studies Missouri Learning Standards	
C3 Framework	
Link for the National Curriculum Standards for Social Studies	

## **District Mission**

The City of St. Charles School District will REACH, TEACH, and EMPOWER all students by providing a challenging, diverse, and innovative education.

## **District Vision**

The City of St. Charles School District will be an educational leader recognized for high performance and academic excellence that prepares students to succeed in an ever-changing global society.

## **District Values**

We, the City of St. Charles School District community of students, parents, staff, and patrons, value:

- High quality education for all students which includes:
  - Lifelong learning from early childhood through adult education
  - Rigorous learning experiences that challenge all students
  - Instruction that meets the needs of a diverse community
  - Respect for all
  - Real world, critical thinking and problem-solving skills to prepare students for the 21<sup>st</sup> Century
  - Developing caring, productive, and responsible citizens
  - Strong engagement of family and community
  - A safe, secure, and nurturing school environment
  
- Achievement through:
  - Celebration of individual success
  - Collaboration with parents and community stakeholders
  - Exploration, Innovation, and creativity
  
- High quality staff by:
  - Hiring and retaining highly qualified and invested employees
  - Providing professional development and collaboration focused on increasing student achievement
  - Empowering staff to use innovative resources and practices
  
- Informed decisions that are:
  - Student-centered
  - Focused on student achievement
  - Data Driven
  - Considerate of all points of view
  - Fiscally responsible

# District Goals

For planning purposes, five overarching goals have been developed. These goals are statements of the key functions of the school district.

1. Student Performance
  - Develop and enhance the quality educational/instructional programs to improve student performance and enable students to meet their personal, academic, and career goals.
2. Highly qualified staff
  - Recruit, attract, develop, and retain highly qualified staff to carry out the District's mission, vision, goals, and objectives.
3. Facilities, Support, and Instructional Resource
  - Provide and maintain appropriate instructional resources, support services, and functional and safe facilities.
4. Parent and Community Involvement
  - Promote, facilitate and enhance parent, student, and community involvement in district educational programs.
5. Governance
  - Govern the district in an efficient and effective manner providing leadership and representation to benefit the students, staff, and patrons of the district.

# School District Philosophical Foundations

Teachers in the School District of the City of St. Charles share in and ascribe to a philosophy that places children at the heart of the educational process. We feel that it is our professional responsibility to strive to be our best at all times and to maximize our efforts by ensuring that the following factors are present in our classrooms and our schools.

1. Learning is developed within the personal, physical, social, and intellectual contexts of the learner.
2. A strong educational program should provide developmental continuity.
3. The successful learner is motivated, strategic, knowledgeable, and interactive.
4. Children learn best when they have real purposes and can make connections to real life.
5. Effective learning is a combination of student exploration and teacher and mentor modeling.
6. Assessment is an ongoing and multidimensional process that is an integral part of instruction.
7. Making reading and writing connections across multiple sources and curricula facilitates meaning.
8. Literacy for the future means literacy in multiple technologies.
9. Education must respond to society's diverse population and serve all children.
10. Interactions among students, teachers, parents, and community form the network that supports learning.

## **K-6 Social Studies Course Description**

### **Kindergarten – Grade 4:**

Social Studies helps children understand their expanding world and prepares them to become productive citizens. Throughout the course of the school year, students will explore topics including history, geography, economics, government and community. Students will learn how to make meaningful connections between the past and the present while deepening their understanding of how diversity has played an important role in shaping our society. Because social studies emphasizes relationships among people and across cultures, character education is naturally embedded within all parts of the curriculum. Students will gain a respectful understanding of the past and utilize that knowledge to become productive citizens of our interdependent global society.

### **Grade 5:**

At the fifth grade level this course explores social studies topics including history, geography, economics, and government. The emphasis of the fifth grade curriculum revolves around the United States, its neighbors and their relationship in the world. The emphasis of the 6<sup>th</sup> Grade curriculum revolves around Western Civilization and its past and present, as well as other cultures such as: Middle Eastern African, Australian, and Asian.

The program allows students to make connections between the past and the present. The students learn how ethnic diversity is an important component in the shaping of our past and present. This course reinforces critical thinking skills, data analysis skills, and problem solving within the context of the discipline.

## **Social Studies Curriculum Rationale**

### **Grades K-4:**

The City of St. Charles School District believes that understanding social studies is essential in developing well-rounded citizens of our world. Through social studies curriculum teachers will lead students to:

- Prepare for the future through an understanding of the past
- Become responsible and productive members of a community and a global society
- Understand relationships between people, places, and environments over time
- Develop as functioning members of organizations, groups, and communities
- Make effective choices that contribute to the overall good of society

### **Grades 5-6:**

A solid foundation in the social studies is necessary for a young person to develop into a responsible and productive member of our world community. History gives them a “memory” of who we are as a people and offers examples of solutions to problems and an appreciation of the contributions of many. Knowledge of economics and civics gives understanding to factors that influence our daily lives as well as world events. Geography helps them appreciate the differences among people and how powerful the interaction is between humans and the world.

Recognizing that middle school is the bridge between elementary and high school programs, this curriculum was developed to build on the social science skills of the elementary program and to prepare students for the high school courses and lifelong learning. The curriculum recognizes that social science concepts are best learned when an emphasis is placed on the integration of history, geography, economics, civics, cultures, current and future issues, other content areas, and especially language arts. Through differentiation and acceleration, this curriculum is designed to ensure that students acquire key social science skills necessary for lifelong, active participation in order to become responsible, decision-making citizens in their local, national, and global communities.



**K-6 Social Studies**  
**Essential Understandings**

Kindergarten Essential Understandings

1. Students will be able to describe the past, present and future as points in time and help us examine and understand events.
2. Students will be able to describe traditions and cultures in their family that are celebrated in different ways and how symbols and traditions help develop a shared culture and identity within the United States.
3. Students will identify maps and globes, how they can be used to represent real places, and how they are used to locate and better understand our own community.
4. Students will describe roles and responsibilities of people in authority and understand how rules and laws help us to be responsible citizens.
5. Students will identify US symbols and what they stand for.
6. Students will be able to describe examples of needs and wants, scarcity, and opportunity cost within their family and school.

First Grade Essential Understandings

1. Students will be able to compare and contrast their community in the past and present as well as describe the contributions of people typically associated with national holidays
2. Students will read and construct maps, understand the concept of location to make predictions and solve problems and understand concept of place.
3. Students will understand that rules and Laws guide people to live safely and be responsible citizens.
4. Students will identify and describe US symbols and why they are important for our country.
5. Students will be able to define and understand the relationship between consumers and producers, goods and services, needs and wants and provide examples of opportunity cost all within the school and community.

Second Grade Essential Understandings

1. Students understand that culture and communities change in some ways over time and stay the same in some ways over time.
2. Students will compare and contrast the past and present lives of different Native American groups.
3. Students will understand that the contributions of significant persons in U.S. history affect our lives and country in the present time.
4. Students will understand how people participate in a governing society including civic practices such as voting, volunteering, jury service, and joining with others to improve society.
5. Students will demonstrate knowledge of Earth's physical and human features, including the locations of places and regions, the distribution of landforms and water bodies.
6. Students will understand the economic way of thinking and understand the interaction of buyers and sellers in markets, workings of the national economy, and interactions within the global marketplace.
7. Students will understand how people create, learn, share, and adapt to culture.

Third Grade Essential Understandings

1. Students will understand how cultural differences affect society
2. Students will learn the causes and consequences of war
3. Students will construct and read maps to understand where people, places and resources are located.
4. Students will explore the effect of the environment on human activities and impact of the activities on the environment within Missouri.
5. Students will understand how people create, learn, share and adapt to culture and how culture shapes their lives.

6. Students will understand how cultural beliefs, behaviors and values allow human groups to solve the problems of daily living and how culture may change in response to changing needs and concerns.
7. Students will determine how various aspects of culture influence its literature, music and art.
8. Students will know the purposes and principles of the Constitution and describe the roles of citizens and government in carrying out constitutional practices.
9. Students will list various state symbols.
10. Students will be able to resolve disputes peacefully.
11. Students will describe the branches of government and their daily role.
12. Students will gain knowledge of basic economic concepts and understand the consequences of economic decisions and what factors influence the economy. .
13. Students will understand the various types of taxes and their purposes.
14. Students will understand how to identify and analyze between primary and secondary artifacts and know when to appropriately use them.

#### Fourth Grade Essential Understandings

1. Students will describe the migration of Native Americans before Europeans came to America
2. Students will summarize how Europeans started settlements and explored early America and determine how cultural interactions led to conflict during the colonial times.
3. Students will describe the contributions made by significant individuals during the colonial times.
4. Students will list the factors that led to the success of the colonists during the American Revolution and determine why political documents were created in early America..
5. Students will construct and interpret maps and globes and understand the relationship of places.
6. Students will describe how people are affected by changing environments and how places and regions affect communication, transportation, and society.
7. Students will understand and describe how geography is helpful for interpreting, explaining, and predicting.
8. Students will identify purposes and principles of the Declaration of Independence, the Constitution, and the Bill of Rights.
9. Students will describe character traits and civic attitudes of significant individuals.
10. Students will understand the roles of citizens and governments in carrying out constitutional principles including the purpose of Government.
11. Students will identify and describe symbols of state and nation.
12. Students will summarize functions and processes of governmental systems including decision making
13. Students will summarize conflict resolution processes in the past during the colonial period and present.
14. Students will describe cultural characteristics, including people, ideas, beliefs, heritage, preservation, and changes in societal roles and status, of various groups.
15. Students will compare and contrast various savings and financial investments.
16. Students will understand how supply and demand, profit and loss affect our economy and economic decisions.
17. Students will explain how taxes are utilized to provide goods and services and list factors that influence changes in regional economies.

#### Fifth Grade Essential Understandings

##### Modern American History

1. Students will understand the importance of events in history and how events occurred in times that are different from our own have lasting consequences for the past and present.
2. Students will understand examples of conflict and cooperation among individual groups and nations in different parts of the world.
3. Students will research and analyze past periods, events, and issues, using a variety of primary sources as well as secondary sources.

##### Geography

1. Students will use maps can help to read, understand, acquire, and process information.
2. Students will interpret, explain, and analyze locations to make predictions and solve problems, including how

cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.

3. Students will describe relationships within places (Human-Environment Interaction).

#### Civics

1. Students will be able to define citizenship, list the rights and responsibilities of both U.S. citizens and all U.S. residents, and begin to explore how democracy works in America.
2. Students will describe changes in technology, transportation, and communication in America during the 20th Century and its effects on human lives.
3. Students will list factors that influence immigration on the history of America.

#### Economics

1. Students will understand fundamental economic concepts and will apply their understanding of economics in real-world situations
1. Students will understand the affect economic decisions had on the nation's past and present.

### Sixth Grade Essential Understandings

#### Geography

1. Students will locate places by absolute and relative positions.
2. Students will describe how places form and change as a result of human and physical characteristics and describe how humans interact with their environment in order to meet their needs.
3. Students will analyze how places are connected with one another through movement of goods, people, and ideas.
4. Students will identify characteristics of regions and list factors that contribute to a region's identity.

#### Prehistory

1. Students will understand how prehistoric humans survived and adapted to their environment by describing various adaptations such as: making simple tools, using fire, developing language, providing food and shelter for their families and themselves.
2. Students will understand the background on why scholars and archeologists study Prehistory and civilization.

#### Mesopotamia

1. Students will explain how geography and climate affect aspects of the Mesopotamian civilization and will understand basic elements of religion, social classes and government.
2. Students will make connections of Ancient Mesopotamia's contributions and how they affect present day.

#### Egypt

1. Students will understand the importance of the Nile River and how it affected trade routes in Egypt.
2. Students will understand basic elements of Egyptian religion, their beliefs of the afterlife, and how Ancient Egyptians developed architecture and monuments which reflected their religious beliefs.
3. Students will understand the importance of the hieroglyphics and how it relates to writing forms of other cultures.

#### India

1. Students will explain how geography and climate affect aspects of India.
2. Students will understand and describe basic elements of Hinduism, Buddhism, and Islam.
3. Students will analyze the dynamics and significance of the Caste System and how it compares to our Social Classes of today and will make connections of Ancient India's contributions and how they affect present day.

#### China

1. Students will explain how geography and climate affect aspects of civilizations (typhoon, monsoon, plateau)
2. Students will understand the purpose of the Great Wall (plus other architectural features) and how it prevented outside influence.
3. Students will make connections of Ancient China's contributions and how they affect present day.
4. Students will Analyze Chinese dynasties and explain how each one influenced the government and progress of their civilization.
5. Students will determine attributes between the 3 main religions of Ancient China (Buddhism, Confucianism, Taoism) and how they affected the civilization.

**K-6 Social Studies Scope and Sequence**

	<b>Kindergarten</b>	<b>1st grade</b>	<b>2nd grade</b>	<b>3rd grade</b>	<b>4th grade</b>	<b>5th grade</b>	<b>6th grade</b>
<b>History</b>	History & Celebrations in Our Family and Community	Past & Present, Non-Religious Holidays & Contributions of Famous Americans	Our Country Then & Now	Early Settlement in Missouri, Contributions of People, Civil War	Early Settlement in America	Modern America's History	Pre-History Prehistoric past
<b>Geography</b>	Navigating Our Community	Geography & How it applies to me	Places & the People Who Live There	Basic Geography, Communication & Transportation	US Geography	America's Geography 1800-2000	Geography- Location, Place, Human Environment, Interaction, Movement and Region  Ancient Egypt
<b>Economics</b>	Making Choices in Our World	Understanding Money and Goods/Services	Basic Economics	Importance in understanding Economics	Government role in Economics/ Supply and Demand	America's Economics 1800-2000	Mesopotamia
<b>Civics</b>	Rules & Roles in Our Community	How to be a good citizen	Our Government Leaders & Decision Making	Missouri Government: Constitution, Leaders & Decision Making	Shaping of the constitutional democracy; Government systems	Citizenship Inventions & Immigration	India
<b>Social Science</b>				Tools of Social Science Inquiry			
<b>Culture</b>			People, Places, and their Culture and Community	People, Places and Culture			China

## **Kindergarten Social Studies Curriculum**



CURRICULUM OVERVIEW	
<b>COURSE/GRADE LEVEL:</b> Kindergarten	<b>CURRICULUM WRITTEN:</b> 2015-16
<b>CREDIT(S):</b>	<b>BOARD APPROVAL:</b>
<b>PREREQUISITES:</b>	<b>REVISED:</b>

<b>COURSE DESCRIPTION:</b> Students explore their families, their classrooms and their schools through an interdisciplinary approach including history, civics, economic and geography.	<b>COMMITTEE MEMBERS:</b> Kara Canning, Christine Scott, Sharon Roe
---	---

UNITS IN THIS COURSE/GRADE LEVEL	
UNIT TITLE	UNIT DURATION
UNIT 1: Civics	8 weeks
UNIT 2: History	8 weeks
UNIT 3: Geography	6 weeks
UNIT 4: Economics	6 weeks

BOARD APPROVED INSTRUCTIONAL MATERIALS FOR THIS COURSE	ADDITIONAL INSTRUCTIONAL MATERIALS
<i>Networks – McGraw-Hill</i>	BrainPop, BrainPop, Jr.

**Unit Overview – Unit 1 - Civics**

Content Area: Social Studies	Unit Title: Rules and Roles in our Community
Course/Grade Level: Kindergarten	Unit Duration: 8 Weeks
<b>Materials/Instructional Resources For This Unit:</b> -nonfiction text focusing on rules, laws, government, US symbols, and authority -BrainPop Jr. government, US symbols, and responsibility videos -Discovery Education United Streaming Videos -Networks Social Studies: Unit 2- lessons 1-5; Unit 3- lesson 1 -Engage NY Inquiry 3 and 4	<b>Big Idea:</b> People’s responsibility in a group and the purpose of symbols for a group of people; rules and laws in the context of schools and communities
<b>Enduring Understandings:</b> -People in authority have roles and responsibilities to help determine rules and laws. -Groups of people need rules and laws to be responsible citizens. -Groups of people use symbols to represent themselves and what they stand for.	<b>Essential Questions:</b> -Why do I have to be responsible? -Are all rules good rules? -Why do we have symbols to represent our country?

<b>Objectives:</b> -I can identify reasons for making rules within the school. -I can describe how groups need to make decisions and how those decisions are made in families and classrooms. -I can describe roles and responsibilities of people in authority in families and in groups.
<b>Essential Question:</b> Are all rules good rules?
<b>Standards:</b> <b>GLE/CLE--</b> PC.1.B.K, GS.2.C.K, GS.2.D.K; <b>C3 --</b> D1.3.K-2, D1.4.K-2, D2.Civ.1.K-2, D2.Civ.2.K-2, D2.Civ.3.K-2, D2.Civ.6.K-2, D2.Civ.9.K-2, D2.Civ.12.K-2, D4.1.K-2, D4.3.K-2; D4.4.K-2, D4.5.K-2; <b>NCSS--</b> Theme 6: Power, Authority, and Governance; Theme 10: Civic Ideals and Practices, Disciplinary 3: Civics and Government
<b>Academic Vocabulary:</b> rules, roles, responsibility, authority, citizen

Lesson Plan

Supporting Question:  
Who makes the rules?

Formative Performance Task:

- Make the distinction between **rules** and laws: a rule is a direction that we have to follow to keep us healthy, safe, and orderly. Rules in our community are often called laws.
- Provide a variety of pictures of people to help students understand that rules are created by various individuals/groups and in different contexts. What **role** do these people serve and do they hold a position of authority? (principal, parents, teachers, other children, government, etc.)
- In a whole or small group, ask students to create and label a wheel-spoke chart that lists "rule makers" in the center bubble and the names and titles of individuals and groups who create the rules on lines drawn out from the bubble. (Check off students as they contribute to the chart to determine understanding)



Principal

Supporting Question:  
What does it mean to follow the rules?

Formative Performance Task:

- Use images of signs in the school and community to show how signage helps citizens follow rules. (ex: stop sign, buckle up, no diving, etc.)



Supporting Question:  
Can the rules ever change?

Formative Performance Task:

- Hold a class discussion on voting and what it means to vote on a law or rule. Show picture of voters:



- Discuss times in history when laws/rules on who can vote has changed over time. (ex: Long ago, only a small number of people in the United States could vote. Some men were allowed to vote, but women, black people, poor people, and young people could not. Over the years, laws were changed. Now many more people can vote. All voters must be U.S. citizens and at least eighteen years old.)
- Discuss times in the classroom when rules may have changed and why they changed.
- Provide several real-life and relatable examples of times laws have changed and why (seatbelt laws, carseat laws, speed limit changes, etc.)
- Using a 3 column chart, students will draw and write how a law or rule has changed. Column 1 will show the situation BEFORE the law or rule was changed, column 2 will show AFTER the law or rule changed, column 3 will show WHY the law or rule changed.





Coach



Police Officer

BrainPopJr Branches of Government Video:

<https://jr.brainpop.com/socialstudies/government/branchesofgovernment/>

- Discuss what it means to be a good citizen and follow the rules/laws and why do rules/laws need to be followed.
- Discuss what could happen if you do not follow the rule/law.
- Students will illustrate and label a two-sided picture showing a rule being followed on one side and a rule not being followed on the opposite side.

\*\*Images: <http://www.c3teachers.org/inquiries/rules/> and <http://www.c3teachers.org/inquiries/civic-ideals/>

Summative Performance Task: Students will craft an evidence-based argument responding to the question “Are all rules good rules?” Arguments can be presented orally to the teacher or audio recordings can be created. Arguments could include: rules are good when they help keep people safe, but not all rules do that; rules are not always good but bad rules can be changed; rules should help people and not all rules do.

Taking Informed Action: Students will review the class and school rules and determine whether the classroom or school needs additional or revised rules. Students will then create and/or revise rules for the classroom or school and educate others about how to follow the new rules.

Interdisciplinary Connection: Read books at beginning of the year that focus on rules and authority. Suggested books: Rules and Laws by Ann-Marie Kishel, Rules at Home and Rules at School by Sharon Coan, Rules at Lunch, Rules in the Classroom, Rules in the Gym, Rules on the Bus, Rules on the Playground by Paul Bloom, My School Community by Bobbie Kalman, Who Makes the Rules by Gail Hennessey

#### Differentiation

How will we respond if students have not learned?

Interventions:

Re-teach, pull small groups of students to come up with a list of rules in the school and at home. Discuss who created those rules and why.

How will we respond if students have already learned?

Extensions/Enrichments:

Students who demonstrate a deeper understanding of rules can be asked to determine a place where rules or a change in rules are needed and why. They will then create new rules with explanations for the change.

Objectives:

-I can describe the character traits of role models within my family or school

Essential Question: Why do I have to be responsible?

Standards:

**GLE/CLE--** GS.2.D.K, PC.1.E.K, TS.7.D.K, TS.7.E.K, RI.6.B.K; **C3--**D1.3.K-2, D1.4.K-2, D2.Civ.2.K-2, D2.Civ.9.K-2, D2.Civ.10.K-2, D4.1.K-2, D4.3.K-2; D4.4.K-2, D4.5.K-2; **NCSS--** Theme 10: Civic Ideals and Practices, Disciplinary 3: Civics and Government

Academic Vocabulary:

character trait

role model

responsible

Lesson Plan

Supporting Question:  
What is a role model?

Formative Performance Task:

- Explain to the class that a **role model** is someone who does the right thing and is someone you might want to be like.
- Have students come up with a list of people that could be role models at home or at school
- Create a class anchor chart showing **character traits** that these people have. Why are they considered role models?



Supporting Question:  
What does responsibility look like?

Formative Performance Task:

- Review role model character traits anchor chart from the lesson before.
- Ask students what it looks like to be **responsible**.
- Show students pictures of what it looks like to be responsible at home, in school, and in the community.
- Have students draw a picture of themselves being responsible and describe their drawing to a partner



Supporting Question:  
What are my responsibilities at home and at school?

Formative Performance Task:

- Create a class T-chart that lists the responsibilities they are asked to perform at home and within the classroom.
- After T-chart is created, discuss how being responsible helps the family or classroom operate better and how being responsible makes them role models at home and at school.
- Pair students up or create groups of 3 and hand out situation cards in which there is a problem at home or at school (classroom/playground). Have each group come up with a way to solve the dispute peacefully and responsibly. Have each group share out their suggestion to the class. Some situations may include: brother and sister fighting over a toy, classmates fighting over going down the slide first, classmates fighting over who goes first in a game, siblings fighting over who has to clean up, etc.

Supporting Question:  
What would happen if I weren't responsible?

Formative Performance Task:

- Show pictures to class depicting scenarios in which a responsible choice needs to be made (trash on the floor, room a mess, an upset classmate, etc.) and ask the class what are some responsible things they could do? What would happen if those choices were not made?



- After discussion, students create a two-panel comic showing what would happen if they were not responsible at home or at school. One side should have the



problem; the other side should show the result of the problem if they do not act responsibly in that situation.

\*\*Images: <http://www.c3teachers.org/inquiries/rules/> and <http://www.c3teachers.org/inquiries/civic-ideals/>

**Summative Performance Task:**

Students will construct an argument responding to the question “Why do I have to be responsible?” Students will create drawings showing why they should be responsible. Responses may include: I have to be responsible because it is the right thing to do. I have to be responsible to set a good example and be a role model. If I am responsible, then things get done.

**Taking Informed Action:** Taking Informed Action is embedded throughout the formative and summative performance tasks. Students understand what they can do to demonstrate responsibility and assess what could happen if they are not responsible. To further their understanding and ACT, students will select a service project in which they can demonstrate responsibility by promoting the greater good of their local community. (Collecting donations, making holiday cards for those in need, cleaning up the playground, etc.)

**Interdisciplinary Connection:** Read books involving being responsible at the beginning of the year when establishing what it looks like to be a good student. Suggest books: Know and Follow Rules by Cheri J. Meiners and David Goes to School by David Shannon

Differentiation

How will we respond if students have not learned?

Interventions:

Re-teach, pull small groups of students to come up with a list of rules in the school and at home that they must follow. Discuss what it means to be responsible and how responsible citizens follows rules and laws.

How will we respond if students have already learned?

Extensions/Enrichments:

Students who demonstrate a deeper understanding of role models and responsibility can be asked to create a song, poster, or video teaching what responsible students do. They can also create a song, poster, or video about one of their role models and their character traits.

Objectives:

-I can recite the Pledge of Allegiance

-I can identify the US flag as a symbol of the United States

Essential Question: Why do we have symbols to represent our country?

Standards:

**GLE/CLE**--PC.1.F.K.a, PC.1.F.K.b, TS.7.D.K; **C3**--D1.3.K-2, D1.4.K-2, D4.1.K-2, D4.3.K-2; D4.4.K-2, D4.5.K-2; **NCSS**-- Theme 6: Power, Authority, and Governance, Disciplinary 3: Civics and Government

Academic Vocabulary:

symbol

flag

Pledge of Allegiance

Lesson Plan

Supporting Question:

What is a symbol?

Supporting Question:

What does our US flag look like?

Supporting Question:

What is the Pledge of Allegiance?

Formative Performance Task:

- Explain to the class that a **symbol** is something that stands for something else.
- Have students come up with a list of symbols that we might use to represent something else (+, -, a number is a symbol to represent a certain number of objects, gender signs on a bathroom, heart represents love, etc.)

Formative Performance Task:

- Review the term symbol and the class list of symbols from the day before.
- Ask students if they know of a symbol that might be used to represent our country, the United States of America. (Show BrainPopJr video, if time)

Formative Performance Task:

- Review symbols and the US flag from the previous days.
- Ask students what we stand up and say each morning when we face the flag.
- Tell students that we say the **Pledge of Allegiance** to promise to our country that we will always be loyal.

- Show students the **flag**. Talk about what they notice about the flag (stars, stripes, red, white, blue) (Show Discovery Education video clip on US flag, if time)
- Have students color their own US Flag

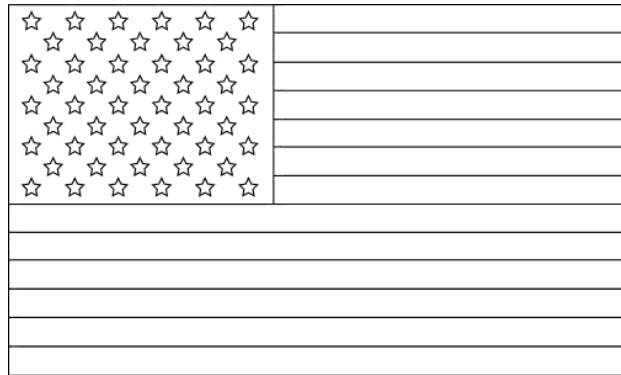
Resources:

-BrainPopJr video on US symbols:

<https://jr.brainpop.com/socialstudies/citizenship/ussymbols/>

-Discovery Education Video segment on US Flag:

<http://app.discoveryeducation.com/player/view/assetGuid/3E36C918-48AD-4B18-89BE-07EEBA3DE78C>



- Have partners practice reciting the Pledge of Allegiance. When partners are ready, have them video tape each other reciting the Pledge.

**Summative Performance Task:**

Students will use previous discussions on what a symbol is and the US flag and the Pledge of Allegiance to construct an argument responding to the question “Why do we have symbols to represent our country?” Responses may include: We have symbols to represent the US because they show our promises to our county. We have symbols to represent our country to remind us all our country stands for. US symbols remind us about our country.”

**Taking Informed Action:** Students will review the US flag and the Pledge of Allegiance as symbols of our country and what they represent. To further their understanding and ACT, students will create their own US symbol and present it to the class. They will describe their symbol and explain what it represents about the USA.

**Interdisciplinary Connection:** When learning the Pledge at the beginning of the year discuss how it is a US Symbol. Read books on the Pledge of Allegiance ([I Pledge Allegiance](#) by Pat Mora and Libby Martinez, [I Pledge Allegiance to the Flag](#) by Stephanie Kuligowski)

Other suggested books to read when learning about nonfiction books: [What is the Story of our Flag](#) by Janice Behrens, [You’re a Grand Old Flag: A Jubilant Song About Old Glory](#) (could be read when students are learning the song in music class or around Veteran’s Day)

Differentiation

How will we respond if students have not learned?

Interventions:

Re-teach, pull small groups of students to practice coloring the US flag and reciting the Pledge of Allegiance.

How will we respond if students have already learned?

Extensions/Enrichments:

Students who demonstrate a deeper understanding of symbols and the US flag can create their own flag to represent the school, their family, or the classroom.

**PROFICIENCY SCALE FOR THIS STANDARD**

<b>STANDARD: Civics</b>		
<b>SCORE</b>	<b>DESCRIPTION</b>	<b>SAMPLE TASKS</b>
<b>4.0</b>	<b>In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.</b>	<ul style="list-style-type: none"> <li>● The student will research one of the studied national symbols to find additional details and report finding to the class.</li> <li>● The student will create their own list of rules and present them to the class as to why they chose those rules</li> </ul>
<b>3.0</b>	<p><b>The student:</b></p> <ul style="list-style-type: none"> <li>● <b>United States Symbols</b> <ul style="list-style-type: none"> <li>○ Recognizes and explains the significance of the flag as a symbol of our nation</li> <li>○ Recites the Pledge of Allegiance</li> </ul> </li> <li>● <b>Rules and Civic Attitudes</b> <ul style="list-style-type: none"> <li>○ Explain how to resolve disputes peacefully in the classroom and on the playground</li> <li>○ Explain reasons for making rules within the school</li> <li>○ Describe how groups make decisions and how those decisions are made in families and classrooms</li> <li>○ Explain what a role model is and provide character traits</li> <li>○ Describe roles and responsibilities of people in authority in families and groups</li> </ul> </li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>	<ul style="list-style-type: none"> <li>● The student will complete the sentences:               <ul style="list-style-type: none"> <li>○ The American flag means _____. The stars on the flag stand for _____.</li> </ul> </li> <li>● The student will role-play resolving a problem peacefully with a peer.</li> <li>● The student will discuss why we have rules at school and will tell or draw what would happen if we did not have rules</li> </ul>
<b>2.5</b>	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content.	
<b>2.0</b>	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>● Recognizes or recalls specific terminology, such as:               <ul style="list-style-type: none"> <li>○ <b>the flag and the Pledge of Allegiance</b></li> <li>○ <b>rules, responsibilities, authority, role models</b></li> </ul> </li> <li>● Performs basic processes, such as:               <ul style="list-style-type: none"> <li>○ <b>recites the Pledge of Allegiance with a group</b></li> <li>○ <b>identifies rules and laws</b></li> <li>○ <b>determines whether a resolution is peaceful</b></li> <li>○ <b>participates in democratic decision-making process</b></li> </ul> </li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>	<ul style="list-style-type: none"> <li>● The student will color the US Flag and recite the Pledge of Allegiance in a group</li> <li>● The student will recite and/or draw a picture of a class rule and/or law</li> <li>● The student will draw a picture of a person in authority</li> <li>● Given a scenario, the student can determine if the resolution is peaceful</li> <li>● Participates in classroom decision-making such as creating class rules and voting on class rewards</li> </ul>
<b>1.5</b>	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.	
<b>1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>	



### Unit Overview - Unit 2 - History

Content Area: Social Studies

Unit Title: History and Celebrations in our Family and in our Country

Course/Grade Level: Kindergarten

Unit Duration: 8 Weeks

Materials/Instructional Resources For This Unit:

- nonfiction text focusing on biographies of George Washington, Abraham Lincoln, and holidays such as Halloween, Thanksgiving, Presidents Day, & the 4th of July etc.
- BrainPop Jr. focusing on George Washington, Abraham Lincoln, Thanksgiving, & Winter Holidays
- Discovery Education United Streaming Videos
- Networks Social Studies:  
Unit 1-Lesson 6 "Families Change over Time"  
Unit 3-Lesson 6 "How do we celebrate America?"
- Engage NY Inquiry Unit 2: Holidays

Big Ideas:

Our family and country has a history that shapes the way we celebrate today.

Enduring Understandings:

- The past, present and future describes points in time and help us examine and understand events
- Groups of people have traditions and cultures in their family that are celebrated in different ways.
- Symbols and traditions help develop a shared culture and identity within the United States.

Essential Questions:

- Why do we study history?
- What makes holidays special?

Objectives:

- I can create a personal history.
- I can compare my family in the past and the present.
- I can describe the contributions of George Washington and Abraham Lincoln.

Essential Question: Why do we study history?

Standards:

**GLE/CLE**-- H.3.B.K.a, H.3.B.K.b, H.3.C.K, R1.6.C.K, R1.6.D.4, TS.7.D.K; **C3** --D2.His.1.K-2, D2.His.2.K-2, D2.His.3.K-2, D2.His.4.K-2, D2.His.12.K-2, D2.His.14.K-2, D2.His.16.K-2, D4.2.K-2, D4.5.K-2, D4.8.K-2; **NCSS**-- Theme 2: Time, Continuity and Change; Disciplinary 1: History

Academic Vocabulary:

History, compare, past, present, country, president, contributions,

Lesson Plan

Supporting Question:  
What is history?

Supporting Question:  
How is the past different from the present?

Supporting Question:  
Who is George Washington?  
Who is Abraham Lincoln?

Supporting Question:  
How have George Washington and Abraham Lincoln **contributed** to our history?

Formative Performance Task:

- Explain to the class that **history** is like a story about things that happened in the **past**.
- Explain that everyone has a personal history about their life. For example, their mom or dad can think in the **past** (long ago when they were kids) and tell about their history. When and where they were born, where they lived, what games or sports they liked to play as a child, what job do they have now (in the **present**) as an adult.
- Model for the students your own personal **history**. You can use an "All about" format below. Use the vocabulary words **past, present** and discuss with students how events have changed in your life from past to present.
- Have students turn and talk to tell a friend an event from the past and an event from the present.
- Students could draw pictures about events that happened in their life from the past and the present.

Formative Performance Task:

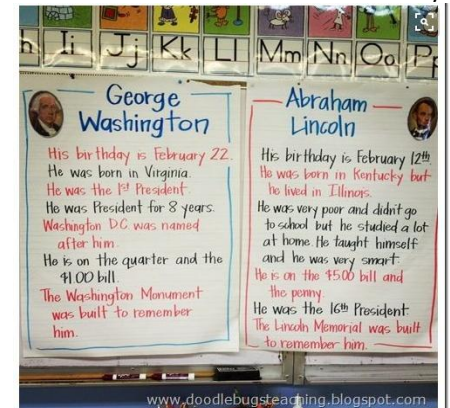
- Show pictures to class that show how life was different in the **past** from the **present**. See categories below of cooking, transportation and communication.
- Ask if students can choose the photo showing the tool we used to cook in the past and a tool we use to cook in present day. Discuss what clues in the pictures help them figure this out. Discuss with them how cooking changed over time from cooking outside over a fire, to using a wood burning stove inside to today's microwave oven.
- Continue the discussion using the pictures showing transportation and communication. Have them turn and talk with a partner to share how it has changed over time.
- Ask students the essential question..."Why do we study history?"
- Help lead the discussion on this topic by questioning students based on the experiences in the unit so far. Why don't we still cook outside with a campfire? Why don't we use horses anymore to travel?

Formative Performance Task:  
(This concept could take multiple days to introduce the concept of President as well as explore the lives of Washington and Lincoln)

- Explain to the class that a **president** is the leader of our **country**. (Show them our country is the the United States of America on a map) We have many presidents from our **past** and we have a president in our **present**.
- Tell them that you know the names of 2 Presidents for them to see today. Google a picture of our current president and a picture of George Washington our 1st president. (This models research skills to your students) Ask them to use their 'eagle eye' skills to decide which president is from the **past** and the **present** before you tell them the correct answer.

Formative Performance Task:

- Discuss briefly about how we celebrate Presidents' Day to remember Lincoln's and Washington's birthdays
- Using anchor charts, have students identify pictures of Washington and Lincoln. Ask them to share a fact about each president with a partner.
- Students can draw pictures that compare the lives of these two presidents.
- Revisit the essential question..."Why do we study history?" How have George Washington and Abraham Lincoln **contributed** to our history?



<ul style="list-style-type: none"> <li>As a follow up to this initial lesson, use Networks Social Studies resource Unit 1, Lesson 6 “How do families change over time?” There are interactive activities where students look at pictures from the past and present and use picture clues to help decide which pictures show the past or the present. There are discussion questions imbedded in this lesson that meet the objectives in this unit.</li> </ul>	<ul style="list-style-type: none"> <li>We think about (or study) history to help us understand what the world was like before we were born. We learn that not everything stays the same, but it changes over time. People have a lot to do making change happen.</li> <li>Create an anchor chart that lists the responses of “Why do we study history?” Continue to add to the list as you learn about presidents in the upcoming lesson.</li> </ul>	<ul style="list-style-type: none"> <li>Use Brain Pop Jr resource to watch &amp; learn more about <b>George Washington</b>. Pause video at strategic times to have kids turn and talk about facts or ideas they have learned.</li> <li>Chart important facts about George Washington’s personal history on an anchor chart.</li> <li>Repeat this activity on a different day using Brain Pop Jr resource to watch &amp; learn more about <b>Abraham Lincoln</b>.</li> <li>Read various books about the life of George Washington &amp; Abraham Lincoln.</li> </ul>	<ul style="list-style-type: none"> <li>We think about (or study) history to help us understand what the world was like before we were born. We study history to learn how the decisions that our president makes for our country could change our actions in the future (Ex: Lincoln’s contribution of ending slavery was the start of equal rights) Thinking about how and why things change in our history makes us it easier to understand when life changes in the future.</li> </ul>
---	--	---	---

\*\*Images: <https://www.pinterest.com/pin/209135976419103628/> and [http://4.bp.blogspot.com/-UY\\_uhTemLII/UwIHUyUUPI/AAAAAAAAEGQ/DhKaDq\\_eKxw/s1600/IMG\\_5920.JPG](http://4.bp.blogspot.com/-UY_uhTemLII/UwIHUyUUPI/AAAAAAAAEGQ/DhKaDq_eKxw/s1600/IMG_5920.JPG)

<p>Summative Performance Task: Students will craft an evidence-based argument responding to the question “Why do we study history?” Arguments can be presented orally to the teacher or audio recordings can be created. Arguments could include: history helps us know what happened long ago, history helps us see how time has changed our family, the way we live, our country, history teaches us how people solved problems and made life better in our family or country, thinking about history teaches us about important people who are no longer living and how we remember them.</p>
<p>Taking Informed Action: Students will review the facts they learned about George Washington and Abraham Lincoln. They can discuss the contributions of each president during their term in office. Students can debate which president made more important contributions for our country based on the facts. Students can vote for their favorite president based on their beliefs.</p>
<p>Interdisciplinary Connection: Read aloud a book from the “Little House” picture book series to discuss further how past is different than present. Involve families in creating a personal history of their family to create a class book. You can use the All About template. Or students can pick one parent to ‘interview’ using the template, parent can write events from the past and present to be included in a class book. In math, show students where George Washington and Abraham Lincoln are found on our dollar bill and penny. Students could write opinion book based on a president and give a reason why this president in their opinion made the most important contributions to our country.</p>

Differentiation

How will we respond if students have not learned?

Interventions:

Re-teach, pull small groups of students to discuss Lincoln, Washington and the current president. Have them use the vocabulary words of past, present, history, president and contributions when discussing pictures and facts about both presidents.

How will we respond if students have already learned?

Extensions/Enrichments:

Students who demonstrate a deeper understanding of history and presidents can choose a president they would like to learn more about. They can examine what life was like during that time and compare it to our current president and life.

Objectives:

- I can name holidays and traditions
- I can share stories and describe my family's celebrations, traditions and/or culture.
- I can identify symbols that are related to holidays.
- I can share stories and describe my country's celebrations.

Essential Question: What makes holidays special?

Standards:

**GLE/CLE**-- H.3.C.K, R1.6.A.K, R1.6.C.K, R1.6.D.4, TS.7.A.K.b, TS.7.D.K; **C3** -- D1.1.K-2, D1.3.K-2, D.3.2.K-2, D4.2.K-2, D4.5.K-2, D4.8.K-2; **NCSS**-- Theme 1: Culture and Cultural Diversity; Disciplinary 1: History

Academic Vocabulary:

Holiday, celebrate,celebration, tradition, culture, symbols, holiday, national holiday

Lesson Plan

Supporting Question:

What are holidays and traditions?

Supporting Question:

How are holidays celebrated with traditions?

Supporting Question:

What symbols make us think of certain holidays?

Supporting Question:

How do we celebrate America?

Formative Performance Task:

(Use the Engage NY Inquiry Unit 2: Holidays)

<http://www.c3teachers.org/inquiries/holidays/>

Formative Performance Task:

(This lesson could be repeated over several days with different holidays throughout the year)

(Use the Engage NY Inquiry Unit 2: Holidays)  
<http://www.c3teachers.org/inquiries/holidays/>

Formative Performance Task:

(Use the Engage NY Inquiry Unit 2: Holidays)

<http://www.c3teachers.org/inquiries/holidays/>

Formative Performance Task:

- Use the Networks Social Studies resource Unit 3 Lesson 6 which focuses on "How do we celebrate America?"

- Ask students if they can explain what the word **holiday** means. If students are having difficulty, explain to them that a **holiday** is a special day that you **celebrate**.
- Explain to students that **traditions** are the things you do each time you celebrate that holiday. For example: Watch the fireworks on the 4th of July
- **Traditions** can be special activities, songs, food or clothing that you use to celebrate that holiday.
- Use the pictures below to help students brainstorm a list of holidays and traditions. Write their ideas on the T-chart below.



- Choose a holiday from the list that your students brainstormed from the previous lesson.
  - Read a book about that holiday to learn more its **traditions**.
- Possible titles: *Christmas Traditions around the World* by Carole Marsh, *Celebration: The story of American holidays* by Lucille Penner, *Independence Day* by Rebecca Risman
- As you read, list the holiday traditions shown in the book on the chart below.

<b>Holiday:</b> Halloween	
<b>Traditions we do to celebrate</b>	
<b>Food</b>	Candy
<b>Clothes</b>	Costumes
<b>Activities</b>	Parties at school Dress in costumes Go trick or treating

- Have students turn and talk with a friend about the traditions they have in their family to celebrate this holiday that are different from the book.
- As students give different ideas for traditions, **help students notice how some traditions we all share but some traditions are unique only to our family.**
- Discuss how some holidays we may all celebrate with our families, but we may celebrate them in different ways.
- The reason that traditions are different from family to family is because of our family's **culture**. **Culture** are the beliefs and the traditions we pass on to our children.

- Explain to students that a **symbol** is a picture that stands for different things.
- For example:



is a heart.

- But it can mean love. If you think about which holiday this symbol would represent....you would think of Valentine's Day.
- Have kids watch US Symbols on Brain Pop Jr to learn more. (this is also covered in the Civics unit)
  - Have kids look at the Brain Pop Jr. screen for holidays. What symbols do they see that represent holidays?
  - Give students a chart listing the holidays you have discussed so far. Ask them draw symbols that could stand for that holiday. (See example below)



- Explain to students that both 4th of July and President's Day are examples of a **national holiday**(Depending on the time of year you teach this unit, you could incorporate Veteran's Day as well)
- There are music links and videos to show kids that focus on 4th of July and the history of the Statue of Liberty. These will continue to build background knowledge of our country's history and the reason we celebrate our country's freedom on national holidays.
- Make a chart of national holidays below and discuss why and how we celebrate them. (This ties in the history of Washington and Lincoln)
- After all the national holidays have been discussed and charted, students can draw a picture of the national holiday that they feel is the most important to celebrate. They can tell a friend or teacher their reasons supporting why they chose that holiday.

National Holidays		
Name of Holiday	What it celebrates	How we celebrate
4th of July	The birthday of our country	Parades & Fireworks
President's Day	Remembering George Washington and Abraham Lincoln	Banks and schools are closed  We read books about their contributions



- Explain to students that the traditions they use to celebrate were taught to them by their parents...who learned from their parents. These traditions are all based on what a family believes about that holiday.
- Discuss how different people in our country may or may not celebrate the same holidays based on what they believe. We don't all have to celebrate the same holidays the same way, that is what makes each family special.
- You can repeat this lesson for different holidays. **Each time you can create a new chart of traditions.**
- Brain Pop Jr has a video about the different winter holidays that talks about Santa Claus and his name in different **cultures**. Watch the video first to see if it fits the needs of your class in introducing the word **culture**.
- Brain Pop Jr. also has resources on Thanksgiving.
- Students can draw a picture about and/or write a simple sentence describing the traditions they use to celebrate a holiday.
- Look for opportunities to involve parents and families in this discussion through guest speakers etc. based on the cultural needs of your classroom.

Symbols for Holidays

4th of July	
Thanksgiving	
Halloween	
Valentine's Day	

- Incorporate symbols into your daily calendar to help continue to talk about holidays and months of the year.

\*\*Images: [http://www.c3teachers.org/wp-content/uploads/2015/08/NewYork\\_K\\_Holidays.pdf](http://www.c3teachers.org/wp-content/uploads/2015/08/NewYork_K_Holidays.pdf)

#### Summative Performance Task:

Students will construct an argument responding to the question "What makes holidays special?" Students will create drawings showing why holidays are special. Arguments can be presented orally to the teacher or audio recordings can be created. Responses may include:

- Holidays are special because people celebrate them by doing something different than what they do on a regular day.
- Holidays are special because people get together with family and friends to celebrate.
- Holidays are special because people have certain traditions that only happen on those days.

Taking Informed Action: Decide on a tradition that students would like to begin as a class. Perhaps a special hello or goodbye song. Playing a game on Friday etc. Establish this new tradition with a representative symbol on the calendar. Invite other kindergarten classes to join in on the celebration.

Interdisciplinary Connection: Involve families in creating a class book based on a holiday. Have families include photographs and describe the traditions they use to celebrate the holiday. Do a shared writing project using pattern sentences and sight words and focusing on the food of a specific holiday. "On Thanksgiving I can eat turkey. On Thanksgiving I can eat pie." Etc. Use die cut symbols that go along with a holiday in a month of the year to create patterns in math. Example: October: Pumpkins and ghosts.

#### Differentiation

How will we respond if students have not learned?

Interventions:

Re-teach, pull small groups of students to come up with a list of holidays and traditions using books to build background knowledge.

How will we respond if students have already learned?

Extensions/Enrichments:

Students who demonstrate a deeper understanding of holidays and traditions can interview a family member and report back to classmates about why particular holidays or traditions are special in their family.

PROFICIENCY SCALE FOR THIS STANDARD

STANDARD: History		
SCORE	DESCRIPTION	SAMPLE TASKS
4.0	In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.	<ul style="list-style-type: none"> <li>The student will research a holiday to determine how it has changed over the years and present to the class.</li> </ul>
3.0	<p>The student:</p> <ul style="list-style-type: none"> <li><b>Past and Present</b> <ul style="list-style-type: none"> <li>Creates a personal history</li> <li>Compares their family in the past and present</li> </ul> </li> <li><b>U.S. History</b> <ul style="list-style-type: none"> <li>Describes the contributions of George Washington and Abraham Lincoln</li> </ul> </li> <li><b>Cultural Characteristics</b> <ul style="list-style-type: none"> <li>Describes family/cultural traditions to celebrate holidays</li> </ul> </li> </ul> <p>The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none"> <li>The student will complete the sentences:                             <ul style="list-style-type: none"> <li>George Washington was our first _____, who helped our country by _____.</li> <li>Abraham Lincoln was a famous _____ who helped our country by _____.</li> </ul> </li> <li>The student will create a personal history.</li> <li>The student will draw a picture of how their family celebrates a specific holiday</li> </ul>
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content.	
2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> <li>Recognizes or recalls specific terminology, such as:                             <ul style="list-style-type: none"> <li><b>Past, present, history, George Washington, Abraham Lincoln, holiday, tradition</b></li> </ul> </li> <li>Performs basic processes, such as:                             <ul style="list-style-type: none"> <li><b>Recalls names of family members</b></li> <li><b>Identifies events/items from the past</b></li> <li><b>Identifies George Washington and Abraham Lincoln</b></li> <li><b>Names holidays their family celebrates</b></li> </ul> </li> </ul> <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> <li>The student will identify a picture of George Washington and Abraham Lincoln</li> <li>The student will identify photos of events/ items as being from the past or present</li> </ul>
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.	
1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	



### Unit Overview - Unit 3 - Geography

Content Area: Social Studies	Unit Title: Navigating our Community
Course/Grade Level: Kindergarten	Unit Duration: 6 weeks
<b>Materials/Instructional Resources For This Unit:</b> -various maps of school, city, state, country -globe -Networks Social Studies: Unit 1- lesson 4; Unit 4- lessons 1, 2, 3, and 4 -BrainPop Jr. geography videos -Discovery Education United Streaming Videos -Engage NY Inquiry 5	<b>Big Idea:</b> Maps and globes in the context of communities
<b>Enduring Understandings:</b>  Maps and globes can be used to represent real places and are used to locate and better understand our own community.	<b>Essential Questions:</b>  Which is better, a map or a globe? What is the best way to navigate our community?

<b>Objectives:</b> -I can identify maps and globes and understand they represent real places. -I can read, construct, and use maps of familiar places with help. -I can match legend symbols to map features
<b>Essential Question:</b> Which is better, a map or a globe?
<b>Standards:</b> <b>GLE/CLE--</b> EG.5.A.K.a, EG.5.A.K.b, EG.5.A.K.c, TS.7.A.K.a, TS.7.B.K, TS.7.D.K; <b>C3--</b> D1.3.K-2, D1.4.K-2, D2.Geo.1.K-2, D2.Geo.2.K-2, D2.Geo.3.K-2, <b>NCSS--</b> Theme 3: People, Places, and Environments, Disciplinary 2: Geography
<b>Academic Vocabulary:</b> map, globe, represent, place, legend, symbols

Lesson Plan		
<p>Supporting Question:</p> <p>What is a map, map legend, and globe?</p>	<p>Supporting Question:</p> <p>What is the difference between a map and a globe?</p>	<p>Supporting Question:</p> <p>How would you decide to use a map or a globe?</p>
<p>Formative Performance Task:</p> <p>Using a variety of maps, create an anchor chart listing <b>map</b> features. Using a <b>globe</b>, create a second anchor chart listing its features.</p> <p>Students create a map of their classroom using given symbols in a <b>legend</b>. (see differentiation category)</p> <p>Example:</p> <p>Suggestions for anchor charts:</p> <p>Map: flat, legend, uses symbols, shows streets, houses, has a closer view</p> <p>Globe: round, no symbols, does not show houses or streets, has a far away view</p>	<p>Formative Performance Task:</p> <p>Complete a class Venn diagram identifying the similarities and differences between maps and globes.</p> <p>Suggested similarities:</p> <p><b>represent</b> real <b>places</b>, show water, show land</p> <p>Suggested differences:</p> <p>Maps: legend, close up view, streets, buildings, houses, etc</p> <p>Globes: far away, 3D, shows whole earth</p>	<p>Formative Performance Task:</p> <p>Complete a sentence starter with illustrations:</p> <p>“I would use a _____ to _____.”</p> <p>Example: “ I would use a map to go to the grocery store.” “I would use a globe to find the North Pole.” (This could be a great interactive writing project or big book)</p>

<p>Summative Performance Task:</p> <p>Students will construct an argument that supports which is better, a map or a globe, for going to various locations. (ex: What would you use to get to the store? Why? What would you use to get to the North Pole? Why?) Could have students go to different sides of the room for if they would choose a map or a globe. Walk around and check off students as they explain their reasoning.</p>
<p>Taking Informed Action: Use maps created in class to hang around school for visitors to follow.</p>
<p>Interdisciplinary Connection: Use books that focus on maps and globes during Reader’s Workshop unit that focuses on Nonfiction text. Use maps and globes books to create venn diagram to not only compare and contrast but also comparing and contrasting different nonfiction texts. Suggested books: <a href="#">Can You Read a Map</a> by Rozanne Williams, <a href="#">Carlos Reads a Map</a> by Craig Rose, <a href="#">Follow that Map!</a> by Sharon Coan, <a href="#">Globes</a> by Robert Nelson, <a href="#">Keys and Symbols on Maps</a> by Meg Greve, <a href="#">Looking at Maps and Globes</a> by Carmen Bredeson, <a href="#">Map It!</a> by Sharon Coan, <a href="#">Maps</a> by Robert Nelson, <a href="#">Maps, Maps, Maps</a> by Joan Chapman</p>

## Differentiation

How will we respond if students have not learned?

Interventions:

Re-teach, pull small groups of students to a sorting activity to help them understand the difference between globes and maps.

How will we respond if students have already learned?

Extensions/Enrichments:

Students who can demonstrate a deeper understanding of maps can be asked to construct a map of a common area of the school like cafeteria, playground or the entire school instead of the classroom. These students can also be encouraged to label their maps with words as well as symbols.

Objectives:

-I can use maps to give simple directions.

-I can describe locations using positional words.

Essential Question: What is the best way to navigate our community?

Standards:

**GLE/CLE**-- EG.5.B.K, TS.7.A.K.a, TS.7.D.K; **C3**-- D1.3.K-2, D1.4.K-2, D2.Geo.1.K-2, D2.Geo.2.K-2, D2.Geo.3.K-2; **NCSS**-- Theme 3: People, Places, and Environments, Disciplinary 2: Geography

Academic Vocabulary:

directions, below, above, front, back, left, right, next to, in front of, behind

## Lesson Plan

Supporting Question:

What are directions?

Supporting Question:

How can describe where I am using a map?

Supporting Question:

How can I use words to describe where places are in the school?

Formative Performance Task:

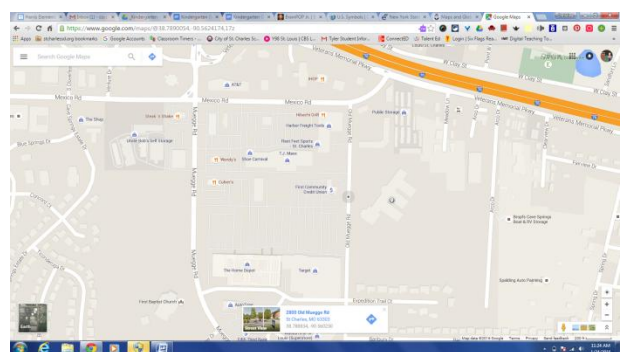
- Ask students if they have ever heard of the word **direction**?
- Explain to students that directions help people get from one place to another.
- Create a list of reasons why people may need to use directions: to go to a friend's house, to go on vacation, to go to a new restaurant or store, etc.

Formative Performance Task:

- Tell students that maps are often used to give directions and can be used to describe where they are.
- Pull up an image of google maps and locate the school. Write a list of nearby places and their position to our school: **below, above, front, back, left, right, next to, in front of, behind**. (ex: Target is across the street from Harris)

Formative Performance Task:

- Show an example of directions and words you came up with to show the students how to get out of the building for a fire drill using the school map. Talk about words that you used to make sure the reader knew exactly where to go.



- Zoom out on Google maps and help students see that you can look at a view of the city to describe things that are nearby to help people know where you are (ex: the river is near our community)
- Show the students a map of the school and use the map to come up with a list of words to describe where classrooms are in relation to other places in the school (ex: the bathrooms are next to the gym)

- Group students together and give them a picture of the school map and a location within the school (computer lab, cafeteria, office, etc.) Have the group of students come up with simple directions on how to get to that place from the classroom. Directions could be something along the lines of: “Walk out of the classroom and go straight down the hallway. Stop right before the US flag and look to the left. The computer lab is across the hall from the library.”
- Have each group share their directions with the class. If time allows, choose a few groups to actually follow the directions.

**Summative Performance Task:**

Students come up with an argument to support their answer to the question: What is the best way to navigate our community? Sample answers could include: “The best way to navigate our community is using a map on my parent’s phone because they always have their phone with them and they can use it to find directions.” “You could ask your friend for directions on how to get to the store because they have been there before.”

**Taking Informed Action:**

Have the class create simple directions and post around the school before parent teacher conferences to help parents and family navigate their way around the building.

**Interdisciplinary Connection:** Use lessons that focus on positions and directions in conjunction with math lessons on positional words and physical science lessons on positional words

Differentiation

How will we respond if students have not learned?

Interventions:

Re-teach, pull small groups of students to come up with simple directions for navigating around the classroom with guidance.

How will we respond if students have already learned?

Extensions/Enrichments:

Students who can demonstrate a deeper understanding of directions can be asked to pair up with another kindergarten class or preschool class to give directions on various locations in the building.

PROFICIENCY SCALE FOR THIS STANDARD

STANDARD: Geography		
SCORE	DESCRIPTION	SAMPLE TASKS
4.0	In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.	<ul style="list-style-type: none"> <li>Students will create a map of their community and provide directions on how to navigate to a specific location</li> </ul>
3.0	<p>The student:</p> <ul style="list-style-type: none"> <li>Describes maps and globes as representations of real places</li> <li>Reads, constructs, and uses maps of familiar places</li> <li>Uses legend symbols when creating a map</li> <li>Describe locations using positional words</li> </ul> <p>The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none"> <li>Students will tell when and why people use maps and globes</li> <li>Students will create maps of familiar places in the school or at home using a given legend</li> <li>Students will use map of school to give simple directions using positional words</li> </ul>
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content.	
2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> <li>Recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> <li>maps, legend, globes, directions</li> </ul> </li> <li>Performs basic processes, such as: <ul style="list-style-type: none"> <li>identifies maps and globes</li> <li>match legend symbols to map features</li> </ul> </li> </ul> <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> <li>locates the globe and a map in the classroom</li> <li>follows directions using positional words: below, above, front, back, left, right, etc.</li> </ul>
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.	
1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	

**Unit Overview - Unit 4 - Economics**

Content Area: Social Studies	Unit Title: Making Choices in our World
Course/Grade Level: Kindergarten	Unit Duration: 6 weeks
Materials/Instructional Resources For This Unit: -Networks Social Studies: Unit 5- lesson 3 (may not use all of the lesson) -BrainPop Jr. Economic videos -Discovery Education United Streaming Videos -Engage NY Inquiry 6	Big Idea:  People have needs and wants that affect decision making.
Enduring Understandings:  Students will be able to describe examples of <b>needs</b> and <b>wants, scarcity, opportunity cost</b> , within their family and school.	Essential Questions:  Why can't we get everything we want and need?

Objectives: -I can describe wants and needs. -I can describe scarcity. -I can describe opportunity cost.
Essential Question: Why can't we get everything we want and need?
Standards: <b>GLE/CLE</b> --E.4.A.K.a, E.4.A.K.b, E.4.A.K.c; <b>C3</b> --D2.Eco.1.K-2, D2.Eco.3.K-2, D2.Eco.14.K-2; <b>NCSS</b> -- Theme 7: Production, Distribution, and Consumption, Disciplinary 4: Economics
Academic Vocabulary: scarce/ scarcity, opportunity cost, wants, needs, decision, shortage

Lesson Plan

Supporting Question: What is a want?	Supporting Question: What is a need?	Supporting Question: What is scarcity?	Supporting Question: What is opportunity cost?
---	---	---	---

Formative Performance Task:

- Explain to the class that a **want** is nonessential but things you might like to have.. It could be something fun to play with, a treat to eat, etc.
- Use real-life items or pictures of items to determine if it depicts something they want.
- Create a t-chart with wants on one side and needs on the other. Have students come up with a list of items they want for the chart. Leave the needs side blank for the next lesson.
- Give students a paper and have them draw a picture of an item they want.

<u>Wants</u>	<u>Needs</u>

Formative Performance Task:

- Explain to the class that a **need** is something we need to survive. (food, clothing, shelter, water, etc.)
- Have students come up with a list of items they need for the t-chart from the previous lesson.
- Use real-life items or pictures to sort and categorize items as wants or needs as a class.
- Give students a paper and have them draw a picture of an item they need (can use the same paper from the previous lesson)

Formative Performance Task:

Day 1: Whole group...

- Define **scarce/scarcity** to the class. Explain that when there is not enough of an item it is scarce.
- Make a list of things that are **scarce** in the classroom. (ex: crayons, pencils, etc.)Make a list of things that are scarce at home.(ex: cereal, detergent, toothpaste, etc.)

Things that are SCARCE at school!

1. Pencils with erasers

2. Red crayons

Things that are SCARCE at home!

1. Cereal

2. Fruit snacks

3. Milk

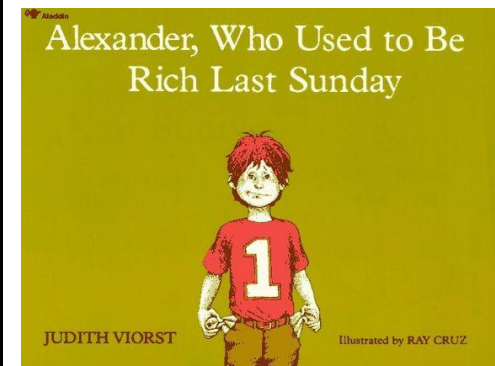
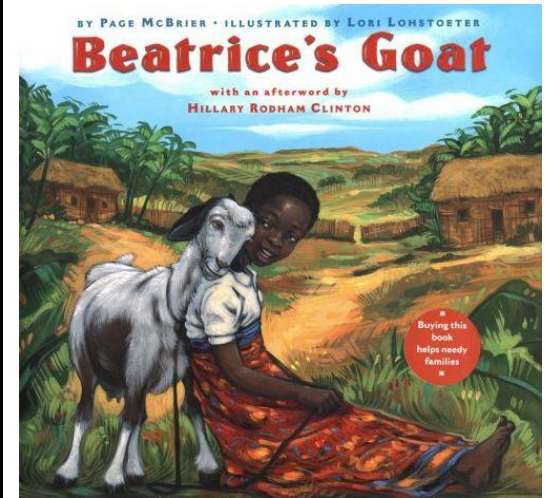
Day 2:

- Use the lists from the previous day to decide how we can make choices to minimize our number of **scarce** items. (ex.take care of our pencils and crayons so we don't

Formative Performance Task:

Day 1: Whole group...

- Listen to read alouds exhibiting **opportunity cost** (ex.Beatrice's Goat by Page McBrier and Alexander Who Used to be Rich Last Sunday by Judith Viorst)



- Define **opportunity cost** as what you gave up when you make your decision (choice).
- Day 2:
- Review opportunity cost from the day before.
  - Have students participate in an activity where a choice/decision needs to be made. Ex:



		<p>have to replace them so often.)</p> <ul style="list-style-type: none"> <li>Students participate in an activity in which they may choose one item from a group consisting of two different items (ex. 5 Yellow and 15 blue highlighters, or two different snack choices) when one item runs out, it is an example of <b>scarcity</b>.</li> </ul>	<p>Students choose a pencil or an eraser from a set with a limited number of supplies.(8 pencils and 12 erasers).</p> <ul style="list-style-type: none"> <li>Students become aware that there may be a shortage of supplies affecting the decisions they make. Students should be able to identify their opportunity cost after their decision is made. If they chose the pencil the eraser is the <b>opportunity cost</b> and vice versa.</li> </ul>
--	--	--	---

Summative Performance Task: Students will craft an evidence-based argument responding to the question “Why can’t we ever get everything we need and want?” Arguments can be presented orally to the teacher or audio recordings can be created.

Arguments could include:

We can get everything we need and want because:

- when I want something my mom/dad will get it for me.
- I need all that stuff or because it would be fun.

We cannot get everything we need and want because:

- stores might run out of stuff.
- I/we don’t have that much money
- my mom/dad might say no
- I might only get to chose one thing

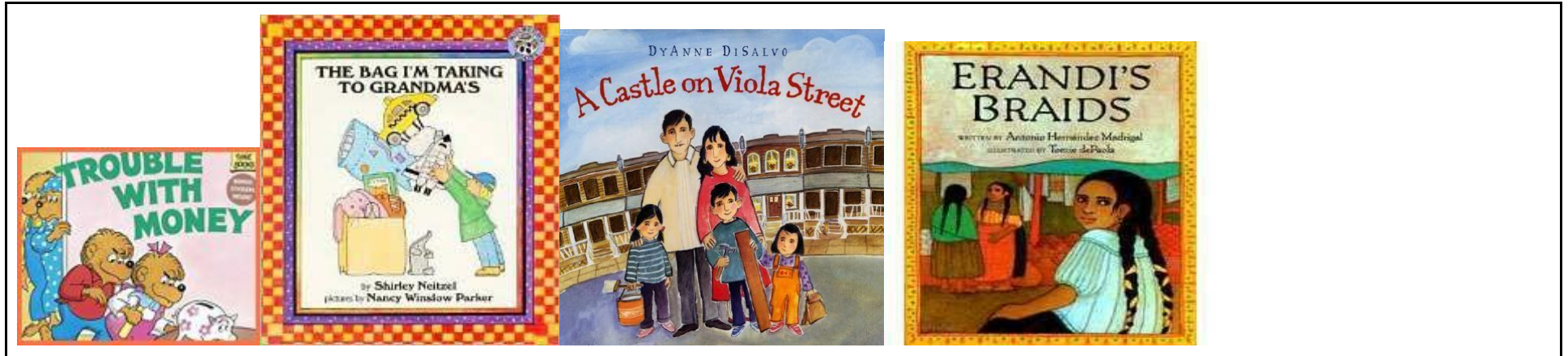
We can get what we need, but not everything we want because:

- there is always going to be something I want that I cannot afford
- there is not enough money to get everything I want

Taking Informed Action: Students will make a class list of wants and needs for the classroom. They will brainstorm methods of fulfilling the need or want for the classroom. They will then select and act on a method of fulfilling the need or want for the classroom.

Example: They want new kick balls for recess. There is no money to purchase the balls. The students think about asking for donations from parents or selling lemonade to raise the money. They choose selling lemonade and use the money they earn to purchase new kickballs.

Interdisciplinary Connection:Read books that depict the idea of **scarcity**. (ex. [A Castle on Viola Street](#) by DyAnne DiSalvo and [Erandi’s Braids](#) by Antonio Hernandez Madrigal). Listen to read alouds exhibiting **wants** and **needs**.(ex. [The Trouble with Money](#) or [The Berenstain Bears Get the Gimmies](#) by Jan Berenstain and [The Bag I’m Taking to Grandma’s](#) by Shirley Neitzel)



### Differentiation

How will we respond if students have not learned?

Interventions:

Re-teach in small groups to understand the difference between **wants** and **needs**, knowing what **scarcity** is and how we might be able to avoid it in the classroom/home, and that given a choice **opportunity cost** is what you didn't choose or what you gave up when you made your choice. Use picture cards and real life classroom examples.

How will we respond if students have already learned?

Extensions/Enrichments:

Students who understand the difference between **wants** and **needs** can discuss why wants are desired but needs are essential to survival. For the concept of **scarcity** they can discuss ways to prevent possible scarcities in some circumstances. Students that understand **opportunity cost** can discuss how and why they make decisions and what the **opportunity cost** is in each decision made using examples outside the classroom (such as a trip to the store).

PROFICIENCY SCALE FOR THIS STANDARD

STANDARD:		
SCORE	DESCRIPTION	SAMPLE TASKS
4.0	In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.	<ul style="list-style-type: none"> <li>The student will state a personal life example of a time in which they experienced opportunity cost and scarcity.</li> </ul>
3.0	<p><b>The student:</b></p> <ul style="list-style-type: none"> <li>Describes wants and needs</li> <li>Describes examples of scarcity</li> <li>Describes examples of opportunity cost</li> </ul> <p>The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none"> <li>The student will explain why something is a want or a need. Ex: A banana is a need because it is food and we need it to live.</li> <li>The student will participate in an activity where they have to choose 1 item out of 2 choices. The student will explain that the item they didn't choose is their opportunity cost.</li> <li>The student will participate in an activity where there is a limited number of an item. The student will explain that the item is scarce because there is not enough for everyone.</li> </ul>
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content.	
2.0	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>Recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> <li>Wants, needs, scarcity, opportunity cost</li> </ul> </li> <li>Performs basic processes, such as: <ul style="list-style-type: none"> <li>Identifies wants and needs</li> <li>Identifies examples of scarcity</li> <li>Identifies examples of opportunity cost</li> </ul> </li> </ul> <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> <li>Given 2 choices, the student will identify the want and the need.</li> <li>Given 2 choices, the student will identify an item that is scarce in the classroom.</li> <li>Given 2 choices, the student will identify which item is the opportunity cost (does not have to explain their reasoning).</li> </ul>
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.	
1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	

## **Grade 1 Social Studies Curriculum**



<b>CURRICULUM OVERVIEW</b>	
<b>COURSE/GRADE LEVEL:</b> 1st Grade	<b>CURRICULUM WRITTEN:</b> Social Studies
<b>CREDIT(S):</b>	<b>BOARD APPROVAL:</b>
<b>PREREQUISITES:</b>	<b>REVISED:</b>

<b>COURSE DESCRIPTION:</b> Students explore their school, community and world through an inquiry approach in order to better understand civics, economics, history and geography.	<b>COMMITTEE MEMBERS:</b> Jessica Johnson and Amy Overton
---	---

<b>UNITS IN THIS COURSE/GRADE LEVEL</b>	
<b>UNIT TITLE</b>	<b>UNIT DURATION</b>
UNIT 1: Civics	6 Weeks
UNIT 2: Geography	6 weeks
UNIT 3: History	Throughout the year as holidays arise
UNIT 4: Economics	6-8 Weeks
:	

<b>BOARD APPROVED INSTRUCTIONAL MATERIALS FOR THIS COURSE</b>	<b>ADDITIONAL INSTRUCTIONAL MATERIALS</b>
<i>Networks</i> - McGraw-Hill	

**Unit Overview - Unit 1 - Civics**

Content Area: Civics	Unit Title: Good Citizens
Course/Grade Level: 1st	Unit Duration: 6 Weeks
<p>Materials/Instructional Resources For This Unit:</p> <ul style="list-style-type: none"> <li>• Networks Social Studies: Unit 4 Good Citizens</li> <li>• Chart Paper</li> <li>• Photographs of citizens being responsible and irresponsible</li> <li>• Pictures of community leaders (fireman, police officers, nurses, etc.)</li> <li>• Pictures of the Statue of Liberty, US Capitol, Bald Eagle, Liberty Bell</li> <li>• Writing Paper</li> <li>• Leveled Social Studies Readers on US Symbols</li> <li>• BrainPop Jr. (National Symbols)</li> </ul>	Big Idea: Government, Democracy and Culture.
Enduring Understandings: Learners will understand that rules and Laws guide people to live safely and be responsible citizens.	<p>Essential Questions:</p> <ul style="list-style-type: none"> <li>• How do my school and community influence each other?</li> <li>• Why are symbols important for our community and country?</li> <li>• How are rules and laws made, enforced and followed?</li> <li>• What is the purpose of the government?</li> </ul>

Objective #1 I can be a good citizen.
Essential Question: Am I a good citizen?
<p>Standards:</p> <p><b>GLE/CLE:</b> RI.6.A.1, RI.6.B.1, RI.6.C.1, RI.6.D.1, TS.7.A.1.a, TS.7.A.1.b, TS.7.D.1, TS.7.E.1, <b>C3:</b> D2.Civ.1.K-2, D2.Civ.2.K-2., D2.Civ.3.K-2., D2.Civ.6.K-2., D2.Civ.7.K-2., D2.Civ.7.K-2, D2.Civ.8.K-2, D2.Civ.8.K-2., D2.Civ.9.K-2., D2.Civ.10.K-2., D2.Civ.11.K-2., D2.Civ.12.K-2., D2.Civ.14.K-2., D4.1.K-2., D4.2.K-2., D4.3.K-2., D4.4.K-2., <b>NCSS:</b> Theme 10 Civic Ideals and Practices, Theme 5 Individuals, Groups, and Institutions</p>
<p>Academic Vocabulary:</p> <ul style="list-style-type: none"> <li>• citizen</li> <li>• rules</li> <li>• laws</li> <li>• individual rights</li> </ul>

- role model (community leaders)
- community
- character traits

Lesson Plan

Supporting Question:  
What does it mean to be a responsible citizen in my school and classroom?

Supporting Question:  
What does it mean to be a responsible citizen in the community and world?

Supporting Question:  
Who are important role models in our community and what are their character traits?

Formative Performance Task:  
Task 1: Have the class talk and turn to discuss what they think the word *citizen* means. Share out as a group.  
Task 2-Discuss in small groups what it means to be a responsible citizen in school/classroom.  
Task 3-Discuss what a rule is and why it's important and what happens when you break a rule.  
Task 4-Have the students work in small groups and each take a school/classroom rule. Have them discuss and present on what the rule is, why it's important and should be followed and what would happen if someone breaks that rule.  
Task 5-Whole group-choose students to model what it looks like to be a responsible citizen in school/classroom. Then, have students model what it should not look like and why.

Formative Performance Task:  
Task 1-Discuss in small groups what it means to be a responsible citizen in the community and world.  
Task 2-Discuss what a law is and why laws are important and what happens when you break a law. (Have the students share their ideas first before discussing the word *law* more formally).  
Task 3-Compare laws to school/classroom rules. Have students discuss how they are similar and different.  
Task 4-Expose the students to the word government. First, have them talk and turn to discuss the term. Then, guide them into understanding that the government makes our rules and laws.  
Task 5-Define and discuss the term individual rights and how it relates to rules and laws.  
Task 6-Watch the rights and responsibilities video on BrainPop Jr.  
Task 7-Sort real life photographs depicting citizens being responsible and irresponsible and discuss.



Formative Performance Task:  
Task 1-Discuss in small groups the important role models in our community.  
Task 2-Show pictures of firemen, police officers, military, nurses/doctors, teachers, mayor/city counsel, etc. and have students discuss who they are, what they do and why they're important.



Task 3-Discuss what it means to serve others in our community and why it's important.  
Task 4-Watch the community helpers video on BrainPop Jr.  
Task 5-Have a community leader come in and talk to the class. (Have the class prewrite thank you letters thanking them for their service to the community using examples of what they do for the community).

	<p>Task 8-Have the students show how they can be responsible in their community (ex. pick up trash on the playground)</p> <p>Task 9-Teach a lower grade level what it means to be a responsible citizen in school/classroom.</p>	
--	--	--

Summative Performance Task: Students draw on the understanding developed through the formative performance tasks to craft an argument that addresses the compelling questions and is supported with evidence drawn from the featured sources. The argument can be presented in groups. Each student will choose which argument they agree on, formulate their argument and present it to the class as a group.

Which school/classroom rule is the most important and why?  
 Which law in the community is the most important and why?  
 Which role model within the community is the most important and why?

Taking Informed Action: As a class, or grade level figure out a way to serve the community. Some examples include:

- Holding a clothing or canned food drive.
- Picking up trash around the community.
- Visiting a nursing home.
- Create cards and send to a local hospital.
- Video chat with kids at a hospital or nursing home (kiddos can sing songs to them, etc.)
- Visit an animal shelter.

Interdisciplinary Connection: Read books involving being responsible at the beginning of the year when establishing what it looks like to be a good student. Suggest books: Know and Follow Rules by Cheri J. Meiners, David Goes to School by David Shannon, What if Everybody Did That? By Julia Cook.

Differentiation	
<p>How will we respond if students have not learned? Interventions:</p> <ul style="list-style-type: none"> <li>● Reteach (after assessing students, re-teach specific concepts that the students did not master)</li> <li>● Pull small groups and/or individuals (after assessing, determine which specific concepts were not mastered and pull small groups of students who all need to be re-taught the same concepts).</li> </ul>	<p>How will we respond if students have already learned? Extensions/Enrichments:</p> <ul style="list-style-type: none"> <li>● Have these students plan and organize a service project.</li> <li>● Explore the different branches of the military and what they do.</li> <li>● Explore the local community leaders and write them a letter to convince them to come and visit.</li> </ul>



<p>For example, review some of the key vocabulary like citizen, rules, laws, etc. Then, show more picture of citizens being responsible and irresponsible have the the students discuss and sort the pictures.</p>	
--	--

Objective #2 I can recognize and explain the significance of national symbols.

Essential Question: What symbol best represents the United States?

Standards:  
**GLE/CLE:** PC.1.B.1, PC.1.C.1, PC.1.D.1, PC.1.E.1, PC.1.F.1.a, PC.1.F.1.b, TS.7.A.1.a, TS.7.A.1.b, TS.7.D.1, TS.7.E.1, **C3:** D4.1.K-2., D4.2.K-2., D4.3.K-2., D4.4.K-2., **NCSS:** Theme 6 Power, Authority, and Governance

Academic Vocabulary:

- Statue of Liberty
- US Capitol
- Bald Eagle
- Liberty Bell

Lesson Plan

<p>Supporting Question: What symbols represent the United States?</p>	<p>Supporting Question: Why do we have national symbols?</p>	<p>Supporting Question: How do people use the Statue of Liberty as a symbol?</p>
---	--	--

<p>Formative Performance Task:          Task 1-Show pictures of the Statue of Liberty, US Capitol, Bald Eagle and Liberty Bell. Have the children discuss what they know about each symbol.          Task 2-Read a book and discuss each symbol. Then, have the students draw a picture of each symbol and state what it represents.          Task 3-Watch the symbols video on BrainPop Jr.          Task 4-As a class, write a nonfiction teaching book about the US symbols (Statue of Liberty, US Capitol, Bald Eagle and Liberty Bell). Divide the sections up and have a small group write each section.</p>	<p>Formative Performance Task:          Task 1-Ask the question; Why do we have national symbols? Have the students discuss.          Task 2-Work with the computer teacher to have students prepare a small presentation on each symbol. Children could work in small groups and include pictures and basic facts about the symbol and why it's important. (Research can be done in the classroom using simple readers and then the presentations can be created in the computer lab).</p>	<p>Formative Performance Task:          Task 1-Ask-what is the statue of liberty?          Task 2-Take a virtual field trip to Ellis Island. (Ellis Island National Parks Department).</p>
--	---	--

Summative Performance Task: Students draw on the understanding developed through the formative performance tasks to craft an argument that addresses the compelling questions and is supported with evidence drawn from the featured sources. Each student will choose an argument and then as a group try to convince the principal (or another teacher) that their argument is the best.

Which national symbol is the most important?

Taking Informed Action:

Design a symbol for the classroom/ school or community explain what it represents and why it is important then present it to the powers that be.

Interdisciplinary Connection: During your non-fiction reading unit read various books about US Symbols.

#### Differentiation

How will we respond if students have not learned?

Interventions:

- Reteach (after assessing students, re-teach specific concepts that the students did not master)
- Pull small groups and/or individuals (after assessing, determine which specific concepts were not mastered and pull small groups of students who all need to be re-taught the same concepts).

For example, have the students rewatch the US symbols video on BrainPop Jr. on chromebooks and then discuss and draw picture of all the symbols.

How will we respond if students have already learned?

Extensions/Enrichments:

- Read and research other US symbols or symbols from around the world and present to the class.

**PROFICIENCY SCALE FOR THIS STANDARD**

<b>STANDARD:</b>		
<b>SCORE</b>	<b>DESCRIPTION</b>	<b>SAMPLE TASKS</b>
<b>4.0</b>	<b>In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.</b>	<ul style="list-style-type: none"> <li>● Read and research other US symbols or symbols from around the world and present to the class.</li> <li>● Have these students plan and organize a service project.</li> <li>● Explore the different branches of the military and what they do.</li> <li>● Explore the local community leaders and write them a letter to convince them to come and visit.</li> </ul>
<b>3.0</b>	<p><b>The student:</b></p> <ul style="list-style-type: none"> <li>● <b>Rules and Civic Attitudes</b> <ul style="list-style-type: none"> <li>○ Explain the difference between a responsible citizen vs. irresponsible citizen.</li> <li>○ Explain how to be a responsible citizen in the school and classroom.</li> <li>○ Explain how to be a responsible citizen in the community and world.</li> <li>○ Explain what a role model is and describe character traits.</li> <li>○ Explain what a law is and why laws are important.</li> </ul> </li> <li>● <b>United States Symbols</b> <ul style="list-style-type: none"> <li>○ Recognize and explain the significance of the following national symbols (Statue of Liberty, Liberty Bell, Bald Eagle, United States Capitol)</li> </ul> </li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>	<ul style="list-style-type: none"> <li>● Discuss in small groups what it means to be a responsible citizen in the community and world.</li> <li>● Discuss what a law is and why laws are important and what happens when you break a law.</li> <li>● Show pics of firemen, police officers, military, nurses/doctors, teachers, mayor/city counsel, etc and have students discuss who they are, what they do and why they're important.</li> <li>● Show pictures of the Statue of Liberty, US Capitol, Bald Eagle and Liberty Bell. Have the children discuss what they know about each symbol.</li> <li>● Read a book and discuss each symbol. Then, have the students draw a picture of each symbol and state what it represents.</li> </ul>
<b>2.5</b>	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content.	
<b>2.0</b>	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>● Recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> <li>○ citizen, role model, rule, law, Statue of Liberty, Liberty Bell, Bald Eagle, United States Capitol</li> </ul> </li> <li>● Performs basic processes, such as: <ul style="list-style-type: none"> <li>○ Sort pictures of responsible and irresponsible citizens</li> <li>○ Give an example of a role model in the classroom or community.</li> </ul> </li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>	<ul style="list-style-type: none"> <li>● Sort real life photographs depicting citizens being responsible and irresponsible and discuss.</li> <li>● Show pics of firemen, police officers, military, nurses/doctors, teachers, mayor/city counsel, etc and have students discuss who they are, what they do and why they're important.</li> <li>● Show pictures of the Statue of Liberty, US Capitol, Bald Eagle and Liberty Bell. Have the children discuss what they know about each symbol.</li> </ul>
<b>1.5</b>	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.	
<b>1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>	

**Unit Overview - Unit 2 - Geography**

Content Area: Geography	Unit Title: Can Our Life Fit on a Map?
Course/Grade Level: 1st Grade	Unit Duration: 6 weeks
Materials/Instructional Resources For This Unit: <ul style="list-style-type: none"> <li>● Unit 2 and the Map section of McGraw Hill “Our Community and Beyond”</li> <li>● Compass Rose</li> <li>● Globes</li> <li>● Maps (world, US, neighborhood, zoo, mall, etc.)</li> <li>● Pictures of different climates, highways, bridges, buildings, parks and transportation.</li> </ul>	Big Idea: Geography and how it applies to me.
Enduring Understandings:  Learners will read and construct maps, understand the concept of location to make predictions and solve problems and understand concept of place.	Essential Questions:  Can my life fit on a map?  Where am I?  What are the physical and human characteristics of place?

Objective #1 I can read, interpret and construct maps of both familiar and unfamiliar places and explain relationships between the locations of places.	
Essential Question: Can My Life Fit on a Map?	
Standards: <b>GLE/CLE</b> EG.5.A.1.a, EG.d.A.1.b, EG.5.A.1.c, TS.7.E.1, TS.7.A.1.a <b>C3</b> D2.Geo.1.K-2, D2.Geo.2.K-2,D2.Geo.3.K-2,D2., <b>NCSS:</b> Theme 3 People, Places, and Environments	
Academic Vocabulary:  Compass rose, symbols, cardinal directions, map, globe	

Lesson Plan			
Supporting Question: What are map symbols and how do I use them?	Supporting Question: What are cardinal directions and how do I use them?	Supporting Question: What are other tools on a map and how do they work?	Supporting Question: How can I make a map of a real-life place?
Formative Performance Task: Identify three or four map symbols and explain how and why they are helpful.	Formative Performance Task: As a group and/or class, write a paragraph describing how to locate an object in the classroom using cardinal directional vocabulary.	Formative Performance Task: Identify map tools and interpret their purpose and how they work by creating a graphic organizer.	Formative Performance Task: Based on a walking tour of the block or surrounding area, make a map of the area around the school.

<p>Summative Performance Task: Students draw on the understanding developed through the formative performance tasks to craft an argument that addresses the compelling questions and is supported with evidence drawn from the featured sources. The argument can be presented in groups. Each student will choose which argument they agree on, formulate their argument and present it to the class as a group.</p> <p>Student Arguments may include:</p> <ul style="list-style-type: none"> <li>● My life can fit on a map because every part of my life happens in a place.</li> <li>● My life can fit on a map because I can use symbols to show all the real-life people and things around me.</li> <li>● My life cannot fit on a map because my life has too much information to show on a map and because things change all the time.</li> <li>● I would need many maps to show my life.</li> <li>● Some of my life can fit on a map, but some places that are parts of my life would be hard to make a map of.</li> </ul>
<p>Taking Informed Action:</p> <ul style="list-style-type: none"> <li>● Research a place in or near your school where there is an empty space/classroom where there is an empty lot or unused land. Brainstorm a list of ideas for how to transform the space. From those ideas, create a map with a title, symbols, and compass rose to represent those ideas for using the space.</li> <li>● Invite the principal into your classroom to listen to the ideas.</li> </ul>

Differentiation

How will we respond if students have not learned?

Interventions:

- Reteach
- Pull small groups and/or individuals

How will we respond if students have already learned?

Extensions/Enrichments:

- Pick another place that is an important part of your life and research the natural and manmade features in and around it. Make another map showing this place and include a title, symbols, map key, and compass rose.

Objective #2 I can identify physical and human characteristics of my community.

Essential Question: Does Where I Live Matter?

Standards:

**GLE/CLE** EG.5.B.1, EG.d.C.1.a, EG.5.C.1.b **C3** Geo.4.K-2, D2.Geo.5.K-2, D2.Geo.6.K-2, D2.Geo.7.K-2, D2.Geo.8.K-2, D2.Geo.9.K-2, D2.Geo.10.K-2, D2.Geo.11.K-2., D2.Geo.12.K-2

**NCSS:** Theme 3 People, Places, and Environments

Academic Vocabulary:

- physical characteristics
  - river, climate
- human characteristics
  - highways, bridges, architecture, parks, transportation

Lesson Plan

Supporting Question:

How do the physical characteristics of your community impact the people and animals?

Supporting Question:

How do the human characteristics impact the people and the animals?

Supporting Question:

What's my address?

Formative Performance Task:

- Task 1-create an anchor chart of a person and describe the physical characteristics.

Formative Performance Task:

- Task 1-Discuss how classroom behavior impacts learning.
- Task 2-Display photographs of highways, bridges, buildings, parks and transportation

Formative Performance Task:

Draw a picture of the place you live. Label your street name, type of home and house number.

<ul style="list-style-type: none"> <li>● Task 2-Display a photograph or map of your community and discuss how the river and climate impact the people and animals.</li> <li>● Task 3-What is the best physical characteristic of your community and why?</li> <li>● Task 4-What if we had climate change in St. Charles and we only had summer/or winter (choose one)?</li> </ul>	<p>and discuss how they impact people and animals.</p> <ul style="list-style-type: none"> <li>● Task 3-What is the best human characteristic of our community and why?</li> <li>● Task 4-Should we have a train in St. Charles taking us to and from the city?</li> </ul>	
---	---	--

**Summative Performance Task:**  
 Students draw on the understanding developed through the formative performance tasks to craft an argument that addresses the compelling questions and is supported with evidence drawn from the featured sources. The argument can be presented in groups. Each student will choose which argument they agree on, formulate their argument and present it to the class as a group.

- Does where I live matter?

**Taking Informed Action:**

- Decide on one physical characteristic that we do not yet have in this community and write an opinion piece on why it should be built.
- Bring in a community leader (e.g. city planner, parks and recreation employee, local architect, environmentalist) to the classroom to present and answer questions.

**Interdisciplinary Connection:** In science students can build bridges and see which bridge is the strongest. In science students can plant a seed and put it into several different environments. For example the freezer, refrigerator, outside in full sun, outside in the shade, ect. Have the students write their predictions of what will happen and graph over time.

Differentiation	
<p>How will we respond if students have not learned?            Interventions:</p> <ul style="list-style-type: none"> <li>● Reteach</li> <li>● Small Group</li> </ul>	<p>How will we respond if students have already learned?            Extensions/Enrichments:</p> <ul style="list-style-type: none"> <li>● Students can create their own city and physical environment and explain how the physical and human characteristics affect the people who live there.</li> </ul>

**PROFICIENCY SCALE FOR THIS STANDARD**

STANDARD:		
SCORE	DESCRIPTION	SAMPLE TASKS
4.0	In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.	<ul style="list-style-type: none"> <li>Research a place in or near your school where there is an empty space/classroom where there is an empty lot or unused land. Brainstorm a list of ideas for how to transform the space. From those ideas, create a map with a title, symbols, and compass rose to represent those ideas for using the space</li> <li>Write about what would happen if we had a climate change in St. Charles.</li> </ul>
3.0	<p><b>The student:</b></p> <ul style="list-style-type: none"> <li>Know their address, house number, street name, City and State.</li> <li>Can construct maps, graphs and other representations of familiar places.</li> <li>Use maps, graphs, photographs, and other representations to describe places and the relationships and interactions that shape them.</li> <li>Use maps, globes and other simple geographic models to identify cultural and environmental characteristics of places.</li> <li>Explain how weather, climate, and other environmental characteristics affect people’s lives in a place or region,</li> <li>D2 Geo 5: Describe how human activities affect the cultural and environmental characteristics of places or regions.</li> <li>D2 Geo 6: Identify some cultural and environmental characteristics of specific places.</li> </ul> <p>The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none"> <li>Identify three or four map symbols and explain how and why they are helpful.</li> <li>Discuss how to locate an object in the classroom using cardinal directional vocabulary.</li> <li>Identify map tools and interpret their purpose and how they work by creating a graphic organizer.</li> <li>Based on a walking tour of the block or surrounding area, make a map of the area around the school.</li> <li>Discuss how river and climate impact the people and animals.</li> <li>Display pictures of highways bridges, buildings, parks and transportation and discuss how they impact people and animals.</li> </ul>
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content.	
2.0	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>Recognizes or recalls specific terminology, such as:               <ul style="list-style-type: none"> <li>river,</li> <li>Climate</li> <li>highways,</li> <li>bridges,</li> <li>architecture,</li> <li>parks,</li> <li>Transportation</li> <li>Compass rose,</li> <li>symbols,</li> <li>cardinal directions,</li> <li>map,</li> <li>globe</li> </ul> </li> <li>Students will know their city and state in which they live.</li> </ul> <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> <li>Match pictures to the vocabulary words.</li> </ul>
1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	



### Unit Overview - Unit 3 - History

Content Area: History	Unit Title: History
Course/Grade Level: 1st Grade	Unit Duration: Throughout the year as the holidays arise.
Materials/Instructional Resources For This Unit: <ul style="list-style-type: none"> <li>● Unit 1: McGraw Hill Our Community and Beyond</li> <li>● Chart Paper</li> <li>● Photographs of Martin Luther King Jr, Abraham Lincoln, George Washington,</li> <li>● Writing Paper</li> <li>● Leveled Social Studies Readers on Holidays</li> <li>● BrainPop Jr.</li> <li>● Photographs of the past, pictures of St. Charles long ago, pictures of old phones, first computers, ect.</li> </ul>	Big Idea: History (Past & Present), Non-Religious Holidays and Contributions of Famous Americans.
Enduring Understandings: Students will be able to compare and contrast their community in the past and present as well as describe the contributions of people typically associated with national holidays.	Essential Questions: <ul style="list-style-type: none"> <li>● How has life changed over time?</li> <li>● How do we celebrate people and events?</li> </ul>

Objective #1: I can describe the contributions of non-missourians and explain why we celebrate holidays (e.g. President's Day, Independence Day, Memorial Day, Martin Luther King Jr. Day, etc.).

Essential Question: How do we celebrate people and events?

Standards: **GLE**, H.3.B.1, H.3.C.1 **C3** D2.His.1.k-2, D2.His.3.k-2 **NCSS**: Theme 1 Culture, Theme 2 Time, Continuity, and Change

Academic Vocabulary:

- Martin Luther King, Jr
- Civil Rights Movement
- segregation
- protest
- peaceful
- honesty
- Abraham Lincoln

- slavery
- president
- George Washington
- Character
- colonies
- Memorial Day
- Veterans Day
- Independence Day
- Thanksgiving
- Pilgrim
- Indians
- Mayflower

Lesson Plan

Supporting Question: Who do we remember on Holidays?	Supporting Question: What would like to be remembered most for doing in your life? What holiday should be named after you and what contributions to history do plan on making to make it happen?	Supporting Question: Which person is the most important to American History and why?
<p>Formative Performance Task:</p> <p>Task 1: Turn and tell your partner why we celebrate different holidays.</p> <p>Task 2: Make a list of the different holidays and why we celebrate them.</p>	<p>Formative Performance Task:</p> <p>Task 1: Turn and talk about what you would like to be remember for when you are gone.</p> <p>Task 2: Turn and talk What are going to be your contributions to history to make your holiday happen?</p> <p>Task 3: Name your holiday and which month would it be celebrated and why?</p> <p>Task 4: Design a poster around your holiday.</p> <p>Task 5: Present their holiday to the class.</p>	<p>Formative Performance Task:</p> <p>Task 1: Teach about Martin Luther King, Jr (segregation, Civil Rights Movement, protest, peaceful)</p> <p>Task 2: Teach about Abraham Lincoln (character, slavery, Civil War, other major contributions)</p> <p>Task 3: Teach about George Washington (character, Revolutionary War, major contributions).</p>

Summative Performance Task: Students draw on the understanding developed through the formative performance tasks to craft an argument that addresses the compelling questions and is supported with evidence drawn from the featured sources. The argument can be presented in groups. Each student will choose which argument they agree on, formulate their argument and present it to the class as a group.

Which student came up with the greatest contribution

- Play four corners and have the kids choose which holiday they like the best. Then do research on that holiday and debate with the rest of the class why that holiday is the best.
- Present their holiday to the class.
- Write an opinion paper that answers which person is the most important to American History.

Taking Informed Action:

- Students will create an action plan for themselves based on the contributions they want to make to history.
  - What do I need to do now?
  - What classes do I need to take in high school?
  - Do I need to go to college? If so, what type?
  - Graduate School?
  - Volunteer or internship?

Differentiation

How will we respond if students have not learned?

Interventions:

- Reteach
- Pull small groups and/or individuals

How will we respond if students have already learned?

Extensions/Enrichments:

- Have these students plan and organize a service project.
- Research a holiday not celebrated in the United States.
- Research another holiday that was not discussed.
- Research other American presidents.

Objective #2: Students will be able to compare and contrast their community in the past and the present.

Essential Question: How has life changed over time?

Standards: **GLE** RI.6.A.1, RI.6.B.1, RI.6.C.1, RI.6.D.1, TS.7.E.1, TS.7.A.1.b **C3**: D2.2.his.1.k-2, D2.His.2.k-2, D2.His.,K-2, D2.his.4.k-2, D2.his.6.k-2, D2.His.9.k-2, D2.His.10.K-2, D2.His.11.K-2, D2.His.12.K-2, D2.His.14.K-2, D2.His.16.k-2 NCSS: Theme 1 Culture, Theme 2 Time, Continuity, and Change

Academic Vocabulary:

community  
history  
timeline  
past  
present  
future

Lesson Plan		
Supporting Question: What makes something a part of history?	Supporting Question: Why is history important?	Supporting Question: How were communities different in the past compared to today?
Formative Performance Task: Task 1: Turn and talk about what makes history. Task 2: Make a list of people and things we know from history. Task 3: Timeline of their history. As a class you can also keep a class timeline. Task 4: Discuss one important thing from their classmates timeline.	Formative Performance Task: Task 1: Turn and talk about why history is important. Task 2: Make a list of important events that have happened in history. Task 3: Work in small groups. Pick an event from the list and discuss why that event was important and share with the class.	Formative Performance Task: Task 1: Sort pictures of a variety of objects that we use today and the same objects from the past and discuss how they have changed. Task 2: Find old pictures of the community and discuss how it has changed over the years. Task 3: Discuss the pros and cons of a variety of different inventions. Task 2: Debate the greatest thing ever invented.

<p>Summative Performance Task: Students draw on the understanding developed through the formative performance tasks to craft an argument that addresses the compelling questions and is supported with evidence drawn from the featured sources. The argument can be presented in groups. Each student will choose which argument they agree on, formulate their argument and present it to the class as a group.</p> <p>If you lived a 100 years ago what would you miss the most and why?            Debate the greatest thing ever invented.</p>
<p>Taking Informed Action:            Make a class time capsule and tell the kids to come back and open it when they are seniors in high school.</p> <p>Interdisciplinary Connection: Do an interactive writing piece as a class before you begin your nonfiction writing unit. Do an creative writing piece on what the world will be like 10 years from now. During Reading time have book clubs around Martin Luther King, Jr, George Washington, and Abraham Lincoln have the students then teach the class about this important figures in history. The same can be done with the other holidays.</p>

Differentiation	
How will we respond if students have not learned? Interventions: <ul style="list-style-type: none"> <li>● Reteach</li> <li>● Pull small groups and/or individuals</li> </ul>	How will we respond if students have already learned? Extensions/Enrichments: <ul style="list-style-type: none"> <li>● Choose an event in history and make a timeline.</li> <li>● Make a diorama of a different time in history.</li> <li>● Make a video of a different time in history.</li> <li>● Create a PowerPoint with old pictures of the community.</li> </ul>

**PROFICIENCY SCALE FOR THIS STANDARD**

<b>STANDARD:</b>		
<b>SCORE</b>	<b>DESCRIPTION</b>	<b>SAMPLE TASKS</b>
<b>4.0</b>	<b>In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.</b>	<ul style="list-style-type: none"> <li>Have the students come up with a Holiday in honor of them. When would we celebrate it? Why would we celebrate it? Design a poster around your holiday. Present their holiday to the class</li> </ul>
<b>3.0</b>	<p><b>The student:</b></p> <ul style="list-style-type: none"> <li><b>Compare and contrast our community in the past and present</b></li> <li><b>Describe the contributions of people typically studied in k-5 programs associated with national holidays.</b></li> <li><b>Describe cultural characteristics of your school and community.</b></li> <li><b>Propose peaceful resolutions of disputes in the classroom and on the playground.</b></li> <li><b>Recount stories about locations, people and events in your community.</b></li> <li><b>Describe how your community commemorates its cultural heritage.</b></li> <li><b>Identify and use artifacts</b></li> <li><b>Ask questions and find answers about a topic with assistance.</b></li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>	<ul style="list-style-type: none"> <li>Discuss the contributions of Martin Luther King Jr, Abraham Lincoln, and George Washington.</li> <li>Play four corners and have the kids choose which holiday they like the best. Then have the kids do research on that holiday and debate why their holiday is the best.</li> <li>Make a timeline of their history.</li> <li>Explain why history is important.</li> <li>Discuss the pros and cons of different inventions.</li> <li>Debate the greatest invention ever.</li> </ul>
<b>2.0</b>	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>Recognizes or recalls specific terminology, such as:               <ul style="list-style-type: none"> <li>community</li> <li>history</li> <li>timeline</li> <li>past</li> <li>present</li> <li>Future</li> <li>Martin Luther King, Jr</li> <li>Civil Rights Movement</li> <li>segregation</li> <li>protest</li> <li>peaceful</li> <li>honesty</li> <li>Abraham Lincoln</li> <li>slavery</li> <li>president</li> <li>George Washington</li> <li>Character</li> <li>colonies</li> <li>Memorial Day</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Sort objects into past and present.</li> </ul>

	<ul style="list-style-type: none"> <li>○ Veterans Day</li> <li>○ Independence Day</li> <li>○ Thanksgiving</li> <li>○ Pilgrim</li> <li>○ Indians</li> <li>○ Mayflower</li> <li>● Performs basic processes, such as: <ul style="list-style-type: none"> <li>○ <b>Matching pictures to the Vocabulary Words.</b></li> </ul> </li> </ul> <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	
1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	

**Unit Overview - Unit 4 - Economics**

Content Area: Social Studies	Unit Title: Economics
Course/Grade Level: 1st Grade	Unit Duration: 6-8 Weeks
Materials/Instructional Resources For This Unit: <ul style="list-style-type: none"> <li>• Networks Social Studies-Unit 3 Beginning Economics</li> <li>• BrainPop Jr: Economics</li> <li>• Pictures of good, services, consumers, producers, needs, wants</li> <li>• Pictures to practice making choices</li> <li>• Play money</li> </ul>	Big Idea: Knowledge of Basic Economic Concepts
Enduring Understandings: Learners will be able to define and understand the relationship between consumers and producers, goods and services, needs and wants and provide examples of opportunity cost all within the school and community.	Essential Questions: <ul style="list-style-type: none"> <li>• Why do we need money?</li> <li>• How do people decide what to produce and what services to provide?</li> <li>• How do we make choices about scarce resources?</li> </ul>

Objective #1 I can define how and why money is used.
Essential Question: Why do we need money?
Standards: GLE/CLE: E.4.A.1.a, E.4.A.1.b, E.4.A.1.c, TS.7.A.1.a, TS.7.A.1.b, TS.7.D.1, TS.7.E.1, C3: D4.1.K-2., D4.2.K-2., D4.3.K-2., D4.4.K-2. D2.Eco.1.K-2., D2.Eco.3.K-2., D2.Eco.4.K-2., D2.Eco.6.K-2., D2.Eco.7.K-2. D2.Eco.10.K-2., D2.Eco.12.K-2., NCSS: Theme 7-Production, Distribution, and Consumption
Academic Vocabulary: money earn save

Lesson Plan

Supporting Question: What is money?	Supporting Question: How do people earn money?	Supporting Question: Why do people save money?
<p>Formative Performance Task:                      Task 1: Create a KWL chart for money.                      Task 2: Pass out different types of US currency for the students to explore and discuss.                      Task 3: Have students draw pictures of things they would like to buy if they had money saved up.                      Task 4: Read a Social Studies reader on US currency and/or watch a currency video on BrainPop Jr.                      Task 5: Go back to the KWL chart and have the students complete it.</p>	<p>Formative Performance Task:                      Task 1: Have students talk and turn to answer this question and then share and chart students ideas.                      Task 2: Have students divide a piece of paper up into 6 boxes. Have students think about different family members and draw pictures of various jobs where people can earn money. Share out whole group.                      Task 3: Pose the question, “why do people need to earn money?” Have the students turn and talk and then share out whole group.</p>	<p>Formative Performance Task:                      Task 1: Have students talk and turn to answer the question and then share out and chart student ideas.                      Task 2: Have students discuss what would happen if people did not save money.                      Task 3: Show students various pictures of items they may want. Have them determine if they would need to save up for a long time or short amount of time to buy the items in the pictures.</p> <div data-bbox="1381 597 1850 933" data-label="Image"> </div> <p>Task 4: Watch BrainPop Jr. video on Saving and Spending. Discuss.</p>

Summative Performance Task: Students draw on the understanding developed through the formative performance tasks to craft an argument that addresses the compelling questions and is supported with evidence drawn from the featured sources. The argument can be presented in groups. Each student will choose which argument they agree on, formulate their argument and present it to the class as a group.

Have the students play four corners. Put up four different pictures around the room of items the students may want. For example, a new Shopkins Toy, a video game, a Minecraft tee-shirt and a minions plush toy. Have each student go to a corner of the item they would like. Then, have the students answer the following questions and present as a group to the class.



- Do you need to save money to buy your item?
- If yes, how will you save your money?
- How long will it take you to save up to buy your item?
- Will you buy your item/toy with all your savings or will you wait until you have saved more than you need so you still have money left in your piggy bank?

Taking Informed Action: Have the students create a mini bank out of a shoe box to start saving the money they have earned.

Interdisciplinary Connection: At the beginning of the school year to help reinforce positive behavior in the classroom, individual students or tables can earn play money or tokens each day and then have the opportunity at the end of each week/month to use the tokens to buy something from the classtore OR save the tokens/money and use them the next time to buy a bigger item.

### Differentiation

How will we respond if students have not learned?

Interventions:

- Reteach (after assessing students, re-teach specific concepts that the students did not master)
- Pull small groups and/or individuals (after assessing, determine which specific concepts were not mastered and pull small groups of students who all need to be re-taught the same concepts).
- For example, students who are still not understanding the concept of saving money could rewatch the saving and spending videos on BrainPop Jr. using the chromebooks.

How will we respond if students have already learned?

Extensions/Enrichments:

- Have the students create a mini-presentation on saving/spending money and have them present it to a kindergarten class.
- Have the students think about supplies or materials that they may need in the classroom and then brainstorm what they could do to raise money to buy those items.

Objective #2 I can explain the relationship between consumers and producers and goods and services.

Essential Question:

How do people decide what to produce and what services to provide?

Standards:

GLE/CLE: E.4.A.1.a, E.4.A.1.b, E.4.A.1.c, TS.7.A.1.a, TS.7.A.1.b, TS.7.D.1, TS.7.E.1, C3: D4.1.K-2., D4.2.K-2., D4.3.K-2., D4.4.K-2. D2.Eco.1.K-2., D2.Eco.3.K-2., D2.Eco.4.K-2., D2.Eco.6.K-2., D2.Eco.7.K-2. D2.Eco.10.K-2., D2.Eco.12.K-2., NCSS: Theme 7-Production, Distribution, and Consumption

Academic Vocabulary:

- goods
- services
- producers
- Consumers

Lesson Plan

Supporting Question: Who are the consumers and producers in my school and community?

Supporting Question: What are goods and services?

Supporting Question: How are goods made, delivered and used?

Formative Performance Task:

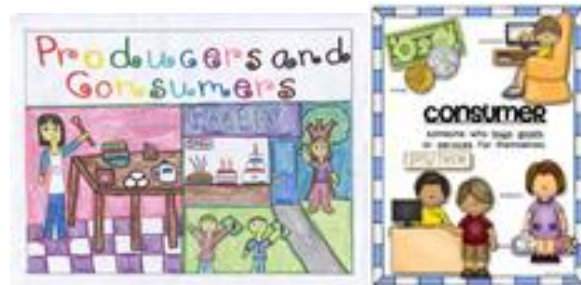
Task 1: Have the students talk and turn to discuss the terms consumers and producers. Share out whole group.

Task 2: Show various pictures of consumers and producers in their school/community. Tell the students that the photographs show images of producers and consumers. Then, ask the above question again. Guide the students into understanding the difference between a consumer and producer.

Task 3: Give small groups of students picture of consumers and producers and have them sort the pictures into two piles.

Task 4: Then, have the students discuss various types of consumers and producers.

Task 5: Ask the students if they think they are consumers or producers, and why.



Formative Performance Task:

Task 1: Have the students talk and turn and discuss the terms good and services.

Task 2: Show various pictures of goods and services. Tell the students that photographs show images of goods and services. Then, ask the above question again. Guide the students into understanding the difference between a good and service.

Task 3: Give small groups of students picture of goods and services and have them sort the pictures into two piles.

Task 4: Then, have the students discuss various types of goods and services.

Task 5: Watch the goods and services video on BrainPop Jr.



Formative Performance Task:

Task 1: Divide the class up into three groups and then pose one of the following questions to each group. Then, chart the ideas on chart paper and rotate each group so each group has a chance to answer and chart each question.

- How are goods made?
- How are goods delivered?
- How are goods used?

Task 2: Bring the class back together as a whole and discuss the anchor charts. Keep all true information and cross out all incorrect information.

Task 3: Set up a store and factory in the class and have the students role-play being consumers and producers by making, delivering, selling, buying and using various goods.

Summative Performance Task:

Argue

- How do consumers and producers affect goods and services?
- Could we survive without producers? Why or why not?
- Could we survive without services? Why or why not?
- Can we have everything we want? why or why not?

Taking Informed Action: Take the students on a field trip to visit a local grocery store and take a tour of the store.

Interdisciplinary Connection-Read books about consumers and producers during your non-fiction reading and/or writing unit.

Differentiation

How will we respond if students have not learned?

Interventions:

- Reteach (after assessing students, re-teach specific concepts that the students did not master)
- Pull small groups and/or individuals (after assessing, determine which specific concepts were not mastered and pull small groups of students who all need to be re-taught the same concepts).

For example, have the students sort pictures once again of goods/services and consumers/producers.

How will we respond if students have already learned?

Extensions/Enrichments:

- Have students create a new type of service that could help students in their school or community.
- Have students create a new product that could be useful to their classmates and decide where this product could be sold.

Objective #3:I can make choices based on needs and wants as it pertains to scarcity.

Essential Question: How do we make choices about scarce resources?

Standards:

GLE/CLE: E.4.A.1.a, E.4.A.1.b, E.4.A.1.c, TS.7.A.1.a, TS.7.A.1.b, TS.7.D.1, TS.7.E.1, C3: D4.1.K-2., D4.2.K-2., D4.3.K-2., D4.4.K-2. D2.Eco.1.K-2., D2.Eco.3.K-2., D2.Eco.4.K-2., D2.Eco.6.K-2., D2.Eco.7.K-2. D2.Eco.10.K-2., D2.Eco.12.K-2., NCSS: Theme 7-Production, Distribution, and Consumption

Academic Vocabulary:

- needs
- wants
- scarcity

Lesson Plan

Supporting Question: What is the difference between needs and wants?

Supporting Question: What is scarcity?

Supporting Question: How would scarcity affect your choices?

Formative Performance Task:

Task 1: Have the students talk and turn to discuss the terms needs and wants. Share out whole group.  
 Task 2: Show various pictures of needs and wants. Tell the students that photographs show images of needs and wants. Then, ask the above question again. Guide the students into understanding the difference between a need and want.  
 Task 3: Give partners pictures of needs and wants and have them sort the pictures into two piles.  
 Task 4: Then, have the students discuss and draw pictures of various types of needs and wants.  
 Task 5: Have the students watch the needs and wants video on BrainPop Jr.



Formative Performance Task:

Task 1: Have the students turn and talk about what they think the word scarcity means. Share out whole group.  
 Task 2: Have the students imagine that they have a choice of where they'd like to go to dinner for their birthday. Glve them 2 choices and then have them pick 1 of the two options. Then, discuss why they had to make a choice and couldn't just go to both restaurants.  
 Task 3: Relate choice to scarcity (see Networks Social Studies Curriculum Unit 3, Lesson 4 for support). Then, define and chart the term scarcity.  
 Task 4: Have the students think about choices they have to make at home or school and the reason behind why they make those choices.  
 Task 5: Provide different scenarios to students and have them state which resources may be scarce. For example, an apple orchard that has received very little rain. Or a popular toy at Christmas time that may be very difficult to find because everyone wants it.

Formative Performance Task:

Task 1: Have the students think about materials in the classroom that they use a lot (ex. pencils, erasers, dry erase markers). Then, have them work in small groups to discuss why those items are limited and things they can do in the classroom to make sure they last the whole year.  
 Task 2: Have the students do the same activity but this time brainstorm items from home. For example, a bag of chips or a package of napkins. What would happen if you ate the whole bag of chips in one day? Or, what would happen if you used five napkins every time you ate a meal?

Summative Performance Task:

Do we have scarcity in our school and community? Support your answer

Taking Informed Action: After the students have thought about how we may have scarcity in our school, have them work in small groups to devise a plan to inform and educate other first grade students about the need to value our classroom materials and use them sparingly or responsibly. For example, starting a scratch paper pile for any/all extra unused copies.

Interdisciplinary Connection: Assign additional classroom jobs to help with scarcity in the classroom. For example, marker captain (to make sure caps are always put back on markers).

### Differentiation

How will we respond if students have not learned?

Interventions:

- Reteach (after assessing students, re-teach specific concepts that the students did not master)
- Pull small groups and/or individuals (after assessing, determine which specific concepts were not mastered and pull small groups of students who all need to be re-taught the same concepts).
- For example, provide students with more examples of choices using pictures i.e. a photo of ice skating lessons or swim lessons. Have the students circle which one they would choose and then discuss as a small group why they can't have both.

How will we respond if students have already learned?

Extensions/Enrichments:

- Have the students think about what resources may be scarce in the school and have them create posters to hang around the school to remind students to use those materials responsibly.
- Have the students think about scarcity on a bigger level and think about items that may be scarce throughout Missouri and discuss how their school, families and community can do their part to make better choices. For example, recycle, carpool, walk to school on nice days instead of drive, don't throw away so much food, turn the water off while brushing teeth, etc.

**PROFICIENCY SCALE FOR THIS STANDARD**

<b>STANDARD:</b>		
<b>SCORE</b>	<b>DESCRIPTION</b>	<b>SAMPLE TASKS</b>
<b>4.0</b>	<b>In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.</b>	<ul style="list-style-type: none"> <li>● Have the students think about what resources may be scarce in the school and have them create posters to hang around the school to remind students to use those materials responsibly.</li> <li>● Have the students think about scarcity on a bigger level and think about items that may be scarce throughout Missouri and discuss how their school, families and community can do their part to make better choices. For example, recycle, carpool, walk to school on nice days instead of drive, don't throw away so much food, turn the water off while brushing teeth, etc.</li> </ul>
<b>3.0</b>	<p><b>The student:</b></p> <ul style="list-style-type: none"> <li>● Explain the importance of money and why it's important to save money.</li> <li>● Describe the relationship between consumers, producers, goods and services.</li> <li>● Explain the difference between needs and wants.</li> <li>● Define scarcity and how it relates to choice.</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>	<ul style="list-style-type: none"> <li>● Have students think of a toy they want to buy and how they could save money to buy that toy.</li> <li>● Give small groups of students picture of consumers and producers and have them sort the pictures into two piles.</li> <li>● Give small groups of students picture of goods and services and have them sort the pictures into two piles.</li> <li>● Sort pictures of needs and wants.</li> <li>● Give the students a choice for snack and explain why they can't have both.</li> </ul>
<b>2.5</b>	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content.	
<b>2.0</b>	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>● Recognizes or recalls specific terminology, such as:               <ul style="list-style-type: none"> <li>○ Goods, services, consumers, producers, needs, wants, money</li> </ul> </li> <li>● Performs basic processes, such as:               <ul style="list-style-type: none"> <li>○ Sort various pictures of goods, services, consumers, producers, needs and wants</li> <li>○ Give an example of how people can earn and save money</li> </ul> </li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>	<ul style="list-style-type: none"> <li>● Give small groups of students picture of consumers and producers and have them sort the pictures into two piles.</li> <li>● Give small groups of students picture of goods and services and have them sort the pictures into two piles.</li> <li>● Sort pictures of needs and wants.</li> <li>● Show a picture of a toy. Have the student explain what they would need to do to get that toy.</li> </ul>
<b>1.5</b>	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.	
<b>1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>	

## **Grade 2 Social Studies Curriculum**



The City of St. Charles School District  
Social Studies Curriculum Overview

CURRICULUM OVERVIEW	
COURSE/GRADE LEVEL: 2nd Grade	CURRICULUM WRITTEN: Social Studies
CREDIT(S):	BOARD APPROVAL:
PREREQUISITES:	REVISED:

<b>COURSE DESCRIPTION:</b> Students explore their community, their country, their government and their world through an interdisciplinary approach including history, economics, geography, government and civics.	<b>COMMITTEE MEMBERS:</b> Kristel Jackson, Jeanie Wallut, Brittany Weaver, Leslie Spears
--	--

**UNITS IN THIS COURSE/GRADE LEVEL**

UNIT TITLE	UNIT DURATION
UNIT 1: Communities	2-3 weeks
UNIT 2: Economics	2-3 weeks
UNIT 3: Geography	4-6 weeks
UNIT 4: Government	6 weeks
UNIT 5: History	4-5 weeks

**BOARD APPROVED INSTRUCTIONAL MATERIALS FOR THIS COURSE**

**ADDITIONAL INSTRUCTIONAL MATERIALS**

*Networks* - McGraw-Hill



**Unit Overview - Unit 1 - Communities**

Content Area: Social Studies

Unit Title: Communities and Cultures

Course/Grade Level: 2nd

Unit Duration: 2 weeks

Materials/Instructional Resources For This Unit:

- McGraw Hill textbook
- Chart paper
- Word web
- Book: Little Mouse on the the Prairie
- Role play dispute scenarios
- Folk figure stories
- Cultural music
- Word web

Big Idea:  
People, groups, and cultures within our communities

Enduring Understandings:

Learners will understand how people create, learn, share, and adapt to culture and then make informed decisions in an interdependent society and interconnected world.

Essential Questions:

- What is a peaceful resolution?
- Why do people move from one community to another?
- How is culture shared?
- What are ways that people can share their cultures?

Objective #1 Demonstrate a peaceful resolution to a dispute

Essential Question: What is a peaceful resolution?

Standards:  
GLE/CLE RI.6.B.2 Math; NCSS -Theme 1: Culture & Cultural Diversity

Academic Vocabulary: dispute, peace, communities, peaceful resolution

Lesson Plan		
<p>Supporting Question:</p> <p>What is a dispute?</p> <p>How are disputes started?</p>	<p>Supporting Question:</p> <p>What is a peaceful resolution?</p>	<p>Supporting Question:</p> <p>How do people in our community solve disputes peacefully?</p>
<p>Formative Performance Task:</p> <p>Brainstorm disputes that students might have in a classroom? On the playground? In our community?</p>	<p>Formative Performance Task:</p> <p>Make a list chart of ways to solve a dispute peacefully(sharing, rock paper scissors, take turns, etc.)</p>	<p>Formative Performance Task:</p> <p>Identify people in our community(teachers, police officers, principal, parents, etc.) Think of disputes they face and discuss how they resolve the disputes peacefully.</p>

<p>Summative Performance Task:</p> <p>Students will create a word web with a dispute in the center. Fill in bubbles with different ways to solve the dispute peacefully.</p>
<p>Taking Informed Action:</p> <p>Students will role play scenarios where they are solving problems peacefully.</p> <p>Make an anchor chart and keep track of disputes handled throughout the unit. Chart will show the dispute and how it was resolved. Read <u>Little Mouse on the Prairie</u>. Discuss what can be gained from working together and compromise.</p>
<p>Interdisciplinary Connection: Write about a time you were in a dispute and how you solved it.</p>

Differentiation	
<p>How will we respond if students have not learned?</p> <p>Interventions:</p> <p>Draw a picture of a problem you have dealt with. Discuss good choices to handle this dispute.</p>	<p>How will we respond if students have already learned?</p> <p>Extensions/Enrichments:</p> <p>Students can interview people in the community. Discuss disputes they have faced and they have handled them. Report back and share with the class.</p>

Objective #2 Describe how regions commemorate cultural heritage

Essential Question: Why do people move from one community to another?

Standards: GLE R.1.6.A.2, R1.6.D.2, NCSS -Theme 1: Culture & Cultural Diversity

Academic Vocabulary:  
culture, language, tradition, custom, immigrant

Lesson Plan

Supporting Question:

What is culture?  
How does culture shape a community?

Supporting Question:

Why do immigrants come to the United States?

Supporting Question:

What contributions have immigrants made to our country?

Formative Performance Task:

Define the word **culture**.

Fill out a KWL chart - discussing what we know about a culture and how it shapes our community.



Formative Performance Task:

Discuss how life would be different depending upon where people live. Make a list of different items, you would find in each area.

Formative Performance Task:

Using a venn diagram, compare/contrast the contributions of cultures in our country.

Summative Performance Task: List contributions that immigrants have brought to the United States over the years.

Taking Informed Action: Ideas of how to cross curricular connections

Create a poster about your culture - Draw and label the pictures. Discuss how our culture shapes our community.

Make bead jewelry from different cultures that represent their culture and heritage.

Additional resources:

[www.brainpopjr.com](http://www.brainpopjr.com) Different cultures

Discovery Education: Culture and traditions

Interdisciplinary Connection: Use Discovery ED culture and traditions for a cross curricular connection.

#### Differentiation

How will we respond if students have not learned?

Interventions:

Students can draw a picture of their community.

Write a story about a time you or someone you know moved to a new place.

How will we respond if students have already learned?

Extensions/Enrichments:

Write a story about different cultures and their customs.

Objective #3 Compare cultural characteristics of regions in the state


Essential Question: How is culture shared?

Standards:

GLE R1.6.A.2, R.1.6.D.2, NCSS -Theme 1: Culture & Cultural Diversity

Academic Vocabulary: culture, ceremony, festival, celebration, language, tradition

Lesson Plan

<p>Supporting Question:</p> <p>What do you celebrate in your culture?</p> <p>Who do you celebrate with?</p>	<p>Supporting Question:</p> <p>How do different cultures contribute and influence American culture?</p>	<p>Supporting Question:</p> <p>What is something from a different culture you have noticed in everyday life?</p>
<p>Formative Performance Task:</p> <p>Brainstorm a list of foods, music, and clothing from your culture. Circle the things you are the most proud of and want to share with others.</p> 	<p>Formative Performance Task:</p> <p>Identify different countries on the map that represent different countries.</p>	<p>Formative Performance Task:</p> <p>List traditions from other cultures that we celebrate today (birthdays, festivals, ceremonies).</p>

<p>Summative Performance Task:</p> <p>Students will create a word web. The center will be a culture given by the teacher. Student will fill in outer bubbles with customs of that culture.</p>
<p>Taking Informed Action:</p> <p>Cut pictures from a magazine, representing other cultures</p> <p>Have a presenter from another culture present to the class and bring artifacts. Contact Ruth Guffey with Adult Education to coordinate.</p>

Additional resources:  
[www.brainpopjr.com](http://www.brainpopjr.com) Traditions

Discovery Education: Culture and traditions

Interdisciplinary Connection: Watch different videos off of Discovery ED to learn about cultures. Compare and contrast the cultures. Videos on Discovery Education include: Asia: Tradition & Culture, Introduction: The People of Europe, & Chinese Culture & Traditions.

#### Differentiation

How will we respond if students have not learned?

Interventions:

Reteach with a Read Aloud Book About Cultures

Listen to different kinds of music. Identify if each song is from a certain culture.

How will we respond if students have already learned?

Extensions/Enrichments:

Students research landmarks of American culture. Identify what each landmark represents.

[www.brainpopjr.com](http://www.brainpopjr.com) Statue of Liberty

Objective #4 Recall stories and songs that reflect the cultural history of regions in the United States, including folk figures and African American folktales

Essential Question: What are ways that people can share their cultures?

Standards:

GLE R1.6.C.2, NCSS -Theme 1: Culture & Cultural Diversity

Academic Vocabulary:

heritage, folk figures, folktales, ceremony, tradition

#### Lesson Plan

Supporting Question:

What have you celebrated in your life?

How did you celebrate?

Supporting Question:

How can stories reflect a culture's history?

Supporting Question:

How can music reflect a culture's history?  
What instruments do certain cultures use?

<p>Formative Performance Task:</p> <p>Write a story about a celebration (wedding, birthday, festival, ceremony)</p>	<p>Formative Performance Task:</p> <p>Read a story about a folk figure and identify cultural history you notice in the story (Ex. Anansi the Spider, Davy Crocket, Johnny Appleseed, John Henry, Paul Bunyon) Ex - Johnny Appleseed who established orchards throughout the American Midwest.</p>	<p>Formative Performance Task:</p> <p>Listen to songs from different cultures. Identify different instruments and characteristics that you notice.</p>
---	---	--

Summative Performance Task:

List and describe ways people can share their cultures.

Identify the cultural characteristics of different folk figures and songs.

- Taking Informed Action:
- Reader’s theater with classic folk figures
  - Sing and dance to songs from various cultures
  - Additional resources:
    - [www.brainpopjr.com](http://www.brainpopjr.com) Traditions, Music
    - [www.pbs.org](http://www.pbs.org) Folktales
    - Discovery Education: Culture and traditions

Interdisciplinary Connection: Bring in speakers from different cultures to have them present their culture. Contact the Adult Education coordinator to arrange this.

Differentiation	
<p>How will we respond if students have not learned? Interventions:</p> <p>Look at pictures of people in different cultures. Discuss what they notice about the different cultures.</p>	<p>How will we respond if students have already learned? Extensions/Enrichments:</p> <p>Research a holiday from another culture. Describe how it is celebrated.</p>

PROFICIENCY SCALE FOR THIS STANDARD

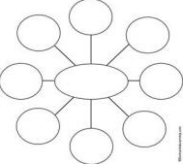
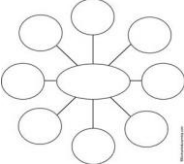
STANDARD: Communities		
SCORE	DESCRIPTION	SAMPLE TASKS
4.0	In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.	
3.0	<p><b>The student:</b></p> <ul style="list-style-type: none"> <li>Compare and Contrast different cultures, including food, clothes, music, and traditions</li> <li><b>The student exhibits no major errors or omissions.</b></li> </ul>	<ul style="list-style-type: none"> <li>Using a venn diagram, compare/contrast the contributions of cultures in our country.</li> <li>Present to the class the difference between two cultures</li> </ul>
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content.	
2.0	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>Identify what a culture is and how it shapes our community.</li> <li>Recognizes or recalls specific terminology, such as: dispute, community, culture, tradition, heritage</li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>	<ul style="list-style-type: none"> <li>Explain the word culture by using words or pictures</li> <li>Match vocab words with a picture</li> </ul>
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.	
1.0	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>	



**Unit Overview - Unit 2 - Economics**

Content Area: Social Studies	Unit Title: Effective Economics
Course/Grade Level: 2nd grade	Unit Duration: 2 Weeks
<b>Materials/Instructional Resources For This Unit:</b> <ul style="list-style-type: none"> <li>● McGraw Hill textbook</li> <li>● Magazines/catalogs</li> <li>● Pretend money</li> <li>● Small items for classroom store</li> <li>● Book: <u>Alexander Who Use to Be Rich Last Sunday.</u></li> <li>● Word web</li> </ul>	<b>Big Idea:</b> <ul style="list-style-type: none"> <li>● Basic economic concepts</li> </ul>
<b>Enduring Understandings:</b> <ul style="list-style-type: none"> <li>● Learners will understand the economic way of thinking and understand the interaction of buyers and sellers in markets, workings of the national economy, and interactions within the global marketplace.</li> </ul>	<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>● How are goods made, delivered, and used?</li> <li>● Why do we need money for goods and services?</li> <li>● How do we earn an income and use it for the cost-benefit of our needs?</li> </ul>

Objective #1: Describe consumption, production, and their relationship to goods and services within your region.		
Essential Question: How are goods made, delivered, and used?		
Standards:SS4 1.6, SS4 1.9, GLE - E.4.A.2.a, C3 - D2.Eco.3 K-2; NCSS Discipline 4: Economics		
Academic Vocabulary: consumption, production, goods, services, needs, wants, resources, scarcity		
Lesson Plan		
<b>Supporting Question:</b> <ul style="list-style-type: none"> <li>● What is consumption?</li> <li>● Why can't people have everything they want?</li> </ul>	<b>Supporting Question:</b> <ul style="list-style-type: none"> <li>● What is production?</li> <li>● How do people decide what to produce and what services to provide?</li> </ul>	<b>Supporting Question:</b> <ul style="list-style-type: none"> <li>● What is the relationship of goods and services within your region?</li> <li>● If goods are scarce, how does that affect us?</li> </ul>

<p>Formative Performance Task:</p> <ul style="list-style-type: none"> <li>• What is a consumer?</li> <li>• Use a word web to brainstorm examples of a consumer (family shopping, people eating dinner, child riding a bike, etc.).</li> </ul> 	<p>Formative Performance Task:</p> <ul style="list-style-type: none"> <li>• What is a producer?</li> <li>• Use a word web to brainstorm examples of producers (farmers, baker, auto mechanic, seamstress, etc.).</li> </ul> 	<p>Formative Performance Task:</p> <ul style="list-style-type: none"> <li>• Identify different methods for allocating scarce goods and services in the school and community (food banks, second hand clothing store, etc.).</li> </ul>
---	--	--

<p>Summative Performance Task:</p> <ul style="list-style-type: none"> <li>• Students will create a T-chart of producers and consumers, by identifying where a given person/thing belongs.</li> <li>• Students will create a list of different places in our school and community to get goods and services.</li> <li>• Students will problem solve scenarios when goods and services are a scarcity.</li> </ul>
---

<p>Taking Informed Action:</p> <ul style="list-style-type: none"> <li>• Play charades with the role of producers and consumers. Give students cards with words that would show how goods are made, delivered and used. (Ex. clothing factory, truck driver, store, family)</li> <li>• Cut pictures from a magazine to construct a poster of producers and consumers. Next to each picture, write sentences to tell how producers made the products and consumers used the items produced.</li> </ul> <p>Additional materials/resources:</p> <ul style="list-style-type: none"> <li>• Junior achievement lesson</li> <li>• <a href="http://www.brainpopjr.com">www.brainpopjr.com</a> :Goods and Services video</li> </ul>
---

Interdisciplinary Connection: Read the book Alexander Who Used to Be Rich Last Sunday during read aloud. Identify the problem the character faced in the story.

Differentiation	
<p>How will we respond if students have not learned? Interventions:</p> <ul style="list-style-type: none"> <li>• Pictures of familiar consumers and producers in our community.</li> </ul>	<p>How will we respond if students have already learned? Extensions/Enrichments:</p> <ul style="list-style-type: none"> <li>• Choose an economic challenge to address and brainstorm ways to overcome it.</li> </ul>

<ul style="list-style-type: none"> <li>• Small group sorting consumers and producers.</li> </ul>	<ul style="list-style-type: none"> <li>• Collage showing ways to improve scarcity in our community.</li> <li>• Organize a food and clothing drive at your school.</li> </ul>
--	--

Objective #2: Demonstrate how people use money to buy, sell, barter goods and services.


Essential Question: Why do we need money for goods and services?

Standards:SS4 1.9, GLE - E.4.A.2.b-c, C3 - D2.Eco.3-5, K-2; NCSS Discipline 4: Economics

Academic Vocabulary: money, buy, sell, goods, services, earn, bartering

Lesson Plan

<p>Supporting Question:</p> <ul style="list-style-type: none"> <li>• What is money and how do we earn it?</li> </ul>	<p>Supporting Question:</p> <ul style="list-style-type: none"> <li>• How do we buy and sell goods and services?</li> </ul>	<p>Supporting Question:</p> <ul style="list-style-type: none"> <li>• How do we barter to get what we want and need?</li> </ul>
--	--	--

<p>Formative Performance Task:</p> <ul style="list-style-type: none"> <li>• Brainstorm a list of ways to earn money.</li> </ul>  <ul style="list-style-type: none"> <li>• Students earn "class" money for jobs at school.</li> </ul>	<p>Formative Performance Task:</p> <ul style="list-style-type: none"> <li>• Create a classroom store for students to buy and sell items (pens, stickers, candy).</li> <li>• Give students a list of needs and wants that they must purchase with "fake" money.</li> </ul>	<p>Formative Performance Task:</p> <ul style="list-style-type: none"> <li>• Create a trading activity: Using picture cards or real items from home, let students make equal trades.</li> <li>• Show images of goods and services. Discuss how their worth is different.</li> </ul>
--	---	--

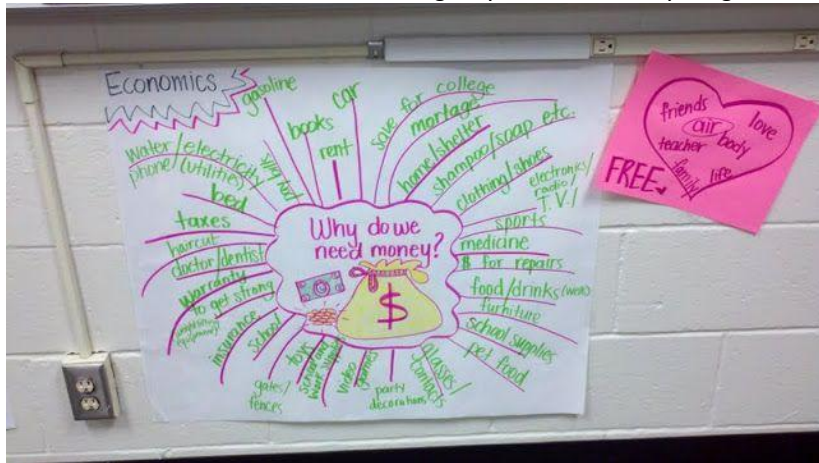
--	--	--

**Summative Performance Task:**

- Students identify ways to earn money. Then purchase or barter for goods and services needed in our community.

**Taking Informed Action:**

- Look at catalogs for needs and wants and their cost. Choose items of most importance and worth.
- Create an anchor chart showing why we need money for goods and services.



**Additional materials/resources:**

- Junior achievement lesson
- [www.brainpopjr.com](http://www.brainpopjr.com) : Needs and Wants video

**Interdisciplinary Connection:** Using the book, *Alexander Who Used to Be Rich Last Sunday*, explain opportunity cost as: what you give up when you decide to do or buy something. Talk about why people need money and use examples from the story. Why did Alexander need money in the story?

Differentiation

How will we respond if students have not learned?

Interventions:

- Show pictures of things we need and want.
- Small group: Students barter with the teacher.

How will we respond if students have already learned?

Extensions/Enrichments:

- Have a school sale with donated items. Students organize and price the items. Then give the money earned to a local food bank.

Objective #3: Explain the relationship of income and wages with cost benefit analysis

Essential Question: How do we earn an income and use it for the cost-benefit of our needs?

Standards:SS4 3.2, GLE - E.4.A.2.d, E.4.B.2, C3 - D2.Eco.6-7, K-2; NCSS Discipline 4: Economics

Academic Vocabulary: income, labor, wages, cost-benefit analysis

Lesson Plan

Supporting Question:

- What is income and how do we earn it?

Supporting Question:

- What wages are we paid for our labor?

Supporting Question:

- What decisions do people have based on their needs and wants?
- Why do we have cost-benefit analysis?

Formative Performance Task:

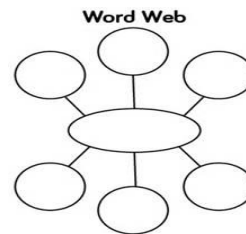
- List jobs in the community
- Use a T-chart to brainstorm how people use income for goods and services.

Formative Performance Task:

- Create a list of possible occupations in the community. Then number them in order of importance by their likes/dislikes.

Formative Performance Task:

- Read: Alexander Who Use to Be Rich Last Sunday.
- Create a word web with money/income in the center. Fill in bubbles with ways your family spends money.



Summative Performance Task:

- Students will identify ways to earn income and wages
- Make a list of needs and wants. Number the list in order of importance.

Taking Informed Action:

- Pay students “pretend” money for helping and completing tasks in the classroom. Have students purchase classroom items that are of the most importance. (Ex. snack if hungry, pencil if they lost theirs, tablet time to work on math facts, etc.....Instead of buying candy, toys, stickers, etc.
- Have students draw a picture of themselves earning money and then show how they used the money to buy needs vs wants.

Additional materials/resources:

- Junior achievement lesson
- [www.brainpopjr.com](http://www.brainpopjr.com) : Saving and Spending video

Interdisciplinary Connection: Using the book Alexander Who Used to Be Rich Last Sunday during read aloud. Identify ways that Alexander could have earned his money back. Brainstorm a list of ideas together.

Differentiation

How will we respond if students have not learned?

Interventions:

- Let students explore with coins and dollars.
- Small group: Students earn and spend money.

How will we respond if students have already learned?

Extensions/Enrichments:

- Research jobs students want to do when they are older. Find the job duties and income earned.
- Make a needs/wants shopping list, based on a certain budget.

**PROFICIENCY SCALE FOR THIS STANDARD**

<b>STANDARD: Economics</b>		
<b>SCORE</b>	<b>DESCRIPTION</b>	<b>SAMPLE TASKS</b>
<b>4.0</b>	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught</b>	
<b>3.0</b>	<b>The student:</b> <ul style="list-style-type: none"> <li>● Explains or demonstrates how people trade using money and bartering</li> <li>● Explains how to make decisions using cost/benefit analysis</li> </ul> The student exhibits no major errors or omissions.	<ul style="list-style-type: none"> <li>● Describe factors to consider when making a trade or buying something</li> <li>● Choose between 2 items. Explain the cost benefit of each item.</li> </ul>
<b>2.5</b>	<b>No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content</b>	
<b>2.0</b>	<b>There are no major errors or omissions regarding the simpler details and processes as the student:</b> <ul style="list-style-type: none"> <li>● Determines when trading (using money and bartering) is most effective</li> <li>● Determines how to receive goods and services through earning, spending, and saving money</li> </ul> However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	<ul style="list-style-type: none"> <li>● Create a trading activity: Using picture cards or real items from home, let students make equal trades.</li> <li>● List the ways you could earn money and save money</li> </ul>
<b>1.5</b>	<b>Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content</b>	
<b>1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>	

### Unit Overview - Unit 3 - Geography

Content Area: <b>Social Studies</b>	Unit Title: Places and the people who live there
Course/Grade Level: <b>2nd grade</b>	Unit Duration: 4-6 weeks
Materials/Instructional Resources For This Unit: <ul style="list-style-type: none"> <li>● Note: This unit is great to teach in conjunction with the My Sci unit: Wind &amp; Water Change the Earth.</li> <li>● Digital Maps, Globe, Paper Map</li> <li>● Computer for online maps</li> </ul>	Big Idea: <ul style="list-style-type: none"> <li>● World Geography</li> </ul>
Enduring Understandings: <ul style="list-style-type: none"> <li>● Learners will understand that geographic reasoning rests on deep knowledge of Earth’s physical and human features, including the locations of places and regions, the distribution of landforms and water bodies. Geographic inquiry helps people understand and appreciate their own place in the world, and fosters curiosity about Earth’s wide diversity of environments and cultures.</li> </ul>	Essential Questions: <ul style="list-style-type: none"> <li>● How can a map help give us information?</li> <li>● What are the different regions that exist in the world? Where are they located?</li> </ul>

Objective #1: Construct a map with a title and key
Essential Question: How can a map help give us information?
Standards: Reading and Constructing Maps, SS5 1.8, D2. Geo.1-3.K-2; GLE/CLE, C3, NCSS: Theme 3: People, Places and Environments; Discipline 2:
Academic Vocabulary: map, map key, title, compass rose,

Lesson Plan		
Supporting Question: <ul style="list-style-type: none"> <li>● What is a map?</li> <li>● How do maps help us?</li> <li>● What are the different types of maps?</li> </ul>	Supporting Question: <ul style="list-style-type: none"> <li>● Why do maps have a title?</li> <li>● What is a compass rose?</li> <li>● What is a map key and how is it helpful?</li> </ul>	Supporting Question: <ul style="list-style-type: none"> <li>● How do you construct a map?</li> <li>● How can a map help you get from place to place?</li> </ul>



<p>Formative Performance Task:</p> <ul style="list-style-type: none"> <li>● Pre-assessment--What is a map? How do they help us? --Collect data</li> <li>● Show students a map and have them note observations and locate items on a map.</li> <li>● Students will explore different types of maps (paper, globe, google maps, GPS, etc.) and compare and contrast them.</li> </ul>	<p>Formative Performance Task:</p> <ul style="list-style-type: none"> <li>● Brainstorm why maps have titles and how a title is determined</li> <li>● Students will collaborate in groups to create a map with a title, key, and compass rose.(School playground, art room, etc.)</li> <li>● Describe the location of one place on a map in relation to other places.</li> </ul>	<p>Formative Performance Task:</p> <ul style="list-style-type: none"> <li>● Make a map of the school and have students navigate through the school using the map. Reflection---did the map help us? Was the map accurate? What changes need to be made?</li> </ul>
--	---	--

<p>Summative Performance Task:</p> <ul style="list-style-type: none"> <li>● Students will create a map with a title, key, and compass rose. (room in your house, theme park, playground, circus, zoo, etc.)</li> <li>● Students will write directions from one place to another, when given a printed map.</li> </ul>
---

<p>Taking Informed Action: Brainstorm a list of times that a map would be needed. Use a compass rose to navigate to a place in our community. Bring in paper maps for students to explore (The St. Louis Zoo, Six Flags, Grant's Farm, etc.)</p>
--

<p>Interdisciplinary Connection: Using the book Mapping Penny's World (or a similar book that deals with maps), talk about the advantages of understanding our city, state and world. Why is it good for someone to have a good sense of direction?</p>
---

Differentiation	
<p>How will we respond if students have not learned? Interventions:</p> <ul style="list-style-type: none"> <li>● Work with students in a small group to explain what a map is. Show many examples of maps and talk about how they are useful to navigate around a room. Create a map together to show them how to do it.</li> </ul>	<p>How will we respond if students have already learned? Extensions/Enrichments:</p> <ul style="list-style-type: none"> <li>● Students will create a map with a map key but will leave the title off. Partners will work to identify where the location of the map is using the information provided.</li> <li>● Students create a digital map using a map key, compass and title. Students create questions for a partner such as: How do I get from the library to the store? What direction do I travel to get home from school? Partners will give the map a title based on the information provided.</li> </ul>

Objective #2: Identify and locate different regions of the world

Essential Question: What are the different regions that exist in the world? Where are they located?

Standards: GLE/CLE, C3, SS5 1.4-1.6, NCSS: Theme 3: People, Places and Environments; Discipline 2:

Academic Vocabulary: ocean, continent, world, globe, region, hemisphere, equator, prime meridian

Lesson Plan

Supporting Question:

- What is an ocean?
- What are the names of the five oceans?

Supporting Question:

- What is a continent?
- What are the names of the seven continents?
- What is one main characteristic of each continent?

Supporting Question:

- What is a hemisphere?
- What separates the hemispheres?

Formative Performance Task:

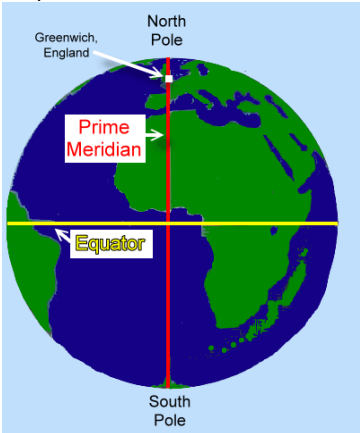
- Identify the five oceans.
- Give students a blank copy of a world map and label the oceans together.
- Google search ocean images and videos and show kids what an ocean looks and sounds like.
- Make a file folder game with a map of the world on it. Use velcro to label the oceans.
- Describe the different regions we have in the world. Talk about what would happen in the region of Antarctica vs Africa. Show pictures of the people and landscape. Talk about how things are different depending on where you live.

Formative Performance Task:

- Identify the seven continents.
- Label the seven continents on a map.
- Watch Brainpop video on Oceans and Continents.
- Toss a globe ball around a circle and name an ocean or continent.

Formative Performance Task:

- Introduce the word hemisphere and use a globe to show how earth is divided into hemispheres.



- Use anchor chart above to explain prime meridian.

Summative Performance Task: Label the oceans, continents, and hemispheres when given a map and word bank.

Taking Informed Action: Track oceans and continents that students have visited, by pinning locations on a map. Students bring in artifacts from other continents and oceans. (coins, seashells, sand, flag, souvenirs, etc.)

Interdisciplinary Connection: Research a country and write a report on it; Use geography apps to learn info about other countries);

### Differentiation

How will we respond if students have not learned?

Interventions:

- Reteach
- Provide additional visuals and opportunities for hands on activities
- Color code a map of the oceans and continents

How will we respond if students have already learned?

Extensions/Enrichments:

- Compare/Contrast the difference between two continents
- Explain where North America is in relation to other continents.
- Research facts about the continents.

Objective #3: Identify and describe physical characteristics of the world--landforms, bodies of water, etc.

Essential Question: What are the different types of landforms and bodies of water in the world? What are the differences between them and how do they impact human life?

Standards: SS5 1.6, D2. Geo.4.K-2., D2.Geo.9.K-2. GLE/CLE, C3,NCSS: Theme 3: People, Places and Environments; Discipline 2

Academic Vocabulary: landforms, ocean, sea, lake, valley, desert, plains, peninsula, mountains, river, glacier, volcano, plateau, canyon, island, desert

### Lesson Plan

Supporting Question:

- What are the different types of landforms we have in the world?
- Why do the different landforms exist?

Supporting Question:

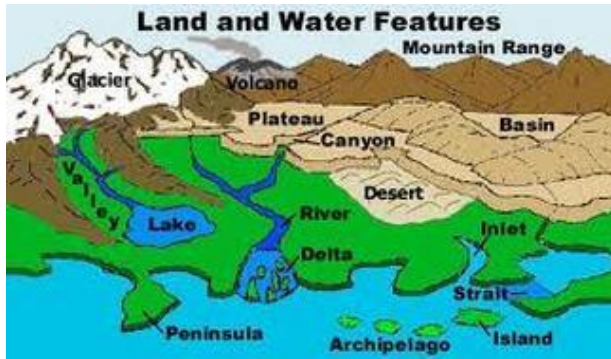
- What are the different forms of water we have in the world?
- What are the differences between the different forms of water? --Salt water vs fresh water, size, flowing vs still

Supporting Question:

- How can living near different types of landforms or bodies of water affect how people in that region live? (shelter, planning, jobs, economics, transportation)
- What landforms and bodies of water are present in our region?( climate, topography, water, population, architecture, etc.)

Formative Performance Task:

- Introduce the different types of landforms. Use pictures and videos to show the differences.
- Show the Brainpop video on Landforms
- Use Lesson 3 of the My Sci Science Kit to build landforms out of salt dough
- Teach Landforms Song (see appendix)
- Discovery Ed Video on Landforms:  
<http://app.discoveryeducation.com/player/view/assetGuid/388D8EB0-C409-4E72-B9E9-1916148959A1>
- Use anchor chart below to explain the different landforms



Formative Performance Task:

- Complete a project or poster to draw and illustrate all eight types of landforms.
- Get books from the library on different landforms
- Compare and contrast (using a Venn Diagram) different types of landforms and/or bodies of water.

Formative Performance Task:

- Students will work in small groups to research a landform or body of water and create a poster..  
Poster to include:
  - Name of the land form
  - Picture
  - Characteristics
  - Real Life examples
  - How do people benefit from these sources?
- Discuss posters to identify if these landforms are present in Missouri.

Summative Performance Task: Identify and label all eight landforms on a picture. Match landforms to their definitions

Taking Informed Action: Pick a landform that you would like to visit, and research exciting facts about your landform. Create travel guides for a chosen landform. Imagine living on a landform that is completely different from where you live now, how would life be different?

Interdisciplinary Connection: Use My Sci Kit for 2nd grade- Wind and Water Change the Earth to connect social studies and science.

Differentiation

How will we respond if students have not learned?

Interventions:

- Reteach
- Provide additional visuals and opportunities for hands on activities
- Color provided pictures of different types of landforms

How will we respond if students have already learned?

Extensions/Enrichments:

- Give them playdough and have them build a model of a landform
- Research famous landforms in the U.S (Grand Canyon, Mojave Desert, etc.)

Objective #4: Understand the importance of communication and transportation in our world today.

Essential Question: What are the different types of transportation and communication?

Standards: SS5 4.1, SS 5 1.6, SS5 1.10, D2.Geo.6.K-2. GLE/CLE, C3, NCSS: Theme 3: People, Places and Environments; Discipline 2: Geography

Academic Vocabulary: region, transportation, communication, subway, email, texting, phones

Lesson Plan

Supporting Question:

- What are the types of communication we have today?
- Why is communication important?

Supporting Question:

- How do we use transportation?
- Why is transportation vital to our world?

Supporting Question:

- What are the advantages and disadvantages of different types of communication and transportation?

Formative Performance Task:

- Identify the different forms of communication (letters writing, emails, phone calls, texting, social media)



Formative Performance Task:

- List different types of transportation.
- Watch Brainpop video on Transportation.
- Talk about how farmers rely on transportation to move their food across the country.
- Use geography to explain how today's supermarkets are able to see apples throughout the year.
- Discuss companies like UPS, Fedex, and the Postal Service and how they

Formative Performance Task:

- Venn Diagram and/or T-Chart
- Pose questions like: Why would someone rather send an email over writing a letter? Talk about how certain types of communication are faster than others.
- Make a pro/con list with different types transportation. --Think about distance, time, size, cost.

<ul style="list-style-type: none"> <li>● Watch Brain Pop videos on Communication-- Different videos include: Email and IM, phones, radios, etc.</li> <li>● Explain how communication has changed over the years, even how letter writing has taken new forms today with emails and texting or how radio used to be the only source of communication.</li> <li>● Pose this question to the class: Why is communication important? Discuss answers and have them realize that communication is essential to our world.</li> <li>● Show verbal/nonverbal forms of communication.</li> </ul>		
--	--	--

Summative Performance Task: Name forms of communication and transportation, list advantages and disadvantages of each. Give scenarios, students identify the best form of communication or transportation to use.

Taking Informed Action: Discuss real life situations. What type of communication and/or transportation would be best in that situation? Why do you think so? If that form of communication/technology is not available or working, what might happen? What else could you do?

Interdisciplinary Connection: Use read alouds to build background on different types of transportation. Do a Flat Stanley project to learn about different countries. Play a game where you have students go in a circle and name a type of transportation. Have them keep going in a circle naming types until they can't think of anymore. Discuss how different places use different types of transportation--- for example subways are used in New York but not in St. Louis, horses are used in the country not in the city, 3rd world countries don't have advanced technology so animals are used often, etc.

Differentiation	
<p>How will we respond if students have not learned? Interventions:</p> <ul style="list-style-type: none"> <li>● Reteach using visuals</li> <li>● Find images to show to explain forms of transportation and communication</li> <li>● Find level books in the library that talk about transportation and communication</li> </ul>	<p>How will we respond if students have already learned? Extensions/Enrichments:</p> <ul style="list-style-type: none"> <li>● In writing, explain the new advances of technology and communication and why it is important to have those advances.</li> </ul>

PROFICIENCY SCALE FOR THIS STANDARD

STANDARD: Geography		
SCORE	DESCRIPTION	SAMPLE TASKS
4.0	In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.	
3.0	<p><b>The student:</b></p> <ul style="list-style-type: none"> <li>● Constructs map with title and key</li> <li>● Identifies and locates the world's seven continents and four oceans</li> <li>● Identifies and describes physical characteristics in the world.</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>	<ul style="list-style-type: none"> <li>● Give students a blank map of the world and have them name all of the ocean and continents.</li> <li>● Construct a map of their house or the school using a map key</li> </ul>
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content.	
2.0	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>● Recognizes or recalls specific terminology, such as: ocean, continents               <ul style="list-style-type: none"> <li>○</li> </ul> </li> <li>● Performs basic processes, such as recalls the features of a map, recalls landforms, and recalls continents and oceans.               <ul style="list-style-type: none"> <li>○</li> </ul> </li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>	<ul style="list-style-type: none"> <li>● Have students recall what an ocean and a continent.</li> <li>● Explain to a partner the meaning of the word map.</li> <li>● Illustrate the following words: ocean, continent</li> <li>● Match the correct landform to the picture</li> </ul>
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.	
1.0	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>	

**Unit Overview - Unit 4 - Government**

Content Area: <b>Social Studies</b>	Unit Title: <b>Our Government, Leaders and Decision Making</b>
Course/Grade Level: <b>2nd grade</b>	Unit Duration: 5-6 weeks
Materials/Instructional Resources For This Unit: <ul style="list-style-type: none"> <li>● Access to BrainPop Jr. and BrainPop</li> <li>● Access to Discovery Education</li> <li>● Books for read alouds</li> </ul>	Big Idea: <ul style="list-style-type: none"> <li>● Traits of a good citizen</li> <li>● US Symbols</li> <li>● Levels of government and leaders</li> <li>● Decision Making process</li> </ul>
Enduring Understandings: <ul style="list-style-type: none"> <li>● Learners will understand how people participate in a governing society.</li> <li>● Learners will learn civic practices such as voting, volunteering, jury service, and joining with others to improve society.</li> <li>● Learners will also have the opportunity to practice taking informed action themselves.</li> </ul>	Essential Questions: <ol style="list-style-type: none"> <li>1. How are laws and rules made in my community?</li> <li>2. What are the traits of a good citizen?</li> <li>3. What are the symbols that represent my country?</li> <li>4. Why does the United States have three levels of government? What does each level do?</li> <li>5. What are the responsibilities of the three branches of the Federal government?</li> </ol>

Objective #1 Explain how laws and rules are made and changed within the community (3 days)

Essential Question: How are laws and rules made in my community?

Standards: PC. 1.B.2.a, PC. 1.D.2.a, PC. 1.D.2.b, D2. Civ.3.K-2, D2. Civ.6.K-2., D2. Civ.11.K-2., D2.Civ.12.K-2, NCSS Discipline 3: Civics & Government

Academic Vocabulary: **rules, laws, authority, citizen, community, local government, mayor, city council**

Lesson Plan

Supporting Question: How are rules and laws made in my school and community? What is the difference between a rule and a law?

Supporting Question: What happens when rules and laws are not followed?

Supporting Question: Who makes the laws in my community? How are rules and laws changed in my community?

Formative Performance Task:

Formative Performance Task:

Formative Performance Task:



<p>-Review the vocabulary <b>rule</b> and <b>law</b>.</p> <p>- Students will brainstorm a list of rules in their school and in their community. How are these the same and different? Why do we have these rules?</p> <p>- Discuss positions of <b>authority</b> in: school? home? community?</p> <p>- Make a Venn diagram to compare/contrast rules and laws</p>	<p>- Create a 2-column chart of “Rules/Laws &amp; Consequences”- list rules/laws we have in the community and what may happen if we don’t follow those laws</p> <p>- Exit slip: Why is it important for us to follow the laws that are in place in our <b>community</b>?</p>	<p>- Introduce vocabulary terms <b>government, local government, mayor, city council</b></p> <p>- Discuss jobs of the mayor and city council</p> <p>- Brainstorm ways citizens can have input on laws (write letters, petitions, city hall meetings, exercise your right to vote)</p>
---	--	---

<p>Summative Performance Task:</p> <ul style="list-style-type: none"> <li>- Teacher observation through discussions</li> <li>- Observation checklists</li> <li>- List 2 laws we must follow and why it is important to follow them.</li> </ul>
<p>Taking Informed Action:</p> <ul style="list-style-type: none"> <li>- Think about rules/laws in the school or community that may be an issue. Have a class discussion and brainstorm ways we could work as good citizens to resolve the issue.</li> </ul>
<p>Interdisciplinary Connection: Use your school rules for discussion about rules and laws.</p>

<p>Differentiation</p>	
<p>How will we respond if students have not learned?</p> <p>Interventions:</p> <ul style="list-style-type: none"> <li>- Reteach</li> <li>- Include pictures to support vocabulary</li> <li>- Matching with picture cards for laws/consequences</li> </ul>	<p>How will we respond if students have already learned?</p> <p>Extensions/Enrichments:</p> <ul style="list-style-type: none"> <li>- Write a letter to city council about a law and revision that needs to be made</li> <li>- Make a flowchart of how laws are made in our community</li> </ul>

<p>Objective #2: Identify and explain the responsibilities of a good citizen (5-10 days)</p>
<p>Essential Question: What are the traits of good citizen?</p>

Standards: PC.1.E.2, D2.Civ.2.K-2., NCSS Discipline 3: Civics & Government		
Academic Vocabulary: <b>citizen, volunteer, right, US Constitution, Bill of Rights</b>		
Lesson Plan		
Supporting Question: What does it mean to be a good citizen? What are the consequences when we don't act like good citizens?	Supporting Question: How can citizens create change in the community? Why is it important for citizens to contribute to their community?	Supporting Question: What are the rights/responsibilities of a citizen?
<p>Formative Performance Task:</p> <ul style="list-style-type: none"> <li>- Introduce vocabulary term <b>citizen</b>.</li> <li>- Turn and talk with a partner to brainstorm ways we can be good citizens at school? In our community? Create a chart of ideas as a class.</li> <li>- Discovery Ed. (Board)- Citizenship <a href="https://app.discoveryeducation.com/builders/boards?assetGuid=6B306810-FF15-C33F-8FAE-16F3A36866B1&amp;includeHeader=true&amp;layout=default">https://app.discoveryeducation.com/builders/boards?assetGuid=6B306810-FF15-C33F-8FAE-16F3A36866B1&amp;includeHeader=true&amp;layout=default</a></li> <li>- Create posters about being a good citizen and why it is important. Present to the class.</li> <li>- Brainstorm consequences that may occur if we are not good citizens</li> </ul>	<p>Formative Performance Task:</p> <ul style="list-style-type: none"> <li>- Work in partners to create a list of things good citizens can do in the community to make it a nice place to live <ul style="list-style-type: none"> <li>● Introduce vocabulary term <b>volunteer</b></li> </ul> </li> <li>- Show Discovery Ed. video- <i>Citizenship in the community</i> (17 mins) <a href="http://app.discoveryeducation.com/player/view/assetGuid/48018345-694D-4129-9738-3BDEA89D1ADF">http://app.discoveryeducation.com/player/view/assetGuid/48018345-694D-4129-9738-3BDEA89D1ADF</a></li> <li>- Exit slip: answer the question- Why is it important for citizens to contribute to their community?</li> </ul>	<p>Formative Performance Task:</p> <ul style="list-style-type: none"> <li>- Introduce vocabulary term <b>right</b></li> <li>- Introduce <b>US Constitution</b> and <b>Bill of Rights</b> and discuss</li> <li>- Show BrainPop Jr. video- <i>Rights and Responsibilities</i></li> <li>- Make a web listing the rights of US citizens</li> <li>- Show DE video <i>The Constitution and Constitution Day: A Beginner's Guide</i> <a href="http://app.discoveryeducation.com/player/view/assetGuid/0DBE0A0A-404D-4893-99CB-C46C7AC222EB">http://app.discoveryeducation.com/player/view/assetGuid/0DBE0A0A-404D-4893-99CB-C46C7AC222EB</a></li> <li>- Celebrate and complete activities for Constitution Day (September 16)</li> </ul>
Supporting Question: Who are some examples of good citizens (leaders)? What did they do to make a difference?		
<p>Formative Performance Task:</p> <p>Read about and discuss some good leaders and how they made a difference in the community. Some examples are:</p>		

<ul style="list-style-type: none"> <li>● Martin Luther King Jr.</li> <li>● Mary McLead Bethune</li> <li>● Cesar Chavez</li> <li>● Rosa Parks</li> <li>● Susan B. Anthony</li> <li>● George Washington</li> <li>● Sitting Bull</li> </ul> <p>**See BrainPop Jr. and BrainPop for videos on many famous American choices</p>		
--	--	--

<p>Summative Performance Task:</p> <ul style="list-style-type: none"> <li>- List traits of a good citizen</li> <li>- Students will complete a flow chart (or other graphic organizer) to show what a good citizen would do in the teacher presented scenario (a problem in the school or community)</li> <li>- Create T-chart and list 2 rights and 2 responsibilities of citizens</li> </ul>
---

<p>Taking Informed Action:</p> <ul style="list-style-type: none"> <li>- Develop some scenarios of things that happen in our school/community. Discuss ways we can be a good citizen to help solve the problem. Students may role play/model what this would look like for the class</li> </ul>
--

<p>Interdisciplinary Connection: Use Discovery ED lessons on Citizenship to connect Science/Social Studies</p>
--

Differentiation	
<p>How will we respond if students have not learned?</p> <p>Interventions:</p> <ul style="list-style-type: none"> <li>- Reteach</li> <li>- Picture sorts of things good citizens do vs what you shouldn't do (examples littering/picking up trash)</li> <li>- Provide more real life examples</li> </ul>	<p>How will we respond if students have already learned?</p> <p>Extensions/Enrichments:</p> <ul style="list-style-type: none"> <li>- Teach the information to a classmate</li> <li>- Work in small groups to develop a Reader's Theater script and present it to the class.</li> <li>- Research additional famous Americans who fought for the rights of US citizens</li> </ul>

Objective #3: Describe and explain important US symbols (5 days)		
Essential Question: What are the symbols that represent my country?		
Standards: PC.1.F.2.a, PC.1.F.2.b, NCSS Discipline 3: Civics & Government		
Academic Vocabulary: <b>symbols, Pledge of Allegiance, Declaration of Independence, US Constitution, Bill of Rights, White House, US Capitol Building, Supreme Court, national landmarks (Mt. Rushmore, Washington Monument, Lincoln Memorial, national parks, the Alamo, etc)</b>		
Lesson Plan		
Supporting Question: What symbols represent the United States? Why are they important?	Supporting Question: What do the Declaration of Independence, US Constitution, and Bill of rights mean?	Supporting Question: What is the importance of the Pledge of Allegiance?
<p>Formative Performance Task:</p> <ul style="list-style-type: none"> <li>- Introduce vocabulary term <b>symbols</b>.</li> <li>- Create a list of important US symbols that students know about and what they stand for</li> <li>- Introduce and show pictures of: the <b>White House, US Capitol Building, Mt. Rushmore, Lincoln Memorial</b>, etc. Discuss the importance of each and what they stand for.</li> </ul>	<p>Formative Performance Task:</p> <ul style="list-style-type: none"> <li>- Review what the <b>US Constitution and Bill of Rights</b> tell us and why they are important</li> <li>- Introduce <b>Declaration of Independence</b>. Discuss its importance to our country.</li> <li>Display/read a copy of the US constitution. Discuss the vocabulary within and what it means.</li> <li>Display/read a copy of the Bill of Rights. Discuss the vocabulary within and what it means. Review the rights of all US citizens</li> </ul>	<p>Formative Performance Task:</p> <ul style="list-style-type: none"> <li>- Recite the <b>Pledge of Allegiance</b>. Discuss vocabulary in the Pledge.</li> <li>- Give students a copy of the Pledge of Allegiance with some words missing. See if they can fill in the missing words.</li> <li>- Students work in small groups to match terms from the Pledge to their meaning.</li> </ul>
<p>Summative Performance Task:</p> <ul style="list-style-type: none"> <li>- Teacher observation</li> <li>- Label pictures of US Symbols (White House, US Capitol Building, Mt. Rushmore, Lincoln Memorial, Washington Monument)</li> <li>- Constructed response: <ul style="list-style-type: none"> <li>- What is a pledge?</li> <li>- Why do we pledge to do something?</li> </ul> </li> </ul>		

- Why do we say the Pledge of Allegiance?
- Why are the US Constitution and Bill of Rights important?

**Taking Informed Action:**

- Put together a presentation for other classes explaining the Pledge of Allegiance.

**Interdisciplinary Connection:** Read the book I Pledge Allegiance or something similar. Have students sequence the pledge of allegiance in order. Have the kids write the pledge and illustrate what that pledge means to them.

**Differentiation**

How will we respond if students have not learned?

**Interventions:**

- Reteach
- Extra practice matching US symbols picture cards to their names
- Practice reciting the Pledge (put the sentences of the Pledge in order)

How will we respond if students have already learned?

**Extensions/Enrichments:**

- Research the Declaration of Independence
- Research symbols of Missouri. Compare/contrast them with important symbols of the US.

**Objective #4** Distinguish the different levels of government and their responsibility in the decision making process (5 days)

**Essential Question:** Why does the United States have three levels of government? What does each level do?

**Standards:** GS.2.C.2, CS.2.D.2, D2. Civ.5.K-2., D2. Civ.8.K-2., NCSS

**Academic Vocabulary:** **government, mayor, city council, judge, jury, taxes, governor, court, state capital, president**

**Lesson Plan**

Supporting Question: What is government?

Supporting Question: What are the responsibilities of the 3 levels of government? How are they the same and different?

Supporting Question: Who are the leaders in each level of government?

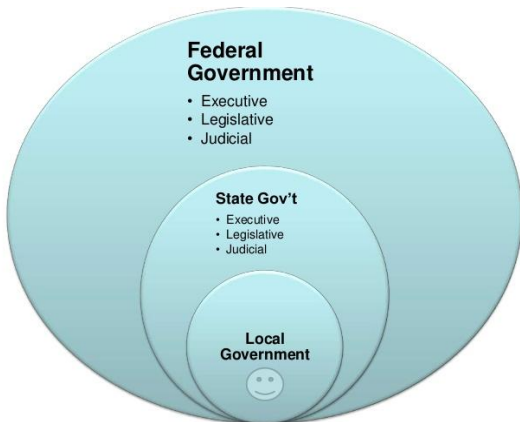
Formative Performance Task:

Introduce and explain the term **government** (a group of people who work together to run a community).

Tell students there are 3 levels of government (local, state, and federal).

Provide a visual to show how the 3 levels of government work together.

- Example visual to show students how the governments vary in size because of their responsibilities:



Discuss how the local government is in charge of community decision making, state gov't is in charge of state decision making, and federal is in charge of making decisions for the US.

Formative Performance Task:

Discuss and list responsibilities of each level of government. Some examples of responsibilities:

Local gov't.- in charge of community issues and upkeep in the community (local police/firefighters, parks, libraries, road signs in community, etc), **city council** meets to discuss laws, **jury/judges** run the courts, collect **taxes**

State gov't.- in charge of state issues (state police dept., schools), help local gov't with bigger projects (highways/bridges, make and communicate laws for the state of Missouri, collect taxes

Show BrainPOP Jr. Video-- *Local and State Government*

Federal gov't.- in charge of laws/ issues for the whole United States, collect taxes

Pose some scenarios of issues/responsibilities each level of gov't may deal with. Discuss why that would fit for the particular level of gov't.

Create a Venn Diagram or other graphic organizer to compare and contrast the Local and State governments and/or State and Federal governments

Formative Performance Task:

Introduce the leaders and vocabulary for each level of government.

Local-**mayor**  
State- **Governor**  
Federal- **President**

Discuss and list their role as leaders.

Show pictures of each leader and where they work.

Summative Performance Task:

- Matching responsibilities and leaders to each level of gov't.
- Compare 2 levels of gov't. Give 2 examples of how they are similar and 2 examples of how they are different.

Taking Informed Action:

- Discuss an issue that may be taking place in the community (ex. dangerous corner without a stop sign). Talk about what can be done as community member to bring this to the attention of the gov't. Discuss and role play the steps it may have to go through in the government.
- Have a mock city hall meeting in the classroom

Interdisciplinary Connection: Prove your point of an issue through writing.

Differentiation

How will we respond if students have not learned?

Interventions:

- Review/Reteach providing more visuals

How will we respond if students have already learned?

Extensions/Enrichments:

- Do research on a project such as building a road or a bridge. Present to the class about how the three levels of government may work together to make this happen.

Objective #5: Identify and explain the functions of the three branches of government (4 days)

Essential Question: What are the jobs of the three branches of Federal Government?

Standards: GS.2.C.2, CS.2.D.2, D2. Civ.5.K-2., D2. Civ.8.K-2., NCSS Discipline 3: Civics & Government

Academic Vocabulary: **Legislative, Executive, Judicial, President, Supreme Court, Congress, Senate, House of Representatives, bill, veto, law**

Lesson Plan

Supporting Question:

What are the responsibilities of the three branches of the Federal Government?

Supporting Question:

Who are the key leaders in the three branches of the Federal Government?

Supporting Question:

How do the three branches of the Federal Government work together?

Formative Performance Task:

- Introduce the 3 branches of gov't.: **Executive Branch, Legislative Branch, Judicial Branch**. Create a 3-column chart for the 3 branches (exec., leg., jud.) and list the responsibilities of each branch.
- Show BrainPop Jr. Video and complete Quiz- *Three Branches of Government*
- Discuss the decision making process for how a **bill** becomes a **law** within the Federal government

Formative Performance Task:

- Add the key leaders from each branch to the 3-column chart that was created and describe each of their roles.

Formative Performance Task:

- Discuss how the three branches work together. Brainstorm what may happen if one branch has too much power or what might happen if we did not have one of the three branches

Summative Performance Task:

- Match responsibilities and leaders to the appropriate branches of gov't.

Taking Informed Action:

- Role play how the 3 branches of federal gov't work together by assigning students roles in the gov't.
- Role play the job of the Legislative branch and how bills are passed.

Interdisciplinary Connection: Read *Duck for President*; *House Mouse*, *Senate Mouse* or any book along those lines. Talk about the roles of the president, senate, congress, etc. Discuss the roles of the 3 branches of government.

Differentiation

How will we respond if students have not learned?

Interventions:

- Reteach
- Provide information on cards and have students practice putting responsibilities and leaders under the appropriate branch of gov't.

How will we respond if students have already learned?

Extensions/Enrichments:

- Research and compare the Federal gov't to our Missouri State gov't. How are they the same? How are they different?



**PROFICIENCY SCALE FOR THIS STANDARD**

<b>STANDARD: Government</b>		
<b>SCORE</b>	<b>DESCRIPTION</b>	<b>SAMPLE TASKS</b>
<b>4.0</b>	<b>In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.</b>	<ul style="list-style-type: none"> <li>● Student created situation in which the student provides a peaceful resolution using the traits of a good citizen and lists possible consequences if good decisions aren't made</li> <li>● Why do the 3 branches of the federal government exist? What would happen if one branch had all the power? Explain.</li> </ul>
<b>3.0</b>	<p><b>The student:</b></p> <ul style="list-style-type: none"> <li>● Explains how disputes can threaten the peace in a community and how they may be resolved peacefully</li> <li>● Describes why authoritative decisions are made, enforced and interpreted in local communities</li> <li>● Describes the importance of the Pledge of Allegiance and explains terminology within</li> <li>● Explains the function and importance of the three branches of the federal government</li> <li>● Identifies and explains US symbols such as: the White House, US capitol building, Supreme Court, and other important landmarks introduced.</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>	<ul style="list-style-type: none"> <li>● When given a situation, the student is able to come up with a peaceful resolutions using the traits of a good citizen.</li> <li>● Explain the meaning of the Pledge of Allegiance</li> <li>● List the jobs of each of the 3 branches of the federal government</li> <li>● Compare two levels of government</li> </ul>
<b>2.5</b>	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content.	
<b>2.0</b>	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>● Recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> <li>○ Recalls terms such as rule/law, citizen, president, government, Pledge of Allegiance, White House, US capitol building, Supreme Court</li> <li>○ Recognizes peaceful resolutions</li> </ul> </li> <li>● Performs basic processes, such as: <ul style="list-style-type: none"> <li>○ Recites the Pledge of Allegiance</li> <li>○ Recites rules/laws within the school/community</li> <li>○ Identifies US symbols such as White House, US Capitol, Supreme Court Building</li> <li>○ Identifies the 3 branches of the federal government</li> </ul> </li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>	<ul style="list-style-type: none"> <li>● Match situations to appropriate problem solving strategies</li> <li>● Fill in the blanks with the Pledge of Allegiance</li> <li>● Name the 3 branches of the federal government and/or match jobs and leaders to the appropriate branch of the federal government</li> </ul>
<b>1.5</b>	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.	
<b>1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>	

**Unit Overview - Unit 5 - History**

Content Area: <b>Social Studies</b>	Unit Title: <b>Our Country Then And Now</b>
Course/Grade Level: <b>2nd grade</b>	Unit Duration: <b>4-5 weeks</b>
Materials/Instructional Resources For This Unit: <ul style="list-style-type: none"> <li>● McGraw Hill text books</li> <li>● Leveled readers on content</li> <li>● BrainPop Jr. (“Ellis Island” video, “George Washington Carver” video,</li> <li>● A collection of folktales and fables, including Native American tales, such as <i>The Legend of BlueBonnet</i> and <i>The Legend of the Indian Paintbrush</i> by Tomie de Paola</li> <li>● Partners in Education (Native American presentation)</li> </ul>	Big Idea: <ul style="list-style-type: none"> <li>● Connections to people of our past</li> </ul>
Enduring Understandings: <ul style="list-style-type: none"> <li>● Learners will understand that culture and communities change in some ways over time and stay the same in some ways over time.</li> <li>● Learners will compare and contrast the past and present lives of different Native American groups.</li> <li>● Learners will understand that the contributions of significant persons in U.S. history affect our lives and country in the present time.</li> </ul>	Essential Questions: <ul style="list-style-type: none"> <li>● How have people and cultures changed over time in our communities and what remains the same?</li> <li>● What was life like for different Native American groups in the past and how have their lives changed over time?</li> <li>● How have the first Americans and some of their contributions changed the way we live today?</li> </ul>

Objective #1: I can describe and explain how the cultures of people from other regions have affected life in our communities.

Essential Question: Why is our country called a “melting pot?”

Standards: H.3.A.2, TS.7.D.2, TS.7.E.2.a, D2.His.2.K-2, D2.His.3.K-2, D2.His.14.K-2, NCSS

Academic Vocabulary: **colony, colonist, community, contribution, culture, custom, Ellis Island, region, Statue of Liberty**

Lesson Plan

Supporting Questions: <ul style="list-style-type: none"> <li>● What was it like to be a colonist?</li> </ul>	Supporting Questions: <ul style="list-style-type: none"> <li>● Why did immigrants travel so far to get to the United States?</li> </ul>	Supporting Questions: <ul style="list-style-type: none"> <li>● What are some of the cultures we see in our communities?</li> </ul>
--	---	--

<ul style="list-style-type: none"> <li>• How does my life today compare to life in Colonial America?</li> <li>• How do communities change over time?</li> </ul>	<ul style="list-style-type: none"> <li>• How were the early immigrants like those of today? How were they different?</li> </ul>	<ul style="list-style-type: none"> <li>• How can cultures from different regions of the world help us understand what it means to be an American?</li> </ul>
<p>Formative Performance Task:</p> <p>Illustrate a flowchart to represent the changes from early colonial life to later colonial life and then to present-day life in America.</p> <p>*This performance task goes with Unit 3, Lesson 1 in the McGraw Hill text.</p>	<p>Formative Performance Task:</p> <p>Write a letter or journal entry to explain what it was like to arrive in New York Harbor as an immigrant and the reasons for coming.</p> <p>*This performance task goes with Unit 3, Lesson 2 in the McGraw Hill text. *Additional: BrainPop, Jr. video "Ellis Island"</p>	<p>Formative Performance Task:</p> <p>Create a "My Culture" poster to illustrate a personal culture (favorite food, music, art, type of celebration, and type of clothing).</p> <p>*This performance task goes with Unit 3, Lesson 3 in the McGraw Hill text.</p>

<p>Summative Performance Task:</p> <p>Illustrate a food, a clothing, a dance, or a custom found in America that originated in another region of the world. Label it, identify its origin, and explain why it is found in America and how it has changed our country. (This task can be a poster, a report, or even a demonstration if it is a dance or an activity.)</p>
<p>Taking Informed Action:</p> <p>Students plan a menu for Thanksgiving treats that have connections to the first Thanksgiving.</p> <p>Students design outfits that they could wear to recognize Chinese New Year and St. Patrick's Day.</p>
<p>Interdisciplinary Connections: <u>Shared Reading &amp; Interactive Read Alouds</u>: Read texts about the content during read alouds and shared reading activities. <u>Writing</u>: Have students write personal narratives about a time when they celebrated a custom with their family.</p>

<p>Differentiation</p>	
<p>How will we respond if students have not learned? Interventions:</p> <p>Re-teach the content in a small strategy group. Have students draw something new that they learned.</p>	<p>How will we respond if students have already learned? Extensions/Enrichments:</p> <p>Have students write a short paragraph or letter comparing their daily life to that of an early colonist's daily life.</p>

<p>Lesson 1 - Have students look at the pictures in the lesson and make a list of things that look to be from long ago.</p> <p>Lesson 2 - Have students brainstorm a list of reasons why people may move.</p> <p>Lesson 3 - List a few holidays and have students name things they do every year at that time.</p>	<p>Have students design a new type of clothing, create a recipe for a new dish, or introduce a new activity and try to persuade others that it should be a part of American culture.</p>
--	--

<p>Objective #2: I can compare and contrast the lives of different Native American groups.</p>
<p>Essential Question: How have the lives of Native Americans changed over time?</p>
<p>Standards: H.3.B.2, TS.7.A.2.b, TS.7.D.2, TS.7.E.2.a, D2.His.2.K-2, D2.His.4.K-2, NCSS</p>
<p>Academic Vocabulary: <b>desert, culture, immigrant, Native American, natural resource, plain, prairie, region, settlement</b></p>

Lesson Plan		
<p>Supporting Question:</p> <ul style="list-style-type: none"> <li>How does where you live affect how you live?</li> </ul>	<p>Supporting Question:</p> <ul style="list-style-type: none"> <li>How was daily life different between the Native American groups who lived in different regions?</li> <li>What were any similarities among the practices and customs of the different Native American groups?</li> </ul>	<p>Supporting Question:</p> <ul style="list-style-type: none"> <li>How has daily life for Native Americans changed over the years?</li> </ul>
<p>Formative Performance Task:</p> <p>Draw a picture of several natural resources available to the Native Americans of the Southeast Woodlands and draw a picture to demonstrate an understanding of how that resource was used in daily life by that group.</p> <p>*This performance task goes with Unit 2, Lesson 1 in the McGraw Hill text.</p>	<p>Formative Performance Task:</p> <p>Complete a venn diagram to explain the similarities and differences between the Northeast Woodlands Native Americans and the Native Americans of the Plains.</p> <p>*This performance task goes with Unit 2, Lessons 2 &amp; 3 in the McGraw Hill text.</p>	<p>Formative Performance Task:</p> <p>Compose a letter as a Native American to explain how life has changed as a result of immigrants coming to America.</p> <p>*This performance task goes with Unit 2, Lesson 6 in the McGraw Hill text.</p>

Summative Performance Task:

Construct a “then-and-now” graphic organizer to illustrate a Native American and his or her home in Early America and then a Native American and his or her home today.

\*This performance task should come after Unit 2 in the McGraw Hill text and a lesson about how Native Americans of today have blended into and become part of the overall American culture.

Taking Informed Action:

Students write a “thank you” letter to the Native American presenter to express what they learned and what they appreciated most about the presentation.

Students buddy read Native American tales to classmates and to students in lower grades to teach them about the influence of Native Americans on our history and culture.

Interdisciplinary Connection: Shared Reading & Interactive Read Alouds: Read texts about the content during read alouds and shared reading activities. Writing: Have students write opinion letters to recommend Native American stories or write persuasive (opinion) essays to describe why they believe the lives of one group of Native Americans was ideal or better than the lives of another group.

Differentiation

How will we respond if students have not learned?

Interventions:

Reteach the content in a small strategy group. Have students draw something new that they learned.

Have students match pictures of natural resources found in the various Native American regions to homes, food, and clothing used by the groups of those regions.

Have students complete a compare/contrast organizer, such as a venn diagram to compare just one aspect of life of two Native American groups. (For example, just focus on the homes for simplifications of the essential understanding.)

How will we respond if students have already learned?

Extensions/Enrichments:

Have students write a journal entry to explain what may have happened had the immigrants not migrated to America.

Have students create a poster to show a different example of how people use the resources around them or write a story of how a community uses the natural resources around them.

Objective #3: I can describe how contributions of past Americans have changed they way people live.

Essential Question: How do Americans of the past still affect the way we live today?

Standards: H.3.C.2, TS.7.D.2, TS.7.E.2.a, D2.His.2.K-2, D2.His.3.K-2, D2.His.4.K-2, NCSS

Academic Vocabulary: **community, contribution, culture, custom, invention, inventor, pioneer, region**

Lesson Plan

Supporting Question:

- How did George Washington Carver help improve life in America?

Supporting Question:

- How have the contributions of Alexander Graham Bell affected our daily lives today?

Supporting Question:

- What have we learned from Lewis & Clark?

Formative Performance Task:

Read McGraw Hill trade book, *George Washington Carver, The Plant Doctor* and participate in a grand discussion about his contributions.

Watch the BrainPop, Jr. video, "George Washington Carver." Complete the quiz (online or printed) and the teacher-selected activities associated with the video.

Formative Performance Task:

Watch the BrainPop, Jr. video, "Alexander Graham Bell." Complete the quiz (online or printed) and the teacher-selected activities associated with the video.

Brainstorm a list of ways our lives may be different today if Bell's contributions did not happen.

Formative Performance Task:

Watch the BrainPop, Jr. video, "Lewis and Clark Expedition." Complete the quiz (online or printed) and the teacher-selected activities associated with the video.

Research how Lewis and Clark impacted our local community in Missouri. Write a journal entry to explain the findings.

Summative Performance Task:

Design a poster or trade card to illustrate the contributions of a past American, including a picture of what life was like both before and after the contribution.

Taking Informed Action:

Students write a letter to explain what they would like to contribute to society to change life in America.

Interdisciplinary Connections: Shared Reading & Interactive Read Alouds: Read texts about the content during read alouds and shared reading activities. Writing: Have students create an informational book on one of the American pioneers or inventors.

Differentiation

How will we respond if students have not learned?

Interventions:

Reteach the content in a small strategy group. Have students draw something new that they learned.

Have students watch the BrainPop, Jr. videos again and do the remainder of the follow-up activities with them.

How will we respond if students have already learned?

Extensions/Enrichments:

Have students design a special award that they would give to an American who made significant contributions to our lives.

Have students choose an American inventor or pioneer and predict what their next contribution would have been that connected to their first contribution.

PROFICIENCY SCALE FOR THIS STANDARD

STANDARD: History		
SCORE	DESCRIPTION	SAMPLE TASKS
4.0	In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.	•
3.0	<p>The student:</p> <ul style="list-style-type: none"> <li>● Compares and contrasts the culture of people in our community across multiple time periods.</li> <li>● Compares and contrasts the habitats, resources, art and daily lives of Native Americans, past and present.</li> <li>● Explains the impact of past Americans' contributions.</li> </ul> <p>The student exhibits no major errors or omissions.</p>	•
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content.	
2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> <li>● Recognizes or recalls specific terminology, such as: <u>colony, colonist, community, culture, immigrant, invention, Native American, natural resource, pioneer</u> <ul style="list-style-type: none"> <li>○</li> </ul> </li> <li>● Recognizes or recalls some habitats, resources, art, and aspects of daily lives of Native American groups.</li> <li>● Identifies the contribution of at least one past American.</li> </ul> <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	•
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.	
1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	



## **Grade 3 Social Studies Curriculum**



CURRICULUM OVERVIEW	
<b>COURSE/GRADE LEVEL:</b> Third Grade  <b>CREDIT(S):</b>  <b>PREREQUISITES:</b> Kindergarten, 1st grade and 2nd grade social studies	<b>CURRICULUM WRITTEN:</b>  <b>BOARD APPROVAL:</b>  <b>REVISED:</b>

<b>COURSE DESCRIPTION:</b> 3rd grade Social Studies	<b>COMMITTEE MEMBERS:</b> Meredith Engel, Leslie Morgan, Linda Nagel
---	--

UNITS IN THIS COURSE/GRADE LEVEL	
UNIT TITLE	UNIT DURATION
UNIT 1: Civics	4-6 weeks
UNIT 2: History	4-6 weeks
UNIT 3: Economics	4-6 weeks
UNIT 4: Geography	4-6 weeks
UNIT 5: Culture	4-6 weeks
UNIT 6: Social Science Inquiry	Embedded within previous units

BOARD APPROVED INSTRUCTIONAL MATERIALS FOR THIS COURSE	ADDITIONAL INSTRUCTIONAL MATERIALS
<i>Networks</i> - McGraw-Hill	

**Unit Overview - Unit 1 - Civics**

**Content Area:** Social Studies

**Unit Title:** Civics

**Course/Grade Level:** 3

**Unit Duration:** 4-6 weeks

**Materials/Instructional Resources For This Unit:**

- Access to BrainPop Jr. and BrainPop
- Access to Discovery Education
- Books for read alouds
- Textbooks

**Big Idea:**

- How are governmental decisions made at the state level?

**Enduring Understandings:**

- **Learners will know the purposes and principles of the Constitution.**
- **Learners will describe the roles of citizens and government in carrying out constitutional practices.**
- **Learners will list various state symbols.**
- **Learners will be able to resolve disputes peacefully.**
- **Learners will describe the branches of government and their daily role.**

**Essential Questions:**

- How are laws made and changed within the state?
- Why does Missouri have a Constitution and why are laws enforced?
- How are the purposes and governmental structures within the Missouri and U.S. Constitutions alike and different?
- How do citizens of Missouri participate responsibly within our government?
- What character traits and civic attitudes do influential Missourians display?
- How does the National Anthem symbolize our nation? What is the significance of Missouri symbols?
  - How do you recognize and explain the significance of Missouri symbols, such as the Gateway Arch, official state symbols, etc.?
- How can governments balance individual rights with common good to solve local community or state issues?
- How can disputes between citizens be resolved peacefully?
- How are authoritative decisions made, enforced, and interpreted by the state government across historical time periods and current events?
- What are the functions of the three branches of state government?

**Objective #1:** I can state the purpose and principles of the Constitution.

**Essential Question:** How are laws made and changed within the state?

**Standards:** PC.1.B.3.a, NCSS- Theme 6 Power, Authority, and Governance- Discipline # 3 Civics and Government; C3-D2.Civ.2.3-5, D2.Civ.3.3-5, D2.Civ.4.3-5

<b>Academic Vocabulary:</b> laws		
Lesson Plan		
<b>Supporting Question:</b> What is a law? Why do we need rules or laws?	<b>Supporting Question:</b> How does a bill become a law?	<b>Supporting Question:</b> How are laws changed within the state?
<b>Formative Performance Task:</b> Review the vocabulary <b>rule</b> and <b>law</b> . <ul style="list-style-type: none"> <li>Students will brainstorm a list of rules in their school and in their community. <ul style="list-style-type: none"> <li>How are these the same and different?</li> <li>Why do we have these rules?</li> </ul> </li> <li>Discuss/Brainstorm rules and laws within our state and write letters to representative of new laws that should be written</li> </ul>	<b>Formative Performance Task:</b> <ul style="list-style-type: none"> <li>Go over the content of How A Bill Becomes A Law on <a href="http://kids.clerk.house.gov">http://kids.clerk.house.gov</a> with the class</li> <li>Create outline of steps that a bill goes through in order to become a law (whole group)</li> <li>Discuss what happens when bill does not become law <ul style="list-style-type: none"> <li>Why?</li> <li>Called a veto</li> </ul> </li> </ul>	<b>Formative Performance Task:</b> <ul style="list-style-type: none"> <li>Read textbook and discuss how and why laws change</li> <li>Brainstorm a rule that was changed within our school <ul style="list-style-type: none"> <li>Why was rule changed</li> <li>What was the process it went through to be changed</li> </ul> </li> <li>Discuss law within our state that has been changed and why</li> </ul>

<b>Summative Performances:</b> Role play: Have students act as the citizens, senator, representatives, and president, and as a class decide on a rule they'd like to turn into a law. Go through the process as if this bill was going to become a law, have senators and representatives debate/discuss if it should become a law or not within classroom. Then have them make a final vote, either passing bill or vetoing.
<b>Taking Informed Action:</b> Think about any classroom or building rule within school or community that might be of concern. Discuss ways that we as citizens can resolve issue.
<b>Interdisciplinary Connection:</b> Use your school rules for discussion about rules and laws.

<b>Differentiation</b>	
<b>How will we respond if students have not learned?</b> <b>Interventions:</b> Reteach, pull small groups, include pictures to support process of how bill becomes a law	<b>How will we respond if students have already learned?</b> <b>Extensions/Enrichments:</b> <ul style="list-style-type: none"> <li>Write a letter to city council about a law and revision that needs to be made</li> <li>Make a flowchart of how laws are made in our community</li> </ul>

**Objective #1 (cont.):** I can state the purpose and principles of the Constitution.

**Essential Question #2:** Why does Missouri have a Constitution and why are laws enforced?

**Standards:** PC.1.B.3.b, NCSS-Theme 6 Power, Authority, and Governance- Discipline #3 Civics and Government; C3- D2.Civ.2.3-5, D2.Civ.3.3-5, D2.Civ.4.3-5, D2.Civ.5.3-5

**Academic Vocabulary:** constitution, laws

Lesson Plan

**Supporting Question:**

What is a Constitution?  
Why does Missouri have a Constitution?

**Supporting Question:**

How are laws enforced and who enforces the laws?

**Supporting Question:**

What would happen if there were no state Constitution, no laws, or no enforcement of laws

**Formative Performance Task:**

- Define keywords related to the Constitution, including preamble, articles, and Bill of Rights.
- Discuss that our classroom rules are very similar to the Constitution (Classroom Constitution)
  - Why does our class have a Constitution
- Therefore, discuss as a class and using anchor chart, why does Missouri have its own Constitution

**Formative Performance Task:**

Create a T-chart as a class of how laws are enforced and who enforces those laws

How?	Who?
Ex. stop signs/lights, speed limits, etc.	Ex. Police officers

**Formative Performance Task:**

Create a T-chart of rules/laws & consequences"- list rules/laws we have in the community and what may happen if we don't follow those laws

Exit slip: Why is it important for us to follow the laws that are in place in our **state**?

**Summative Performance Task:** List the rights guaranteed to United States citizens and responsibilities of Americans.

**Taking Informed Action:** Discuss what our country would be like if every American could do whatever they liked. What would America look like? (people could drive whatever speed they wished, or drive at any age) How could we keep order in our country?

**Interdisciplinary Connection:** Read a trade book included within the curriculum materials.

Differentiation

<p>How will we respond if students have not learned? Interventions:</p> <p>Small groups/reteach- review classroom rules and responsibilities and what happens when they are not followed.</p>	<p>How will we respond if students have already learned? Extensions/Enrichments:</p> <p>Create a pretend place (city or country) and make up the rules and laws for it.</p>
---	---

<p><b>Objective #1 (cont.):</b> I can state the purpose and principles of the Constitution.</p>
<p><b>Essential Question #3:</b> How are the purposes and governmental structures within the Missouri and U.S. Constitutions alike and different?</p>
<p><b>Standards:</b> PC.1.B.3.c, NCSS-Theme 6 Power, Authority, and Governance- Discipline #3 Civics and Government; C3-D2.Civ.5.3-5, D2.Civ.8.3-5</p>
<p><b>Academic Vocabulary:</b> Constitution, General Assembly</p>

Lesson Plan

<p><b>Supporting Question:</b> What is the purpose of the Missouri Constitution?  What is the purpose of the U.S. Constitution?</p>	<p><b>Supporting Question:</b> How is our government structured according to the Missouri Constitution?  How is our government structured according to the U.S. Constitution?</p>	<p><b>Supporting Question:</b></p>
<p>Formative Performance Task:  Define constitution as a plan of government.</p>	<p>Formative Performance Task:  Define General Assembly/Legislative Branch Define Governor/President</p>	<p>Formative Performance Task:</p>

<p><b>Summative Performance Task:</b> Compare and contrast how Federal Government is similar and different from State Government.</p>
<p><b>Taking Informed Action:</b> Take a field trip to Jefferson City and watch our legislators in action.</p>
<p><b>Interdisciplinary Connection:</b> Use a tune you already know. Put words to the tune to describe what you have learned about state government.</p>

Differentiation

<p>How will we respond if students have not learned? Interventions:</p> <p>Small groups/reteach- review the purposes of a constitution, laws, and enforcement of laws.</p>	<p>How will we respond if students have already learned? Extensions/Enrichments:</p> <p>Research another state’s constitution and find similarities and differences to the Missouri Constitution.</p>
--	---

<p><b>Objective #2 :</b> I can explain the role of citizens and governments in carrying out constitutional principles.</p>
<p><b>Essential Question:</b> How do citizens of Missouri participate responsibly within our government?</p>
<p><b>Standards:</b> PD.1.D.3, NCSS-Theme 10 Civic Ideals and Practices- Discipline #Civics and Government; C3-D2.Civ.2.3-5, D2.Civ.2.6-8, D2.Civ.5.3-5, D2.Civ.6.3-5</p>
<p><b>Academic Vocabulary:</b> Rights, responsibilities, citizen, civic participation</p>

Lesson Plan

<p><b>Supporting Question:</b> What is the balance between rights and responsibilities?</p>	<p><b>Supporting Question:</b> What is civic participation?  How do citizens become involved?</p>	<p><b>Supporting Question:</b> What is the role of the citizen in the community and the state?</p>
<p><b>Formative Performance Task:</b> List rights and responsibilities American citizens possess</p>	<p><b>Formative Performance Task:</b> Hold a mock election where you vote on a particular topic</p>	<p><b>Formative Performance Task:</b> Provide examples of how citizens take part in their government- pay taxes, vote in elections, serve on juries</p>

<p><b>Summative Performance Task:</b> Create a poster displaying our rights as United States citizens and our responsibilities</p>
<p><b>Taking Informed Action:</b> Take a field to the Old Courthouse in St. Louis and participate in the Bubble Gum Trial.</p>
<p><b>Interdisciplinary Connection:</b> Show a receipt and talk about the taxes that are added onto your purchase.</p>

**Differentiation**

How will we respond if students have not learned?

Interventions:

Small group/reteach

How will we respond if students have already learned?

Extensions/Enrichments:

Research other forms of government- monarchy, dictatorship, etc. How do these differ from democracy?

**Objective #3 :** I can identify character traits and civic attitudes of significant individuals.

**Essential Question:** What character traits and civic attitudes do influential Missourians display?

**Standards:** 1.E.3, NCSS-Theme 10 Civic Ideals and Practices- Discipline #5 Psychology; C3-D2.Civ.6.3-5, D2.Civ.10.3-5, D2.His.3.3-5

**Academic Vocabulary:** character traits, civic attitudes

Lesson Plan

**Supporting Question:**

What is a character trait?

What common character traits do influential Missourians exhibit?

**Supporting Question:**

What are civic attitudes?

What common civic attitudes do influential Missourians exhibit?

**Supporting Question:**

**Formative Performance Task:**

List positive character traits influential people exhibit

**Formative Performance Task:**

List civic attitudes influential people exhibit

Formative Performance Task:

**Summative Performance Task:** Create a poster displaying an influential Missourian (Lewis, Clark, etc) What character traits does that individual possess?

**Taking Informed Action:** Look at election brochures/advertisements. Locate character traits mentioned in these resources.

**Interdisciplinary Connection:** Discuss character traits of main character in current read aloud. Would this person be considered an influential person? Why or why not?



Differentiation

How will we respond if students have not learned?

Interventions:

Small group/reteach

How will we respond if students have already learned?

Extensions/Enrichments:

Pretend you are running for political office. Create an advertisement describing why you would make a good candidate.

**Objective #4 :** I can state the symbols of our state and nation.

**Essential Question:** How does the National Anthem symbolize our nation? What is the significance of Missouri symbols?  
How do you recognize and explain the significance of Missouri symbols, such as the Gateway Arch, official state symbols, etc.

**Standards:** PC.1.F.3.a, PC.1.F.3.b, NCSS-Theme 10 Civic Ideals and Practices- Discipline #3 Civics and Government; C3-D2.Civ.5.3-5,

**Academic Vocabulary:** symbols

Lesson Plan

**Supporting Question:**

What is the National Anthem?

When and why was the National Anthem written?

**Supporting Question:**

What are the official state symbols? Why are they significant to Missouri?

**Supporting Question:**

What is the significance of the Gateway Arch?

**Formative Performance Task:**

Discuss the meaning of the National Anthem as written by Francis Scott Key.

**Formative Performance Task:**

List the various state symbols (state tree, bird, instrument, etc)

**Formative Performance Task:**

Draw a picture of the Gateway Arch and discuss how it marks St. Louis as the "Gateway to the West"

**Summative Performance Task:** Create a poster displaying various state symbols.

**Taking Informed Action:** Take a field trip to the Gateway Arch and discuss its importance in Missouri's history.

**Interdisciplinary Connection:** Listen to the National Anthem and Missouri Waltz (our state song)

Differentiation

How will we respond if students have not learned?

Interventions:  
Small groups/reteach

How will we respond if students have already learned?

Extensions/Enrichments:

Create a new state flag. Be sure to incorporate important events in Missouri history on the flag.

**Objective #5:** I can state the purpose and roles of government.

**Essential Question:** How can governments balance individual rights with common good to solve local community or state issues?

**Standards:** GS.2.A.3, NCSS-Theme 6 Power, Authority, and Governance- Discipline #3 Civics and Government; C3-D2.Civ.2.3-5, D2.Civ.4.3-5, D2.Civ.5.3-5, D2.Civ.6.3-5, D2.Civ.8.3-5, D2.Civ.13.3-5

**Academic Vocabulary:** individual rights, common good

Lesson Plan

**Supporting Question:**

What are the individual rights of citizens in a constitutional democracy?

- common good
- liberty
- justice
- equality
- individual dignity

How are our individual rights protected?

What would happen if citizens did not have those individual rights?

**Supporting Question:**

What is the common good?

What has our government established to promote common good?

- parks
- public schools
- public libraries

**Supporting Question:**

**Formative Performance Task:**

Written explanations of basic rights and why citizens need them.

**Formative Performance Task:**

Write about a time you used a common good.

**Formative Performance Task:**

**Summative Performance Task:** Create a mock government (role play) where there are no citizen rights and have students discuss problems with having no rights.

**Taking Informed Action:** Create a class/school Bill of Rights and tell why those rights are important to students, teachers, and principals.

**Interdisciplinary Connection:** Read a trade book on the Bill of Rights

Differentiation

How will we respond if students have not learned?

Interventions:

Small groups/reteach

How will we respond if students have already learned?

Extensions/Enrichments:

Research other countries and see if they have a Bill of Rights or constitution.

**Objective #6:** I can explain peaceful resolutions of pursuits.

**Essential Question:** How can disputes between citizens be resolved peacefully?

**Standards:** GS.2.B.3, NCSS-Theme 10 Civic Ideals and Practices- Discipline #3 Civics and Government; C3-D2.Civ.1.3-5, D2.Civ.7.3-5, D2.Civ.8.3-5, D2.Civ.9.3-5

**Academic Vocabulary:** legitimate authorities

Lesson Plan

**Supporting Question:**

What is the role of police in solving disputes?

**Supporting Question:**

What is the role of the court system in solving disputes?

**Supporting Question:**

Formative Performance Task:

List the role of police

Formative Performance Task:

Discuss the two sides involved in a court dispute

Formative Performance Task:

**Summative Performance Task:** Hold a mock trial in your classroom where someone is accused of committing a crime.

**Taking Informed Action:** Take a field trip to the Old Courthouse in St. Louis and participate in a mock trial.

**Interdisciplinary Connection:** Read a trade book concerning court cases

Differentiation

How will we respond if students have not learned?

Interventions:  
Small groups/reteach

How will we respond if students have already learned?

Extensions/Enrichments:

Research various treaties devised after wars and learn how disputes were settled.

**Objective #7:** I can explain the processes of governmental systems in decision making.

**Essential Question:** How are authoritative decisions made, enforced, and interpreted by the state government across historical time periods and current events?

**Standards:** GS.2.C.3, NCSS-Theme 6 Power, Authority, and Governance- Discipline #3 Civics and Government; D2.Civ.1.3-5, D2.Civ.4.3-5, D2.Civ.14.3-5

**Academic Vocabulary:** authoritative decisions, amendments

Lesson Plan

**Supporting Question:**

How can people work together to promote positive changes in society?

When problems develop within a democratic society how can citizens bring about positive change?

**Supporting Question:**

What is the process to amend the Missouri Constitution?

**Supporting Question:**

**Formative Performance Task:**

Describe how citizens can voice their concerns about problems within our government.

**Formative Performance Task:**

List amendments made to the Missouri Constitution

Formative Performance Task:

**Summative Performance Task:** Create a timeline displaying the various amendments to the Missouri Constitution

**Taking Informed Action:** Look at the current Missouri Constitution. Is there one area you feel needs to be changed? How would you go about creating those changes?

**Interdisciplinary Connection:** read a trade book about a change to the constitution

Differentiation

How will we respond if students have not learned?

Interventions:  
Small group/reteach

How will we respond if students have already learned?

Extensions/Enrichments:

Research amendments to the United States Constitution. Are there more to the US Constitution or the Missouri Constitution?

**Objective #8:** I can describe the functions of governmental systems.

**Essential Question:** What are the functions of the three branches of state government?

**Standards:** GS.2.D.3, NCSS-Theme 6 Power, Authority, and Governance- Discipline #3 Civics and Government; C3-D2.Civ.1.3-5, D2.Civ.3.3-5, D2.Civ.5.3-5, D2.Civ.8.3-5

**Academic Vocabulary:** three branches of government (executive, legislative, judicial), checks and balances

Lesson Plan

**Supporting Question:**

What are the three branches of government?

- executive
- legislative
- judicial

What is the responsibility of each branch of government?

**Supporting Question:**

Why do we have three branches of government?

What is a check and balance system?

What if we didn't have a check and balance governmental system?

**Supporting Question:**

<b>Formative Performance Task:</b> Create a chart listing the responsibilities of each branch of government	<b>Formative Performance Task:</b> Describe how each branch of government is checked by another branch.	Formative Performance Task:
--	--	-----------------------------

**Summative Performance Task:** Create a mobile summarizing the 3 branches of government with people involved in each branch, their role in government, building where they work

**Taking Informed Action:** Take a field trip to Jefferson City and see the various branches of government- Capitol Building, Governor’s Mansion, and Missouri Supreme Court. Discuss how these are similar and different from the Federal Government.

**Interdisciplinary Connection:** Read a book on Missouri’s first Governor, current Governor, or former President.

Differentiation	
How will we respond if students have not learned?  Interventions: Small groups/reteach	How will we respond if students have already learned? Extensions/Enrichments:  Imagine you are creating a new government. How would you set up your government. Who would be in charge? How would laws be created and passed?

PROFICIENCY SCALE FOR THIS STANDARD

STANDARD: Civics		
SCORE	DESCRIPTION	SAMPLE TASKS
4.0	In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.	•
3.0	<p><b>The student:</b></p> <ul style="list-style-type: none"> <li>• Describes rights included in the Bill of Rights, including freedoms of religion, speech, press, to assemble peacefully, to petition the government, and to be treated fairly by the government</li> <li>• Explains the major purpose of the Constitution and Bill of Rights</li> <li>• Explains why Missouri has a constitution and why the state makes and enforces laws</li> <li>• Compares the functions of the three branches of government at the state level</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>	<ul style="list-style-type: none"> <li>• Assessments that have open questions of explain, describe, compare</li> </ul>
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content.	
2.0	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>• Identifies the rights given to Americans in the Bill of Rights</li> <li>• Determines if statements are true regarding the purpose of the Constitution and Bill of Rights</li> <li>• Determines if statements are true regarding the purpose of Missouri’s Constitution</li> <li>• Recalls the three branches of the state government</li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>	<ul style="list-style-type: none"> <li>• Assessments that have matching or closed questions</li> </ul>
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.	
1.0	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>	

### Unit Overview - Unit 2 - History

**Content Area:** Social Studies

**Course/Grade Level:** 3

**Unit Title:** History

**Unit Duration:** 4-6 weeks

**Materials/Instructional Resources For This Unit:**

- Textbook
- Access to BrainPop Jr.
- Access to Discovery Education
- Books for read alouds

**Big Idea:**

- Early settlement in Missouri
- Cultural differences between different groups
- Contributions of significant people
- Dred Scott Decision
- Westward Expansion
- Causes and consequences of Civil War

**Enduring Understandings:**

- Learners will understand how cultural differences affect society
- Learners will learn the causes and consequences of war

**Essential Questions:**

- What happened in the past which caused the early settlement of Missouri?
- How do cultural differences between groups cause conflicts or help solve problems?
- Who are some of Missouri's famous citizens and what did they do?
- What are the contributions made by Thomas Jefferson?
- What were the causes and consequences of the Dred Scott decision on the nation?
- What issues accompanied MO statehood?
- What was the importance of the Louisiana Purchase and the Lewis and Clark Expedition?
- What events occurred during the Westward Expansion?
- What was Missouri's role in the Civil War?
- What impact did the Westward Expansion have on Native Americans in Missouri?
- What educational, transportation, and communication have occurred in Missouri since the Civil War?



<b>Objective #1:</b> I can outline the exploration and early settlement of Missouri.
<b>Essential Question:</b> What happened in the past which caused the early settlement of Missouri?
<b>Standards:</b> H.3.A.3; C3- D2.His.1.3-5, D2.His.3.3-5, D2.His.4.3-5, D2.His.5.3-5, D2.Geo.3.3-5, D2.Geo.8.3-5; NCSS-Theme 2: Time, Continuity, and Change; Theme 3: People, Places, and Environments; Discipline 1: History; Discipline 2: Geography
<b>Academic Vocabulary:</b> explorer, exploration, nomads

<b>Supporting Question:</b> Who were the first inhabitants of Missouri? <ul style="list-style-type: none"> <li>• Mississippians</li> <li>• Osage</li> <li>• Missouri</li> </ul>	<b>Supporting Question:</b> <ul style="list-style-type: none"> <li>• Why did Europeans come to Missouri?</li> </ul>	<b>Supporting Question:</b> How did the French trade lead to settlements in Missouri?	<b>Supporting Question:</b> Why did the control of Missouri switch from the French to the Spanish?
<b>Formative Performance Task:</b> <ul style="list-style-type: none"> <li>• Draw a picture of a Native American village that includes places for shelter and fields to grow crops.</li> </ul>	<b>Formative Performance Task:</b> <ul style="list-style-type: none"> <li>• Students will write an exit slip explaining why the French explored the Mississippi River in the 1600s and 1700s.</li> </ul>	<b>Formative Performance Task:</b> <ul style="list-style-type: none"> <li>• Make a two column chart summarizing the French settlements of St. Genevieve and St. Louis.</li> </ul>	<b>Formative Performance Task:</b> <ul style="list-style-type: none"> <li>• Students will write a journal entry about what life was like during the time that Spain controlled Missouri.</li> </ul>

<b>Summative Performance Task:</b> Students will choose one of the following prompts: <ol style="list-style-type: none"> <li>1. Write a persuasive paragraph explaining how the French were helpful to Missouri.</li> <li>2. Pretend you are Rene Auguste Chouteau. Write a journal entry about the day in 1764 when your father chose the site to build a trading post on the Mississippi River.</li> <li>3. Create a travel brochure explaining why St. Genevieve would be an interesting historical place to visit.</li> </ol>
---

<b>Taking Informed Action:</b> Compare and contrast St. Louis back in the 1800s and St. Louis today. Discuss how trade still affects St. Louis today
--

<b>Interdisciplinary Connection:</b>
--------------------------------------

**Differentiation**

**How will we respond if students have not learned?**

**Interventions:**

1. Reteach, pull small groups of students.
2. Students will use a map to point out where St. Genevieve and St. Louis are located. Write a description about each city's location.

**How will we respond if students have already learned?**

**Extensions/Enrichments:**

1. Research more about trade in Missouri's history. Explain what they think would have happened if trading posts had not been set up.

**Objective # 2:** I can examine the cultural interactions and conflicts among these groups in Missouri's history (1600-present): Native Americans, Immigrants from Europe, Africans brought to America

**Essential Question:** How do cultural differences between groups cause conflicts or help solve problems?

**Standards:** GLE - H.3.B.3; C3 - D2.Geo.4.3-5, D2.Geo.6.3-5, D2.His.1.3-5, D2.His.3.3-5, D2.His.4.3-5, D2.His.5.3-5 NCSS- Theme 1: Culture; Theme 2: Time, Continuity, and Change; Theme 3: People, Places, and Environments; Discipline 1: History; Discipline 2: Geography; Discipline 5: Psychology

**Academic Vocabulary:** cultural interaction, conflict

Lesson Plan

**Supporting Question:**

What is cultural interaction?

**Supporting Question:**

What cultural interactions and conflicts have Native Americans experienced in Missouri?

**Supporting Question:**

What cultural interactions and conflicts have immigrants from Europe experienced in Missouri?

**Formative Performance Task:**

Write paragraph or exit slip about any interaction the student has had with someone from a different culture.

- What did they have in common?
- What was different?

**Formative Performance Task:**

Make a three-column chart stating the Native American groups, who they met and what happened.

- Hopewell
- Iowa
- Missouri
- Osage
- Sac & Fox


**Formative Performance Task:**

Write a paragraph explaining how the French and Spanish were helpful to Missouri.

**Summative Performance Task:**

The students will work in pairs to create an interview about how life changed for the Native Americans after Europeans arrived OR  
The students will work in pairs to create an interview explaining what life was like for Africans who were free and those who were enslaved in Missouri.

**Taking Informed Action:**

After understanding the issues during that time, discuss how each of these groups experience cultural interaction or conflict today. What is the student's' part in helping prevent or solve any conflict in today's world?

**Differentiation**

**How will we respond if students have not learned?**

- Reteach, pull small groups of students.
- Make a timeline identifying important dates in European exploration and settlement of Missouri.
- Students will write the dates, a sentence, describing the event, and an illustration of the event on an index card.

How will we respond if students have already learned?

**Extensions/Enrichment**

- Research John Berry Meachum. Write a short biography of his life.
- Write a sensory poem about the Underground Railroad.
  - The poem should include details referring to the five senses (sight, hearing, smell, touch, taste)
- Students create a chart that summarizes the actions of some of the Europeans.
  - List what the person did and if they interacted with Native Americans
  - If they did, students should list the outcomes
  - Then students will write a short essay based on their chart

**Objective # 3:** I can describe the contributions of significant persons in US history.

**Essential Question A:** Who are some of Missouri’s famous citizens and what did they do?

**Standards:** H.3.C.3a NCSS-Theme 5 Individuals, Groups, and Institutions- Discipline # 1 History; C3-D2.His.3.3-5, D2.His.6.3-5

**Academic Vocabulary:**

Lesson Plan

**Supporting Question:**

Who are the following individuals:

- Lewis and Clark
- Mary Easton Sibley
- John Berry Meacham
- George Washington Carver
- Laura Ingalls Wilder
- Mark Twain
- Harry S. Truman
- Thomas Hart Benton

**Supporting Question:**

What were the contributions of these individuals?

Why were their contributions important?

Supporting Question:

<p>Social Inquiry</p> <p>What resources can you use to better your research?</p> <ul style="list-style-type: none"> <li>● letters</li> <li>● objects</li> <li>● pictures</li> <li>● textbooks</li> <li>● internet</li> <li>● newspapers</li> <li>● maps</li> </ul>		
<p><b>Formative Performance Task:</b> Read books on these individuals.</p> <p>Social Inquiry.</p> <ul style="list-style-type: none"> <li>● Teach students different types of resources you could use.</li> <li>● Provide different graphic organizers and teach students how to take and use notes as they're researching</li> </ul> <p>Give students a topic to research and have them identify which artifacts would be appropriate to use.</p>	<p><b>Formative Performance Task:</b> Research the contributions of one famous Missourian. Take notes on what you have learned about your Missourian making use you know why they are important in history.</p> <p>Social Inquiry</p> <p>Teach students different ways to present research.</p> <p>At the end of a unit, have students present on their topic. Have students pick 1-2 ways to present research to audience.</p>	<p>Formative Performance Task:</p>

<p><b>Summative Performance Task:</b> Create wax museum representing one famous Missourian. Dress and role play describing contributions they made in MO history.</p> <p>Have students write a paragraph on topic of discussion. Have students provide both primary and secondary artifacts to support their writing.</p>
<p><b>Taking Informed Action:</b> Susan Blow created the 1st public kindergarten in St. Louis. Discuss the similarities and differences between her vision and present day kindergartens.</p>

Differentiation

<p><b>How will we respond if students have not learned?</b></p> <p><b>Interventions:</b></p> <ul style="list-style-type: none"> <li>• Small Group posters on individuals</li> </ul>	<p><b>How will we respond if students have already learned?</b></p> <p><b>Extensions/Enrichments:</b></p> <ul style="list-style-type: none"> <li>• Create PowerPoint presentation including pictures of the individual, places lived, careers, and products created.</li> </ul>
---	---

<p><b>Objective #3:</b> I can describe the contributions of significant persons in US history.</p>
<p><b>Essential Question B:</b> What are the contributions made by Thomas Jefferson?</p>
<p><b>Standards:</b> H.3.C.3.b NCSS-Theme 2 Time, Continuity, and Change- Discipline# 1 History; C3-D2.His.1.3-5, D2.His.2.3-5, D2.His.3.3-5, D2.His.14.3-5</p>
<p><b>Academic Vocabulary:</b> Louisiana Purchase</p>

Lesson Plan

<p><b>Supporting Question:</b> Who was Thomas Jefferson?</p>	<p><b>Supporting Question:</b> What were his contributions to MO and the US?</p>	<p><b>Supporting Question:</b> What did Jefferson do in the early 1800's as it relates to the Louisiana Purchase?</p>
<p>Formative Performance Task: Read aloud A Picture Book About Thomas Jefferson and identify words to describe him.</p>	<p>Formative Performance Task: List contributions from Thomas Jefferson.</p>	<p>Formative Performance Task: On a map, show how the US doubled in size with the LA purchase.</p>

<p><b>Summative Performance Task:</b> Create a timeline of Thomas Jefferson's life. Be sure to include events which display how his leadership skills helped to build the United States.</p>
<p><b>Taking Informed Action:</b> Thomas Jefferson wrote the 1st draft of the Dec. of Independence. Look at the changes/amendments that have been made to this historic document throughout the years.</p>
<p><b>Interdisciplinary Connection:</b> Read a trade book on Thomas Jefferson or watch a video on Discovery ED about his life.</p>

Differentiation

<p><b>How will we respond if students have not learned?</b>  <b>Interventions:</b>                  Small group                  Provide web with Jefferson's accomplishments</p>	<p><b>How will we respond if students have already learned?</b>  <b>Extensions/Enrichments:</b>                  Pretend you are Thomas Jefferson. Write a journal entry of the discussions you had with Napoleon Bonaparte regarding the sale of the LA purchase.</p>
---	--

<p><b>Objective #4:</b> I can explain political developments and reform movements in the United States.</p>
<p><b>Essential Question:</b> What were the causes and consequences of the Dred Scott decision on the nation?</p>
<p><b>Standards:</b> H.3.E.3 NCSS-Theme 6 Power, Authority, and Governance- Discipline #3 Civics and Government; C3-D2.Civ.3.3-5, D2.Civ.10.3-5, D2.Civ.12.3-5, D2.Civ.14.3-5, D2.His.2.3-5, D2.His.3.3-5, D2.His.4.3-5, D2.His.5.3-5D2.His.14.3-5</p>
<p><b>Academic Vocabulary:</b> Dred Scott Decision, abolitionists</p>

Lesson Plan

<p><b>Supporting Question:</b>                  Who was Dred Scott?                   What did he argue in court?</p>	<p><b>Supporting Question:</b>                  What was the Dred Scott Decision?                   What impact did the decision have on the country?</p>	<p><b>Supporting Question:</b></p>
<p><b>Formative Performance Task:</b>                   Introduce time lines to the class. Start a timeline about Dred Scott.</p>	<p><b>Formative Performance Task:</b>                   Add more items to the timeline as you discuss Dred Scott.</p>	<p><b>Formative Performance Task:</b></p>

**Summative Performance Task:**

How do you think people decided whether or not to support slavery? Consider the economics of the North and South.

**Taking Informed Action:**

Tour the St. Louis Courthouse where the Dred Scott case was tried.

**Interdisciplinary Connection-** Song was important to enslaved Africans. They could express joy and sadness with music. Play “Swing low, Sweet Chariot.” Discuss the meaning of the song.

Differentiation	
<p><b>How will we respond if students have not learned?</b>  <b>Interventions:</b></p> <ul style="list-style-type: none"> <li>● Reteach, pull small groups</li> </ul>	<p><b>How will we respond if students have already learned?</b>  <b>Extensions/Enrichments:</b></p> <ul style="list-style-type: none"> <li>● Research the Underground Railroad. What routes went through MO? Label these “stations” on a map.</li> </ul>






**Objective #5:** I can explain Westward Expansion and settlement in the United States.

**Essential Question A:** What issues accompanied MO statehood?

**Standards:** H.3.F.3.a NCSS-Theme 2 Time, Continuity, and Change- Discipline #1 History; C3-D2.His.2.3-5, D2.His.4.3-5, D2.His.5.3-5, D2.His.14.3-5, D2.Civ.5.3-5

**Academic Vocabulary:** Missouri Compromise

Lesson Plan		
<p><b>Supporting Question:</b>          What are the requirements for a territory to become a state and enter the U.S.?</p>	<p><b>Supporting Question:</b>          What were the problems MO faced when wanting to become a state?</p>	<p><b>Supporting Question:</b>          What was the United States’s solution to allowing Missouri to become a state?           What was the Missouri Compromise?</p>



<b>Formative Performance Task:</b> T-chart of issues faced by Missouri and solutions made to become a state	<b>Formative Performance Task:</b> T-chart of issues faced by Missouri and solutions made to become a state	<b>Formative Performance Task:</b> Label on a map free states, slave states, and the MO Compromise line.
--	--	---

**Summative Performance Task:**  
Write a paragraph about the early years of Missouri statehood using each term; pioneers, territory, Missouri Compromise, and Constitution

**Taking Informed Action:**  
If you could name our state capital after a person who made a significant contribution to Missouri, who would you choose and why? Write a paragraph explaining your choice and reasons.

**Interdisciplinary Connection:** Read the [MO Compromise](#) by Michael Borgan

Differentiation

<b>How will we respond if students have not learned?</b> <b>Interventions:</b> <ul style="list-style-type: none"> <li>● Reteach, pull small groups</li> <li>● Have 2 students who are opposed to the same issue reach a compromise</li> </ul>	<b>How will we respond if students have already learned?</b> <b>Extensions/Enrichments:</b> On a map of the U.S., list the year each state was admitted into the country
--	--

<b>Objective #5:</b> I can explain Westward Expansion and settlement in the United States.
<b>Essential Question B:</b> What was the importance of the Louisiana Purchase and the Lewis and Clark Expedition?
<b>Standards:</b> H.3.F.3.b NCSS-Theme 2 Time, Continuity, and Change- Discipline #1 History; C3-D2.His.1.3-5, D2.His.2.3-5, D2.His.3.3-5, D2.His.14.3-5
<b>Academic Vocabulary:</b> Louisiana Purchase

Lesson Plan

<p><b>Supporting Question:</b> What did Jefferson do in the early 1800's as it relates to the Louisiana Purchase?</p>	<p><b>Supporting Question:</b> Who were Lewis &amp; Clark?  What was the Lewis &amp; Clark Expedition?  Who were other significant members of the expedition and what were their contributions?</p>	<p><b>Supporting Question:</b> What was the significance of the expedition?</p>
<p><b>Formative Performance Task:</b> On a map, show how our country doubled in size with the Louisiana Purchase</p>	<p><b>Formative Performance Task:</b> List members of the expedition and their role</p>	<p><b>Formative Performance Task:</b> Discuss how Lewis &amp; Clark's findings helped other explorers</p>

<p><b>Summative Performance Task:</b> Create a timeline and map of Lewis &amp; Clark's journey</p>
<p><b>Taking Informed Action:</b> How do you think Native American groups reacted to the arrival of Lewis &amp; Clark? Why?</p>
<p><b>Interdisciplinary Connection:</b> Math-How many miles did the Lewis &amp; Clark Expedition cover?</p>

Differentiation

<p><b>How will we respond if students have not learned?</b> <b>Interventions:</b></p> <ul style="list-style-type: none"> <li>• Reteach, pull small groups</li> </ul>	<p><b>How will we respond if students have already learned?</b> <b>Extensions/Enrichments:</b></p> <ul style="list-style-type: none"> <li>• Write a journal entry from point of view of someone who explored with Lewis &amp; Clark.             <ul style="list-style-type: none"> <li>○ Write about one day on your journey.</li> <li>○ Describe the sights you see, the foods you ate, and the people you met.</li> <li>○ Be sure to include details about how the journey makes you feel.</li> </ul> </li> </ul>
--	--

**Objective #5:** I can explain Westward Expansion and settlement in the United States.

**Essential Question C:** What events occurred during the Westward Expansion?

**Standards:** H.3.F.3.C NCSS-Theme 2 Time, Continuity, and Change- Discipline #1 History; C3-D2.His.1.3-5, D2.His.2.3-5, D2.His.3.3-5, D2.His.14.3-5

**Academic Vocabulary:** Westward Expansion, “jumping off point”

Lesson Plan

<b>Supporting Question:</b> What is the Westward Expansion and why did it occur?	<b>Supporting Question:</b> What hardships did travelers experience?	<b>Supporting Question:</b> Why did Missouri become the “jumping off point” to the west?
---	---	---

<b>Formative Performance Task:</b> List various reasons why people left their homes and traveled west	<b>Formative Performance Task:</b> Create a “Settlers Beware” poster. List/draw dangers and hardships settlers would face.	<b>Formative Performance Task:</b> Locate Independence, MO on a map. Note it was located at the head of 2 important trails (Santa Fe and Oregon)
--	---	---

**Summative Performance Task:** On a map, show where the various trails were located

**Taking Informed Action:** Suppose you own a general store that supplies travelers heading west. Draw or write some of the things you would sell.

**Interdisciplinary Connection:** Read [Bound for Oregon](#). It discusses one family’s journey west.

Differentiation

**How will we respond if students have not learned?**

**Interventions:**

- Reteach, pull small groups

**How will we respond if students have already learned?**

**Extensions/Enrichments:**

- Create journal entries pretending your family was traveling West.
  - List specific places you passed, and difficulties experienced along the way.

**Objective #6:** I can understand the causes and consequences of the Civil War.

**Essential Question A:** What was Missouri's role in the Civil War?

**Standards:** H.3.G.3.a NCSS-Theme 2 Time, Continuity, and Change- Discipline #1 History; C3-D2.His.1.3-5, D2.His.2.3-5, D2.His.3.3-5, D2.His.4.3-5D2.His.14.3-5

**Academic Vocabulary:** border state, Union, Confederate, state's rights, secede

Lesson Plan

**Supporting Question:**

- Was Missouri a Union or Confederate state?
- Was Missouri a slave state or a free state?

**Supporting Question:**

What conflict did Missouri experience being a slave state and part of the Union?

**Supporting Question:**

What impact did Missouri have on the outcome of the Civil War?

**Formative Performance Task:**

Label Union states and Confederate states on a map.

**Formative Performance Task:**

Complete a T-chart comparing the Union and Confederacy. Include the number of states and beliefs.

**Formative Performance Task:**

Locate early Civil War battles fought in Missouri (Lexington, Boonville, Carthage, Wilson's Creek, Belmont)

**Summative Performance Task:** Create a timeline displaying important events concerning the Civil War in Missouri.

**Taking Informed Action:** After the Civil War, Abraham Lincoln wrote the Emancipation Proclamation announcing the freedom of enslaved people. Women often do not get paid the same as men. How can we ensure the equality of all people in our country?

**Interdisciplinary Connection:** We usually think of soldiers as just being men. Read a book on Francis Clalin, a woman who dressed up as a man to fight alongside her husband.

Differentiation

**How will we respond if students have not learned?**

**Interventions:**

Reteach, pull small groups

**How will we respond if students have already learned?**

**Extensions/Enrichments:**

Suppose you are a soldier during the Civil War. Write a letter to a friend that describes your food, clothing, shelter, and how you feel about being a soldier. Use the library and internet to help you with your research.

**Objective #6:** I can understand the causes and consequences of the Civil War.

**Essential Question B:** What impact did the Westward Expansion have on Native Americans in Missouri?

**Standards:** H.3.G.3.a NCSS-Theme 1 Culture and Cultural Diversity- Discipline #1 History; C3-D2.His.1.3-5, D2.His.2.3-5, D2.His.3.3-5, D2.His.4.3-5, D2.His.14.3-5, D2.His.16.3-5

**Academic Vocabulary:**

Lesson Plan

**Supporting Question:**

What happened to the Native Americans of Missouri?

Most left our state

**Supporting Question:**

**Supporting Question:**

**Formative Performance Task:**

Locate on a map where Native American tribes moved to reservations set aside by our government (Kansas and Oklahoma)

**Formative Performance Task:**

**Formative Performance Task:**

**Summative Performance Task:** Compare and contrast original Native American settlements to those after Westward Expansion. Notice how the settlements drastically changed in size.

**Taking Informed Action:** Discuss how the presence of settlers often kept Native Americans from hunting.

**Interdisciplinary Connection:** Read Buffalo Hunt by Russell Freedman.

Differentiation

**How will we respond if students have not learned?**

**Interventions:**

Reteach, pull small groups

**How will we respond if students have already learned?**

**Extensions/Enrichments:**

Research the hunting habits of Native Americans. Focus on how they used every part of the buffalo and wasted very little.

PROFICIENCY SCALE FOR THIS STANDARD

STANDARD: History		
SCORE	DESCRIPTION	SAMPLE TASKS
4.0	In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.	•
3.0	<p><b>The student:</b></p> <ul style="list-style-type: none"> <li>Describe the significance of individuals from Missouri who have made contributions to our state and national heritage</li> <li>Describe the contributions of Thomas Jefferson</li> <li>Explains Missouri’s role in the Civil War</li> <li>Explains issues of Missouri’s statehood such as the Missouri Compromise</li> <li>Sequences and describes the importance of the Louisiana Purchase and Lewis and Clark Expedition</li> <li>Summarizes the events of Westward Expansion including people’s motivations, their hardships, and Missouri as a jumping-off point to the West</li> <li>Evaluates the impact of Westward Expansion on the Native Americans in Missouri</li> <li>Describes the changes in education, transportation, and communication in Missouri since the Civil War</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>	<ul style="list-style-type: none"> <li>Assessments that have open questions of explain, describe, compare.</li> </ul>
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content.	
2.0	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>Recognizes or recalls specific terminology such as heritage, ethnic groups, settlements, Missouri Compromise, Louisiana Purchase, Thomas Jefferson, Lewis and Clark Expedition, Westward Expansion, Reconstruction</li> <li>Identifies significant individuals from Missouri</li> <li>Recalls important facts about Thomas Jefferson</li> <li>Recalls ethnic groups who came to Missouri and where they settled</li> <li>Recalls the role of Missouri in the Civil War and the issues Missouri faced with the Missouri Compromise</li> <li>Recalls important facts about the Louisiana Purchase and Lewis and Clark Expedition</li> <li>Recalls important facts about Westward Expansion in the United States</li> <li>Identifies changes in Missouri after the Civil War</li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>	<ul style="list-style-type: none"> <li>Assessments that have matching or clozed questions</li> </ul>
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.	
1.0	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>	

**Unit Overview - Unit 3 - Economics**

<p><b>Content Area:</b> Social Studies</p> <p><b>Course/Grade Level:</b> 3</p>	<p><b>Unit Title:</b> Economics</p> <p><b>Unit Duration:</b> 4-6 weeks</p>
<p><b>Materials/Instructional Resources For This Unit:</b></p> <ul style="list-style-type: none"> <li>• Magazines</li> <li>• Poster Board</li> <li>• Index cards</li> <li>• Chrome Books</li> </ul>	<p><b>Big Idea:</b></p> <ul style="list-style-type: none"> <li>• How does the economy play a part in each Missourians life?</li> </ul>
<p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>• Learners will gain knowledge of basic economic concepts.</li> <li>• Learners will understand the consequences of economic decisions.</li> <li>• Learners will understand the various types of taxes and their purposes.</li> <li>• Learners will understand factors that influence the economy.</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How are private good and services &amp; public good and services similar and different?</li> <li>• What is the difference between natural, capital and human resources?</li> <li>• What is the meaning of economy?</li> <li>• What is a cost benefit analysis?</li> <li>• What are taxes and how are they generated and what services do they provide?</li> <li>• What factors, past and present, have influenced changes in Missouri's economy?</li> </ul>

<p><b>Objective #1:</b> I can describe basic economic concepts.</p>
<p><b>Essential Question A:</b> How are private goods, public goods, and services similar and different?</p>
<p><b>Standards:</b> E.4.A.3.a; NCSS Theme #7 Production, Distribution and Consumption; Discipline #4 Economics; C3-D2.Eco.12.K-2, D2.Eco.12.3-5</p>
<p><b>Academic Vocabulary:</b> private goods, public goods, services</p>



Lesson Plan

<p><b>Supporting Question:</b></p> <ul style="list-style-type: none"> <li>• What are private goods?</li> <li>• What are some examples?</li>   <li>• What are public goods?</li> <li>• What are some examples?</li> </ul>	<p><b>Supporting Question:</b></p> <ul style="list-style-type: none"> <li>• How are private and public goods similar and different?</li> </ul>	<p><b>Supporting Question:</b></p> <ul style="list-style-type: none"> <li>• What are services?</li> <li>• How are goods and services similar and different?</li> </ul>
<p><b>Formative Performance Task:</b> Complete a T chart listing private and public good.</p> <p>(Public good for example is a public school because everyone benefits from it. Private good is offered by private companies and only certain people benefit from it.)</p>	<p><b>Formative Performance Task:</b> Complete Venn Diagram</p>	<p><b>Formative Performance Task:</b> Create T-chart fo everyday goods and services.</p>

<p><b>Summative Performance Task:</b> How does government help meet the needs of Missourian today?</p>
<p><b>Taking Informed Action:</b> Discuss: What would happen if there was no free public education in Missouri anymore? How would you get an education?</p>
<p><b>Interdisciplinary Connection:</b> Research the salaries of public service workers and make conclusions about city level vs state level workers.</p>

Differentiation

<p>How will we respond if students have not learned?</p> <p><b>Interventions:</b></p> <p>reteach, pull small groups</p>	<p>How will we respond if students have already learned?</p> <p><b>Extensions/Enrichments:</b></p> <p>Research various goods and services jobs in our country. Do more people work in the service industry or provide goods? DOes one option pay more?</p>
---	--

**Objective #1:** I can describe basic economic concepts.

**Essential Question B:** What is the difference between natural, capital, and human resources?

**Standards:** E.4.A.3.b; NCSS Theme #7 Production, Distribution and Consumption; Discipline #4 Economics; C3-D2.Eco.3.3-5

**Academic Vocabulary:** natural resources, capital resources, human resources

Lesson Plan

<b>Supporting Question:</b> What is a natural resource? What are some examples of natural resources in Missouri?	<b>Supporting Question:</b> What is a capital resource? What are some examples of capital resources in Missouri?	<b>Supporting Question:</b> What is a human resource? What are some examples of human resources in Missouri?
<b>Formative Performance Task:</b> Make lists of resources/chart Verbal discussions M/C constructed responses	<b>Formative Performance Task:</b> Add to list/chart	<b>Formative Performance Task:</b> Add to list/chart

**Summative Performance Task:** Find pictures of each type of resource in magazines and make posters.

**Taking Informed Action:** Research alternate sources of energy since natural resources are limited.

**Interdisciplinary Connection:** Design a pamphlet discussing one example of each type of resource.

Differentiation

How will we respond if students have not learned? Interventions: Pull small groups/Find examples of each type of resource in your posters.	How will we respond if students have already learned? Extensions/Enrichments: Select another state/country and discover examples of each type of resource available.
--	--

<b>Objective #1:</b> I can describe basic economic concepts.		
<b>Essential Question C:</b> What is the meaning of economy?		
<b>Standards:</b> GLE/CLE, C3, NCSS Theme #7 Production, Distribution and Consumption; Discipline #4 Economics; C3-D2.Eco.1.3-5, D2.Eco.2.3-5		
<b>Academic Vocabulary:</b> economy		
Lesson Plan		
<b>Supporting Question:</b> What does economy mean?	<b>Supporting Question:</b> What are consumers?  What role do they play in Missouri's economy?	<b>Supporting Question:</b> What are producers?  What role do they play in Missouri's economy?
<b>Formative Performance Task:</b> Discuss how communities depend on one another to get all goods/services needed.	<b>Formative Performance Task:</b> Write about a time you were a consumer.	<b>Formative Performance Task:</b> Write about a time you were a producer.

<b>Summative Performance Task:</b> How do producers and consumers help each other?
<b>Taking Informed Action:</b> How do consumers help decide the price of a product? Look at store ads, which store would shop at & list your reasons.
<b>Interdisciplinary Connection:</b> Read aloud Charlie Needs a Cloak, Strega Nona, or The Art Lesson by Tomie de Poala to review economic understanding.

Differentiation	
How will we respond if students have not learned? Interventions: Small groups/reteach	How will we respond if students have already learned? Extensions/Enrichments: Develop a new product. Create poster describing your product and discuss how you determined your price.

<b>Objective #2:</b> I can understand the consequences of economic decisions.		
<b>Essential Question:</b> What is a cost benefit analysis?		
<b>Standards:</b> GLE/CLE, C3, NCSS Theme #7 Production, Distribution and Consumption; Discipline #4 Economics; C3-D2.Eco.1.3-5, D2.Eco.2.3-5		
<b>Academic Vocabulary:</b> cost benefit analysis, opportunity cost		
Lesson Plan		
<b>Supporting Question:</b> What is a cost benefit analysis?	<b>Supporting Question:</b> What is an opportunity cost?	<b>Supporting Question:</b> How do supply and demand influence each other?
<b>Formative Performance Task:</b>  Pick a project for the class and discuss how much it would cost to make it. Weigh the cost vs benefit to decide if it is worth it.	<b>Formative Performance Task:</b>  Students make choices. Students will decide to give up something to get something else. Would it be worth it?	<b>Formative Performance Task:</b>  Give examples of supply and demand.

<b>Summative Performance Task:</b> Given a specific amount of money and multiple items wanted, students will decide how much the items cost that they want, determine how much they can afford, and what their opportunity cost would be.
<b>Taking Informed Action:</b> We have many options to get what we need. Research prices in a store vs online. Where should consumers choose to spend their money.
<b>Interdisciplinary Connection:</b> Have a class store with items priced. Give kids a set of money and talk about how to decide what to buy.

Differentiation	
How will we respond if students have not learned? Interventions: Small group/reteach Create flashcards with definitions of new vocabulary	How will we respond if students have already learned? Extensions/Enrichments: Choose a good or service you use. Write about what might cause the supply of that good or service to go down.

**Objective #3:** I can understand the various types of taxes and their purposes.

**Essential Question 1:** What are taxes and how are they generated?  
**Essential Question 2:** How are tax monies used and who benefits from tax-supported services?

**Standards:** E.4.C.3.a, E.4.C.3.b; NCSS Theme #7 Production, Distribution and Consumption; Discipline #4 Economics; C3-D2.Eco.12.K-2, D2.Eco.12.3-5

**Academic Vocabulary:** taxes, tax generation

Lesson Plan

<p><b>Supporting Question:</b>          What are taxes?           Why are they important?</p>	<p><b>Supporting Question:</b>          How does Missouri collect taxes?</p>	<p><b>Supporting Question:</b>          What are tax-supported services? What are some examples?</p>
<p><b>Formative Performance Task:</b>          Why is it important for every citizen to pay taxes?          Include an example of something for which tax money may be used.</p>	<p><b>Formative Performance Task:</b>          Create chart listing various taxes (sales, real estate, personal property)</p>	<p><b>Formative Performance Task:</b>          List examples of tax supported services.           Review public goods- public schools, roadways, fire stations, public libraries and park services.</p>

**Summative Performance Task:** Create a poster displaying the various things tax money is used for ie. fire trucks, police cars, stoplights, salaries of gov't workers.

**Taking Informed Action:** How would our lives be different if people did not pay their taxes? What services would not exist?

**Interdisciplinary Connection:** Get a pay stub and determine how much money is taking out of a paycheck.

**Differentiation**

<p><b>How will we respond if students have not learned?</b>  <b>Interventions:</b>          reteach, pull small groups</p>	<p><b>How will we respond if students have already learned?</b>  <b>Extensions/Enrichments:</b>          Given students a sales advertisement and determine actual prices including sales tax</p>
--	---

<b>Objective #4:</b> I can explain factors that influence the economy.		
<b>Essential Question:</b> What factors, past and present, have influenced changes in Missouri’s economy?		
<b>Standards:</b> E.4.D.3.; NCSS Theme #7 Production, Distribution and Consumption; Discipline #4 Economics; C3-D2.Eco.13.3-5, D2.His.2.3-5		
<b>Academic Vocabulary:</b> economy		
Lesson Plan		
<b>Supporting Question:</b> What factors have influenced changes in technology? <ul style="list-style-type: none"> <li>● Internet (weather reports for farmers)</li> <li>● Scanners to keep track of purchases</li> <li>● Cell phones, email, computers</li> </ul>	<b>Supporting Question:</b> What factors have influenced the movement of people in Missouri? <ul style="list-style-type: none"> <li>● Highways and rivers are excellent transportation resources- ship goods.</li> </ul>	<b>Supporting Question:</b>
<b>Formative Performance Task:</b> List examples of new technology.	<b>Formative Performance Task:</b> List examples of how people and goods are transported.	<b>Formative Performance Task:</b>

<b>Summative Performance Task:</b> How does technology help Missouri businesses?
<b>Taking Informed Action:</b> As Missouri continues to produce goods, provide services, how is our environment changing (trees cut down, pollution created)? What changes can we make to ensure a quality environment?
<b>Interdisciplinary Connection:</b> Compare prices of goods like bread and milk from the 1960s and figure out what percentage of increase took place. Discuss the reasons for the increase.

<b>Differentiation</b>	
<b>How will we respond if students have not learned?</b> <b>Interventions:</b> reteach, pull small groups	<b>How will we respond if students have already learned?</b> <b>Extensions/Enrichments:</b> Research international trade- find examples of good exported from MO to other countries.

PROFICIENCY SCALE FOR THIS STANDARD

STANDARD: Economics		
SCORE	DESCRIPTION	SAMPLE TASKS
4.0	In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.	•
3.0	<p><b>The student:</b></p> <ul style="list-style-type: none"> <li>• Analyzes how needs are met by groups and organizations</li> <li>• Explains how the state gets the money it needs to provide goods and services, especially by the collection of taxes</li> <li>• Explains supply and demand</li> <li>• Interprets past, explains present and predicts future consequences of economic decisions</li> <li>• Explains how households, businesses, and governments affect one another</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>	<ul style="list-style-type: none"> <li>• Assessments that have open questions of explain, describe, compare</li> </ul>
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content.	
2.0	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>• Recognizes or recalls specific terminology such as needs, wants, goods, services, taxes, economic, supply, demand, saving, interdependent</li> <li>• List ways needs are met by groups and organizations</li> <li>• Identifies how the state gets its money and what they may use it for</li> <li>• Recognizes the consequences of economic decisions</li> <li>• Recognizes the effects of economic decisions between households, businesses, and governments                             <ul style="list-style-type: none"> <li>○</li> </ul> </li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>	<ul style="list-style-type: none"> <li>• Assessments that have matching or clozed questions</li> </ul>
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.	
1.0	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>	

**Unit Overview - Unit 4 - Geography**

**Content Area:** Social Studies

**Unit Title:** Geography

**Course/Grade Level:** 3

**Unit Duration:** 4-6 weeks

**Materials/Instructional Resources For This Unit:**

- maps of Missouri (past & present)
- photographs and prints of Missouri's landmarks (past & present)
- examples of different kinds of maps, such as physical, political, resource, climate, and grid
- textbook
- social studies trade books

**Big Idea:** Geography

**Enduring Understandings:**

By constructing maps and reading maps, learners will understand where people, places and resources are located. Why they are there and why does it matter. They will explore the effect of the environment on human activities and impact of the activities on the environment within Missouri.

**Essential Questions:**

- Why is it important to be able to read a map?
- What are the major cities, rivers, regions, and borders states of Missouri and can you locate them?
- How can we find an absolute location using a grid system?
- What are the physical and human characteristics of Missouri?
- How are Missourians affected by, depend on, adapt to and change their physical environments (past and present)?
- How do changes in communication and transportation technologies affect people's lives?
- How are Missouri's regions similar to and different from one another?
- How has geography impacted Missouri's past and present?

**Objective #1:** I can read and construct maps.

**Essential Question:** Why is it important to be able to read a map?

**Standards:** GLE/CLE - EG.5.A.3; C3- D2.Geo.1.3-5, D2.Geo.2.3-5, D2.Geo.3.3-5; NCSS- Theme 3: People, Places & Environment, Discipline 2: Geography

**Academic Vocabulary:** Map, cardinal directions, compass rose, map key, symbols



Lesson Plan

<p><b>Supporting Question:</b>          What is a map?          What are the components of reading a map?</p> <ul style="list-style-type: none"> <li>● Cardinal Directions</li> <li>● Intermediate Directions</li> <li>● Compass Rose</li> <li>● Map Scale</li> <li>● Map Key</li> <li>● Longitude/Latitude</li> </ul>	<p><b>Supporting Question:</b>          What are the different kinds of maps?</p> <ul style="list-style-type: none"> <li>● Physical Map</li> <li>● Political Map</li> <li>● Resource Map</li> <li>● Climate Map</li> <li>● Grid Map</li> </ul>	<p><b>Supporting Question:</b></p>
<p><b>Formative Performance Task:</b></p> <ul style="list-style-type: none"> <li>● Draw a simple map of the classroom in a grid.</li> <li>● Instruct students to include a title, compass rose, and a map key with symbols.</li> <li>● Have students write at least two questions about their map and exchange their maps and questions with a partner.</li> </ul>	<p><b>Formative Performance Task:</b></p> <ul style="list-style-type: none"> <li>● Show students different kinds of maps.</li> <li>● Create statements about the different maps.</li> <li>● Ask students to identify whether your statements are true or false. If the statement is false, ask a student to restate it so it is true.</li> </ul>	<p><b>Performance Task:</b></p>

<p><b>Summative Performance Task:</b></p>
<p><b>Taking Informed Action:</b> Discuss how maps are useful in our society today, including satellite maps. How does technology help us locate places today?</p>
<p><b>Interdisciplinary Connection:</b>          1- Reading; Maps are important to solving mysteries. A-Z Mystery books include a map at the beginning of each book. Students use the map to help them follow the story and solve the mystery.          2- Math: Coordinate grid maps in math can also be used to find absolute locations.</p>

**Differentiation**

**How will we respond if students have not learned?**

**Interventions:**

Reteach, pull small groups of students.  
 Show students different maps.  
 Have them identify the map elements.

**How will we respond if students have already learned?**

**Extensions/Enrichments:**

Give students different kinds of maps.  
 Each student writes questions about his/her map. Students exchange their maps and questions.

**Objective #2:** I can understand the concept of location on a map..

**Essential Question:** What are the major cities, rivers, regions, and borders states of Missouri and can you locate them?  
 How can we find an absolute location using a grid system?

**Standards:** GLE - EG.5.B.3.a.b; C3- D2.Geo.1.3-5, D2.Geo.2.3-5, D2.Geo.3.3-5; NCSS Theme 3: People, Places & Environment, Discipline 2: Geography

**Academic Vocabulary:** regions, border states, absolute location, grid system

Lesson Plan

**Supporting Question:**

Where are the following cities located on the map of Missouri?

- Kansas City
- Springfield
- St. Louis
- Jefferson City
- Columbia
- St. Charles

Use a grid system to find the absolute location of these cities.

**Supporting Question:**

What are the major rivers and border states of Missouri?

- Missouri River
- Mississippi River
- Arkansas
- Illinois
- Iowa
- Kansas
- Kentucky
- Nebraska
- Oklahoma
- Tennessee

**Supporting Question:**

What are the five regions of Missouri?

- Glaciated Till Plains
- Osage Plains
- Ozark Highlands
- Mississippi Lowlands
- Alluvial River Plains

<p><b>Formative Performance Task:</b></p> <ul style="list-style-type: none"> <li>• Students will be given a blank map of Missouri</li> <li>• Students will locate each of the cities in the supporting question.</li> </ul>	<p><b>Formative Performance Task:</b></p> <ul style="list-style-type: none"> <li>• Students will be given a blank map of the U.S.</li> <li>• Students will label Missouri, the bordering states, and the Mississippi and Missouri Rivers.</li> </ul>	<p><b>Formative Performance Task:</b></p> <ul style="list-style-type: none"> <li>• Students will make a chart naming the five regions and the specific landforms in each region.</li> </ul>
---	--	---

<p><b>Summative Performance Task:</b> Create a salt dough map of Missouri and bordering states, including the Missouri and Mississippi Rivers.</p>
<p><b>Taking Informed Action:</b> Students will discuss how the landforms in Missouri’s five regions affect the lives of the people who live there today. How can these problems be addressed</p>
<p><b>Interdisciplinary Connection:</b> Writing-persuasive-Explain why you think one river (Mississippi or Missouri) is more important than the other. Writing-narrative- Write a letter to a friend describing the region you live in.</p>

<p style="text-align: center;"><b>Differentiation</b></p>	
<p><b>How will we respond if students have not learned?</b> <b>Interventions:</b> Reteach, pull small groups of students</p>	<p><b>How will we respond if students have already learned?</b> <b>Extensions/Enrichments:</b> Make a travel brochure highlighting why someone should visit Missouri</p>

<p><b>Objective #3:</b> I can understand the concept of place.</p>
<p><b>Essential Question:</b> What are the physical and human characteristics of Missouri?</p>
<p><b>Standards:</b> GLE- EG.5.C.3.a.b; C3- D2.Geo.2.3-5, D2.Geo.3.3-5, D2.Geo.8.3-5; NCSS- Theme 3: People, Places &amp; Environment; Discipline 2: Geography</p>
<p><b>Academic Vocabulary:</b> physical characteristics, human characteristics</p>

Lesson Plan

<p><b>Supporting Question:</b> What physical characteristics are found in Missouri?</p> <ul style="list-style-type: none"> <li>● different landforms (topography)</li> <li>● climate</li> <li>● relationship to water</li> <li>● ecosystems</li> </ul>	<p><b>Supporting Question:</b> How are the physical characteristics different from each other? How are they similar?</p> <p>(See previous supporting question for physical characteristics.)</p>	<p><b>Supporting Question:</b> How can living near different types of landforms or bodies of water affect how people in that region live? (architectural structures, recreational activities, economics, transportation)</p> <p>What types of communication networks are available to Missourians?</p> <ul style="list-style-type: none"> <li>● phones</li> <li>● internet</li> <li>● postal service</li> </ul>
<p><b>Formative Performance Task:</b> Review physical characteristics in previous regions.</p>	<p><b>Formative Performance Task:</b> Student chooses two different regions comparing and contrasting the physical characteristics using a Venn Diagram or a T-chart.</p>	<p><b>Formative Performance Task:</b></p> <ul style="list-style-type: none"> <li>● Students look at a map of Missouri, which gives information about Missouri’s geography, including bodies of water, other landforms, and state parks.</li> <li>● Students will locate a specific place and think of what kinds of activities people could experience when living in that area.</li> </ul>

<p><b>Summative Performance Task:</b> Students will write a description of where their town is located in terms of landforms. Students will explain the various activities they enjoy in relation to the geography of the land and bodies of water.</p>
<p><b>Taking Informed Action:</b> Discuss how taking care of our landforms and bodies of water in our area are important to the region.</p>
<p><b>Interdisciplinary Connection:</b> Math-Find measurements of mountains, hills, length of rivers in Missouri</p>

Differentiation

<p><b>How will we respond if students have not learned?</b> <b>Interventions:</b> Reteach, pull small groups of students</p> <p>Review different types of landforms found in Missouri</p>	<p><b>How will we respond if students have already learned?</b> <b>Extensions/Enrichments:</b> Students will choose a location in Missouri. After researching, students will create a poster or Google document to persuade others to visit this area.</p>
---	--

**Objective #4:** I can understand the human-environment interactions within Missouri.

**Essential Question:** How are Missourians affected by, depend on, adapt to and change their physical environments (past and present)?

**Standards:** GLE/CLE- EG.5.D.3; C3- D2.Geo.2.3-5, D2.Geo.7.3-5, D2.Geo.8.3-5, D2.Geo.9.3-5; NCSS - Theme 3: People, Places, and Environments; Discipline 2: Geography

**Academic Vocabulary:** environments

Lesson Plan

**Supporting Question:**

How do we depend on the environment?

**Supporting Question:**

How do people change the environment?

i.e. Lake of the Ozarks, building dams, cutting down trees, increase in pollution

**Supporting Question:**

How does the environment influence human activity?

- natural disasters

**Formative Performance Task:**

Missouri is rich in natural resources.  
Make a chart of Missouri's renewable and nonrenewable resources.

**Formative Performance Task:**

Exit Slip:  
Rivers are a valuable resource, but present a danger because of flooding.  
Explain what actions people have taken to control flooding.  
Or  
How has pollution changed our environment?

**Formative Performance Task:**

Missouri is located in an area of the country that is prone to tornado activity.  
Research the damage done by tornadoes in Missouri.

**Summative Performance Task:** Explain why it is important to protect our environment. State and explain at least two ways we can protect our environment.

**Taking Informed Action:** Describe the "three R's" of recycling: reduce, reuse, and recycle. In small groups make a poster to hang around school to remind students to limit the resources they have.

**Interdisciplinary Connection:** Read trade books about recycling.

**Differentiation**

<p>How will we respond if students have not learned? Interventions:</p> <p>Reteach. Pull small groups of students.</p>	<p>How will we respond if students have already learned? Extensions/Enrichments:</p> <p>Do research to find out how different types of materials are recycled. Write a paragraph explaining how one type is recycled.</p>
--	---

**Objective #5:** I can understand relationships between and among places.

**Essential Question:** How do changes in communication and transportation technologies affect people’s lives?

**Standards:** GLE/CLE- EG.5.E3; C3- D2.Geo.4.3-5, D2.Geo.5.3-5, D2.Geo.6.3-5, D2.Geo.7.3-5, D2.Geo.9.3-5, D2.His.2.3-5, D2.His.3.3-5, D2.His.14.3-5, NCSS- Theme 2: Time, Continuity, and Change; Theme 3: People, Places & Environment; Theme 8: Science, Technology, and society; Discipline 1: History; Discipline 2: Geography

**Academic Vocabulary:**

Lesson Plan

<p><b>Supporting Question:</b> In terms of communication, how was life in the past similar to and different from life today?</p> <p>How has communication evolved with our new technologies?</p>	<p><b>Supporting Question:</b> In terms of transportation, how was life in the past similar to and different from life today?</p> <p>How has transportation evolved with our new technologies?</p>	<p><b>Supporting Question:</b></p>
<p><b>Formative Performance Task:</b></p> <p>Write a paragraph how the new technologies of the “Roaring Twenties” changed the way people communicated. Then compare and contrast that to the technology we use today.</p>	<p><b>Formative Performance Task:</b></p> <p>Write a paragraph about how the railroads helped Missouri grow quickly in the late 1800s.</p> <p>Write a paragraph how the new technologies of the “Roaring Twenties” changed the way people traveled.</p>	<p><b>Formative Performance Task:</b></p>

**Summative Performance Task:** Make a Venn-diagram or T-chart comparing and contrasting the transportation and technology of today with those of the past.

**Taking Informed Action:** Discuss why it is important to businesses today that Missouri has many highways and rivers. What can we do to make sure our highways and rivers are safe? How would it affect the businesses in Missouri if they were not reliable?

**Interdisciplinary Connection:** Read related trade books about inventors of that time.

#### Differentiation

How will we respond if students have not learned?

Interventions:

Reteach. Pull small groups.

Write a paragraph comparing and contrasting railroad travel to wagon travel.

How will we respond if students have already learned?

Extensions/Enrichments:

Create a powerpoint or Google document comparing and contrasting the mail delivery from the 1860s until today.

**Objective #6:** I can understand relationships between and among regions.

**Essential Question:** How are Missouri's regions similar to and different from one another?

**Standards:** GLE/CLE- EG.5.F3; C3- D2.Geo.2.3-5, D2.Geo.3.3-5, D2.Geo.4.3-5, D2.Geo.6.3-5, D2.Geo.8.3-5; NCSS- Theme 3: People, Places & Environment; Discipline 2: Geography

**Academic Vocabulary:** regions

#### Lesson Plan

**Supporting Question:**

How are rural, suburban, and urban regions similar to and different from one another?

**Supporting Question:**

How are landscapes of each Missouri region similar to and different from one another?

- Glaciated Till Plains
- Osage Plains
- Ozark Highlands
- Mississippi Lowlands
- Alluvial River Plains

**Supporting Question:**

<p><b>Formative Performance Task:</b></p> <ul style="list-style-type: none"> <li>• Whole group, read “Country Mouse, City Mouse.” Make a Venn Diagram to list out similarities and differences between two mice.</li> <li>• After researching more, have students write a paragraph about how rural, suburban, and urban regions are similar and different.,</li> </ul>	<p><b>Formative Performance Task:</b></p> <ul style="list-style-type: none"> <li>• Complete a project or poster to draw and illustrate different types of regions</li> <li>• Compare and contrast (using a Venn Diagram) different types of regions</li> </ul>	<p>Formative Performance Task:</p>
---	--	------------------------------------

<p><b>Summative Performance Task:</b> Label and identify each one of Missouri’s regions.</p>
<p><b>Taking Informed Action:</b> Pick a region that you would like to visit, and research interesting facts about your region. Create travel brochure or poster for one of the regions. Write about living in a region that is unfamiliar/different than what you’re used to. Write about the similarities and differences between where you currently live from the region you chose to write about.</p>
<p><b>Interdisciplinary Connection:</b> Informational Writing-Research one region and write an informational story on that region.</p>

<p style="text-align: center;"><b>Differentiation</b></p>	
<p><b>How will we respond if students have not learned?</b>  <b>Interventions:</b>  Reteach  Provide additional visuals and opportunities for hands on activities  Color provided pictures of different types of landforms</p>	<p><b>How will we respond if students have already learned?</b>  <b>Extensions/Enrichments:</b>  Create a powerpoint, using pictures, illustrations, and descriptions about each region of Missouri.</p>

<p><b>Objective #7:</b> I can use geography to interpret, explain, and predict life experiences in Missouri’s past and present.</p>
<p><b>Essential Question:</b> How has geography impacted Missouri’s past and present?</p>
<p><b>Standards:</b> GLE/CLE- EG.5.G.3; C3- D2.Geo.4.3-5, D2.Geo.5.3-5, D2.Geo.6.3-5, D2.Geo.7.3-5, D2.Geo.8.3-5, D2.Geo.9.3-5, NCSS- Theme 2: Time, Continuity, and Change; Theme 3: People, Places &amp; Environment; Discipline 2: Geography</p>
<p><b>Academic Vocabulary:</b> floodplain</p>



**Lesson Plan**

<p><b>Supporting Question:</b> Why have rivers played an important role in human transportation?</p>	<p><b>Supporting Question:</b> What would be a good location for a city and why?</p>	<p><b>Supporting Question:</b> What would likely happen if a city was built in a floodplain?</p>
<p><b>Formative Performance Task:</b></p> <p>Make a KWL chart to access prior knowledge. Show a picture or video of a river. Discuss rivers that are in Missouri. Talk about past and present use of rivers.</p>	<p><b>Formative Performance Task:</b></p> <p>Brainstorm whole group where a good location for a city would be. Have students explain their answers.</p> <p>Conclude as a class where would the best place be to have a city (where there is a source of water)</p> <p>Have students get into groups and make a poster about the City of St. Charles.. In the poster include:</p> <ul style="list-style-type: none"> <li>● Where it is located?</li> <li>● Why did early settlers decide to reside by the river?</li> <li>● What benefits are there to living by a river?</li> <li>● Are there other successful cities in the country that are next to a river?</li> </ul>	<p><b>Formative Performance Task:</b></p> <p>Review the term floodplain. Show picture examples and discuss devastation in areas around us that have been affected by living in a floodplain.</p> <p>Have students fill out exit slip: Are there any floodplains near where we live? What are the risks of building a city in a floodplain?</p>

<p><b>Summative Performance Task:</b> Write a paragraph about where and why early settlers build their cities. Is that still true today?</p>
<p><b>Taking Informed Action:</b> Where would you want to build a new house and why?</p>
<p><b>Interdisciplinary Connection:</b> Read nonfiction texts about how rivers has been crucial to human water transportation.</p>

**Differentiation**

<p><b>How will we respond if students have not learned?</b> <b>Interventions:</b></p> <p>Reteach, pull small groups</p>	<p><b>How will we respond if students have already learned?</b> <b>Extensions/Enrichments:</b></p> <p>Imagine that you're an explorer looking to build a city in a whole new location. In order to get funding to start your city, you need to think about the livelihood of your city and what would make it thrive. In a paragraph and illustration write about what location would you want to build your city in, in order to get the proper "funds" to build your new city.</p>
---	--

**PROFICIENCY SCALE FOR THIS STANDARD**

<b>STANDARD: Geography</b>		
<b>SCORE</b>	<b>DESCRIPTION</b>	<b>SAMPLE TASKS</b>
<b>4.0</b>	<b>In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.</b>	•
<b>3.0</b>	<p><b>The student:</b></p> <ul style="list-style-type: none"> <li>• Constructs and interprets maps of Missouri including the cities of Kansas City, Springfield, St. Louis, Jefferson City, Columbia, and St. Joseph</li> <li>• Compares regions of Missouri</li> <li>• Uses geography to interpret the past and predict future consequences</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>	<ul style="list-style-type: none"> <li>• Assessments that have open questions of explain, describe, compare</li> </ul>
<b>2.5</b>	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content.	
<b>2.0</b>	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>• Recognizes or recalls specific terminology such as geography, region, consequences</li> <li>• Labels the parts of a Missouri map</li> <li>• Identifies the geographical regions of Missouri</li> <li>• Recalls accurate statements about geography to interpret the past and predicts future consequences</li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>	<ul style="list-style-type: none"> <li>• Assessments that have matching or closed questions</li> </ul>
<b>1.5</b>	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.	
<b>1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>	

**Unit Overview - Unit 5 - People, Places and Culture**

**Content Area:** Social Studies

**Unit Title:** People, Places and Culture

**Course/Grade Level:**3

**Unit Duration:** 4-6 weeks

**Materials/Instructional Resources For This Unit:**

- United States map
  - Photographs of different cultures
  - Literature:
    - On the Way Home by Laura Ingalls Wilder
    - Boss of the Plains- The Hate that Won the West by Laurie Carlson
    - Missouri: The Show Me State by Judy Young
    - Buffalo Woman by Paul Goble
  - Song: The Missouri Waltz
  - List of festivals held in Missouri
- Counselors

**Big Idea:** How does geography affect the way people live? What happens when different people first meet?

**Enduring Understandings:**

- Learners will understand how people create, learn, share and adapt to culture.
- Learners will appreciate the role of culture in shaping their lives and the society in which they live.
- Learners will understand how cultural beliefs, behaviors and values allow human groups to solve the problems of daily living.
- Learners will understand how culture may change in response to changing needs and concerns.
- Learners will understand how various aspects of culture influence its literature, music and art.

**Essential Questions:**

- How does our culture make us similar and different?
- How can we resolve a conflict?
- How do stories and songs help us learn about the cultural history of Missouri?
- How do people in Missouri preserve their cultural heritage?
- How has the role of various cultural groups in Missouri changed throughout history?

**Objective #1:** I can explain that “culture” refers to the behaviors, beliefs, values, traditions, institutions, and ways of living together of a group of people.

**Essential Question:** How does our culture make us similar and different?

**Standards:** GLES RI.6.A.3, C3 D2.Geo.3.3-5, D.2.Geo.4.3-5, NCSS-Theme 1 Culture; Theme 2-People, Places, and Environments; Theme 3-Individual Development and Identity; Discipline 1: History; Discipline: Geography

**Academic Vocabulary:** Cultural characteristics, diversity, customs

Lesson Plan

**Supporting Question:**

What is culture?

**Supporting Question:**

How are groups of people alike and different?

- Language
- Traditions
- Celebrations
- Customs
- Holidays
- Artistic Expression
- Food
- Dress

**Supporting Question:**

How are the cultural characteristics of people living in Missouri different from other regions in our nation?

**Formative Performance Task:**

- Display photographs to represent the cultures of North America.
- Ask students, “Which photograph represents the United States? Why?”

**Formative Performance Task:**

- Answer survey questions about each child’s culture
- Hold a class discussion about the cultures found in the classroom
- What are some of the traits that make up culture?

**Formative Performance Task:**

- Research the culture of each of these regions;
  - Northeast
  - Southeast
  - Midwest (Missouri)
  - Southwest
  - West

**Summative Performance Task:**

The U.S. has a diverse culture. Some characteristics are specific to each region. Some characteristics are the same across the country. Complete a chart with the information they learned about each region and its culture.

**Taking Informed Action:**

Students discuss the different cultures represented in their school. Students address the issues of different cultures and how they should relate to each other at school and in our community.

**Interdisciplinary Connection:** Write about different traditions and celebrations students experience in their families or communities.

**Differentiation**

**How will we respond if students have not learned?**

**Interventions:**

Reteach, pull small groups of students. Explain why customs are important.

**How will we respond if students have already learned?**

**Extensions/Enrichments:**

Use the internet to research the history of customs from another culture. Give examples of how these customs have been integrated into the culture of the U.S.

**Objective #2:** I can take part in a constructive process or method for resolving conflicts (such processes or methods include; identifying the problem, listing alternatives, selecting criteria for judging the alternatives, evaluating the alternatives and making a decision.)

**Essential Question:** How can we resolve conflict?

**Standards:** GLE-RI.6.B3, C3- D2.Civ.3.3-5, D2.Civ.6.3-5, D2.Civ.7.3-5, D2.Civ.11.3-5; NCSS-Theme 10- Civic Ideals and Practices, Discipline 3: Civics and government

**Academic Vocabulary:** conflict, resolution

Lesson Plan

**Supporting Question:**

What is a conflict?  
What is a resolution?

**Supporting Question:**

How can we resolve conflict in the classroom, on the playground, at home, etc.?

Supporting Question:

**Formative Performance Task:**

- Students will write about a conflict they experienced at school or at home.
- Students will explain how the conflict was resolved

**Formative Performance Task:**

- Role play several different ways to resolve conflicts

**Formative Performance Task:**

**Summative Performance Task:**

- Students will create a situation of possible conflict
- Students will role play at least two ways to resolve the conflict

**Taking Informed Action:**

- Students will understand how conflicts can be resolved
- Students will discuss how they can help resolve conflicts on the playground or different areas in their school

**Interdisciplinary Connection:** Reading: Read books about people who have experienced conflict in their lives and how they chose to overcome it.

**Differentiation**

<p><b>How will we respond if students have not learned?</b>  <b>Interventions:</b>                  Reteach, pull small groups of students, role play</p> <p><b>Resource:</b> Counselors</p>	<p><b>How will we respond if students have already learned?</b>  <b>Extensions/Enrichments:</b>                  Express through powerpoint presentations or Google documents how conflicts can be resolved</p>
--	---

<p><b>Objective #3:</b> I can research stories and songs that reflect the cultural history of Missouri.</p>
<p><b>Essential Question:</b> How do stories and songs help us to learn about the cultural history of Missouri?</p>
<p><b>Standards:</b> GLE-RI.6.C.3; C3- D2.His.9.3-5, D2.His.10.3-5, D2.His.12 3-5, D2.Geo.4.3-5; NCSS- Theme 1 Culture; Theme 2: Time, Continuity, and Change; Theme 3: People, Places, and Environments; Discipline 1: History; Discipline 2: Geography</p>
<p><b>Academic Vocabulary:</b></p>

Lesson Plan

<p><b>Supporting Question:</b>                  How can stories tell us about Missouri’s cultural history?</p>	<p><b>Supporting Question:</b>                  How can songs tell us more about the culture of Missouri?</p>	<p><b>Supporting Question:</b></p>
<p><b>Formative Performance Task:</b>                  Research these stories</p> <ul style="list-style-type: none"> <li>● <u>On the Way Home</u> by Laura Ingalls Wilder</li> <li>● <u>Boss of the Plains, The Hat That Won the West</u> by Laurie Carlson</li> <li>● “Missouri! The Show Me State!” By Judy Young</li> <li>● <u>Buffalo Women</u> by Paul Goble</li> </ul>	<p><b>Formative Performance Task:</b>                  Research “The Missouri Waltz” and other songs of the area</p>	<p><b>Formative Performance Task:</b></p>

<b>Summative Performance Task:</b> Construct a poster or presentation that explains how a story or song helps us learn more about the cultural history of Missouri.
<b>Taking Informed Action:</b> Students will understand the importance of informing others about the songs and stories of Missouri. Students will inform their families about a song or story important to Missouri.
<b>Interdisciplinary Connection:</b> Music: Music teachers can instruct the students about the “Missouri Waltz” and other songs of Missouri.

<b>Differentiation</b>	
<p><b>How will we respond if students have not learned?</b>  <b>Interventions:</b>  Reteach, pull small groups of students</p>	<p><b>How will we respond if students have already learned?</b>  <b>Extensions/Enrichments:</b>  Express through powerpoint presentations, Google documents, how other cultures have influenced music in our area, such as jazz, blues, ragtime, bluegrass, and other music.</p>

<b>Objective #4:</b> I can describe how people in Missouri preserve their cultural heritage.		
<b>Essential Question:</b> How do people in Missouri preserve their cultural heritage?		
<b>Standards:</b> GLE-RI.6.D.3; C3- D2.Geo.4.3-5, D2.Geo.5.3-5, D2.Geo.6.3-5; NCSS-Theme 1 Culture ; Theme 3: People, Places, and Environments; Theme 4: Individual Development and Identity; Theme 9: Global Connections; Discipline 1: History; Discipline 2: Geography		
<b>Academic Vocabulary:</b> cultural heritage, symbols, ethnic groups		
Lesson Plan		
<p><b>Supporting Question:</b>  What does cultural heritage mean?</p>	<p><b>Supporting Question:</b>  How can festivals help share the history and traditions of people who share the same culture with others?</p>	<p><b>Supporting Question:</b>  How can our cultural heritage be preserved through museums and state parks?</p>
<p><b>Formative Performance Task:</b>  Write a paragraph explaining the term cultural heritage. Give an example.</p>	<p><b>Formative Performance Task:</b>  Answer the question, “Why do Missourians hold festivals in our state? Give an example.”</p>	<p><b>Formative Performance Task:</b>  Explain how a specific museum or state park preserves our cultural heritage in Missouri.</p>

**Summative Performance Task:** Students choose a festival, museum, state park, or state symbol to research and create a visual aid to present to the class

**Taking Informed Action:**

- Brainstorm a list of festivals in our area of St. Charles
- Discuss how we can promote these to our community to help others understand how important each one is to our cultural heritage

**Interdisciplinary Connection:** Reading/Writing: Write a nonfiction piece using a festival the student has attended as the main idea and adding supporting details.

**Differentiation**

**How will we respond if students have not learned?**

**Interventions:**

Reteach, pull small groups of students

**Resource:** Counselors

**How will we respond if students have already learned?**

**Extensions/Enrichments:**

Express through powerpoint presentations or Google documents on several festivals or state parks in Missouri and how they preserve our cultural heritage

**Objective #5:** I can explain how culture may change in response to changing needs and concerns.

**Essential Question:** How has the role of various cultural groups in Missouri changed throughout history?

**Standards:**

GLE -RI.6.E.3, C3 - D2.Geo.4.3-5, D2. Geo 5.3-5, D2. Geo.6.3-5, D2.Geo.7.3-5, D2.His.3.3-5, D2.His.4.3-5; NCSS-Theme 1: Culture; Theme 2: Time, Continuity, and Change; Theme 3: People, Places, and Environments; Discipline 1: History; Discipline 2: Geography

**Academic Vocabulary:** roles, immigrants



Lesson Plan				
<p><b>Supporting Question:</b> How do cultures change over time in response to changing needs and concerns?</p>	<p><b>Supporting Question:</b> How has the role of Native Americans changed throughout Missouri's history?</p>	<p><b>Supporting Question:</b> How has the role of immigrants changed throughout Missouri's history?</p>	<p><b>Supporting Question:</b> How has the role of African Americans changed?</p>	<p><b>Supporting Question:</b> How has the role of women and other groups changed throughout history?</p>
<p><b>Formative Performance Task:</b> Students will write a paragraph about how their needs and concerns have changed throughout their life.</p>	<p><b>Formative Performance Task:</b> Research a group of Native Americans. Explain how their needs and concerns have changed.</p> <ul style="list-style-type: none"> <li>● Osage</li> <li>● Iowa</li> <li>● Sac &amp; Fox</li> <li>● Missouri</li> <li>● Cahokians</li> <li>● Adena</li> <li>● Hopewell</li> </ul>	<p><b>Formative Performance Task:</b> Research a group of immigrants who came to Missouri. Explain how their needs and concerns have changed.</p> <ul style="list-style-type: none"> <li>● German</li> <li>● Irish</li> <li>● Korean</li> <li>● China</li> <li>● Mexico</li> <li>● Canada</li> <li>● Vietnam</li> <li>● Etc.</li> </ul>	<p><b>Formative Performance Task:</b> Research the roles of African Americans at different times in Missouri's history.</p> <ul style="list-style-type: none"> <li>● Buffalo soldiers</li> <li>● Equal rights</li> <li>● Tenant farmers</li> <li>● Civil War</li> <li>● Slavery</li> <li>● Underground Railroad</li> </ul>	<p><b>Formative Performance Task:</b> Research the role of women in Missouri's history.</p> <ul style="list-style-type: none"> <li>● Buffalo soldiers</li> <li>● Civil War</li> <li>● In factories</li> <li>● As pioneers</li> <li>● Suffrage</li> <li>● Laura Ingalls Wilder</li> </ul>

**Summative Performance Task:** Make a timeline showing how the role of one of these groups has changed throughout Missouri's history.

- Taking Informed Action:**
- Students will assess the changes and importance of each of these cultural groups
  - Students will discuss other ways these groups may change in the future
  - Students will discuss what they can do to help any concerns

**Interdisciplinary Connection:** Reading: Read books about any of these various cultural groups throughout history.

## Differentiation

**How will we respond if students have not learned?**

**Interventions:**

Reteach, pull small groups of students

**How will we respond if students have already learned?**

**Extensions/Enrichments:**

- Imagine yourself as a member of one of these groups of people
  - Create a journal explaining how your needs and concerns have changed throughout time
- OR**
- Work in small groups to create a mural that shows the important events and movements that led to equal rights for women and African Americans in the U.S.

PROFICIENCY SCALE FOR THIS STANDARD

STANDARD: Culture		
SCORE	DESCRIPTION	SAMPLE TASKS
4.0	In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.	•
3.0	<p><b>The student:</b></p> <ul style="list-style-type: none"> <li>Describe the process of conflict resolution</li> <li>Explain how stories and songs help us learn about the cultural history of Missouri</li> <li>Describe how the role of various cultural groups (Native American, immigrants, African American, and women) in Missouri has changed throughout history</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>	<ul style="list-style-type: none"> <li>Assessments that have open questions of explain, describe, compare</li> </ul>
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content.	
2.0	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>Recognizes or recalls specific terminology, such as cultural characteristics, cultural heritage, and symbols</li> <li>Recall the state song- the Missouri Waltz</li> <li>Recall the names of various Missouri museums, state parks, state symbols, and festivals</li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>	<ul style="list-style-type: none"> <li>Assessments that have matching or closed questions</li> </ul>
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.	
1.0	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>	

**Unit Overview - Unit 6 - Social Science Inquiry**

<p><b>Content Area:</b> Social Studies</p> <p><b>Course/Grade Level:</b> 3</p>	<p><b>Unit Title:</b> Tools of Social Science Inquiry</p> <p><b>Unit Duration:</b> 1 week &amp; ongoing throughout the year (embedded within other units)</p>
<p><b>Materials/Instructional Resources For This Unit:</b></p> <p><b>**Each objective can be embedded within other units when appropriate.</b></p> <p>Textbook Artifact Examples Chromebooks</p>	<p><b>Big Idea:</b> How does primary and secondary artifacts and knowing when to use them play apart in social studies research.</p>
<p><b>Enduring Understandings:</b></p> <p>Students will understand how to identify and analyze between primary and secondary artifacts and know when to appropriately use them.</p>	<p><b>Essential Questions:</b></p> <p>How do you identify, select, analyze primary and secondary sources to determine importance with guidance and support?</p> <p>How do you identify and use artifacts to further your research?</p> <p>How do you conduct and present research to an audience using appropriate resources?</p> <p>How can you generate questions and find answers using resources?</p> <p>How can you list, describe, and use the steps in a research plan and identify appropriate resources for investigating social studies topics?</p>

<p><b>Objective #1:</b> I can identify, select, analyze, and evaluate resources to create a product of social science inquiry.</p>
<p><b>Essential Question 1:</b> How do you identify, select, analyze primary and secondary sources to determine importance with guidance and support?</p> <p><b>Essential Question 2:</b> How do you identify and use artifacts to further your research?</p>
<p><b>Standards:</b> TS.7.A.3.a, TS.7.A.3.b, NCSS</p>
<p><b>Academic Vocabulary:</b> primary, secondary, artifact</p>

Lesson Plan

<p><b>Supporting Question:</b> How do you differentiate between primary and secondary sources?</p> <p><b>Primary</b>-original records of political, economic, artistic, scientific, social and intellectual thoughts and achievements of specific historical periods, produced by people who have witnessed or participated, i.e. audio, images, artifacts, texts</p> <p><b>Secondary</b>- some types of sources about events created by someone who referenced primary source, i.e. textbook</p>	<p><b>Supporting Question:</b> Why is important to use primary and secondary sources and where can you find these sources?</p> <p>How does identifying and using artifacts help you when researching?</p> <ul style="list-style-type: none"> <li>● helps you understand past cultures</li> </ul>	<p><b>Supporting Question:</b> What is an example of an artifact?</p> <ul style="list-style-type: none"> <li>● building structures and materials</li> <li>● works of arts that represent culture</li> <li>● fossils</li> <li>● pottery</li> <li>● clothing</li> <li>● tools</li> <li>● musical instruments</li> </ul>
<p><b>Formative Performance Task:</b> This can be integrated in any unit.</p> <p>Model what a primary and secondary artifacts is before activity. Compare and secondary sources and give examples.</p> <ul style="list-style-type: none"> <li>● Lay out different artifacts (primary/secondary) onto table.</li> <li>● Have students identify which artifacts are primary artifacts and which artifacts are secondary artifacts.</li> </ul>	<p><b>Formative Performance Task:</b> This can be integrated in any unit.</p> <p>Discuss why it is important to use different resources? Why is it important to know the difference?</p> <ul style="list-style-type: none"> <li>● Give students an artifact.</li> <li>● Have students identify and write down the author or maker or the source.             <ul style="list-style-type: none"> <li>○ What is their connection to the source?</li> </ul> </li> <li>● Have them identify when source was created.             <ul style="list-style-type: none"> <li>○ Was the author or maker at the event? If yes, then it is a primary resource</li> </ul> </li> </ul>	<p><b>Formative Performance Task:</b> This can be integrated in any unit.</p> <p>Ongoing throughout the year.</p>

<p><b>Summative Performance Task:</b> On an Exit Slip, write a description of what a primary and secondary artifact is and provide examples.</p>
<p><b>Taking Informed Action:</b> Students discuss examples of artifacts that we have in present day that could be used with future generations to help them research the way we lived.</p>
<p><b>Interdisciplinary Connection:</b> During informational writing unit, use primary and secondary artifacts to guide research.</p>

**Differentiation**

**How will we respond if students have not learned?**

**Interventions:**

Pull small groups to review vocabulary

**How will we respond if students have already learned?**

**Extensions/Enrichments:**

Have students choose their own research topic based on a unit you have taught already. Have them write a paragraph about that topic using primary and secondary artifacts to help guide their research.

**Objective #2:** I can conduct and present research with appropriate resources.

**Essential Question:** How do you conduct and present research to an audience using appropriate resources?

**Standards:** TS.7.D.3, NCSS

**Academic Vocabulary:**

**Lesson Plan**

<p><b>Supporting Question:</b> What resources can you use to better your research?</p> <ul style="list-style-type: none"><li>● letters</li><li>● objects</li><li>● pictures</li><li>● textbooks</li><li>● internet</li><li>● newspapers</li><li>● maps</li></ul>	<p><b>Supporting Question:</b> How should you present research to an audience?</p> <ul style="list-style-type: none"><li>● artifacts represent culture</li><li>● visual aids make learning clear</li><li>● site sources if they want to continue to research your topic</li></ul>	<p>Supporting Question:</p>
--	---	-----------------------------

<p><b>Formative Performance Task:</b> This can be integrated into different units.</p> <ul style="list-style-type: none"><li>● Teach students different types of resources you could use.</li><li>● Provide different graphic organizers and teach students how to take and use notes as they're researching</li></ul> <p>Give students a topic to research and have them identify which artifacts would be appropriate to use.</p>	<p><b>Formative Performance Task:</b> This can be integrated into different units.</p> <p>Teach students different ways to present research.</p> <p>At the end of a unit, have students present on their topic. Have students pick 1-2 ways to present research to audience.</p>	<p>Formative Performance Task:</p>
---	--	------------------------------------

**Summative Performance Task:** Integrated in all units (constructed responses, discussions, and final informational writing)  
Pick a unit (history) within Social Studies, have students write a paragraph on topic of discussion. Have students provide both primary and secondary artifacts to support their writing.

**Taking Informed Action:** Students will be able to use these strategies to research additional topics throughout different units within school year.

**Interdisciplinary Connection:** During informational writing unit, use primary and secondary artifacts to guide research.

**Differentiation**

**How will we respond if students have not learned?**

**Interventions:**

Pull small groups, reteach

**How will we respond if students have already learned?**

**Extensions/Enrichments:**

Have students choose their own research topic based on a unit you have taught already. Have them write a paragraph about that topic using primary and secondary artifacts to help guide their research.

**Objective #3:** I will be able to develop a research plan and identify resources.

**Essential Question 1:** How can you generate questions and find answers using resources?

**Standards:** TS.7.E.3.a, NCSS

**Academic Vocabulary:**

Lesson Plan

**Supporting Question:**

What type of questions can you ask about your resources to find out more information?

- find artifact (how does it represent culture, time period, etc.) whether it is audio, fossil, structure of building, art, clothing, tools, pictures, etc.

**Supporting Question:**

Supporting Question:

**Formative Performance Task:**

Model how to generate questions to get information that will be beneficial to research.

- Students will get with a partner to generate different questions to ask about their topic in order to get appropriate artifacts needed for their research.
- Provide students with a graphic organizer to write down information

Formative Performance Task:

Formative Performance Task:



**Summative Performance Task:** Each student picks someone in history to research (famous Missourian)  
Wax Museum

**Taking Informed Action:** Discuss how internet has aided in our research abilities

**Interdisciplinary Connection:** During informational writing unit or researching unit in social studies, use primary and secondary artifacts to guide research.

**Differentiation**

**How will we respond if students have not learned?**

**Interventions:**

Pull small groups, reteach

**How will we respond if students have already learned?**

**Extensions/Enrichments:**

Have students choose their own research topic based on a unit you have taught already. Have them generate their own questions in order to research their topic.

**Objective #3:** I will be able to develop a research plan and identify resources.

**Essential Question 2:** How can you list, describe, and use the steps in a research plan and identify appropriate resources for investigating social studies topics?

**Standards:** TS.7.E.3.b, NCSS

**Academic Vocabulary:**

**Lesson Plan**

**Supporting Question:**

What are the steps in a research plan and what does each step entail?

1. Identify Problem
2. Develop Hypothesis
3. Gather data
4. Analyze data
5. Draw Conclusion

**Supporting Question:**

Supporting Question:

<p><b>Formative Performance Task:</b></p> <ul style="list-style-type: none"> <li>● Discuss where we might use these same steps (science) to research or study a topic.</li> <li>● Model whole group when to use steps in research plan. <ul style="list-style-type: none"> <li>○ Pick a topic as a class to use as an example.</li> </ul> </li> </ul>	Formative Performance Task:	Formative Performance Task:
---	-----------------------------	-----------------------------

<p><b>Summative Performance Task:</b> Have students take a quiz on the steps of a research plan and ask them identify what each step entails.</p>
<p><b>Taking Informed Action:</b> Can use this process during Science experiments.</p>

<p><b>Differentiation</b></p>	
<p><b>How will we respond if students have not learned?</b>  <b>Interventions:</b>  Pull small groups, reteach</p>	<p><b>How will we respond if students have already learned?</b>  <b>Extensions/Enrichments:</b>  Have students pick an experiment in science and have them use research plan/steps.</p>

PROFICIENCY SCALE FOR THIS STANDARD

STANDARD:		
SCORE	DESCRIPTION	SAMPLE TASKS
4.0	In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.	•
3.0	<p><b>The student:</b></p> <ul style="list-style-type: none"> <li>• Compare primary and secondary sources</li> <li>• Compare primary and secondary artifacts</li> <li>• Describe the steps in a research plan</li> <li>• Describe how to present research to an audience</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>	<ul style="list-style-type: none"> <li>• Assessments that have open questions of explain, describe, compare</li> </ul>
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content.	
2.0	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>• Recognizes or recalls specific terminology, such as primary source, secondary source, and artifact</li> <li>• List examples of various artifacts</li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>	<ul style="list-style-type: none"> <li>• Assessments that have matching or clozed questions</li> </ul>
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.	
1.0	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>	

## **Grade 4 Social Studies Curriculum**



CURRICULUM OVERVIEW	
COURSE/GRADE LEVEL: Fourth	CURRICULUM WRITTEN: 2015 - 2016
CREDIT(S):	BOARD APPROVAL:
PREREQUISITES:	REVISED:

<b>COURSE DESCRIPTION:</b> <b>Our Nation (up to 1800)</b> Students engage in the study of events in early United States history ranging from indigenous peoples here prior to colonization through the American Revolution. An emphasis is placed on analyzing and evaluating a variety of documents, sources and perspectives.	<b>COMMITTEE MEMBERS:</b> Kim Hahn Fran Ward Kevin Stross
---	--

UNITS IN THIS COURSE/GRADE LEVEL	
UNIT TITLE	UNIT DURATION
UNIT 1: Geography	8 weeks
UNIT 2: History	6 weeks
UNIT 3: Economics	6 weeks
UNIT 4: Civics	6 weeks

BOARD APPROVED INSTRUCTIONAL MATERIALS FOR THIS COURSE	ADDITIONAL INSTRUCTIONAL MATERIALS
<i>Networks</i> – McGraw-Hill	BrainPop, BrainPopJr.

**Unit Overview - Unit 1 - Geography**

<b>Content Area: SOCIAL STUDIES</b>	<b>Unit Title: GEOGRAPHY</b>
<b>Course/Grade Level: 4th Grade</b>	Unit Duration: 8 weeks
Materials/Instructional Resources For This Unit: Curriculum- McGraw Hill/ConnectED <a href="http://www.discoveryeducation.com">www.discoveryeducation.com</a> <a href="https://www.brainpop.com/socialstudies/geography/">https://www.brainpop.com/socialstudies/geography/</a> <a href="http://www.google.com/maps">www.google.com/maps</a>	<b>Big Idea:</b> GEOGRAPHY STUDY <ol style="list-style-type: none"><li>1. Map skills</li><li>2. Location</li><li>3. Place</li><li>4. Human environment interactions</li><li>5. Relationships among places</li><li>6. Relationships among regions</li><li>7. Geographic interpretations &amp; predictions</li></ol>
<b>Enduring Understandings:</b> <ol style="list-style-type: none"><li>1. Maps and globes can be constructed for information and interpretation.</li><li>2. Location on a map has meaning.</li><li>3. Maps are used to help interpret place and the relationship of places.</li><li>4. People are affected by changing environments.</li><li>5. Places affect communication, transportation, and society.</li><li>6. Regions affect humans and society.</li><li>7. Geography is helpful for interpreting, explaining, and predicting.</li></ol>	<b>Essential Questions:</b> <ol style="list-style-type: none"><li>1. How can you construct and interpret maps and globes?</li><li>2. What does location mean on a map?</li><li>3. What does place mean in relationship to a map?</li><li>4. How do people past and present adapt to changing environment?</li><li>5. How do places affect communication, transportation and society?</li><li>6. How do different regions affect humans?</li><li>7. How is geography helpful in interpreting, explaining, and predicting?</li></ol>

**Objective #1: Construct and interpret maps (historical & current)**

**Essential Question: How can you construct and interpret maps and globes?**

**Standards:****GLE/CLE** - EG.5.A.4, TS.7.B.4.a, TS.7.B.4.b **C3** - D2.Geo.1.3-5, D2.Geo.2.3-5, D2.Geo.3.3-5 **NCSS** - Theme #3 People, Places and Environments**Academic Vocabulary***map key  
boundaries  
borders**compass rose  
cardinal direction  
intermediate directions**scale**latitude  
longitude***Lesson Plans**

Supporting Question #1

**How can you use map symbols and keys to interpret boundaries and borders?**

Supporting Question #2

**How can you use a compass rose and cardinal/ intermediate directions when interpreting a map?**

Supporting Question #3

**How do you use a grid map to find exact locations?**

Supporting Question #4

**How do you compare distances using a map scale?**

Supporting Question #5

**How do you interpret and use population maps?**

Supporting Question #6

**How do you use latitude and longitude to find exact locations?**

Formative Performance Task:

- Students will analyze various maps (local map, state, or national map)
- Students will interpret various map symbols: land, transportation, political, and natural.
- Students will use symbols and keys to determine boundaries and borders of various locations.

Formative Performance Task:

- Students will demonstrate how cardinal directions (N,S,E,W) are used when navigating location on a map.
- Students will demonstrate how intermediate directions (NW, NE, SW, SE) are used when navigating location on a map.

Formative Performance Task:

- Students will explain why grid maps are used
- Students will interpret and utilize city grid maps

Formative Performance Task:

- Students will compare the ratio relationships of a map scale
- Students will use a map scale to measure distances

Formative Performance Task:

- Students will interpret various symbols found in a population key
- Students will analyze a population map based on the map key symbols

Formative Performance Task:

- Students will define the differences between latitude and longitude
- Students will be given coordinates to locate exact locations
- Students will be given exact locations to determine their coordinates

**Summative Performance Task:**

- Students will construct a map using various map symbols and key to determine an area's features, borders, and boundaries.
- Students will construct a map and provide directions to determine locations using a compass rose with cardinal and intermediate directions.
- Students will show how to use a map scale to measure distance on a map.
- Students will analyze and demonstrate how to use a population map.
- Students will select exact locations, and determine their latitude and longitude.

**Taking Informed Action:**

- Brainstorm a list of when students/people need maps in the real world
- Use a compass rose to navigate relevant maps in our own community (school campus, neighborhood, parks, etc.)
- Explore on Google Maps, satellite images, and paper maps (Ex: Six Flags, The Zoo, St. Charles Main St., etc.)

**Differentiation**

How will we respond if students have not learned?

Interventions:

- Work with students in a small group to explain what a map is. Show many examples of maps and talk about how they are useful for navigation. Create a map together to show them how to do it.

How will we respond if students have already learned?

Extensions/Enrichments:

- Students create a map using a map key, compass and title. Students create questions such as: How do I get from the library to the store? What direction do I travel to get home from school? Etc.

**Objective #2: Name and locate specific cities in Missouri and places in the United States based on the study of historical and current figures.**

**Essential Question: What does location mean on a map?**

**Standards:**

**GLE/CLE** - EG.5.B.4, TS.7.B.4.b **C3** - D2.Geo.1.3-5, D2.Geo.2.3-5, D2.Geo.3.3-5 **NCSS** - Theme #3 People, Places and Environments

**Academic Vocabulary**

*region*  
*landforms*

*state*  
*capital*

*river*  
*mountain range*

*city*



**Lesson Plans**

<p>Supporting Question #1</p> <p align="center"><b>Why are there regions in the United States?</b></p>	<p>Supporting Question #2</p> <p align="center"><b>Why are there states and capitals?</b></p>	<p>Supporting Question #3</p> <p align="center"><b>Where are major river systems and mountain ranges within the United States?</b></p>	<p>Supporting Question #4</p> <p align="center"><b>Where are specific cities located in Missouri and why?</b></p>
<p>Formative Performance Task:</p> <ul style="list-style-type: none"> <li>Students will examine a map of the United States and identify the 6 regions</li> <li>Students will explain why our country is divided into regions</li> </ul>	<p>Formative Performance Task:</p> <ul style="list-style-type: none"> <li>Students will analyze a U.S. map and recognize that there are 50 states and capitals.</li> <li>Students will justify and describe the importance of capital locations for states</li> </ul>	<p>Formative Performance Task:</p> <ul style="list-style-type: none"> <li>Students will locate river systems and mountain ranges on a U.S. map</li> <li>Students will infer the relationships between major river systems and mountain ranges and how they're related</li> </ul>	<p>Formative Performance Task:</p> <ul style="list-style-type: none"> <li>Students will identify specific city located in Missouri.</li> <li>Students will draw conclusions on the location of the specific cities of Missouri</li> </ul>

<p><b>Summative Performance Task:</b></p> <ul style="list-style-type: none"> <li>Students will compare and contrast two states and their capital locations. Students will critique the location for each capital.</li> <li>Students will create a fictional map and include river systems and mountain ranges and cite evidence for their location.</li> <li>Students will recall specific cities in Missouri and label them on a map.</li> </ul>
<p><b>Taking Informed Action:</b></p> <ul style="list-style-type: none"> <li>Assign a different state to each student in the class. Students will identify the region their state belongs to, explain the location of their state's capital, identify the river systems/mountain ranges, and locate major cities within their state.</li> </ul>

**Differentiation**

<p>How will we respond if students have not learned?</p> <p>Interventions:</p> <p>Give even more background information to students, based on student needs. Provide notes, vocabulary flashcards, study guides to students.</p> <p>Give students more research, exploration, and inquiry time, if needed.</p>	<p>How will we respond if students have already learned?</p> <p>Extensions/Enrichments:</p> <p>Students will design a 51st state for our country. They will include the following: region and capital location, develop new river systems/mountain ranges, and create multiple major cities. Students will then prove why their new state is the best location to live in.</p>
--	--

**Objective #3 Identify and compare the diverse physical and human characteristics of specific regions within the nation.**

**Essential Question: What does place mean in relationship to other locations?**

**Standards:**

**GLE/CLE** - EG.5.C.4a, EG.5.C.4.b., RI.6.A.4 **C3** - D2.Geo.4.3-5, D2.Geo.5.3-5, D2.Geo.6.3-5 **NCSS** - Theme #2 Culture, Theme #3 People, Places and Environments

**Academic Vocabulary**

<i>climate</i> <i>topography</i> <i>ecosystems</i> <i>economy</i> <i>religion</i>	<i>climate</i> <i>topography</i> <i>ecosystems</i> <i>economy</i> <i>religion</i>	<i>climate</i> <i>topography</i> <i>ecosystems</i> <i>economy</i> <i>religion</i>	<i>climate</i> <i>topography</i> <i>ecosystems</i> <i>economy</i> <i>religion</i>	<i>climate</i> <i>topography</i> <i>ecosystems</i> <i>economy</i> <i>religion</i>	<i>climate</i> <i>topography</i> <i>ecosystems</i> <i>economy</i> <i>religion</i>
---	---	---	---	---	---

**Lesson Plans**

<p>Supporting Question #1 <b>The Northeast:</b></p> <p>What <u>physical characteristics</u> make up this region (climate, topography, bodies of water, and ecosystems)?</p> <p>What diverse <u>human characteristics</u> make up the region (education, language, economy, religion, and etc.)?</p>	<p>Supporting Question #2 <b>The Southeast:</b></p> <p>What <u>physical characteristics</u> make up this region (climate, topography, bodies of water, and ecosystems)?</p> <p>What diverse <u>human characteristics</u> make up the region (education, language, economy, religion, and etc.)?</p>	<p>Supporting Question #3 <b>The Midwest:</b></p> <p>What <u>physical characteristics</u> make up this region (climate, topography, bodies of water, and ecosystems)?</p> <p>What diverse <u>human characteristics</u> make up the region (education, language, economy, religion, and etc.)?</p>	<p>Supporting Question #4 <b>The Mountain States:</b></p> <p>What <u>physical characteristics</u> make up this region (climate, topography, bodies of water, and ecosystems)?</p> <p>What diverse <u>human characteristics</u> make up the region (education, language, economy, religion, and etc.)?</p>	<p>Supporting Question #5 <b>The West:</b></p> <p>What <u>physical characteristics</u> make up this region (climate, topography, bodies of water, and ecosystems)?</p> <p>What diverse <u>human characteristics</u> make up the region (education, language, economy, religion, and etc.)?</p>	<p>Supporting Question #6 <b>The Southwest:</b></p> <p>What <u>physical characteristics</u> make up this region (climate, topography, bodies of water, and ecosystems)?</p> <p>What diverse <u>human characteristics</u> make up the region (education, language, economy, religion, and etc.)?</p>
<p>Formative Performance Task:</p> <ul style="list-style-type: none"> <li>Students will examine the Northeast's climate, topography, bodies of water, and ecosystems</li> </ul>	<p>Formative Performance Task:</p> <ul style="list-style-type: none"> <li>Students will examine the Southeast's climate, topography, bodies of water, and ecosystems</li> </ul>	<p>Formative Performance Task:</p> <ul style="list-style-type: none"> <li>Students will examine the Midwest's climate, topography, bodies of water, and ecosystems</li> </ul>	<p>Formative Performance Task:</p> <ul style="list-style-type: none"> <li>Students will examine the Mountain States' climate, topography, bodies of water, and ecosystems</li> </ul>	<p>Formative Performance Task:</p> <ul style="list-style-type: none"> <li>Students will examine the West's climate, topography, bodies of water, and ecosystems</li> </ul>	<p>Formative Performance Task:</p> <ul style="list-style-type: none"> <li>Students will examine the Southwest's climate, topography, bodies of water, and ecosystems</li> </ul>

<ul style="list-style-type: none"> <li>Students will examine the Northeast's human characteristics: education, language, economy, religion, and etc.</li> </ul>	<ul style="list-style-type: none"> <li>Students will examine the Southeast's human characteristics: education, language, economy, religion, and etc.</li> </ul>	<ul style="list-style-type: none"> <li>Students will examine the Midwest's human characteristics: education, language, economy, religion, and etc.</li> </ul>	<ul style="list-style-type: none"> <li>Students will examine the Mountain States' human characteristics: education, language, economy, religion, and etc.</li> </ul>	<ul style="list-style-type: none"> <li>Students will examine the West's human characteristics: education, language, economy, religion, and etc.</li> </ul>	<ul style="list-style-type: none"> <li>Students will examine the Southwest's human characteristics: education, language, economy, religion, and etc.</li> </ul>
---	---	---	--	--	---

<p><b>Summative Performance Task:</b></p> <ul style="list-style-type: none"> <li>Students will create a flipbook of the 6 regions' physical and human characteristics</li> </ul>
<p><b>Taking Informed Action:</b></p> <ul style="list-style-type: none"> <li>Examine various state brochures to critique their diverse human and physical characteristics of the state within the region.</li> </ul>

<b>Differentiation</b>	
<p>How will we respond if students have not learned? Interventions: Give even more background information to students, based on student needs. Provide notes, vocabulary flashcards, study guides to students. Work in small groups. Give students more research, exploration, and inquiry time, if needed.</p>	<p>How will we respond if students have already learned? Extensions/Enrichments: Students will design a 51st state for our country (may use enrichment state from object #2). Students will design a brochure including information about the new state's human and physical characteristics and how those characteristics fit within a particular region.</p>

<p><b>Objective #4: Describe how people are affected by, depend on, adapt to and change their physical environments (past and present)</b></p>
<p><b>Essential Question #4: How do people past and present adapt to their changing physical environments?</b></p>
<p><b>Standards:</b> <b>GLE/CLE</b> - EG.5.D.4, RI.6.A.4, TS.7.A.4.a, TS.7.B.4.a, TS.7.D.4 <b>C3</b> - D2.Geo.4.3-5, D2.Geo.5.3-5, D2.Geo.6.3-5, D2.Geo.7.3-5 <b>NCSS</b> - Theme #2 Culture, Theme #3 People, Places and Environments</p>

**Academic Vocabulary**

*physical environment  
adaptation*

**Lesson Plans**

Supporting Question #1

**How did people in the past depend on, adapt to, and/or change their physical environments ?**

Formative Performance Task:

- Students will explain how natural and human-made events from the past affect people and their physical environment

Supporting Question #2

**How do people today adapt to and change to their physical environments?**

Formative Performance Task:

- Students will explain how natural and human-made events from today can affect people and their physical environment.

**Summative Performance Task:**

- Students will be given a historical map and a current map of a particular location. Students will compare and contrast how humans have affected the location's physical environment over time.

**Taking Informed Action:**

- Provide a map/images of historic St. Charles Main St. from the flood of 1993. vs. present day. Compare and contrast these two mediums and how human interactions have affected this location.

**Differentiation**

How will we respond if students have not learned?

Interventions:

Give even more background information to students, based on student needs.  
Provide notes, vocabulary flashcards, study guides to students. Work in small groups.  
Give students more research, exploration, and inquiry time, if needed.

How will we respond if students have already learned?

Extensions/Enrichments:

Students will plan and develop a solution to a problem/issue in the community that is related to natural events and/or human interactions within the environment.

**Objective #5: Describe how changes in communication and transportation technologies affect people's lives (past and present)**

**Essential Question 5: How do places affect communication, transportation, and society?**

**Standards:**

**GLE/CLE** - EG.5.E.4, **C3** - D2.Geo.7.3-5, D2.Geo.9.3-5 , **NCSS** - Theme #3 People, Places and Environments, Theme #8 Science, Technology, and Society

**Academic Vocabulary**

*communication  
technologies*

**Lesson Plans**

Supporting Question #1:

**How did communication and technologies in the past affect people's lives based on their geographic location?**

Supporting Question #

**How does communication and technologies in the present affect people's lives today based on their geographic location?**

Formative Performance Task:

- Students will classify the communication and technology needs from various time periods in history and the limitations faced due to geographic locations
- Students will make a connection on how technology available during a particular time period impacted people's ability to communicate from to place to place

Formative Performance Task:

- Students will classify the communication and technology needs during present day

**Summative Performance Task:**

- Students will develop a t-chart organizer and contrast past and present communication needs within a particular geographic location.(Example- 1900 vs. 2000 communication and technology needs of the geographic location: California)

**Taking Informed Action:**

- Identify familiar places where certain locations still lack the technology necessary to communicate with today's culture.

**Differentiation**

How will we respond if students have not learned?

Interventions:

Give even more background information to students, based on student needs.  
Provide notes, vocabulary flashcards, study guides to students. Work in small groups.  
Give students more research, exploration, and inquiry time, if needed.

How will we respond if students have already learned?

Extensions/Enrichments:

Students will pick a specific rural location of their choice and research the advantages and disadvantages of its location compared to an urban city.

<b>Objective #6: Identify different kinds of regions and analyze how their characteristics affect humans</b>					
<b>Essential Question 6: How do different regions affect humans?</b>					
<b>Standards:</b> GLE/CLE - EG.5.F.4, TS.7.B.4.a C3 - D2.Geo.7.3-5 NCSS - Theme #3 People, Places and Environments, Theme #4 Individual Development and Identity					
<b>Academic Vocabulary</b>					
<i>economy society governance culture</i>					
<b>Lesson Plans</b>					
Supporting Question #1  <b>How does the <u>Northeast region</u> affect human history, economy, governance, society, and culture?</b>	Supporting Question #2  <b>The How does the <u>Southeast region</u> affect human history, economy, governance, society, and culture?</b>	Supporting Question #3  <b>How does the <u>Midwest region</u> affect human history, economy, governance, society, and culture?</b>	Supporting Question #4  <b>How does the <u>Mountain States region</u> affect human history, economy, governance, society, and culture?</b>	Supporting Question #5  <b>How does the <u>West region</u> affect human history, economy, governance, society, and culture?</b>	Supporting Question #6  <b>How does the <u>Southwest region</u> affect human history, economy, governance, society, and culture?</b>
Formative Performance Task: <ul style="list-style-type: none"> <li>Students will describe the affect human history, economy, governance, society, and culture has had on the <b>Northeast region</b></li> </ul>	Formative Performance Task: <ul style="list-style-type: none"> <li>Students will describe the affect human history, economy, governance, society, and culture has had on the <b>Southeast region</b></li> </ul>	Formative Performance Task: <ul style="list-style-type: none"> <li>Students will describe the affect human history, economy, governance, society, and culture has had on the <b>Midwest region</b></li> </ul>	Formative Performance Task: <ul style="list-style-type: none"> <li>Students will describe the affect human history, economy, governance, society, and culture has had on the <b>Mountain States region</b></li> </ul>	Formative Performance Task: <ul style="list-style-type: none"> <li>Students will describe the affect human history, economy, governance, society, and culture has had on the <b>West region</b></li> </ul>	Formative Performance Task: <ul style="list-style-type: none"> <li>Students will describe the affect human history, economy, governance, society, and culture has had on the <b>Southwest region</b></li> </ul>

**Summative Performance Task:**

- Students will be placed in 6 cooperative learning groups and assigned a geographic region for each group. Each group will research their region's human history, economy, governance, society, and culture and report out to the rest of the class via slideshow presentation

**Taking Informed Action:**

- Debate which geographic region students would rather live in based on its human history, economy, governance, society, and culture

**Differentiation**

How will we respond if students have not learned?

Interventions:

Give even more background information to students, based on student needs.

Provide notes, vocabulary flashcards, study guides to students. Work in small groups.

Give students more research, exploration, and inquiry time, if needed

How will we respond if students have already learned?

Extensions/Enrichments:

Students will create a top 10 list persuading their audience to move to a geographic region

**Objective #7: Use geography to interpret the past and predict future consequences**

**Essential Question 7: How is geography helpful in interpreting, explaining, and predicting?**

**Standards:**

**GLE/CLE** - EG.5.G.4, TS.7.B.4.a **C3** - D2.Geo.5.3-5, D2.Geo.11.3-5 **NCSS** - Theme #2 Time, Continuity, and Change, Theme #3 People, Places and Environments

**Academic Vocabulary**

*population*

**Lesson Plans**

Supporting Question #1:

**Why have rivers played an important role in human transportation?**

Supporting Question #2

**What will likely happen if the population of a city increases considerably?**

<p>Formative Performance Task:</p> <ul style="list-style-type: none"> <li>• Students will identify major rivers throughout the U.S. from the past and compare them to present day river systems</li> <li>• Students will then predict future patterns based on today's geographic conditions</li> </ul>	<p>Formative Performance Task:</p> <ul style="list-style-type: none"> <li>• Students will examine various cities and predict whether certain cities can sustain a significant population increase based on its geographic location</li> </ul>
---	---

**Summative Performance Task:**  
 Students will construct an open-response to the following prompt: Think about living in a suburb versus living in the center of a city or town. Based on your future predictions for that area, list a few things you might like or dislike about each area.

**Taking Informed Action:**  
 Provide a map of Missouri and locate the cities of St. Louis and Columbia, Missouri. Discuss their current conditions, the town's, roads, and travel time between them, and predict how the landscapes between these two cities could change in the future?

**Differentiation**

<p>How will we respond if students have not learned?          Interventions:          Give even more background information to students, based on student needs.          Provide notes, vocabulary flashcards, study guides to students. Work in small groups.          Give students more research, exploration, and inquiry time, if needed</p>	<p>How will we respond if students have already learned?          Extensions/Enrichment          Students will imagine that their school enrollment will increase by 300 students for next year. Design a blueprint for your school in order to accommodate for more classrooms and facilities. Think about all geographic factors currently affecting your location, and be cautious of future limitations that could affect your design</p>
--	---



**PROFICIENCY SCALE FOR THIS STANDARD**

<b>STANDARD: Geography</b>		
<b>SCORE</b>	<b>DESCRIPTION</b>	<b>SAMPLE TASKS</b>
<b>4.0</b>	<b>In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.</b>	<ul style="list-style-type: none"> <li>Students will design a blueprint for their school in order to accommodate for more classrooms and facilities due to a possible increase of 300 students. Think about all geographic factors currently affecting your location, and be cautious of future limitations that could affect your design.</li> </ul>
<b>3.5</b>	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
<b>3.0</b>	<p><b>The student will:</b></p> <ul style="list-style-type: none"> <li>Construct and interpret various types of maps</li> <li>Name and locate specific cities in Missouri and places in the United States based on the study of historical and current figures.</li> <li>Identify and compare the diverse physical and human characteristics of specific regions within the nation.</li> <li>Describe how people are affected by, depend on, adapt to and change their physical environments (past and present)</li> <li>Describe how changes in communication and transportation technologies affect people’s lives (past and present)</li> <li>Identify different kinds of regions and analyze how their characteristics affect humans</li> <li>Use geography to interpret the past and predict future consequences</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>	<ul style="list-style-type: none"> <li>Students will examine the climate, topography, bodies of water, and ecosystems for the various regions of the United States.</li> <li>Students will examine the human characteristics: education, language, economy, religion, and etc. for the various regions of the United States.</li> <li>Students will construct a map using various map symbols and key to determine an area’s features, borders, and boundaries and determine locations using a compass rose with cardinal and intermediate directions.</li> </ul>
<b>2.5</b>	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content.	
<b>2.0</b>	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>Recognizes or recalls specific terminology, such as:               <ul style="list-style-type: none"> <li>Map key, boundaries, borders, compass rose, cardinal directions, intermediate directions, scale, latitude, longitude, region, landforms, state, capital, river, mountain range, city, climate, topography, ecosystems, economy, religion, physical environment, adaptation, communication, technologies, economy, society, governance, culture, population</li> </ul> </li> <li>Performs basic processes, such as:               <ul style="list-style-type: none"> <li>Labels compass rose, identifies physical and human characteristics of specific regions within the nation,</li> </ul> </li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>	<ul style="list-style-type: none"> <li>Students will construct flashcards with definitions.</li> <li>Students will label parts of a map.</li> </ul>
<b>1.5</b>	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.	
<b>1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>	
<b>LND</b>	<b>Even with help, no understanding or skill demonstrated.</b>	

**Unit Overview - Unit 2 - History**

<p>Content Area: <b>Social Studies</b></p> <p>Course/Grade Level: <b>Fourth Grade</b></p>	<p>Unit Title: <b>History</b></p> <p>Unit Duration: <b>8 weeks</b></p>
<p>Materials/Instructional Resources For This Unit:</p> <ul style="list-style-type: none"> <li>● Textbook</li> <li>● Access to BrainPop Jr.</li> <li>● Access to Discovery Education             <ul style="list-style-type: none"> <li>○ Map-Guided Inquiry - Native American Cultures: <a href="https://goo.gl/u97aGV">https://goo.gl/u97aGV</a></li> <li>○ Other interactive investigations: <a href="http://goo.gl/xkyQpV">http://goo.gl/xkyQpV</a></li> </ul> </li> <li>● Kids.gov             <ul style="list-style-type: none"> <li>○ Links to Declaration of Independence, Bill of Rights, Constitution - <a href="https://goo.gl/zdibkG">https://goo.gl/zdibkG</a></li> </ul> </li> <li>● Books for read alouds</li> </ul>	<p>Big Idea:</p> <ol style="list-style-type: none"> <li>1. Movement of people</li> <li>2. Cultural Interactions</li> <li>3. Contributions of Significant Individuals</li> <li>4. American Revolution</li> <li>5. Political Developments and Reform</li> </ol>
<p>Enduring Understandings:</p> <ol style="list-style-type: none"> <li>1. There was migration of Native Americans before Europeans came to America.</li> <li>2. Europeans started settlements and explored early America.</li> <li>3. Cultural interactions led to conflict during the colonial times.</li> <li>4. There were contributions made by significant individuals during the colonial times.</li> <li>5. There were many factors that led to the success of the colonists during the American Revolution.</li> <li>6. There were significant reasons that political documents were created in early America.</li> </ol>	<p>Essential Questions:</p> <ol style="list-style-type: none"> <li>1. What was the migration of the Native American pre-European settlement like?</li> <li>2. What was the exploration and early settlement of America by Europeans like?</li> <li>3. What were the cultural interactions/conflicts during the colonial times?</li> <li>4. What were the contributions of significant individuals up to 1800?</li> <li>5. What were the important factors of the American Revolution?</li> <li>6. What were the causes and consequences of the political documents created in early America?</li> </ol>

<p><b>Objective #1: Describe the migration of Native American pre-European settlements</b></p>
<p><b>Essential Question: What was the migration of the Native American pre-European settlement like?</b></p>
<p><b>Standards:</b>  <b>GLE/CLE</b> - H.3.B.4.a, RI.6.A.4, RI.6.C.4, RI.6.D.4, RI.6.E.4, TS.7.B.4.a <b>C3</b> - D.2.His.1.3-5 <b>NCSS</b> - Theme #1 Culture; Theme #3 People, Places, and Environments</p>

**Academic Vocabulary**

Migration  
native American  
Pre-European  
settlement

**Lesson Plan**

<b>Supporting Question #1</b> <b>How did the migration of the native Americans affect early America?</b>	<b>Supporting Question #2</b> <b>How did the native Americans migrate during early America?</b>	<b>Supporting Question #3</b> <b>Where did the native American migrate to during early America?</b>
<b>Formative Performance Task:</b> <ul style="list-style-type: none"><li>• Students will define migration, native American, Pre-European, and settlement.</li><li>• Students will investigate how the migration of early Native Americans affected early America.</li></ul>	<b>Formative Performance Task:</b> <ul style="list-style-type: none"><li>• Students will summarize citing evidence how the Native Americans migrated during early America.</li></ul>	<b>Formative Performance Task:</b> <ul style="list-style-type: none"><li>• Students will construct a map of the places that Native Americans migrated.</li></ul>

**Summative Performance Task:**

- Students will create a booklet on different tribes of Native Americans
- Students will analyze the lifestyles and differences of Native American cultures before and after Europeans came to America, including celebrations, customs, food, dress, traditions, stories, songs, etc. that represent their culture.
- Students will conduct an interview with another student taking on the role of the native American describing how life was like before the Europeans came to America.

**Taking Informed Action:**

- Students will look into how their community would be different if the migration hadn't occurred during pre-European time. Students will create a display that includes the information found.

**Interdisciplinary Connection:**

- Integrate in reading instruction using the leveled readers and/or common-core aligned ELA passages from readworks.org.

**Differentiation**

How will we respond if students have not learned?

Interventions:

Give even more background information to students, based on student needs. Provide notes, vocabulary flashcards, study guides to students.

How will we respond if students have already learned?

Extensions/Enrichments: Students will create a QR activity to display around the school for the school community to understand how the native Americans migrated throughout early America.

Give students more research, exploration, and inquiry time, if needed	
---	--

**Objective #2 Outline the discovery, exploration and early settlement of America by Europeans**

**Essential Question: What was the exploration and early settlement of America by Europeans like?**

**Standards:**  
**GLE/CLE** - H.3.A.4.b, RI.6.E.4, TS.7.B.4.b **C3** - D2.His.1.3-5, D2.His.5.3-5, D2.His.6.3-5, D2.His.14.3-5, D2.His.16.3-5 **NCSS** - Theme #2 Time, Continuity, and Change, Theme #9 Global Connections

**Academic Vocabulary**  
 Discovery  
 Exploration  
 Pre-Europeans

**Lesson Plan**

Supporting Question #1: <ul style="list-style-type: none"> <li>● <b>What was the discovery of early America by Europeans like?</b></li> </ul>	Supporting Question #2: <ul style="list-style-type: none"> <li>● <b>What was the exploration of early America like?</b></li> </ul>	Supporting Question #3: <ul style="list-style-type: none"> <li>● <b>What was the early settlement by Europeans like?</b></li> </ul>
Formative Performance Task: <ul style="list-style-type: none"> <li>● Students will define discovery and exploration and pre-Europeans.</li> <li>● Students will identify how the Europeans discovered early America.</li> </ul>	Formative Performance Task: <ul style="list-style-type: none"> <li>● Students will create an outline/timeline showing how Europeans explored early America.</li> </ul>	Formative Performance Task: <ul style="list-style-type: none"> <li>● Students will be given a graphic organizer to identify patterns of the pre-Europeans.</li> </ul>

**Summative Performance Task:**  
 Students will be given a graphic organizer to compare and contrast the reasons why pre-Europeans came and colonized early America.

**Taking Informed Action:**  

- Students will investigate different challenges their community would be facing if the Europeans never set up settlements.

**Interdisciplinary Connection:**  

- Integrate in reading instruction using the leveled readers and/or common-core aligned ELA passages from readworks.org.

## Differentiation

How will we respond if students have not learned?

Interventions:

Give even more background information to students, based on student needs. Provide notes, vocabulary flashcards, study guides to students.

Give students more research, exploration, and inquiry time, if needed

How will we respond if students have already learned?

Extensions/Enrichments:

Research the impact of early American discovery and exploration on America today. Create a presentation to of your findings.

### Objective #3 Examine cultural interactions and conflicts among groups through Colonial Times

**Essential Question: What were the cultural interactions/conflicts during the colonial times?**

#### Standards:

**GLE/CLE** - H.3.B.4, RI.6.B.4, PC.1.D.4, PC.1.E.4 **C3** - D2.His.4.3-5, D2.his.5.3-5, D2.His.14.3-5, D2.His.16.3-5 **NCSS** - Theme #2 Time, Continuity, and Change; Theme #5 Individuals, Groups, and Institutions, Theme # 6 Power, Authority, and Governance, Theme #10, Civic Ideals and Practices

#### Academic Vocabulary:

Culture

Interaction

Conflict

Native Americans

Immigrants

Africans

#### Lesson Plan

Supporting Question #1:

- **What were the cultural interactions and conflicts among Native Americans, immigrants from Europe, and Africans brought to America?**

Formative Performance Task:

- Students will define culture, interaction, conflict, Native Americans, Immigrants, Africans.
- Students will research and organize the relationships among the above mentioned groups of people.
- Students will create a graphic organizer that summarizes how they interact and their conflicts.

#### Summative Performance Task:

- Students will create a Gallery Walk...Students create a graphic organizer or infographic that includes important information about cultural interactions and conflicts and the processes/methods for resolving the conflicts among the three mentioned groups. Students then post them on the wall for students to get up and view different visual representations of the interactions and conflicts.

**Taking Informed Action:**

- Students will research people and society that are important to Missouri’s cultural heritage and the ways they have artistically represented their cultural heritage.
- Students will do an oral presentation of the information gathered.

**Interdisciplinary:**

- Integrate in reading instruction using the leveled readers and/or common-core aligned ELA passages from readworks.org.

**Differentiation**

How will we respond if students have not learned?

Interventions:

Give even more background information to students, based on student needs. Provide notes, vocabulary flashcards, study guides to students.

Give students more research, exploration, and inquiry time, if needed.

How will we respond if students have already learned?

Extensions/Enrichments:

Students will choose one of the above groups and write a letter to someone explaining how they were important to the cultural interactions and conflicts of early America and how they affected America as it is today.

**Objective #4 Identify and describe contributions of significant individuals up to 1800.**

**Essential Question: What were the contributions of significant individuals up to 1800?**

**Standards:**

**GLE/CLE** - H.3.C.4 , PC.1.E.4 TS.7.D.4 **C3** - D2.His.3.3-5, D2.His.10.3-5 **NCSS** - Theme #5 Individuals, Groups, and Institutions

**Academic Vocabulary:**

Significant Individuals

**Lesson Plan**

Supporting Question #1:

- Students will collect information about the following as to why they are considered significant to America: A variety of explorers, Founding Fathers, King George the III, Pocahontas, Squanto, William Penn, Nathaniel Greene, Abigail Adams, Crispus Attucks, etc...

Formative Performance Task:

- Students will develop a logical argument as to why the above mentioned people were significant in the making of America.

**Summative Performance Task:**

- Students will write a biography about the contributions of significant individuals up to the 1800's. Students will cite evidence of why the person is important to early America.

**Taking Informed Action:**

- Students will research and create a poster/presentation of present day important individuals from their community. Students will include why they are important to their community.

**Interdisciplinary:**

- Integrate in reading instruction using the leveled readers and/or common-core aligned ELA passages from readworks.org.

**Differentiation**

How will we respond if students have not learned?

Interventions:

Give even more background information to students, based on student needs. Provide notes, vocabulary flashcards, study guides to students.

Give students more research, exploration, and inquiry time, if needed.

How will we respond if students have already learned?

Extensions/Enrichments:

- Students will create a slideshow of several individuals not mentioned in the biographies and present to the class. Students will include the reasons why they are important to early America.
- Students will create a **Bio Poem** about one of the above mentioned significant Individuals.

To describe a character or a person, write a poem that includes:

Line 1) First Name

Line 2) 3–4 adjectives that describe the person

Line 3) Important relationship

Line 4) 2–3 things, people, or ideas that the person loved

Line 5) 3 feelings the person experienced

Line 6) 3 fears the person experienced

Line 7) Accomplishments

Line 8) 2–3 things the person wanted to see happen or wanted to experience

Line 9) His or her residence

Line 10) Last name

**Objective #5 Explain the American Revolution including why the American colonists were successful.**

**Essential Question: What were the important factors of the American Revolution?**

**Standards:**

**GLE/CLE** - H.3.D.4, TS.7.D.4, TS.7.E.4.a, TS.7.E.4.b **C3** - D2.His.3.3-5, D2.His.6.3-5, D2.His.16.3-5 **NCSS** - Theme #2 Time, Continuity, and Change; Theme #5 Individuals, Groups, and Institutions, Theme # 6 Power, Authority, and Governance, Theme #10, Civic Ideals and Practices

**Academic Vocabulary:**

American Revolution  
Patriots  
Loyalists

**Lesson Plan**

Supporting Question #1:

What were the causes that led to the American Revolution?

Supporting Question #2:

What were the perspectives of the Patriots and the Loyalists?

Supporting Question #3:

Why were the American Colonists successful?

Formative Performance Task:

- Students will be given a graphic organizer to analyze and interpret the causes of the American Revolution?

Formative Performance Task:

- Students will interpret the different acts that were forced on Patriots and the Loyalists.

Formative Performance Task:

- Students will develop and support a series of claims about how the colonists were successful.

**Summative Performance Task:**

- Students will create a front page newspaper article to inform the factors that influenced the American Revolution. It should include the perspectives of the patriots and loyalists and also explain why the American colonists were successful.

**Taking Informed Action:**

- Students will brainstorm how their community would be different if the Colonists were not successful during the American Revolution.

**Interdisciplinary:**

- Integrate in reading instruction using the leveled readers and/or common-core aligned ELA passages from readworks.org.

**Differentiation**

How will we respond if students have not learned?

How will we respond if students have already learned?



<p><b>Interventions:</b>          Give even more background information to students, based on student needs. Provide notes, vocabulary flashcards, study guides to students.          Give students more research, exploration, and inquiry time, if needed.</p>	<p><b>Extensions/Enrichments:</b></p> <ul style="list-style-type: none"> <li>Students will take the information collected when brainstorming what would be different if the colonists were not successful and debate the information in small groups.</li> </ul>
--	--

**Objective #6 Explain the causes and consequences of major political developments and reform.**

**Essential Question: What were the causes and consequences of the political documents created in early America?**

**Standards:**  
**GLE/CLE** - H.3.E.4, T.S.7.A.4.a, TS.7.B.4.a, TS.&.D.4, TS.7.E.4.a, TS.7.E.4.a, PC.1.A.4, PC.1.A.4, PC.1.B.4.a, PC.1.B.4.b, PC1.B.4.c, PC.1.C.4.a  
 PC.1.C.4b, **C3** - D2.Civ.2.3-5, D2.Civ.3.3-5, D2.Civ.4.3-5, D2.His.6.3-5, D2.His.14.3-5 **NCSS** - Theme #2 Time, Continuity, and Change; Theme #5 Individuals, Groups, and Institutions, Theme # 6 Power, Authority, and Governance, Theme #10, Civic Ideals and Practices

**Academic Vocabulary:**  
 The Declaration of Independence  
 Articles of Confederation  
 The Constitution  
 The Bill of Rights  
 Inalienable rights  
 Consent of the governed  
 Redress of grievances  
 Limited government  
 Rule of law  
 Majority rule  
 Minority rights  
 Separation of powers  
 Checks and balances  
 Popular sovereignty  
 Rights and freedoms

**Lesson Plan**

**Supporting Question #1:**

- What were the causes and consequences of The Declaration of Independence, Articles of Confederation, The Constitution, and The Bill of Rights?

**Formative Performance Task:**

- Students will define the following: The Declaration of Independence, Articles of Confederation, The Constitution, and The Bill of Rights.
- Students will be given a graphic organizer to compare each of the above items and how they helped form America's government.
- Students will make a timeline of when each was written.

**Summative Performance Task:**

Construct an argument with evidence that addresses the above mentioned political reforms with how they affected the forming of our government in the form of an essay.

**Taking Informed Action:**

- Students will brainstorm a list of changes that would have occurred in their community if one/ or more of the above political reforms never came to be written.

**Interdisciplinary Connection:**

- Integrate in reading instruction using the leveled readers and/or common-core aligned ELA passages from readworks.org.

**Differentiation**

How will we respond if students have not learned?

Interventions:

Give even more background information to students, based on student needs. Provide notes, vocabulary flashcards, study guides to students.

Give students more research, exploration, and inquiry time, if needed.

How will we respond if students have already learned?

Extensions/Enrichments:

Students will work in groups to create a KAHOOT quiz about the information written during the summative performance task.

**PROFICIENCY SCALE FOR THIS STANDARD**

<b>STANDARD: History</b>		
<b>SCORE</b>	<b>DESCRIPTION</b>	<b>SAMPLE TASKS</b>
<b>4.0</b>	<b>In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.</b>	<ul style="list-style-type: none"> <li>Students will write a letter to a group/individual explaining how they were important to the cultural interactions and conflicts of early America and how they affected America as it is today.</li> </ul>
<b>3.0</b>	<p><b>The student will:</b></p> <ul style="list-style-type: none"> <li>Investigate how the migration of early Native Americans affected early America.</li> <li>Analyze the lifestyles and differences of Native American cultures before and after Europeans came to America.</li> <li>Create an outline/timeline showing how Europeans explored early America</li> <li>Demonstrate the cultural interactions and conflicts among the Native Americans, Immigrants, and Africans that were brought to America.</li> <li>Analyze the contributions of significant individuals up to the 1800's and discuss their effect on early America.</li> <li>Discuss the important factors of the American Revolution</li> <li>Explain the causes and consequences of major political developments and reform created in early America (including Declaration of Independence, the Articles of Confederation, the Constitution, and the Bill of Rights).</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>	<ul style="list-style-type: none"> <li>Students will discuss the journey taken and the effect that it had on early America.</li> <li>Students will research the differences between Native American cultures before and after Europeans came to America and discuss the differences and the effects that migration had on the Native Americans.</li> <li>Students will create a timeline/outline that traces the steps of discovery and exploration of America by the Europeans.</li> <li>Create a graphic organizer or infographic that includes important information about cultural interactions and conflicts among the Native Americans, Immigrants, and Africans that were brought to America</li> <li>Students will create a front page newspaper article to inform the factors that influenced the American Revolution. It should include the perspectives of the patriots and loyalists and also explain why the American colonists were successful.</li> <li>Construct an argument with evidence that addresses the political reforms in early America with how they affected the forming of our government in the form of an essay.</li> </ul>
<b>2.5</b>	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content.	
<b>2.0</b>	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>Recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> <li>Migration, Native American, Pre-European, Settlement, Discovery, Exploration, Pre-Europeans, Culture, Interaction, Conflict, Immigrants, Africans, Significant Individuals, American Revolution, Patriots, Loyalists, The Declaration of Independence, Articles of Confederation, The Constitution, The Bill of Rights, Inalienable rights, Consent of the governed, Redress of grievances, Limited government, Rule of law, Majority rule, Minority rights, Separation of powers, Checks and balances, Popular sovereignty, Rights and freedoms</li> </ul> </li> <li>Performs basic processes, such as: construct a map of the migration path, compares/contrasts the Native American cultures before and after Europeans came to America</li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>	<ul style="list-style-type: none"> <li>Students will construct vocabulary flashcards with definitions and online vocabulary practice</li> <li>Students will construct a map of the migration of early native Americans</li> <li>Students will construct a Venn Diagram to show the similarities and differences of the culture of Native Americans before and after Europeans came to America.</li> </ul>
<b>1.5</b>	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.	
<b>1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>	

**Unit Overview - Unit 3 - Economics**

Content Area: **SOCIAL STUDIES**

Unit Title: **ECONOMICS**

Course/Grade Level: **4th Grade**

Unit Duration: 8 weeks

Materials/Instructional Resources For This Unit:  
Curriculum- McGraw Hill/ConnectED  
[www.brainpop.com](http://www.brainpop.com)  
<http://goo.gl/Cd6yEh> (supply and demand activity)  
[www.pbs.org](http://www.pbs.org)  
[discoveryeducation.com](http://discoveryeducation.com)

**Big Idea:**  
ECONOMIC STUDY  
1. Economic concepts  
2. Taxes  
3. Economy influences

**Enduring Understandings:**

1. Savings and financial investments have similarities and differences.
2. Supply and demand affect our economy.
3. Profit and loss affect economic decisions.
4. Taxes are utilized to provide goods and services.
5. Factors influence changes in regional economies.

**Essential Questions:**

1. What are the similarities and differences between saving and financial investment?
2. What is supply and demand?
3. What is the relationship between profit and loss in economic decisions?
4. How does the government utilize taxes to provide goods and services?
5. What factors influence changes in regional economies?

**Objective #1 Compare and contrast saving and financial investment.**

**Essential Question: What are the similarities and differences between saving and financial investment?**

**Standards:**

**GLE/CLE** - E.4.A.4.a **C3** - D2.Eco.10.3-5, **NCSS** - Theme #7 Production, Distribution, and Consumption

**Academic Vocabulary**

*saving  
budget*

*income  
debt  
financial investment*

**Lesson Plan**

Supporting Question #1:

Supporting Question #2:

<p><b>What does saving mean and how does it influence our economy?</b>  Video resource: Cyberchase - <a href="http://www.pbslearningmedia.org/resource/fc855df0-c290-4020-8f25-b2383216c1e7/fc855df0-c290-4020-8f25-b2383216c1e7/">http://www.pbslearningmedia.org/resource/fc855df0-c290-4020-8f25-b2383216c1e7/fc855df0-c290-4020-8f25-b2383216c1e7/</a></p>	<p><b>What are financial investments and how do they influence our economy?</b></p>
<p>Formative Performance Task:</p> <ul style="list-style-type: none"> <li>● Students will define the vocabulary word savings</li> <li>● Students will interpret budget examples and determine if the income is greater than the spending within the budget</li> <li>● Students will describe how saving influences our economy when it comes to needs and wants within a budget</li> </ul>	<p>Formative Performance Task:</p> <ul style="list-style-type: none"> <li>● Students will define the vocabulary word financial investments</li> <li>● Students will be given tasks cards with a fixed income. Students will set a budget and decide how they will allocate their money</li> <li>● Students will explain why financial investments influence our economy</li> </ul>

<p><b>Summative Performance Task:</b></p> <ul style="list-style-type: none"> <li>● Students will be placed in 3 socioeconomic groups (lower class, middle class, and upper class). With each group, they will be given a fixed income and create a budget that includes saving and spending needs. After establishing a budget and calculating the savings over a period time, the 3 groups will compare and contrast each of their savings and financial investment plans</li> </ul>
<p><b>Taking Informed Action:</b></p> <ul style="list-style-type: none"> <li>● Students will develop a personal budget based on their own actual income they receive over a given period of time. They will factor in their allowance, additional earnings, and spending/consumer needs they might have. Once their savings is determined, students will set goals on future financial investments and design a timeline until they reach their savings goal.</li> <li>● Online Resource: <a href="http://pbskids.org/cyberchase/activities/make-savings-diary/">http://pbskids.org/cyberchase/activities/make-savings-diary/</a></li> </ul>
<p><b>Interdisciplinary Connection:</b>  Students will use math skills to complete a budget and calculate savings over a period of time.</p>

<b>Differentiation</b>	
<p>How will we respond if students have not learned?  Interventions:  Give even more background information to students, based on student needs.  Provide notes, vocabulary flashcards, study guides to students.  Give students more research, exploration, and inquiry time, if needed.</p>	<p>How will we respond if students have already learned?  Extensions/Enrichments:  Students will be given a fictional company budget and income. Students will analyze the company's current expenses vs. company saving and design a new budgeting system to earn the company more money for wiser savings/financial investments</p>

<p><b>Objective #2: Explain supply and demand</b></p>
---

**Essential Question: What is supply and demand?**

**Standards:**

**GLE/CLE** - E.4.A.4.b, **C3** - D2.Eco.3.3-5, D2.Eco.6.3-5 , **NCSS** - Theme #7 Production, Distribution, and Consumption

**Academic Vocabulary**

*supply*  
*demand*  
*goods*  
*services*  
*producers*  
*consumers*

**Lesson Plan**

Supporting Question #1

**What are the cause and effect relationships of supply and demand?**

Formative Performance Task:

- Students will define the differences between goods and services
- Students will classify and sort lists/examples of various goods and services that consumers need
- Students will be provided multiple producer scenarios of the following: high supply=low demand, low supply=high demand

**Summative Performance Task:**

Students will be given an allotted allowance to purchase goods (materials- popsicle sticks, rubber bands, tape, string etc.) to design a product. Students will determine a price for their product, sell their good in a class store, and assess the supply and demand of their product.

**Taking Informed Action:**

Students will be given a real life product/service (ex: Pokemon cards, talking dolls, video games, electronics etc.) and compare its supply and demand relationship when the demand was at it's highest, in comparison to when the product/service was at it's lowest demand. Students will identify patterns and relationships to the causes of these changes.

**Interdisciplinary Connection:**

Students will use math skills to sell goods in the class store and determine if their goods are in demand or if their supply is too high.

**Differentiation**

How will we respond if students have not learned?

How will we respond if students have already learned?

<p><b>Interventions:</b>          Give even more background information to students, based on student needs. Provide notes, vocabulary flashcards, study guides to students.          Give students more research, exploration, and inquiry time, if needed</p>	<p><b>Extensions/Enrichments:</b>          Create a diagram showing the conditions (supply and demand) that cause price to go up or down.</p>
---	---

**Objective #3: Explain the relationship of profit and loss in economic decisions.**

**Essential Question: What is the relationship between profit and loss in economic decisions?**

**Standards:**  
**GLE/CLE** - E.4.A.4.c, TS.7.E.4.a **C3** - D2.Eco.7.3-5 , **NCSS** - Theme #7 Production, Distribution, and Consumption

**Academic Vocabulary**

*Profit*  
*Financial loss*  
*Revenue*  
*Income*

**Lesson Plan**

Supporting Question #1  
**What is the relationship between profit and loss in economic decisions?**  
 Video Resource: Making Dough: Profit and Loss - <http://google.discoveryeducation.com/player/view/assetGuid/CCFBD9A8-98DA-458A-A7D4-F74DC04C47FF>

Formative Performance Task:

- Students will define the differences between profit and loss
- Students will be provided with task card business scenarios to determine to the profit vs. loss of the company

**Summative Performance Task:** Students will describe the economic effects of a business that suffers financial loss and the possible outcomes for the community in which the business operates. Students will also describe the opposite effects (if the business makes a profit).

**Taking Informed Action:**  
 Students will look at the profit/loss statements for the school/class store and determine what steps need to be made to increase profits.

**Interdisciplinary Connection:** Students will be using math skills to determine a company's revenue and profit and loss based on sales.

**Objective #4: Explain how the government utilizes taxes to provide goods and services.**

**Essential Question: How does the government utilize taxes to provide goods and services?**

Standards:

**GLE/CLE** - E.4.C.4, TS.7.D.4 **C3** - D2.Eco.12.3-5 , **NCSS** - Theme #7 Production, Distribution, and Consumption

**Academic Vocabulary**

*Sales tax*  
*Income tax*  
*Goods*  
*Services*

**Lesson Plan**

Supporting Question #1:

**How does the government collect taxes?**

- Students will watch the Brainpop video- taxes.
- Students will experience where their taxes go and how taxes support them via an online interactive module - <http://pbskids.org/democracy/my-government/>
- Students will compare and contrast multiple sales receipts and pay stubs and look at the percentages collected at the federal and state levels.

Supporting Question #2:

**What goods and services are provided by the government using tax dollar money?**

- Students will make a 3 column chart on how the government spends tax dollar money at the federal, state, and local levels

FEDERAL	STATE	LOCAL
Highways	State parks	Schools
Military expenses	Stadiums, museums	Fire department
monuments		Police department

**Summative Performance Task:** Students will be given a tax return scenario (see Brainpop taxes activity link below) and complete a 1040EZ to analyze how an income and other personal factors can affect the amount of taxes he/she needs to pay to the government.

<https://www.brainpop.com/math/ratioproportionandpercent/taxes/activity/#=standard>

**Taking Informed Action:**

Students will each be given a state and will look up the sales tax percentage for their particular state.

**Interdisciplinary Connection:**

Using the information from the taking informed action activity above, the teacher will provide a grocery list of items purchased. Students will solve multiple math problems by calculating the sales tax percentage for different states.



### Differentiation

How will we respond if students have not learned?

Interventions:

- Give even more background information to students, based on student needs. Provide notes, vocabulary flashcards, study guides to students.
- Give students more research, exploration, and inquiry time, if needed

How will we respond if students have already learned?

Extensions/Enrichment:

- Students will write an opinion letter to the government on how they should spend tax dollars wiser at the federal, state, and local levels of government.

**Objective #5: Interpret the factors, past and present, that influence changes in regional economies.**

**Essential Question: What factors influence changes in regional economies?**

**Standards:**

**GLE/CLE** - E.4.D.4, TS.7.B.4.a, TS.7.E.4.a **C3** - D2.Eco.2.3-5, **NCSS** - Theme #7 Production, Distribution, and Consumption, Theme #8 Science, Technology, and Society, Theme #9 Global Connections

### Academic Vocabulary

*regional  
economy  
factors  
population  
technology  
communication*

*movement  
migration  
Human Resources  
Capital Resources  
Natural Resources*

### Lesson Plan

Supporting Question #1:

**How do technology, migration, and all types of resources affect regional economies?**

Formative Performance Task:

- Students will define the vocabulary words regional, economy, factors, technology, movement, and resources.
- Students will explain how factors can influence a region's economy.
- Students will describe the changes they have seen in the area in which they live (examples: new houses being built, stores and restaurants being built, roads being improved, etc.)

Formative Performance Task:

- Students will determine which technology has had an effect on economies in the past, present, and future.
- Students will determine the cause/effect that migration has had on economies in the past, present, and future.
- Students will determine which resources had an effect on on economies in the past, present, and future.

**Summative Performance Task:**

- Students will be given several different factors and determine which factors had an effect on the past, present, and future

**Taking Informed Action:**

- Students will predict what would happen if their neighborhood migrated to another region. How would that migration impact the people in the community of that particular area?

**Interdisciplinary Connection:** Students will read a nonfiction article on a form of technology and examine how it has impacted our economy.

**Differentiation**

How will we respond if students have not learned?

Interventions:

- Flashcards and vocabulary games
- Give even more background information to students, based on student needs. Provide notes, vocabulary flashcards, study guides to students.
- Give students more research, exploration, and inquiry time, if needed

How will we respond if students have already learned?

Extensions/Enrichments:

- Develop a plan for economic growth for St. Charles city based on information gathered during research of the city's past and present economic situations.
- Students will research an specified area of the United States, and discuss how the region has changed over the last 200 years due to the influence of various factors such as technology, communication, movement, resources, etc.
- Students will create an economic situation in which technology, migration, and/or resources played an important factor in the economy.

**PROFICIENCY SCALE FOR THIS STANDARD**

<b>STANDARD: Economics</b>		
<b>SCORE</b>	<b>DESCRIPTION</b>	<b>SAMPLE TASKS</b>
<b>4.0</b>	<b>In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.</b>	<ul style="list-style-type: none"> <li>Students will write an opinion letter to the government on how they should spend tax dollars wiser at the federal, state, and local levels of government.</li> <li>Students will develop a plan for economic growth for St. Charles City based on information gathered during research of the city's past and present economic situations.</li> </ul>
<b>3.5</b>	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
<b>3.0</b>	<p><b>The student will:</b></p> <ul style="list-style-type: none"> <li>Compare and contrast saving and financial investment</li> <li>Explain the relationship of profit and loss in economic decisions.</li> <li>Explain the relationship of profit and loss in economic decisions.</li> <li>Explain how the government utilizes taxes to provide goods and services.</li> <li>Interpret the factors, past and present, that influence changes in regional economies.</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>	<ul style="list-style-type: none"> <li>Students will be given tasks cards with a fixed income. Students will set a budget and decide how they will allocate their money</li> <li>Students will explain why financial investments influence our economy</li> <li>Students will be given an allotted allowance to purchase goods (materials- popsicle sticks, rubber bands, tape, string etc,) to design a product. Students will determine a price for their product, sell their good in a class store, and assess the supply and demand of their product.</li> <li>Students will be given several different factors and determine which factors had an effect on the past, present, and future.</li> <li>Students will make a 3 column chart on how the government spends tax dollar money at the federal, state, and local levels</li> </ul>
<b>2.5</b>	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content.	
<b>2.0</b>	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>Recognizes or recalls specific terminology, such as:                             <ul style="list-style-type: none"> <li><i>saving, budget, income, debt, financial investment, supply and demand, goods, services, producers, consumers, profit, financial loss, sales tax, income tax, regional, economy, factors, population, technology, communication, movement, migration, Human Resources, Capital Resources, Natural Resources</i></li> </ul> </li> <li>Performs basic processes, such as:                             <ul style="list-style-type: none"> <li><i>keep track of their own income</i></li> <li><i>determine which goods and services they use</i></li> </ul> </li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>	<ul style="list-style-type: none"> <li>Students will create vocabulary flashcards</li> <li>Students will track income on a chart</li> </ul>
<b>1.5</b>	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.	
<b>1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>	
<b>LND</b>	<b>Even with help, no understanding or skill demonstrated.</b>	

**Unit Overview - Unit 4 - Civics**

<p>Content Area: <b>SOCIAL STUDIES</b></p> <p>Course/Grade Level: <b>4th Grade</b></p>	<p>Unit Title: <b>CIVICS</b></p> <p>Unit Duration: <b>8 weeks</b></p>
<p>Materials/Instructional Resources For This Unit: Curriculum- McGraw Hill/ConnectED</p> <p>Online Resources</p> <ul style="list-style-type: none"> <li>● <a href="http://www.brainpop.com">www.brainpop.com</a></li> <li>● <a href="http://www.icivics.org">www.icivics.org</a></li> </ul> <p>Library of Congress</p> <ul style="list-style-type: none"> <li>● Primary Resource: Symbols of the United States - <a href="http://goo.gl/utwl1g">http://goo.gl/utwl1g</a></li> </ul> <p>Kids.gov</p> <ul style="list-style-type: none"> <li>● Three Branches of Government - <a href="https://goo.gl/bivwBF">https://goo.gl/bivwBF</a></li> </ul>	<p>Big Idea:</p> <ol style="list-style-type: none"> <li>1. Documents that Shaped Constitutional Democracy</li> <li>2. Governance Systems</li> <li>3. People - Groups and Cultures</li> </ol>
<p>Enduring Understandings:</p> <ol style="list-style-type: none"> <li>1. Purposes and Principles of the Declaration of Independence, the Constitution, and the Bill of Rights</li> <li>2. Character Traits and Civic Attitudes of Significant Individuals</li> <li>3. Roles of Citizens and Governments in carrying out Constitutional Principles including the purpose of Government</li> <li>4. Knowledge of the Symbols of State and Nation</li> <li>5. Functions and Processes of Governmental Systems including Decision Making</li> <li>6. Conflict Resolution Processes - Colonial Period and Current Processes</li> <li>7. Cultural Characteristics - People, Ideas, Beliefs, Heritage, Preservation, and Changes in Societal Roles and Status of Various Group</li> </ol>	<p>Essential Questions:</p> <ol style="list-style-type: none"> <li>1. What are the purposes and principles of the Declaration of Independence, the Constitution, and the Bill of Rights?</li> <li>2. What were the character traits and civic attitudes of significant individuals of the past?</li> <li>3. What are the roles and purposes of government to carry out constitutional principles?</li> <li>4. What are the symbols of our state and nation?</li> <li>5. What are the processes and functions of governmental systems in decision making?</li> <li>6. What are the methods of resolving conflict and dispute resolution?</li> <li>7. What are the cultural characteristics of people, cultures, preservation of heritage, changing societal roles and the status of various groups?</li> </ol>

<p><b>Objective #1: Research and analyze the text of the Declaration of Independence to determine important principles.</b></p>
<p><b>Essential Question: What are the purposes and principles of the Declaration of Independence, the Constitution, and the Bill of Rights?</b></p>
<p><b>Standards:</b>  <b>GLE/CLE</b> - PC.1.A.4, TS.7.A.4.a, TS.7.A.4.b, TS.&amp;.D.4, TS.7.E.4.a    <b>3C</b> - D2.Civ.1.3-5, D2.Civ.3.3-5, D2.Civ.4.3-5, D2.Civ.5.3-5, D2.Civ.8.3-5, D2.Civ.9.3-5, D2.Civ.10.3-5, D2.Civ.12.3-5, D2.Civ.14.3-5    <b>NCSS</b> - Theme #2 Time, Continuity, Change, Theme #5 Individuals, Groups, and Institutions, Theme #6 Power, Authority, and Governance Theme #10 Civic Ideals &amp; Practices</p>

<b>Academic Vocabulary:</b>		
Inalienable rights	consent of the governed	redress of grievances
Declaration of Independence	Militia	treason
Loyalists	Patriots	

**Lesson Plan**

Supporting Question: <b>What is the Declaration of Independence and why was it written?</b>	Supporting Question: <b>What are the relationships between inalienable rights, government by consent of the governed, and the redress of grievances ?</b>
<b>Formative Performance Task:</b> <ol style="list-style-type: none"> <li>Students will watch the Brainpop.com video: Declaration of Independence, and be able to discuss the importance of why it was written.</li> <li>Students will read and discuss the actual Declaration of Independence document.</li> <li>Students will interpret the document in partner work or in small groups; highlighting important sentences, words, and phrases that stand out.</li> <li>Students come together as a class and discuss the purpose of the document.</li> </ol>	<b>Formative Performance Task:</b> Students will construct a triangle organizer. For each vertex of the triangle, label inalienable rights, consent of the governed, and the redress of grievances. Students will complete the organizer and define each of the terms listed above, showing their cause and effect relationships.

<b>Summative Performance Task:</b> <ul style="list-style-type: none"> <li>Students will complete a “Start, Stop, and Continue” organizer on the Declaration of Independence. Students will construct one sentence to “start” or add to the document, one sentence to “stop” or remove, and one sentence to “continue” or which they find most important to continue and justify why.</li> </ul>
<b>Taking Informed Action:</b> <ul style="list-style-type: none"> <li>As a class students will develop a declaration of independence to establish their own inalienable rights, how they want to be represented and governed, and how they would want to address their grievances.</li> </ul>
<b>Interdisciplinary Connection:</b> <ul style="list-style-type: none"> <li>Students will read nonfiction books in reading to develop stronger background knowledge on the process of creating the Declaration of Independence.</li> </ul>

**Differentiation**

How will we respond if students have not learned? Interventions: Give even more background information to students, based on student needs. Provide notes, vocabulary flashcards, study guides to students. Give students more research, exploration, and inquiry time, if needed.	How will we respond if students have already learned? Extensions/Enrichments: Provide students further time online to research articles, images, and videos for a deeper understanding of the Declaration of Independence, and the following terms: alienable rights, consent of the governed, and redress of grievances.
--	---

**Objective #2: Explain the weaknesses inherent in the Articles of Confederation that led to the Constitution.**

**Essential Question: What are the purposes and principles of the Declaration of Independence, the Constitution, and the Bill of Rights?**

**Standards:**

**GLE/CLE** - PC.1.B.4.a, TS.7.A.4.a, TS.7.A.4.b, TS.7.B.4.a, TS.7.D.4, TS.7.E.4.a **C3** - D2.Civ.1.3-5, D2.Civ.3.3-5, D2.Civ.4.3-5, D2.Civ.5.3-5, D2.Civ.8.3-5, D2.Civ.9.3-5, D2.Civ.10.3-5, D2.Civ.12.3-5, D2.Civ.14.3-5 **NCSS** - Theme #2 Time, Continuity, Change, Theme #5 Individuals, Groups, and Institutions, Theme #6 Power, Authority, and Governance Theme #10 Civic Ideals & Practices

**Academic Vocabulary:**

Articles of Confederation

National Government

Constitution

**Lesson Plan**

Supporting Question:

**Why were the Articles of Confederation created and what were**

**Formative Performance Task:**

1. Students will create a timeline for the Declaration of Independence of 1776 and the U.S. constitution of 1789 and analyze the time inbetween that the Articles of Confederation went into effect.
2. Students will watch the Brainpop.com video: Articles of Confederation.
3. Students will classify the advantages and disadvantages of the Articles of Confederation in an organizer.

**Summative Performance Task:**

- Students will justify in a constructed response why the Articles of Confederation had to be created and why they were important once America established its independence. Students will also justify why Shay's Rebellion was necessary for the Articles of Confederation in order to construct the U.S. Constitution.

**Taking Informed Action:**

- Identify your personal beliefs, experiences, perspectives, and values that underlie your own and others' points of view about civic issues. How do your beliefs ensure peaceful resolutions to conflicts? Create a plan for our school that involves a process by which peaceful resolutions to conflicts are made and acted upon.

**Interdisciplinary Connection:**

- Students will read nonfiction books in reading to develop stronger background knowledge on the process of creating the Articles of Confederation and why they did not last long-term in our country.

## Differentiation

How will we respond if students have not learned?

Interventions:

Give even more background information to students, based on student needs.

Provide notes, vocabulary flashcards, study guides to students.

Give students more research, exploration, and inquiry time, if needed.

How will we respond if students have already learned?

Extensions/Enrichments:

Provide students further time online to research articles, images, and videos for a deeper understanding of the Articles of Confederation.

**Objective #3: Explain the major purpose of the Constitution.**

**Essential Question: What are the purposes and principles of the Declaration of Independence, the Constitution, and the Bill of Rights?**

**Standards:**

**GLE/CLE** - PC.1.B.4.b, TS.7.A.4.a, TS.7.A.4.b, TS.7.B.4.a, TS.7.D.4, TS.7.E.4.a **C3** - D2.Civ.1.3-5, D2.Civ.3.3-5, D2.Civ.4.3-5, D2.Civ.5.3-5, D2.Civ.8.3-5, D2.Civ.9.3-5, D2.Civ.10.3-5, D2.Civ.12.3-5, D2.Civ.14.3-5 **NCSS** - Theme #2 Time, Continuity, Change, Theme #5 Individuals, Groups, and Institutions, Theme #6 Power, Authority, and Governance Theme #10 Civic Ideals & Practices

**Academic Vocabulary:**

Authoritative decisions, Democracy, Collaboration, National Government

## Lesson Plan

Supporting Question:

**Why was the U.S. Constitution created and what are its founding principles?**

**Formative Performance Task:**

1. Students will explain why the U.S. Constitution was established for the original Articles of Confederation.
2. Students will defend why the U.S. Constitution is a stronger document for rules and laws in comparison to the Articles of Confederation.
3. Students will construct an organizer with the seven founding principles of the Constitution: popular sovereignty, republicanism, federalism, separation of powers, limited government, checks and balances, and individual rights.
4. Students will watch the Brainpop.com video: U.S. Constitution.
5. Students will define each of the Constitution's seven principles within the organizer.

**Summative Performance Task:**

- Students will draw conclusions on the following questions through constructed responses: Why do we need rules or laws? What's the difference between the Articles of Confederation and the U.S. Constitution? What would happen if there was no Constitution, no laws, and no enforcement of laws?

**Taking Informed Action:**

- Students will complete the Brainpop.com- U.S. Constitution sortify activity. Students will sort rights established by the Constitution within the seven founding principles.

**Interdisciplinary Connection:**

- Students will read nonfiction books in reading to develop stronger background knowledge on the process of creating the U.S. Constitution and explore why the Constitution is still upheld today.

**Differentiation**

How will we respond if students have not learned?

Interventions:

Give even more background information to students, based on student needs.

Provide notes, vocabulary flashcards, study guides to students.

Give students more research, exploration, and inquiry time, if needed.

How will we respond if students have already learned?

Extensions/Enrichments:

Students will visit iCivics.com and play the game, "Do I Have a Right" to match the rights of the U.S. Constitution.

**Objective #4: Research and analyze the text of the U.S. Constitution to determine important principles of Limited Government, Rule of Law, Majority Rule, Minority rights, Separation of powers, Checks and Balances, and Popular Sovereignty.**

**Essential Question: What are the purposes and principles of the Declaration of Independence, the Constitution, and the Bill of Rights?**

**Standards:**

**GLE/CLE** - PC.1.B.4.c, TS.7.A.4.a, TS.7.A.4.b, TS.7.B.4.a, TS.7.D.4, TS.7.E.4.a **C3** - D2.Civ.1.3-5, D2.Civ.3.3-5, D2.Civ.4.3-5, D2.Civ.5.3-5, D2.Civ.8.3-5, D2.Civ.9.3-5, D2.Civ.10.3, D2.Civ.12.3-5, D2.Civ.14.3-5 **NCSS** - Theme #2 Time, Continuity, Change, Theme #5 Individuals, Groups, and Institutions, Theme #6 Power, Authority, and Governance Theme #10 Civic Ideals & Practices

**Academic Vocabulary:**

Checks and Balances

Branches of government

Congress

President

Supreme Court

Limited Government

Judicial

House of Representatives

Vice-President

Supreme Court Judge

Rule of Law

Legislative

Senate

Cabinet

Majority Rule

Executive

Minority Rights

Separation of powers

Popular Sovereignty

**Lesson Plan**

Supporting Question:

**What is the importance of the three branches of government?**

Supporting Question:

**Why does our country need a system of checks and balances?**



<p>Formative Performance Task:</p> <ol style="list-style-type: none"> <li>1. Students will watch the Brainpop.com video- Branches of Government.</li> <li>2. Students will complete an organizer listing the main responsibilities of each branch.</li> </ol>	<p>Formative Performance Task:</p> <ol style="list-style-type: none"> <li>1. Students will define the term- checks and balances.</li> <li>2. Students will classify rights provided by the constitution using the following online tool-</li> <li>3. <a href="https://www.brainpop.com/games/checksandbalances/">https://www.brainpop.com/games/checksandbalances/</a></li> </ol>
---	---

<p><b>Summative Performance Task:</b></p> <ul style="list-style-type: none"> <li>● Students will analyze important terms and rights related to the U.S. constitution. Using an organizer t-chart with the three branches of government labeled at the top, students will classify the vocabulary above related to each branch of government (<i>executive, judicial, and legislative</i>).</li> </ul>
<p><b>Taking Informed Action:</b></p> <ul style="list-style-type: none"> <li>● Students will investigate the power of the 3 branches of government using the following online resource- <a href="https://www.icivics.org/games/branches-power">https://www.icivics.org/games/branches-power</a>. Students will control all three branches of government, write laws, and formulate opinions on particular issues related to the U.S. constitution and its founding principles.</li> </ul>
<p><b>Interdisciplinary Connection:</b></p> <ul style="list-style-type: none"> <li>● Students will read nonfiction books in reading to develop stronger background knowledge on the U.S. Constitution. Students will research and analyze the text of the U.S. Constitution and determine its important principles.</li> </ul>

<b>Differentiation</b>	
<p>How will we respond if students have not learned? Interventions: Give even more background information to students, based on student needs. Provide notes, vocabulary flashcards, study guides to students. Give students more research, exploration, and inquiry time, if needed.</p>	<p>How will we respond if students have already learned? Extensions/Enrichments: Students will investigate the power of the 3 branches of government using the following online resource- <a href="https://www.icivics.org/games/branches-power">https://www.icivics.org/games/branches-power</a>. Students will control all three branches of government, write laws, and formulate opinions on particular issues related to the U.S. constitution and its founding principles.</p>

<p><b>Objective #5: Explain the major purpose and identify important principles of the Bill of Rights.</b></p>
<p><b>Essential Question: What are the purposes and principles of the Declaration of Independence, the Constitution, and the Bill of Rights?</b></p>
<p><b>Standards:</b>  <b>GLE/CLE</b> - PC.1.C.4.a , PC.1.C.4.b, TS.7.A.4.a, TS.7.A.4.b, TS.7.B.4.a, TS.7.D.4, TS.7.E.4.a <b>3C</b> - D2.Civ.1.3-5, D2.Civ.3.3-5, D2.Civ.4.3-5, D2.Civ.5.3-5, D2.Civ.8.3-5, D2.Civ.9.3-5, D2.Civ.10.3-5,, D2.Civ.12.3-5, D2.Civ.14.3-5      <b>NCSS</b> - Theme #2 Time, Continuity, Change, Theme #5 Individuals, Groups, and Institutions, Theme #6 Power, Authority, and Governance Theme #10 Civic Ideals &amp; Practices</p>

**Academic Vocabulary:**

Bill of Rights  
Rights of the accused  
Freedom of Press  
Right to Petition  
Double Jeopardy  
Prejudice

Amendments  
Ratified  
Freedom of Speech  
Keep and Bear Arms  
Jury  
Excessive

Liberties  
Freedom of Religion  
Right to Assemble  
Search and Seizures  
Due Process  
cruel & unusual punishment

**Lesson Plan**

Supporting Question:

**What are the Bill of Rights and why were they added to the U.S. constitution?**

**Formative Performance Task:**

1. Students will watch Brainpop video- Bill of Rights
2. Students will complete organizer while watching Brainpop- Bill of Rights and other media resources [http://chnm.gmu.edu/loudountah/resources\\_files/bill-of-rights/rights-organizer.pdf](http://chnm.gmu.edu/loudountah/resources_files/bill-of-rights/rights-organizer.pdf)
3. Students will compare the Bill of Rights and the amendments using the following resource: <https://www.icivics.org/games/bill-of-rights>

**Summative Performance Task:**

- Students will define the Bill of Rights and infer what would happen if the U.S. constitution hadn't been ratified through the Bill of Rights through a constructed response.

**Taking Informed Action:**

- Students will look at current issues in Congress and how they are related and protected through the Bill of Rights.

**Interdisciplinary Connection:**

- Students will read nonfiction books in reading to develop stronger background knowledge on the Bill of Rights, why they were created, and their major purposes and principles.

**Differentiation**

How will we respond if students have not learned?

Interventions:

Give even more background information to students, based on student needs.  
Provide notes, vocabulary flashcards, study guides to students.  
Give students more research, exploration, and inquiry time, if needed.

How will we respond if students have already learned?

Extensions/Enrichments:

Provide students further time online to research articles, images, and videos for a deeper understanding of the Bill of Rights.

**Objective #6: Describe the character traits and civic attitudes of significant individuals up through Colonial Times.**

**Essential Question: What were the character traits and civic attitudes of significant individuals of the past?**

**Standards:**

**GLE/CLE** - PC.1.E.4, TS.7.A.4.a, TS.7.A.4.b, TS.7.B.4.a, TS.7.B.4.b, TS.7.D.4, TS.7.E.4.a **3C** - D2.Civ.4.3-5, D2.Civ.6.3-5, D2.Civ.8.3-5, D2.Civ.10.3-5 D2.Civ.12.3-5, D2.Civ.14.3-5  
**NCSS** - Theme #2 Time, Continuity, Change, Theme #5 Individuals, Groups, and Institutions, Theme #10 Civic Ideals & Practices

**Academic Vocabulary:**

Civic	Traits	
Attitudes	Significant	Founding Fathers

**Lesson Plan**

Supporting Question:

**Who were significant individuals that helped shape our nation through their character traits and civic attitudes?**

**Formative Performance Task:**

1. Students will define the term: Founding Fathers.
2. Students will watch various Brainpop videos on specific leaders that helped shape our nation. Example videos- George Washington, Thomas Jefferson, Benjamin Franklin etc.
3. Students will then watch the Brainpop video on citizenship. Discuss how “Founding Fathers” fought for citizen rights prior to the U.S. Constitution draft and Bill of Rights.

**Summative Performance Task:**

- Students will complete the graphic organizer connected to Brainpop- <https://www.brainpop.com/socialstudies/usgovernment/citizenship/activity/#=standard>

**Taking Informed Action:**

- Students will work in small groups and research further on one of the main Founding Fathers. Through a media source (poster, PowerPoint presentation, etc.) students will share out with the class the most important influence their person had on our country to shape our nation and how they carried out their civic attitudes/duties.

**Interdisciplinary Connection:**

- Students will read nonfiction biography books in reading to develop stronger background knowledge on one or more of the “Founding Fathers” of our nation.

### Differentiation

How will we respond if students have not learned?

Interventions:

Give even more background information to students, based on student needs.

Provide notes, vocabulary flashcards, study guides to students.

Give students more research, exploration, and inquiry time, if needed.

How will we respond if students have already learned?

Extensions/Enrichments:

Provide students further time online to research articles, images, and videos for a deeper understanding of the character traits and civic attitudes of significant individuals up through Colonial Times.

**Objective #7: Examine ways by which citizens have effectively voiced opinions, monitored government, and brought about change both past and present**

**Essential Question: What are the roles and purposes of government to carry out constitutional principles?**

**Standards:**

**GLE/CLE** - PC.1.D.4, TS.7.A.4.a, TS.7.A.4.b, TS.7.B.4.a, TS.7.B.4.b, TS.7.D.4, TS.7.E.4.a, **3C** - D2.Civ.2.3-5, D2.Civ.4.3-5, D2.Civ.6.3-5, D2.Civ.9.3-5, D2.Civ.12.3-5, D2.Civ.13.3-5, D2.Civ.14.3-5 **NCSS** - Theme #2 Time, Continuity, Change, Theme #5 Individuals, Groups, and Institutions, Theme #6 Power, Authority, and Governance Theme #10 Civic Ideals & Practices

**Academic Vocabulary:**

Citizens

Effectively

Opinion

Monitor

### Lesson Plan

Supporting Question:

**How have citizens effectively voiced their opinions and brought change to governmental powers?**

**Formative Performance Task:**

1. Students will compare and contrast freedoms of our nation when it was first established in 1776 vs. present day. Ask: What major changes have happened throughout history?
2. Students will organize their responses through a venn-diagram labeled- 1776 vs. present day.
3. Students will discuss how significant people throughout history effectively voiced their opinions while being protected through the Bill of Rights in order to bring change to our country. List those key people that have shaped our nation.
4. Students will engage in the following resource that focuses on citizenship and freedom of speech- <https://www.icivics.org/games/activate>

**Summative Performance Task:**

- Students will research a significant citizen that voiced their opinion that brought change to our country and defend how that person effectively brought change to governmental powers. Students will also engage in the following resource- <https://www.icivics.org/games/responsibility-launcher>

**Taking Informed Action:**

- Students will pick a present day topic that matters to them, and develop a logical argument to their issue and voice their opinion for change.

**Interdisciplinary Connection:**

- Students will read nonfiction books in reading to develop stronger background knowledge on important events in American history where citizens effectively voiced their opinions and brought change to governmental powers. Example- Martin Luther King Jr.

**Differentiation**

How will we respond if students have not learned?

Interventions:

Give even more background information to students, based on student needs.

Provide notes, vocabulary flashcards, study guides to students.

Give students more research, exploration, and inquiry time, if needed.

How will we respond if students have already learned?

Extensions/Enrichments:

Provide students further time online to research articles, images, and videos for a deeper understanding of how citizens have effectively voiced their opinions and brought change to governmental powers.

**Objective #8: Explain how the purpose and role of government have been debated across historical events and time periods to current times.**

**Essential Question: What are the roles and purposes of government to carry out constitutional principles?**

**Standards:**

**GLE/CLE** - GS.2.A.4, TS.7.A.4.a, TS.7.B.4.a, TS.7.B.4.b, TS.7.D.4, TS.7.E.4.a, **3C** - D2.Civ.1.3-5, D2.Civ.5.3-5, D2.Civ.8.3-5, D2.Civ.11.3-5, D2.Civ.12.3-5, D2.Civ.13.3-5, D2.Civ.14.3-5 **NCSS** - Theme #2 Time, Continuity, Change, Theme #5 Individuals, Groups, and Institutions, Theme #6 Power, Authority, and Governance Theme #10 Civic Ideals & Practices

Academic Vocabulary:

Purpose

Role  
Constitutional Principles

Debate

**Lesson Plan**

Supporting Question:

**How have the roles of government been debated in the past in comparison to the present?**

**Formative Performance Task:**

1. Students will define the term: constitutional principles.
2. Students will compare and contrast the roles of government across important historical events from the past and compare the government’s role to a present day event.

**Summative Performance Task:**

- Students will pick one significant event in history and determine whether the government's roles were following basic constitutional principles. Students will defend why or why not.

**Taking Informed Action:**

- Students will look at their own school government (the school district) and their school constitution (code of conduct). Students will look how their own government and constitution can benefit citizens (students/staff) during certain issues/events, and then think of an example of how "school government" has limited citizen rights.

**Interdisciplinary Connection:**

- During reading or writing workshop, students will read nonfiction books to develop stronger background knowledge on important events in American history where the government mandated its constitutional principles.

**Differentiation**

How will we respond if students have not learned?

Interventions:

Give even more background information to students, based on student needs.

Provide notes, vocabulary flashcards, study guides to students.

Give students more research, exploration, and inquiry time, if needed.

How will we respond if students have already learned?

Extensions/Enrichments:

Provide students further time online to research articles, images, and videos for a deeper understanding of the roles of government and how specific historical events and wars have impacted citizens' discussions and debates.

**Objective #9: Recognize and explain the significance of national symbols associated with historical events and time periods being studied.**

**Essential Question: What are the symbols of our state and nation?**

**Standards:**

**GLE/CLE** - PC.1.F.4, TS.7.A.4.a, TS.7.A.4.b, TS.7.B.4.a, TS.7.B.4.b, TS.7.D.4, TS.7.E.4.a, **3C** - D2.Civ.5.3-5, D2.Civ.8.3-5, **NCSS** - Theme #1 Culture

**Academic Vocabulary:**

Statue of Liberty

Flag of the United States of America

Seal of the United States of America

Bald Eagle

The Star Spangled Banner

America the Beautiful

Liberty Bell

Uncle Sam

**Lesson Plan**

Supporting Question:

**Why does the United States have national symbols and how do these symbols associate with historical events and time periods?**

**Formative Performance Task:**

1. Students will navigate the following resource to interpret significant national symbols and how they are associated with historical events- <http://www.statesymbolsusa.org/us/symbols/national>
2. Students will complete an organizer on 5 major significant symbols related to the resource above. Students will record the importance of the national symbol, and the time period related to

**Summative Performance Task:**

- Students will each be given a different U.S. symbol. Students will research what their symbol signifies, who/why was it created, when was it developed, and how is it still important to our country today. Students will share out their findings through a PowerPoint presentation.

**Taking Informed Action:**

- Students will look at local city symbols that are significant to St. Charles. Other possible environments could include family and school symbols as well.

**Interdisciplinary Connection:**

- During reading or writing workshop, students will read nonfiction books to develop stronger background knowledge their personal national symbol when completing the summative performance task.

**Differentiation**

How will we respond if students have not learned?

Interventions:

Give even more background information to students, based on student needs.

Provide notes, vocabulary flashcards, study guides to students.

Give students more research, exploration, and inquiry time, if needed.

How will we respond if students have already learned?

Extensions/Enrichments:

Provide students further time online to research articles, images, and videos for a deeper understanding of the following national symbols:

- ☐ Statue of Liberty, Flag of the United States of America, Seal of the United States of America, Bald Eagle, The Star Spangled Banner America the Beautiful, Liberty Bell, and Uncle Sam

**Objective #10: Analyze how authoritative decisions are made, enforced, and interpreted by the federal government across historical time periods and current events.**

**Essential Question: What are the processes and functions of governmental systems in decision making?**

**Standards:**

**GLE/CLE** - GS.2.C.4, TS.7.A.4.a, TS.7.A.4.b, TS.7.B.4.a, TS.7.B.4.b, TS.7.D.4, TS.7.E.4.a, **3C** - D2.Civ.1.3-5, D2.Civ.3.3-5, D2.Civ.11.3-5, D2.Civ.12.3-5, D2.Civ.14.3-5 **NCSS** - Theme #2 Time, Continuity, Change, Theme #5 Individuals, Groups, and Institutions, Theme #6 Power, Authority, and Governance Theme #10 Civic Ideals & Practices

<b>Academic Vocabulary:</b>	
Authoritative	Enforce
Interpret	Federal Government
<b>Lesson Plan</b>	
Supporting Question: <b>What are authoritative decisions and how are they enforced/interpreted by the federal government during the past and present? (3 branches of government)</b>	
<b>Formative Performance Task:</b>	
<ol style="list-style-type: none"> <li>1. Students will define the following terms: authoritative decisions, enforce, interpret, federal government.</li> <li>2. Students will watch the Brainpop video- branches of government.</li> <li>3. Students will summarize each of the 3 branches of government and organize the facts that represent each branch in a graphic organizer.</li> <li>4. Students will label the defined vocabulary above and associate the terminology to one of the three branches of government. Example- authoritative decisions=legislative branch or enforce=executive branch.</li> </ol>	
<b>Summative Performance Task:</b>	
<ul style="list-style-type: none"> <li>● Students will select an event from history and determine how each of the branches of government affected the outcome based the federal government’s authoritative decisions, and how those decisions were enforced and also interpreted. Students will respond through a constructed response answer.</li> </ul>	
<b>Taking Informed Action:</b>	
<ul style="list-style-type: none"> <li>● Students will examine a current event in the U.S. that is impacting our country. Students will use online media resources to investigate how each branch of government has played a significant role in the event when it comes to deciding, enforcing, and interpreting the event.</li> </ul>	
<b>Interdisciplinary Connection:</b>	
<ul style="list-style-type: none"> <li>● During reading or writing workshop, students will read nonfiction books to develop stronger background knowledge on each of the three branches of government and how decisions are made, enforced, and interpreted.</li> </ul>	
<b>Differentiation</b>	
<p>How will we respond if students have not learned?</p> <p>Interventions:</p> <p>Give even more background information to students, based on student needs.</p> <p>Provide notes, vocabulary flashcards, study guides to students.</p> <p>Give students more research, exploration, and inquiry time, if needed.</p>	<p>How will we respond if students have already learned?</p> <p>Extensions/Enrichments:</p> <p>Provide students further time online to research articles, images, and videos for a deeper understanding of how authoritative decisions are made, enforced, and interpreted by the federal government across historical time periods and current events.</p>



**Objective #11: Identify and explain the functions of the three branches of government in the federal government.**

**Essential Question: What are the processes and functions of governmental systems in decision making?**

**Standards:**

**GLE/CLE** - GS.2.D.4, TS.7.A.4.a, TS.7.A.4.b, TS.7.B.4.a, TS.7.B.4.b, TS.7.D.4, TS.7.E.4.a, **3C** - D2.Civ.1.3-5, D2.Civ.3.3-5, D2.Civ.4.3-5, D2.Civ.5.3-5, D2.Civ.6.3-5, D2.Civ.8.3-5, D2.Civ.9.3-5, D2.Civ.11.3-5, **NCSS** - Theme #2 Time, Continuity, Change, Theme #6 Power, Authority, and Governance Theme #10 Civic Ideals & Practices

**Academic Vocabulary:**

Branches of government	Judicial	Legislative	Executive	
Congress	House of Representatives	Representative	Senate	Senator
President	Vice-President	Cabinet		
Supreme Court	Supreme Court Judge	checks and balances		
Terms of Office				

**Lesson Plan**

Supporting Question:

**Why do we have three branches of government and explain the functions of each branch?**

**Formative Performance Task:**

1. Students will watch the Brainpop video- Branches of Government.
2. Students will define the term- checks and balances.
3. Students will discuss the relationships between each branch of government.
4. Students will engage in the Brainpop game- Branches of Government game.

**Summative Performance Task:**

- Students will select one form of government and define its roles and responsibilities and defend why they believe that particular branch could be the most significant to governmental system.

**Taking Informed Action:**

- Students will engage in the following resource to analyze the relationships between each branch of government- <https://www.icivics.org/games/branches-power>

**Interdisciplinary Connection:**

- During reading or writing workshop, students will read nonfiction books to develop stronger background knowledge on each of the three branches of government and how each branch is related.

## Differentiation

How will we respond if students have not learned?

Interventions:

Give even more background information to students, based on student needs.

Provide notes, vocabulary flashcards, study guides to students.

Give students more research, exploration, and inquiry time, if needed.

How will we respond if students have already learned?

Extensions/Enrichments:

Provide students further time online to research articles, images, and videos for a deeper understanding of the three branches of government. Students will then design a 4th branch of government and determine what responsibilities their new branch needs and defend how this branch will better our governmental system.

**Objective #12: Analyze peaceful resolution of disputes by courts or other legitimate authorities in U.S. history from early settlement to the colonial period.**

**Essential Question: What are the methods of resolving conflict and dispute resolution?**

**Standards:**

**GLE/CLE** - GS.2.B.4, TS.7.A.4.a, TS.7.A.4.b, TS.7.B.4.a, TS.7.B.4.b, TS.7.D.4, TS.7.E.4.a, **3C** - D2.Civ.1.3-5, D2.Civ.6.3-5, D2.Civ.9.3-5, D2.Civ.10.3-5, D2.Civ.14.3-5 **NCSS** - Theme #2 Time, Continuity, Change, Theme #5 Individuals, Groups, and Institutions, Theme #6 Power, Authority, and Governance Theme #10 Civic Ideals & Practices

**Academic Vocabulary:**

Disputes

Resolution

Legitimate

Authority

## Lesson Plan

Supporting Question:

**How have the courts resolved disputes and conflicts peacefully throughout U.S. history (early settlement to the colonial period)?**

**Formative Performance Task:**

1. Students will watch the Brainpop video- Court System.
2. Students will discuss how federal government has allowed for peaceful resolution of disputes in courts.
3. Students will analyze a specific event in U.S. history and how the court system

**Summative Performance Task:**

- Students will complete the Brainpop video assessment. Students will also be given a specific event in history and describe how the court system came to a settlement resolution peacefully. Students will complete this portion of the assessment through constructed response.

**Taking Informed Action:**

- Students will read the information related to the Brainpop-Court System Real Life section:  
<https://www.brainpop.com/socialstudies/usgovernment/courtsystem/fyi/#tab=1>

**Interdisciplinary Connection:**

- During reading or writing workshop, students will read nonfiction books to develop stronger background knowledge of the judicial court system and how conflicts and disputes throughout history have been resolved peacefully.

**Differentiation**

How will we respond if students have not learned?

Interventions:

Give even more background information to students, based on student needs.

Provide notes, vocabulary flashcards, study guides to students.

Give students more research, exploration, and inquiry time, if needed.

How will we respond if students have already learned?

Extensions/Enrichments:

Provide students further time online to research articles, images, and videos for a deeper understanding of peaceful resolution of disputes by courts or other legitimate authorities in U.S. history from early settlement to the colonial period. Students will investigate on Brainpop.com under the Court System and click the icon- FYI.

**Objective #13: Evaluate constructive processes or methods for resolving conflicts.**

**Essential Question: What are the methods of resolving conflict and dispute resolution?**

**Standards:**

**GLE/CLE** - RI.6.B.4, TS.7.A.4.a, TS.7.A.4.b, TS.7.B.4.a, TS.7.B.4.b, TS.7.D.4, TS.7.E.4.a, **3C** - D2.Civ.1.3-5, D2.Civ.6.3-5, D2.Civ.9.3-5, D2.Civ.10.3-5, D2.Civ.14.3-5 **NCSS** - Theme #5 Individuals, Groups, and Institutions, Theme #6 Power, Authority, and Governance Theme #10 Civic Ideals & Practices

**Academic Vocabulary:**

Methods/Processes

Constructive

Disputes/Conflicts

Resolution

**Lesson Plan**

Supporting Question:

**What constructive processes or methods have the court system used for resolving conflicts?**

**Formative Performance Task:**

1. Students will watch the Brainpop video- Trials.
2. Students will discuss how f trials are a constructive method for resolving conflicts in the court system.
3. Students will analyze a specific event in U.S. history and how the court system

**Summative Performance Task:**

- Students will complete the Brainpop- Trials video assessment.

**Taking Informed Action:**

- Students will read the information related to the Brainpop-Trials Real Life section: <https://www.brainpop.com/socialstudies/usgovernment/trials/fyi/#tab=0>

**Interdisciplinary Connection:**

- During reading or writing workshop, students will read nonfiction books to develop stronger background knowledge of the judicial court system and how conflicts and disputes throughout history have been resolved peacefully.

**Differentiation**

How will we respond if students have not learned?

Interventions:

Give even more background information to students, based on student needs.

Provide notes, vocabulary flashcards, study guides to students.

Give students more research, exploration, and inquiry time, if needed.

How will we respond if students have already learned?

Extensions/Enrichments:

Provide students further time online to research articles, images, and videos for a deeper understanding of resolving conflict.

PROFICIENCY SCALE FOR THIS STANDARD

STANDARD: Civics/Government		
SCORE	DESCRIPTION	SAMPLE TASKS
4.0	In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.	<ul style="list-style-type: none"> <li>Students will investigate all three branches of government, write laws, and formulate opinions on particular issues related to the U.S. constitution and its founding principles.</li> <li></li> </ul>
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	<p><b>The student:</b></p> <ul style="list-style-type: none"> <li>Explain the major constitutional democracy documents and the principles and purposes of those documents</li> <li>Identify and explain important principles in the Bill of Rights</li> <li>Explain the purpose and role of U.S. governmental branches and its citizens</li> <li>Explain the meaning of United States Symbols (i.e. Flag, Liberty Bell)</li> <li>Compare cultural characteristics of the people of U.S. Colonial Times</li> </ul> <p>The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none"> <li>Common Assessment - Formal</li> <li>Created Visual Displays (Individual/Group)</li> <li>Oral Explanation of Symbols</li> <li>Performance (i.e. Skit or Play)</li> </ul>
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content.	
2.0	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>Recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> <li>Declaration of Independence, Constitution, Bill of Rights, Branches of Government, US Symbols, Cultural Characteristics (Colonial), Colonial Roles and Status of Native Americans, Immigrants, Africans brought to America, Women, Indentured Servants</li> </ul> </li> <li>Performs basic processes, such as: <ul style="list-style-type: none"> <li>Matching vocabulary and definitions, selecting multiple choice responses, providing cloze responses</li> </ul> </li> </ul> <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> <li>Common Assessment with answer choices for student selection</li> <li>Student created flashcards or creation of game (i.e. Matching)</li> </ul>
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.	
1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
LND	Even with help, no understanding or skill demonstrated.	

## **Grade 5 Social Studies Curriculum**



CURRICULUM OVERVIEW	
<b>COURSE/GRADE LEVEL:</b> 5th grade  <b>CREDIT(S):</b>  <b>PREREQUISITES:</b>	<b>CURRICULUM WRITTEN:</b>  <b>BOARD APPROVAL:</b>  <b>REVISED:</b>

<b>COURSE DESCRIPTION:</b> Our Nation (1800-1940) Study of events, documents, movements, and people emphasizing the time period between 1800 and 2000 in America with a focus on inquiry into the continuing development of the United States as a history.	<b>COMMITTEE MEMBERS:</b> Angie Gabris Sara Myers
---	---

UNITS IN THIS COURSE/GRADE LEVEL	
UNIT TITLE	UNIT DURATION
UNIT 1: Geography	8 Weeks (about 20 Social Studies periods)
UNIT 2: Modern America's History	8 Weeks (about 20 Social Studies periods)
UNIT 3: Citizenship, Inventions, Immigration	8 Weeks (about 20 Social Studies periods)
UNIT 4: Economics	8 Weeks (about 20 Social Studies periods)

BOARD APPROVED INSTRUCTIONAL MATERIALS FOR THIS COURSE	ADDITIONAL INSTRUCTIONAL MATERIALS
McGraw-Hill Interactive Techbook - <i>Networks</i> <ul style="list-style-type: none"> <li>• <a href="http://connected.mcgraw-hill.com/connected/">http://connected.mcgraw-hill.com/connected/</a></li> </ul>	

## Unit Overview - Unit 1 - Geography

Content Area: American History 1800-1940

Course/Grade Level: 5

Unit Title: America's Geography 1800-2000

Unit Duration: 8 Weeks (about 20 Social Studies periods)

Materials/Instructional Resources For This Unit:

- McGraw-Hill Interactive Techbook

<http://connected.mcgraw-hill.com/connected/>

**Additional Resources:**

- Westward Expansion

<http://www.history.com/topics/westward-expansion>

- Interactive Westward Expansion Map

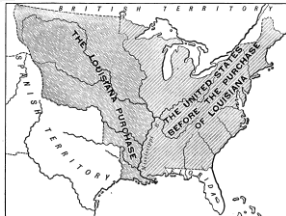
[http://www.eduplace.com/kids/socsci/books/applications/imaps/maps/g5s\\_u5/](http://www.eduplace.com/kids/socsci/books/applications/imaps/maps/g5s_u5/)

- Primary Sources: Westward Expansion Maps

[http://www.octa-trails.org/media/dynamic/files/165\\_westward\\_expansion.pdf](http://www.octa-trails.org/media/dynamic/files/165_westward_expansion.pdf)



[www.sonofthesouth.net](http://www.sonofthesouth.net)



<http://etc.usf.edu/maps/pages/6600/6649/6649.htm>

- Growth of Nation

[http://etc.usf.edu/maps/galleries/us/growthofnation/index.php?pagenum\\_recordset1=1](http://etc.usf.edu/maps/galleries/us/growthofnation/index.php?pagenum_recordset1=1)

- Civil War

<http://www.history.com/topics/american-civil-war/first-battle-of-bull-run>

<http://www.pbs.org/wgbh/americanexperience/features/timeline/death/>

Big Idea:


The size, composition, distribution, and movement of human populations are fundamental and active features on Earth's surface.



<p>Enduring Understandings:</p> <ul style="list-style-type: none"> <li>● Maps can help me to read and understood acquire and process information.</li> <li>● Understand the concept of location to make predictions and solve problems. (i.e. regions, states, capitals, rivers, mountains, etc.)</li> <li>● Relationships within Places (Human-Environment Interaction)</li> <li>● Use geography to interpret, explain, and predict future events</li> <li>● Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.</li> </ul>	<p>Essential Questions:</p> <ul style="list-style-type: none"> <li>● Can I use a map to locate both familiar and unfamiliar places in the United States?</li> <li>● Can students identify and understand the geography of America during the early stages of Westward Expansion?</li> <li>● What are our nation's physical characteristics (climate, topography, relationship to water and ecosystems)?</li> <li>● How did the Civil War change the United States?</li> </ul>
---	---

<p>Objective #: Students will construct and interpret maps.</p>
<p>Essential Question: Can I use and create a map to locate both familiar and unfamiliar places in the United States?</p>
<p>Standards:</p> <p><b>GLE</b></p> <p>EG.5.A.5.a. Use geographic research sources to acquire and process information to answer questions and solve problems.</p> <p>EG.5.A.5.b. Construct Maps</p> <p>EG.5.B.5.a. Name and locate specific places in the Unites States based on the study of historical and current figures and events.</p> <p>EG.5.B.5.b. Locate and describe real places using <u>absolute</u> location and <u>relative</u> location</p> <p>EG.5.C.5.a. Identify and compare physical characteristics of the nation such as climate, topography, relationship, relationship to water and ecosystems</p> <p><b>C3</b></p> <p>D2.Geo.10.3-5. Explain why environmental characteristics vary among different world regions.</p> <p>D2.Geo.11.3-5. Describe how the spatial patterns of economic activities in a place change over time because of interactions with nearby and distant places.</p> <p>D2.Geo.5.3-5. Explain how the cultural and environmental characteristics of places change over time..</p> <p>D2.Geo.7.3-5. Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.</p> <p><b>NCSS:</b></p> <ul style="list-style-type: none"> <li>-Patterns of demographic and political change, and cultural diffusion in the past and present (migration and settlement)</li> <li>-Human modifications of the environment</li> <li>-Ask and find answers to geographic questions related to regions both past and present</li> <li>-Reconstructing and enacting a historic event through role playing</li> </ul>
<p>Academic Vocabulary:</p> <p>map scale, compass rose, intermediate directions, cardinal directions, key/legend, symbols, map title, absolute location, relative location, latitude longitude</p>

Lesson Plan

<p>Supporting Question: What are the components of a map?</p> <p>Students will identify map components hemisphere, absolute &amp; relative location on a map given the map vocabulary terms. <i>The United States: Early Years</i> <i>Unit 1 Lesson 1 The World in Spatial Terms</i></p> <p>Students will practice using the map features to read and analyze a map of United States <b>after</b> Westward Expansion.</p> <p><a href="http://etc.usf.edu/maps/pages/2900/2941/2941.htm">http://etc.usf.edu/maps/pages/2900/2941/2941.htm</a></p>	<p>Supporting Question: How can I locate and describe real places using absolute location and relative location?</p> <p>Students will review absolute and relative location. Turn and talk.</p> <p>Students will be introduced to definitions of latitude and longitude and how use them to find location.</p> <p>Locating Familiar Places: Students will find absolute and relative location of our school, the city of St.Louis, and other less familiar parts of the United States</p> <p>Locating Unfamiliar Places: Students will find the relative and absolute location of the following:</p> <ul style="list-style-type: none"> <li>● Denver, CO</li> <li>● Omaha, NE</li> <li>● Los Angeles, CA</li> <li>● Independence, MO</li> </ul>	<p>Supporting Question: What are the similarities and differences of within our nation’s physical characteristics (climate, topography, relationship to water and ecosystems)?</p> <p>Students will review a map showing the geography of the nation both before and after expansion.</p> <p>Students will analyze the map to answer questions regarding the historical event. Partners: I.E.: What were some of the geographical barriers for the people who moved westward? <i>rivers, mountains, deserts,</i></p> 
<p>Formative Performance Task:</p> <p>Students will use the previously taught map features to read and analyze a map of the United States during westward expansion.</p>	<p>Formative Performance Task:</p> <p>Students will be given an additional locations to locate on a map using absolute location.</p>	<p>Formative Performance Task:</p> <p>Students will analyze a map using the keys in order to analyze the maps for:</p> <ul style="list-style-type: none"> <li>● Elevations</li> <li>● Rainfall</li> <li>● Resources</li> </ul>

<p>Summative Performance Task: Online assessment can be taken and results emailed to teacher. In addition, students can apply their map skills the creation of a map of the United States today with the following map features:</p>
<p>Taking Informed Action: Pull a small group and review map concepts and create an example of a map of familiar places.</p>

Interdisciplinary :  
Integrate in reading instruction using the leveled readers and/or common-core aligned ELA passages from readworks.org.

### Differentiation

How will we respond if students have not learned?

Whole Group: Provide more examples of maps to students to practice the skills above. Also, using historical fiction and nonfiction texts in reading instruction can help with time to remediate.

Small-group intervention based on skill needed:

- map features
- absolute location
- creating a map

Peer-Partner:

Struggling students can partner-up with proficient students to help.

How will we respond if students have already learned?

Extensions/Enrichments:

Students will be given questions thinking beyond the maps, helping *predict* future events.

[Google Maps](#): Students will use the computer application Google Maps in order to locate events.

Students may also partner-up with struggling students to help..

Objective #2 Students can describe the effect migration had on the early stages of westward migration.

Essential Question: Can students identify and understand the geography of America during the early stages of Westward Expansion?

Standards:

GLE/CLE, C3, NCSS

#### GLE

H.3.A.5. Outline and interpret the territorial expansion of the United States

EG.5.C.5.a. Identify and compare physical characteristics of the nation such as climate, topography, relationship, relationship to water and ecosystems

EG.5.B.5.a. Name and locate specific places in the United States based on the study of historical and current figures and events.

EG.5.B.5.b. Locate and describe real places using absolute location and relative location

EG.4.D. Use an economic lens to describe the impact of migration on the immigrants and the United States c. 1800-2000

EG.5.C. Describe and analyze physical characteristics of the nation.

#### C3:

D2.Geo.5.3-5. Explain how the cultural and environmental characteristics of places change over time..

D2.Geo.7.3-5. Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.

D2.Geo.6.3-5. Describe how environmental and cultural characteristics influence population distribution in specific places or region

D2.Geo.4.3-5. Explain how culture influences the way people modify and adapt to their environments.

**NCSS:**

- Patterns of demographic and political change, and cultural diffusion in the past and present (migration and settlement)
- Human modifications of the environment
- Ask and find answers to geographic questions related to regions both past and present
- Reconstructing and enacting a historic event through role playing

Academic Vocabulary:

analyze, absolute location, relative location , pioneers, expedition, interpreter

Lesson Plan

Supporting Question:

What effect did the Northwest Ordinance have on the geography of the United States?

Materials: Using the provided curriculum materials:  
*United States the Early Years*

Students will learn this concept using a guided reading Lesson on the chromebooks or tablets:  
*Unit 7 Westward Expansion: Lesson 1, Page 1*

Supporting Questions:

What was the cost-benefit relationship of the Louisiana Purchase on the United States?

Materials: Using the provided curriculum materials:  
*United States the Early Years*

Students will learn this concept using a guided reading Lesson on the chromebooks or tablets:  
*Unit 7 Westward Expansion: Lesson 1, Page 3*  
*Day 2:*  
*Materials:*  
[-map activity](#)  
-Using the provided curriculum materials:  
*United States the Early Years*

Students will learn this concept using a guided reading Lesson on the chromebooks or tablets:  
*Unit 7 Westward Expansion: Lesson 1*  
*Page 3*  
Students will apply map concepts to complete a map showing the United States BEFORE and the United States AFTER the Louisiana Purchase.

Print individual copies of this [map activity](#) for students to glue into their social studies notebooks and complete.

Students can use the map on page 4 to help complete their before and after maps.

Supporting Question:

What role did pioneers Meriwether Lewis and William Clark play in the geography of the United States?

Materials: Using the provided curriculum materials:  
*United States the Early Years*

Students will learn this concept using a guided reading Lesson on the chromebooks or tablets:  
*Unit 7 Westward Expansion: Lesson 1*  
Pages 4 & 5

Learn More:

<http://www.history.com/topics/lewis-and-clark>

<p>Formative Performance Task:</p> <ul style="list-style-type: none"> <li>● Quick Checks given in the guided lesson can be virtually “turned-into” teacher AND/OR</li> <li>● Use a ticket-out-of-class on a post-it or index card asking students to respond to the supporting question:</li> </ul> <p><i>What effect did the Northwest Ordinance have on the geography of the United States?</i></p>	<p>Formative Performance Task:</p> <ul style="list-style-type: none"> <li>● Quick Checks given in the guided lesson can be virtually “turned-into” teacher AND/OR</li> <li>● Use a ticket-out-of-class on a post-it or index card asking students to respond to the supporting question:</li> </ul> <p><i>What was the cost-benefit relationship of the Louisiana Purchase on the United States?</i></p>	<p>Formative Performance Task:</p> <ul style="list-style-type: none"> <li>● Quick Checks given in the guided lesson can be virtually “turned-into” teacher AND/OR</li> <li>● Use a ticket-out-of-class on a post-it or index card asking students to respond to the supporting question:</li> </ul> <p><i>What role did pioneers Meriwether Lewis and William Clark play in the geography of the United States?</i></p>
---	--	---

Summative Performance Task:  
 The Online Quiz at the end of the chapter will assess the students’ knowledge of the concepts taught. The results can be emailed directly to the teacher.

Taking Informed Action:  
 Given a map of the United States today, have students compare with a map prior to Westward Expansion. Ask intriguing questions regarding what life would have been like if not for westward expansion for the United States? For instance, *How would we compare to other advanced countries? What resources what we have, and what resources would we lack?*

Differentiation	
<p>How will we respond if students have not learned?          Interventions:</p> <p>Students can review the chapter online or in their workbooks. They can also revise and resubmit quick checks.</p> <p>There are also an online vocabulary games that also review concepts that are assessed. In addition, there is a content library with additional information to help the students understand the concepts in more depth.</p>	<p>How will we respond if students have already learned?          Extensions/Enrichments:</p> <p>Students will be given questions thinking beyond the maps, helping <i>predict</i> future events.</p> <p><a href="#">Google Maps</a>: Students will use the computer application Google Maps in order to locate events.</p> <p>Students may also partner-up with struggling students to help..</p>

- Interdisciplinary
- Leveled Readers
  - Common-Core Aligned reading passages Readworks.org
  - Interactive Reading Skills Work on the connected.mcgraw-hill site
  - Interactive Flashcards to enhance academic vocabulary

Objective #3 Explain how the cultural and environmental characteristics of places change over time.		
Essential Question: How does the industrial revolution affect movement in the United States?		
Standards: GLE/CLE, C3, NCSS <b>GLE</b> EG.5.D.4 Describe how people are affected by, depend on, adapt to and change their physical environments (past and present). EG.5.E.4 Describe how changes in communication and transportation technologies affect people’s lives (past and present). <b>C3</b> D2.Geo.5.3-5. Explain how the cultural and environmental characteristics of places change over time. <b>NCSS</b> -Patterns of demographic and political change, and cultural diffusion in the past and present (migration and settlement) -Human modifications of the environment -Science and technology have both positive and negative impacts upon individuals, societies, and the environment in the past and present. -Ask and find answers to geographic questions related to regions both past and present -Reconstructing and enacting a historic event through role playing		
Academic Vocabulary: manifest destiny, boomtown, transcontinental railroad, poverty, homesteaders, exodusters,		
Lesson Plan		
Supporting Question: What was the idea behind “manifest destiny”?  Students will learn this concept using a guided reading Lesson on the chromebooks or tablets: Modern Times: Unit 3, Lesson 1, page 1	Supporting Question: What effect did the transcontinental railroad have on the people of their time?  Students will learn this concept using a guided reading Lesson on the chromebooks or tablets: Modern Times: Unit 3, Lesson 1, page 2	Supporting Questions: What was the significance of the Homestead Act?  Students will learn this concept using a guided reading Lesson on the chromebooks or tablets: Modern Times: Unit 3, Lesson 1, page 3-5
Formative Performance Task: <ul style="list-style-type: none"> <li>Use a ticket-out-of-class on a post-it or index card asking students to respond to the question: <i>What was the idea behind “manifest destiny”?</i></li> </ul>	Formative Performance Task: <ul style="list-style-type: none"> <li>Use a ticket-out-of-class on a post-it or index card asking students to respond to the question: <i>What effect did the transcontinental railroad have on the people of their time?</i></li> </ul>	Formative Performance Task: <ul style="list-style-type: none"> <li>Use a ticket-out-of-class on a post-it or index card asking students to respond to the question: <i>What was the significance of the Homestead Act?</i></li> </ul>

**Summative Performance Task:**

The Online Quiz at the end of the chapter will assess the students' knowledge of the concepts taught. The results can be emailed directly to the teacher.

**Taking Informed Action:**

Students participate in a simulation as builders of the transcontinental railroad. You can narrate the challenges they faced and the change in the geography as they continued to build. Have students stop, and make choices. Some will go home, while others continue. Some may not make it due to exhaustion even. This real-life representation will magnify both the positive and negative affects the transcontinental railroad had on the nation.

**Interdisciplinary**

Integrate in reading instruction using the leveled readers and/or common-core aligned ELA passages from readworks.org.

**Differentiation**

How will we respond if students have not learned?

Interventions:

Students can review the chapter online or in their workbooks. They can also revise and resubmit quick checks.

There are also an online vocabulary games that also review concepts that are assessed. In addition, there is a content library with additional information to help the students understand the concepts in more depth.

How will we respond if students have already learned?

Extensions/Enrichments:

Students will be given questions thinking beyond the maps, helping *predict* future events.

[Google Maps](#): Students will use the computer application Google Maps in order to locate events.

Students may also partner-up with struggling students to help..

**Objective #4** Students can describe the geography of the United States before and after the Civil War.

**Essential Question:** How did the Civil War change the United States?

**Standards:**

GLE/CLE, C3, NCSS

**GLE**

EG.5.C.5.a. Identify and compare physical characteristics of the nation such as climate, topography, relationship, relationship to water and ecosystems

EG.5.B.5.a. Name and locate specific places in the Unites States based on the study of historical and current figures and events.

EG.5.B.5.b. Locate and describe real places using absolute location and relative location

**C3**

D2.Geo.6.3-5. Describe how environmental and cultural characteristics influence population distribution in specific places or region

D2.Geo.4.3-5. Explain how culture influences the way people modify and adapt to their environments.

**NCSS**

- Patterns of demographic and political change, and cultural diffusion in the past and present (migration and settlement)
- Human modifications of the environment
- Ask and find answers to geographic questions related to regions both past and present
- Reconstructing and enacting a historic event through role playing

**Academic Vocabulary:**

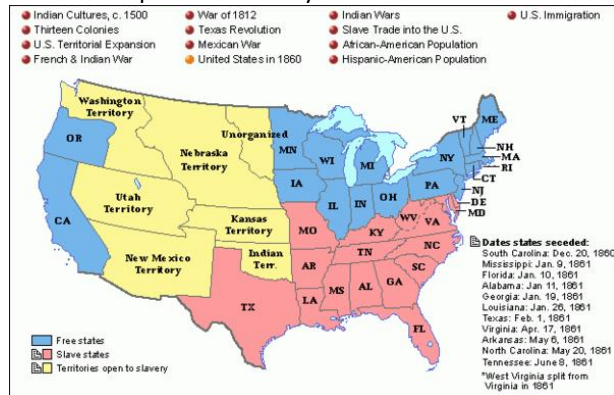
slavery, free state, slave state, slave labor, free labor, obstacle,

**Lesson Plan**

**Supporting Question:**

*What states were slave states and free states prior to the Civil War?*

1. Students will be given a blank U.S. map then add compass rose, title ("Free & Slave States Before Civil War", key (slave/free) applying all map skills that they have learned so far.



Students will learn about free and slave states on the McGraw-Hill's *United States: The Early Years* Unit 7: Lesson 4

**Supporting Question:**

*How did the geography of the United States affect people during the Civil War?*

1. Students will see a map showing the topography of the United States. Students will then brainstorm possible obstacles the colonists, slaves, and soldiers might have faced during the Civil War because of these geographical features.



Feature	Possible Obstacle
Appalachian Mountains	ex. Natural Divider/Hard for slaves to go free/Hard to cross
Ohio River	
Desert	

**Supporting Question:**

*How did the geography of the United States affect people during the Civil War?*

**Reconstruction**

1. Students will learn about the transition from slave labor to free labor.
  - a. [http://www.digitalhistory.uh.edu/exhibits/reconstruction/section3/section3\\_intro.html](http://www.digitalhistory.uh.edu/exhibits/reconstruction/section3/section3_intro.html)
  - b. <http://www.history.com/topics/american-civil-war/reconstruction>



	<p>Students will be actively involved in a <a href="#">simulation of the Civil War</a>.</p> <p>Before you begin students will view:  <a href="http://www.history.com/topics/american-civil-war/american-civil-war-history/videos/confederate-vs-union-soldiers">http://www.history.com/topics/american-civil-war/american-civil-war-history/videos/confederate-vs-union-soldiers</a></p>	
<p>Formative Performance Task:</p> <p>Given a map with states already labeled. Students need to label each state correctly as free or slave. by:</p> <ul style="list-style-type: none"> <li>● Create a Key (slave/free)</li> <li>● Shade the states to match the key</li> </ul>	<p>Formative Performance Task:</p> <p>Students will retell the events they acted-out of the Civil War Simulation in a narrative format. In the Narrative, They must include at accurate details of at least 3 battles and the final outcome of the war.</p>	<p>Formative Performance Task: N/A</p>

**PROFICIENCY SCALE FOR 5TH GRADE GEOGRAPHY UNIT**

SCORE	DESCRIPTION	SAMPLE TASKS
4.0	<b>In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.</b>	<ul style="list-style-type: none"> <li>● Teacher observation</li> <li>● Vocabulary Assessment</li> <li>● Exit Slips</li> <li>● Unit Assessment used as pre and post assessments to measure growth</li> </ul>
3.0	<p><b>The student:</b></p> <ul style="list-style-type: none"> <li>● Student can apply the map features accurately when creating and analyzing a map.               <ul style="list-style-type: none"> <li>○ map scale, compass rose, intermediate directions, cardinal directions, key/legend, symbols, map title, absolute location, relative location, latitude, longitude</li> </ul> </li> <li>● Student can answer detailed essay questions explaining why a map feature is used</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>	<ul style="list-style-type: none"> <li>● Student creates a map of school or their home</li> <li>● Teacher observation</li> <li>● Vocabulary Assessment</li> <li>● Exit Slips</li> <li>● Unit Assessment used as pre and post assessments to measure growth</li> </ul>
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content.	
2.0	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>● Student can recall or recognize the following map concepts:               <ul style="list-style-type: none"> <li>○ map scale, compass rose, intermediate directions, cardinal directions, key/legend, symbols, map title, absolute location, relative location, latitude, longitude</li> </ul> </li> <li>● Performs basic processes, such as:               <ul style="list-style-type: none"> <li>○ Labeling features on a map</li> <li>○ Answer multiple choice questions</li> </ul> </li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>	<ul style="list-style-type: none"> <li>● Teacher observation</li> <li>● Vocabulary Assessment</li> <li>● Exit Slips</li> <li>● Unit Assessment used as pre and post assessments to measure growth</li> </ul>
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.	
1.0	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>	

### Unit Overview - Unit 2 - Modern America

Content Area: History	Unit Title: Modern America’s History
Course/Grade Level: Social Studies/Fifth grade	Unit Duration: 8 weeks (about 20 Social Studies class periods)
<p>Materials/Instructional Resources For This Unit:</p> <p>United States Modern Times Discovery Education Streaming videos</p> <p>BrainPop videos: The Civil War, Reconstruction, World War I, World War II</p>	<p>Big Idea:</p> <p>Historical events occurred in times that are different from our own but often have lasting consequences on the past, present, and the future.</p>
<p>Enduring Understandings:</p> <ul style="list-style-type: none"> <li>● Historical events occurred in times that are different from our own, but often have lasting consequences for the past and present.</li> <li>● Students will understand examples of conflict and cooperation among individual groups and nations in different parts of the world.</li> <li>● Students will understand the events and turning points in history are important.</li> <li>● Research and analyze past periods, events, and issues, using a variety of primary sources as well as secondary sources.</li> </ul>	<p>Essential Questions:</p> <ul style="list-style-type: none"> <li>● How did America change after the Civil War?</li> <li>● What were the causes and consequences of World War I?</li> <li>● What were the causes and consequences of World War II?</li> </ul>

Objective #1: Identify political, economic, and social causes and consequences of the Civil War and Reconstruction.
Essential Question: How did America change after the Civil War?
<p>Standards:</p> <p>GLE Identify political, economic and social causes and consequences of the Civil War and Reconstruction. D2.His. 2.3-5 Compare life in historical time periods to life today. NCSS #2 Time, Continuity, and Change</p>
<p>Academic Vocabulary:</p> <p>Union, Confederacy, Emancipation Proclamation, reconstruction, Freedmen’s Bureau, sharecropping, segregation, impeach, carpetbagger</p>

Lesson Plan

Supporting Question: <i>“What were the causes that led to the Civil War?”</i>  Civil War BrainPop Civil War Causes BrainPop	Supporting Question: <i>“What were the perspectives of the Union and the Confederacy?”</i>	Supporting Question: <i>“What was Reconstruction? How did it change the way people lived in America?”</i>  Modern Times, Unit 2 Lessons 1-3	Supporting Question: <i>“How did the 13th, 14th, and 15th Amendments change the lives of American citizens?”</i>
Formative Performance Task: Students will complete graphic organizer noting the causes and outcomes of the Civil War.	Formative Performance Task: Students will interpret both perspectives of the North and the South.	Formative Performance Task: Students will complete web/notes while reading and discussing key details from the Reconstruction.	Formative Performance Task: Students will design a foldable with each amendment summarizing the key ideas.

Summative Performance Task: <ul style="list-style-type: none"> <li>● Create media project explaining the causes and consequences of Civil War and Reconstruction. The information should include both sides of the war and the outcomes of Reconstruction. Analyze the goals and accomplishments of the 13th, 14th, and 15th Amendments and Freedman’s Bureau to help former slaves begin a new life.</li> </ul>
Taking Informed Action: <ul style="list-style-type: none"> <li>● Explore primary documents: The Gettysburg Address, the Emancipation Proclamation, 13th, 14th, 15th Amendments</li> </ul>

Differentiation

How will we respond if students have not learned? Interventions: Provide background knowledge to students, based on student needs. Provide notes, vocabulary flashcards, study guides, etc. Allow students more time for research, exploration, and inquiry time, if needed.	How will we respond if students have already learned? Extensions/Enrichments Students can research letters of correspondence from soldiers during wartime, and write a journal entry as a soldier or on home front.
--	---

Objective #2 Identify political, economic and social causes and consequences of the World War I.
Essential Question: What were the causes and consequences of World War I?
Standards: GLE/CLE, C3, NCSS GLE Identify political, economic and social causes and consequences of the World War 1. D2.His.3.3-5. Generate questions about individuals and groups who have shaped significant historical changes and continuities. D2. His.14.3-5. Explain probable causes and effects of events and developments. NCSS Time, Continuity, and Change; Historical events occurred in times that are different from our own, but often have lasting consequences for the present and the future.

Academic Vocabulary:  
Allies, Nationalism, militarism, alliance, trench warfare, rations, propaganda, armistice, Treaty of Versailles, League of Nations

Lesson Plan

<p>Supporting Question: <i>“What events led to the United States entry into World War I?”</i></p> <p>Modern Times: Unit 4, Lesson 2</p> <p>BrainPop- World War I</p>	<p>Supporting Question: <i>“What are alliances and how can they impact world events?”</i></p>	<p>Supporting Question: <i>“What role did American’s play in WWI?”</i></p>	<p>Supporting Question: <i>“How did life for Americans change after World War I?”</i></p> <p>Modern Times: Unit 4, Lesson 3</p>
<p>Formative Performance Task: Students will explain the reasons why World War I began.</p>	<p>Formative Performance Task: Students will analyze the alliances formed before and during World War I.</p>	<p>Formative Performance Task: Describe the critical developments and turning points in World War I.</p>	<p>Formative Performance Task: Students will demonstrate an understanding of how America changed because of WWI.</p>

Summative Performance Task: Evaluate the significance of World War I, identifying causes and consequences of the event.

Taking Informed Action:

- Students will read nonfiction articles about World War I and the contributions of specific individuals.

Differentiation

How will we respond if students have not learned? Interventions:  
Provide background knowledge to students, based on student needs. Provide notes, vocabulary flashcards, study guides, etc.  
Allow students more time for research, exploration, and inquiry time, if needed.

How will we respond if students have already learned?  
Extensions/Enrichments  
Students can explore the purpose of the League of Nations, the relationship it would build between members of the League of Nations, why the United States rejected the League of Nations and why the League of Nations did not succeed.

Objective #3: Identify the political, economic and social consequences of World War II.

Essential Question: What were the causes and consequences of World War II?

Standards:

GLE Identify the political, economic and social consequences of World War II.  
D2. His.14.3-5. Explain probable causes and effects of events and developments.  
NCSS #2 Time, Continuity, and Change

Academic Vocabulary:

fascism, communism, isolationism, civil defense, rationing, internment camps

Lesson Plan

Supporting Question: *“How did World War II begin?”*

Modern Times: Unit 5, Lesson 1

Brainpop: World War II

Supporting Question: *“Who were the Axis Powers and who were the Allies? How did these alliances impact the war?”*

Supporting Question: *“How did the United States prepare for World War II?”*

Modern Times: Unit 5, Lesson 2

Formative Performance Task:

Students will explain the reasons why World War II began.

Formative Performance Task:

Students will interpret the effects of the Allies and Axis Powers and how these groups impacted the war.

Formative Performance Task:

Students will identify ways American’s lives changed as a result of World War II.

Summative Performance Task: Evaluate the significance of World War I, identifying causes and consequences of the event.

Taking Informed Action:

- Students will read nonfiction articles about World War II and the contributions of specific individuals.

Differentiation

How will we respond if students have not learned? Interventions:

Provide background knowledge to students, based on student needs. Provide notes, vocabulary flashcards, study guides, etc.

Allow students more time for research, exploration, and inquiry time, if needed.

How will we respond if students have already learned?

Extensions/Enrichments:

Write an essay about the attacks on Pearl Harbor and America’s entry into the war after reading the articles and researching the attack.

PROFICIENCY SCALE FOR THIS STANDARD

STANDARD: History of Modern America		
SCORE	DESCRIPTION	SAMPLE TASKS
4.0	In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.	<ul style="list-style-type: none"> <li>● Research primary documents and present information learned</li> </ul>
3.0	<p><b>The student:</b></p> <ul style="list-style-type: none"> <li>● Identify political, economic, and social causes and consequences of the Civil War and Reconstruction.</li> <li>● Identify political, economic and social causes and consequences of the World War I.</li> <li>● Identify the political, economic and social consequences of World War II.</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>	<ul style="list-style-type: none"> <li>● Media project explaining causes and consequences of the Civil War and Reconstruction.</li> <li>● Evaluate the significance of World War I, identifying causes and consequences of the event.</li> <li>● Evaluate the significance of World War II, identifying causes and consequences of the event.</li> </ul>
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content.	
2.0	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>● Recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> <li>○ Union, Confederacy, Emancipation Proclamation, reconstruction, Freedmen’s Bureau, sharecropping, segregation, impeach, carpetbagger</li> <li>○ Allies, Nationalism, militarism, alliance, trench warfare, rations, propaganda, armistice, Treaty of Versailles, League of Nations <ul style="list-style-type: none"> <li>○ fascism, communism, isolationism, civil defense, rationing, internment camps</li> </ul> </li> </ul> </li> <li>● Performs basic processes, such as: <ul style="list-style-type: none"> <li>○ <b>Recalls basic understanding of the major events included in the unit.</b></li> </ul> </li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>	<ul style="list-style-type: none"> <li>● Teacher observation</li> <li>● Vocabulary Assessment</li> <li>● Exit Slips</li> <li>● Unit Assessment</li> </ul>
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.	
1.0	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>	
LND	<b>Even with help, no understanding or skill demonstrated.</b>	

**Unit Overview - Unit 3 - Civics: Citizenship, Inventions, Immigration**

<p>Content Area: Civics</p> <p>Course/Grade Level: Social Studies/ Fifth grade</p>	<p>Unit Title: Citizenship, Inventions, Immigration</p> <p>Unit Duration: 8 weeks (about 20 Social Studies class periods)</p>
<p>Materials/Instructional Resources For This Unit:</p> <p>“Citizenship: Just the Facts”, lesson plan</p> <p>“Citizen Me”, iCivics lesson plan</p> <p>*McGraw Hill The United States Modern Times: <a href="http://connected.mcgraw-hill.com/c2j/dashboard.do?bookId=5XKH4LEW4754SLOBSWDZSWGWCYQ">http://connected.mcgraw-hill.com/c2j/dashboard.do?bookId=5XKH4LEW4754SLOBSWDZSWGWCYQ</a></p> <p><a href="https://www.icivics.org/curriculum/citizenship-participation">https://www.icivics.org/curriculum/citizenship-participation</a></p> <p><a href="http://www.greatachievements.org/">http://www.greatachievements.org/</a></p> <p><a href="http://www.enchantedlearning.com/inventors/communication.shtml">http://www.enchantedlearning.com/inventors/communication.shtml</a></p> <p><a href="http://www.worldalmanacforkids.com/">http://www.worldalmanacforkids.com/</a></p> <p><a href="http://ocp.hul.harvard.edu/immigration/">http://ocp.hul.harvard.edu/immigration/</a></p>	<p>Big Idea:</p> <ul style="list-style-type: none"> <li>● Knowledge of citizenship in America and ways it has changed since 1800</li> <li>● Knowledge of inventions and effects on our lives since 1800</li> <li>● Understanding of immigration to America during the 20th century</li> </ul>
<p>Enduring Understandings:</p> <ol style="list-style-type: none"> <li>1. Students will be able to define citizenship, list the rights and responsibilities of both U.S. citizens and all U.S. residents, and begin to explore how democracy works in America.</li> <li>2. Knowledge of changes in technology, transportation, and communication in America during the 20th Century and its effects on human lives.</li> <li>3. Factors that influence immigration on the history of America.</li> </ol>	<p>Essential Questions:</p> <ol style="list-style-type: none"> <li>1. What are the roles of the citizen in American democracy?</li> <li>2. How did the inventions and advancements in technology change the way American’s lived?</li> <li>3. Why did an immigrant come to America at the turn of the century?</li> </ol>

<p>Objective # 1 Explain how a democracy relies on people’s responsible participation, and draw implications for how individuals should participate.</p>
<p>Essential Question: What are the roles of the citizen in American democracy?</p>
<p>Standards: GLE/CLE, C3, NCSS</p> <p>GLE Apply the principles of the US Constitution to the historical time periods being studied and to current events.</p>



GLE Apply the principles of the Bill of Rights to the historical time periods being studied and to current events.  
 GLE Distinguish between powers and functions of local, state, and national government in the past and present.  
 D2.Civ.2.3-5. Explain how a democracy relies on people’s responsible participation, and draw implications for how individuals should participate.  
 D2.Civ.8.3-5. Identify core civic virtues and democratic principles that guide government, society, and communities.  
 NCSS #10 Civic Ideals and Practices

Academic Vocabulary:

amendment, ratify, federal, checks and balances	citizen, community, citizenship, rights, responsibilities	naturalization, treason, allegiance, patriotism	democracy, civics, electoral college
---	---	---	--------------------------------------

Lesson Plan

<p>Supporting Question: <i>“What is the Constitution, Bill of Rights? What are the branches of the government? What are the main responsibilities of each branch?” “ How does the Constitution protect the rights of Americans?”</i></p> <p>*Unit 1, Lesson 1 pgs: 10-13</p> <ul style="list-style-type: none"> <li>Additional material is needed if students do not have an understanding of the branches of government and each branch's responsibility.</li> </ul> <p>Students will learn the Constitution is a working document. The Bill of Rights and separation of powers prevents the Constitution from becoming too powerful.</p>	<p>Supporting Question: <i>“What are the differences between a citizen’s right and a citizen’s responsibilities?”</i></p> <p>Citizen Me Icivics Lesson Plan</p> <p>Students will be able to describe key rights and responsibilities as a citizen and suggest examples of rights and responsibilities in their own lives.</p>	<p>Supporting Question: <i>“What does it mean to be a U.S. citizen? Are there any expectations of citizens?”</i></p> <p>Citizenship: Just the Facts Icivics Lesson plan</p> <p>Students will be able to describe citizenship requirements and the process to become a citizen of the United States. Students will trace the progress of citizenship and voting rights for different groups over time.</p>	<p>Supporting Question: <i>“Why is it important to have the right to vote?” “How have voting rights changed over time in America?”</i></p> <p>*Unit 1, Lesson 1 pgs: 14-15</p> <p>Students will learn that a representative democracy allows citizens to elect officials to the government through the use of the Electoral College. The United States has amended the Constitution to protect various groups of citizens and their right to vote. <i>Vote!</i> By Eileen Christelow, close read of timeline in book</p>
<p>Formative Performance Task: Complete notes/binder page outlining/defining information learned in the lesson (Constitution, amendments, Bill of Rights, Main responsibilities under Federalism, National, State, Local Governments, legislative, executive, judicial, checks and balances.)</p>	<p>Formative Performance Task: Create citizenship pyramid, summarizing rights and responsibilities at each level of citizenship.</p>	<p>Formative Performance Task: Complete notes/binder page summarizing information about U.S. citizens (icivics graphic organizer)</p>	<p>Formative Performance Task: Create US Citizenship Timeline including dates of voting amendments added to the Constitution.</p>

Summative Performance Task: Students will explain how the Constitution protects American citizens including the Bill of Rights, specific amendments, and the powers of government. Students will be able to understand citizenship, and the rights and responsibilities of an American citizen. Students will trace the history of voting rights and amendments made to the Constitution during 1800-2000.

Taking Informed Action: Students will explore ways they can become active citizens in their own community by playing, Civic Heroism! <https://www.icivics.org/games/activate>

#### Differentiation

How will we respond if students have not learned? Interventions:  
Provide background knowledge to students, based on student needs. Provide notes, vocabulary flashcards, study guides, etc.  
Allow students more time for research, exploration, and inquiry time, if needed.

How will we respond if students have already learned? Extensions/Enrichments:  
Create Rights/Responsibility bulletins noting specific rights and responsibilities at school and in the community. Encourage students to investigate ways to publicise and act upon this information in each community setting.

Objective #2 Explain how inventions and technology advancements changed the way people lived during 1800-2000.

Essential Question: How did the inventions and advancements in technology during 1800-2000 change the way American's lived?

Standards: GLE/CLE, C3, NCSS

GLE Evaluate how changes in communication and transportation technologies affect people's lives.

GLE Identify and describe the contributions of historically significant individuals to the United States from c. 1800 – 2000.

GLE Analyze ways by which citizens have effectively voiced opinions, monitored government, and brought about change both past and present.

D2.Civ.14.3-5. Illustrate historical and contemporary means of changing society.

NCSS #2 Time, Continuity, and Change

NCSS #8 Science, Technology, and Society

#### Academic Vocabulary

Innovation, intellectual property, invention, inventor, patent

#### Lesson Plan

Supporting Question: *"How did technology affect American life in the late 1800s?"*

Modern Times Unit 3; Lesson 3 pgs. 82-85

Supporting Question: *"How did inventions improve life for Americans during the 19th century?" "How has innovation impacted American culture?"*

<p>Discovery Education Inventions/Inventors video clips: Students will explore common inventions from 1800-2000.</p>	<p>Possible Inventions Lesson Plan <a href="http://teacher.scholastic.com/lessonrepro/lessonplans/theme/inventions01.htm">http://teacher.scholastic.com/lessonrepro/lessonplans/theme/inventions01.htm</a></p> <p>Students will research common inventions and will determine how lives have changed since the creation of the invention.</p>
<p>Formative Performance Task:</p> <ul style="list-style-type: none"> <li>• Students will take guided notes outlining inventions and advancements, including; Alexander Graham Bell, Thomas Edison, George Washington Carver, Orville and Wilbur Wright</li> <li>• Postcard from the Past: Students will create a postcard from a specific inventor discussing the important invention or concept.</li> </ul>	<p>Formative Performance Task:</p> <ul style="list-style-type: none"> <li>• Students will examine how inventions of the past have impacted students' own lives and the global community.</li> </ul>

<p>Summative Performance Task: Students will research and present information about a specific invention and how it affects the lives of others in the past and present.</p>
<p>Taking Informed Action:</p> <ul style="list-style-type: none"> <li>• Students will create a display of the inventions and rank their order of importance according to student opinions.</li> <li>• Students will read nonfiction articles about famous inventions and inventors.</li> </ul>

<p>Differentiation</p>	
<p>How will we respond if students have not learned? Interventions: Provide background knowledge to students, based on student needs. Provide notes, vocabulary flashcards, study guides, etc. Allow students more time for research, exploration, and inquiry time, if needed.</p>	<p>How will we respond if students have already learned? Extensions/Enrichments: Create or invent something new and never before created. Explain the need for it today or in today's society. Students can illustrate or develop the invention to bring to class. The presentation should include a marketing poster and written explanation.</p>

<p>Objective #3: Explain motivations behind immigrants coming to America.</p>
<p>Essential Question: Why did an immigrant come to America during the Turn of the Century?</p>
<p>Standards: GLE/CLE, C3, NCSS GLE Describe the cultural impact of migration on the immigrants and the United States from 1800-2000 GLE Compare cultural characteristics across historical time periods</p>

D2.His.1.3-5. Create and use a chronological sequence of related events to compare developments that happened at the same time.  
 GLE Examine the changing roles among Native Americans, Immigrants, African Americans, women and others from 1800-2000.  
 D2.Civ.13.3-5. Explain how rules and laws change society and how people change and laws.  
 NCSS #1 Culture

Academic Vocabulary

Immigration, migration, Ellis Island, Angel Island, push and pull factors, commute, slums, tenements

Lesson Plan

Supporting Question: *“How did immigrants change the makeup of United States during the 20th century?”*

Picture Book Read alouds:

- *How Many Days to America?* By Eve Bunting
- *Coming to America – The Story of Immigration*, by Betsy Maestro

Ellis Island:

<http://app.discoveryeducation.com/player/view/assetGuid/215C7EB3-06BA-4D9E-B57C-3E7F2196B1E7>

Angel Island:

<http://app.discoveryeducation.com/player/view/assetGuid/64AD4464-520B-4DCA-A6A4-A46D4733EF2B>

Primary Sources:

<http://www.loc.gov/teachers/classroommaterials/primarysourcesets/immigration/>

Explore Ellis Island and Angel Island websites

Supporting Question: *“What can you imagine would cause you to leave your home forever and move to a different country?”*

Possible lesson plan:

<http://www.scholastic.com/teachers/lesson-plan/immigration-lesson-plan-grades-3-5>

Students will analyze the differences between immigrants arriving through Ellis Island and Angel Island.

Supporting Question: *“How did the growth of cities affect the United States during the turn of the century?”*

Modern Times: pgs. 90-94 Unit 3: Lesson 4

Supporting Question: *“How have the influences of immigration changed the Constitution and citizens of the United States?”*

<p>Formative Performance Task:</p> <ul style="list-style-type: none"> <li>Students will define the following words: immigration, migration, Ellis Island, Angel Island, Push and Pull Factors</li> </ul>	<p>Formative Performance Task:</p> <ul style="list-style-type: none"> <li>Students will investigate and identify reasons why people have immigrated to the United States during 1800-2000.</li> </ul>	<p>Formative Performance Task:</p> <ul style="list-style-type: none"> <li>Students will compare and contrast life during the early 1900's and now.</li> </ul>	<p>Formative Performance Task:</p> <ul style="list-style-type: none"> <li>Students will gather information about the effects of immigration in America in the past and present.</li> </ul>
--	---	---	--

<p>Summative Performance Task:</p> <ul style="list-style-type: none"> <li>Writing: Students write an opinion piece in response to the prompt: Does Voting Matter? Direct them to provide evidence to support their claim.</li> <li>Multimedia: Invite students to educate the school community about the importance of voting by creating Public Service Announcements (PSA) to post on the school website and present to the student body. Within the Public Service Announcement, students use evidence from voting statistics, knowledge and information from the Voting Rights Timeline, the Constitution and Amendments, and quotes on citizenship and voting to support their claims.</li> </ul>
--

<p>Taking Informed Action:</p> <ul style="list-style-type: none"> <li>Reading A to Z book: <i>The Story of Immigration</i></li> <li>Students will read nonfiction articles on immigration in America 1800-2000.</li> <li>Students will study individual immigrant stories through Biographies in Communication Arts</li> </ul>
--

<p>Differentiation</p>	
<p>How will we respond if students have not learned? Interventions: Provide background knowledge to students, based on student needs. Provide notes, vocabulary flashcards, study guides, etc. Allow students more time for research, exploration, and inquiry time, if needed.</p>	<p>How will we respond if students have already learned? Extensions/Enrichments</p> <ul style="list-style-type: none"> <li>Students will investigate their own family history and will create a way to present this information.</li> </ul>

PROFICIENCY SCALE FOR THIS STANDARD

STANDARD:		
SCORE	DESCRIPTION	SAMPLE TASKS
4.0	<b>In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.</b>	<ul style="list-style-type: none"> <li>Investigate primary documents from the time period and present information to the class.</li> </ul>
3.0	<p><b>The student:</b></p> <ul style="list-style-type: none"> <li>Explain how a democracy relies on people’s responsible participation, and draw implications for how individuals should participate.</li> <li>Explain how inventions and technology advancements changed the way people lived during 1800-2000.</li> <li>Explain motivations behind immigrants coming to America</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>	<ul style="list-style-type: none"> <li>Explain how the Constitution and amendments protect the rights of American citizens and how different citizens rights have changed over time.</li> <li>Explain the changes that have come about in technology and communication since 1800-2000 and how it affects our lives.</li> <li>Explain the effects of immigration on America during 1900’s.</li> </ul>
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content.	
2.0	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>Recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> <li>amendment, ratify, federal, checks and balances, citizen, community, citizenship, rights, responsibilities, naturalization, treason, allegiance, patriotism, democracy, civics, electoral college, Innovation, intellectual property, invention, inventor, patent, Immigration, migration, Ellis Island, Angel Island, push and pull factors, commute, slums, tenements</li> </ul> </li> <li>Performs basic processes, such as: <ul style="list-style-type: none"> <li><b>Recalls basic understanding of events from the unit.</b></li> </ul> </li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>	<ul style="list-style-type: none"> <li>Teacher observation</li> <li>Vocabulary Assessment</li> <li>Exit Slips</li> <li>Unit Assessment</li> </ul>
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.	
1.0	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>	
LND	<b>Even with help, no understanding or skill demonstrated.</b>	

**Unit Overview - Unit 4 - Economics**

Content Area: Social Studies	Unit Title: America's Economics 1800-2000
Course/Grade Level: 5th grade	Unit Duration: 8 weeks (20 class periods)
<p>Materials/Instructional Resources For This Unit:                  McGraw Hill The United States Modern Times: Unit 1  <a href="http://connected.mcgraw-hill.com/c2j/dashboard.do?bookId=5XKH4LEW4754SLOBSWDZWGWCYQ">http://connected.mcgraw-hill.com/c2j/dashboard.do?bookId=5XKH4LEW4754SLOBSWDZWGWCYQ</a></p> <p>Cost of the War  <a href="http://www.history.com/civil-war-150#/paying-for-the-war">http://www.history.com/civil-war-150#/paying-for-the-war</a></p> <p>Stock Market  <a href="https://www.moneyinstructor.com/ls/msimulation.asp">https://www.moneyinstructor.com/ls/msimulation.asp</a>  <a href="http://www.vermonttreasurer.gov/sites/treasurer/files/pdf/literacy/2012%205-6%20grade%20Stock%20Pie.pdf">http://www.vermonttreasurer.gov/sites/treasurer/files/pdf/literacy/2012%205-6%20grade%20Stock%20Pie.pdf</a></p>	<p>Big Idea:                  Economic decisions impact the world around both past and present.</p>
<p>Enduring Understandings:</p> <ul style="list-style-type: none"> <li>● Students will understand fundamental economic concepts.</li> <li>● Students will apply their understanding of economics in real-world situations</li> <li>● Students will understand the affect economic decisions had on the nation's past and present.</li> </ul>	<p>Essential Questions:</p> <ul style="list-style-type: none"> <li>● How does the government pays for the goods and services it provides?</li> <li>● How does the economy affect people's lives?</li> <li>● How have economic factors influenced change in the United States?</li> </ul>

Objective #1 Students will understand and apply basic economic concepts.
Essential Question: How does the government pays for the goods and services it provides?
<p>Standards:</p> <p><b>GLE</b>                  EG.4.d. use an economic lens to describe the impact of migration on the immigrants and the United States c. 1800-2000</p> <p><b>C3</b>                  D2.Eco.3.3-5. Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used to produce goods and services                  D2.Eco.14.3-5. Explain how trade leads to increasing economic interdependence among nations.                  D2.Eco.1.3-5. Compare the benefits and costs of individual choices</p>

**NCSS**

- The characteristics of a market economy
- The economic gains that result from specialization and exchange as well as the trade-offs
- How goods and services are allocated in a market economy through the influence of prices on decisions about production and consumption
- Participate in a simulated classroom economic system

Academic Vocabulary:

voluntary exchange, cost-benefit, price incentives, specialization, Interest, productivity, supply and demand, trade-offs, income, wages, Labor

Lesson Plan

Supporting Question:

What are the outcome of both types of supply and demand relationships?

Students will learn this concept using a guided reading Lesson on the chromebooks or tablets:  
Modern Times: Unit 1, Lesson 2 ,Pages 1 & 2

Students will learn about businesses and consumers. While learning about business and good, students will draw a conclusion that supply demand relationships with the ongoing supply and demand relationship.

Supporting Question:

What positive effect do taxes have on the public?

Students will learn this concept using a guided reading Lesson on the chromebooks or tablets:

Modern Times: Unit 1 Lesson 2 Page 3  
Students will learn about taxes and their effect on the public.

OR

Possible learning activity is a class "tax" simulation using a class monetary system. You will tax on their personal property, everyday going to school (income tax), state tax, and federal.

Also, emphasize the benefits of paying taxes: Schools, government, police dpt, libraries, parks, clean streets, safe streets, etc.

Supporting Question:

How role do trade and specialization have in our economy?

Students will learn this concept using a guided reading Lesson on the chromebooks or tablets:  
Modern Times:  
Unit 1 Lesson 2 Pages 4-5

Students will learn about trade and a main reason why trade occurs, specialization. Students will also learn about how trade and specialization affect our economy.

Formative Performance Task:

- Quick Checks given in the guided lesson can be virtually "turned-into" teacher  
AND/OR
- Use a ticket-out-of-class on a post-it or index card asking students to respond to the supporting question:

*What are the outcome of both types of supply and demand relationships?*

Formative Performance Task:

- Quick Checks given in the guided lesson can be virtually "turned-into" teacher  
AND/OR
- Use a ticket-out-of-class on a post-it or index card asking students to respond to the supporting question:

*What positive effect do taxes have on the public?*

Formative Performance Task:

- Quick Checks given in the guided lesson can be virtually "turned-into" teacher  
AND/OR
- Use a ticket-out-of-class on a post-it or index card asking students to respond to the supporting question:

*How role do trade and specialization have in our economy?*



<p>Summative Performance Task: End of Chapter Assessment can be taken online with results sent to instructor. Otherwise, the instructor may print the assessment prior to administering.</p>
<p>Taking Informed Action: Students can draw on the costs/benefits of people migrating westward, and apply it to how people can transfer to future events.</p>
<p>Interdisciplinary: Integrate in reading instruction using the leveled readers and/or common-core aligned ELA passages from readworks.org.</p>

Differentiation	
<p>How will we respond if students have not learned? Interventions:</p> <p>Students will be pulled in small groups to review the concepts missed. Optional Interventions: *Matching Games *Brainpop Videos *Peer-Teaching</p>	<p>How will we respond if students have already learned? Extensions/Enrichments:</p> <p>Students can apply the concept of weighing costs and benefits of moving westward beyond the surface. Students will be given the opportunity to explore specific primary sources documenting people’s struggles as they ventured westward. After reviewing the documents, the students can create their own ideas about westward expansion.</p>

<p>Objective #2 Students will understand personal finances.</p>
<p>Essential Question: How does the economy affect people's lives?</p>
<p>Standards: <b>GLE</b> E.4.A.5 Explain how the following economic concepts affect our nation’s past and present: ● scarcity ● supply and demand ● trade-offs (opportunity cost) ● income, labor, and wages <b>C3</b> D2.Eco.1.3-5. Compare the benefits and costs of individual choices. D2.Eco.2.3-5. Identify positive and negative incentives that influence the decisions people make. <b>NCSS:</b> -The economic choices that people make have both present and future consequences -How people and communities deal with scarcity of resources.</p>

-Individuals, government, and society experience scarcity because of human wants and needs exceed what can be produced from available resources  
 -The characteristics of a market economy  
 -Participate in a simulated classroom economic system

Academic Vocabulary:  
 Scarcity, opportunity-cost, dividends, stock, bond

Lesson Plan

Supporting Question:  
 How do scarcity and opportunity-cost affect the economy?

Students will learn this concept using a guided reading Lesson on the chromebooks or tablets:  
 Modern Times: Unit 1, lesson 3, pg 1

Then, have students experience scarcity with an activity below:

- Musical chairs
- Act like you have candy for only half of class

Supporting Question:  
 What is an opportunity-cost?

Students will learn this concept using a guided reading Lesson on the chromebooks or tablets:  
 Modern Times: Unit 1, lesson 3, pg 1-2

Then, have students experience opportunity-cost with an activity below:

- You want to go to Six Flags and a new video game, but only have enough money for one.
- You're at the movies and want to buy popcorn and candy, but only have enough money

Supporting Question:  
 What is the difference between a stock and a bond?

Students will learn this concept using a guided reading Lesson on the chromebooks or tablets:  
 Modern Times: Unit 1, lesson 3, page 3

Then, students can see this concept in action as they play a Stock-Market Game. the research for the different stocks could be integrated in ELA

Formative Performance Task:

- Quick Checks given in the guided lesson can be virtually "turned-into" teacher AND/OR
- Use a ticket-out-of-class on a post-it or index card asking students to respond to the supporting question:

Formative Performance Task:

- Quick Checks given in the guided lesson can be virtually "turned-into" teacher AND/OR
- Use a ticket-out-of-class on a post-it or index card asking students to respond to the supporting question:

Formative Performance Task:

- Quick Checks given in the guided lesson can be virtually "turned-into" teacher AND/OR
- Use a ticket-out-of-class on a post-it or index card asking students to respond to the supporting question:

Summative Performance Task:  
 Online summative assessment that can be virtually submitted, or an instructor may print prior to facilitating the assessment.

Taking Informed Action:  
 Students can apply the disciplines learned using a classroom checking/monetary system. The teacher can either ask for checkbook donations from a local bank or print them. Students will be "paid" each month for their job as a student, or even assign classroom jobs to pay students for. Then, students will write checks for renting their desk and chair, the air/heat, also late fees if they are not deposited on time. This class checking/monetary system can be as big or small as you make it.

Interdisciplinary: Integrate in reading instruction using the leveled readers and/or common-core aligned ELA passages from readworks.org.

Differentiation

How will we respond if students have not learned?

Interventions:

Review the concepts taught using:

[Stock Market Simulation](#)

How will we respond if students have already learned?

Extensions/Enrichments:

Students will participate in a Stock Market Simulation. Follow link below or create your own!

<https://www.moneyinstructor.com/ls/msimulation.asp>

Objective #3 Students will understand the economic causes and consequences of the Great Depression.

Essential Question: How have economic factors influenced change in the United States?

Standards:

**C3**

D2.Eco.9.3-5. Describe the role of other financial institutions in an economy

**GLE**

Explain the factors, past and present, that influence changes in our nation's economy (technology, movement of people, resources, etc.)

**NCSS**

-The influences of economic factors on the history of the nation.

-Reconstructing and enacting a historical event through role playing

-Science and technology have both positive and negative impacts upon individuals, societies, and the environment in the past and present.

-Participate in a simulated classroom economic system

-Participating in market simulation activities

Academic Vocabulary: roaring twenties, great depression, borrowing, stock exchange, speculation, mass production

Lesson Plan

Supporting Question:

How did enhanced technology affect America's economy?

Students will learn this concept using a guided reading Lesson on the chromebooks or tablets:  
Modern Times: Unit 4, Lesson 3, page 4

Supporting Question:

What effect did *borrowing* have on the great depression?

Students will learn this concept using a guided reading Lesson on the chromebooks or tablets:  
Modern Times: Unit 4, Lesson 4, page 2

Supporting Question:

What were the consequence of the great depression?

Students will learn this concept using a guided reading Lesson on the chromebooks or tablets:  
Modern Times, Unit 4, page 3-5

<p>Also, students can watch a video clip depicting this time period:  <a href="http://www.history.com/topics/roaring-twenties">http://www.history.com/topics/roaring-twenties</a></p>	<p>Also, students can see the affect the stock market crash had on America.  <a href="http://www.history.com/topics/great-depression/videos/1929-stock-market-crash">http://www.history.com/topics/great-depression/videos/1929-stock-market-crash</a></p>	<p>More on:  Hoovervilles  <a href="http://www.history.com/topics/hoovervilles">http://www.history.com/topics/hoovervilles</a>  Dust Bowl:  <a href="http://www.history.com/topics/dust-bowl/videos/black-blizzard">http://www.history.com/topics/dust-bowl/videos/black-blizzard</a>  The New Deal  <a href="http://www.history.com/topics/new-deal">http://www.history.com/topics/new-deal</a></p>
<p>Formative Performance Task:</p> <ul style="list-style-type: none"> <li>Quick Checks given in the guided lesson can be virtually “turned-into” teacher AND/OR</li> <li>Use a ticket-out-of-class on a post-it or index card asking students to respond to the supporting question: <i>How did enhanced technology affect America’s economy?</i></li> </ul>	<p>Formative Performance Task:</p> <ul style="list-style-type: none"> <li>Quick Checks given in the guided lesson can be virtually “turned-into” teacher AND/OR</li> <li>Use a ticket-out-of-class on a post-it or index card asking students to respond to the supporting question: <i>What effect did borrowing have on the great depression?</i></li> </ul>	<p>Formative Performance Task:</p> <ul style="list-style-type: none"> <li>Quick Checks given in the guided lesson can be virtually “turned-into” teacher AND/OR</li> <li>Use a ticket-out-of-class on a post-it or index card asking students to respond to the supporting question: <i>What were the consequence of the great depression?</i></li> </ul>

<p>Summative Performance Task:  Online summative assessment that can be virtually submitted, or an instructor may print prior to facilitating the assessment.</p>
<p>Taking Informed Action:  The economic tragedy can be applied to a real-life representation where students can “purchase” certain privileges without having enough money to pay for. Then, let students know that because of the extensive “borrowing” there will be an economic deflation. Our country’s value of a dollar went decreased in value. The facilitator can repeat this as many times as possible to show that the economy is taking a turn for the worst. Finally, end with a “Black Thursday” where everyone losed everything. Students’ privileges are taken away from them, and the class economy falls to pieces.</p>
<p>Interdisciplinary:  Integrate in reading instruction using the leveled readers and/or common-core aligned ELA passages from readworks.org.</p>

Differentiation

How will we respond if students have not learned?

Interventions:

- Interactive vocabulary practice
- Peer-Teaching
- Review material on the textbook
- Small-group reteaching of concepts

How will we respond if students have already learned?

Extensions/Enrichments:

- Students can create a presentation about the great depression.
- Peer-teaching
- Predict future events with and without control of "borrowing"

PROFICIENCY SCALE FOR THIS STANDARD

STANDARD: Economics		
SCORE	DESCRIPTION	SAMPLE TASKS
4.0	In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.	<ul style="list-style-type: none"> <li>● Teacher observation</li> <li>● Vocabulary Assessment</li> <li>● Exit Slips</li> <li>● Unit Assessment used as pre and post assessments to measure growth</li> </ul>
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	<p><b>The student:</b></p> <ul style="list-style-type: none"> <li>● Apply the following economic concepts to the world around us: <ul style="list-style-type: none"> <li>○ Scarcity</li> <li>○ voluntary exchange</li> <li>○ cost-benefit</li> <li>○ price incentives</li> <li>○ Specialization</li> <li>○ Interest</li> <li>○ productivity</li> <li>○ supply and demand</li> <li>○ trade-offs</li> <li>○ Income</li> <li>○ wages</li> <li>○ labor</li> </ul> </li> </ul> <p>Students can answer essay questions and/or participate in a mock-economy applying their understanding of the economic concepts learned.</p> <p><b>The student exhibits no major errors or omissions.</b></p>	<ul style="list-style-type: none"> <li>● Teacher observation</li> <li>● Vocabulary Assessment</li> <li>● Exit Slips</li> <li>● Unit Assessment used as pre and post assessments to measure growth</li> <li>● Participation in a mock-economy</li> </ul>
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content.	
2.0	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>● Recognizes or recalls economic terminology, such as: <ul style="list-style-type: none"> <li>○ scarcity</li> <li>○ voluntary exchange</li> <li>○ cost-benefit</li> <li>○ price incentives</li> <li>○ specialization</li> <li>○ Interest</li> <li>○ productivity</li> <li>○ supply and demand</li> <li>○ trade-offs</li> <li>○ Income</li> <li>○ wages</li> <li>○ Labor</li> </ul> </li> <li>● Performs basic processes, such as: <ul style="list-style-type: none"> <li>● Answering multiple choice and fill in the blank questions</li> </ul> </li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>	<ul style="list-style-type: none"> <li>● Teacher observation</li> <li>● Vocabulary Assessment</li> <li>● Exit Slips</li> <li>● Unit Assessment used as pre and post assessments to measure growth</li> </ul>
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.	
1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
LND	Even with help, no understanding or skill demonstrated.	

## **Grade 6 Social Studies Curriculum**



CURRICULUM OVERVIEW	
<b>COURSE/GRADE LEVEL:</b> 6th Grade Social Studies  <b>CREDIT(S):</b> n/a  <b>PREREQUISITES:</b> n/a	<b>CURRICULUM WRITTEN:</b> Ancient Civilizations  <b>BOARD APPROVAL:</b>  <b>REVISED:</b>

<b>COURSE DESCRIPTION:</b>  A look into Ancient Civilizations, starting with units of Geography, Prehistory, following each Ancient Civilization in chronological order in which they originated. In addition, civics, economics, geography, and history will be embedded throughout each unit.	<b>COMMITTEE MEMBERS:</b>  Kara Welty Vicki Vaughn Stacey Stubits
---	---

UNITS IN THIS COURSE/GRADE LEVEL	
UNIT TITLE	UNIT DURATION
UNIT 1: Geography	6 weeks (15 days)
UNIT 2: Prehistory	6 weeks (15 days)
UNIT 3: Ancient Mesopotamia	6 weeks (15 days)
UNIT 4: Ancient Egypt	6 weeks (15 days)
UNIT 5: Ancient India	6 weeks (15 days)
UNIT 6: Ancient China	6 weeks (15 days)

BOARD APPROVED INSTRUCTIONAL MATERIALS FOR THIS COURSE	ADDITIONAL INSTRUCTIONAL MATERIALS
Grade 6 Social Studies Techbook – Discovery Education	Hands-On History, Ancient Civilizations Activities, Shell Education



### Unit Overview - Unit 1 - Geography

<p>Content Area: Social Studies: Ancient Civilizations</p> <p>Course/Grade Level: 6th Grade</p>	<p>Unit Title: Geography</p> <p>Unit Duration: 6 Weeks (15 days A-Day/B-Day block)</p>
<p>Materials/Instructional Resources For This Unit:</p> <ul style="list-style-type: none"> <li>● Maps and Globes Inquiry document (<a href="https://static1.squarespace.com/static/5342c12be4b01b8f6b78c1d5/t/55d3dbd5e4b08c827e1541fa/1439947733068/NewYork_K_Maps_and_Globes.pdf">https://static1.squarespace.com/static/5342c12be4b01b8f6b78c1d5/t/55d3dbd5e4b08c827e1541fa/1439947733068/NewYork_K_Maps_and_Globes.pdf</a>)</li> <li>● Resource on physical and geographical features: <a href="http://mdk12.msde.maryland.gov/share/pdf/social_studies/GEOGRAPHY/Geo_ch_chart.pdf">http://mdk12.msde.maryland.gov/share/pdf/social_studies/GEOGRAPHY/Geo_ch_chart.pdf</a></li> <li>● Information from supporting questions are gathered from: <a href="http://education.nationalgeographic.org/standards/national-geography-standards/14/">http://education.nationalgeographic.org/standards/national-geography-standards/14/</a></li> <li>● <a href="http://education.nationalgeographic.org/encyclopedia/region/">http://education.nationalgeographic.org/encyclopedia/region/</a></li> <li>● <a href="http://media.education.nationalgeographic.com/assets/file/Draw_Political_B_orders.pdf">http://media.education.nationalgeographic.com/assets/file/Draw_Political_B_orders.pdf</a></li> <li>● Discovery Education Lesson:</li> <li>● <a href="https://app.discoveryeducation.com/techbook2:concept/view/guidConceptId/2DA35899-781C-4738-BB50-EEC867E43EF7/guidUnitId/54E01D79-9E45-49AC-B50D-6994CD93E400#/tab=model-lesson-tab&amp;page=1&amp;subTab=lesson-overview-tab">https://app.discoveryeducation.com/techbook2:concept/view/guidConceptId/2DA35899-781C-4738-BB50-EEC867E43EF7/guidUnitId/54E01D79-9E45-49AC-B50D-6994CD93E400#/tab=model-lesson-tab&amp;page=1&amp;subTab=lesson-overview-tab</a></li> <li>● <a href="http://google.discoveryeducation.com">google.discoveryeducation.com</a></li> </ul>	<p>Big Idea: Five Themes of Geography</p> <ol style="list-style-type: none"> <li>1. Location</li> <li>2. Place</li> <li>3. Human Environment Interaction</li> <li>4. Movement</li> <li>5. Region</li> </ol>
<p>Enduring Understandings:</p> <ul style="list-style-type: none"> <li>● Places are often located by absolute and relative positions.</li> <li>● Places form and change as a result of human and physical characteristics.</li> <li>● Humans will interact with their environment in order to meet their needs.</li> <li>● Places are often connected with one another through movement of goods, people, and ideas.</li> <li>● Many factors can contribute to a region's identity.</li> <li>● Regions are often distinguished by their characteristics.</li> </ul>	<p>Essential Questions:</p> <ul style="list-style-type: none"> <li>● How do we identify the location of places?</li> <li>● What is the impact of human and physical characteristics in the formation and change of places?</li> <li>● In what ways do humans interact with the environment to meet needs?</li> <li>● How do the movement of goods, people and ideas connect places?</li> <li>● What factors contribute to a region's identity?</li> <li>● What characteristics are used to differentiate between regions?</li> </ul>

<p>Objective #1 Students will find absolute and relative locations of places within the local community and region.</p>
<p>Essential Question: How do we identify the location of places?</p>

Standards:

**GLE/CLE:**

5.B.c - Locate and describe geographic places, using absolute and relative location, especially as people were able to define them more accurately

**C3:**

D2.Geo.3.6-8. Use paper based and electronic mapping and graphing techniques to represent and analyze spatial patterns of different environmental and cultural characteristics.

**NCSS:**

Theme 2: Time, Continuity, and Change

Theme 3: People, Places, and Environments

Theme 9: Global Connections

Discipline # 2: Geography

Academic Vocabulary:

Absolute location

Relative location

Scale Bar

Compass Rose

Intermediate Directions

Cardinal Directions

Legend/Key

Symbols

Labels

Lesson Plan

Supporting Question:

What is the difference between a map and a globe?

Supporting Question:

How are maps used to give absolute and relative location?

Supporting Question:

Why is it important to understand how to read a map?

Formative Performance Task:

Students will discuss the differences and similarities between maps and globes. They will complete a Venn Diagram to compare/contrast maps and globes. Then, they will turn and talk with their partners to determine when it would be better to use a map or a globe, depending on different scenarios included in the Maps and Globes Inquiry document

[https://static1.squarespace.com/static/5342c12be4b01b8f6b78c1d5/t/55d3dbd5e4b08c827e1541fa/1439947733068/NewYork\\_K\\_Maps\\_and\\_Globes.pdf](https://static1.squarespace.com/static/5342c12be4b01b8f6b78c1d5/t/55d3dbd5e4b08c827e1541fa/1439947733068/NewYork_K_Maps_and_Globes.pdf).

Formative Performance Task:

Find absolute and relative locations of places on a map and globe.

Formative Performance Task:

Construct a map of local community including symbols, labels, legends, absolute and relative location.

Summative Performance Task: Common assessment, finding relative and absolute locations of various places.

Taking Informed Action: Students will collaborate in compelling conversations with questions regarding the importance and relevance of relative and absolute location and how it applies to life today.

#### Differentiation

How will we respond if students have not learned?

Interventions:

- Give even more background information to students, based on student needs.
- Provide notes, vocabulary flashcards, study guides to students.
- Give students more research, exploration, and inquiry time, if needed.

How will we respond if students have already learned?

Extensions/Enrichments:

- Students can explore deeper level topics independently on devices.
- Present lesson/ideas/self-guided project to the class.
- Differentiate different viewpoints from multiple archaeologists.

Objective #2 Students will compare the human and physical characteristics of places.

Essential Question: What is the impact of human and physical characteristics in the formation and change of places?

Standards:

**GLE/CLE:**

5.G - Using geography to interpret, explain and predict

5.F.a - Explain how regions of the world relate to one another and change over time

**C3:**

D2.Geo.1.6-8. Construct maps to represent and explain the spatial patterns of cultural and environmental characteristics.

D2.Geo.4.6-8. Explain how cultural patterns and economic decisions influence environments and the daily lives of people in both nearby and distant places.

D2.Geo.5.6-8. Analyze the combinations of cultural and environmental characteristics that make places both similar to and different from other places.

D2.Geo.6.6-8. Explain how the physical and human characteristics of places and regions are connected to human identities and cultures.

**NCSS:**

Theme 2: Time, Continuity, and Change

Theme 3: People, Places, and Environments

Theme 9: Global Connections

Discipline # 2: Geography

Academic Vocabulary:

- Population Density
- Population Distribution
- Place
- Migration

Physical: Physical features, weather, climate, soil, minerals, vegetation, animal life, bodies of water

Human: human made features, language (language patterns), religion, political system, economic activities, population distribution, bridges, houses, parks, population, language, religion, architecture, land use

Resource on physical and geographical features: [http://mdk12.msde.maryland.gov/share/pdf/social\\_studies/GEOGRAPHY/Geo\\_ch\\_chart.pdf](http://mdk12.msde.maryland.gov/share/pdf/social_studies/GEOGRAPHY/Geo_ch_chart.pdf)

Lesson Plan

Supporting Question:

What are the human characteristics of a place and how do they impact where humans settle?

Human characteristics include: human made features, language (language patterns), religion, political system, economic activities, population distribution, bridges, houses, parks, population, language, religion, architecture, land use

Supporting Question:

What are the physical characteristics of a place and how does this impact animal life, human life, and plant life?

Physical characteristics include: Physical: Physical features, weather, climate, soil, minerals, vegetation, animal life, bodies of water

Supporting Question:

How would you compare the human and physical characteristics of the local community with another community?

Formative Performance Task:

Compare two different locations in the world and how their human characteristics are similar and how they are different. Discuss how this impacts how and why people settle into a variety of locations.

Students will take notes on human characteristics vocabulary

Formative Performance Task:

Students will create their own island, or piece of land, including and labeling physical features, vegetation that would go with those features, bodies, of water, climate, etc.

Students will take notes on physical characteristics vocabulary

Formative Performance Task:

Read stories and books about distant places. Many picture books provide vivid images of different places and a sense of what it would be like to live in them. *A Country Far Away*, *Heidi*, and *Going for Oysters* are examples of books about other parts of the world.

Talk about the places these books celebrate, find them on a map or globe, and discuss their mental picture of these places.

Students can research two neighboring bordering countries online to determine similarities and differences between human and physical features.

Summative Performance Task:

Common assessment analyzing human and physical features and how humans affect both of these factors.

Taking Informed Action:

Students will collaborate to ask compelling questions regarding how life would be different today for them if other human and physical characteristics of our city changed.

Differentiation

How will we respond if students have not learned?

Interventions:

Re-assess and re-teach:

Give even more background information to students, based on student needs.

Provide notes, vocabulary flashcards, study guides to students.

Give students more research, exploration, and inquiry time, if needed.

How will we respond if students have already learned?

Extensions/Enrichments:

Enrichment Activities:

Students can explore deeper level topics independently on devices.

Present lesson/ideas/self-guided project to the class.

Differentiate different viewpoints from multiple archaeologists.

Objective #3 Students will exemplify how people adapt to, change and protect the environment to meet their needs.

Essential Question: In what ways do humans interact with the environment to meet needs?

Standards:

**GLE/CLE:**

5.F.a - Explain how regions of the world relate to one another and change over time

5.G - Using geography to interpret, explain and predict

7.F - Interpreting various social studies resources

**C3:**

D2.Geo.4.6-8. Explain how cultural patterns and economic decisions influence environments and the daily lives of people in both nearby and distant places.

D2.Geo.5.6-8. Analyze the combinations of cultural and environmental characteristics that make places both similar to and different from other places.

D2.Geo.6.6-8. Explain how the physical and human characteristics of places and regions are connected to human identities and cultures.

**NCSS:**

Theme 2: Time, Continuity, and Change

Theme 3: People, Places, and Environments  
 Theme 9: Global Connections  
 Discipline # 2: Geography

Academic Vocabulary:

- Adapt
- Human Environment Interaction
- Modify
- Shelter
- Irrigate
- Plow
- Vegetation
- Dietary
- Ecosystem
- Habitat
- Technology
- Physical Environment

Information from supporting questions are gathered from: <http://education.nationalgeographic.org/standards/national-geography-standards/14/>

Lesson Plan

<p>Supporting Question:</p> <p>How do people modify the natural environment to meet their needs?        (Build dams, Plow and irrigate fields, Build houses, schools, and shopping centers)</p>	<p>Supporting Question:</p> <p>What are the consequences of human modification to the physical environment?</p>	<p>Supporting Question:</p> <p>How do people use technology to get what they need from the physical environment?</p>
<p>Formative Performance Task:</p> <p>Identify and describe examples of human modifications to the physical environment surrounding the school or neighborhood (e.g., paving over vegetated areas, constructing buildings, building bridges, installing culverts or drainage ditches, removing or adding trees or shrubs).</p> <p>Describe human-generated changes in the physical environment during different time periods using aerial photographs or satellite images of the same location</p>	<p>Formative Performance Task:</p> <p>Identify and describe the changes in local habitats that resulted from human activities.</p> <p>Identify and describe the impacts that students' dietary choices may have on the physical environment.</p> <p>Describe examples of human modifications to the physical environment as a result of improving transportation routes (e.g., bridges, drainage ditches,</p>	<p>Formative Performance Task:</p> <p>Describe and explain examples of the technology used in different industries in the United States (e.g., high-tech farming and irrigation, excavating machinery in strip mining, drilling in oil production).</p> <p>Explain how the use of technology in students' daily lives (e.g., rototiller in the garden, applying plant fertilizer, pumps that provide bore or well water, hybrid or disease resistant seeds) can help people get things</p>

<p>(e.g., farmland to subdivisions, open fields to baseball diamonds, traditional downtown areas to new shopping centers).</p> <p>Describe examples of changes that would occur if people decided to build a new road, water park, or shopping center in the local community (e.g., changes in ecosystem, land cover, landforms, drainage patterns or runoff).</p>	<p>widening streets or roads, divided highways).</p>	<p>they need from the physical environment.</p> <p>Describe and explain how inventions helped people settle the Great Plains (e.g., barbed wire, steel plow, railroad, steamboat, threshing machines).</p>
--	--	--

<p>Summative Performance Task: Common assessment regarding human modifications, technology usage, and impacts of human modification on the world.</p>
<p>Taking Informed Action: Students will collaborate to ask compelling questions regarding how life would be different today for them if other human and physical characteristics of our city changed.</p>

Differentiation	
<p>How will we respond if students have not learned? Interventions:</p> <p>Give even more background information to students, based on student needs.</p> <p>Provide notes, vocabulary flashcards, study guides to students.</p> <p>Give students more research, exploration, and inquiry time, if needed.</p>	<p>How will we respond if students have already learned? Extensions/Enrichments:</p> <p>Students can explore deeper level topics independently on devices.</p> <p>Present lesson/ideas/self-guided project to the class.</p> <p>Differentiate different viewpoints from multiple archaeologist</p>

<p>Objective #4 Students will explain how the movement of goods, people, and ideas impact the community.</p>
<p>Essential Question: How do the movement of goods, people and ideas connect places?</p>
<p>Standards: <b>GLE/CLE:</b> 5.B.b - Locate the world's continents, oceans and major topographic features as civilizations spread 5.F.a - Explain how regions of the world relate to one another and change over time 5.G - Using geography to interpret, explain and predict</p>

**C3:**

D2.Geo.7.6-8. Explain how changes in transportation and communication technology influence the spatial connections among human settlements and affect the diffusion of ideas and cultural practices.

D2.Geo.8.6-8. Analyze how relationships between humans and environments extend or contract spatial patterns of settlement and movement.

D2.Geo.9.6-8. Evaluate the influences of long-term human-induced environmental change on spatial patterns of conflict and cooperation

D2.Geo.10.6-8. Analyze the ways in which cultural and environmental characteristics vary among various regions of the world.

**NCSS:**

Theme 2: Time, Continuity, and Change

Theme 3: People, Places, and Environments

Theme 9: Global Connections

Discipline # 2: Geography

## Academic Vocabulary:

- Movement
- Cultural Diffusion
- Diversity
- Goods
- Acculturation
- Immigration
- Migration
- Cultural Diversity
- Environment
- Trade
- Imports
- Exports

## Lesson Plan

## Supporting Question:

How do you define movement, and what is the impact of movement on communities?  
(Immigration, Migration, Cultural Diversity, Environment)

## Supporting Question:

How do people, goods, and services move within the local community?

## Supporting Question:

How has the movement of people, goods and services, and ideas changed where people live over time?

## Formative Performance Task:

Classroom discussion: How does the migration and immigration of humans affect the movement of ideas, religions, and customs? For example, without

## Formative Performance Task:

Students can research trading, exports and imports, within our local region, state, and nation to see how people, goods, and services move between our area and beyond.

## Formative Performance Task:

Movement of people, ideas, and products has occurred through transportation, technology, and widespread communication.



human ideas moving from place to place, civilizations will wither.		Topics, ideas, and inventions will be discussed and students will take notes on how these ideas have transformed the world (for example: Alexander Bell).
--	--	---

Summative Performance Task:  
Common assessment including how ideas, people, movement, and technology has impacted humans life from past to present day.

Taking Informed Action:  
Students create an idea of a technological tool that will enhance life in their own community and explain why it's needed.

Differentiation	
<p>How will we respond if students have not learned? Interventions:</p> <p>Give even more background information to students, based on student needs.</p> <p>Provide notes, vocabulary flashcards, study guides to students.</p> <p>Give students more research, exploration, and inquiry time, if needed.</p>	<p>How will we respond if students have already learned? Extensions/Enrichments:</p> <p>Students can explore deeper level topics independently on devices.</p> <p>Present lesson/ideas/self-guided project to the class.</p> <p>Differentiate different viewpoints from multiple archaeologists.</p>

Objective #5 Students will summarize the elements (cultural, demographic, economic, and geographic) that define regions (community, state, nation, and world) and compare various regions according to their characteristics.

Essential Question: What factors contribute to a region's identity, and what characteristics are used to differentiate between regions?

Standards:  
**GLE/CLE:**  
5.F.a - Explain how regions of the world relate to one another and change over time  
**C3:**  
D2.Geo.3.6-8. Use paper based and electronic mapping and graphing techniques to represent and analyze spatial patterns of different environmental and cultural characteristics.  
D2.Geo.12.6-8. Explain how global changes in population distribution patterns affect changes in land use in particular places.  
D2.Eco.14.6-8. Explain barriers to trade and how those barriers influence trade among nations.

**NCSS:**

Theme 2: Time, Continuity, and Change

Theme 3: People, Places, and Environments

Theme 9: Global Connections

Discipline # 2: Geography

## Academic Vocabulary:

- Region
- Political Border
- Demographics
- Economics
- Culture
- Geography

Resource for this objective:

<http://education.nationalgeographic.org/encyclopedia/region/>

## Lesson Plan

## Supporting Question:

How do we define regions?

Definition: A region is an area of land that has common features. A region can be defined by natural or artificial features. Language, government, or religion can define a region, as can forests, wildlife, or climate.

## Supporting Question:

What factors make up regions?

(Culture, Demographics, Economics, Geography)

## Supporting Question:

How are regions similar and different to each other?

## Formative Performance Task:

[Political Borders](#) (National Geographic) - Students think about regions and borders by determining where they would place borders in an artificial continent.

Resource:

[http://media.education.nationalgeographic.com/assets/file/Draw\\_Political\\_Borders.pdf](http://media.education.nationalgeographic.com/assets/file/Draw_Political_Borders.pdf)

Discovery Education Lesson:

<https://app.discoveryeducation.com/techbook2:concept/view/guidConceptId/2DA35899-781C-4738-BB50-EEC867E43EF7/guidUnitId/54E01D79-9E45-49AC-B50D-6994CD93E400#/tab=model-lesson-tab&page=1&subTab=lesson-overview-tab>

## Formative Performance Task:

Students will write their understanding of what makes a region on an exit slip.

## Formative Performance Task:

Students compare and contrast different types of regions using Venn Diagrams.

Summative Performance Task:  
Five Themes of Geography  
[https://docs.google.com/document/d/18fUKcTgGHLWl19\\_9MX7BqFABi236e1iCOs7JNJIATAw/edit](https://docs.google.com/document/d/18fUKcTgGHLWl19_9MX7BqFABi236e1iCOs7JNJIATAw/edit)

Taking Informed Action:  
Students will collaborate to ask compelling questions regarding how life would be different today for them if political borders of our city changed.

#### Differentiation

How will we respond if students have not learned?

Interventions:

Give even more background information to students, based on student needs.

Provide notes, vocabulary flashcards, study guides to students.

Give students more research, exploration, and inquiry time, if needed.

How will we respond if students have already learned?

Extensions/Enrichments:

Students can explore deeper level topics independently on devices.

Present lesson/ideas/self-guided project to the class.

Differentiate different viewpoints from multiple archaeologists.

**PROFICIENCY SCALE FOR THIS STANDARD**

<b>STANDARD: Geography</b>		
<b>SCORE</b>	<b>DESCRIPTION</b>	<b>SAMPLE TASKS</b>
<b>4.0</b>	<b>In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.</b>	<ul style="list-style-type: none"> <li>● Teacher observation</li> <li>● Exit Tickets</li> <li>● Unit Assessment</li> <li>● Vocabulary Quiz</li> </ul>
<b>3.5</b>	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
<b>3.0</b>	<b>The student:</b> <ul style="list-style-type: none"> <li>● <b>Completes project, showing understanding of the Five Themes of Geography.</b></li> </ul> <b>The student exhibits no major errors or omissions.</b>	<ul style="list-style-type: none"> <li>● Teacher observation</li> <li>● Exit Tickets</li> <li>● Unit Assessment</li> <li>● Vocabulary Quiz</li> </ul>
<b>2.5</b>	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content.	
<b>2.0</b>	<b>There are no major errors or omissions regarding the simpler details and processes as the student:</b> <ul style="list-style-type: none"> <li>● Recognizes or recalls specific terminology, such as:                             <ul style="list-style-type: none"> <li>○ Absolute location</li> <li>○ Relative location</li> <li>○ Scale Bar</li> <li>○ Compass Rose</li> <li>○ Intermediate Directions</li> <li>○ Cardinal Directions</li> <li>○ Legend/Key</li> <li>○ Symbols</li> <li>○ Labels</li> <li>○ Population Density</li> <li>○ Population Distribution</li> <li>○ Place</li> <li>○ Migration</li> <li>○ Physical features</li> <li>○ Weather</li> <li>○ Climate</li> <li>○ Soil</li> <li>○ Minerals</li> <li>○ Vegetation</li> <li>○ Animal life</li> <li>○ Bodies of water</li> <li>○ Human made features</li> <li>○ Language (language patterns)</li> <li>○ Religion</li> <li>○ Political system</li> <li>○ Economic activities</li> <li>○ Population distribution</li> <li>○ Bridges</li> <li>○ Houses</li> <li>○ Parks</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Teacher observation</li> <li>● Exit Tickets</li> <li>● Unit Assessment</li> <li>● Vocabulary Quiz</li> </ul>

	<ul style="list-style-type: none"> <li>○ Population</li> <li>○ Architecture</li> <li>○ Land use</li> <li>○ Region</li> <li>○ Political Border</li> <li>○ Demographics</li> <li>○ Economics</li> <li>○ Culture</li> <li>○ Geography</li> <li>○ Adapt</li> <li>○ Human Environment Interaction</li> <li>○ Modify</li> <li>○ Shelter</li> <li>○ Irrigate</li> <li>○ Plow</li> <li>○ Vegetation</li> <li>○ Dietary</li> <li>○ Ecosystem</li> <li>○ Habitat</li> <li>○ Technology</li> <li>○ Physical Environment</li> <li>○ Movement</li> <li>○ Cultural Diffusion</li> <li>○ Diversity</li> <li>○ Goods</li> <li>○ Acculturation</li> <li>○ Immigration</li> <li>○ Migration</li> <li>○ Cultural Diversity</li> <li>○ Environment</li> <li>○ Trade</li> <li>○ Imports</li> <li>○ Exports</li> <li>○ Region</li> <li>○ Political Border</li> <li>○ Demographics</li> <li>○ Economics</li> <li>○ Culture</li> <li>○ Geography</li> </ul> <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	
<b>1.5</b>	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.	
<b>1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>	
<b>LND</b>	<b>Even with help, no understanding or skill demonstrated.</b>	

## Unit Overview - Unit 2 - Prehistory

Content Area: Social Studies: Ancient Civilizations

Unit Title: Prehistory

Course/Grade Level: 6th Grade

Unit Duration: 6 Weeks (15 days A-Day/B-Day block)

Materials/Instructional Resources For This Unit:

- Lesson Ideas and possible activities:  
[http://www.mrmoore.net/UNIT%201%20PREHISTORY/unit\\_1.htm](http://www.mrmoore.net/UNIT%201%20PREHISTORY/unit_1.htm)
- <http://www.mrmoore.net/>
- <https://sites.google.com/site/mrmoorehomepage/>
- <http://maisogss.weebly.com/prehistory-unit.html>
- Prehistory vocabulary and guiding questions:  
[http://www.educa.madrid.org/web/colegio1/aicole/sos5P/contenidos/9\\_prehistory/prehistory.pdf](http://www.educa.madrid.org/web/colegio1/aicole/sos5P/contenidos/9_prehistory/prehistory.pdf)
- Prehistory (McGraw-Hill) videos:  
[http://www.glencoe.com/video\\_library/index\\_with\\_mods.php?PROGRAM=9780078750472&VIDEO=-1&CHAPTER=](http://www.glencoe.com/video_library/index_with_mods.php?PROGRAM=9780078750472&VIDEO=-1&CHAPTER=)
- [google.discoveryeducation.com](http://google.discoveryeducation.com)

Big Idea:

- Students will learn that prehistoric humans learned to adapt to their environment in order to survive.
- Students will learn how to connect the prehistoric past with the present day, as well as understanding how Prehistory provided a strong foundation for future civilizations.
- Students will connect civics, economics, geography, and history into this Prehistory unit.

Enduring Understandings:

- Prehistoric humans learned how to adapt by: making simple tools, using fire, developing language, providing food and shelter for their families and themselves.
- Students will understand the background on why scholars and archeologists study Prehistory and civilization.
- Students will understand how prehistoric humans survived and adapted to their environment.

Essential Questions:

1. What was the relationship between early people and their environment?
2. How do civics, economics, geography, and history assist the historians as they uncover the past, research the present, and predict the future?
3. What does the use of tools tell us about a society?
4. What observations and educated guesses can you share with us regarding history?
5. How have humans adapted to their environment in order to survive?
6. In what ways have we adapted or changed in our environment today?

Objective #1: Students will understand the background on why scholars and archeologists study Prehistory and civilization.

Essential Question:

What was the relationship between early people and their environment?

How do civics, economics, geography, and history assist the historians as they uncover the past, research the present, and predict the future?

Standards:

**GLE/CLE:**

3b - Knowledge of continuity and change in the history of the world

5 - Knowledge of major elements of geographical study and analysis (such as location, place, movement and regions) and their relationship to changes in society and the environment

**C3:**

D2.His.9.6-8. Classify the kinds of historical sources used in a secondary interpretation.

D2.His.14.6-8. Explain multiple causes and effects of events and developments in the past.

D2.His.15.6-8. Evaluate the relative influence of various causes of events and developments in the past.

D2.Civ.9.6-8. Compare deliberative processes used by a wide variety of groups in various settings.

D2.His.17.6-8. Compare the central arguments in secondary works of history on related topics in multiple media.

**NCSS:**

Theme 2: Time, Continuity, and Change

Theme 3: People, Places, and Environments

Theme 5: Individuals, Groups, and Institutions

Theme 9: Global Connections

Discipline #1: History

Academic Vocabulary:

- Archeology
- Archeologist
- Artifact
- Cro-Magnon
- Excavation
- Homo Sapiens
- Human Geography
- Hunter-Gatherer
- Megalith
- Neolithic
- Prehistoric
- History
- Physical Geography
- Primary Source/Secondary Source
- Resources
- Stone Age

Lesson Plan

Supporting Question:

Supporting Question:

Supporting Question:

<p>How do historians improve our understanding of the world?</p> <p>Why do scholars study the people, events, and ideas of long ago?</p> <p>How do physical geography and human geography contribute to the study of history?</p> <p>Why study ancient bones?</p>	<p>How are chunks of time labeled in the past and today?</p> <p>How did prehistoric people change as time progressed?</p> <p>As people migrated around the world, how did they adapt to their environments?</p> <p>How did the development of agriculture change human society?</p>	<p>What does the research show us about the Prehistoric past?</p> <p>What are specific artifacts and ideas from archeologists?</p> <p>What do you want to learn about Prehistory?</p> <p>How can you compare primary, secondary sources, and artifacts in your research?</p>
<p>Formative Performance Task:</p> <p>Exit Ticket: 1. Name one concept that you know today because an historian presented knowledge. 2. What can we learn from people &amp; events of long ago? 3. How does the physical geography affect human geography? 4. What can we learn from studying ancient bones?</p> <p>Student notes/outline (Teacher guided from resources)</p> <p>Teacher observation</p>	<p>Formative Performance Task:</p> <p>Exit Ticket: 1. Name three units that we break time into (BCE; AD; Era, Century, etc.) 2. Discuss three ways prehistoric humans have changed through time. 3. What caused people to migrate in prehistoric times and discuss two ways they adapted to new environments? 4. As humans began to live in small groups, explain how farming created more free time for some.</p> <p>Student notes/outline (Teacher guided from resources)</p> <p>Teacher observation</p>	<p>Formative Performance Task:</p> <p>Exit Ticket: Small vocabulary quiz over Objective #1 academic vocabulary.</p> <p>Student notes/outline (Teacher guided from resources.)</p> <p>Teacher observation</p>
<p>Lesson 1 (1 day of teaching)</p> <p>Goal: Students will understand why archeologists and scholars study events, ideas of long ago, and how people lived.</p> <p>Students will describe the roles of historians and recognize varying historical interpretations of Prehistory.</p> <p>*Discovery Ed Tech</p>	<p>Lesson 2 and 3 (2 days of teaching)</p> <p>Goal: Students will identify terms (decade, century, era, millennium, BC/BCE, AD/CE) and designations of time periods.</p> <p>Students will understand the terms prehistoric, neolithic, and megalithic.</p> <p>Students will learn and understand basic human needs for survival.</p> <p>Students will understand humans' ways of living changed as they interacted and adapted.</p> <p>*Discovery Ed Tech</p>	<p>Lesson 4 and Lesson 5 (2 day of teaching)</p> <p>Goal: Students will develop compelling questions and research the past (Social Science Inquiry - GLE)</p> <p>Students will then draw research from their compelling questions in order to come to a conclusion.</p> <p>Students will share their compelling questions and research with peers and the class to condense information learned and to build connections.</p> <p>(Students will go to the computer lab or use technology devices to develop compelling questions)</p>



Summative Performance Task:

Students will construct an argument regarding one of their essential questions and use evidence to support. Assess on vocabulary with a formative assessment during this unit, as needed.

Taking Informed Action:

Students draw on compelling questions from above lessons to understand the relevance and impact of what occurred in Prehistory and how that impacts life today.

Differentiation

How will we respond if students have not learned?

Interventions:

Give even more background information to students, based on student needs.

Provide notes, vocabulary flashcards, study guides to students.

Give students more research, exploration, and inquiry time, if needed.

How will we respond if students have already learned?

Extensions/Enrichments:

Students can explore deeper level topics independently on devices.

Present lesson/ideas/self-guided project to the class.

Differentiate different viewpoints from multiple archaeologists on the Prehistoric time period.

Objective #2: Students will understand how prehistoric humans survived and adapted to their environment.

Essential Question:

- What observations and educated guesses can you share with us regarding history?
- How have humans adapted to their environment in order to survive?
- In what ways have we adapted or changed in our environment today?
- What does the use of tools tell us about a society?

Standards:

**GLE/CLE:**

3b - Knowledge of continuity and change in the history of the world

6 - Knowledge of relationships of the individual and groups to institutions and cultural traditions

**C3:**

D2.Geo.6.6-8. Explain how the physical and human characteristics of places and regions are connected to human identities and cultures.

D2.Geo.8.6-8. Analyze how relationships between humans and environments extend or contract spatial patterns of settlement and movement.

D2.Geo.10.6-8. Analyze the ways in which cultural and environmental characteristics vary among various regions of the world.

D2.His.1.6-8. Analyze connections among events and developments in broader historical contexts.  
 D2.His.2.6-8. Classify series of historical events and developments as examples of change and/or continuity  
 D2.His.3.6-8. Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant.  
 D2.His.10.6-8. Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources.

**NCSS:**  
 Theme 2: Time, Continuity, and Change  
 Theme 3: People, Places, and Environments  
 Theme 5: Individuals, Groups, and Institutions  
 Discipline #1: History

- Academic Vocabulary:
- Agriculture
  - Agrarian society
  - Cave dweller
  - Flint
  - Hunter-Gatherer
  - Migration
  - Nomadic
  - Nomads
  - Stone

Lesson Plan

Supporting Question:

What are the factors that contributed to the formation of the first human societies?

How are food, shelter, and water relative to living and surviving in Prehistoric times?

What is the difference between nomadic and agrarian societies?

Supporting Question:

What is the reason for the geographic placement of the societies?

How did farming affect people?

Supporting Question:

How did the tools and language help humans adapt to the environment?

How have tools and inventions have evolved from Prehistoric times to present day?

How did human interaction affect the humans of Prehistory?

What weather conditions contributed to each of the different Stone Age Time Periods?

How did man adapt to the weather and nutritional conditions?

Supporting Question:

How were the compelling questions you asked earlier in the units answered throughout each lesson?

Do you have any questions that have yet to be answered?

<p>Formative Performance Task:</p> <p>“The First Civilizations” Hands-on activities (Farming Questions Day 1-2, Pottery Wheel, Task Chart, Habits of Mind Discussion)  <a href="https://drive.google.com/open?id=0B0vINs0L3r5XVzIxc3Y5cWZkVTg">https://drive.google.com/open?id=0B0vINs0L3r5XVzIxc3Y5cWZkVTg</a></p> <p>First Civilizations and Prehistoric quiz during Lesson 8. Students will complete the quiz (page 17 of the attached document), which requires students to show an understanding of how geography affects daily living.</p>	<p>Formative Performance Task:</p> <p>Interactive Stone Age Tool-Kit:  <a href="http://www.pbs.org/wgbh/nova/ancient/stone-age-toolkit.html">http://www.pbs.org/wgbh/nova/ancient/stone-age-toolkit.html</a></p> <p>TV Broadcast and Assignment:</p> <p><b>Step 1:</b> Decide in your group who will be responsible for each job. The jobs are Sociologist, Nutritionist, Meteorologist, and Anthropologist.</p> <p><b>Step 2:</b> Read through each of your job descriptions to determine exactly what your are responsible for.</p> <p><b>Step 3:</b> Research and collect information and pictures for your job. The more details the better. You will be evaluated on your individual write-up as well as your group presentation. Your paper should be typed, 1-2 pages (double spaced) and should include all of the information from your area of study.</p> <p><b>Step 4:</b> Compile all of your information and pictures in your group. Discuss how you want to design three episodes of "Stone Age". Discuss what the rules of the game are and how players win. *Note: Do not spend a great deal of time on the rules of the game - the information about each period is far more important.</p> <p><b>Step 5:</b> Create a presentation to show the three periods of the Stone Age (Old Stone Age, Middle Stone Age, and New Stone Age) for each episode of the T.V. show. Your presentation should be in the form of the reality show "Stone Age". Each episode should depict the evolution and developmental changes through the ages and how early man adapted to those changes. You should describe the setting, clothing, food, shelters, tools, ceremonies, etc. that will be used in each episode and explain what challenges the contestants will face. You must also describe how contestants win the game. You may use posters with labeled drawings and computer graphics, power point presentation, role playing with props, or any other creative presentation. Determine how each person in your group will be involved in the presentation.</p>	<p>Formative Performance Task:</p> <p>Study guide and review game  *Jeopardy Game</p> <p>Formative Performance Task: Test</p> <p>*Re-test opportunities available, if needed</p>
---	---	--

<p>Lesson 6, 7, &amp; 8 (3 days of teaching)</p> <p>Students will learn how hunters and gatherers interacted in Prehistory.</p> <p>(Use “The First Civilizations” lesson and activity in the book titled “Hand-On History - Ancient Civilizations Activities” by Shell Education)</p> <p>Paleolithic, Mesolithic, and Neolithic Era chart and how early humans adapted over time.</p> <p>*Resource: See table below:</p>	<p>Lesson 9 (1 day of teaching):</p> <p>Students will learn how inventions of tools affected early humans.</p> <p>Students will determine the importance of language development &amp; how knowledge was passed by oral traditions.</p> <p>Students will learn how economics and civics first began.</p> <p>Lesson 10-13 (3 days of teaching):</p> <p>Students will learn the timeline of the Stone Age, from Old Stone Age to New Stone Age.</p> <p>Students will also understand the important components of each time period of the Stone Age: including, sociology, nutrition, weather, and anthropology.</p>	<p>Lesson 14:</p> <p>Students will review information learned during the entire Prehistoric Unit.</p> <p>Lesson 15: Complete Study Guide for Final Assessment.</p>
--	---	--

<b>Changing Ways of Life</b>			
	<b>Paleolithic Era</b> circa 70,000 B.C.–12,000 B.C.	<b>Mesolithic Era</b> circa 10,000 B.C.–8500 B.C.	<b>Neolithic Era</b> circa 9000 B.C.–1800 B.C.
<b>Arts and Crafts</b>	painted cave walls; usually painted animals	made pottery and cave paintings	made pottery; carved objects from wood; built shelters and tombs
<b>Obtaining Food</b>	hunted animals; gathered nuts, berries, and grains	hunted; gathered plants; stored food for later use	began farming in permanent villages; raised and herded animals
<b>Adapting to Surroundings</b>	learned to make fire; developed language; created simple tools and shelters	settled villages located near rivers and lakes; used bows and arrows and other simple tools; began taming animals	built mud-brick houses and places of worship; had specialized jobs; created more complex tools out of copper and bronze

Summative Performance Task:

Prehistoric Unit Test

Assess on vocabulary with a formative assessment during this unit, as needed.

Taking Informed Action:

Students will understand how the information and ideas learned during this unit and how it relates to later civilizations, along with the importance of how it affected life today.

**PROFICIENCY SCALE FOR THIS STANDARD**

<b>STANDARD: Prehistory</b>		
<b>SCORE</b>	<b>DESCRIPTION</b>	<b>SAMPLE TASKS</b>
<b>4.0</b>	<b>In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.</b>	<ul style="list-style-type: none"> <li>● Teacher observation</li> <li>● Exit Tickets</li> <li>● Unit Assessment</li> <li>● Vocabulary Quiz</li> </ul>
<b>3.5</b>	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
<b>3.0</b>	<p><b>The student:</b></p> <ul style="list-style-type: none"> <li>● <b>Answers detailed essay questions about Prehistory.</b></li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>	<ul style="list-style-type: none"> <li>● Teacher observation</li> <li>● Exit Tickets</li> <li>● Unit Assessment</li> <li>● Vocabulary Quiz</li> </ul>
<b>2.5</b>	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content.	
<b>2.0</b>	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>● Recognizes or recalls specific terminology, such as:               <ul style="list-style-type: none"> <li>○ Archeology</li> <li>○ Archeologist</li> <li>○ Artifact</li> <li>○ Cro-Magnon</li> <li>○ Excavation</li> <li>○ Homo Sapiens</li> <li>○ Human Geography</li> <li>○ Hunter-Gatherer</li> <li>○ Megalith</li> <li>○ Neolithic</li> <li>○ Prehistoric</li> <li>○ History</li> <li>○ Physical Geography</li> <li>○ Primary Source/Secondary Source</li> <li>○ Resources</li> <li>○ Stone Age</li> <li>○ Agriculture</li> <li>○ Agrarian society</li> <li>○ Cave dweller</li> <li>○ Flint</li> <li>○ Hunter-Gatherer</li> <li>○ Migration</li> <li>○ Nomadic</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Teacher observation</li> <li>● Exit Tickets</li> <li>● Unit Assessment</li> <li>● Vocabulary Quiz</li> </ul>

	<ul style="list-style-type: none"> <li>○ Nomads</li> <li>○ Stone</li> <li>● Performs basic processes, such as: <ul style="list-style-type: none"> <li>○ Labeling a map</li> <li>○ Answering comprehension questions</li> </ul> </li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>	
<b>1.5</b>	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.	
<b>1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>	
<b>LND</b>	<b>Even with help, no understanding or skill demonstrated.</b>	

**Unit Overview - Unit 3 - Mesopotamia**

Content Area: Social Studies: Ancient Civilizations

Unit Title: Mesopotamia

Course/Grade Level: 6th Grade

Unit Duration: 6 Weeks (15 days A-Day/B-Day block)

Materials/Instructional Resources For This Unit:

- YouTube Video (Geography overview- 5 minutes):  
[https://www.youtube.com/watch?time\\_continue=227&v=LQy1SURKbyw](https://www.youtube.com/watch?time_continue=227&v=LQy1SURKbyw)
- Video: From Nomads to Farmers (20 minutes)  
<https://www.youtube.com/watch?v=9WX5jaLzvik>
- Discovery Education “From Nomads to Farmers” Teacher’s Guide: <https://gtm-media.discoveryeducation.com/videos/27368/4F7482F6-D78B-EBC9-558B452F6EEFE3D.pdf>
- Short passage: The Farming Year:  
[http://www.mesopotamia.co.uk/geography/challenge/challenge\\_set.html](http://www.mesopotamia.co.uk/geography/challenge/challenge_set.html)
- Mesopotamia Lesson Ideas: <http://www.socialstudiescms.com/#!/mesopotamia/cn92>
- Ancient Mesopotamia Hands-On Activity (Activity Sheets and Discussion Questions)  
<https://drive.google.com/drive/u/0/folders/0B0vINs0L3r5XMUdrTXFieGxuUXc>
- Ancient Mesopotamia (McGraw-Hill) videos:  
[http://www.glencoe.com/video\\_library/index\\_with\\_mods.php?PROGRAM=9780078750472&VIDEO=-1&CHAPTER=1](http://www.glencoe.com/video_library/index_with_mods.php?PROGRAM=9780078750472&VIDEO=-1&CHAPTER=1)
- [google.discoveryeducation.com](http://google.discoveryeducation.com)

Big Idea:

Learning about civilization of Ancient Mesopotamia (Government, Religion, Social Structure, Geography, Resources, & Contributions) leads to knowledge and understanding of the present.

Enduring Understandings:

Students will:

- Explain how geography and climate affect aspects of the Mesopotamian civilization.
- Understand basic elements of religion, social classes and government.
- Make connections of Ancient Mesopotamia’s contributions and how they affect present day.

Essential Questions:

1. How did geography influence the history of Ancient Mesopotamia?
2. What is/are the basic religion(s) of Ancient Mesopotamia?
3. As the civilization progressed, how did they set up their social structure, and how did that affect daily life and their jobs?
4. What are the most important contributions from Ancient Mesopotamia, and how do they affect us today?
5. What types of laws and/or government controlled the people?
6. What types of architecture and/or city planning made this culture unique?
7. How did Ancient Mesopotamia use their resources (exports) to trade with other neighboring civilizations (imports)?



Objective #1 Students will explain how geography and climate affect aspects of this civilization.

Essential Question: How did geography influence the history of Ancient Mesopotamia?

Standards:

**GLE/CLE:**

5.G - Using geography to interpret, explain and predict

7.B.b - Create maps, graphs, timelines, charts and diagrams to communicate information

7.F - Interpreting various social studies resources

**C3:**

D2.Geo.2.6-8. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions, and changes in their environmental characteristics.

D2.Geo.3.6-8. Use paper based and electronic mapping and graphing techniques to represent and analyze spatial patterns of different environmental and cultural characteristics.

D2.Geo.4.6-8. Explain how cultural patterns and economic decisions influence environments and the daily lives of people in both nearby and distant places.

D2.Geo.8.6-8. Analyze how relationships between humans and environments extend or contract spatial patterns of settlement and movement.

**NCSS:**

Theme 2: Time, Continuity, and Change

Theme 3: People, Places, and Environments

Theme 9: Global Connections

Theme 10: Science, Technology, and Society

Discipline # 2: Geography

Academic Vocabulary:

Mesopotamia: Greek for "The Land Between Two Rivers"

Tigris River

Euphrates River

Fertile Crescent

Cradle of Civilization

Mediterranean Sea

Red Sea

Arabian Desert

Caspian Sea

Persian Gulf

Irrigation

Trade

Supply and Demand

Floodplain

Lesson Plan

<p>Supporting Question: What locations in Mesopotamia were important to survival?</p>	<p>Supporting Question: Why were the Tigris and Euphrates Rivers important to Ancient Mesopotamia?</p>	<p>Supporting Question: In response to the challenging climate (dry, dusty, hot, spring rains, flooding), how did humans shape and adapt the environment to fit their needs (development of irrigation)?</p>
<p>Formative Performance Task:</p> <p>YouTube Video (Geography overview- 5 minutes): <a href="https://www.youtube.com/watch?time_continue=227&amp;v=LQy1SURKbyw">https://www.youtube.com/watch?time_continue=227&amp;v=LQy1SURKbyw</a></p> <p>Fill in a blank map with the key geographical words (See Key Academic Vocabulary above).</p>	<p>Formative Performance Task:</p> <p>Exit Ticket: List 3-4 reasons why the rivers were important (trade, supply and demand, transportation, irrigation, farming, hunting, protection).</p> <p>Video: From Nomads to Farmers (20 minutes) <a href="https://www.youtube.com/watch?v=9WX5jaLzxik">https://www.youtube.com/watch?v=9WX5jaLzxik</a></p>	<p>Formative Performance Task:</p> <p>Possible activities:</p> <p>Short passage: The Farming Year: <a href="http://www.mesopotamia.co.uk/geography/challenge/ha_set.html">http://www.mesopotamia.co.uk/geography/challenge/ha_set.html</a></p> <p>Computer Activity: Students will need computers for this activity. In the link above, students will see three fields and a list of activities you and your brothers could perform. Remember, you must try to farm all of your fields at once to get the greatest harvest. At different times of the year, you will see the local water controller direct water to the irrigation ditch next to your field. You can let water into your fields by clicking on the 'water' button. If you miss this opportunity, you will have to wait until his next visit.</p>

<p>Summative Performance Task: Possible Map Check Final Ancient Mesopotamia Assessment (at the end of the unit)</p>
<p>Taking Informed Action: Students draw on compelling questions from above lessons to understand the relevance and impact of what occurred in Ancient Mesopotamia and how that impacts life today.</p>

Differentiation

How will we respond if students have not learned?

Interventions:

Give even more background information to students, based on student needs.

Provide notes, vocabulary flashcards, study guides to students.

Give students more research, exploration, and inquiry time, if needed.

How will we respond if students have already learned?

Extensions/Enrichments:

Students can explore deeper level topics independently on devices.

Present lesson/ideas/self-guided project to the class.

Differentiate different viewpoints from multiple archaeologists on the Prehistoric time period.

Objective #2 Understand basic elements of religion, social classes and government.

Essential Question: How did religion, social classes, government and family elements influence the development of the Ancient Mesopotamian civilization?

Standards:

**GLE/CLE:**

2 - Knowledge of principles and processes of governance systems

3b - Knowledge of continuity and change in the history of the world

6 - Knowledge of relationships of the individual and groups to institutions and cultural traditions

**C3:**

D2.His.4.6-8. Analyze multiple factors that influenced the perspectives of people during different historical eras

D2.Civ.6.6-8. Describe the roles of political, civil, and economic organizations in shaping people's lives.

D2.Eco.1.6-8. Explain how economic decisions affect the well-being of individuals, businesses, and society

**NCSS:**

Theme 2: Time, Continuity, and Change

Theme 3: People, Places, and Environments

Theme 4: Individuals Development and Identity

Theme 5: Individuals, Groups, and Institutions

Theme 6: Power, Authority, and Governance

Theme 9: Global Connections

Discipline #1: History

Discipline #3: Civics and Government

Discipline #5: Psychology

Academic Vocabulary:

- Ziggurat
- Priest
- Sumerians
- Hammurabi Laws
- King Hammurabi
- “Eye for an Eye”
- Ziggurat
- Ensi
- City-State
- Civilization
- Assyrians
- Babylonians
- Polytheism
- Monotheism
- Monarchy

Lesson Plan

<p>Supporting Question:</p> <p>Overarching topic: Government</p> <p>Why were Hammurabi and his reforms important?</p>	<p>Supporting Question:</p> <p>How did the Division of Labor lead to Social Classes, and how were they affected by religion?</p> <p>What role did priests have?</p> <p>What was the purpose of Ziggurats?</p>	<p>Supporting Question:</p> <p>How did family life influence the civilization of Sumer?</p>
<p>Formative Performance Task:</p> <p>Compare and contrast the 3 major groups of rulers (Babylonian, Sumerians, Assyrians) and their major traits.</p> <p>Discussion: Hammurabi’s reforms affected life in countless ways. How does the act of having a set of written laws affect a society? How do we use laws today?</p>	<p>Formative Performance Task:</p> <p>Fill in Social Class pyramid with essay question: Explain the role of priests and describe the purpose of Ziggurats?</p>	<p>Formative Performance Task:</p> <p>In a Venn Diagram, compare and contrast daily life of women, men, and children (children were required to respect adults, only boys were allowed to go to school, girls stayed home to cook and sew, etc.)</p>

Summative Performance Task:  
 Final Ancient Mesopotamia Assessment (at the end of the Unit)  
 Assess on vocabulary with a formative assessment during this unit, as needed.

Taking Informed Action:  
 Students draw on compelling questions from above lessons to understand the relevance and impact of what occurred in Ancient Mesopotamia and how that impacts life today.

Differentiation

How will we respond if students have not learned?  
 Interventions:

Give even more background information to students, based on student needs.

Provide notes, vocabulary flashcards, study guides to students.

Give students more research, exploration, and inquiry time, if needed.

How will we respond if students have already learned?  
 Extensions/Enrichments:

Students can explore deeper level topics independently on devices.

Present lesson/ideas/self-guided project to the class.

Differentiate different viewpoints from multiple archaeologists on the Mesopotamian time period.

Objective #3: Make connections of Ancient Mesopotamia’s contributions and how they affect present day.

Essential Question: What are the significant contributions of Ancient Mesopotamia and how do we use them today?  
 What types of architecture and/or city planning made this culture unique?  
 How did Ancient Mesopotamia use their resources (exports) to trade with other neighboring civilizations (imports)?

Standards:

**GLE/CLE:**  
 6 - Knowledge of relationships of the individual and groups to institutions and cultural traditions  
 3b - Knowledge of continuity and change in the history of the world

**C3:**  
 D2.His.3.6-8. Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant.  
 D2.His.5.6-8. Explain how and why perspectives of people have changed over time.

**NCSS:**  
 Theme 2: Time, Continuity, and Change  
 Theme 3: People, Places, and Environments

Theme 4: Individuals Development and Identity  
 Theme 5: Individuals, Groups, and Institutions  
 Theme 9: Global Connections  
 Discipline #1: History  
 Discipline #4: Economics

Academic Vocabulary:

- Arches
- Bronze
- Chariot
- Checkers
- Sailboat
- Irrigation
- Mathematics
- Plow
- Supply and Demand
- Trade
- Wheel
- Cuneiform
- Number system (based on 60)

Lesson Plan

Supporting Question:

How did the invention of the first written language (cuneiform) impact the ancient civilization?

What other inventions/architecture were created that impacted life back then and in present day (see above for academic vocabulary, and streets in grid pattern)?

Supporting Question:

How did the Sumerians use the rivers and other inventions to build their economics?

What is supply and demand?

Supporting Question:

How do the aspect of Hammurabi's code affect many aspects of daily life?

Formative Performance Task:

Activity: Cuneiform writing on playdough

Formative Performance Task:

As a class, practice writing an essay answer to the following question:

Complete Study Guide for Final Assessment.

Formative Performance Task:

Ancient Mesopotamia Hands-On Activity (Activity Sheets and Discussion Questions)  
<https://drive.google.com/drive/u/0/folders/OB0vINs0L3r5XMUdrTXFieGxuUXc>

Summative Performance Task:  
Final Ancient Mesopotamia Assessment (at the end of the Unit)  
Assess on vocabulary with a formative assessment during this unit, as needed.

Taking Informed Action:  
Students will understand how the information and ideas learned during this unit and how it relates to later civilizations, along with the importance of how it affected life today.

#### Differentiation

How will we respond if students have not learned?

Interventions:

Give even more background information to students, based on student needs.

Provide notes, vocabulary flashcards, study guides to students.

Give students more research, exploration, and inquiry time, if needed.

How will we respond if students have already learned?

Extensions/Enrichments:

Students can explore deeper level topics independently on devices.

Present lesson/ideas/self-guided project to the class.

Differentiate different viewpoints from multiple archaeologists on the Mesopotamia time period.

**PROFICIENCY SCALE FOR THIS STANDARD**

<b>STANDARD: Mesopotamia</b>		
<b>SCORE</b>	<b>DESCRIPTION</b>	<b>SAMPLE TASKS</b>
<b>4.0</b>	<b>In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.</b>	<ul style="list-style-type: none"> <li>● Teacher observation</li> <li>● Exit Tickets</li> <li>● Unit Assessment</li> <li>● Vocabulary Quiz</li> </ul>
<b>3.5</b>	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
<b>3.0</b>	<p><b>The student:</b></p> <ul style="list-style-type: none"> <li>● <b>Answers detailed essay questions about Ancient Mesopotamia.</b></li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>	<ul style="list-style-type: none"> <li>● Teacher observation</li> <li>● Exit Tickets</li> <li>● Unit Assessment</li> <li>● Vocabulary Quiz</li> </ul>
<b>2.5</b>	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content.	
<b>2.0</b>	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>● Recognizes or recalls specific terminology, such as:               <ul style="list-style-type: none"> <li>○ Mesopotamia: Greek for “The Land Between Two Rivers”</li> <li>○ Tigris River</li> <li>○ Euphrates River</li> <li>○ Fertile Crescent</li> <li>○ Cradle of Civilization</li> <li>○ Mediterranean Sea</li> <li>○ Red Sea</li> <li>○ Arabian Desert</li> <li>○ Caspian Sea</li> <li>○ Persian Gulf</li> <li>○ Irrigation</li> <li>○ Trade</li> <li>○ Supply and Demand</li> <li>○ Floodplain</li> <li>○ Ziggurat</li> <li>○ Priest</li> <li>○ Sumerians</li> <li>○ Hammurabi Laws</li> <li>○ King Hammurabi</li> <li>○ “Eye for an Eye”</li> <li>○ Ziggurat</li> <li>○ Ensi</li> <li>○ City-State</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Teacher observation</li> <li>● Exit Tickets</li> <li>● Unit Assessment</li> <li>● Vocabulary Quiz</li> </ul>



	<ul style="list-style-type: none"> <li>○ Civilization</li> <li>○ Assyrians</li> <li>○ Babylonians</li> <li>○ Polytheism</li> <li>○ Monotheism</li> <li>○ Monarchy</li> <li>○ Arches</li> <li>○ Bronze</li> <li>○ Chariot</li> <li>○ Checkers</li> <li>○ Sailboat</li> <li>○ Irrigation</li> <li>○ Mathematics</li> <li>○ Plow</li> <li>○ Supply and Demand</li> <li>○ Trade</li> <li>○ Wheel</li> <li>○ Cuneiform</li> <li>○ Number system (based on 60)</li> <li>● Performs basic processes, such as: <ul style="list-style-type: none"> <li>○ Labeling a map</li> <li>○ Answering multiple-choice comprehension questions</li> <li>○ Completing Venn Diagrams</li> </ul> </li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>	
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.	
1.0	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>	
LND	<b>Even with help, no understanding or skill demonstrated.</b>	

### Unit Overview - Unit 4 - Egypt

Content Area: Social Studies: Ancient Civilizations	Unit Title: Ancient Egypt
Course/Grade Level: 6th Grade	Unit Duration: 6 Weeks (15 days A-Day/B-Day block)
Materials/Instructional Resources For This Unit: <ul style="list-style-type: none"><li>• Ancient Egypt (McGraw-Hill) videos: <a href="http://www.glencoe.com/video_library/index_with_mods.php?PROGRAM=9780078750472&amp;VIDEO=-1&amp;CHAPTER=2">http://www.glencoe.com/video_library/index_with_mods.php?PROGRAM=9780078750472&amp;VIDEO=-1&amp;CHAPTER=2</a></li><li>• Hands-on History: Ancient Civilizations (Ancient Egypt activity): <a href="https://drive.google.com/drive/u/0/folders/0B0vINs0L3r5XOGVpLWMyYjRDMVE">https://drive.google.com/drive/u/0/folders/0B0vINs0L3r5XOGVpLWMyYjRDMVE</a></li><li>• <a href="http://google.discoveryeducation.com">google.discoveryeducation.com</a></li></ul>	Big Idea:  Learning about civilization of Ancient Egypt (Government, Religion, Social Structure, Geography, Resources, & Contributions) leads to knowledge and understanding of the present.
Enduring Understandings:  Students will: <ul style="list-style-type: none"><li>• Understand the importance of the Nile River and how it affected trade routes.</li><li>• Understand basic elements of Egyptian religion and their beliefs of the afterlife.</li><li>• Understand the importance of the hieroglyphics and how it relates to writing forms of other cultures.</li><li>• Explain how Ancient Egyptians developed architecture and monuments which reflected their religious beliefs.</li></ul>	Essential Questions: <ol style="list-style-type: none"><li>1. How did geography influence the history of Ancient Egypt?</li><li>2. How did Ancient Egypt use their resources (exports) to trade with other neighboring civilizations (imports)?</li><li>3. What is/are the basic religion(s) of Ancient Egypt?</li><li>4. How did Ancient Egyptians record their history?</li><li>5. What types of architecture and/or city planning made this culture unique?</li></ol>

Objective #1 The Nile River provided the ancient Egyptian and Nubian peoples with water, food, fertile soil, and other materials. The Nile River and its valley were central trade routes for Egyptians and Nubians.

Essential Question: How did geography influence the history of Ancient Egypt? How did Ancient Egypt use their resources (exports) to trade with other neighboring civilizations (imports)?

Standards:

**GLE/CLE:**

5.G - Using geography to interpret, explain and predict

7.B.b - Create maps, graphs, timelines, charts and diagrams to communicate information

7.F - Interpreting various social studies resources

**C3:**

D2.Geo.2.6-8. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions, and changes in their environmental characteristics.

D2.Geo.11.6-8. Explain how the relationship between the environmental characteristics of places and production of goods influences the spatial patterns of world trade

D2.Eco.14.6-8. Explain barriers to trade and how those barriers influence trade among nations.

D2.Eco.15.6-8. Explain the benefits and the costs of trade policies to individuals, businesses, and society

**NCSS:**

Theme 2: Time, Continuity, and Change

Theme 3: People, Places, and Environments

Theme 9: Global Connections

Theme 10: Science, Technology, and Society

Discipline # 2: Geography

**Academic Vocabulary:**

- Nile River
- Delta
- Upper Egypt
- Lower Egypt
- Silt
- Desert
- Oasis
- Sinai Peninsula

## Lesson Plan

**Supporting Question:**

How did the Ancient Egyptians use the Nile River to grow their economy?

**Supporting Question:**

What were the three kingdoms of Ancient Egypt and why did they settle along the Nile River?

**Supporting Question:**

What direction did the Nile flow? How did this create Upper and Lower Egypt?

**Formative Performance Task:**

Write a letter to a family member or friend to tell them about the discovery of the Nile and its benefits, encouraging them to come and live nearby.

**Formative Performance Task:**

Read articles on the three kingdoms and complete comprehension questions.

**Formative Performance Task:**

Label map of Egypt

**Summative Performance Task:**

Ancient Egypt assessment at the end of unit

**Taking Informed Action:**

Students will understand how the information and ideas learned during this unit and how it relates to later civilizations, along with the importance of how it affected life today.

**Differentiation**

How will we respond if students have not learned?

Interventions:

Give even more background information to students, based on student needs.

Provide notes, vocabulary flashcards, study guides to students.

Give students more research, exploration, and inquiry time, if needed.

How will we respond if students have already learned?

Extensions/Enrichments:

Students can explore deeper level topics independently on devices.

Present lesson/ideas/self-guided project to the class.

Differentiate different viewpoints from multiple archaeologists

**Objective #2:** Egyptian kings had absolute power and were thought to be gods. Egyptians were deeply religious and believed in several gods and goddesses. Egyptians believed in life after death and carefully prepared their dead for the afterlife.

**Essential Question:** What is/are the basic religions of Ancient Egypt?

**Standards:**

**GLE/CLE:**

3b - Knowledge of continuity and change in the history of the world

6 - Knowledge of relationships of the individual and groups to institutions and cultural traditions

**C3:**

D2.His.4.6-8. Analyze multiple factors that influenced the perspectives of people during different historical eras.

D2.His.5.6-8. Explain how and why perspectives of people have changed over time.

D2.His.4.6-8. Analyze multiple factors that influenced the perspectives of people during different historical eras

D2.Civ.9.6-8. Compare deliberative processes used by a wide variety of groups in various settings.

**NCSS:**

Theme 2: Time, Continuity, and Change

Theme 3: People, Places, and Environments

Theme 4: Individuals Development and Identity

Theme 5: Individuals, Groups, and Institutions

Theme 6: Power, Authority, and Governance

Theme 9: Global Connections

Discipline #1: History  
 Discipline #3: Civics and Government  
 Discipline #5: Psychology

Academic Vocabulary:

- Pharaoh
- gods
- goddesses
- afterlife
- mummy
- mummification
- tomb
- Pyramid
- sarcophagus
- polytheistic
- monotheistic

Lesson Plan

Supporting Question:

What type of religion(s) was practiced in ancient Egypt?

Supporting Question:

What was the importance of religion in daily life?

Supporting Question:

What was the burial process for Egypt's pharaohs?

Formative Performance Task:

Students will determine the difference between polytheism and monotheism. Most Egyptian societies had polytheism, but King Akhenaten promoted monotheism.

Formative Performance Task:

Students will create a poster showing daily life including the aspects of religion.

Formative Performance Task:

Students will apply their knowledge of mummification by using an interactive mummy making activity (<http://discoverykids.com/games/mummy-maker/>).

Summative Performance Task:

Ancient Egypt assessment at the end of unit

Taking Informed Action:

Students will understand how the information and ideas learned during this unit and how it relates to later civilizations, along with the importance of how it affected life today.

Differentiation

How will we respond if students have not learned?

Interventions:

Give even more background information to students, based on student needs.

Provide notes, vocabulary flashcards, study guides to students.

Give students more research, exploration, and inquiry time, if needed

How will we respond if students have already learned?

Extensions/Enrichments:

Students can explore deeper level topics independently on devices.

Present lesson/ideas/self-guided project to the class.

Differentiate different viewpoints from multiple archaeologists

Objective #3: The ancient Egyptians used a pictorial writing similar to that used in Mesopotamia.

Essential Question: How did Ancient Egyptians record their history?

Standards:

**GLE/CLE:**

3b - Knowledge of continuity and change in the history of the world

7.A.a - Select, investigate, and present a topic using primary and secondary resources, such as oral interviews, artifacts, journals, documents, photos and letters

**C3:**

D2.His.1.6-8. Analyze connections among events and developments in broader historical contexts.

D2.His.2.6-8. Classify series of historical events and developments as examples of change and/or continuity

D2.His.3.6-8. Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant.

D2.His.9.6-8. Classify the kinds of historical sources used in a secondary interpretation.

D2.Civ.1.6-8. Distinguish the powers and responsibilities of citizens, political parties, interest groups, and the media in a variety of governmental and nongovernmental contexts.

**NCSS:**

Theme 2: Time, Continuity, and Change

Theme 3: People, Places, and Environments

Theme 4: Individuals Development and Identity

Theme 9: Global Connections

Discipline #1: History

Discipline #3: Civics and Government

Discipline #4: Economics

Academic Vocabulary:

- Hieroglyphics
- Papyrus
- cartouche

Lesson Plan

<p>Supporting Question:</p> <p>How are hieroglyphics similar to cuneiform and to today's modern texting?</p>	<p>Supporting Question:</p> <p>How did the Egyptians use hieroglyphics to preserve their history?</p>	<p>Supporting Question:</p> <p>If you were buried in ancient Egypt, how would people be able to identify your sarcophagus?</p>
<p>Formative Performance Task:</p> <p>Create a chart, showing similar words/phrases in different pictorial forms.</p>	<p>Formative Performance Task:</p> <p>Read and discuss articles on Khufu and Hatshepsut to compare and contrast. Khufu's history was preserved and Hatshepsut's history was almost erased by other pharaohs.</p>	<p>Formative Performance Task:</p> <p>Create a cartouche, writing your name in hieroglyphics</p>

<p>Summative Performance Task:</p> <p>Ancient Egypt assessment at the end of unit</p>
<p>Taking Informed Action:</p> <p>Students will understand how the information and ideas learned during this unit and how it relates to later civilizations, along with the importance of how it affected life today.</p>

Differentiation

<p>How will we respond if students have not learned? Interventions:</p> <p>Give even more background information to students, based on student needs.</p> <p>Provide notes, vocabulary flashcards, study guides to students.</p> <p>Give students more research, exploration, and inquiry time, if needed</p>	<p>How will we respond if students have already learned? Extensions/Enrichments:</p> <p>Students can explore deeper level topics independently on devices.</p> <p>Present lesson/ideas/self-guided project to the class.</p> <p>Differentiate different viewpoints from multiple archaeologists</p>
---	---

<p>Objective #4: Egypt developed unique architecture and monuments which reflected their beliefs.</p>
<p>Essential Question: What types of architecture and/or city planning made this culture unique?</p>

Standards:

**GLE/CLE:**

6 - Knowledge of relationships of the individual and groups to institutions and cultural traditions

3b - Knowledge of continuity and change in the history of the world

**C3:**

D2.His.3.6-8. Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant.

**NCSS:**

Theme 2: Time, Continuity, and Change

Theme 3: People, Places, and Environments

Theme 4: Individuals Development and Identity

Theme 5: Individuals, Groups, and Institutions

Theme 8: Science, Technology, and Society

Theme 9: Global Connections

Discipline #1: History

Discipline #3: Civics and Government

Academic Vocabulary:

- Pyramids
- Sphinx
- tomb
- obelisk

Lesson Plan

Supporting Question:

Why and how were pyramids built?

Supporting Question:

What other architecture is unique to ancient Egypt?  
(obelisk, sphinx, columns)

Supporting Question:

How challenging was it to build pyramids while maintaining their daily life culture?

Formative Performance Task:

Read articles about the importance of pyramids and their function  
Build a paper pyramid & decorate with hieroglyphics.

Formative Performance Task:

Make a foldable by drawing and writing an informational paragraph on each unique architectural item.

Formative Performance Task:

Ancient Egypt Hands-On Activity  
(<https://drive.google.com/drive/u/0/folders/OB0vINsOL3r5XOGVpLWMyYjRDMVE>)

Summative Performance Task:

Ancient Egypt assessment at the end of unit



**Taking Informed Action:**

Students will understand how the information and ideas learned during this unit and how it relates to later civilizations, along with the importance of how it affected life today.

**Differentiation**

How will we respond if students have not learned?

Interventions:

Give even more background information to students, based on student needs.

Provide notes, vocabulary flashcards, study guides to students.

Give students more research, exploration, and inquiry time, if needed

How will we respond if students have already learned?

Extensions/Enrichments:

Students can explore deeper level topics independently on devices.

Present lesson/ideas/self-guided project to the class.

Differentiate different viewpoints from multiple archaeologists

PROFICIENCY SCALE FOR THIS STANDARD

STANDARD: Ancient Egypt		
SCORE	DESCRIPTION	SAMPLE TASKS
4.0	In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.	<ul style="list-style-type: none"> <li>● Teacher observation</li> <li>● Exit Tickets</li> <li>● Unit Assessment</li> <li>● Vocabulary Quiz</li> </ul>
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	<p><b>The student:</b></p> <ul style="list-style-type: none"> <li>● <b>Answers detailed essay questions about Ancient Egypt.</b></li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>	<ul style="list-style-type: none"> <li>● Teacher observation</li> <li>● Exit Tickets</li> <li>● Unit Assessment</li> <li>● Vocabulary Quiz</li> </ul>
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content.	
2.0	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>● Recognizes or recalls specific terminology, such as:               <ul style="list-style-type: none"> <li>○ Nile River</li> <li>○ Delta</li> <li>○ Upper Egypt</li> <li>○ Lower Egypt</li> <li>○ Silt</li> <li>○ Desert</li> <li>○ Oasis</li> <li>○ Sinai Peninsula</li> <li>○ Pharaoh</li> <li>○ gods</li> <li>○ goddesses</li> <li>○ afterlife</li> <li>○ mummy</li> <li>○ mummification</li> <li>○ tomb</li> <li>○ Pyramid</li> <li>○ sarcophagus</li> <li>○ polytheistic</li> <li>○ monotheistic</li> <li>○ Hieroglyphics</li> <li>○ Papyrus</li> <li>○ cartouche</li> <li>○ Pyramids</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Teacher observation</li> <li>● Exit Tickets</li> <li>● Unit Assessment</li> <li>● Vocabulary Quiz</li> </ul>

	<ul style="list-style-type: none"> <li>○ Sphinx</li> <li>○ tomb</li> <li>○ obelisk</li> <li>● Performs basic processes, such as: <ul style="list-style-type: none"> <li>○ Labeling a map</li> <li>○ Answering multiple-choice comprehension questions</li> <li>○ Completing Venn Diagrams</li> </ul> </li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>	
<b>1.5</b>	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.	
<b>1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>	
<b>LND</b>	<b>Even with help, no understanding or skill demonstrated.</b>	

### Unit Overview - Unit 5 - India

Content Area: Social Studies: Ancient Civilizations

Unit Title: Ancient India

Course/Grade Level: 6th Grade

Unit Duration: 6 Weeks (15 days A-Day/B-Day block)

Materials/Instructional Resources For This Unit:

- Caste System article and multiple-choice questions (<https://drive.google.com/drive/u/0/folders/0B0vINs0L3r5XR01DYUI1YzVRTEU>)
- Hands-on History: Ancient Civilizations (Ancient India activity): (<https://drive.google.com/drive/u/0/folders/0B0vINs0L3r5XR01DYUI1YzVRTEU>)
- Ancient India (McGraw-Hill) videos: [http://www.glencoe.com/video\\_library/index\\_with\\_mods.php?PROGRAM=9780078750472&VIDEO=-1&CHAPTER=6](http://www.glencoe.com/video_library/index_with_mods.php?PROGRAM=9780078750472&VIDEO=-1&CHAPTER=6)
- [google.discoveryeducation.com](http://google.discoveryeducation.com)

Big Idea:

Learning about civilization of Ancient India (Government, Religion, Social Structure, Geography, Resources, & Contributions) leads to knowledge and understanding of the present.

Enduring Understandings:

Students will:

- Explain how geography and climate affect aspects of this civilization.
- Understand basic elements of Hinduism, Buddhism, and Islam.
- Analyze the dynamics and significance of the Caste System and how it compares to our Social Classes of today.
- Make connections of Ancient India's contributions and how they affect present day.

Essential Questions:

1. How did geography influence the history of Ancient India?
2. What is/are the basic religion(s) of Ancient India?
3. How did this culture set up their social structure, and how did that affect daily life and their jobs?
4. What are the most important contributions from Ancient India, and how do they affect us today?
5. What types of laws and/or government controlled the people?
6. What types of architecture and/or city planning made this culture unique?
7. How did Ancient India use their resources (exports) to trade with other neighboring civilizations (imports)?

Objective #1: Students will explain how geography and climate affect aspects of this civilization.

Essential Question: How did geography influence the history of Ancient India?

**Standards:**

GLE/CLE, C3, NCSS

**GLE:**

5.G - Using geography to interpret, explain and predict

7.B.b - Create maps, graphs, timelines, charts and diagrams to communicate information

7.F - Interpreting various social studies resources

**C3:**

D2.Geo.2.6-8. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions, and changes in their environmental characteristics.

D2.Geo.3.6-8. Use paper based and electronic mapping and graphing techniques to represent and analyze spatial patterns of different environmental and cultural characteristics.

D2.Geo.4.6-8. Explain how cultural patterns and economic decisions influence environments and the daily lives of people in both nearby and distant places.

D2.Geo.8.6-8. Analyze how relationships between humans and environments extend or contract spatial patterns of settlement and movement.

**NCSS:**

Theme 2: Time, Continuity, and Change

Theme 3: People, Places, and Environments

Theme 9: Global Connections

Theme 10: Science, Technology, and Society

Discipline # 2: Geography

**Academic Vocabulary:**

- bay
- cardinal directions
- Himalayas
- intermediate directions
- monsoon
- Mount Everest
- ocean
- peninsula
- plateau
- sea
- subcontinent

**Lesson Plan**

**Supporting Question:**

What are the important land and water terms of Ancient India?  
Where are ancient cities and important land & water terms located?

**Supporting Question:**

How did India and Himalaya Mountains form?

**Supporting Question:**

What are the two major rivers in India and how do they affect civilization?

Formative Performance Task:  Label of map of India	Formative Performance Task:  Exit slip: 1. Explain how the Indian Subcontinent created the Himalaya Mountains.	Formative Performance Task:  Partner Share: Turn and talk to your partner and explain the benefits of these ancient rivers.  Vocabulary Quiz on the academic terms of this objective
--	--	--

Summative Performance Task: Final Ancient India Assessment (at the end of the Unit)
Taking Informed Action: Students will understand how the information and ideas learned during this unit and how it relates to later civilizations, along with the importance of how it affected life today.

Differentiation	
<p>How will we respond if students have not learned? Interventions:</p> <p>Give even more background information to students, based on student needs.</p> <p>Provide notes, vocabulary flashcards, study guides to students.</p> <p>Give students more research, exploration, and inquiry time, if needed</p>	<p>How will we respond if students have already learned? Extensions/Enrichments:</p> <p>Students can explore deeper level topics independently on devices.</p> <p>Present lesson/ideas/self-guided project to the class.</p>

Objective #2 Students will understand basic elements of Hinduism, Buddhism, and Islam
Essential Question: What is/are the basic religion(s) of Ancient India?
<p>Standards: GLE/CLE, C3, NCSS</p> <p><b>GLE:</b> 3b - Knowledge of continuity and change in the history of the world 6 - Knowledge of relationships of the individual and groups to institutions and cultural traditions</p> <p><b>C3:</b> D2.His.4.6-8. Analyze multiple factors that influenced the perspectives of people during different historical eras.</p>

D2.His.5.6-8. Explain how and why perspectives of people have changed over time.  
 D2.His.4.6-8. Analyze multiple factors that influenced the perspectives of people during different historical eras  
 D2.Civ.9.6-8. Compare deliberative processes used by a wide variety of groups in various settings.

**NCSS:**

Theme 2: Time, Continuity, and Change  
 Theme 3: People, Places, and Environments  
 Theme 4: Individuals Development and Identity  
 Theme 5: Individuals, Groups, and Institutions  
 Theme 9: Global Connections  
 Discipline #1: History  
 Discipline #5: Psychology

Academic Vocabulary:

- Buddha
- Buddhism
- Dharma Wheel
- Noble Eightfold Path
- Four Noble Truths
- Hinduism
- Islam
- karma
- reincarnation

Lesson Plan

Supporting Question:  What are the similarities and differences of Buddhism and Hinduism?	Supporting Question:  How did each of these religions originate and shift to different locations over time?	Supporting Question:  What is reincarnation, and how did it affect their daily lives?
Formative Performance Task:  Complete a Venn Diagram, comparing and contrasting both religions.	Formative Performance Task:  Turn and Talk: Share answers with partners.	Formative Performance Task:  Exit Slip: If you believed in reincarnation, why would it be important to be kind and live a good life?

Summative Performance Task:  
 Final Ancient India Assessment (at the end of the Unit)

Taking Informed Action:  
 Students will understand how the information and ideas learned during this unit and how it relates to later civilizations, along with the importance of how it affected life today.

## Differentiation

How will we respond if students have not learned?

Interventions:

Give even more background information to students, based on student needs.

Provide notes, vocabulary flashcards, study guides to students.

Give students more research, exploration, and inquiry time, if needed

Extensions/Enrichments:

Students can explore deeper level topics independently on devices.

Present lesson/ideas/self-guided project to the class.

Objective #3: Students will analyze the dynamics and significance of the Caste System and how it compares to our Social Classes of today.

Essential Question:

- How did this culture set up their social structure, and how did that affect daily life and their jobs?
- What types of laws and/or government controlled the people?
- What types of architecture and/or city planning made this culture unique?

Standards:

GLE/CLE, C3, NCSS

**GLE:**

2 - Knowledge of principles and processes of governance systems

3b - Knowledge of continuity and change in the history of the world

6 - Knowledge of relationships of the individual and groups to institutions and cultural traditions

**C3:**

D2.His.4.6-8. Analyze multiple factors that influenced the perspectives of people during different historical eras

D2.Civ.6.6-8. Describe the roles of political, civil, and economic organizations in shaping people's lives.

D2.Eco.1.6-8. Explain how economic decisions affect the well-being of individuals, businesses, and society

D2.Geo.6.6-8. Explain how the physical and human characteristics of places and regions are connected to human identities and cultures.

**NCSS:**

Theme 2: Time, Continuity, and Change

Theme 3: People, Places, and Environments

Theme 4: Individuals Development and Identity

Theme 5: Individuals, Groups, and Institutions

Theme 6: Power, Authority, and Governance

Theme 9: Global Connections

Discipline #1: History

Discipline #3: Civics and Government



Discipline #4: Economics  
 Discipline #5: Psychology

Academic Vocabulary:

- Buddha
- Buddhism
- Dharma Wheel
- Noble Eightfold Path
- Four Noble Truths
- Hinduism
- Islam
- karma
- reincarnation

Lesson Plan

Supporting Question:

What are the levels of the caste system?

Supporting Question:

Which members of the caste system created the laws and were they fair for everyone? Explain why or why not.

Supporting Question:

Which group of the caste system help develop the cities of Ancient India? What street design did they use to make their cities easy to navigate?

Formative Performance Task:

Multiple-Choice worksheet that accompanies Caste System article (\*see materials above)

Formative Performance Task:

Ancient India Hands On Activity (\*see materials above)

Formative Performance Task:

Exit Slip: Explain how city planners developed the city street pattern? What is the benefit of that pattern?

Summative Performance Task:

Final Ancient India Assessment (at the end of the Unit)

Taking Informed Action:

Students will understand how the information and ideas learned during this unit and how it relates to later civilizations, along with the importance of how it affected life today.

Differentiation

How will we respond if students have not learned?  
 Interventions:

How will we respond if students have already learned?  
 Extensions/Enrichments:

Give even more background information to students, based on student needs.	Students can explore deeper level topics independently on devices.
Provide notes, vocabulary flashcards, study guides to students.	Present lesson/ideas/self-guided project to the class.
Give students more research, exploration, and inquiry time, if needed	

Objective #4 Students will make connections of Ancient India’s contributions and how they affect present day.
<p>Essential Question:</p> <ul style="list-style-type: none"> <li>• What are the most important contributions from Ancient India, and how do they affect us today?</li> <li>• How did Ancient India use their resources (exports) to trade with other neighboring civilizations (imports)?</li> </ul>
<p>Standards: GLE/CLE, C3, NCSS</p> <p><b>GLE:</b> 6 - Knowledge of relationships of the individual and groups to institutions and cultural traditions 3b - Knowledge of continuity and change in the history of the world</p> <p><b>C3:</b> D2.His.3.6-8. Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant. D2.His.5.6-8. Explain how and why perspectives of people have changed over time.</p> <p><b>NCSS:</b> Theme 2: Time, Continuity, and Change Theme 3: People, Places, and Environments Theme 4: Individuals Development and Identity Theme 9: Global Connections Discipline #1: History Discipline #3: Civics and Government Discipline #4: Economics</p>
<p>Academic Vocabulary:</p> <ul style="list-style-type: none"> <li>• Arabic Numerals</li> <li>• Infinity</li> <li>• Concept of Zero</li> <li>• Decimal System</li> <li>• Textiles</li> </ul>

Lesson Plan		
<p>Supporting Question:</p> <p>What are the four major mathematical contributions of Ancient India and how do they affect present day?</p>	<p>Supporting Question:</p> <p>How did the Silk Road influence the economic success of India's textiles?</p>	<p>Supporting Question:</p> <p>What have you learned about Ancient India?</p>
<p>Formative Performance Task:</p> <p>Quiz: Name and define the four mathematical contributions and explain how they affect us today.</p>	<p>Formative Performance Task:</p> <p>Partner Share: Turn and talk to your partner to describe how the Silk Road influenced the economic success of Textiles of India.</p> <p>Complete Ancient India study guide and play review game to study for final assessment.</p>	<p>Formative Performance Task:</p> <p>Ancient India Study Guide</p>

<p>Summative Performance Task:</p> <p>Final Ancient India Assessment (at the end of the Unit)</p>
<p>Taking Informed Action:</p> <p>Students will understand how the information and ideas learned during this unit and how it relates to later civilizations, along with the importance of how it affected life today.</p>

Differentiation	
<p>How will we respond if students have not learned?</p> <p>Interventions:</p> <p>Give even more background information to students, based on student needs.</p> <p>Provide notes, vocabulary flashcards, study guides to students.</p> <p>Give students more research, exploration, and inquiry time, if needed.</p>	<p>How will we respond if students have already learned?</p> <p>Extensions/Enrichments:</p> <p>Students can explore deeper level topics independently on devices.</p> <p>Present lesson/ideas/self-guided project to the class.</p>

PROFICIENCY SCALE FOR THIS STANDARD

STANDARD: India		
SCORE	DESCRIPTION	SAMPLE TASKS
4.0	In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.	<ul style="list-style-type: none"> <li>● Teacher observation</li> <li>● Exit Tickets</li> <li>● Unit Assessment</li> <li>● Vocabulary Quiz</li> </ul>
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	<p><b>The student:</b></p> <ul style="list-style-type: none"> <li>● Answers detailed essay questions about Ancient India.</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>	<ul style="list-style-type: none"> <li>● Teacher observation</li> <li>● Exit Tickets</li> <li>● Unit Assessment</li> <li>● Vocabulary Quiz</li> </ul>
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content.	
2.0	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>● Recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> <li>○ bay</li> <li>○ cardinal directions</li> <li>○ Himalayas</li> <li>○ intermediate directions</li> <li>○ monsoon</li> <li>○ Mount Everest</li> <li>○ ocean</li> <li>○ peninsula</li> <li>○ plateau</li> <li>○ sea</li> <li>○ subcontinent</li> <li>○ Buddha</li> <li>○ Buddhism</li> <li>○ Dharma Wheel</li> <li>○ Noble Eightfold Path</li> <li>○ Four Noble Truths</li> <li>○ Hinduism</li> <li>○ Islam</li> <li>○ karma</li> <li>○ reincarnation</li> <li>○ Buddha</li> <li>○ Buddhism</li> <li>○ Dharma Wheel</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Teacher observation</li> <li>● Exit Tickets</li> <li>● Unit Assessment</li> <li>● Vocabulary Quiz</li> </ul>

	<ul style="list-style-type: none"> <li>○ Noble Eightfold Path</li> <li>○ Four Noble Truths</li> <li>○ Hinduism</li> <li>○ Islam</li> <li>○ karma</li> <li>○ reincarnation</li> <li>○ Arabic Numerals</li> <li>○ Infinity</li> <li>○ Concept of Zero</li> <li>○ Decimal System</li> <li>○ Textiles</li> <li>● Performs basic processes, such as: <ul style="list-style-type: none"> <li>○ Labeling a map</li> <li>○ Answering multiple-choice comprehension questions</li> </ul> </li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>	
<b>1.5</b>	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.	
<b>1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>	
<b>LND</b>	<b>Even with help, no understanding or skill demonstrated.</b>	

### Unit Overview - Unit 6 - China

<p>Content Area: Social Studies: Ancient Civilizations</p> <p>Course/Grade Level: 6th Grade</p>	<p>Unit Title: Ancient China</p> <p>Unit Duration: 6 Weeks (15 days A-Day/B-Day block)</p>
<p>Materials/Instructional Resources For This Unit:</p> <ul style="list-style-type: none"> <li>● Discovery Education “From Dynasty to Destiny” video (Great Wall): <a href="http://10.1.1.20/videos/v2.4/39359/pgr39359_2Mb.mp4">http://10.1.1.20/videos/v2.4/39359/pgr39359_2Mb.mp4</a></li> <li>● Discovery Education “From Dynasty to Destiny” Teacher’s Guide: <a href="https://gtm-media.discoveryeducation.com/videos/39359/C0EA4CFE-1279-3B00-CD52DB68BC350D1A.pdf">https://gtm-media.discoveryeducation.com/videos/39359/C0EA4CFE-1279-3B00-CD52DB68BC350D1A.pdf</a></li> <li>● Ancient China (McGraw-Hill) videos: <a href="http://www.glencoe.com/video_library/index_with_mods.php?PROGRAM=9780078750472&amp;VIDEO=-1&amp;CHAPTER=7">http://www.glencoe.com/video_library/index_with_mods.php?PROGRAM=9780078750472&amp;VIDEO=-1&amp;CHAPTER=7</a></li> <li>● Video- China: From Past to Present: Geography, Traditional Religions, and Beliefs <a href="http://app.discoveryeducation.com/player/view/assetGuid/8D001064-8150-4F80-9F8A-F30B1BA5612B">http://app.discoveryeducation.com/player/view/assetGuid/8D001064-8150-4F80-9F8A-F30B1BA5612B</a></li> <li>● Ducksters Kids Articles for Ancient China: <a href="http://www.ducksters.com/history/china/great_wall_of_china.php">http://www.ducksters.com/history/china/great_wall_of_china.php</a></li> <li>● National Geographic Article: <i>Chinese Kingdoms Rose, Fell with Monsoons</i>: <a href="http://news.nationalgeographic.com/news/2008/11/081106-monsoons-china.html">http://news.nationalgeographic.com/news/2008/11/081106-monsoons-china.html</a></li> <li>● Ancient China Kids Article for the Great Wall with a Quick 10 question quiz: <a href="http://www.ducksters.com/history/china/great_wall_of_china.php">http://www.ducksters.com/history/china/great_wall_of_china.php</a></li> <li>● Hands-on History: Ancient Civilizations (Ancient China activity): <a href="https://drive.google.com/drive/u/0/folders/0B0vINs0L3r5XM09RT3cWdTc5V2c">https://drive.google.com/drive/u/0/folders/0B0vINs0L3r5XM09RT3cWdTc5V2c</a></li> <li>● Confucianism article: <a href="http://www.ushistory.org/civ/9e.asp">http://www.ushistory.org/civ/9e.asp</a></li> <li>● YouTube: The Story of Buddha for Kids (5 minutes) <a href="https://www.youtube.com/watch?v=3gK4VO9roE">https://www.youtube.com/watch?v=3gK4VO9roE</a></li> <li>● <a href="http://google.discoveryeducation.com">google.discoveryeducation.com</a></li> </ul>	<p>Big Idea:</p> <p>Learning about civilization of Ancient China (Government, Religion, Social Structure, Geography, Resources, &amp; Contributions) leads to knowledge and understanding of the present.</p>
<p>Enduring Understandings:</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>● Explain how geography and climate affect aspects of civilizations (typhoon, monsoon, plateau)</li> <li>● Understand the purpose of the Great Wall (plus other architectural features) and how it prevented outside influence.</li> </ul>	<p>Essential Questions:</p> <ol style="list-style-type: none"> <li>1. How did geography influence the history of Ancient China?</li> <li>2. What was the purpose of the Great Wall of China and other natural barriers in their region?</li> <li>3. What contributions do we still use today that originated from Ancient China?</li> <li>4. What types of laws and/or government controlled the people?</li> </ol>

<ul style="list-style-type: none"> <li>• Make connections of Ancient China’s contributions and how they affect present day.</li> <li>• Analyze Chinese dynasties and explain how each one influenced the government and progress of their civilization.</li> <li>• Determine attributes between the 3 main religions of Ancient China (Buddhism, Confucianism, Taoism) and how they affected the civilization.</li> </ul>	<ol style="list-style-type: none"> <li>5. How did this culture set up their social structure, and how did that affect daily life and their jobs?</li> <li>6. How did the three main religions shape the Ancient China Civilization in the past and in present day?</li> </ol>
---	---

<p>Objective #1: Explain how geography and climate affect aspects of civilizations (typhoon, monsoon, plateau)</p>
<p>Essential Question: How did China’s geography and climate affect its daily life and culture?</p>
<p>Standards: GLE/CLE, C3, NCSS</p> <p><b>GLE/CLE:</b> 5.G - Using geography to interpret, explain and predict 7.B.b - Create maps, graphs, timelines, charts and diagrams to communicate information 7.F - Interpreting various social studies resources</p> <p><b>C3:</b> D2.Geo.2.6-8. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions, and changes in their environmental characteristics. D2.Geo.3.6-8. Use paper based and electronic mapping and graphing techniques to represent and analyze spatial patterns of different environmental and cultural characteristics. D2.Geo.4.6-8. Explain how cultural patterns and economic decisions influence environments and the daily lives of people in both nearby and distant places. D2.Geo.8.6-8. Analyze how relationships between humans and environments extend or contract spatial patterns of settlement and movement. D2.Geo.6.6-8. Explain how the physical and human characteristics of places and regions are connected to human identities and cultures.</p> <p><b>NCSS:</b> Theme 2: Time, Continuity, and Change Theme 3: People, Places, and Environments Theme 9: Global Connections Theme 10: Science, Technology, and Society Discipline # 2: Geography</p>
<p>Academic Vocabulary:</p> <ul style="list-style-type: none"> <li>• Monsoon</li> <li>• Typhoon</li> <li>• Himalaya Mountains</li> <li>• Gobi Desert</li> </ul>

- Yangtze River (Chang River)
- Plateau of Tibet
- Great Wall of China
- Huang He (Yellow River, also known as the River of Sorrows)

Lesson Plan

<p>Supporting Question:</p> <p>What locations were important to the development of the Ancient Chinese civilization?</p>	<p>Supporting Question:</p> <p>How did the Chinese develop their culture independently from the rest of the world?</p>	<p>Supporting Question:</p> <p>What other natural barriers protected and separated China from the rest of the world?</p> <p>How did the climate and weather (typhoons and monsoons) affect the civilization and government?</p>
<p>Formative Performance Task:</p> <p>Fill in a blank map with the key geographical words (See Key Academic Vocabulary above)</p> <p>Video- China: From Past to Present: Geography, Traditional Religions, and Beliefs  <a href="http://app.discoveryeducation.com/player/view/assetG/uid/8D001064-8150-4F80-9F8A-F30B1BA5612B">http://app.discoveryeducation.com/player/view/assetG/uid/8D001064-8150-4F80-9F8A-F30B1BA5612B</a></p>	<p>Formative Performance Task:</p> <p>Activity- Students will read this passage on Ancient Geography main features  <a href="http://www.ducksters.com/history/china/geography_of_ancient_china.php">http://www.ducksters.com/history/china/geography_of_ancient_china.php</a></p> <p>Discussion: The geography of Ancient China shaped the way the civilization and culture developed. The large land was isolated from much of the rest of the world by dry deserts to the north and west, the water to the east, and impassable mountains to the south. This enabled the Chinese to develop independently from other world civilizations.</p>	<p>Formative Performance Task:</p> <p>National Geographic Article: Research To Prove How Ancient China Kingdoms Rose and Fell with Monsoons  <a href="http://news.nationalgeographic.com/news/2008/11/081106-monsoons-china.html">http://news.nationalgeographic.com/news/2008/11/081106-monsoons-china.html</a></p>

<p>Summative Performance Task:</p> <p>Final Ancient China Assessment (at the end of the unit)</p> <p>Assess on vocabulary with a formative assessment during this unit, as needed.</p>
<p>Taking Informed Action:</p> <p>Students draw on compelling questions from above lessons to understand the relevance and impact of what occurred in Ancient China and how that impacts life today.</p>



Differentiation

How will we respond if students have not learned?

Interventions:

Give even more background information to students, based on student needs.

Provide notes, vocabulary flashcards, study guides to students.

Give students more research, exploration, and inquiry time, if needed.

How will we respond if students have already learned?

Extensions/Enrichments:

Students can explore deeper level topics independently on devices.

Present lesson/ideas/self-guided project to the class.

Differentiate different viewpoints from multiple archaeologists on Ancient China.

Objective #2: Understand the purpose of the Great Wall (plus other architectural features) and how it prevented outside influence.

Essential Question: What was the purpose of the Great Wall of China and other natural barriers in their region?

Standards:

GLE/CLE, C3, NCSS

**GLE:**

6 - Knowledge of relationships of the individual and groups to institutions and cultural traditions

3b - Knowledge of continuity and change in the history of the world

5 - Knowledge of major elements of geographical study and analysis (such as location, place, movement and regions) and their relationship to changes in society and the environment

**C3:**

D2.His.3.6-8. Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant.

D2.Geo.6.6-8. Explain how the physical and human characteristics of places and regions are connected to human identities and cultures.

D2.Geo.10.6-8. Analyze the ways in which cultural and environmental characteristics vary among various regions of the world.

D2.His.4.6-8. Analyze multiple factors that influenced the perspectives of people during different historical eras.

**NCSS:**

Theme 2: Time, Continuity, and Change

Theme 3: People, Places, and Environments

Theme 6: Power, Authority, and Governance

Theme 9: Global Connections

Discipline #1: History

Discipline #3: Civics and Government

<p>Academic Vocabulary:</p> <ul style="list-style-type: none"> <li>• The Great Wall</li> <li>• Himalaya Mountains</li> <li>• Gobi Desert</li> <li>• Qin Shi Huangdi, the first emperor of China during the Qin (Ch'in) Dynasty (221 B.C - 206 B.C.)</li> <li>• Terracotta Armies</li> </ul>		
Lesson Plan		
<p>Supporting Question:</p> <p>What was the purpose of the Great Wall of China? In other words, why was it built and how did it help protect the civilization?</p>	<p>Supporting Question:</p> <p>What contributions did the first emperor Qin Shi Huangdi provide?</p>	<p>Supporting Question:</p> <p>Was the construction of the Great Wall of China a good or bad decision for China?</p>
<p>Formative Performance Task:</p> <p>Ancient China Kids Article for the Great Wall with a Quick 10 question quiz:  <a href="http://www.ducksters.com/history/china/great_wall_of_china.php">http://www.ducksters.com/history/china/great_wall_of_china.php</a></p>	<p>Formative Performance Task:</p> <p>Discovery Ed. Video Clip "Qin's Legacy" (3:30 mins.)  <a href="https://app.discoveryeducation.com/player/view/assetGuid/54D07AC2-DE1A-4BD4-80B2-D59176A078DB?search_id=E7B226D1-0DAF-2463-5454-3A424C27AF6D">https://app.discoveryeducation.com/player/view/assetGuid/54D07AC2-DE1A-4BD4-80B2-D59176A078DB?search_id=E7B226D1-0DAF-2463-5454-3A424C27AF6D</a></p> <p>Discuss questions created from video.</p>	<p>Formative Performance Task:</p> <p>Video Clip on the Great Wall of China (6 mins):  <a href="http://app.discoveryeducation.com/player/view/assetGuid/7B26AE4F-5D67-4C38-86F6-A4361F166085">http://app.discoveryeducation.com/player/view/assetGuid/7B26AE4F-5D67-4C38-86F6-A4361F166085</a></p> <p>Video Clip: Destiny Determined - Power and Ritual  <a href="http://app.discoveryeducation.com/player/view/assetGuid/044DA811-F849-4B6A-983C-28E5EFC9060E">http://app.discoveryeducation.com/player/view/assetGuid/044DA811-F849-4B6A-983C-28E5EFC9060E</a></p> <p>Discussion Question after video:  Was the construction of the Great Wall of China a good or bad decision for China? What other options could have been implemented instead? Support your answer with details.</p>
<p>Summative Performance Task:</p> <p>Final Ancient China Assessment (at the end of the unit)  Assess on vocabulary with a formative assessment during this unit, as needed.</p>		
<p>Taking Informed Action:</p> <p>Students draw on compelling questions from above lessons to understand the relevance and impact of what occurred in Ancient China and how that impacts life today.</p>		

Differentiation

How will we respond if students have not learned?

Interventions:

Give even more background information to students, based on student needs.

Provide notes, vocabulary flashcards, study guides to students.

Give students more research, exploration, and inquiry time, if needed.

How will we respond if students have already learned?

Extensions/Enrichments:

Students can explore deeper level topics independently on devices.

Present lesson/ideas/self-guided project to the class.

Differentiate different viewpoints from multiple archaeologists on Ancient China.

Objective #3 Make connections of Ancient China's contributions and how they affect present day.

Essential Question: What contributions do we still use today that originated from Ancient China?

Standards:

**GLE/CLE:**

6 - Knowledge of relationships of the individual and groups to institutions and cultural traditions

3b - Knowledge of continuity and change in the history of the world

**C3:**

D2.His.3.6-8. Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant.

D2.His.5.6-8. Explain how and why perspectives of people have changed over time.

**NCSS:**

Theme 2: Time, Continuity, and Change

Theme 3: People, Places, and Environments

Theme 4: Individuals Development and Identity

Theme 5: Individuals, Groups, and Institutions

Theme 6: Power, Authority, and Governance

Theme 8: Science, Technology, and Society

Theme 9: Global Connections

Discipline #1: History

Discipline #4: Economics

Academic Vocabulary:

- Silk Road
- Fireworks
- Paper
- Silk
- Terracing
- Double cropping
- Porcelain

Lesson Plan

Supporting Question:

What are three important Ancient Chinese inventions?

Supporting Question:

How did China's isolation from the rest of the world lead them to create such innovative inventions?

Formative Performance Task:

Read Chinese Inventions article and answer comprehension questions.

Formative Performance Task:

On an exit slip, write a brief explanation for this.

Summative Performance Task:

Final Ancient China Assessment (at the end of the unit)

Taking Informed Action:

Students draw on compelling questions from above lessons to understand the relevance and impact of what occurred in Ancient China and how that impacts life today. Assess on vocabulary with a formative assessment during this unit, as needed.

Differentiation

How will we respond if students have not learned?

Interventions:

Give even more background information to students, based on student needs.

Provide notes, vocabulary flashcards, study guides to students.

Give students more research, exploration, and inquiry time, if needed.

How will we respond if students have already learned?

Extensions/Enrichments:

Students can explore deeper level topics independently on devices.

Present lesson/ideas/self-guided project to the class.

Differentiate different viewpoints from multiple archaeologists on Ancient China.

Objective #4: Analyze Chinese dynasties and explain how each one influenced the government and progress of their civilization.

Essential Question: What types of laws and/or government controlled the people? How did this culture set up their social structure, and how did that affect daily life and their jobs?

Standards:

GLE/CLE, C3, NCSS

Standards:

**GLE/CLE:**

2 - Knowledge of principles and processes of governance systems

3b - Knowledge of continuity and change in the history of the world

6 - Knowledge of relationships of the individual and groups to institutions and cultural traditions

**C3:**

D2.His.4.6-8. Analyze multiple factors that influenced the perspectives of people during different historical eras

D2.Civ.6.6-8. Describe the roles of political, civil, and economic organizations in shaping people's lives.

D2.Eco.1.6-8. Explain how economic decisions affect the well-being of individuals, businesses, and society

**NCSS:**

Theme 2: Time, Continuity, and Change

Theme 3: People, Places, and Environments

Theme 4: Individuals Development and Identity

Theme 5: Individuals, Groups, and Institutions

Theme 6: Power, Authority, and Governance

Theme 9: Global Connections

Discipline #1: History

Discipline #3: Civics and Government

Discipline #4: Economics

Discipline #5: Psychology

Academic Vocabulary:

- Clan
- Communism
- Dynasty
- Emperor

Lesson Plan

<p>Supporting Question:</p> <p>Some dynasties lasted for hundreds of years while others were overthrown in as little as 20 years. What do you think made the biggest difference in how long a dynasty held power?</p>	<p>Supporting Question:</p> <p>How are the Shang, Qin, and Han dynasties different from each other? Which ancient dynasty do you think is most like the current government of the United States?</p>	<p>Supporting Question:</p> <p>What contributions were important creations of each dynasty?</p>
<p>Formative Performance Task:</p> <p>Discussion Questions and group tasks in “Ancient China Hands On Activity” from <u>Hands on History Ancient Civilization</u> book.</p>	<p>Formative Performance Task:</p> <p>Discussion Questions and group tasks in “Ancient China Hands On Activity” from <u>Hands on History Ancient Civilization</u> book.</p>	<p>Formative Performance Task:</p> <ul style="list-style-type: none"> <li>● Discovery Education “From Dynasty to Destiny” video (Great Wall): <a href="http://10.1.1.20/videos/v2.4/39359/pgr39359_2Mb.mp4">http://10.1.1.20/videos/v2.4/39359/pgr39359_2Mb.mp4</a></li> <li>● Discovery Education “From Dynasty to Destiny” Teacher’s Guide: <a href="https://gtm-media.discoveryeducation.com/videos/39359/COEA4CFE-1279-3B00-CD52DB68BC350D1A.pdf">https://gtm-media.discoveryeducation.com/videos/39359/COEA4CFE-1279-3B00-CD52DB68BC350D1A.pdf</a></li> </ul>

<p>Summative Performance Task:</p> <p>Final Ancient China Assessment (at the end of the unit)</p> <p>Assess on vocabulary with a formative assessment during this unit, as needed.</p>
<p>Taking Informed Action:</p> <p>Students draw on compelling questions from above lessons to understand the relevance and impact of what occurred in Ancient China and how that impacts life today.</p>

Differentiation

<p>How will we respond if students have not learned?</p> <p>Interventions:</p> <p>Give even more background information to students, based on student needs.</p>	<p>How will we respond if students have already learned?</p> <p>Extensions/Enrichments:</p> <p>Students can explore deeper level topics independently on devices.</p>
--	---

Provide notes, vocabulary flashcards, study guides to students.	Present lesson/ideas/self-guided project to the class.
Give students more research, exploration, and inquiry time, if needed.	Differentiate different viewpoints from multiple archaeologists on Ancient China.

Objective #5: Determine attributes between the 3 main religions of Ancient China (Buddhism, Confucianism, Taoism) and how they affected the civilization.

Essential Question: How did the three main religions shape the Ancient China Civilization in the past and in present day?

Standards:  
**GLE/CLE:**  
 3b - Knowledge of continuity and change in the history of the world  
 6 - Knowledge of relationships of the individual and groups to institutions and cultural traditions  
**C3:**  
 D2.His.4.6-8. Analyze multiple factors that influenced the perspectives of people during different historical eras.  
 D2.His.5.6-8. Explain how and why perspectives of people have changed over time.  
 D2.His.4.6-8. Analyze multiple factors that influenced the perspectives of people during different historical eras  
 D2.Civ.9.6-8. Compare deliberative processes used by a wide variety of groups in various settings.  
**NCSS:**  
 Theme 2: Time, Continuity, and Change  
 Theme 3: People, Places, and Environments  
 Theme 4: Individuals Development and Identity  
 Theme 5: Individuals, Groups, and Institutions  
 Theme 6: Power, Authority, and Governance  
 Theme 9: Global Connections  
 Discipline #1: History  
 Discipline #3: Civics and Government  
 Discipline #5: Psychology

Academic Vocabulary:

- Siddhartha Gautama
- Buddha - "The Enlightened One"
- Buddhism
- Taoism
- Confucianism
- 4 Noble Truths

- 8 Fold Path
- World Religion
- Reincarnation
- Shrine
- Nirvana
- Lao Tzu
- Yin
- Yang

Lesson Plan

<p>Supporting Question:</p> <p>Overarching idea- Buddhism</p> <p>How did Siddhartha Gautama ideals (the Buddha) affect the Ancient Chinese civilization and life today?</p>	<p>Supporting Question:</p> <p>Overarching idea- Taoism</p> <p>What is the structure of Taoism and how did it emerge in Ancient society?</p>	<p>Supporting Question:</p> <p>Overarching idea- Confucianism</p> <p>What is the structure of Confucianism and how did it emerge in Ancient society?</p>
<p>Formative Performance Task:</p> <p>YouTube: The Story of Buddha for Kids (5 minutes)  <a href="https://www.youtube.com/watch?v=3gk4VO9roE">https://www.youtube.com/watch?v=3gk4VO9roE</a></p> <p>Discovery Ed. "Buddhism" 3 mins.  <a href="https://app.discoveryeducation.com/player/view/asset/Guid/3F930BD2-9CB3-408A-8690-B9D533C56834?search_id=E843114D-0924-9D5A-83A2-27E43FB930CA">https://app.discoveryeducation.com/player/view/asset/Guid/3F930BD2-9CB3-408A-8690-B9D533C56834?search_id=E843114D-0924-9D5A-83A2-27E43FB930CA</a></p>	<p>Formative Performance Task:</p> <p>Taoism slides containing main ideas and concepts regarding the religion and students will take notes.</p>	<p>Formative Performance Task:</p> <p>Review key vocabulary terms learned thus far in the Ancient China Unit</p> <p>Read Confucianism article and highlight new ideas learned, while jotting questions that students have yet to be answered. Article:  <a href="http://www.ushistory.org/civ/9e.asp">http://www.ushistory.org/civ/9e.asp</a></p>

Summative Performance Task:  
 Final Ancient China Assessment (at the end of the unit)  
 Assess on vocabulary with a formative assessment during this unit, as needed.

Taking Informed Action:  
 Students draw on compelling questions from above lessons to understand the relevance and impact of what occurred in Ancient China and how that impacts life today.



Differentiation

How will we respond if students have not learned?

Interventions:

Give even more background information to students, based on student needs.

Provide notes, vocabulary flashcards, study guides to students.

Give students more research, exploration, and inquiry time, if needed.

How will we respond if students have already learned?

Extensions/Enrichments:

Students can explore deeper level topics independently on devices.

Present lesson/ideas/self-guided project to the class.

Differentiate different viewpoints from multiple archaeologists on Ancient China.

PROFICIENCY SCALE FOR THIS STANDARD

STANDARD: China		
SCORE	DESCRIPTION	SAMPLE TASKS
4.0	In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.	<ul style="list-style-type: none"> <li>● Teacher observation</li> <li>● Exit Tickets</li> <li>● Unit Assessment</li> <li>● Vocabulary Quiz</li> </ul>
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	<p><b>The student:</b></p> <ul style="list-style-type: none"> <li>● <b>Answers detailed essay questions about Ancient China.</b></li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>	<ul style="list-style-type: none"> <li>● Teacher observation</li> <li>● Exit Tickets</li> <li>● Unit Assessment</li> <li>● Vocabulary Quiz</li> </ul>
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content.	
2.0	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>● Recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> <li>○ Monsoon</li> <li>○ Typhoon</li> <li>○ Himalaya Mountains</li> <li>○ Gobi Desert</li> <li>○ Yangtze River (Chang River)</li> <li>○ Plateau of Tibet</li> <li>○ Great Wall of China</li> <li>○ Huang He (Yellow River, also known as the River of Sorrows)</li> <li>○ The Great Wall</li> <li>○ Himalaya Mountains</li> <li>○ Gobi Desert</li> <li>○ Qin Shi Huangdi, the first emperor of China during the Qin (Ch'in) Dynasty (221 B.C - 206 B.C.)</li> <li>○ Terracotta Armies</li> <li>○ Silk Road</li> <li>○ Fireworks</li> <li>○ Paper</li> <li>○ Clan</li> <li>○ Communism</li> <li>○ Dynasty</li> <li>○ Emperor</li> <li>○ Siddhartha Gautama</li> <li>○ Buddha - "The Enlightened One"</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Teacher observation</li> <li>● Exit Tickets</li> <li>● Unit Assessment</li> <li>● Vocabulary Quiz</li> </ul>

	<ul style="list-style-type: none"> <li>○ Buddhism</li> <li>○ Taoism</li> <li>○ Confucianism</li> <li>○ 4 Noble Truths</li> <li>○ 8 Fold Path</li> <li>○ World Religion</li> <li>○ Reincarnation</li> <li>○ Shrine</li> <li>○ Nirvana</li> <li>○ Lao Tzu</li> <li>○ Yin</li> <li>○ Yang</li> <li>○ Silk</li> <li>○ Terracing</li> <li>○ Double cropping</li> <li>○ Porcelain</li> <li>● Performs basic processes, such as: <ul style="list-style-type: none"> <li>○ Labeling a map</li> <li>○ Answering multiple-choice comprehension questions</li> </ul> </li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>	
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.	
1.0	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>	
LND	<b>Even with help, no understanding or skill demonstrated.</b>	

## **Grades K-6 Social Studies Curriculum**

### **Appendix**

- 1. Show Me Standards**
- 2. Grades K-8 Social Studies GLEs**
- 3. C3 Framework**
- 4. NCSS Curriculum Standards for Social Studies information and Link**

# The Show-Me Standards

KNOWLEDGE + PERFORMANCE = ACADEMIC SUCCESS

Missouri students must build a solid foundation of factual knowledge and basic skills in the traditional content areas. The statements listed here represent such a foundation in reading, writing, mathematics, world and American history, forms of government, geography, science, health/physical education and the fine arts. This foundation of knowledge and skills should also be incorporated into courses in vocational education and practical arts. Students should acquire this knowledge base at various grade levels and through various courses of study. Each grade level and each course sequence should build on the knowledge base that students have previously acquired.

These concepts and areas of study are indeed significant to success in school and in the workplace. However, they are neither inclusive nor are they likely to remain the same over the years. We live in an age in which "knowledge" grows at an ever-increasing rate, and our expectations for students must keep up with that expanding knowledge base.

Combining what students must know and what they must be able to do may require teachers and districts to adapt their curriculum. To assist districts in this effort, teachers from across the state are developing curriculum frameworks in each of the content areas. These frameworks show how others might balance concepts and abilities for students at the elementary, middle and secondary levels. These models, however, are only resources. Missouri law assures local control of education. Each district has the authority to determine the content of its curriculum, how it will be organized and how it will be presented.

## Communication Arts

*In Communication Arts, students in Missouri public schools will acquire a solid foundation which includes knowledge of and proficiency in*

1. speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)
2. reading and evaluating fiction, poetry and drama
3. reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)
4. writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)
5. comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)
6. participating in formal and informal presentations and discussions of issues and ideas
7. identifying and evaluating relationships between language and culture

## Mathematics

*In Mathematics, students in Missouri public schools will acquire a solid foundation which includes knowledge of*

1. addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations
2. geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes
3. data analysis, probability and statistics
4. patterns and relationships within and among functions and algebraic, geometric and trigonometric concepts
5. mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)
6. discrete mathematics (such as graph theory, counting techniques, matrices)

## Science

*In Science, students in Missouri public schools will acquire a solid foundation which includes knowledge of*

1. properties and principles of matter and energy
2. properties and principles of force and motion
3. characteristics and interactions of living organisms
4. changes in ecosystems and interactions of organisms with their environments
5. processes (such as plate movement, water cycle, air flow) and interactions of Earth's biosphere, atmosphere, lithosphere and hydrosphere
6. composition and structure of the universe and the motions of the objects within it
7. processes of scientific inquiry (such as formulating and testing hypotheses)
8. impact of science, technology and human activity on resources and the environment

## Social Studies

*In Social Studies, students in Missouri public schools will acquire a solid foundation which includes knowledge of*

1. principles expressed in the documents shaping constitutional democracy in the United States
2. continuity and change in the history of Missouri, the United States and the world
3. principles and processes of governance systems
4. economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)
5. the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment
6. relationships of the individual and groups to institutions and cultural traditions
7. the use of tools of social science inquiry (such as surveys, statistics, maps, documents)

## Fine Arts

*In Fine Arts, students in Missouri public schools will acquire a solid foundation which includes knowledge of*

1. process and techniques for the production, exhibition or performance of one or more of the visual or performed arts
2. the principles and elements of different art forms
3. the vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts
4. interrelationships of visual and performing arts and the relationships of the arts to other disciplines
5. visual and performing arts in historical and cultural contexts

## Health/Physical Education

*In Health/Physical Education, students in Missouri public schools will acquire a solid foundation which includes knowledge of*

1. structures of, functions of, and relationships among human body systems
2. principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)
3. diseases and methods for prevention, treatment and control
4. principles of movement and physical fitness
5. methods used to assess health, reduce risk factors, and avoid high-risk behaviors (such as violence, tobacco, alcohol and other drug use)
6. consumer health issues (such as the effects of mass media and technologies on safety and health)
7. responses to emergency situations

TURN OVER

# The Show-Me Standards

KNOWLEDGE + PERFORMANCE = ACADEMIC SUCCESS

**Note to Readers:** What should high school graduates in Missouri know and be able to do? The Missourians who developed these standards wrestled with that question. In the end, they agreed that "knowing" and "doing" are actually two sides of the same coin. To perform well in school or on the job, one must have a good foundation of basic knowledge and skills. Equally important, though, is the ability to use and apply one's knowledge in real-life situations.

These standards focus on the fundamental skills that define what students should learn by the time they graduate from high school. On this side are the "performance" standards listed under four broad goals. On the reverse side are 40 knowledge standards listed in six subject areas. Taken together, they are intended to establish higher expectations for students throughout the Show-Me State. These standards do not represent everything a student will or should learn. However, graduates who meet these standards should be well-prepared for further education, work, and civic responsibility.

All Missourians are eager to ensure that graduates of Missouri's public schools have the knowledge, skills and competencies essential to leading productive, fulfilling and successful lives as they continue their education, enter the workforce and assume their civic responsibilities. Schools need to establish high expectations that will challenge all students. To that end, the Outstanding Schools Act of 1993 called together master teachers, parents and policy-makers from around the state to create Missouri academic standards. These standards are the work of that group.

The standards are built around the belief that the success of Missouri's students depends on both a solid foundation of knowledge and skills and the ability of students to apply their knowledge and skills to the kinds of problems and decisions they will likely encounter after they graduate.

The academic standards incorporate and strongly promote the understanding that active, hands-on learning will benefit students of all ages. By integrating and applying basic knowledge and skills in practical and challenging ways across all disciplines, students experience learning that is more engaging and motivating. Such learning stays in the mind long after the tests are over and acts as a springboard to success beyond the classroom.

These standards for students are not a curriculum. Rather, the standards serve as a blueprint from which local school districts may write challenging curriculum to help all students achieve. Missouri law assures local control of education. Each school district will determine how its curriculum will be structured and the best methods to implement that curriculum in the classroom.

Authority for the Show-Me Standards: Section 160.514, Revised Statutes of Missouri, and the Code of State Regulations, 5 CSR 50-375-100.

## GOAL 1

Students in Missouri public schools will acquire the knowledge and skills to gather, analyze and apply information and ideas.

Students will demonstrate within and integrate across all content areas the ability to

1. develop questions and ideas to initiate and refine research
2. conduct research to answer questions and evaluate information and ideas
3. design and conduct field and laboratory investigations to study nature and society
4. use technological tools and other resources to locate, select and organize information
5. comprehend and evaluate written, visual and oral presentations and works
6. discover and evaluate patterns and relationships in information, ideas and structures
7. evaluate the accuracy of information and the reliability of its sources
8. organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
9. identify, analyze and compare the institutions, traditions and art forms of past and present societies
10. apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers

## GOAL 3

Students in Missouri public schools will acquire the knowledge and skills to recognize and solve problems.

Students will demonstrate within and integrate across all content areas the ability to

1. identify problems and define their scope and elements
2. develop and apply strategies based on ways others have prevented or solved problems
3. develop and apply strategies based on one's own experience in preventing or solving problems
4. evaluate the processes used in recognizing and solving problems
5. reason inductively from a set of specific facts and deductively from general premises
6. examine problems and proposed solutions from multiple perspectives
7. evaluate the extent to which a strategy addresses the problem
8. assess costs, benefits and other consequences of proposed solutions

TURN OVER

## GOAL 2

Students in Missouri public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom.

Students will demonstrate within and integrate across all content areas the ability to

1. plan and make written, oral and visual presentations for a variety of purposes and audiences
2. review and revise communications to improve accuracy and clarity
3. exchange information, questions and ideas while recognizing the perspectives of others
4. present perceptions and ideas regarding works of the arts, humanities and sciences
5. perform or produce works in the fine and practical arts
6. apply communication techniques to the job search and to the workplace
7. use technological tools to exchange information and ideas

## GOAL 4

Students in Missouri public schools will acquire the knowledge and skills to make decisions and act as responsible members of society.

Students will demonstrate within and integrate across all content areas the ability to

1. explain reasoning and identify information used to support decisions
2. understand and apply the rights and responsibilities of citizenship in Missouri and the United States
3. analyze the duties and responsibilities of individuals in societies
4. recognize and practice honesty and integrity in academic work and in the workplace
5. develop, monitor and revise plans of action to meet deadlines and accomplish goals
6. identify tasks that require a coordinated effort and work with others to complete those tasks
7. identify and apply practices that preserve and enhance the safety and health of self and others
8. explore prepare for and seek educational and job opportunities

**K-5 Social Studies**  
**Missouri Learning Standards: Grade Level Expectations**

*Missouri Department of Elementary and Secondary Education*  
*Spring 2016*

Social Studies K-5

1. Knowledge of the principles expressed in documents shaping constitutional democracy in the United States						
CONCEPTS	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
A. Purposes and Principles of the Declaration of Independence					With assistance, read and analyze the text of the Declaration of Independence to determine important principles that it contains including inalienable rights, government by the consent of the governed and the redress of grievances.	Apply the principles of the Declaration of Independence to the historical time periods being studied and to current events.
B. Purposes and principles of the Constitution	Identify reasons for making rules within the school.	Identify and explain why cities make laws.	Explain and give examples of how laws and rules are made and changed within a community.	Explain and give examples of how laws are made and changed within the state. Explain the major purposes of the Missouri Constitution.	Explain the major purposes of the U.S. Constitution. With assistance, research and analyze the text of the U.S. Constitution to determine important principles such as limited government, rule of law, majority rules, minority rights, separation of powers, checks and balances and popular sovereignty.	Apply the principles of the U.S. Constitution to the historical time periods being studied and to current events.
C. Purposes and principles of the Bill of Rights	Discuss the concept of individual rights.	Discuss how individual rights are protected.	Examine how individual rights are protected within a community.	Examine how individual rights are protected within our state.	Explain the major purpose of the Bill of Rights. Identify important principles in the Bill of Rights.	Apply the principles of the Bill of Rights to historical time periods being studied and to current events.



Social Studies K-5

1. Knowledge of the principles expressed in documents shaping constitutional democracy in the United States (con't)						
CONCEPTS	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
D. Role of citizens and governments in carrying out constitutional principles		Give examples of being an active and informed citizen in your classroom or community.	Analyze how being an active and informed citizen makes a difference in your community.  List the consequences of citizens not actively participating in their communities.	Explain how the State of Missouri relies on responsible citizen participation and draw implications for how people should participate.	Examine ways by which citizens have effectively voiced opinions, monitored government, and brought about change both past and present.	Analyze ways by which citizens have effectively voiced opinions, monitored government, and brought about change both past and present.
	E. Character traits and civic attitudes of significant individuals	Describe the character traits of role models within your family or school.	Describe the character traits and civic attitudes of inventors or pioneers in their field who influenced progress in the nation. See teacher resources for illustrative examples.	Describe the character traits and civic attitudes of influential Missourians. See teacher resources for illustrative examples.	Describe the character traits and civic attitudes of historically significant individuals in American history prior to c. 1800. See teacher resources for illustrative examples.	Describe the character traits and civic attitudes of historically significant individuals in the United States history from c. 1800 – 2000. See teacher resources for illustrative examples.
F. Knowledge of the symbols of our state and nation		Identify the flag as a symbol of our nation.  Recite the Pledge of Allegiance.	Recognize and explain the significance of the Statue of Liberty, U.S. Capitol, Bald Eagle and the Liberty Bell.  Recognize and explain the significance of symbols of your local community.	Describe the importance of the Pledge of Allegiance.  Recognize and explain the significance of national symbols including national landmarks, national parks, and important memorials. See teacher resources for illustrative examples)	Explain how the National Anthem symbolizes our nation.  Recognize and explain the significance of the Gateway Arch and the Great Seal of Missouri and other symbols of our state.	Recognize and explain the significance of national symbols associated with historical events and time periods being studied.

Social Studies K-5

2. Knowledge of principles and processes of governance systems		GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
A. Purposes and roles of government				Explain how governments balance individual rights with common good to solve local community or state issues.	Explain how the purpose and roles of government were debated c. early settlements to 1800.	Explain how the purpose and roles of government have been debated across historical time periods to current times.
	B. Dispute resolution			Analyze peaceful resolution of disputes by the courts, or other legitimate authorities in Missouri.	Analyze peaceful resolution of disputes by courts or other legitimate authorities in U.S. history from early settlement to c. 1800.	Analyze peaceful resolution of disputes by courts or other legitimate authorities in U.S. history from c. 1800 – 2000.
C. Processes of governmental systems in decision making		Describe why groups need to make decisions and how those decisions are made in families and classrooms.	Distinguish the responsibilities and powers of government officials at various levels and branches of government in authoritative decision making.	Describe how authoritative decisions are made, enforced and interpreted by the state government across historical time periods and/or in current events.	Explain how authoritative decisions are made, enforced and interpreted by the federal government across historical time periods and/or current events.	Analyze how authoritative decisions are made, enforced and interpreted by the federal government across historical time periods and current events.
	D. Functions of governmental systems	Describe roles and responsibilities of people in authority in families and in groups.	Identify and explain the concept of branches and functions of government.	Identify and explain the functions of the three branches of government in Missouri.	Identify and explain the functions of the three branches of government in the federal government.	Distinguish between powers and functions of local, state and national government in the past and present.

Social Studies K-5

3a. Knowledge of continuity and change in the history of Missouri and the United States						
CONCEPTS	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
A. Understand the movement of people from many regions of the world to North America			Compare the culture and people in our community across multiple time periods.	Describe the migration of native Americans to Missouri prior to European settlement in the state.  Describe the discovery, exploration and early settlement of Missouri by European immigrants.  Describe the reasons African peoples were enslaved and brought to Missouri.	Describe the migrations of native Americans prior to 1800.  Describe the discovery, exploration and early settlement of America by Europeans prior to 1800.  Describe the reasons African peoples were enslaved and brought to the Americas prior to 1800.	Outline the territorial expansion of the United States.  Describe the impact of migration on immigrants and the United States c. 1800-2000.
	B. Historical perspective / Thinking / Passage of time	Create a personal history.  Compare your family's life in the past and present.	Compare and contrast our community in the past and the present.	Compare and contrast the changing habitats, resources, art and daily lives of native American people in regions of the U.S.	Examine cultural interactions and conflicts among Native Americans, European immigrants and enslaved and free African-Americans in Missouri.  Examine changing cultural interactions and conflicts among Missourians after the Civil War.	Examine cultural interactions and conflicts among Native Americans, European Americans and African Americans from c. 1800 - 2000.

Social Studies K-5

3a. Knowledge of continuity and change in the history of Missouri and the United States						
CONCEPTS	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
C.	Describe the contributions of people typically studied in K-5 with national holidays. (See teacher resources for illustrative examples)	Describe the contributions of people typically studied in K-5 with national holidays. (See teacher resources for illustrative examples)	Describe the contributions of inventors or pioneers in their field who influenced progress in our nation. (See teacher resources for illustrative examples)	Identify and describe the historical significance of the individuals from Missouri who have made contributions to our state and nation. (See teacher resources for illustrative examples)	Identify and describe the contributions of historically significant individuals to America and the United States prior to c. 1800. (See teacher resources for illustrative examples)	Identify and describe the contributions of historically significant individuals to the United States from c. 1800 – 2000. (See teacher resources for illustrative examples)
D.	Perspectives on the American Revolution				Explain the causes of the American Revolution, including the perspectives of patriots, loyalists, Native Americans, African Americans and European allies.	Explain the factors that contributed to the colonists' success.

Social Studies K-5

3a. Knowledge of continuity and change in the history of Missouri and the United States						
CONCEPTS	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
E. Political developments and reform movements in the U.S.				Discuss the causes and consequences of the Dred Scott decision on Missouri and the nation.	Describe the historical context for the drafting of the Declaration of Independence, the Constitution and the Bill of Rights.  Explain how the Declaration of Independence, the Constitution and the Bill of Rights affected people in the United States prior to c. 1800.	Explain the causes and consequences of major political developments and reform in U.S. history from c. 1800-2000
F. Westward Expansion and settlement in the US				Describe the importance of the Louisiana Purchase and the expedition of Lewis and Clark.  Evaluate the impact of westward expansion on the Native Americans in Missouri.  Discuss issues of Missouri statehood. (See teacher resources for illustrative examples)	Investigate the causes and consequences of westward expansion prior to 1800.	Investigate the causes and consequences of westward expansion c. 1800-2000.

Social Studies K-5

3a. Knowledge of continuity and change in the history of Missouri and the United States						
CONCEPTS	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
G. Understanding the causes and consequences of the Civil War				<p>Explain Missouri's role in the Civil War, including the concept of a border state.</p> <p>Describe the consequences of the Civil War in Missouri including on education, transportation, and communication.</p>		Identify political, economic and social causes and consequences of the Civil War and Reconstruction.
H. Major economic developments in the United States						Identify political, economic, and social causes and consequences of the Great Depression.
I. Causes, comparisons, and results of major twentieth-century wars						<p>Identify political, economic, and social causes and consequences of World War I and WWII on the United States.</p> <p>Identify the political, economic and social consequences of the Cold War on the United States.</p>

Social Studies K-5

4. Knowledge of economic concepts and principles						
CONCEPTS	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
A. Knowledge of basic economic concepts	Describe examples of scarcity within your family and school.  Describe examples of opportunity cost within your family and school.  Describe examples of needs and wants within your family and school.	Describe examples of scarcity within your school and community.  Describe examples of goods and services within your school and community.  Describe consumers and producers and the relationship to goods and services within your school and community.	Describe consumption and production and the relationship to goods and services within your region.  Demonstrate how people use money to buy and sell goods and services.  Demonstrate how people barter to exchange goods and services.  Explain the relationship of income, labor, and wages.	Compare and contrast private and public goods and services.  Define natural, capital and human resources.  Define economy.  Explain supply and demand.	Compare and contrast saving and financial investment.  Explain the relationship between profit and loss in economic decisions.  Distinguish among natural, capital and human resources.	Explain how scarcity, supply and demand, opportunity costs, income, labor, wages and other economic concepts affect our nation's past, present and future.
	B. Understanding the consequences of economic decisions			Describe a personal cost-benefit situation.	Conduct a personal cost-benefit analysis.	Conduct a public cost-benefit analysis.
C. Understanding various types of taxes and their purposes					Define taxes and explain how taxes are generated and used.	Explain how the government utilizes taxes to provide goods and services.

Social Studies K-5

D.	Factors that influence the economy			Explain factors, past and present, that influence changes in our state's economy.	Explain factors, past and present, that influence changes in state and regional economies.	Explain factors, past and present, that influence changes in our nation's economy.  Use an economic lens to describe the impact of migration on the immigrants and the United States c. 1800-2000



5. Knowledge of major elements of geographical study and analysis and their relationship to changes in society and the environment						
CONCEPTS	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
A. Reading and constructing maps	Identify maps as representations of real places.  With assistance, read, construct, and use maps of familiar places such as the classroom, the home, the bedroom etc.  Match legend symbols to map features.	Identify globes as representations of real places.  With assistance, read, construct, and use maps which have a title and key.  Describe how maps are created for different purposes such as a school fire drill, a trip to the zoo etc.  Use a compass rose to identify cardinal directions on a map.	Read and construct maps with title and key.  Identify the properties and use of different types of maps for a variety of purposes.	Read and construct historical and current maps.	Construct and interpret historical and current maps	Use geographic sources to acquire information, answer questions and solve problems.  Construct maps for relevant social studies topics.
	B. Understanding the concept of location to make predictions and solve problems.	Apply positional words to locations within the classroom	Locate a place by pointing it out on a map and by describing its relative location.	Name and locate the regions in your community.  Name and locate regions of the world	Name and locate major cities, rivers, regions, and states which border Missouri.  Describe and use absolute location using a grid system.	Name and locate specific regions, states, capitals, river systems and mountain ranges in the United States based on historical or current topics.

Social Studies K-5

5. Knowledge of major elements of geographical study and analysis and their relationship to changes in society and the environment						
CONCEPTS	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
C. Understanding the concept of place		Identify physical characteristics of your community. (See teacher resources for illustrative examples)	Identify and describe physical characteristics of the world. (See teacher resources for illustrative examples)	Identify and compare physical geographic characteristics of Missouri. (See teacher resources for illustrative examples)	Identify and compare physical characteristics of specific regions within the nation.	Describe and analyze physical characteristics of the nation.
		Describe human characteristics of your community. (See teacher resources for illustrative examples)	Identify and describe physical characteristics of the student's region in Missouri. (See teacher resources for illustrative examples)  Describe human characteristics of the student's region in Missouri. (See teacher resources for illustrative examples)	Describe human geographic characteristics of Missouri. (See teacher resources for illustrative examples)	Identify and compare diverse human geographic characteristics of the nation.	Describe and analyze diverse human characteristics of the nation.
D. Relationships within Places Human-Environment Interactions						
				Describe how people of Missouri are affected by, depend on, adapt to and change their physical environments in the past and in the present.	Analyze how people are affected by, depend on, adapt to and change their physical environments in the past and in the present.	Evaluate how people are affected by, depend on, adapt to and change their physical environments in the past and in the present.

Social Studies K-5

5. Knowledge of major elements of geographical study and analysis and their relationship to changes in society and the environment						
CONCEPTS	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
E. Understanding relationships between and among places			Describe different types of communication and transportation and identify their advantages and disadvantages.  Describe how transportation and communication systems have facilitated the movement of people, products, and ideas.	Describe how changes in communication and transportation technologies affect people's lives.	Analyze how changes in communication and transportation technologies affect people's lives.	Evaluate how changes in communication and transportation technologies affect people's lives.
	F. Understanding relationships between and among regions		Define the concept of regions as places which have unifying political, physical or cultural characteristics.  Identify examples of different regions in Missouri. (See teacher resources for illustrative examples)  Describe why people of different groups settle more in one place or region than another.	Identify regions in Missouri.  Compare regions in Missouri. (See teacher resources for illustrative examples)	Identify different regions in the United States and analyze how their characteristics affect people who live there.	Describe different regions in the United States and analyze how their characteristics affect people who live there.

Social Studies K-5

5- Knowledge of major elements of geographical study and analysis and their relationship to changes in society and the environment						
CONCEPTS	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
G. Using geography to interpret, explain and predict			Explain how geography affects the way people live today.	Explain how geography affected important events in Missouri history.	Use geography to interpret the past and predict future consequences as appropriate to topics or eras discussed.	Use geography to interpret the past, explain the present and plan for the future as appropriate to topics or eras discussed.  Use a geographic lens to describe the impact of migration on the immigrants and the United States c. 1800-2000.

Social Studies K-5

6. Knowledge of relationships of the individual and groups to institutions and cultural traditions						
CONCEPTS	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
A. Cultural characteristics of all people	Describe cultural characteristics of your family and class members including language, celebrations, customs, holidays, artistic expression, food, dress, and traditions.	Describe cultural characteristics of your school and community. ( See teacher resources for illustrative examples)	Compare the cultural characteristics of regions in the state. (See teacher resources for illustrative examples)	Compare the cultural characteristics of regions in Missouri. (See teacher resources for illustrative examples)	Compare cultural characteristics across historical time periods in U.S. history prior to c. 1800. (See teacher resources for illustrative examples)	Compare cultural characteristics across historical time periods in the U.S. post c.1800 (See teacher resources for illustrative examples)  Describe the cultural impact of migration on the immigrants and the United States c. 1800-2000.
B. Methods of resolving conflicts	Explain how to resolve disputes peacefully in the classroom and on the playground.	Propose peaceful resolutions of disputes in the classroom and on the playground.	Demonstrate a peaceful resolution to a dispute.	Take part in a constructive process or method for resolving conflicts.	Apply constructive processes or methods for resolving conflicts.	Evaluate constructive processes or methods for resolving conflicts.
C. Ideas and beliefs of different cultures	Share stories related to your family cultural traditions and family lore.	Recount stories about locations, people, and cultural events in your community.	Recall stories and songs that reflect the cultural history of peoples from various regions in the United States including regional folk figures, Native American legends and African American folktales.	Research stories and songs that reflect the cultural history of Missouri.	Research stories and songs that reflect the cultural history of the early United States prior to 1800.	Research stories and songs that reflect the cultural history of the United States c. 1800-2000.

Social Studies K-5

6. Knowledge of relationships of the individual and groups to institutions and cultural traditions						
CONCEPTS	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
D. Cultural heritage and preservation	Describe how you and your family remember and commemorate your cultural heritage.	Describe how your community commemorates its cultural heritage.	Describe how regions commemorate cultural heritage.	Describe how people in Missouri preserve their cultural heritage.	Analyze the preservation of cultural life, celebrations, traditions, and commemorations over time.	Analyze the preservation of cultural life, celebrations, traditions, and commemorations over time.
E. Changing roles of various groups				Examine the changing roles of Native Americans, Immigrants, African Americans, women and others in Missouri history.	Examine roles among Native Americans, Immigrants, African Americans, women and others from early migrations to c. 1800.	Examine the changing roles among Native Americans, Immigrants, African Americans, women and others from 1800-2000.

Social Studies K-5

7. Knowledge of the use of tools of social science inquiry						
CONCEPTS	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
A. Identify, select, analyze and evaluate resources to create a product of social science inquiry	Label and analyze different social studies' sources with guidance and support from an adult.  Use artifacts to share information on social studies' topics. (See teacher resources for illustrative examples)	Identify and analyze primary and secondary social studies' sources in classroom discussion with guidance and support from an adult.  Identify and use artifacts to share information on social studies' topics. (See teacher resources for illustrative examples)	Describe and analyze primary and secondary social studies' sources in classroom discussion with guidance and support.  Select and use artifacts to share information on social studies' topics. (See teacher resources for illustrative examples)	Select and analyze primary and secondary social studies' sources to determine importance with guidance and support.  Create and use artifacts to share information on social studies' topics. (See teacher resources for illustrative examples)	Select, analyze, and evaluate primary and secondary social studies' sources with guidance and support.  Analyze and use artifacts to share information on social studies' topics. (See teacher resources for illustrative examples)	Identify, select, analyze, and evaluate resources to create a product of social science inquiry.  Evaluate and use artifacts to share information on social studies' topics. (See teacher resources for illustrative examples)
	Use visual tools to communicate information.	Create visual tools to communicate information.	Use visual tools and informational texts to communicate information.	With guidance and support, use visual tools and informational texts to interpret, draw conclusions, make predictions, and communicate information and ideas.	Use visual tools and informational texts to interpret, draw conclusions, make predictions, and communicate information and ideas with guidance and support, as needed.  Create products such as maps, graphs, timelines, charts and models, diagrams etc. to communicate information and understanding.	Use visual tools to interpret, draw conclusions, make predictions, and communicate information and ideas.  Create and present products such as maps, graphs, timelines, charts and models, diagrams etc. to communicate information and understanding on social studies' topics.
B. Use visual tools to communicate information and ideas	Use visual tools to communicate information.	Create visual tools to communicate information.	Use visual tools and informational texts to communicate information.	With guidance and support, use visual tools and informational texts to interpret, draw conclusions, make predictions, and communicate information and ideas.	Use visual tools and informational texts to interpret, draw conclusions, make predictions, and communicate information and ideas with guidance and support, as needed.  Create products such as maps, graphs, timelines, charts and models, diagrams etc. to communicate information and understanding.	Use visual tools to interpret, draw conclusions, make predictions, and communicate information and ideas.  Create and present products such as maps, graphs, timelines, charts and models, diagrams etc. to communicate information and understanding on social studies' topics.

Social Studies K-5

7. Knowledge of the use of tools of social science inquiry		GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
C. Understanding and supporting fact, opinion, bias and point of view in sources.			<p>Explain the difference between fact and opinion in social studies' topics.</p> <p>Explain the concept of point of view in social studies' topics.</p>	<p>Identify facts and opinions in social studies' topics.</p> <p>Identify point of view in social studies' topics.</p>	<p>Distinguish between fact and opinion and recognize bias and point of view in social studies' topics.</p>	<p>Explain how facts and opinions affect point of view and/or bias in social studies' topics.</p> <p>Identify, research, and defend a point of view/position on a social studies' topic.</p>
	D. Conducting and presenting research with appropriate resources.	Share findings about a social studies' topic.	Share findings about a social studies' topic.	Share research about a social studies' topic.	Present social studies' research to an audience using appropriate sources.	With assistance, conduct and present social studies' research to an audience using appropriate sources.



Social Studies K-5

7 Knowledge of the use of tools of social science inquiry		GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
<b>E.</b>	Ask questions and find answers, with assistance.	Ask supporting questions and find answers about social studies' topics, with assistance.	Develop supporting questions about social studies' topics, with assistance.  Describe a process to answer those questions	Generate supporting questions about social studies' topics.  Use steps in a process to investigate a social studies' question.	Generate compelling research questions about a social studies' topic.  Apply a research process to a compelling social studies' question.	Generate compelling research questions about a social studies' topic.  Create and apply a research process to investigate a compelling social studies' question.
	Developing a research plan and identifying resources		Discuss types of sources that would be helpful in exploring social studies' questions.	Use appropriate sources to investigate social studies' questions.	Identify and use appropriate resources for investigating a compelling social studies' question.	Evaluate and use appropriate resources for investigating a compelling social studies' question.
<b>F.</b>	Conducting and presenting research with appropriate resources			Investigate an appropriate social studies' question and share results with assistance, if needed.	Research an appropriate social studies' question and share results with an audience.	Conduct and present research on a social studies' question to an audience, using appropriate sources.
	Supporting a point of view					Research and defend a point of view/position on a social studies' question.

FERRO

**6-12 Social Studies**  
**Missouri Learning Standards: Grade Level Expectations**

*Missouri Department of Elementary and Secondary Education  
Spring 2016*

Disciplinary Tools

1. History: Continuity and Change		6-8 American History	6-8 World History	9-12 World History	6-8 Geography	9-12 Government
Theme 1 Tools of Social Science Inquiry	A. Create and use tools to analyze a chronological sequence of related events in American history.	A. Create and use tools to analyze a chronological sequence of related events in United States history.	A. Create and use tools to analyze a chronological sequence of related events in world history.	A. Create and use tools to analyze a chronological sequence of related events in world history.	A. Create and use historical maps and timelines in order to represent continuity and change within and among regions over time.	A. Create and use tools to analyze a chronological sequence of events related to a study of government.
	B. Explain connections between historical context and peoples' perspectives at the time in American history.	B. Explain connections between historical context and peoples' perspectives at the time in United States history.	B. Explain connections between historical context and peoples' perspectives at the time in world history.	B. Explain connections between historical context and peoples' perspectives at the time in world history.	B. Evaluate historical solutions to problems within and among world regions in order to draw conclusions about current and future decisions.	B. Explain connections between historical context and peoples' perspectives about government at the time.
Theme 1 Tools of Social Science Inquiry	C. With assistance, develop a research plan, identify appropriate resources for investigating social studies topics and create a research product which applies an aspect of American history prior to c. 1870 to a contemporary issue.	C. Develop a research plan, identify appropriate resources for investigating social studies topics, and create a research product which applies an aspect of United States history post c. 1870 to a contemporary issue.	C. With assistance, develop a research plan, identify appropriate resources for investigating social studies topics and create a research product which applies an aspect of world history prior to c.1450 to a contemporary issue.	C. Develop a research plan, identify appropriate resources for investigating social studies topics, and create and present a research product which applies an aspect of world history post c. 1450 to a contemporary issue.	C. With assistance, develop a research plan, identify appropriate resources for investigating social studies topics and create a research product which applies an aspect of geography to a contemporary issue.	C. Develop a research plan, identify appropriate resources for investigating social studies topics, and create and present a research product which applies an aspect of government to a contemporary issue.

Disciplinary Tools

1. History: Community and Change (cont'd)						
Theme 1	6-8 American History	9-12 American History	6-8 World History	9-12 World History	6-8 Geography	9-12 Government
<b>Tools of Social Science Inquiry</b>	<p>D. Using an inquiry lens, develop compelling questions about American history prior to 1870, to determine helpful resources and consider multiple points of views represented in the resources.</p>	<p>D. Using an inquiry lens, develop compelling questions about United States history post c. 1870 to determine helpful resources and consider multiple points of views represented in the resources.</p>	<p>D. Using an inquiry lens, develop compelling questions about world history prior to c. 1450, to determine helpful resources and consider multiple points of views represented in the resources.</p>	<p>D. Using an inquiry lens, develop compelling questions about world history post c. 1450, to determine helpful resources and consider multiple points of views represented in the resources.</p>	<p>D. Using an inquiry lens, develop compelling geographic questions, determine helpful resources and consider multiple points of views represented in the resources.</p>	<p>D. Using an inquiry lens, develop compelling questions about government, determine helpful resources and consider multiple points of views represented in the resources.</p>
	<p>E. Analyze the causes and consequences of a specific problem in American history prior to c. 1870 as well as the challenges and opportunities faced by those trying to address the problem.</p>	<p>E. Analyze the causes and consequences of a specific problem in United States history post c. 1870 as well as the challenges and opportunities faced by those trying to address the problem.</p>	<p>E. Analyze the causes and consequences of a specific problem in world history prior to c. 1450 as well as the challenges and opportunities faced by those trying to address the problem.</p>	<p>E. Analyze the causes and consequences of a specific problem in world history post c. 1450 as well as the challenges and opportunities faced by those trying to address the problem.</p>	<p>E. Analyze the causes and consequences of a current geographic issue as well as the challenges and opportunities faced by those trying to address the problem.</p>	<p>E. Analyze the causes and consequences of a specific issue tied to government as well as the challenges and opportunities faced by those trying to address the problem.</p>
<b>Tools of Social Science Inquiry</b>	<p>E. Analyze the causes and consequences of a specific problem in American history prior to c. 1870 as well as the challenges and opportunities faced by those trying to address the problem.</p>	<p>E. Analyze the causes and consequences of a specific problem in United States history post c. 1870 as well as the challenges and opportunities faced by those trying to address the problem.</p>	<p>E. Analyze the causes and consequences of a specific problem in world history prior to c. 1450 as well as the challenges and opportunities faced by those trying to address the problem.</p>	<p>E. Analyze the causes and consequences of a specific problem in world history post c. 1450 as well as the challenges and opportunities faced by those trying to address the problem.</p>	<p>E. Analyze the causes and consequences of a current geographic issue as well as the challenges and opportunities faced by those trying to address the problem.</p>	<p>E. Analyze the causes and consequences of a specific issue tied to government as well as the challenges and opportunities faced by those trying to address the problem.</p>

Disciplinary Tools

2. Government Systems and Principals						
Theme 1 Tools of Social Science Inquiry	6-8 American History	9-12 American History	6-8 World History	9-12 World History	6-8 Geography	9-12 Government
	A. Analyze laws, policies and processes to determine how governmental systems affect individuals and groups in society in American history prior to c.1870.	A. Analyze laws, policies, and processes to determine how governmental systems affect individuals and groups in society in United States history c.1870-2010.	A. Analyze laws, policies, and processes to determine how governmental systems affect individuals and groups in society in world history prior to c.1450.	A. Analyze laws, policies, and processes to determine how governmental systems affect individuals and groups in society in world history post c.1450.	A. Using a geographic lens, analyze laws, policies and processes to determine how governmental systems affect individuals and groups in society.	A. Analyze laws, policies, and processes to determine how governmental systems affect individuals and groups in society.
Theme 1 Tools of Social Science Inquiry		B. Predict the consequences which can occur when individuals fail to carry out their personal responsibilities.		B. Predict the consequences which can occur when individuals fail to carry out their personal responsibilities.	B. Analyze current human-environmental issues using relevant geographic sources to propose solutions.	B. Distinguish the powers and responsibilities of citizens and institutions to address and solve problems.
Theme 1 Tools of Social Science Inquiry		C. Predict the consequences which can occur when institutions fail to meet the needs of individuals and groups.		C. Predict the consequences which can occur when institutions fail to meet the needs of individuals and groups.		

Disciplinary Tools

3. Geographic Study		6-8 American History	9-12 American History	6-8 World History	9-12 World History	6-8 Geography	9-12 Government
<b>Theme 1</b>	A. Create and use maps and other graphic representations in order to explain relationships and reveal patterns or trends in American history prior to c.1870.	A. Create and use maps and other graphic representations in order to explain relationships and reveal patterns or trends in United States' history c.1870-2010.	A. Create and use maps and other graphic representations in order to explain relationships and reveal patterns or trends in world history prior to c.1450.	A. Create and use maps and other graphic representations in order to explain relationships and reveal patterns or trends in world history c.1450-2010.	A. Create and use maps, graphs, statistics, and geo-spatial technology in order to explain relationships and reveal spatial patterns or trends.	A. Create and use maps and other graphic representations in order to explain relationships and reveal patterns or trends about government.	
<b>Theme 1</b>	B. Explain how the physical and human characteristics of regions in the Americas prior to c. 1870 are connected to changing identity and culture.	B. Analyze how the physical and human characteristics of regions in the United States post 1870 are connected to changing identity and culture.	B. Describe the impact of human settlement activities on the environmental and cultural characteristics of world regions prior to c. 1450.	B. Analyze how the physical and human characteristics of world regions post c. 1450 are connected to changing identity and culture.	B. Analyze how the physical and human characteristics of current world regions are connected to changing identity and culture.	B. Analyze the relationship between the geography of the original 13 colonies on the formation of United States government.	
<b>Theme 1</b>	C. Locate major cities of Missouri, the United States, and the world; states of the United States and key world nations; the world's continents, and oceans; and major topographical features of the United States.	C. Locate major cities of Missouri, the United States, and the world; states of the United States and key world nations; the world's continents, and oceans; and major topographical features of the United States.	C. Locate major cities of the world and key world nations; the world's continents, and oceans; and major topographical features of the world.	C. Locate major cities of the world and key world nations; the world's continents, and oceans; and major topographical features of the world.	C. Locate the states of the United States and corresponding regions.		

Disciplinary Tools

3. Geographic Study (cont'd)						
Theme 1	6-8 American History	9-12 American History	6-8 World History	9-12 World History	6-8 Geography	9-12 Government
Tools of Social Science Inquiry					D. Locate cities of Missouri, the United States and the world.	
Theme 1					E. Locate the major nations of the world.	
Tools of Social Science Inquiry					F. Locate the major landforms of the world.	
Theme 1						
Tools of Social Science Inquiry						
4. Economic Concepts						
Theme 1	6-8 American History	9-12 American History	6-8 World History	9-12 World History	6-8 Geography	9-12 Government
Tools of Social Science Inquiry	A. Using an American history lens, examine the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals, prior to c. 1870.	A. Using a United States' historical lens, analyze the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals post c. 1870.	A. Using a world history lens, examine the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals prior to c. 1450.	A. Using a world history lens, analyze the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals post c. 1450.	A. Using a geographic lens, evaluate economic decisions to determine costs and benefits on contemporary society.	A. Examine the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals and governments.



Disciplinary Tools

5. People, Groups and Cultures		6-8 American History	9-12 American History	6-8 World History	9-12 World History	6-8 Geography	9-12 Government
Theme 1 Tools of Social Science Inquiry	A. Using an American history lens, describe how peoples' perspectives shaped the sources/artifacts they created.	A. Using a United States' historical lens, describe how peoples' perspectives shaped the sources/artifacts they created.	A. Using a world history lens, describe how peoples' perspectives shaped the sources/artifacts they created.	A. Analyze material culture to explain a people's perspective and use of place.	A. Using a government lens, describe how peoples' perspectives shaped the sources/artifacts they created.		
	B. Using an American history lens, examine the origins and impact of social structures and stratification on societies and relationships between peoples.	B. Using a United States' historical lens, examine the origins and impact of social structures and stratification on societies and relationships between peoples.	B. Using a world history lens, examine the origins and impact of social structures and stratification on societies and relationships between peoples.	B. Explain how the physical and human characteristics of places and regions are connected to human identities and cultures.	B. Examine the origins and impact of social structures and stratification on societies, and relationships between peoples and governments.		
Theme 1 Tools of Social Science Inquiry							
Theme 1 Tools of Social Science Inquiry							

Key Concepts and Understanding

1 History: Continuity and Change						
Theme 2	6-8 American History	9-12 American History	6-8 World History	9-12 World History	6-8 Geography and Cultures	9-12 Government
Key Concepts and Understandings	<p><b>Settlements</b></p> <p>A. Trace the causes and consequences of indigenous peoples arriving in the Americas beginning c. 15,000 BCE.</p>	<p><b>Re-Emerging America</b></p> <p>A. Compare and contrast the plans for and results of political reintegration of Southern states after the Civil War.</p>	<p><b>Early Civilizations: Geography's Impact on History</b></p> <p>A. Explain the causes and results of the Agricultural Revolution in relation to the development of new and more complex societies Asia, Africa, and the Americas.</p>	<p><b>Accelerated Exchange</b></p> <p>A. Explain the causes and effects of the expansion of societies in Western Africa, Byzantine Empire, Gupta India, Chinese Dynasties, and Muslim Empires.</p>	<p><b>World Geography and Cultures</b></p> <p>A. Explain how regions of the world change over time in relation to historical events and trends and the human characteristics of place.</p>	<p><b>Historical Foundations</b></p> <p>A. Trace the evolution of government in the English colonies to explain American colonists' expectations for self-rule.</p>
	<p><b>Key Concepts and Understandings</b></p>	<p>B. Compare factors motivating Europeans to explore and settle in the New World to explain colonial diversity and regional differences in North and South America.</p>	<p>B. Describe the purpose, challenges, and economic incentives that impacted expansion and Westward movement.</p>	<p>B. Compare the dominant characteristics, contributions of, and interactions among major civilizations of Asia, Europe, Africa, the Americas and Middle East in ancient and medieval times.</p>	<p>B. Explain how forces of nature impact historic and current conflicts and cooperation.</p>	<p>B. Analyze the Declaration of Independence to determine the influence of classical and Enlightenment thought on revolutionary ideals.</p>
Key Concepts and Understandings	<p>C. Trace the causes and consequences of conflict and cooperation between Native Americans and North and South American colonists using multiple viewpoints.</p>	<p>C. Trace the contributions of individuals and institutions on social, political, artistic and economic development.</p>	<p>C. Explain how the Crusades, Scientific Revolution, Black Death, and the resulting exchanges that followed, impacted Europe and led to the Renaissance.</p>	<p>C. Evaluate the impact of human settlement activities on the environmental and cultural characteristics of specific places and regions.</p>	<p>C. Evaluate the extent to which decisions made in the Constitutional Convention were influenced by previous models of governments and experiences under British rule.</p>	

Key Concepts and Understanding

1. History: Continuity and Change (cont'd)		9-12 American History	6-8 World History	9-12 World History	6-8 Geography	9-12 Government
<b>Theme 2</b>	<b>Key Concepts and Understandings</b>	D. Describe the caU.S.es and consequences of the Seven Years War as a turning point in American history.				D. Compare and contrast the structure and function of democratic governments and authoritarian governments, noting their impact on people, groups and societies.
<b>Theme 2</b>		E. Analyze the concept of Manifest Destiny as a catalyst for change in American history.				
<b>Key concepts and Understanding</b>						

Key Concepts and Understanding

1. History: Continuity and Change						
Theme 3	6-8 American History	9-12 American History	6-8 World History	9-12 World History	6-8 Geography	9-12 Government
Key concepts and Understandings	<p><b>Founding</b></p> <p>A. Trace the events leading to escalating conflict between Great Britain and the colonies, from multiple viewpoints.</p>	<p><b>Emerging Globally</b></p> <p>A. Describe and evaluate the causes and consequences of United States' imperialism at home and abroad.</p>	<p><b>Classical Civilizations: Foundations of Representative Government</b></p> <p>A. Analyze the rise and fall of classical civilizations to determine their significance to future societies.</p>	<p><b>The Age of Discovery and Exchange</b></p> <p>A. Analyze the historical context of the Protestant Reformation and Scientific Revolution to explain new institutions and ways of thinking, and explain their social, political and economic impact.</p>		<p><b>Structure of Government</b></p> <p>A. Explain how the central debates of the Constitutional Convention were resolved.</p>
	<p>B. Analyze the Declaration of Independence to determine the historical context and political philosophies that influenced its creation.</p>	<p>B. Describe and evaluate the motivations for United States' entry into WWI.</p>	<p>B. Trace the impact of conflicts, competition within and among classical civilizations.</p>	<p>B. Analyze the causes and consequences of European overseas expansion to determine its effect on people and cultures in Europe, Asia, Africa, and the Americas.</p>		<p>B. Explain how concerns over a strong central government were addressed to provide for ratification of the Constitution.</p>
Key concepts and Understandings	<p>C. Evaluate the strengths and weaknesses of the American colonies and Great Britain to explain the American victory in the Revolution.</p>	<p>C. Describe and evaluate the impact of U.S. participation in WWI and the resulting peace efforts.</p>		<p>C. Explain the challenges and benefits of large land empires including those found in Russia, China, and the Middle East.</p>		<p>C. Trace the significant changes in roles, powers and size of the three branches of government.</p>

**Key Concepts and Understanding**

1. History: Continuity and Change (cont'd)						
	6-8 American History	9-12 American History	6-8 World History	9-12 World History	6-8 Geography	9-12 Government
<b>Theme 3</b>	D. Explain the major debates that occurred during the adoption of the Constitution and their ultimate resolution.	D. Describe and evaluate the responses of United States' leaders to the challenges of the period.				D. Analyze the changing relationship between state and federal governmental powers.
<b>Key concepts and Understandings</b>						
<b>Theme 3</b>	E. Evaluate the responses of early American leaders to the social, political, economic and religious challenges facing the new nation.					
<b>Key concepts and Understandings</b>						
<b>Theme 3</b>	F. Infer how events of this period led to the development of philosophies, interest groups and political parties.					
<b>Key concepts and Understandings</b>						

Key Concepts and Understanding

1. History: Continuity and Change						
Theme 4	6-8 American History	9-12 American History	6-8 World History	9-12 World History	6-8 Geography	9-12 Government in Action.
Key concepts and Understandings	<p><b>Expansion</b></p> <p>A. Analyze the expansion of the United States in the early nineteenth century to trace U.S. growth and form hypotheses about future conflicts.</p>	<p><b>Great Depression and World War II</b></p> <p>A. Trace the significant events and developments of the Great Depression and WWII.</p>	<p><b>Middle Ages-Regional Interconnectedness and Conflict</b></p> <p>A. Compare how the collapse of government and resulting instability led to the development of feudal kingdoms in Europe and Japan.</p>	<p><b>Age of Revolution</b></p> <p>A. Evaluate the forms of republics over time to determine their implication for pre-revolutionary ideas and expectations during the Age of Revolution.</p>		<p>A. Trace the changing power relationships between branches of the United States government over time.</p>
Key concepts and Understandings	<p>B. Evaluate the responses of North and South American leaders to the social, political, economic and religious challenges of the period.</p>	<p>B. Evaluate the responses of United States' leaders to the challenges of the Great Depression and World War II.</p>	<p>B. Explain the origins and significance of the expansion of the Muslim and Mongol rule in Europe, Asia and Africa.</p>	<p>B. Compare and contrast causes and significant outcomes of political revolutions during this era.</p>		<p>B. Analyze changing ideals regarding an "active judiciary," an "active legislature" and an "active executive branch" in United States government over time.</p>
Key concepts and Understandings	<p>C. Analyze the forced removal and resettlements of Native Americans to determine its impact on their cultures and civilizations.</p>	<p>C. Describe critical developments and turning points in WWII including major battles.</p>	<p>C. Analyze how the Crusades and Black Death affected existing societies in Europe, Asia and Africa.</p>	<p>C. Analyze political revolutions and reform movements in order to determine their enduring effects worldwide on the political expectations for self-government and individual liberty.</p>		<p>C. Explain the powers and responsibilities of citizens and institutions to address and solve problems.</p>

Key Concepts and Understanding

1. History: Continuity and Change (cont'd)						
	6-8 American History	9-12 American History	6-8 World History	9-12 World History	6-8 Geography	9-12 Government
<b>Theme 4</b>		D. Evaluate the motivations for United States' abandonment of isolationism and entry into WWII.	D. Analyze the cultures of civilizations in sub-Saharan Africa, Mesoamerica, and Andean South America.	D. Analyze responses and reactions to revolutions in order to predict future conflicts.		
<b>Key concepts and Understandings</b>						
<b>Theme 4</b>		E. Evaluate the impact of U.S. participation in WWII and the resulting new role in the post-war world at home and abroad.		E. Evaluate the impact of nationalism on existing and emerging peoples and nations post c. 1450.		
<b>Key concepts and Understandings</b>						

Key Concepts and Understanding

1. History: Continuity and Change						
	6-8 American History	9-12 American History	6-8 World History	9-12 World History	6-8 Geography	9-12 Government
<b>Theme 5</b> <b>Key concepts and Understandings</b>	<b>6-8 American History</b> <b>Conflict and Crisis</b> A. Analyze political compromises over slavery in the territories to explain intensifying sectional conflicts.	<b>9-12 American History</b> <b>The American Stage</b> A. Describe the causes, major conflicts, consequences, and enduring legacy of the Cold War.	<b>6-8 World History</b>	<b>9-12 World History</b> <b>Modern Era</b> A. Analyze world-wide imperialism in the late nineteenth and twentieth centuries to determine its causes and consequences.		
<b>Theme 5</b> <b>Key concepts and Understandings</b>	B. Trace the events as well as political, cultural, economic and social conditions leading to conflict between Northern and Southern states.	B. Evaluate the responses of United States' leaders to the challenges of global tensions.		B. Trace the origins, and relationships among the world wars, revolutions, and global conflicts of twentieth century to determine their impacts on the world today		
<b>Theme 5</b> <b>Key concepts and Understandings</b>	C. Describe critical developments and turning points in the Civil War, including major battles.	C. Trace changes in military strategies and technologies as a response to the challenges of the Cold War.		C. Analyze the varying processes of colonization and decolonization to compare their impact on and legacies in the world today.		
<b>Theme 5</b> <b>Key concepts and Understandings</b>		D. Analyze the origins, goals, and key events of the continuing U.S. movements to realize equal rights for women African Americans and other minorities.				



Key Concepts and Understanding

1. History: Continuity and Change		6-8 American History	9-12 American Contemporary America	6-8 World History	9-12 World History	6-8 Geography	9-12 Government
Theme 6 Key concepts and Understandings			<p>A. Analyze the fall of the Soviet Union to determine its effect on U.S. foreign policy and its relationships with the rest of the world.</p>				
			<p>B. Trace the origins of twenty-first century conflicts to understand U.S. policies and actions.</p>				
Theme 6 Key concepts and Understandings			<p>C. Evaluate the responses of United States leaders to the challenges of global tensions.</p>				
			<p>D. Evaluate how the ability to access and distribute information affects individuals, groups, industry, and governments in the latter 20<sup>th</sup> and early 21<sup>st</sup> centuries.</p>				

Key Concepts and Understanding

2. Governmental Systems and Principles						
Theme 2	6-8 American History	9-12 American History	6-8 World History	9-12 World History	6-8 Geography and Cultures	9-12 Government Foundations
Key concepts and Understandings	<p><b>Settlements</b></p> <p>A. Compare the governmental systems of European powers to determine their effect on colonization in the Americas.</p>	<p><b>Reemerging America</b></p> <p>A. Analyze the period of Reconstruction to determine its effect on separation of powers checks and balances power of the central government.</p>	<p><b>Early Civilizations: Geography's Impact on History</b></p> <p>A. Explain the origins, functions, and structure of monarchies, theocracies, city states, empires and dynasties.</p>	<p><b>Accelerated Exchange</b></p> <p>A. Compare and contrast governmental systems, including monarchy, oligarchy, dynasty, and theocracy.</p>	<p><b>World Geography and Cultures</b></p> <p>A. Using a geographic lens, analyze the laws and governmental systems of a place in order to determine their effects on individuals, groups, and institutions.</p>	<p><b>Historical Foundations</b></p> <p>A. Analyze how the codification of law impacted early civilizations and shaped enduring concepts government, law, and social order.</p>
Key concepts and Understandings	<p>B. Explain how the founding of European colonies influenced their governments and expectations for self-rule.</p>	<p>B. Evaluate the effectiveness of major legislation, Constitutional amendments and court decisions relating to freed slaves.</p>	<p>B. Distinguish the powers and responsibilities of subjects and political leaders in monarchies, theocracies, city-states, and empires.</p>	<p>B. Explain the influence of the classical revival on governmental systems including their source of power, how leaders are selected, and how decisions are made.</p>	<p>B. Draw conclusions about how laws impact the development of a place and how a place impacts the development of laws.</p>	<p>B. Apply the concepts of natural law, social contract, due process of law, and popular sovereignty to explain the purposes and legacy of the Declaration of Independence.</p>
Key concepts and Understandings	<p>C. Analyze local and colonial governments to trace the factors influencing their structure and function.</p>	<p>C. Analyze the expansion of political parties, interest groups and political machines to determine their effect on United States' government and policy.</p>	<p>C. Explain how the codification of law impacted early civilizations.</p>			<p>C. Describe the strengths and weaknesses of the Articles of Confederation to explain its failure as a national government.</p>

Key Concepts and Understanding

2. Governmental Systems and Principles						
Theme 3	6-8 American History	9-12 American History	6-8 World History	9-12 World History	6-8 Geography	9-12 Government
Key concepts and Understandings	<p><b>Founding</b></p> <p>A. Evaluate the impact of the French and Indian Wars on Great Britain's approach to colonial rule.</p>	<p><b>Emerging Globally</b></p> <p>A. Analyze how political developments and Constitutional Amendments period altered the relationship between government and people.</p>	<p><b>Classical Civilizations: Representative Governments</b></p> <p>A. Explain the origins, functions, and structure of governmental systems within classical civilizations.</p>	<p><b>Age of Discovery and Change</b></p> <p>A. Describe how governments and institutions of the Eastern and Western Hemispheres changed to deal with the challenges and opportunities of an interconnected world.</p>		<p><b>Structure of Government</b></p> <p>A. Apply the concepts of due process of law, popular sovereignty, rule of law, representation, and federalism to explain the purpose and legacy of the Constitution.</p>
	<p>B. Apply the concept of representation to the conflict between the colonies and Great Britain.</p>	<p>B. Describe the intended and unintended consequences of progressive reforms and government responses in the first three decades of the twentieth century.</p>	<p>B. Analyze direct democracy and representative democracy in order to apply the concepts of majority rule, minority rights and civic duty.</p>	<p>B. Analyze the style and function of a leader to determine his/her impact on a governmental system.</p>		<p>B. Analyze the Articles of Confederation and the Constitution to determine their success in implementing the ideals of the Declaration of Independence.</p>
Key concepts and Understandings	<p>C. Apply the principles of inalienable rights, popular sovereignty, natural rights, and social contract to evaluate the purpose and legacy of the Declaration of Independence.</p>	<p>C. Analyze the changing social norms and conflicting mores which emerged during the first three decades of the twentieth century.</p>	<p>C. Explain how the rule of law developed from a written code of laws as well as concepts of separation of powers and checks and balances.</p>			<p>C. Analyze the unique roles and responsibilities of the three branches of government to determine how they function and interact.</p>

Key Concepts and Understanding

2. Governmental Systems and Principles (cont'd)						
	6-8 American History	9-12 American History	6-8 World History	9-12 World History	6-8 Geography	9-12 Government
<b>Theme 3</b> Key concepts and Understandings	D. Evaluate the successes and challenges of the Articles of Confederation to explain the need for a Constitutional Convention.					D. Describe and give examples of how the principle of checks and balances limits the powers of government and leaders.
<b>Theme 3</b> Key concepts and Understandings	E. Apply the principles of rule of law, representation, separation of powers, checks and balances, and federalism to explain the purposes and functions of the Constitution.					E. Explain how the Bill of Rights and subsequent amendments limit the power of government, protect individual liberty, and provide for equality under the law.
<b>Theme 3</b> Key concepts and Understandings	F. Describe the origins and purposes of the Bill of Rights and evaluate the enduring significance of these concepts to the preservation of individual rights and liberties.					F. Compare the structure and functions of local, state and federal governments.
<b>Theme 3</b> Key concepts and Understandings	G. Examine elections, issues, laws, and events of this time period to explain how the concepts of judicial review, elastic clause, and an amendment process were established or used to meet challenges.					

Key Concepts and Understanding

2. Governmental Systems and Principles						
Theme 4	6-8 American History	9-12 American History	6-8 World History	9-12 World History	6-8 Geography	9-12 Government in Action
Key concepts and Understandings	<p><b>Expansion</b></p> <p>A. Trace the expansion of voting rights and patterns and explain how it impacted elections and political movements.</p>	<p><b>Great Depression and World War II</b></p> <p>A. Analyze the relationships among the branches of government to explain conflicts and the changing power of each.</p>	<p><b>Regional Interconnectedness and Conflict</b></p> <p>A. Explain the origins, functions, and structure of governmental systems within civilizations.</p>	<p><b>Age of Revolutions</b></p> <p>A. Analyze the key ideas of Enlightenment thinkers to explain the development of ideas such as natural law, natural rights, social contract, due process, and separation of powers.</p>		<p>A. Evaluate the role and influence of contemporary political parties on government.</p>
Key concepts and Understandings	<p>B. Analyze landmark Supreme Court cases to determine the effect on the definition and expansion of federal power.</p>	<p>B. Evaluate how the programs and policies of the New Deal and WWII changed the relationships among the government, groups, and individuals.</p>	<p>B. Explain how the rule of law is further developed by the Magna Carta, and other documents and traditions including limited government and due process.</p>	<p>B. Compare and contrast limited and absolute governments and the extent of their impact on individuals and society.</p>		<p>B. Explain a citizen's legal obligations, as well as opportunities for, engaging with and using local, state, and federal governments to shape decision-making.</p>
Key concepts and Understandings	<p>C. Explain how the principles of rule of law, separation of powers, checks and balances, and federalism were impacted by Jacksonian Democracy.</p>	<p>C. Determine the lasting impact of the New Deal and WWII on principles of government, including separation of powers, checks and balances, judicial review, and limited government.</p>	<p>C. Analyze the conflict and cooperation between religions and the states to determine their impact on people and societies.</p>	<p>C. Compare and contrast government systems resulting from political revolutions.</p>		<p>C. Compare the various processes pertaining to the selection of political leaders at the federal, state, and local level.</p>

Key Concepts and Understanding

2. Governmental Systems and Principles						
	6-8 American History	9-12 American History	6-8 World History	9-12 World History	6-8 Geography	9-12 Government
<b>Theme 5</b> Key concepts and Understandings	<p><b>6-8 American History</b> <b>Conflict and Crisis</b></p> <p>A. Compare responses of government systems in the North and South to major legislation, executive orders, and court decisions before, during and immediately after the Civil War.</p>	<p><b>9-12 American History</b> <b>The American Stage</b></p> <p>A. Analyze treaties, agreements, and international organizations to determine their impact on world challenges along with national and international order.</p>		<p><b>9-12 World History</b> <b>The Modern Era</b></p> <p>A. Compare and contrast evolving governmental systems, including monarchy, theocracy, totalitarianism and representative government, to determine their impact on society.</p>		
<b>Theme 5</b> Key concepts and Understandings	<p>B. Analyze federalism and popular sovereignty to explain peoples' expectations of the role of government and their place in governance.</p>	<p>B. Determine the lasting impact of shifting interpretations of governmental and constitutional principles including separation of powers, checks and balances, rule of law, judicial review, and limited government.</p>		<p>B. Analyze treaties, agreements, and international organizations to determine their impact on world challenges along with national and international order.</p>		
<b>Theme 5</b> Key concepts and Understandings	<p>C. Analyze the election of 1860 to explain the development of political parties and how they influence the selection of leaders.</p>	<p>C. Describe and evaluate the extent to which Supreme Court cases and legislation served to expand equal rights during this era.</p>				

**Key Concepts and Understanding**

<p><b>Theme 5</b></p>	<p>D. Compare and contrast the governmental systems of the U.S. North and South to determine the strengths and weaknesses of federal and confederal systems.</p>	<p>D. Analyze the motivations for and results of changing concepts of the federal government in post-Civil War America.</p>				
<p><b>Key concepts and Understandings</b></p>						

DRAFT

Key Concepts and Understanding

2. Governmental Systems and Principles						
	6-8 American History	9-12 American History Contemporary America	6-8 World History	9-12 World History	6-8 Geography	9-12 Government
Theme 6						
Key concepts and Understandings		<p>A. Evaluate the effectiveness of organizations, groups, agreements, and treaties to promote cooperation and maintain international order.</p>				
Theme 6						
Key concepts and Understandings		<p>B. Determine the lasting impact of this period on principles of government including separation of powers, executive orders, checks and balances, rule of law, judicial review, and limited government.</p>				
Theme 6						
Key concepts and Understandings	6-8 American History	9-12 American History	6-8 World History	9-12 World History	6-8 Geography	9-12 Government
Theme 6						
Key concepts and Understandings		<p>C. Evaluate the changing roles and influence of political parties and interest groups on governmental decision-making.</p>				



Key Concepts and Understanding

3. Geographical Study						
Theme 2	6-8 American History Settlements	9-12 American History Re-emerging America	6-8 World History Early Civilizations: Geography's Impact on History	9-12 World History Accelerated Change	6-8 Geography World Geography and Cultures	9-12 Government Historical Foundations
Key concepts and Understandings	A. Analyze diverse Native American cultures in North, Central and South America to explain the ways they adapted to their various environments.	A. Evaluate the causes, patterns, and outcomes of internal migrations and urbanization.	A. Describe how physical characteristics of river valleys supported permanent settlements and the rise of early civilizations.	A. Analyze physical geography to explain how regions are connected or isolated from each other.	A. Describe how physical processes shape the environment of a place.	A. Analyze how geography of North America influenced the governmental systems which developed there.
Theme 2	B. Analyze the geography of colonial regions in North and South America to explain their cultural, social and economic differences.	B. Evaluate the effects of Westward expansion on the production, distribution, and allocation of resources and on the environment.	B. Analyze the cultural characteristics of civilizations to explain how they are similar and different.	B. Compare and contrast geographic regions by examining the cultural characteristics of European, African, and Asian and American societies.	B. Describe a variety of ecosystems, and explain where they may be found.	
Theme 2	C. Compare major patterns of population distribution, demographics and migrations in the United States and the impact of those patterns on cultures and community life.		C. Explain how various characteristics of civilizations are connected to identities and cultures.		C. Explain how human-environmental interactions shape people and places.	
Theme 2					D. Explain how the movement of people, goods, and ideas impact world regions.	

**Key Concepts and Understanding**

3. Geographical Study		6-8 American	9-12 American	6-8 World History: Classical Civilizations: Founding of Representative Government	9-12 World History Age of Discovery and Exchange	6-8 Geography	9-12 Government Structure of Government
<b>Theme 3</b> Key concepts and Understandings	<p><b>6-8 American</b> <b>Founding</b></p> <p>A. Draw conclusions about regional conflict and cooperation as a consequence of physical geography.</p>	<p><b>9-12 American</b> <b>Emerging Globally</b></p> <p>A. Describe how the expansion of transportation and technological developments influenced acquisition of new territories.</p>	<p><b>6-8 World History: Classical Civilizations: Founding of Representative Government</b></p> <p>A. Explain the significance of physical geography to the development of classical civilizations.</p>	<p><b>9-12 World History Age of Discovery and Exchange</b></p> <p>A. Analyze physical geography to explain the availability and movement of resources.</p>			
<b>Theme 3</b> Key concepts and Understandings	<p>B. Evaluate the relationships among population, representation, and their effect on power in the new government.</p>		<p>B. Identify the effect of natural forces upon human activities.</p>	<p>B. Describe major changes in patterns of migration and human settlement in Africa, Asia and the Americas resulting from European expansion.</p>			
<b>Theme 3</b> Key concepts and Understandings	<p>C. Compare major patterns of population distribution, demographics and migrations in the United States during this era c. 1763-1812.</p>						

Key Concepts and Understanding

3. Geographical Study		6-8 American	9-12 American and World War II	6-8 World History Middle Ages-Regional Interconnectedness and Conflict	9-12 World History Age of Revolution	6-8 Geography	9-12 Government in Action
Theme 4 Key concepts and Understandings	A. Trace the changing boundaries of the United States and describe how it represents the changing relationships with its neighbors and Native Americans.	A. Describe and evaluate the consequences, both intended and unintended, of environmental decisions such as conservation movements, dam construction and the Dust Bowl.	A. Explain how the spread of cultural patterns and economic decisions shape and are shaped by environments.	A. Explain how and why places changed as a result of revolutions and why various people perceive the same place in varied ways.			A. Analyze state and federal electoral results to determine the influence of social, regional and demographic characteristics.
	B. Assess Manifest Destiny in relation to push-pull factors, geographic features, and human environmental interactions to determine their influence on the movement of goods, people and ideas.	B. Analyze the impact of geography in the European and Pacific theaters during WWII to compare war efforts and strategies.	B. Explain how physical geographic characteristics influence human identities and cultures.	B. Extrapolate the push-pull factors created by revolutions to determine their impacts on population distribution, settlements, and migrations.			
Theme 4 Key concepts and Understandings	C. Compare major patterns of population distribution, demographics and migrations in the United States and the impact of those patterns on cultures and community life in this time period.	C. Compare major patterns of population distribution, demographics and migrations in the United States and the impact of those patterns on cultures and community life in this time period.		C. Explain the significance of new technologies in expanding people's capacity to modify the physical environment and their intended and unintended consequences.			

**Key Concepts and Understanding**

3. Geographical Study						
	6-8 American History Conflict and Crisis	9-12 American The American Stage	6-8 World History	9-12 World History The Modern Era	6-8 Geography	9-12 Government
<b>Theme 5</b> Key concepts and Understandings	A. Analyze the U.S. geography of North, South, and West in order to explain regional cultural, social and economic differences.	A. Evaluate the causes and consequences of demographic shifts and internal migrations.		A. Analyze physical geography to explain the availability and movement of resources.		
<b>Theme 5</b> Key concepts and Understandings	B. Evaluate the significance of geography on the conduct of the war and strategy of the North and South.	B. Explain how the physical and human characteristics of places determined their influence on or importance to Cold War events.		B. Explain how technology has reduced barriers and expanded peoples' capacity to make use of, or modify, the physical environment.		
<b>Theme 5</b> Key concepts and Understandings	C. Compare major patterns of population distribution, demographics and migrations in the United States and the impact of those patterns on cultures and community life in this time period.			C. Evaluate the relationship between technological and scientific advancements and increasing global interaction.		
<b>Theme 5</b> Key concepts and Understandings				D. Analyze major demographic patterns to determine their effect on the human and physical systems.		

Key Concepts and Understanding

3. Geographical Study		6-8 American History	9-12 American History	6-8 World History	9-12 World History	6-8 Geography	9-12 Government
Theme 6	Key concepts and Understandings	6-8 American History	<p><b>Contemporary America</b></p> <p>A. Analyze physical geography to understand the availability and movement of resources in this era.</p>				
Theme 6							
Theme 6	Key concepts and Understandings		<p>B. Evaluate the relationship between technological and scientific advancements in communication, transportation, and production, and increasing global interaction in this era.</p>				
Theme 6							

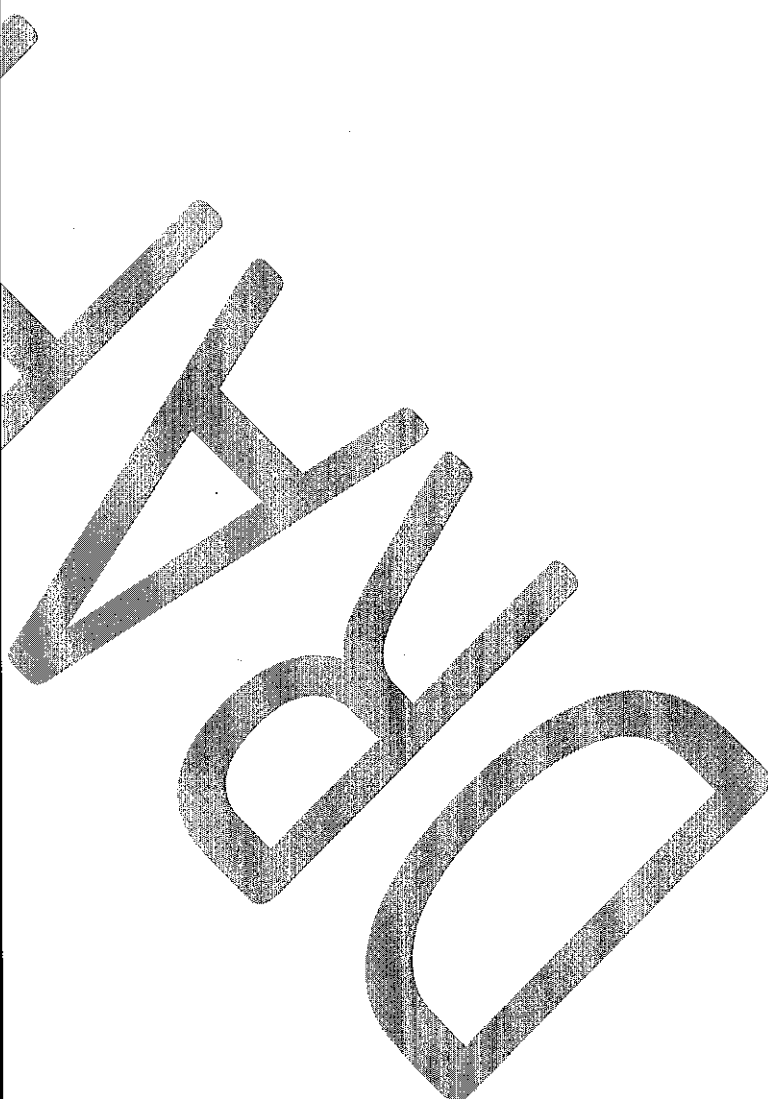
Key Concepts and Understanding

4. Economic Concepts		6-8 American History	9-12 American History	6-8 World History	9-12 World History	6-8 Geography and Cultures	9-12 Government
Theme 2 Key concepts and Understandings	Settlements	A. Compare sources of labor, emerging economic production, and availability of land in the New World and their impact on economic development in North and South America.	Re-emerging America A. Evaluate how the goals of Reconstruction impacted the economic recovery and growth of regions.	Early Civilizations: Geography's Impact on History A. Using a world history lens, explain how the concept of economic surplus led to trade and the emergence of specialized labor.	Accelerated Exchange A. Analyze the flow of goods and ideas along ocean and overland trade routes to explain their contributions to economic success or failures of societies in Europe, Africa, Middle East, India, the Americas and China.	World Geography and Cultures A. Analyze resource availability to explain its caU.S.es and impacts on conflict or cooperation.	Historical Foundations A. Analyze the impact of economic theories on the formation of United States governmental ideals, principles and structures.
	Theme 2 Key concepts and Understandings	B. Analyze the mercantile system to explain colonial responses to economic control by European nations including Great Britain.	B. Explain how the expansion of industrialization, transportation and technological developments influenced different regions and the relationship between those regions.	B. Explain how standardization affects the early stability of a society.	B. Analyze patterns of resource distribution to explain the consequences of personal and public economic decisions.		
Theme 2 Key concepts and Understandings			C. Apply the concepts of natural resources, capital, labor, investment, profit, and <i>laissez-faire</i> policies to explain the growth of American industry.			C. Use economic concepts such as GDP, scarcity, inflation, to describe and compare places and regions.	

LEAD

Key Concepts and Understanding

4. Economic Concepts (cont'd)						
Theme 2	6-8 American History	9-12 American History	6-8 World History	9-12 World History	6-8 Geography	9-12 Government
Key concepts and Understandings		D. Analyze the developing interconnectedness among people, big business, labor unions and governments to determine their effect on individuals, society, and public policy.			D. Analyze economic systems to explain their impact on peoples' behavior and choices.	





Key Concepts and Understanding

4. Economic Concepts						
	6-8 American History	9-12 American History	6-8 World History	9-12 World History	6-8 Geography	9-12 Government
<b>Theme 3</b>	<b>Founding</b> A. Describe the function and purpose of taxes imposed by Great Britain following the Seven Years War, evaluating colonial responses to them.	<b>Emerging Globally</b> A. Analyze emerging American involvement in world trade to determine its influence on foreign policy and government actions.	<b>Classical Civilizations: Foundations of Representative Government</b> A. Describe trade patterns and how they influence the movement of resources, goods and services.	<b>The Age of Discovery and Exchange</b> A. Compare the extent, interaction and impact of African, European, American and Asian trade networks.		<b>Structure of Government</b> A. Compare trade, monetary policy, and taxation under the Articles of Confederation and the Constitution.
<b>Theme 3</b>	<b>Key concepts and Understandings</b>	B. Compare the emerging economic characteristics of the nation and colonial regions to make predictions about future expansion and conflict.	B. Explain how standardization impacts the stability of a civilization.	B. Compare the origins, development and effects of coercive labor systems in Asia, Africa, Europe and the Americas.		B. Analyze the changing roles of government in the economy throughout United States history.
<b>Theme 3</b>	<b>Key concepts and Understandings</b>	C. Trace the development of the American economic system to explain how taxes, tariffs, and monetary policies were used to establish sustainability and growth.	C. Explain how political and economic stability affects the well-being of individuals and society.	C. Describe how new sources of wealth, resulting from increasing global interactions, impacted cultures and civilizations.		

Key Concepts and Understanding

4. Economic Concepts		6-8 American History	9-12 American History	6-8 World History	9-12 World History	6-8 Geography	9-12 Government
<b>Theme 4</b>	<b>Expansion</b>	<b>6-8 American History</b> A. Analyze the origins and characteristics of coercive labor systems, including slavery, and their impact on economic and political expansion.	<b>9-12 American History and World War II</b> A. Apply the economic concepts of innovation, supply and demand, barriers to trade, labor, business cycle, credit, and wage gap to explain the causes of the Great Depression.	<b>6-8 World History</b> Middle Ages-Regional Interconnectedness and Conflict A. Explain how inter-regional trade intensified the exchange of goods, ideas and people.	<b>9-12 World History</b> Age of Revolutions A. Analyze the origins and characteristics of laissez faire, market, mixed, and command economic systems to determine their effects on personal, social, and political decisions.	<b>6-8 Geography</b>	<b>9-12 Government in Action</b> A. Analyze the role that people, businesses, and government play in taxation and spending required to maintain the public good.
<b>Theme 4</b>	<b>Key concepts and Understandings</b>	B. Explain how the expansion of industrialization, transportation and technological developments influenced different regions and the relationship among those regions.	B. Describe the possible consequences, both intended and unintended, of government policies to improve economic conditions and increase productivity.		B. Examine the connections among natural resources, entrepreneurship, innovation, labor and capital to determine their effects on an industrial economy in Europe, Africa, Asia and the Americas.		
<b>Theme 4</b>	<b>Key concepts and Understandings</b>	C. Trace the continued development of the American economic system to explain how taxes, tariffs, and monetary policies were used to establish sustainability and growth.					

Key Concepts and Understanding

4. Economic Concepts						
	6-8 American History	9-12 American History	6-8 World History	9-12 World History	6-8 Geography	9-12 Government
<b>Theme 5</b>	<b>Crisis and Conflict</b>	<b>The American Stage</b>	<b>The Modern Era</b>			
<b>Key concepts and Understandings</b>	A. Explain how the expansion of industrialization, and transportation, and technological developments influenced different regions and the relationship among those regions.	A. Trace the developing complexities of the American economy in the second half of the twentieth century.	A. Analyze economic systems such as market, mixed, and command to determine their impact on economic growth, labor markets, rights of citizens, the environment, and resource allocation in and among regions.			
<b>Theme 5</b>						
<b>Key concepts and Understandings</b>	B. Compare the economic strengths and weaknesses of the North and South before, during and immediately after the Civil War.	B. Compare the role of governments in various economic systems to explain competing world views.	B. Evaluate the response of individuals, groups, and governments to economic, environmental, health, and medical challenges to understand how systems change and evolve over time.			
<b>Theme 5</b>						
<b>Key concepts and Understandings</b>		C. Describe the consequences, both intended and unintended, of government policies to improve individual and societal conditions.				

**Key Concepts and Understanding**

4. Economic Concepts						
	6-8 American History	9-12 American History	6-8 World History	9-12 World History	6-8 Geography	9-12 Government
<b>Theme 6</b>		<p><b>Contemporary America</b></p> <p>A. Apply the economic concepts of innovation, supply and demand, international trade, labor, business cycle, and credit to evaluate global interdependence along with economic and security challenges.</p>				
<b>Key concepts and Understandings</b>						

Key Concepts and Understanding

5. People, Groups, and Cultures						
Theme 2	6-8 American History	9-12 American History	6-8 World History: Early Civilizations: Geography's Impact on History	9-12 World History: Accelerated Exchange	6-8 Geography and Cultures.	9-12 Government Foundations
Key concepts and Understandings	<p>A. Analyze the religious, cultural, political and intellectual developments of Spanish, Portuguese, British and French regions to explain the development of diverse cultures throughout the Americas.</p>	<p>A. Analyze patterns of immigration to determine their effects on economic, cultural, and political developments.</p>	<p>A. Explain the significance of monotheistic and polytheistic religions to the social and political order of early civilizations.</p>	<p>A. Explain how scientific and technological advancements impacted the interconnectedness within and among regions.</p>	<p>A. Compare and contrast the human characteristics within and among regions.</p>	<p>A. Analyze the varying perspectives of individuals and groups to explain emerging divisions and political philosophies as the United States was founded.</p>
	<p>B. Analyze the religious, cultural, and intellectual developments of the European colonies to explain the development of regionalism and an American identity.</p>	<p>B. Evaluate the short and long-term impact of western expansion on native American and other minority populations.</p>	<p>B. Describe the origins, structure, and essential beliefs of Judaism, Hinduism, and Buddhism.</p>	<p>B. Analyze the intellectual, architectural and artistic achievements of the Renaissance resulting from the rebirth of Classical ideas.</p>	<p>B. Explain how groups and institutions of a place develop to meet peoples' needs.</p>	
Key concepts and Understandings	<p>C. Compare and contrast the interaction of European settlers with Native Americans in both North and South America.</p>	<p>C. Describe and evaluate laws, events, and perspectives to determine the extent to which individuals and groups could participate in, and realize, the promise of American ideals.</p>	<p>C. Describe how the world view of social groups and institutions influence culture and define the position of the individual within various societies.</p>	<p>C. Analyze the historic development of Islam as well as the expansion of Christianity, Islam, Hinduism and Buddhism in order to explain their transformations and roles in conflict and cooperation.</p>	<p>C. Analyze the relationship between the physical environments and cultural traditions to determine their impact on individuals, groups, and institutions.</p>	

Key Concepts and Understanding

5. People, Groups, and Cultures (cont'd)						
Theme 2	6-8 American History	9-12 American History	6-8 World History	9-12 World History	6-8 Geography	9-12 Government
Key concepts and Understandings		D. Explain the varying impact of industrialization on culture, work, education and other social institutions.	D. Analyze scientific, technological, and intellectual, and artistic advancements to determine the legacy of the ancient civilizations.		D. Analyze religion and belief systems of a place to determine their varying impact on people, groups, and cultures.	
		E. Trace the changing motivations for, nationalities of, and responses to immigration and to immigrants coming to the United States.			E. Describe how a peoples' culture is expressed through their art, architecture and literature.	
Theme 2						
Key concepts and Understandings						

Key Concepts and Understanding

5. People, Groups, and Cultures						
Theme 3	6-8 American History Founding	9-12 American History Emerging Globally	6-8 World History Classical Civilizations: Representative Government	9-12 World History The Age of Discovery and Exchange	6-8 Geography	9-12 Government Structure of Government
Key concepts and Understandings	A. Analyze the perspectives of diverse individuals and groups to explain the extent of their support for the Revolutionary War.	A. Explain the motivation for social and political reforms and their impact on the ability of individuals and groups to realize the promise of American ideals.	A. Explain the significance of art, mythology, literature and philosophy to the culture and social order of classical civilizations.	A. Analyze the exchange of people, goods and ideas to determine their impact on global interdependence and conflict.		A. Analyze the varying perspectives of individuals and groups regarding the development of the American governmental system to explain emerging divisions and political philosophies.
	B. Analyze populations of colonies/states to explain how their cultural, religious, social, and economic characteristics influenced the emergence of regional identity.	B. Analyze the changing relationship between individuals and their place in society including women, minorities, and children.	B. Analyze scientific, technological, and artistic advancements to determine the legacy of the classical civilizations.	B. Determine the extent and impact of cultural exchange, interaction, and disruption that resulted from the Columbian Exchange and European expansion in the Eastern and Western Hemispheres.		B. Evaluate the unintended impact of government decision-making on individuals, groups, and society.
Key concepts and Understandings						

Key Concepts and Understanding

5. People, Groups, and Cultures (cont'd)						
Theme	6-8 American History	9-12 American History	6-8 World History	9-12 World History	6-8 Geography	9-12 Government
3	C. Compare and contrast the perspectives of individuals and groups regarding the development of the American governmental system to explain emerging divisions and political philosophies.	C. Analyze the technological, artistic, intellectual, economic, and cultural changes of the first three decades of the 20 <sup>th</sup> century to determine their effects on individuals and groups.	C. Analyze the extent and impact of cultural diffusion that results from empire building.	C. Assess changing ideas of class, ethnicity, race, gender, and age to affect a person's roles in society and social institutions.		
Key concepts and Understandings						
3	D. Evaluate laws, events, and perspectives to determine the extent to which individuals and groups could participate in, and realize, the promise of American ideals.	D. Assess the impact of WWI related events; on the formation of "patriotic" groups, pacifist organizations, and the struggles for and against racial equality, and diverging women's roles in the United States.	D. From a historical perspective, explain the origin, structure, spread, and significant beliefs of Christianity.	D. Trace the development and impact of religious reform on exploration, interactions and conflicts among various groups and nations.		
Key concepts and Understandings						
3	E. Analyze the artistic and intellectual achievements of early Americans to provide evidence of an emerging American identity.					
Key concepts and Understandings						



Key Concepts and Understanding

5. People, Groups, and Cultures						
Theme 4	6-8 American History	9-12 American History	6-8 World History	9-12 World History	6-8 Geography	9-12 Government in Action
Key concepts and Understandings	<p><b>Expansion</b></p> <p>A. Evaluate the effectiveness of various reform movements, laws, and events to determine their impact on the promise of American ideals.</p>	<p><b>The Great Depression and World War II</b></p> <p>A. Analyze the artistic and intellectual achievements of the 1930s to understand the human costs of the Great Depression.</p>	<p><b>Middle Ages Regional Interconnectedness and Conflict</b></p> <p>A. Analyze scientific, technological, and intellectual, and artistic advancements to determine the legacy of European, African and Mesoamerican civilizations.</p>	<p><b>Age of Revolutions</b></p> <p>A. Analyze the intellectual, artistic, and literary achievements of the Enlightenment and ensuing revolutions in order to determine how they challenged the status, quo.</p>		<p>A. Explain how political parties and interest groups reflect diverse perspectives and are influenced by individuals.</p>
Theme 4	<p>B. Analyze the experiences of enslaved peoples in North and South America to determine their cultural impact and enduring consequences.</p>	<p>B. Assess the impact of war-related events on women's roles, family structures, religious identity, education, commerce, entertainment, agriculture and other elements of the home front.</p>	<p>B. From a historical perspective, explain the origin, structure, spread, and significant beliefs of Islam.</p>	<p>B. Analyze new technologies and new forms of energy to determine their effects on the lives of individuals, groups, and societal organization.</p>		<p>B. Evaluate factors that shape public opinion on elections and policy issues.</p>
Theme 4	<p>C. Analyze diverse artistic, intellectual and religious movements to show how they reflect the aspirations and beliefs of the developing nation.</p>	<p>C. Evaluate the effects of the Great Depression and WWII on women, families, and minorities.</p>	<p>C. Describe how the world view of individuals, social institutions change as a result of connections among regions.</p>	<p>C. Analyze social and educational reform movements to determine their impact on the challenges brought about by revolutions.</p>		
Key concepts and Understandings						

Key Concepts and Understanding

5. People, Groups, and Cultures (cont'd)						
<b>Theme 4</b> Key concepts and Understandings	<b>6-8 American History</b> D. Describe the culture and accomplishments of native Americans and African Americans in the ways they responded to American expansion.	<b>9-12 American History</b> D. Analyze the impact of the Great Depression and World War II on the arts and culture.	<b>6-8 World History</b> D. Analyze the ca.U.S.es and effects of the changing roles of class, ethnicity, race, gender and age on world cultures prior to c. 1450.	<b>9-12 World History</b> D. Analyze political, social, cultural, artistic and economic revolutions to determine how they impacted concepts of class, race, tribe, slavery, and caste affiliation.	<b>6-8 Geography</b>	<b>9-12 Government</b> D. Predict the consequences that occur when institutions fail to meet the needs of individuals and groups, and when individuals fail to carry out their personal responsibilities.
	<b>Theme 4</b> Key concepts and Understandings	E. Analyze patterns of immigration to determine their impacts on the cultural, social, political and economic development of the United States.				

Key Concepts and Understanding

5. People, Groups, and Cultures		9-12 American History	6-8 World History	9-12 World History	6-8 Geography	9-12 Government
Theme 5 Key concepts and Understandings	6-8 American History Conflict and Crisis	9-12 American History The American Stage	6-8 World History	9-12 World History The Modern Era	6-8 Geography	9-12 Government
	A. Determine the impact of the ideas contained in major speeches, literature, music, and writings from diverse individuals on the varying perspectives of American people, groups and movements.	A. Evaluate the effect of the internal tensions caused by the Cold War on societal groups, organizations, and government.		A. Analyze causes and patterns of human rights violations and genocide and suggest resolutions for current and future conflicts.		
Theme 5 Key concepts and Understandings	B. Describe the impact of scientific and technological advances on the outcome of the war and its effect on people and diverse groups.	B. Analyze the scientific, technological, artistic, intellectual, economic, political, and cultural changes of the post-WWII period to determine their effects on individuals and groups.		B. Analyze the process of globalization to determine its effects on global conflict and cooperation.		
	C. Analyze the evolution of the women's movements to trace its continued development and evaluate its impact.	C. Evaluate social reforms to determine their impact on the ability of individuals and groups to realize the promise of American ideals.		C. Analyze the technological, intellectual, artistic, and literary achievements of the modern era to determine how society reflects and challenges the status quo.		
Theme 5 Key concepts and Understandings						

**Key Concepts and Understanding**

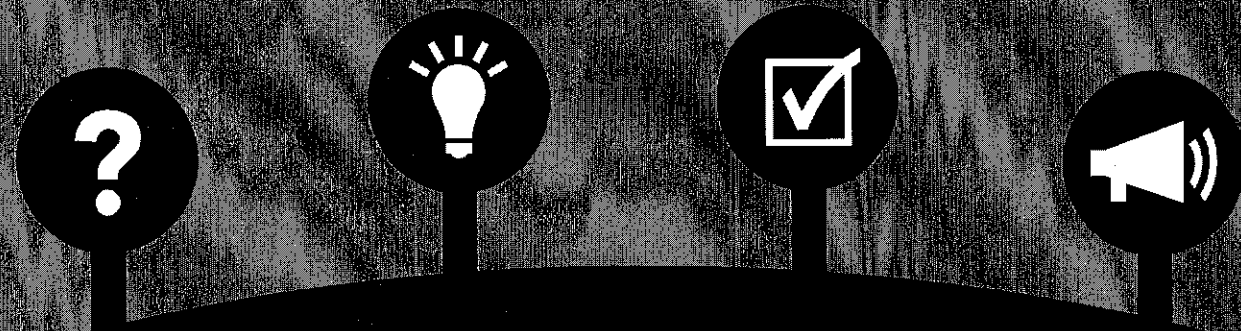
<p><b>Theme 5</b> <b>Key concepts and Understandings</b></p>	<p>D. Analyze the evolution of the Abolitionist Movement to trace its continued development and evaluate its impact.</p>	<p>D. Analyze push-pull factors to explain changing immigration patterns and their continuing effects on the United States.</p>		<p>D. Analyze the causes and effects of the changing roles of class, ethnicity, race, gender and age on world cultures post c. 1450.</p>	
<p><b>Theme 5</b> <b>Key concepts and Understandings</b></p>	<p>E. Trace the development of African American culture in non-slave states and in the context of slavery.</p>	<p>E. Describe and evaluate the powers and responsibilities of citizens and institutions to address and solve United States' problems c. post 1750.</p>		<p>E. Evaluate the powers and responsibilities of citizens and institutions to address and solve world problems c. post 1450.</p>	

Key Concepts and Understanding

5. People, Groups, and Cultures		9-12 American History	6-8 World History	9-12 World History	6-8 Geography	9-12 Government
Theme 6						
Key concepts and Understandings		<p><b>Contemporary America</b></p> <p>A. Analyze scientific, technological, artistic, intellectual, economic, political, and cultural changes during this era to determine their effects on individuals, groups and society.</p>				
Theme 6						
Key concepts and Understandings		<p>B. Analyze push-pull factors to explain changing immigration patterns and their continuing effects on the United States during this era.</p>				
Theme 6						
Key concepts and Understandings		<p>C. Assess the response of individuals, groups, and the government to societal challenges to understand how systems change and evolve over time.</p>				

# LEVER

COLLEGE, CAREER & CIVIC LIFE  
**C3 FRAMEWORK**  
FOR SOCIAL STUDIES STATE STANDARDS



*Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History*

# Table of CONTENTS

## INTRODUCTION

The Process of Developing the College, Career, and Civic Life (C3) Framework for Social Studies State Standards .....	7
C3 Framework Leadership Team .....	7
Writing Team.....	8
Project Participants.....	9
C3 Framework Task Force of Professional Organizations .....	9
C3 Framework Teacher Collaborative Council.....	10

## HOW TO READ THE C3 FRAMEWORK

Overall Document Organization .....	12
Inquiry Arc.....	12
Overview of English Language Arts/Literacy Common Core Connections.....	12
Dimensions and Subsections .....	12
Unique Structure of Dimension 2.....	12
C3 Framework Indicators and K-12 Pathways.....	13
Appendices.....	13
What Is Not Covered.....	14

## THE INQUIRY ARC OF THE C3 FRAMEWORK

Narrative of the Inquiry Arc of the C3 Framework .....	16
Overview of the Connections with the English Language Arts/Literacy Common Core Standards.....	20

## DIMENSION 1. Developing Questions and Planning Inquiries..... 23

English Language Arts/Literacy Common Core Connections.....	26
---	----

## DIMENSION 2. Applying Disciplinary Concepts and Tools ..... 29

<b>CIVICS</b> .....	31
Civic and Political Institutions	
Participation and Deliberation: Applying Civic Virtues and Democratic Principles	
Processes, Rules, and Laws	



<b>ECONOMICS</b> .....	<b>35</b>
Economic Decision Making	
Exchange and Markets	
The National Economy	
The Global Economy	
<b>GEOGRAPHY</b> .....	<b>40</b>
Geographic Representations: Spatial Views of the World	
Human-Environment Interaction: Place, Regions, and Culture	
Human Population: Spatial Patterns and Movements	
Global Interconnections: Changing Spatial Patterns	
<b>HISTORY</b> .....	<b>45</b>
Change, Continuity, and Context	
Perspectives	
Historical Sources and Evidence	
Causation and Argumentation	
English Language Arts/Literacy Common Core Connections.....	<b>50</b>
 <b>DIMENSION 3. Evaluating Sources and Using Evidence</b> .....	<b>53</b>
Gathering and Evaluating Sources.....	<b>54</b>
Developing Claims and Using Evidence.....	<b>55</b>
English Language Arts/Literacy Common Core Connections.....	<b>56</b>
 <b>DIMENSION 4. Communicating Conclusions and Taking Informed Action</b> .....	<b>59</b>
Communicating and Critiquing Conclusions.....	<b>60</b>
Taking Informed Action.....	<b>62</b>
English Language Arts/Literacy Common Core Connections.....	<b>63</b>
 <b>APPENDICES</b>	
Appendix A: C3 Framework Disciplinary Inquiry Matrix.....	<b>66</b>
Appendix B: Psychology Companion Document for the C3 Framework.....	<b>69</b>
Appendix C: Sociology Companion Document for the C3 Framework.....	<b>73</b>
Appendix D: Anthropology Companion Document for the C3 Framework.....	<b>77</b>
Appendix E: Scholarly Rationale for the C3 Framework.....	<b>82</b>
<b>References</b> .....	<b>92</b>
<b>Glossary of Key Terms in the C3 Framework</b> .....	<b>96</b>
<b>Biographical Sketches of the C3 Framework Writing Team</b> .....	<b>107</b>

# INTRODUCTION

IN THE COLLEGE, CAREER, AND CIVIC LIFE (CC3) FRAMEWORK FOR SOCIAL STUDIES STATE STANDARDS, THE CALL FOR STUDENTS TO BECOME MORE PREPARED FOR THE CHALLENGES OF COLLEGE AND CAREER IS UNITED WITH A THIRD CRITICAL ELEMENT: PREPARATION FOR CIVIC LIFE. ADVOCATES OF CITIZENSHIP EDUCATION CROSS THE POLITICAL SPECTRUM, BUT THEY ARE BOUND BY A COMMON BELIEF THAT OUR DEMOCRATIC REPUBLIC WILL NOT SUSTAIN UNLESS STUDENTS ARE AWARE OF THEIR CHANGING CULTURAL AND PHYSICAL ENVIRONMENTS, KNOW THE PAST, READ, WRITE, AND THINK DEEPLY, AND ACT IN WAYS THAT PROMOTE THE COMMON GOOD. THERE WILL ALWAYS BE DIFFERING PERSPECTIVES ON THESE OBJECTIVES. THE GOAL OF KNOWLEDGEABLE, THINKING, AND ACTIVE CITIZENS, HOWEVER, IS UNIVERSAL.

**NOW MORE THAN EVER**, students need the intellectual power to recognize societal problems; ask good questions and develop robust investigations into them; consider possible solutions and consequences; separate evidence-based claims from parochial opinions; and communicate and act upon what they learn. And most importantly, they must possess the capability and commitment to repeat that process as long as is necessary. Young people need strong tools for, and methods of, clear and disciplined thinking in order to traverse successfully the worlds of college, career, and civic life.

Representatives from a group of state education agencies and from the leading organizations in social studies and its individual disciplines collaborated to create a Framework to provide states with voluntary guidance for upgrading existing social studies standards. This Framework does not include all that can or should be included in a set of robust social studies standards, and intentionally preserves the critical choices around the selection of curricular content taught at each grade level as a decision best made by each state. The Framework aims to support states in creating standards that prepare young people for effective and successful participation in college, careers, and civic life.

The C3 Framework<sup>1</sup> is centered on an Inquiry Arc—a set of interlocking and mutually supportive ideas that frame the ways students learn social studies content. By focusing on inquiry, the framework emphasizes the disciplinary concepts and practices that support students as they develop the capacity to know, analyze, explain, and argue about interdisciplinary challenges in our social world. It includes descriptions of the structure and tools of the disciplines, as well as the habits of mind common in those disciplines. Taken together, the C3 Framework provides guidance to states on upgrading state social studies standards to include the application of knowledge within the disciplines of civics, economics, geography, and history as students develop questions and plan inquiries; apply disciplinary concepts and tools; evaluate and use evidence; and communicate conclusions and take informed action.

The C3 Framework focuses on inquiry skills and key concepts, and guides—not prescribes—the choice

of curricular content necessary for a rigorous social studies program. Content is critically important to the disciplines within social studies, and individual state leadership will be required to select appropriate and relevant content. States that decide to incorporate the Inquiry Arc and concepts of the C3 Framework into their state standards will then need to engage in a rigorous local process of selecting the appropriate content to be taught at each grade level to ensure that students develop the knowledge and skills to be civic-ready before graduation. The concepts expressed in the C3 Framework illustrate the disciplinary ideas, such as political structures, economic decision making, spatial patterns, and chronological sequencing, that help organize the curriculum and content states select.

As a core area in the K-12 curriculum, social studies prepares students for their postsecondary futures, including the disciplinary practices and literacies needed for college-level work in social studies academic courses, and the critical thinking, problem solving, and collaborative skills needed for the workplace. The C3 Framework encourages the development of state social studies standards that support students in learning to be actively engaged in civic life. Engagement in civic life requires knowledge and experience; children learn to be citizens by working individually and together as citizens. An essential element of social studies education, therefore, is experiential—practicing the arts and habits of civic life.

---

<sup>1</sup> The abbreviation "C3 Framework" will be used regularly in this document to refer to the College, Career, and Civic Life (C3) Framework for Social Studies State Standards.

Reflecting the shared responsibility for literacy learning put forward by the Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects (NGA and CCSSO, 2010a),<sup>2</sup> the C3 Framework fully incorporates and extends the expectations from the grades K–5 English Language Arts standards and the grades 6–12 standards for Literacy in History/Social Studies, Science, and Technical Subjects. The C3 Framework also recognizes the importance of literacy within the Common Core State Standards for Mathematics (NGA and CCSSO, 2010b), and acknowledges mathematical practices as they apply to social studies inquiry.

National Council for the Social Studies, one of fifteen collaborating organizations, is publishing the C3 Framework to provide this significant resource for all states to consider in their local processes for upgrading state social studies standards.

### **The Process of Developing the College, Career, and Civic Life (C3) Framework for Social Studies State Standards**

The College, Career, and Civic Life (C3) Framework for Social Studies State Standards was conceptualized by individual state leaders in social studies education and supported by fifteen professional organizations representing four core social studies content areas: civics, economics, geography, and history. The C3 Framework was written by experts in the academic disciplines and social studies education in collaboration with classroom teachers, state social studies education leaders, and representatives of professional organizations.

Work on the C3 Framework began in 2010 with the development of an initial conceptual guidance document written by individuals from the Council of Chief State School Officers (CCSSO) Social Studies Assessment, Curriculum, and Instruction state collaborative and by

representatives from the professional associations. The framework writers were selected in consultation with the participating professional associations. Feedback was solicited throughout the process from stakeholders, including invitational reviews with professional organizations, teachers, and critical friends.

### **C3 Framework Leadership Team**

The following members of the C3 Framework Leadership Team worked collaboratively to guide and manage the C3 Framework project:

#### *Project Director and Lead Writer*

**Kathy Swan, Ph.D.,**  
Associate Professor,  
Social Studies Education,  
University of Kentucky

#### *Chair, C3 Framework Task Force of Professional Organizations*

**Susan Griffin,**  
Executive Director,  
National Council for the Social Studies

#### *Senior Advisors and Contributing Writers*

**S.G. Grant, Ph.D.,**  
Founding Dean of the Graduate School of Education,  
Binghamton University

**John Lee, Ph.D.,**  
Associate Professor of Social Studies Education,  
North Carolina State University

#### *C3 Framework Design Team:*

Citizen: Me worked with the Leadership Team to visualize the Inquiry Arc and to design the C3 Framework. Thank you to designers Becky Colley, Sarah O'Connor, and especially to Monica Snellings and DK Holland, for their professionalism, talent and commitment to the teaching of civics in our schools.

#### *C3 Framework Production Team:*

Gene Cowan and Monica Snellings

<sup>2</sup> The abbreviations “Common Core Standards for ELA/Literacy” and “ELA/Literacy Common Core Standards” will be used regularly in this document to refer to the Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects. Citations of the Common Core State Standards in this document identify their publishers and date of publication (NGA and CCSSO, 2010). The detailed reference information can be found in the References section on page 92 below.

### **C3 Framework Writing Team**

The writing team included experts in K-12 social studies education and the academic disciplines of civics, economics, geography and history. Individuals were selected based on recommendations from the professional associations engaged in the process of developing the C3 Framework. The writing team worked in both disciplinary and interdisciplinary teams, and solicited feedback from stakeholders on drafts at regular intervals throughout the development process. Biographical sketches of the following writing team members are included at the end of this publication:

**Kathy Swan, Ph.D.** (Lead Writer),  
Associate Professor, Social Studies Education,  
University of Kentucky

**Keith C. Barton, Ed.D.**,  
Professor of Curriculum and Instruction and  
Adjunct Professor of History, Indiana University

**Stephen Buckles, Ph.D.**,  
Senior Lecturer in Economics, Vanderbilt University

**Flannery Burke, Ph.D.**,  
Associate Professor of History, Saint Louis University

**Jim Charkins, Ph.D.**,  
Professor Emeritus of Economics at California  
State University, San Bernardino; Executive Director  
of the California Council on Economic Education

**S.G. Grant, Ph.D.**,  
Founding Dean of the Graduate School of Education,  
Binghamton University

**Susan W. Hardwick, Ph.D.**,  
Professor Emeritus of Geography at the University  
of Oregon

**John Lee, Ph.D.**,  
Associate Professor of Social Studies Education,  
North Carolina State University

**Peter Levine, D.Phil.**,  
Lincoln Filene Professor of Citizenship and Public  
Affairs and Director of the Center for Information  
and Research on Civic Learning and Engagement  
(CIRCLE), Tufts University's Jonathan Tisch  
College of Citizenship and Public Service

**Meira Levinson, D.Phil.**,  
Associate Professor of Education, Harvard University

**Anand Marri, Ph.D.**,  
Associate Professor of Social Studies Education,  
Teachers College, Columbia University

**Chauncey Monte-Sano, Ph.D.**,  
Associate Professor of Educational Studies,  
University of Michigan

**Robert Morrill, Ph.D.**,  
Professor Emeritus of Geography, Virginia  
Polytechnic Institute and State University

**Karen Thomas-Brown, Ph.D.**,  
Associate Professor of Social Studies Education and  
Multiculturalism, University of Michigan-Dearborn

**Cynthia Tyson, Ph.D.**,  
Professor of Social Studies Education, The Ohio State  
University

**Bruce VanSledright, Ph.D.**,  
Professor of History and Social Studies Education,  
University of North Carolina at Charlotte

**Merry Wiesner-Hanks, Ph.D.**,  
Distinguished Professor and Chair of the Department  
of History, University of Wisconsin-Milwaukee

*Note: A special thank you to Lauren Colley, Rebecca  
Mueller, and Emma Thacker, Graduate Assistants at  
the University of Kentucky, who each provided sup-  
port to the C3 Framework Writers and Team.*

### **C3 Framework Project Participants**

The C3 Framework writing team worked in collaboration with the following project participants to refine the document. Representatives from the CCSSO Social Studies Assessment, Curriculum, and Instruction (SSACI) state collaborative, Los Angeles County Office of Education and University of Delaware (which are affiliate members of SSACI), the C3 Framework Task Force of Professional Organizations, and the C3 Framework Teacher Collaborative Council critiqued early drafts and provided feedback to the writers. In the last year of the project, additional stakeholders were asked to provide feedback on the C3 Framework.

#### **C3 FRAMEWORK TASK FORCE OF PROFESSIONAL ORGANIZATIONS**

The Task Force of Professional Organizations was formed in 2010, and with the state social studies collaborative, initiated and guided the development of the C3 Framework. Representatives from the Task Force organizations provided feedback to the writers.

*American Bar Association*

*American Historical Association*

*Association of American Geographers*

*Campaign for the Civic Mission of Schools*

*Center for Civic Education*

*Constitutional Rights Foundation Chicago*

*Constitutional Rights Foundation USA*

*Council for Economic Education*

*National Council for Geographic Education*

*National Council for History Education*

*National Council for the Social Studies*

*National Geographic Society*

*National History Day*

*Street Law, Inc.*

*World History Association*

#### **C3 FRAMEWORK ADVISORY WORKING GROUP OF BEHAVIORAL AND SOCIAL SCIENCE PROFESSIONAL ORGANIZATIONS**

The Advisory Working Group of Behavioral and Social Science Professional Organizations first met in 2013 to advise on the role of the behavioral and social sciences in the C3 Framework and provide feedback on the document. These organizations worked together to create Appendices B, C, and D as companion documents to the C3 Framework. Although the organizations have contributed these appendices, their participation does not necessarily imply the endorsement of the C3 Framework.

*American Anthropological Association*

*American Psychological Association*

*American Sociological Association*

#### **C3 FRAMEWORK EDITORIAL COMMITTEE**

The following state collaborative members and teachers provided additional guidance to the writing team to ensure effective individual state implementation of the Framework:

*Editorial Committee Co-Chair*

**Fay Gore**, North Carolina

*Editorial Committee Co-Chair*

**William Muthig**, Ohio

**Kim Eggborn**, Maryland

**Maggie Herrick**, Arkansas

**Mitzie Higa**, Hawaii

**Marcie Taylor Thoma**, Maryland

**Jessica Vehlwald**, Missouri

### C3 FRAMEWORK CRITICAL VOICES

Listed below are the stakeholders contacted for an invitational review prior to publication of the C3 Framework.

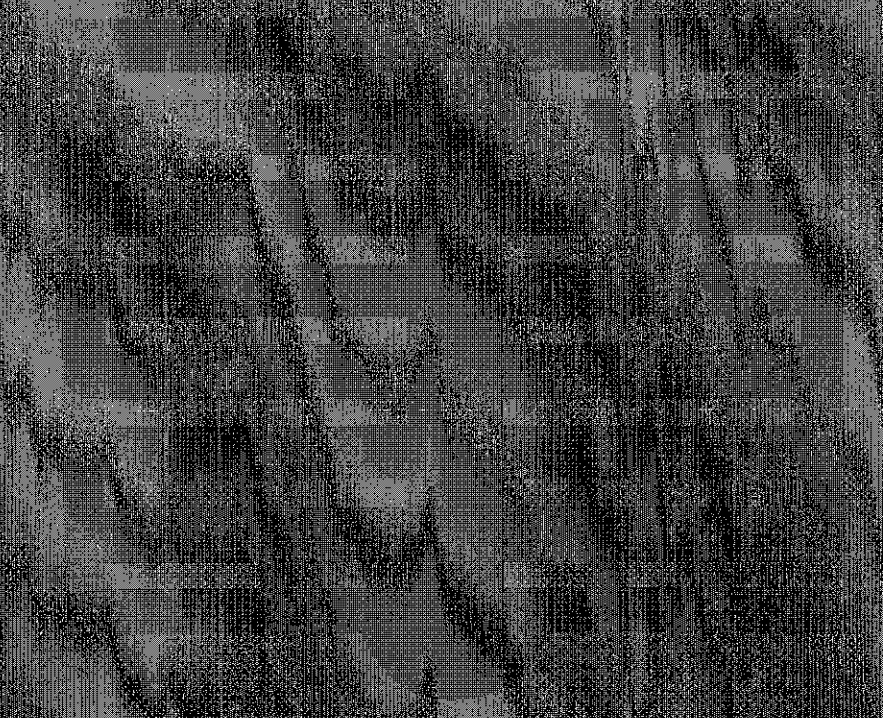
<i>American Association of School Administrators</i>	<i>Heritage Education Services-National Park Service</i>
<i>American Association of School Librarians</i>	<i>Library of Congress</i>
<i>American Federation of Teachers</i>	<i>National Archives</i>
<i>American Heritage</i>	<i>National Center for Literacy Education</i>
<i>Bill of Rights Institute</i>	<i>National Constitution Center</i>
<i>C-SPAN</i>	<i>National Council for Accreditation of Teacher Education</i>
<i>Citizen: Me</i>	<i>Newseum</i>
<i>Center for Economic Education and Entrepreneurship, University of Delaware</i>	<i>Partnership for 21st Century Skills</i>
<i>Colonial Williamsburg</i>	<i>Smithsonian Institution</i>
<i>DBQ Project</i>	<i>Smithsonian American Art Museum</i>
<i>Junior Achievement</i>	<i>National Museum of the American Indian</i>
<i>Federal Judicial Center-History Office</i>	<i>Teaching for Change</i>
<i>Federal Reserve Bank of St. Louis, Economic Education</i>	<i>What So Proudly We Hail</i>

### C3 FRAMEWORK TEACHER COLLABORATIVE COUNCIL

The state social studies collaborative chose highly qualified K-12 educators from 21 states to provide feedback on early drafts of the C3 Framework. Members of the Teacher Collaborative Council are listed below by state:

<b>Arkansas</b> Lisa Lacefield John White	<b>Hawaii</b> Mitzie Higa Pamela M.T. (Takehiro) King Carrie Sato	<b>Kentucky</b> Thad Elmore Barry Leonard	<b>North Carolina</b> Traci Barger Mary G. Stevens
<b>California</b> Michael A. Long Rebecca K. Valbuena	<b>Illinois</b> Beth Levinsky Jeffrey W. Lightfoot	<b>Maine</b> Shane Gower Barbara Perry	<b>Ohio</b> Tim Dove Laura Finney Gloria Wu
<b>Colorado</b> Charlee Passig Archuleta Anton Schulzki	<b>Indiana</b> Michael Hutchison Callie Marksbarry	<b>Maryland</b> Kimberly Eggborn Donna Phillips	<b>Oklahoma</b> Pam Merrill
<b>Delaware</b> Wendy Harrington	<b>Iowa</b> Rob Dittmer Nancy Peterson	<b>Michigan</b> David Johnson Raymond Walker	<b>Washington</b> Tara Gray Sabrina Shaw
<b>Georgia</b> Sally J. Meyer William S. Rakosnik	<b>Kansas</b> Amanda Jessee James K. Robb	<b>Missouri</b> Roxanna Mechem Debra Williams	<b>Wisconsin</b> Tina Flood Lauren Mitterman
		<b>Nebraska</b> Lonnie Moore Mary Lynn Reiser	

# HOW TO READ THE C3 FRAMEWORK





**OVERALL DOCUMENT ORGANIZATION** The C3 Framework begins with two narrative explanations: the Inquiry Arc, which provides the organizing structure for the document; and the Overview of English Language Arts/Literacy Common Core Connections, which highlights the important relationship between the C3 Framework and the Common Core State Standards for ELA/Literacy. Next, the C3 Framework presents the following four Dimensions: **1** Developing questions and planning inquiries; **2** Applying disciplinary concepts and tools; **3** Evaluating sources and using evidence; and **4** Communicating conclusions and taking informed action. The C3 Framework closes with five appendices.

**Inquiry Arc.** The Inquiry Arc highlights the structure of and rationale for the organization of the Framework’s four Dimensions. The Arc focuses on the nature of inquiry in general and the pursuit of knowledge through questions in particular.

**Overview of the Connections with the ELA/Literacy Common Core Standards.** The C3 Framework recognizes the important role that the Common Core State Standards for ELA/Literacy play in defining K-12 literacy expectations in most states. This overview outlines how the C3 Framework connects to and elaborates on the ELA/Literacy Common Core Standards for social studies inquiry.

In addition to the overview of Common Core connections, each of the four Dimensions includes graphical and narrative descriptions of how the C3 Framework connects with the standards to guide states and local

jurisdictions in incorporating these expectations as they upgrade their state social studies standards.

**Dimensions and Subsections.** The C3 Framework is organized into the four Dimensions, which support a robust social studies program rooted in inquiry.

Dimensions 2, 3 and 4 are further broken down into subsections. For example, Dimension 2, Applying Disciplinary Concepts and Tools, includes four subsections—civics, economics, geography, and history—which include descriptions of the structure and tools of the disciplines as well as the habits of mind common in those disciplines. See Table 1 for a graphical representation of the organization of the C3 Framework.

**Unique Structure of Dimension 2.** Dimension 2 has an additional layer of three to four categories

**TABLE 1: C3 Framework Organization**

DIMENSION 1: DEVELOPING QUESTIONS AND PLANNING INQUIRIES	DIMENSION 2: APPLYING DISCIPLINARY TOOLS AND CONCEPTS	DIMENSION 3: EVALUATING SOURCES AND USING EVIDENCE	DIMENSION 4: COMMUNICATING CONCLUSIONS AND TAKING INFORMED ACTION
Developing Questions and Planning Inquiries	Civics	Gathering and Evaluating Sources	Communicating and Critiquing Conclusions
	Economics		
	Geography	Developing Claims and Using Evidence	Taking Informed Action
	History		

within each disciplinary subsection. These categories provide an organizing mechanism for the foundational content and skills within each discipline. For example, within the subsection of economics, there are four categories: (1) Economic Decision Making; (2) Exchange and Markets; (3) The National Economy; and (4) The Global Economy. See Table 2 for a graphical representation of the categories within the four disciplinary subsections in Dimension 2.

**C3 Framework Indicators and K-12 Pathways.**

Within each subsection or category is a set of College, Career, and Civic Readiness Indicators for the end of grade 12. For each C3 Indicator, there is a suggested K-12 Pathway for how students might develop proficiency for a particular skill or concept. These Pathways acknowledge students’ developing capacity for understanding more sophisticated ideas and completing more demanding inquiries across the grade bands of K–2, 3–5, 6–8, and 9–12. Each Pathway includes three developmental Indicators and the culminating C3 Indicator. The Indicators suggest student proficiency by the end of grades 2, 5, 8, and 12 with an understanding that these skills and concepts will be taught within and throughout the grade band. States will decide how these suggested Pathways inform their processes for developing and upgrading state social studies standards.

**Appendices.** The C3 Framework concludes with five appendices:

- **Appendix A: C3 Framework Disciplinary Inquiry Matrix.** The Disciplinary Inquiry Matrix articulates how the four Dimensions of the C3 Framework connect to and build upon one another through the use of a content-specific example.
- **Appendix B: Psychology Companion Document for the C3 Framework.** The Psychology Companion Document was created by the American Psychological Association and articulates the key disciplinary tools and concepts central to the discipline of psychology. C3 Indicators are listed for the 9-12 grade band, a corollary for Dimension 2. Psychology adds its unique and important perspective to the content-specific example presented in Appendix A: C3 Framework Disciplinary Inquiry Matrix.
- **Appendix C: Sociology Companion Document for the C3 Framework.** The Sociology Companion Document was created by the American Sociological Association and articulates the key disciplinary tools and concepts central to the discipline of sociology. C3 Indicators are listed for the 9-12 grade band, a corollary for Dimension 2. Sociology adds its unique and important perspective to the content-specific example in Appendix A: C3 Framework Disciplinary Inquiry Matrix.
- **Appendix D: Anthropology Companion Document for the C3 Framework.** The Anthropology Companion Document was created

**TABLE 2: Dimension 2—Applying Disciplinary Tools and Concepts**

CIVICS	ECONOMICS	GEOGRAPHY	HISTORY
Civic and Political Institutions	Economic Decision Making	Geographic Representations: Spatial Views of the World	Change, Continuity, and Context
Participation and Deliberation: Applying Civic Virtues and Democratic Principles	Exchange and Markets	Human-Environment Interaction: Place, Regions, and Culture	Perspectives
Processes, Rules, and Laws	The National Economy	Human Population: Spatial Patterns and Movements	Historical Sources and Evidence
	The Global Economy	Global Interconnections: Changing Spatial Patterns	Causation and Argumentation

by the American Anthropological Association and articulates the key disciplinary tools and concepts central to the discipline of anthropology. Anthropology adds its unique and important perspective to the content-specific example in Appendix A: C3 Framework Disciplinary Inquiry Matrix.

- **Appendix E: Scholarly Rationale for the C3 Framework.** This appendix articulates the reasoning behind the creation of the C3 Framework and addresses the research base that supports the ideas represented. Now more than ever, students need the intellectual power to recognize societal problems; ask good questions and develop robust investigations into them; consider possible solutions and consequences; separate evidence-based claims from parochial opinions; and communicate and act upon what they learn. And most importantly, they must possess the capability and commitment to repeat that process as long as is necessary. Young people need strong tools for, and methods of, clear and disciplined thinking in order to traverse successfully the worlds of college, career, and civic life. The C3 Framework and its Inquiry Arc mark a significant departure from past attempts to develop a robust social studies program. The scholarly argument supports and underpins the fundamental shift in direction and practice that the C3 Framework embodies.

The appendices are followed by references and two concluding sections.

- **Glossary of Key Terms in the C3 Framework.** The glossary defines and provides examples of key concepts and terms. The examples are illustrative but are not exhaustive. The definitions and examples are intended to encourage a broad exchange of ideas about social studies content, and should contribute to a coherent vision of how social studies might be enlivened and enriched by the use of the C3 Framework.
- **C3 Framework Writing Team Biographical Sketches.** The writing team includes members who have expertise in K-12 social studies education and the academic disciplines of civics, economics, geography, and history. The selection of individuals was based on recommendations from the professional

associations and state education agencies engaged in the process of developing the C3 Framework.

### What Is Not Covered in the C3 Framework

The C3 Framework is intended to serve as a resource for states to consider as they upgrade their existing state social studies standards. The Framework provides guidance on the key concepts and skills students should develop through a robust social studies program of study, but intentionally does not address all of the elements states will need to consider in developing and upgrading standards. There are three main areas not addressed by the framework:

- **Content Necessary for a Rigorous Social Studies Program.** The C3 Framework focuses on the concepts that underlie a rich program of social studies education. The foundational concepts in Dimension 2 outline the scope of the disciplinary knowledge and tools associated with civics, economics, geography, and history. References are made to a range of ideas, such as the U.S. Constitution, economic scarcity, geographical modeling, and chronological sequences. However, the particulars of curriculum and instructional content—such as how a bill becomes a law or the difference between a map and a globe—are important decisions each state needs to make in the development of local social studies standards.
- **Other Disciplines Beyond Civics, Economics, Geography, and History** The disciplines represented in the C3 Framework are not the only ones relevant to a rich social studies curriculum. Other disciplines, such as anthropology, psychology, and sociology, while not covered in the main body of the C3 Framework, are important lenses for understanding the human experience (see Appendices B, C, and D). Anthropology is the scientific study of humans, past and present; psychology is the scientific study of the mind and behavior; and sociology is the scientific study of the social lives of people, groups and societies. All have countless applications to everyday life. Indeed, the study of the behavioral and social sciences enhances student preparation for college, careers, and civic life by promoting critical thinking, inquiry, problem-solving, evidence-based reasoning and communication

skills, as well as multi-cultural and global understandings, the ability to work with diverse groups, and a deep sense of personal and social responsibility (American Anthropological Association, 2013; American Psychological Association, 2011; American Sociological Association 2009).<sup>3</sup>

The behavioral and social sciences align well to the C3 Framework, which focuses on the four core social studies disciplines, but some are not included in the body of the framework. These behavioral and social sciences are most frequently taught at the high school level, though efforts are underway to better integrate behavioral and social science concepts in the K-8 age bands. The C3 Framework has been constructed as a K-12 Framework offering specific guidance across the grade bands of K-2, 3-5, 6-8, and 9-12. The tough decision was made early in the development of this framework to focus only on the four federally defined core social studies areas (i.e., civics, economics, geography, and history) to streamline the development process and produce a concise document.

The exclusion of some behavioral and social sciences from the main body of this document should not be seen as minimizing the importance of these other disciplines in a robust social studies curriculum. To that extent, professional organizations affiliated with these areas have been consulted and have created discipline-specific resources to align to this framework document. For example,

Appendices B and C were created by the American Psychological Association and American Sociological Association to align with Dimension 2 as well as other aspects of the C3 Framework. Appendix D is a parallel companion document created by the American Anthropological Association. These supporting documents should be seen as an extension of this framework, as complementary materials that will further the intention of preparing students for civic life. We encourage all readers to refer to and use these additional resources.

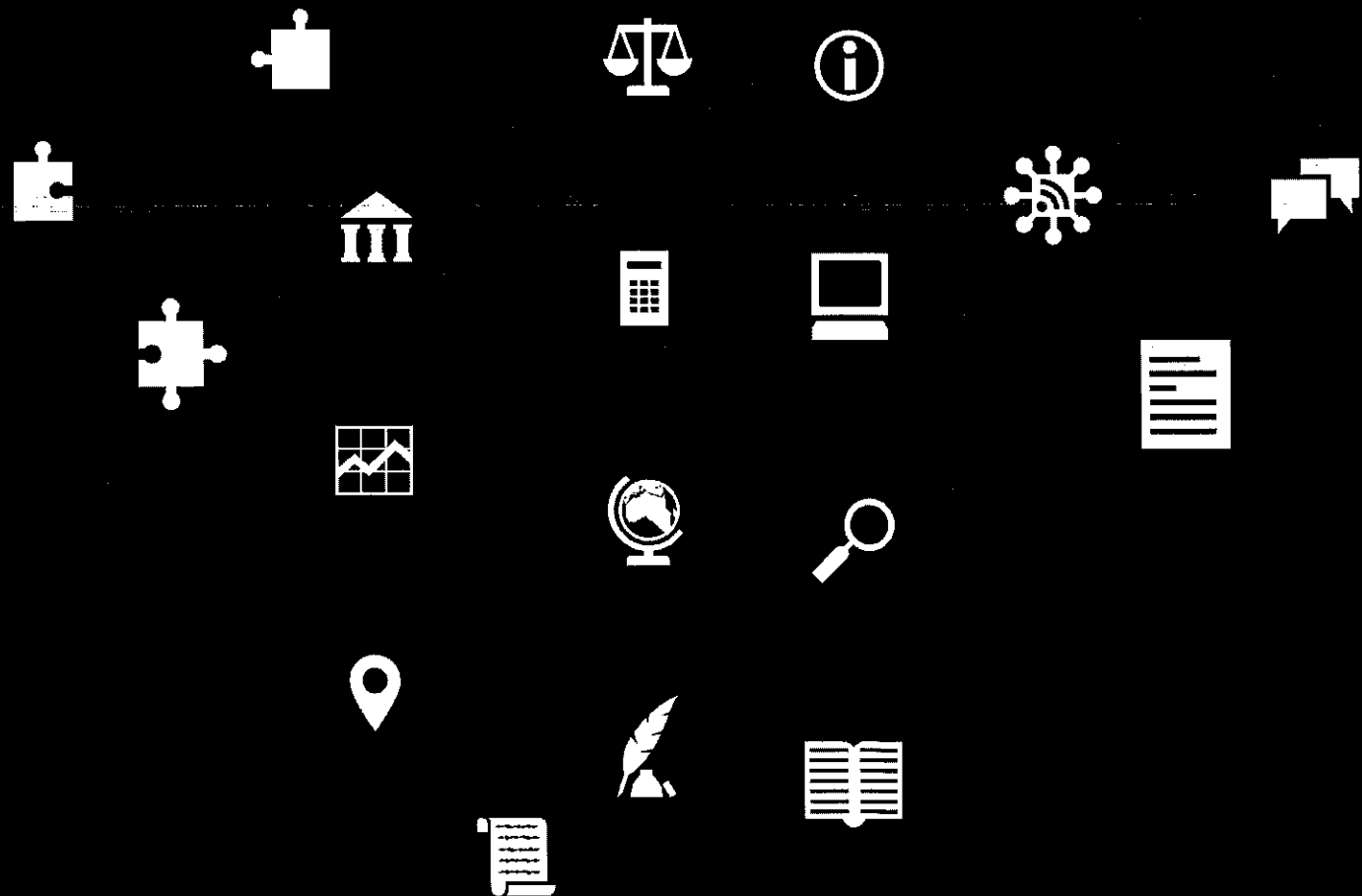
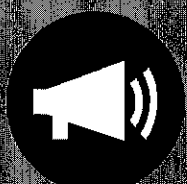
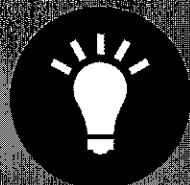
- **The Different Abilities Children Bring to their Schooling.** The C3 Framework is largely silent on the different abilities children bring to their schooling. The C3 Indicators and K-12 Pathways individually and together describe the concepts and skills students develop in a rich, ambitious program of studies. Some students will need far more assistance and support than others in reaching the aims of each Dimension. All children deserve the opportunity to learn. To be successful, students will need varying degrees of scaffolding to support their learning. Smart, thoughtful, and imaginative teachers are widely recognized as key to powerful learning experiences; for English language learners, students with special needs, and struggling readers and writers, such teachers are invaluable.

---

<sup>3</sup> The detailed reference information for works cited can be found in the References section on page 92 below.

YOUNG PEOPLE need strong tools for, and methods of, clear and disciplined thinking in order to traverse successfully **the worlds of college, career, and civic life.**

# THE INQUIRY ARC OF THE C3 FRAMEWORK



**THE PRIMARY PURPOSE** of the College, Career, and Civic Life (C3) Framework for Social Studies State Standards is to provide guidance to states on the concepts, skills, and disciplinary tools necessary to prepare students for college, career, and civic life. In doing so, the C3 Framework offers guidance and support for rigorous student learning. That guidance and support takes form in an Inquiry Arc—a set of interlocking and mutually reinforcing ideas that feature the four Dimensions of informed inquiry in social studies: ❶ Developing questions and planning inquiries; ❷ Applying disciplinary concepts and tools; ❸ Evaluating sources and using evidence; and ❹ Communicating conclusions and taking informed action.

**Dimension 1** features the development of questions and the planning of inquiries. With the entire scope of human experience as its backdrop, the content of social studies consists of a rich array of facts, concepts, and generalizations. The way to tie all of this content together is through the use of compelling and supporting questions.

Questioning is key to student learning. The C3 Framework encourages the use of compelling and supporting questions, both teacher- and student-generated, as a central element of the teaching and learning process. For example, a compelling question like “Was the American Revolution revolutionary?” is both intriguing to students and intellectually honest. Such a question can be vigorously explored through the disciplines of civics, economics, geography, and history. It is also sensitive to the idea that students are interested in how and why events are characterized as they are. Supporting questions assist students in addressing their compelling questions. For example, questions like “What were the regulations imposed on the colonists under the Townshend Acts?” will help students understand the many dimensions of the war as they form their conclusions about the magnitude of change associated with those Acts.

Developing compelling and supporting questions is challenging, and teachers will need to provide guidance and support in crafting them, especially for young learners. The Indicators for Dimension 1 present a developmentally appropriate, scalable, and assessable set of ideas through which students can demonstrate their increasingly independent facility

with recognizing, developing, and articulating powerful questions.

**Dimension 2**, Applying Disciplinary Concepts and Tools, provides the backbone for the Inquiry Arc. Working with a robust compelling question and a set of discrete supporting questions, teachers and students determine the kind of content they need in order to develop their inquiries. This process is an artful balancing act because the interplay between Dimensions 1 and 2 is dynamic: students access disciplinary knowledge both to develop questions and to pursue those questions using disciplinary concepts and tools.

Children typically begin proposing solutions to compelling questions based on their experiences. Because social studies content is based in human experience, students will have hunches about the questions under study. Rich social studies teaching, however, offers students opportunities to investigate those questions more thoroughly through disciplinary (civic, economic, geographical, or historical) and multi-disciplinary means. Dimension 2 sets forth the conceptual content that defines the disciplines, such as the historian’s habit of describing how the perspectives of people in the present shape their interpretations of the past. This practice, along with the curricular content and the distinctive habits of mind from the other social science disciplines, informs students’ investigations and contributes to an inquiry process for social studies.

In some cases, the compelling questions posed will draw on content largely from a single discipline. Teachers and students may pull primarily from

economics, for example, to answer the compelling question, “How will an increase in the minimum wage affect local job opportunities for teens?” “Why are there rules?” invites inquiry into key civics concepts. Many compelling questions, however, can best be explored through the use of multiple disciplines. Recall the question, “Was the American Revolution revolutionary?” Students will need to examine a range of economic, geographic, historical, and civic concepts in order to craft a full-bodied, evidence-based response to this question. In similar fashion, a contemporary environmental question such as “What path should a new transcontinental pipeline take?” or “Should the pipeline be built at all?” demands the use of economic, historical, and civic as well as spatial concepts and tools.

With compelling and supporting questions in hand and a sense of the relevant concepts and ideas, the Inquiry Arc of the C3 Framework turns toward the matter of sources and evidence. Social studies is an evidence-based field. The disciplinary concepts represented in Dimension 2 provide a solid base from which students can begin constructing answers to their questions. Equally important, however, is knowing how to fill in the gaps in their knowledge by learning how to work from sources and evidence in order to develop claims and counter-claims.

Sources come in many forms, including historical and contemporary documents, data from direct observation, graphics, economic statistics, maps, legislative actions, objects, and court rulings. Access to these and other digital sources is now more readily available than ever. The availability of source materials, however, does not translate automatically into their wise use. Students must be mindful that not all sources are equal in value and use and that sources do not, by themselves, constitute evidence. Rather, evidence consists of the material students select to support claims and counter-claims in order to construct accounts, explanations, and arguments. Helping students develop a capacity for gathering and evaluating sources and then using evidence in disciplinary ways is a central feature of the Inquiry Arc represented by **Dimension 3, Evaluating Sources and Using Evidence.**

A compelling question such as “Was the Civil Rights Movement of the 1960s a success?” demands that students draw evidence from more than one or two sources. A wide range of perspectives is available in both primary and secondary form. Having students gather, evaluate, and use a rich subset of those sources offers them opportunities to identify claims and counter-claims and to support those claims with evidence. Making and supporting evidence-based claims and counter-claims is key to student capacity to construct explanations and arguments.

**HELPING STUDENTS DEVELOP a capacity for gathering and evaluating sources and then using evidence in disciplinary ways** is a central feature of the Inquiry Arc represented by Dimension 3, Evaluating Sources and Using Evidence.

Developing explanations and making and supporting arguments can take form in individual essays, group projects, and other classroom-based written assessments, both formal and informal. But students need not be limited to those avenues. Although there is no substitute for thoughtful and persuasive writing, the Framework advocates expanding the means by which students communicate their preliminary and final conclusions. As the Indicators for **Dimension 4** (Communicating Conclusions and Taking Informed Action) demonstrate, those means include a range of venues and a variety of forms (e.g., discussions, debates, policy analyses, video productions, and portfolios). Moreover, the manner in which students work to create their solutions can differ. Students need opportunities to work individually, with partners, in small groups, and within whole class settings. Readiness for college, career, and civic life is as much about the experiences students have as it is about learning any particular set of concepts or tools. Thus, the learning environments that teachers create are critical to student success. Students will flourish to the extent that their independent and collaborative efforts are guided, supported, and honored.

Active and responsible citizens identify and analyze public problems; deliberate with other people about how to define and address issues; take constructive,

collaborative action; reflect on their actions; create and sustain groups; and influence institutions both large and small. They vote, serve on juries, follow the news and current events, and participate in voluntary groups and efforts. Teaching students to act in these ways—as citizens—significantly enhances preparation for college and career. Many of the same skills that are needed for active and responsible citizenship—working effectively with other people, deliberating and reasoning quantitatively about issues, following the news, and forming and sustaining groups—are also crucial to success in the 21st century workplace and in college. Individual mastery of content often no longer suffices; students should also develop the capacity to work together to apply knowledge to real problems. Thus, a rich social studies education is an education for college, career, and civic life.

In one sense, Dimension 4 closes the Inquiry Arc. But learning is reflexive and recursive—new disciplinary knowledge can be the source of new questions, communicating ideas in one setting can lead to new ideas about evidence, and new historical sources can lead to new disciplinary and interdisciplinary concepts. The Inquiry Arc of the C3 Framework offers states guidance for developing standards with multiple opportunities for students to develop as thoughtful, engaged citizens.

ACTIVE AND RESPONSIBLE CITIZENS  
identify and analyze public problems; deliberate with other people about how to define and address issues; take constructive, collaborative action; reflect on their actions; create and sustain groups; **and influence institutions both large and small.**





## OVERVIEW OF THE CONNECTIONS WITH THE ENGLISH LANGUAGE ARTS/LITERACY COMMON CORE STANDARDS

The Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and the Technical Subjects call on social studies teachers to share in the responsibilities for literacy instruction in K-12 education (NGA and CCSSO, 2010a). The expectations for literacy learning in grades K-5 are established through the four strands of Reading, Writing, Speaking and Listening, and Language. For grades 6-12, the ELA/Literacy Common Core Standards provide specific literacy standards for Reading and Writing in History/Social Studies. The C3 Framework fully incorporates and extends the expectations for literacy learning put forward in the Common Core Standards for ELA/Literacy on three levels (Table 3).

**Connections between the C3 Framework and the College and Career Readiness (CCR) Anchor Standards.** Each strand of the Common Core State Standards for English Language Arts/Literacy is headed by a set of College and Career Readiness (CCR) Anchor Standards that are identical across all grades and content areas, including social studies. The authors of the C3 Framework view the literacy skills detailed in the ELA/Literacy Common Core College and Career Readiness (CCR) Anchor Standards as establishing a foundation for inquiry in social studies, and as such all CCR Anchor Standards should be an indispensable part of any state's social studies standards. Many specific CCR Anchor Standards are directly supportive of the C3 Framework,

**TABLE 3: Connections between the C3 Framework and the CCR Anchor Standards in the ELA/Literacy Common Core Standards**

FOUNDATIONAL	All ELA/Literacy Common Core Standards
SUPPORTIVE	Reading 1-10; Writing 1, 7-9; Speaking and Listening 1-6; Language 6
VITAL	Reading 1; Writing 7; Speaking and Listening 1

**TABLE 4: Connections between the C3 Framework and the CCR Anchor Standards in the ELA/Literacy Common Core Standards**

DIMENSION 1	ANCHOR STANDARDS	DIMENSION 2	ANCHOR STANDARDS	DIMENSION 3	ANCHOR STANDARDS	DIMENSION 4	ANCHOR STANDARDS
Developing Questions and Planning Inquiries	R1 W7 SL1	Civics	R1-10 W7 SL1 L6	Gathering and Evaluating Sources	R1-10 W1, 2, 7-10 SL1	Communicating and Critiquing Conclusions	R1 W1-8 SL1-6
		Economics		Developing Claims and Using Evidence		Taking Action	
		Geography					
		History					

while three of these CCR Anchor Standards are vital to social studies inquiry.

The connections between the C3 Framework and the ELA/Literacy Common Core Standards are comprehensive and consistent. The CCR Anchor Standards for the ELA/Literacy Common Core Standards, particularly those in the Reading, Writing, and Speaking and Listening strands, provide a useful context for illustrating the broader connections across and within each Dimension. These supportive connections are detailed for each of the Dimensions in Table 4.<sup>4</sup>

The CCR Anchor Standards in Table 4 focus on a wide range of inquiry practices that contribute to the literacy foundations in social studies. Social studies students should use and attend to the skills described in these standards to assist them in focusing their inquiries and research practices. The C3 Framework emphasizes and elaborates on those skills in the Common Core Standards that explicitly connect to inquiry, and recognizes the shared responsibility social studies plays in honing key literacy skills.

Three CCR Anchor Standards (and their corresponding grade-specific standards) are particularly vital to social studies inquiry. Common Core Anchor Standard for Reading 1 asks students to read texts closely to both determine “explicit” information lodged within the body of the text as well as draw “logical inferences” based on the text (NGA and CCSSO, 2010a, p. 10). Students are also expected to “cite specific textual evidence when writing or speaking to support conclusions drawn from the text” (NGA and CCSSO, 2010a, p. 10). The C3 Framework stresses the role evidence plays in the four Dimensions: explicitly in Dimension 3, which focuses on developing claims and using evidence, and inferentially in developing questions answered with evidence in Dimension 1 or communicating conclusions supported by evidence in Dimension 4. The emphasis on evidence also connects the disciplines in Dimension 2.

Additionally, Common Core Anchor Standard for Writing 7 is broadly relevant for inquiry in social studies. Writing Standard 7 calls on students to “conduct short as well as more sustained research projects based on focused questions, demonstrating understanding

of the subject under investigation” (NGA and CCSSO, 2010a, p. 18). The C3 Framework elevates research as a process of inquiry that informs the Indicators in all four Dimensions. Dimension 2 establishes the tools and concepts from the social studies disciplines that are relevant for inquiry. Dimensions 1, 3, and 4 describe the general social studies inquiry skills and processes that support argumentation, explanation, and taking informed action.

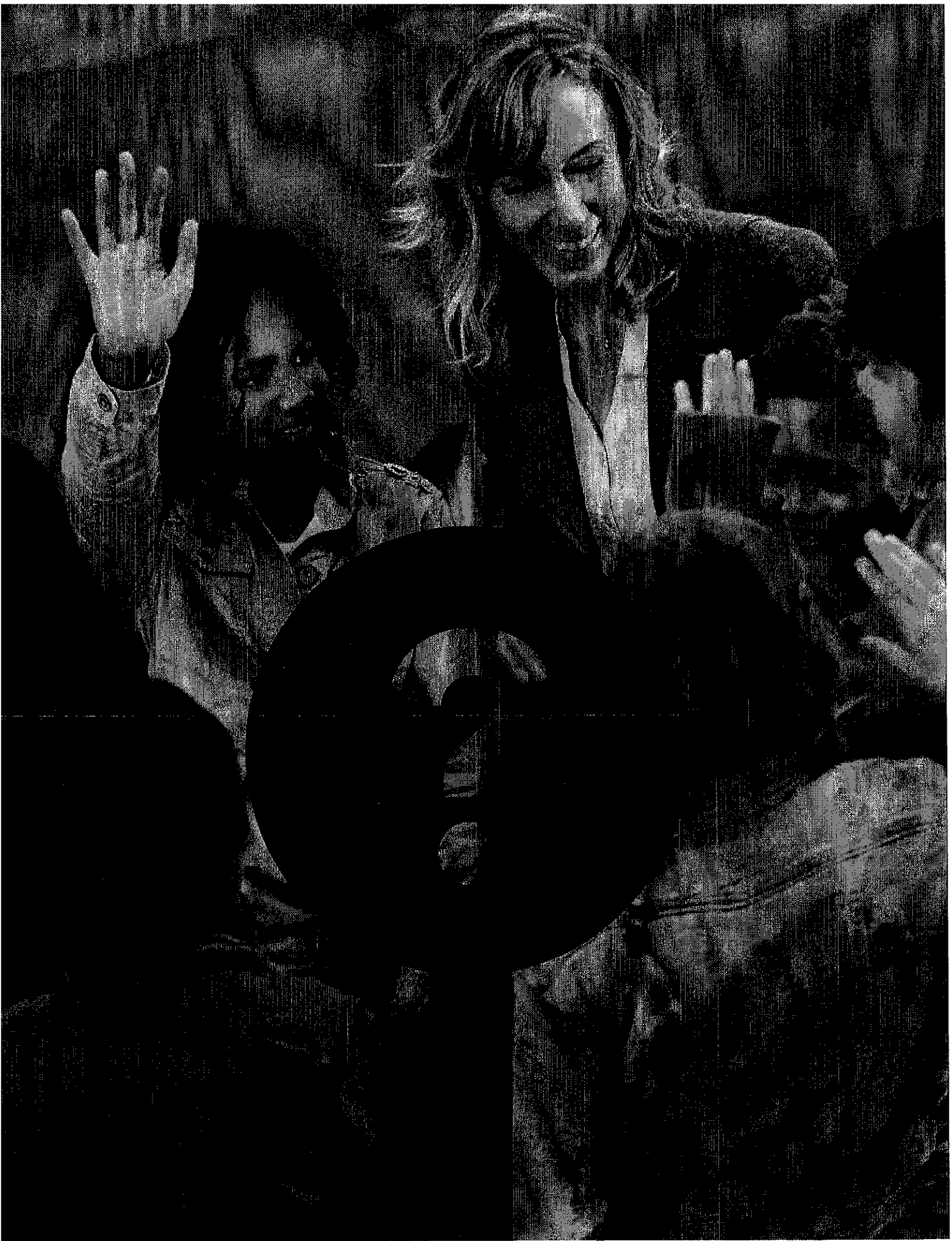
Finally, Common Core Anchor Standard for Speaking and Listening 1 has broad application across the four Dimensions. Speaking and Listening Standard 1 calls on students to “prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively” (NGA and CCSSO, 2010a, p. 22). Indicators in the C3 Framework describe the types of collaboration needed for specific skills and understandings. For example, a Dimension 1 Indicator states, “By the end of grade 2, individually and with others, students construct compelling questions....” The C3 Framework acknowledges civil and democratic discourse within a diverse, collaborative context as both a purpose and outcome of a strong, meaningful, and substantive social studies education.

**Shared Language.** Language and concepts from the ELA/Literacy Common Core Standards were deliberately used in specific Indicators across the C3 Framework Dimensions. For example, the terms *argument* and *explanation*; *claim* and *counterclaim*; *information* and *evidence*; and *point of view* and *opinion* appear regularly in the ELA/Literacy Common Core Standards and throughout the Dimensions of the C3 Framework.<sup>5</sup>

---

<sup>4</sup> As Common Core states upgrade their social studies standards, they will want to incorporate the grade-specific standards for K-5 and the grade-band specific standards for literacy in social studies for grades 6-12 that correspond to the CCR anchor standard with the same number.

<sup>5</sup> Although the ELA/Literacy Common Core Standards and the C3 Framework both emphasize the unique skill of constructing evidence-based arguments, different terms are used: *opinion* in the ELA/Literacy Common Core Standards for grades K-5 and *argument* throughout the C3 Framework.



# Developing Questions & PLANNING INQUIRIES

**QUESTIONS AND THE DESIRE TO ANSWER THEM** give life to inquiry and thus to the C3 Framework. Questions arise from students' innate curiosity about the world and from their efforts to make sense of how that world works.

Central to a rich social studies experience is the capability for developing questions that can frame and advance an inquiry. Those questions come in two forms: compelling and supporting questions. Compelling questions focus on enduring issues and concerns. They deal with curiosities about how things work; interpretations and applications of disciplinary concepts; and unresolved issues that require students to construct arguments in response. In contrast, supporting questions focus on descriptions, definitions, and processes on which there is general agreement within the social studies disciplines, and require students to construct explanations that advance claims of understanding in response.

Consider an example relevant to early elementary students. A compelling question that students might generate is, "Why do we need rules?" This question reflects the two primary qualities of a compelling question: (1) It reflects a social concern that students find engaging; and (2) It reflects an enduring issue in the field of civics. A teacher and her students might take such a question in a number of directions, but for curricular purposes, it makes sense to define some parameters that give shape to the inquiry. Supporting questions help define those curriculum parameters. Examples of supporting questions include, "What are some rules that families follow?" "What are some school rules?" or "What classroom rules have you

followed in the past?” Supporting questions, then, help guide the development of an inquiry into a compelling question.

responsibility for their learning so that by grade 12 they are able to construct questions and plan inquiries more independently.

The development of compelling and supporting questions is a sophisticated intellectual activity. Students, particularly before middle school, will need considerable guidance and support from adults to construct questions that are suitable for inquiry. Beginning in grade 6, students should be able to take increasing

Questions are just the starting point for an inquiry. To develop an inquiry, students will also determine the data sources needed to help answer compelling and supporting questions. The five indicators in Dimension 1 describe the questioning and planning skills needed to initiate inquiry.

**CENTRAL to a rich social studies experience** is the capability for developing questions that **CAN FRAME AND ADVANCE AN INQUIRY.** Those questions come in two forms: **compelling** and **supporting questions.**

**Constructing Compelling Questions**

The construction of compelling questions should include the following Indicators, which are detailed

in the suggested K-12 Pathway for College, Career, and Civic Readiness in Table 5.

**TABLE 5: Suggested K-12 Pathway for College, Career, and Civic Readiness**  
**Dimension 1, Constructing Compelling Questions**

BY THE END OF GRADE 2*	BY THE END OF GRADE 5*	BY THE END OF GRADE 8	BY THE END OF GRADE 12
INDIVIDUALLY AND WITH OTHERS, STUDENTS CONSTRUCT COMPELLING QUESTIONS, AND ...			
D1.1.K-2. Explain why the compelling question is important to the student.	D1.1.3-5. Explain why compelling questions are important to others (e.g., peers, adults).	D1.1.6-8. Explain how a question represents key ideas in the field.	D1.1.9-12. Explain how a question reflects an enduring issue in the field.
D1.2.K-2. Identify disciplinary ideas associated with a compelling question.	D1.2.3-5. Identify disciplinary concepts and ideas associated with a compelling question that are open to different interpretations.	D1.2.6-8. Explain points of agreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.	D1.2.9-12. Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.

\* Students, particularly before middle school, will need considerable guidance and support from adults to construct questions that are suitable for inquiry.

## Constructing Supporting Questions

The construction of supporting questions includes the following Indicators, which are detailed in the

suggested K-12 Pathway for College, Career, and Civic Readiness in Table 6.

**TABLE 6: Suggested K-12 Pathway for College, Career, and Civic Readiness  
Dimension 1, Constructing Supporting Questions**

BY THE END OF GRADE 2*	BY THE END OF GRADE 5*	BY THE END OF GRADE 8	BY THE END OF GRADE 12
INDIVIDUALLY AND WITH OTHERS, STUDENTS CONSTRUCT SUPPORTING QUESTIONS, AND ...			
D1.3.K-2. Identify facts and concepts associated with a supporting question.	D1.3.3-5. Identify the disciplinary concepts and ideas associated with a supporting question that are open to interpretation.	D1.3.6-8. Explain points of agreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.	D1.3.9-12. Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.
D1.4.K-2. Make connections between supporting questions and compelling questions.	D1.4.3-5. Explain how supporting questions help answer compelling questions in an inquiry.	D1.4.6-8. Explain how the relationship between supporting questions and compelling questions is mutually reinforcing.	D1.4.9-12. Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.

\* Students, particularly before middle school, will need considerable guidance and support from adults to construct questions that are suitable for inquiry.

## Determining Helpful Sources

The third set of Indicators for Dimension 1 is detailed in the suggested K-12 Pathway for College, Career, and Civic Readiness in Table 7: Determine the kinds of sources that will be helpful in answering compelling

and supporting questions, taking into consideration the multiple points of view represented in an argument, the structure of an explanation, the types of sources available, and the potential uses of the sources.

**TABLE 7: Suggested K-12 Pathway for College, Career, and Civic Readiness  
Dimension 1, Determining Helpful Sources**

BY THE END OF GRADE 2	BY THE END OF GRADE 5	BY THE END OF GRADE 8	BY THE END OF GRADE 12
INDIVIDUALLY AND WITH OTHERS, STUDENTS ...			
D1.5.K-2. Determine the kinds of sources that will be helpful in answering compelling and supporting questions.	D1.5.3-5. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration the different opinions people have about how to answer the questions.	D1.5.6-8. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of views represented in the sources.	D1.5.9-12. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.



## ENGLISH LANGUAGE ARTS/LITERACY COMMON CORE CONNECTIONS: DIMENSION 1

Questioning plays an important role in social studies as well as in the ELA/Literacy Common Core Standards. Expectations for using questions to interrogate texts are consistently communicated in the ELA/Literacy Common Core Standards. One of the key design features of the ELA/Literacy Common Core Standards is to emphasize research skills throughout the standards. Specifically, the Common Core Standards argue, “to be ready for college, workforce training, and life in a technological society, students need the ability to gather, comprehend, evaluate, synthesize, and report on information and ideas, to conduct original research in order to answer questions” (NGA and CCSSO, 2010a, p. 4). The C3 Framework elaborates on the emphasis of the ELA/Literacy Common Core Standards on answering questions by establishing specific Indicators for students constructing compelling questions to initiate inquiry and supporting questions to sustain that inquiry.

Table 8 details connections between Dimension 1 and the College and Career Readiness Anchor Standards in the ELA/Literacy Common Core Standards. These connections are further elaborated with examples.

**Connections between the C3 Framework and the College and Career Readiness Anchor Standards.** While the connections between the C3 Framework and the ELA/Literacy Common Core Standards are comprehensive and consistent, three CCR Anchor Standards (and their corresponding grade-specific standards) within the ELA/Literacy

Common Core Standards have deeper connections within Dimension 1.

Common Core Anchor Reading Standard 1 clearly indicates the importance of evidence in framing and answering questions about the texts students are reading and researching. This crucial standard asks students to look for “explicit” information lodged within the body of the text as well as to draw “logical inferences” based on what they read (NGA and CCSSO, 2010a, p. 10). Reading Standard 1 also expects students to “cite specific textual evidence when writing or speaking to support conclusions drawn from the text” (NGA and CCSSO, 2010a, p. 10). The C3 Framework stresses this focus on evidence by prioritizing a wide range of inquiry-based activities that result in information gathering on the part of students in response to planning and developing lines of inquiry.

Common Core Anchor Writing Standard 7 is particularly relevant for posing questions as an initial activity in research and inquiry in social studies. Writing Standard 7 calls on students to base their research on “focused questions, demonstrating understanding of the subject under investigation” (NGA and CCSSO, 2010a, p. 18). The C3 Framework elaborates on the process of developing questions by making distinctions about the types of questions useful for initiating and sustaining an inquiry, and by having students explain how the construction of compelling and supporting questions is connected to the disciplinary process of inquiry.

**TABLE 8: Connections between Dimension 1 and the CCR Anchor Standards in the ELA/Literacy Common Core Standards**

ELA/LITERACY CCR ANCHOR STANDARDS CONNECTIONS	Anchor Reading Standard 1 Anchor Writing Standard 7 Anchor Speaking and Listening Standard 1
SHARED LANGUAGE	Questioning; Argument; Explanation; Point of View

Common Core Anchor Speaking and Listening Standard 1 also has broad application for Dimension 1. Speaking and Listening Standard 1 calls on students to “prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively” (NGA and CCSSO, 2010a, p. 22). Dimension 1 asks students to engage in the sophisticated intellectual activity of constructing compelling and supporting questions. Students, particularly before middle school, will need considerable guidance and support from adults and peers to construct suitable questions for inquiry. Such guidance and support will play out through conversations and collaboration. Learning in social studies is an inherently collaborative activity, and Speaking and Listening Standard 1 is thus especially relevant in Dimension 1.

A student’s ability to ask and answer questions when reading, writing, and speaking and listening is an important part of literacy and represents a foundation for learning in social studies. Throughout the C3 Framework, students are expected to practice and improve the questioning skills specified in the ELA/Literacy Common Core Standards. In Dimension 1 of the C3 Framework, students turn to questions as a way to initiate and sustain inquiry, and connect these questioning literacies to those suggested by ELA/Literacy Common Core Writing Standard 7. In alignment with the Common Core Standards, the C3 Framework views the skill of asking questions and the desire to answer them as being so fundamental to the inquiry process that inquiry cannot begin until students have developed questioning skills.

The questioning skills emphasized in the C3 Framework reflect the academic intentions of the

disciplines that make up social studies and the special purposes of social studies as preparation for civic life. Social studies teachers have an important role to play in supporting students as they develop the literacy questioning skills found in the ELA/Literacy Common Core Standards, and can do this most effectively through helping their students learn the habits and skills needed to conduct inquiry in social studies and to live productively as democratic citizens.

**Shared Language.** The ELA/Literacy Common Core Standards closely align with the Indicators in Dimension 1. In places, the connections between the Common Core Standards and the C3 Framework Indicators are so close that the same language is used. The concept of questioning is part of this shared language, but in addition, the terms *argument*, *explanation*, and *point of view* are consistently used in both the ELA/Literacy Common Core Standards and Dimension 1.

The ELA/Literacy Common Core Standards emphasize questioning as a mechanism for supporting reading and as a tool to prompt research. The C3 Framework emphasizes the use of questioning as a prompt for disciplinary inquiry. A unique distinction is made in the C3 Framework between compelling and supporting questions. This distinction is closely tied to the types of thinking and student-generated products that result from inquiry. In distinguishing these products, the C3 Framework utilizes the distinction between argumentation and explanation as described in ELA/Literacy Common Core Writing Anchor Standards 1 and 2. Thus, by design, compelling questions lead to arguments, and supporting questions lead to explanations.





# Applying Disciplinary Concepts & TOOLS

**THE FOUR CORE DISCIPLINES** within social studies provide the intellectual context for studying how humans have interacted with each other and with the environment over time. Each of these disciplines—civics, economics, geography, and history—offers a unique way of thinking and organizing knowledge as well as systems for verifying knowledge. Dimension 2 focuses on the disciplinary concepts and tools students need to understand and apply as they study the specific content typically described in state standards. These disciplinary ideas are the lenses students use in their inquiries, and the consistent and coherent application of these lenses throughout the grades should lead to deep and enduring understanding.


A key distinction between a framework and a set of content standards is the difference between conceptual and curricular content. Curricular content specifies the particular ideas to be taught and the grade levels at which to teach them; conceptual content is the bigger set of ideas that frame the curricular content. For example, rather than identify every form of governmental power, the C3 Framework expects students in grades 6–8 to “explain the powers and limits of the three branches of government, public officials, and bureaucracies at different levels in the United States and in other countries.” Similarly, rather than delineate every kind of map, the C3 Framework expects students

in grades 3–5 to “create maps and other graphic representations of both familiar and unfamiliar places.”

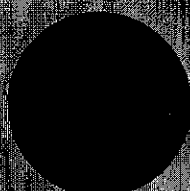
The C3 Framework takes this approach of describing concepts and skills rather than curricular content because there are significant differences among states in terms of what is taught and when. If and when the Irish potato famine might be taught, for example, is a decision best left to state and local decision makers. The C3 Framework in general, and Dimension 2 in particular, is intended to serve as a frame for organizing curricular content, rather than a prescription for the specific content to be taught.

# WHAT DOES LIBERTY LOOK LIKE?


COMPELLING QUESTIONS THROUGH DISCIPLINARY LENSES



**Civics:**  
What is the  
line between  
liberty and  
responsibility?



**History:**  
When did  
Americans  
gain their  
liberty?



**Geography:**  
How does liberty  
change from  
place to place?



**Economics:**  
Does more  
liberty mean  
more prosperity?

## CIVICS

**IN A CONSTITUTIONAL DEMOCRACY**, productive civic engagement requires knowledge of the history, principles, and foundations of our American democracy, and the ability to participate in civic and democratic processes. People demonstrate civic engagement when they address public problems individually and collaboratively and when they maintain, strengthen, and improve communities and societies. Thus, civics is, in part, the study of how people participate in governing society.

Because government is a means for addressing common or public problems, the political system established by the U.S. Constitution is an important subject of study within civics. Civics requires other knowledge too; students should also learn about state and local governments; markets; courts and legal systems; civil society; other nations' systems and practices; international institutions; and the techniques available to citizens for preserving and changing a society.

Civics is not limited to the study of politics and society; it also encompasses participation in classrooms and schools, neighborhoods, groups, and organizations. Not all participation is beneficial. This framework makes frequent reference to civic *virtues* and principles that guide participation and to the norm of *deliberation* (which means discussing issues and making choices and judgments with information and evidence, civility and respect, and concern for fair procedures). What defines civic virtue, which democratic principles apply in given situations, and when discussions are deliberative are not easy questions, but they are topics for inquiry and reflection. In civics, students learn to contribute appropriately to public processes and discussions of real issues. Their contributions to public discussions may take many forms, ranging from personal testimony to abstract arguments. They will also learn civic practices such as voting, volunteering, jury service, and joining with others to improve society. Civics enables students not only to study how others participate, but also to practice participating and taking informed action themselves.

## Civic and Political Institutions

In order to act responsibly and effectively, citizens must understand the important institutions of their society and the principles that these institutions are intended to reflect. That requires mastery of a body of knowledge about law, politics, and government.

*Indicators of Dimension 2—Civic and Political Institutions—are detailed in the suggested K-12 Pathway for College, Career, and Civic Readiness in Table 9.*

**TABLE 9: Suggested K-12 Pathway for College, Career, and Civic Readiness  
Dimension 2, Civic and Political Institutions**

BY THE END OF GRADE 2	BY THE END OF GRADE 5	BY THE END OF GRADE 8	BY THE END OF GRADE 12
<b>INDIVIDUALLY AND WITH OTHERS, STUDENTS...</b>			
<b>D2.Civ.1.K-2.</b> Describe roles and responsibilities of people in authority.	<b>D2.Civ.1.3-5.</b> Distinguish the responsibilities and powers of government officials at various levels and branches of government and in different times and places.	<b>D2.Civ.1.6-8.</b> Distinguish the powers and responsibilities of citizens, political parties, interest groups, and the media in a variety of governmental and nongovernmental contexts.	<b>D2.Civ.1.9-12.</b> Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions.
<b>D2.Civ.2.K-2.</b> Explain how all people, not just official leaders, play important roles in a community.	<b>D2.Civ.2.3-5.</b> Explain how a democracy relies on people's responsible participation, and draw implications for how individuals should participate.	<b>D2.Civ.2.6-8.</b> Explain specific roles played by citizens (such as voters, jurors, taxpayers, members of the armed forces, petitioners, protesters, and office-holders).	<b>D2.Civ.2.9-12.</b> Analyze the role of citizens in the U.S. political system, with attention to various theories of democracy, changes in Americans' participation over time, and alternative models from other countries, past and present.
<b>D2.Civ.3.K-2.</b> Explain the need for and purposes of rules in various settings inside and outside of school.	<b>D2.Civ.3.3-5.</b> Examine the origins and purposes of rules, laws, and key U.S. constitutional provisions.	<b>D2.Civ.3.6-8.</b> Examine the origins, purposes, and impact of constitutions, laws, treaties, and international agreements.	<b>D2.Civ.3.9-12.</b> Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order.
<b>D2.Civ.4.K-2.</b> <i>Begins in grades 3–5</i>	<b>D2.Civ.4.3-5.</b> Explain how groups of people make rules to create responsibilities and protect freedoms.	<b>D2.Civ.4.6-8.</b> Explain the powers and limits of the three branches of government, public officials, and bureaucracies at different levels in the United States and in other countries.	<b>D2.Civ.4.9-12.</b> Explain how the U.S. Constitution establishes a system of government that has powers, responsibilities, and limits that have changed over time and that are still contested.
<b>D2.Civ.5.K-2.</b> Explain what governments are and some of their functions.	<b>D2.Civ.5.3-5.</b> Explain the origins, functions, and structure of different systems of government, including those created by the U.S. and state constitutions.	<b>D2.Civ.5.6-8.</b> Explain the origins, functions, and structure of government with reference to the U.S. Constitution, state constitutions, and selected other systems of government.	<b>D2.Civ.5.9-12.</b> Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level.
<b>D2.Civ.6.K-2.</b> Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.	<b>D2.Civ.6.3-5.</b> Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.	<b>D2.Civ.6.6-8.</b> Describe the roles of political, civil, and economic organizations in shaping people's lives.	<b>D2.Civ.6.9-12.</b> Critique relationships among governments, civil societies, and economic markets.

## Participation and Deliberation: Applying Civic Virtues and Democratic Principles

Civics teaches the principles—such as adherence to the social contract, consent of the governed, limited government, legitimate authority, federalism, and separation of powers—that are meant to guide official institutions such as legislatures, courts, and government agencies. It also teaches the virtues—such as honesty, mutual respect, cooperation, and attentiveness to multiple perspectives—that citizens should use when they interact with each other on public matters. Principles such as equality, freedom, liberty, respect for individual rights, and deliberation apply to both official institutions and informal interactions among citizens. Learning these virtues and principles requires obtaining factual knowledge of written provisions found in

important texts such as the founding documents of the United States. It also means coming to understand the diverse arguments that have been made about these documents and their meanings. Finally, students understand virtues and principles by applying and reflecting on them through actual civic engagement—their own and that of other people from the past and present.

*Indicators of Dimension 2—Participation and Deliberation—are detailed in the suggested K-12 Pathway for College, Career, and Civic Readiness in Table 10.*

**TABLE 10: Suggested K-12 Pathway for College, Career, and Civic Readiness  
Dimension 2, Participation and Deliberation**

BY THE END OF GRADE 2	BY THE END OF GRADE 5	BY THE END OF GRADE 8	BY THE END OF GRADE 12
INDIVIDUALLY AND WITH OTHERS, STUDENTS...			
<b>D2.Civ.7.K-2.</b> Apply civic virtues when participating in school settings.	<b>D2.Civ.7.3-5.</b> Apply civic virtues and democratic principles in school settings.	<b>D2.Civ.7.6-8.</b> Apply civic virtues and democratic principles in school and community settings.	<b>D2.Civ.7.9-12.</b> Apply civic virtues and democratic principles when working with others.
<b>D2.Civ.8.K-2.</b> Describe democratic principles such as equality, fairness, and respect for legitimate authority and rules.	<b>D2.Civ.8.3-5.</b> Identify core civic virtues and democratic principles that guide government, society, and communities.	<b>D2.Civ.8.6-8.</b> Analyze ideas and principles contained in the founding documents of the United States, and explain how they influence the social and political system.	<b>D2.Civ.8.9-12.</b> Evaluate social and political systems in different contexts, times, and places, that promote civic virtues and enact democratic principles.
<b>D2.Civ.9.K-2.</b> Follow agreed-upon rules for discussions while responding attentively to others when addressing ideas and making decisions as a group.	<b>D2.Civ.9.3-5.</b> Use deliberative processes when making decisions or reaching judgments as a group.	<b>D2.Civ.9.6-8.</b> Compare deliberative processes used by a wide variety of groups in various settings.	<b>D2.Civ.9.9-12.</b> Use appropriate deliberative processes in multiple settings.
<b>D2.Civ.10.K-2.</b> Compare their own point of view with others' perspectives.	<b>D2.Civ.10.3-5.</b> Identify the beliefs, experiences, perspectives, and values that underlie their own and others' points of view about civic issues.	<b>D2.Civ.10.6-8.</b> Explain the relevance of personal interests and perspectives, civic virtues, and democratic principles when people address issues and problems in government and civil society.	<b>D2.Civ.10.9-12.</b> Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.

## Processes, Rules, and Laws

Civics is the discipline of the social studies most directly concerned with the processes and rules by which groups of people make decisions, govern themselves, and address public problems. People address problems at all scales, from a classroom to the agreements among nations. Public policies are among the tools that governments use to address public problems. Students must learn how various rules, processes, laws, and policies actually work, which requires factual

understanding of political systems and is the focus of this section. They must also obtain experience in defining and addressing public problems, as prompted in Dimension 4—Taking Informed Action.

*Indicators of Dimension 2—Processes, Rules, and Laws—are detailed in the suggested K-12 Pathway for College, Career, and Civic Readiness in Table 11.*

**TABLE 11: Suggested K-12 Pathway for College, Career, and Civic Readiness  
Dimension 2, Processes, Rules, and Laws**

BY THE END OF GRADE 2	BY THE END OF GRADE 5	BY THE END OF GRADE 8	BY THE END OF GRADE 12
INDIVIDUALLY AND WITH OTHERS, STUDENTS...			
<b>D2.Civ.11.K-2.</b> Explain how people can work together to make decisions in the classroom.	<b>D2.Civ.11.3-5.</b> Compare procedures for making decisions in a variety of settings, including classroom, school, government, and/or society.	<b>D2.Civ.11.6-8.</b> Differentiate among procedures for making decisions in the classroom, school, civil society, and local, state, and national government in terms of how civic purposes are intended.	<b>D2.Civ.11.9-12.</b> Evaluate multiple procedures for making governmental decisions at the local, state, national, and international levels in terms of the civic purposes achieved.
<b>D2.Civ.12.K-2.</b> Identify and explain how rules function in public (classroom and school) settings.	<b>D2.Civ.12.3-5.</b> Explain how rules and laws change society and how people change rules and laws.	<b>D2.Civ.12.6-8.</b> Assess specific rules and laws (both actual and proposed) as means of addressing public problems.	<b>D2.Civ.12.9-12.</b> Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues.
<i>Begins in grades 3-5</i>	<b>D2.Civ.13.3-5.</b> Explain how policies are developed to address public problems.	<b>D2.Civ.13.6-8.</b> Analyze the purposes, implementation, and consequences of public policies in multiple settings.	<b>D2.Civ.13.9-12.</b> Evaluate public policies in terms of intended and unintended outcomes, and related consequences.
<b>D2.Civ.14.K-2.</b> Describe how people have tried to improve their communities over time.	<b>D2.Civ.14.3-5.</b> Illustrate historical and contemporary means of changing society.	<b>D2.Civ.14.6-8.</b> Compare historical and contemporary means of changing societies, and promoting the common good.	<b>D2.Civ.14.9-12.</b> Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.

## ECONOMICS

**EFFECTIVE ECONOMIC DECISION** making requires that students have a keen understanding of the ways in which individuals, businesses, governments, and societies make decisions to allocate human capital, physical capital, and natural resources among alternative uses. This economic reasoning process involves the consideration of costs and benefits with the ultimate goal of making decisions that will enable individuals and societies to be as well off as possible. The study of economics provides students with the concepts and tools necessary for an economic way of thinking and helps students understand the interaction of buyers and sellers in markets, workings of the national economy, and interactions within the global marketplace.

Economics is grounded in knowledge about how people choose to use resources. Economic understanding helps individuals, businesses, governments, and societies choose what resources to devote to work, to school, and to leisure; how many dollars to spend, and how many to save; and how to make informed decisions in a wide variety of contexts. Economic reasoning and skillful use of economic tools draw upon a strong base of knowledge about human capital, land, investments, money, income and production, taxes, and government expenditures.



## Economic Decision Making

People make decisions about how to use scarce resources to maximize the well-being of individuals and society. Economic decision making involves setting goals and identifying the resources available to achieve those goals. Alternative ways to use the resources are investigated in terms of their advantages and disadvantages. Since most choices involve a little more of one thing and a little less of something else, economic decision making includes weighing the

additional benefit of an action against the additional cost. Investigating the incentives that motivate people is an essential part of analyzing economic decision making.

*Indicators of Dimension 2—Economic Decision Making—are detailed in the suggested K-12 Pathway for College, Career, and Civic Readiness in Table 12.*

**TABLE 12: Suggested K-12 Pathway for College, Career, and Civic Readiness Dimension 2, Economic Decision Making**

BY THE END OF GRADE 2	BY THE END OF GRADE 5	BY THE END OF GRADE 8	BY THE END OF GRADE 12
INDIVIDUALLY AND WITH OTHERS, STUDENTS...			
<b>D2.Eco.1.K-2.</b> Explain how scarcity necessitates decision making.	<b>D2.Eco.1.3-5.</b> Compare the benefits and costs of individual choices.	<b>D2.Eco.1.6-8.</b> Explain how economic decisions affect the well-being of individuals, businesses, and society.	<b>D2.Eco.1.9-12.</b> Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups.
<b>D2.Eco.2.K-2.</b> Identify the benefits and costs of making various personal decisions.	<b>D2.Eco.2.3-5.</b> Identify positive and negative incentives that influence the decisions people make.	<b>D2.Eco.2.6-8.</b> Evaluate alternative approaches or solutions to current economic issues in terms of benefits and costs for different groups and society as a whole.	<b>D2.Eco.2.9-12.</b> Use marginal benefits and marginal costs to construct an argument for or against an approach or solution to an economic issue.

## Exchange and Markets

People voluntarily exchange goods and services when both parties expect to gain as a result of the trade. Markets exist to facilitate the exchange of goods and services. When buyers and sellers interact in well-functioning, competitive markets, prices are determined that reflect the relative scarcity of the goods and services in the market. The principles of markets apply to markets for goods and services, labor, credit,

foreign exchange, and others. Comparison of benefits and costs helps identify the circumstances under which government action in markets is in the best interest of society and when it is not.

*Indicators of Dimension 2—Exchange and Markets—are detailed in the suggested K-12 Pathway for College, Career, and Civic Readiness in Table 13.*

**TABLE 13: Suggested K-12 Pathway for College, Career, and Civic Readiness  
Dimension 2, Exchange and Markets**

BY THE END OF GRADE 2	BY THE END OF GRADE 5	BY THE END OF GRADE 8	BY THE END OF GRADE 12
<b>INDIVIDUALLY AND WITH OTHERS, STUDENTS...</b>			
<b>D2.Eco.3.K-2.</b> Describe the skills and knowledge required to produce certain goods and services.	<b>D2.Eco.3.3-5.</b> Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used to produce goods and services.	<b>D2.Eco.3.6-8.</b> Explain the roles of buyers and sellers in product, labor, and financial markets.	<b>D2.Eco.3.9-12.</b> Analyze the ways in which incentives influence what is produced and distributed in a market system.
<b>D2.Eco.4.K-2.</b> Describe the goods and services that people in the local community produce and those that are produced in other communities.	<b>D2.Eco.4.3-5.</b> Explain why individuals and businesses specialize and trade.	<b>D2.Eco.4.6-8.</b> Describe the role of competition in the determination of prices and wages in a market economy.	<b>D2.Eco.4.9-12.</b> Evaluate the extent to which competition among sellers and among buyers exists in specific markets.
<b>D2.Eco.5.K-2.</b> Identify prices of products in a local market.	<b>D2.Eco.5.3-5.</b> Explain the role of money in making exchange easier.	<b>D2.Eco.5.6-8.</b> Explain ways in which money facilitates exchange by reducing transactional costs.	<b>D2.Eco.5.9-12.</b> Describe the consequences of competition in specific markets.
<b>D2.Eco.6.K-2.</b> Explain how people earn income.	<b>D2.Eco.6.3-5.</b> Explain the relationship between investment in human capital, productivity, and future incomes.	<b>D2.Eco.6.6-8.</b> Explain how changes in supply and demand cause changes in prices and quantities of goods and services, labor, credit, and foreign currencies.	<b>D2.Eco.6.9-12.</b> Generate possible explanations for a government role in markets when market inefficiencies exist.
<b>D2.Eco.7.K-2.</b> Describe examples of costs of production.	<b>D2.Eco.7.3-5.</b> Explain how profits influence sellers in markets.	<b>D2.Eco.7.6-8.</b> Analyze the role of innovation and entrepreneurship in a market economy.	<b>D2.Eco.7.9-12.</b> Use benefits and costs to evaluate the effectiveness of government policies to improve market outcomes.
<i>Begins in grades 3-5</i>	<b>D2.Eco.8.3-5.</b> Identify examples of external benefits and costs.	<b>D2.Eco.8.6-8.</b> Explain how external benefits and costs influence market outcomes.	<b>D2.Eco.8.9-12.</b> Describe the possible consequences, both intended and unintended, of government policies to improve market outcomes.
<b>D2.Eco.9.K-2.</b> Describe the role of banks in an economy.	<b>D2.Eco.9.3-5.</b> Describe the role of other financial institutions in an economy.	<b>D2.Eco.9.6-8.</b> Describe the roles of institutions such as corporations, non-profits, and labor unions in a market economy.	<b>D2.Eco.9.9-12.</b> Describe the roles of institutions such as clearly defined property rights and the rule of law in a market economy.

## The National Economy

Changes in the amounts and qualities of human capital, physical capital, and natural resources influence current and future economic conditions and standards of living. All markets working together influence economic growth and fluctuations in well-being. Monetary and fiscal policies are often designed and used in attempts to moderate fluctuations and encourage growth under a wide variety of circumstances. Policies changing the growth in the money supply and overall levels of spending in the economy are aimed

at reducing inflationary or deflationary pressures; increasing employment or decreasing unemployment levels; and increasing economic growth over time. Policies designed to achieve alternative goals often have unintended effects on levels of inflation, employment, and growth.

*Indicators of Dimension 2—The National Economy—are detailed in the suggested K-12 Pathway for College, Career, and Civic Readiness in Table 14.*

**TABLE 14: Suggested K-12 Pathway for College, Career, and Civic Readiness Dimension 2, The National Economy**

BY THE END OF GRADE 2	BY THE END OF GRADE 5	BY THE END OF GRADE 8	BY THE END OF GRADE 12
INDIVIDUALLY AND WITH OTHERS, STUDENTS...			
<b>D2.Eco.10.K-2.</b> Explain why people save.	<b>D2.Eco.10.3-5.</b> Explain what interest rates are.	<b>D2.Eco.10.6-8.</b> Explain the influence of changes in interest rates on borrowing and investing.	<b>D2.Eco.10.9-12.</b> Use current data to explain the influence of changes in spending, production, and the money supply on various economic conditions.
Begins in grades 3–5	<b>D2.Eco.11.3-5.</b> Explain the meaning of inflation, deflation, and unemployment.	<b>D2.Eco.11.6-8.</b> Use appropriate data to evaluate the state of employment, unemployment, inflation, total production, income, and economic growth in the economy.	<b>D2.Eco.11.9-12.</b> Use economic indicators to analyze the current and future state of the economy.
<b>D2.Eco.12.K-2.</b> Describe examples of the goods and services that governments provide.	<b>D2.Eco.12.3-5.</b> Explain the ways in which the government pays for the goods and services it provides.	<b>D2.Eco.12.6-8.</b> Explain how inflation, deflation, and unemployment affect different groups.	<b>D2.Eco.12.9-12.</b> Evaluate the selection of monetary and fiscal policies in a variety of economic conditions.
<b>D2.Eco.13.K-2.</b> Describe examples of capital goods and human capital.	<b>D2.Eco.13.3-5.</b> Describe ways people can increase productivity by using improved capital goods and improving their human capital.	<b>D2.Eco.13.6-8.</b> Explain why standards of living increase as productivity improves.	<b>D2.Eco.13.9-12.</b> Explain why advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.

## The Global Economy

Economic globalization occurs with cross-border movement of goods, services, technology, information, and human, physical, and financial capital. Understanding why people specialize and trade, and how that leads to increased economic interdependence, are fundamental steps in understanding how the world economy functions. While trade provides significant benefits, it is not without costs. Comparing

those benefits and costs is essential in evaluating policies to influence trade among individuals and businesses in different countries.

*Indicators of Dimension 2—The Global Economy—are detailed in the suggested K-12 Pathway for College, Career, and Civic Readiness in Table 15.*

**TABLE 15: Suggested K-12 Pathway for College, Career, and Civic Readiness  
Dimension 2, The Global Economy**

BY THE END OF GRADE 2	BY THE END OF GRADE 5	BY THE END OF GRADE 8	BY THE END OF GRADE 12
INDIVIDUALLY AND WITH OTHERS, STUDENTS...			
<b>D2.Eco.14.K-2.</b> Describe why people in one country trade goods and services with people in other countries.	<b>D2.Eco.14.3-5.</b> Explain how trade leads to increasing economic interdependence among nations.	<b>D2.Eco.14.6-8.</b> Explain barriers to trade and how those barriers influence trade among nations.	<b>D2.Eco.14.9-12.</b> Analyze the role of comparative advantage in international trade of goods and services.
<b>D2.Eco.15.K-2.</b> Describe products that are produced abroad and sold domestically and products that are produced domestically and sold abroad.	<b>D2.Eco.15.3-5.</b> Explain the effects of increasing economic interdependence on different groups within participating nations.	<b>D2.Eco.15.6-8.</b> Explain the benefits and the costs of trade policies to individuals, businesses, and society.	<b>D2.Eco.15.9-12.</b> Explain how current globalization trends and policies affect economic growth, labor markets, rights of citizens, the environment, and resource and income distribution in different nations.

## GEOGRAPHY

**EACH PLACE ON EARTH** has a unique set of local conditions and connections to other places. Some activities are appropriate in a given place and other activities are not. Events in one place influence events in other places. Geographic knowledge helps people to make decisions about “Where can I be safe, successful, and happy in my daily activities?” and “How can my community create and sustain a healthy environment?” Such knowledge is critically important to understanding what activities might be harmful to a place or what hazards might be encountered there. Geographic inquiry helps people understand and appreciate their own place in the world, and fosters curiosity about Earth’s wide diversity of environments and cultures.

Geographic reasoning rests on deep knowledge of Earth’s physical and human features, including the locations of places and regions, the distribution of landforms and water bodies, and historic changes in political boundaries, economic activities, and cultures.

Geographic reasoning requires using spatial and environmental perspectives, skills in asking and answering questions, and being able to apply geographic representations including maps, imagery, and geospatial technologies. A spatial perspective is about whereness. Where are people and things located? Why there? What are the consequences? An environmental perspective views people as living in interdependent relationships within diverse environments. Thinking geographically requires knowing that the world is a set of complex ecosystems interacting at multiple scales that structure the spatial patterns and processes that influence our daily lives. Geographic reasoning brings societies and nature under the lens of spatial analysis, and aids in personal and societal decision making and problem solving.

## Geographic Representations: Spatial Views of the World

Creating maps and using geospatial technologies requires a process of answering geographic questions by gathering relevant information; organizing and analyzing the information; and using effective means to communicate the findings. Once a map or other representation is created, it prompts new questions concerning the locations, spaces, and patterns portrayed. Creating maps and other geographical representations is an essential and enduring part of

seeking new geographic knowledge that is personally and socially useful and that can be applied in making decisions and solving problems.

*Indicators of Dimension 2—Geographic Representations—are detailed in the suggested K-12 Pathway for College, Career, and Civic Readiness in Table 16.*

**TABLE 16: Suggested K-12 Pathway for College, Career, and Civic Readiness Dimension 2, Geographic Representations**

BY THE END OF GRADE 2	BY THE END OF GRADE 5	BY THE END OF GRADE 8	BY THE END OF GRADE 12
INDIVIDUALLY AND WITH OTHERS, STUDENTS...			
<b>D2.Geo.1.K-2.</b> Construct maps, graphs, and other representations of familiar places.	<b>D2.Geo.1.3-5.</b> Construct maps and other graphic representations of both familiar and unfamiliar places.	<b>D2.Geo.1.6-8.</b> Construct maps to represent and explain the spatial patterns of cultural and environmental characteristics.	<b>D2.Geo.1.9-12.</b> Use geospatial and related technologies to create maps to display and explain the spatial patterns of cultural and environmental characteristics.
<b>D2.Geo.2.K-2.</b> Use maps, graphs, photographs, and other representations to describe places and the relationships and interactions that shape them.	<b>D2.Geo.2.3-5.</b> Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics.	<b>D2.Geo.2.6-8.</b> Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions, and changes in their environmental characteristics.	<b>D2.Geo.2.9-12.</b> Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics.
<b>D2.Geo.3.K-2.</b> Use maps, globes, and other simple geographic models to identify cultural and environmental characteristics of places.	<b>D2.Geo.3.3-5.</b> Use maps of different scales to describe the locations of cultural and environmental characteristics.	<b>D2.Geo.3.6-8.</b> Use paper-based and electronic mapping and graphing techniques to represent and analyze spatial patterns of different environmental and cultural characteristics.	<b>D2.Geo.3.9-12.</b> Use geographic data to analyze variations in the spatial patterns of cultural and environmental characteristics at multiple scales.

## Human-Environment Interaction: Place, Regions, and Culture

Human-environment interactions are essential aspects of human life in all societies and they occur at local-to-global scales. Human-environment interactions happen both in specific places and across broad regions. Culture influences the locations and the types of interactions that occur. Earth's human systems and physical systems are in constant interaction and have reciprocal influences flowing among them. These

interactions result in a variety of spatial patterns that require careful observation, investigation, analysis, and explanation.

*Indicators of Dimension 2—Human-Environment Interaction—are detailed in the suggested K-12 Pathway for College, Career, and Civic Readiness in Table 17.*

**TABLE 17: Suggested K-12 Pathway for College, Career, and Civic Readiness  
Dimension 2, Human-Environment Interaction**

BY THE END OF GRADE 2	BY THE END OF GRADE 5	BY THE END OF GRADE 8	BY THE END OF GRADE 12
INDIVIDUALLY AND WITH OTHERS, STUDENTS...			
<b>D2.Geo.4.K-2.</b> Explain how weather, climate, and other environmental characteristics affect people's lives in a place or region.	<b>D2.Geo.4.3-5.</b> Explain how culture influences the way people modify and adapt to their environments.	<b>D2.Geo.4.6-8.</b> Explain how cultural patterns and economic decisions influence environments and the daily lives of people in both nearby and distant places.	<b>D2.Geo.4.9-12.</b> Analyze relationships and interactions within and between human and physical systems to explain reciprocal influences that occur among them.
<b>D2.Geo.5.K-2.</b> Describe how human activities affect the cultural and environmental characteristics of places or regions.	<b>D2.Geo.5.3-5.</b> Explain how the cultural and environmental characteristics of places change over time.	<b>D2.Geo.5.6-8.</b> Analyze the combinations of cultural and environmental characteristics that make places both similar to and different from other places.	<b>D2.Geo.5.9-12.</b> Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.
<b>D2.Geo.6.K-2.</b> Identify some cultural and environmental characteristics of specific places.	<b>D2.Geo.6.3-5.</b> Describe how environmental and cultural characteristics influence population distribution in specific places or regions.	<b>D2.Geo.6.6-8.</b> Explain how the physical and human characteristics of places and regions are connected to human identities and cultures.	<b>D2.Geo.6.9-12.</b> Evaluate the impact of human settlement activities on the environmental and cultural characteristics of specific places and regions.

## Human Population: Spatial Patterns and Movements

The size, composition, distribution, and movement of human populations are fundamental and active features on Earth's surface. The expansion and redistribution of the human population affects patterns of settlement, environmental changes, and resource use. The spatial patterns and movements of population also relate to physical phenomena including climate variability, landforms, and locations of various natural hazards. Further, political, economic, and technological changes sometimes have dramatic

effects on population size, composition, and distribution. Past, present, and future conditions on Earth's surface cannot be fully understood without asking and answering questions about the spatial patterns of human population.

*Indicators of Dimension 2—Human Population: Spatial Patterns and Movements—are detailed in the suggested K-12 Pathway for College, Career, and Civic Readiness in Table 18.*

**TABLE 18: Suggested K-12 Pathway for College, Career, and Civic Readiness Dimension 2, Human Population: Spatial Patterns and Movements**

BY THE END OF GRADE 2	BY THE END OF GRADE 5	BY THE END OF GRADE 8	BY THE END OF GRADE 12
INDIVIDUALLY AND WITH OTHERS, STUDENTS...			
<b>D2.Geo.7.K-2.</b> Explain why and how people, goods, and ideas move from place to place.	<b>D2.Geo.7.3-5.</b> Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.	<b>D2.Geo.7.6-8.</b> Explain how changes in transportation and communication technology influence the spatial connections among human settlements and affect the diffusion of ideas and cultural practices.	<b>D2.Geo.7.9-12.</b> Analyze the reciprocal nature of how historical events and the spatial diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population.
<b>D2.Geo.8.K-2.</b> Compare how people in different types of communities use local and distant environments to meet their daily needs.	<b>D2.Geo.8.3-5.</b> Explain how human settlements and movements relate to the locations and use of various natural resources.	<b>D2.Geo.8.6-8.</b> Analyze how relationships between humans and environments extend or contract spatial patterns of settlement and movement.	<b>D2.Geo.8.9-12.</b> Evaluate the impact of economic activities and political decisions on spatial patterns within and among urban, suburban, and rural regions.
<b>D2.Geo.9.K-2.</b> Describe the connections between the physical environment of a place and the economic activities found there.	<b>D2.Geo.9.3-5.</b> Analyze the effects of catastrophic environmental and technological events on human settlements and migration.	<b>D2.Geo.9.6-8.</b> Evaluate the influences of long-term human-induced environmental change on spatial patterns of conflict and cooperation.	<b>D2.Geo.9.9-12.</b> Evaluate the influence of long-term climate variability on human migration and settlement patterns, resource use, and land uses at local-to-global scales.



## Global Interconnections: Changing Spatial Patterns

Global interconnections occur in both human and physical systems. Earth is a set of interconnected ecosystems of which humans are an influential part. Many natural phenomena have no perceptible boundaries. For example, the oceans are one dynamic system. The atmosphere covers the entire planet. Land and water forms shift over geological eons. Many life forms diffuse from place to place and bring environmental changes with them. Humans have spread across the planet, along with their cultural practices, artifacts, languages, diseases, and other attributes. All of these interconnections create complex spatial

patterns at multiple scales that continue to change over time. Global-scale issues and problems cannot be resolved without extensive collaboration among the world's peoples, nations, and economic organizations. Asking and answering questions about global interconnections and spatial patterns are a necessary part of geographic reasoning.

*Indicators of Dimension 2—Global Interconnections—are detailed in the suggested K-12 Pathway for College, Career, and Civic Readiness in Table 19.*

**TABLE 19: Suggested K-12 Pathway for College, Career, and Civic Readiness  
Dimension 2, Global Interconnections**

BY THE END OF GRADE 2	BY THE END OF GRADE 5	BY THE END OF GRADE 8	BY THE END OF GRADE 12
INDIVIDUALLY AND WITH OTHERS, STUDENTS...			
<b>D2.Geo.10.K-2.</b> Describe changes in the physical and cultural characteristics of various world regions.	<b>D2.Geo.10.3-5.</b> Explain why environmental characteristics vary among different world regions.	<b>D2.Geo.10.6-8.</b> Analyze the ways in which cultural and environmental characteristics vary among various regions of the world.	<b>D2.Geo.10.9-12.</b> Evaluate how changes in the environmental and cultural characteristics of a place or region influence spatial patterns of trade and land use.
<b>D2.Geo.11.K-2.</b> Explain how the consumption of products connects people to distant places.	<b>D2.Geo.11.3-5.</b> Describe how the spatial patterns of economic activities in a place change over time because of interactions with nearby and distant places.	<b>D2.Geo.11.6-8.</b> Explain how the relationship between the environmental characteristics of places and production of goods influences the spatial patterns of world trade.	<b>D2.Geo.11.9-12.</b> Evaluate how economic globalization and the expanding use of scarce resources contribute to conflict and cooperation within and among countries.
<b>D2.Geo.12.K-2.</b> Identify ways that a catastrophic disaster may affect people living in a place.	<b>D2.Geo.12.3-5.</b> Explain how natural and human-made catastrophic events in one place affect people living in other places.	<b>D2.Geo.12.6-8.</b> Explain how global changes in population distribution patterns affect changes in land use in particular places.	<b>D2.Geo.12.9-12.</b> Evaluate the consequences of human-made and natural catastrophes on global trade, politics, and human migration.

## HISTORY

**HISTORICAL THINKING REQUIRES** understanding and evaluating change and continuity over time, and making appropriate use of historical evidence in answering questions and developing arguments about the past. It involves going beyond simply asking, “What happened when?” to evaluating why and how events occurred and developments unfolded. It involves locating and assessing historical sources of many different types to understand the contexts of given historical eras and the perspectives of different individuals and groups within geographic units that range from the local to the global. Historical thinking is a process of chronological reasoning, which means wrestling with issues of causality, connections, significance, and context with the goal of developing credible explanations of historical events and developments based on reasoned interpretation of evidence.

Historical inquiry involves acquiring knowledge about significant events, developments, individuals, groups, documents, places, and ideas to support investigations about the past. Acquiring relevant knowledge requires assembling information from a wide variety of sources in an integrative process. Students might begin with key events or individuals introduced by the teacher or identified by educational leaders at the state level, and then investigate them further. Or they might take a source from a seemingly insignificant individual and make connections between that person and larger events, or trace the person’s contributions to a major development. Scholars, teachers, and students form an understanding of what is and what is not significant from the emergence of new sources, from current events, from their locale, and from asking questions about changes that affected large numbers of people in the past or had enduring consequences. Developing historical knowledge in connection with historical investigations not only helps students remember the content better because it has meaning, but also allows students to become better thinkers.

## Change, Continuity, and Context

At its heart, chronological reasoning requires understanding processes of change and continuity over time, which means assessing similarities and differences between historical periods and between the past and present. It also involves coming to understand how a change in one area of life relates to a change in other areas, thus bringing together political, economic, intellectual, social, cultural, and other factors. Understanding the interrelation of patterns of change

requires evaluating the context within which events unfolded in order not to view events in isolation, and to be able to assess the significance of specific individuals, groups, and developments.

*Indicators of Dimension 2—Change, Continuity and Context—are detailed in the suggested K-12 Pathway for College, Career, and Civic Readiness in Table 20.*

**Table 20: Suggested K-12 Pathway for College, Career, and Civic Readiness  
Dimension 2, Change, Continuity, and Context**

BY THE END OF GRADE 2	BY THE END OF GRADE 5	BY THE END OF GRADE 8	BY THE END OF GRADE 12
INDIVIDUALLY AND WITH OTHERS, STUDENTS...			
<b>D2.His.1.K-2.</b> Create a chronological sequence of multiple events.	<b>D2.His.1.3-5.</b> Create and use a chronological sequence of related events to compare developments that happened at the same time.	<b>D2.His.1.6-8.</b> Analyze connections among events and developments in broader historical contexts.	<b>D2.His.1.9-12.</b> Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.
<b>D2.His.2.K-2.</b> Compare life in the past to life today.	<b>D2.His.2.3-5.</b> Compare life in specific historical time periods to life today.	<b>D2.His.2.6-8.</b> Classify series of historical events and developments as examples of change and/or continuity.	<b>D2.His.2.9-12.</b> Analyze change and continuity in historical eras.
<b>D2.His.3.K-2.</b> Generate questions about individuals and groups who have shaped a significant historical change.	<b>D2.His.3.3-5.</b> Generate questions about individuals and groups who have shaped significant historical changes and continuities.	<b>D2.His.3.6-8.</b> Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant.	<b>D2.His.3.9-12.</b> Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.

## Perspectives

History is interpretive. Even if they are eyewitnesses, people construct different accounts of the same event, which are shaped by their perspectives—their ideas, attitudes, and beliefs. Historical understanding requires recognizing this multiplicity of points of view in the past, which makes it important to seek out a range of sources on any historical question rather than simply use those that are easiest to find. It also requires recognizing that perspectives change

over time, so that historical understanding requires developing a sense of empathy with people in the past whose perspectives might be very different from those of today.

*Indicators of Dimension 2—Perspectives—are detailed in the suggested K-12 Pathway for College, Career, and Civic Readiness in Table 21.*

**TABLE 21: Suggested K-12 Pathway for College, Career, and Civic Readiness  
Dimension 2, Perspectives**

BY THE END OF GRADE 2	BY THE END OF GRADE 5	BY THE END OF GRADE 8	BY THE END OF GRADE 12
INDIVIDUALLY AND WITH OTHERS, STUDENTS...			
<b>D2.His.4.K-2.</b> Compare perspectives of people in the past to those of people in the present.	<b>D2.His.4.3-5.</b> Explain why individuals and groups during the same historical period differed in their perspectives.	<b>D2.His.4.6-8.</b> Analyze multiple factors that influenced the perspectives of people during different historical eras.	<b>D2.His.4.9-12.</b> Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.
<i>Begins in grades 3–5</i>	<b>D2.His.5.3-5.</b> Explain connections among historical contexts and people's perspectives at the time.	<b>D2.His.5.6-8.</b> Explain how and why perspectives of people have changed over time.	<b>D2.His.5.9-12.</b> Analyze how historical contexts shaped and continue to shape people's perspectives.
<b>D2.His.6.K-2.</b> Compare different accounts of the same historical event.	<b>D2.His.6.3-5.</b> Describe how people's perspectives shaped the historical sources they created.	<b>D2.His.6.6-8.</b> Analyze how people's perspectives influenced what information is available in the historical sources they created.	<b>D2.His.6.9-12.</b> Analyze the ways in which the perspectives of those writing history shaped the history that they produced.
<i>Begins in grades 9–12</i>	<i>Begins in grades 9–12</i>	<i>Begins in grades 9–12</i>	<b>D2.His.7.9-12.</b> Explain how the perspectives of people in the present shape interpretations of the past.
<i>Begins in grades 9–12</i>	<i>Begins in grades 9–12</i>	<i>Begins in grades 9–12</i>	<b>D2.His.8.9-12.</b> Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the time.

## Historical Sources and Evidence

Historical inquiry is based on materials left from the past that can be studied and analyzed. Such materials, referred to as historical sources or primary sources, include written documents, but also objects, artistic works, oral accounts, landscapes that humans have modified, or even materials contained within the human body, such as DNA. These sources become evidence once they are selected to answer a historical question, a process that involves taking into account features of the source itself, such as its maker or date.

The selection process also requires paying attention to the wider historical context in order to choose sources that are relevant and credible. Examining sources often leads to further questions as well as answers in a spiraling process of inquiry.

*Indicators of Dimension 2—Historical Sources and Evidence—are detailed in the suggested K-12 Pathway for College, Career, and Civic Readiness in Table 22.*

**TABLE 22: Suggested K-12 Pathway for College, Career, and Civic Readiness  
Dimension 2, Historical Sources and Evidence**

BY THE END OF GRADE 2	BY THE END OF GRADE 5	BY THE END OF GRADE 8	BY THE END OF GRADE 12
INDIVIDUALLY AND WITH OTHERS, STUDENTS...			
<b>D2.His.9.K-2.</b> Identify different kinds of historical sources.	<b>D2.His.9.3-5.</b> Summarize how different kinds of historical sources are used to explain events in the past.	<b>D2.His.9.6-8.</b> Classify the kinds of historical sources used in a secondary interpretation.	<b>D2.His.9.9-12.</b> Analyze the relationship between historical sources and the secondary interpretations made from them.
<b>D2.His.10.K-2.</b> Explain how historical sources can be used to study the past.	<b>D2.His.10.3-5.</b> Compare information provided by different historical sources about the past.	<b>D2.His.10.6-8.</b> Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources.	<b>D2.His.10.9-12.</b> Detect possible limitations in various kinds of historical evidence and differing secondary interpretations.
<b>D2.His.11.K-2.</b> Identify the maker, date, and place of origin for a historical source from information within the source itself.	<b>D2.His.11.3-5.</b> Infer the intended audience and purpose of a historical source from information within the source itself.	<b>D2.His.11.6-8.</b> Use other historical sources to infer a plausible maker, date, place of origin, and intended audience for historical sources where this information is not easily identified.	<b>D2.His.11.9-12.</b> Critique the usefulness of historical sources for a specific historical inquiry based on their maker, date, place of origin, intended audience, and purpose.
<b>D2.His.12.K-2.</b> Generate questions about a particular historical source as it relates to a particular historical event or development.	<b>D2.His.12.3-5.</b> Generate questions about multiple historical sources and their relationships to particular historical events and developments.	<b>D2.His.12.6-8.</b> Use questions generated about multiple historical sources to identify further areas of inquiry and additional sources.	<b>D2.His.12.9-12.</b> Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources.
<i>Begins at grade 3–5</i>	<b>D2.His.13.3-5.</b> Use information about a historical source, including the maker, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a particular topic.	<b>D2.His.13.6-8.</b> Evaluate the relevancy and utility of a historical source based on information such as maker, date, place of origin, intended audience, and purpose.	<b>D2.His.13.9-12.</b> Critique the appropriateness of the historical sources used in a secondary interpretation.

## Causation and Argumentation

No historical event or development occurs in a vacuum; each one has prior conditions and causes, and each one has consequences. Historical thinking involves using evidence and reasoning to draw conclusions about probable causes and effects, recognizing that these are multiple and complex. It requires understanding that the outcome of any historical event may not be what those who engaged in it intended or predicted, so that chains of cause and effect in the past are unexpected and contingent, not pre-determined. Along with claims about causes and effects,

historical arguments can also address issues of change over time, the relevance of sources, the perspectives of those involved, and many other topics, but must be based on evidence that is used in a critical, coherent, and logical manner.

*Indicators of Dimension 2—Causation and Argumentation—are detailed in the suggested K-12 Pathway for College, Career, and Civic Readiness in Table 23.*

**TABLE 23: Suggested K-12 Pathway for College, Career, and Civic Readiness  
Dimension 2, Causation and Argumentation**

BY THE END OF GRADE 2	BY THE END OF GRADE 5	BY THE END OF GRADE 8	BY THE END OF GRADE 12
INDIVIDUALLY AND WITH OTHERS, STUDENTS...			
<b>D2.His.14.K-2.</b> Generate possible reasons for an event or development in the past.	<b>D2.His.14.3-5.</b> Explain probable causes and effects of events and developments.	<b>D2.His.14.6-8.</b> Explain multiple causes and effects of events and developments in the past.	<b>D2.His.14.9-12.</b> Analyze multiple and complex causes and effects of events in the past.
<i>Begins in grades 6–8</i>	<i>Begins in grades 6–8</i>	<b>D2.His.15.6-8.</b> Evaluate the relative influence of various causes of events and developments in the past.	<b>D2.His.15.9-12.</b> Distinguish between long-term causes and triggering events in developing a historical argument.
<b>D2.His.16.K-2.</b> Select which reasons might be more likely than others to explain a historical event or development.	<b>D2.His.16.3-5.</b> Use evidence to develop a claim about the past.	<b>D2.His.16.6-8.</b> Organize applicable evidence into a coherent argument about the past.	<b>D2.His.16.9-12.</b> Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.
<i>Begins in grades 3–5</i>	<b>D2.His.17.3-5.</b> Summarize the central claim in a secondary work of history.	<b>D2.His.17.6-8.</b> Compare the central arguments in secondary works of history on related topics in multiple media.	<b>D2.His.17.9-12.</b> Critique the central arguments in secondary works of history on related topics in multiple media in terms of their historical accuracy.



## ENGLISH LANGUAGE ARTS/LITERACY COMMON CORE CONNECTIONS: DIMENSION 2

The ELA/Literacy Common Core Standards emphasize analysis, argumentation, and the use of evidence throughout the standards. As noted in the ELA/Literacy Common Core Standards, students who are college and career ready can independently “construct effective arguments and convey intricate or multifaceted information” and “use relevant evidence” when making arguments (NGA and CCSSO, 2010a, p. 7). Dimension 2 in the C3 Framework describes the concepts and tools in civics, economics, geography, and history that are needed to use evidence to make disciplinary arguments. The ELA/Literacy Common Core Standards also describe how students develop language skills and build vocabulary. College and career readiness requires the ability to independently “use a wide-ranging vocabulary” (NGA and CCSSO, 2010a, p. 7). The C3 framework emphasizes disciplinary vocabulary through the introduction of new concepts and the language of the disciplines.

Table 24 details connections between Dimension 2 and the College and Career Readiness Anchor Standards in the ELA/Literacy Common Core Standards. These connections are further elaborated with examples.

**Connections between the C3 Framework and the College and Career Readiness Anchor Standards.** While the connections between the C3 Framework and the ELA/Literacy Common Core

Standards are comprehensive and consistent, thirteen CCR Anchor Standards within the ELA/Literacy Common Core Standards have broader connections within Dimension 2.

Anchor Reading Standards 1–10 are closely aligned with Dimension 2. As students use the disciplinary tools and develop knowledge about the disciplinary concepts highlighted in Dimension 2, they will engage with a variety of sources requiring a wide range of reading skills. During these experiences, students will need to use the full complement of skills highlighted in the reading standards. They will need to read closely for meaning, while determining main ideas, details, structure, purpose, source type, and claims emitting from the sources, and comparing multiple sources. All of these reading activities are regulated by the clear expectations of Anchor Reading Standards 1-10: the demand that answers to questions be backed up by evidence either explicitly drawn from the text or inferred from it, and the requirement that the text under study be of the appropriate level of complexity for the grade band in question.

Anchor Writing Standard 7 is focused on the research process. All four social studies disciplines represented in Dimension 2, as well as the behavioral and social sciences of psychology, sociology, and anthropology, emphasize research-based analytical skills using disciplinary concepts and tools.

**TABLE 24: Connections between Dimension 2 and the CCR Anchor Standards in the ELA/Literacy Common Core Standards**

ELA/LITERACY CCR ANCHOR STANDARDS CONNECTIONS	Civics	Anchor Reading Standards 1–10 Anchor Writing Standard 7 Anchor Speaking and Listening Standard 1 Anchor Language Standard 6
	Economics	
	Geography	
	History	
SHARED LANGUAGE		Analysis, Argument, Evidence, Questioning

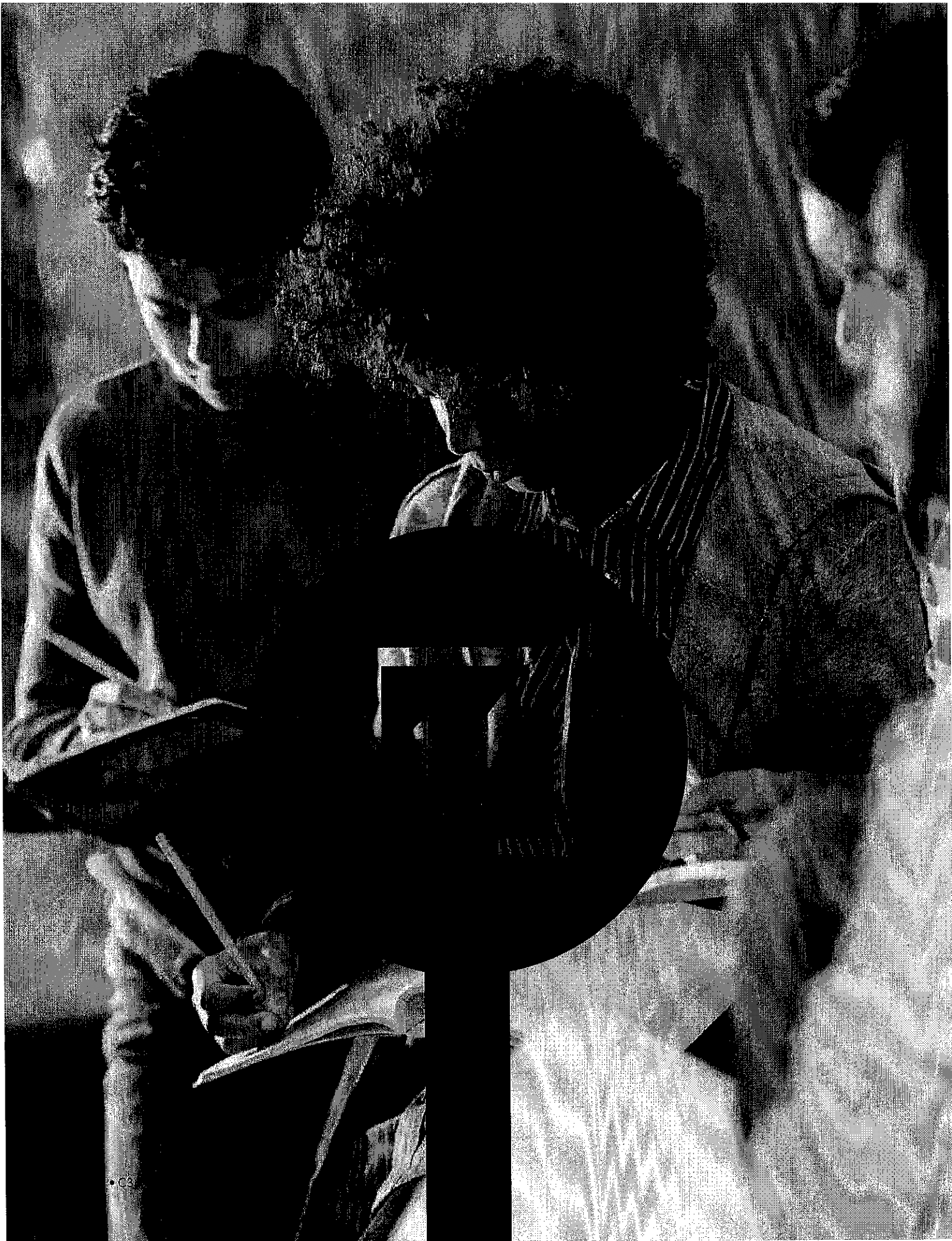
Anchor Speaking and Listening Standard 1 calls on students to “prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively” (NGA and CCSSO, 2010a, p. 22). Dimension 2 asks students to engage disciplinary tools and concepts in collaborative settings working “individually and with others.”

Anchor Language Standard 6 requires that students “acquire and use accurately a range of general academic and domain-specific words and phrases” (NGA and CCSSO, 2010a, p. 51). The C3 Framework supports this language standard by setting forth expectations that students will develop conceptual knowledge within the disciplines. The development

and expansion of vocabulary is an important part of the ELA/Literacy Common Core Standards and the C3 Framework; Language Standard 6 requires that students acquire and use academic and domain-specific words and phrases—words such as *virtue*, *fiscal*, *spatial*, and *perspective* that are included in the Indicators of Dimension 2.

**Shared Language.** The ELA/Literacy Common Core Standards closely align with Indicators in Dimension 2. In places, the connections between the Common Core Standards and C3 Framework Indicators are so close that the same language is used. Dimension 2 and the ELA/Literacy Common Core Standards regularly use terms such as *analysis*, *argument*, *evidence*, and *questioning*.





# Evaluating Sources & USING EVIDENCE

**DIMENSION 3 INCLUDES** the skills students need to analyze information and come to conclusions in an inquiry. These skills focus on gathering and evaluating sources, and then developing claims and using evidence to support those claims.

Students should use various technologies and skills to find information and to express their responses to compelling and supporting questions through well-reasoned explanations and evidence-based arguments. Through the rigorous analysis of sources and application of information from those sources, students should make the evidence-based claims that will form the basis for their conclusions.

Although Dimension 3 includes a sophisticated set of skills, even the youngest children understand the

need to give reasons for their ideas. As they progress through the grades, students learn more advanced approaches related to these skills. In the subsection Developing Claims and Using Evidence below, students generate claims and identify evidence to support those claims.

The specific skills described in Dimension 3 support the examination of content using concepts and tools from the social studies disciplines.

## Gathering and Evaluating Sources

Whether students are constructing opinions, explanation, or arguments, they will gather information from a variety of sources and evaluate the relevance of that information. In this section, students are asked to work with the sources that they gather and/or are provided for them. It is important for students to use online and print sources, and they need to be mindful that not all sources are relevant to their task.

They also need to understand that there are general Common Core literacy skills, such as identifying an author's purpose, main idea, and point of view, that will help in evaluating the usefulness of a source.

*Indicators of Dimension 3—Gathering and Evaluating Sources—are detailed in the suggested K-12 Pathway for College, Career, and Civic Readiness in Table 25.*

**TABLE 25: Suggested K-12 Pathway for College, Career, and Civic Readiness  
Dimension 3, Gathering and Evaluating Sources**

BY THE END OF GRADE 2	BY THE END OF GRADE 5	BY THE END OF GRADE 8	BY THE END OF GRADE 12
INDIVIDUALLY AND WITH OTHERS, STUDENTS...			
<b>D3.1.K-2.</b> Gather relevant information from one or two sources while using the origin and structure to guide the selection.	<b>D3.1.3-5.</b> Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.	<b>D3.1.6-8.</b> Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.	<b>D3.1.9-12.</b> Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.
<b>D3.2.K-2.</b> Evaluate a source by distinguishing between fact and opinion.	<b>D3.2.3-5.</b> Use distinctions among fact and opinion to determine the credibility of multiple sources.	<b>D3.2.6-8.</b> Evaluate the credibility of a source by determining its relevance and intended use.	<b>D3.2.9-12.</b> Evaluate the credibility of a source by examining how experts value the source.

## Developing Claims and Using Evidence

This subsection focuses on argumentation. In contrast to opinions and explanations, argumentation involves the ability to understand the source-to-evidence relationship. That relationship emphasizes the development of claims and counterclaims and the purposeful selection of evidence in support of those claims and counterclaims. Students will learn to develop claims using evidence, but their initial claims will often be tentative and probing. As students delve deeper into the available sources, they construct more

sophisticated claims and counterclaims that draw on evidence from multiple sources. Whether those claims are implicitly or explicitly stated in student products, they will reflect the evidence students have selected from the sources they have consulted.

*Indicators of Dimension 3—Developing Claims and Using Evidence—are detailed in the suggested K-12 Pathway for College, Career, and Civic Readiness in Table 26.*

**TABLE 26: Suggested K-12 Pathway for College, Career, and Civic Readiness Dimension 3, Developing Claims and Using Evidence**

BY THE END OF GRADE 2	BY THE END OF GRADE 5	BY THE END OF GRADE 8	BY THE END OF GRADE 12
INDIVIDUALLY AND WITH OTHERS, STUDENTS:			
<i>Begins in grades 3–5</i>	<b>D3.3.3-5.</b> Identify evidence that draws information from multiple sources in response to compelling questions.	<b>D3.3.6-8.</b> Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations.	<b>D3.3.9-12.</b> Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.
<i>Begins in grades 3–5</i>	<b>D3.4.3-5.</b> Use evidence to develop claims in response to compelling questions.	<b>D3.4.6-8.</b> Develop claims and counterclaims while pointing out the strengths and limitations of both.	<b>D3.4.9-12.</b> Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.



## ENGLISH LANGUAGE ARTS/LITERACY COMMON CORE CONNECTIONS: DIMENSION 3

The ELA/Literacy Common Core Standards focus broadly on evaluating sources and using evidence as skills that are fundamental to success in college and career. According to the Common Core Standards, “students need the ability to gather, comprehend, evaluate, synthesize, and report on information and ideas” (NGA and CCSSO, 2010a, p. 4). Students are expected to “use relevant evidence when supporting their own points in writing and speaking, making their reasoning clear to the reader or listener, and they constructively evaluate others’ use of evidence” (NGA and CCSSO, 2010a, p. 7). The ELA/Literacy Common Core Standards also make clear that these skills connect to civic life, arguing that students must “reflexively demonstrate the cogent reasoning and use of evidence that is essential to both private deliberation and responsible citizenship in a democratic republic” (NGA and CCSSO, 2010a, p. 3).

Through research, students hone their ability to gather and evaluate information and then use that information as evidence in a wide range of endeavors. The ELA/Literacy Common Core Standards emphasize these skills as key to an integrated model of literacy. The C3 Framework and the Indicators in Dimension 3 apply this model to social studies inquiry.

Table 27 details connections between Dimension 3 and the College and Career Readiness Anchor Standards in the ELA/Literacy Common Core Standards. These connections are further elaborated with examples.

**Connections between the C3 Framework and the College and Career Readiness Anchor Standards.** While the connections between the C3 Framework and the ELA/Literacy Common Core Standards are comprehensive and consistent, seventeen CCR Anchor Standards within the ELA/Literacy Common Core Standards have broader connections within Dimension 3.

Anchor Reading Standards 1–10 are closely aligned with Dimension 3. As students gather and evaluate information, develop claims, and use evidence, they will engage with a variety of sources requiring a wide range of reading skills. During these experiences, students will need to use the full complement of skills highlighted in the Reading Standards by reading closely for meaning, while determining main ideas, details, structure, purpose, source type, and claims emitting from the sources, and comparing among multiple sources. The ten Anchor Reading Standards offer a foundation for social studies inquiry. Together, the standards offer a comprehensive picture of a skilled reader who is prepared to engage sources during the process of inquiry. For example, Reading Standard 1 requires students to “cite specific textual evidence when writing or speaking” (NGA and CCSSO, 2010a, p. 10).

This skill is an important part of evaluating the credibility of a source, something that the C3 Framework calls on students to do in Dimension 3. Additionally, in Reading Standard 8, students are expected to

**Table 27: Connections between Dimension 3 and the CCR Anchor Standards in the ELA/Literacy Common Core Standards**

ELA/LITERACY CCR ANCHOR STANDARDS CONNECTIONS	Gathering and Evaluating Sources	Reading 1–10 Writing 1, 2, 7–10 Speaking and Listening 1
	Developing Claims and Using Evidence	
SHARED LANGUAGE		Argument; Sources; Evidence; Claims; Counterclaims; Gather

evaluate arguments and claims in a text, given the “relevance and sufficiency of the evidence” (NGA and CCSSO, 2010a, p. 8). By developing these skills, students become familiar with how others use evidence and understand the importance of evidence in arguments. The C3 Framework asks students to apply these skills in the process of inquiry, so they are able to construct disciplinary explanations and arguments.

Students evaluate sources and use evidence regularly when conducting inquiry. Anchor Writing Standard 1 sets an expectation that students will use “valid reasoning and relevant and sufficient evidence” when writing arguments (NGA and CCSSO, 2010a, p. 18). Standard 2 for writing requires students to “write informative/explanatory texts to examine and convey complex ideas” (NGA and CCSSO, 2010a, p. 18). Writing Standards 7-9 offer a range of specific activities that undergird student expectations for this Dimension of the C3 Framework: Writing Standard 7 focuses on “short as well as more sustained research projects based on focused questions” (NGA and CCSSO, 2010a, p. 18); Writing Standard 8 calls on students to “gather relevant information” and “assess the credibility and accuracy of each source” (NGA and CCSSO, 2010a, p. 18); and Writing Standard 9 asks students to draw evidence from (in this case) informational texts “to support analysis, reflection, and research” (NGA and CCSSO, 2010a, p. 18). The C3 Framework extends all of these skills for the purpose of disciplinary inquiry and civic engagement.

Inquiry in social studies is an inherently collaborative activity, and thus, Anchor Speaking and Listening Standard 1 is particularly relevant in Dimension 3. Speaking and Listening Standard 1 calls on students to “prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively” (NGA and CCSSO, 2010a, p. 22). The C3 Framework assumes a collaborative environment as students work through their inquiries. As students gather and evaluate sources for relevant information and determine credibility toward building claims with evidence, they should have multiple opportunities to practice civil, democratic discourse with diverse partners.

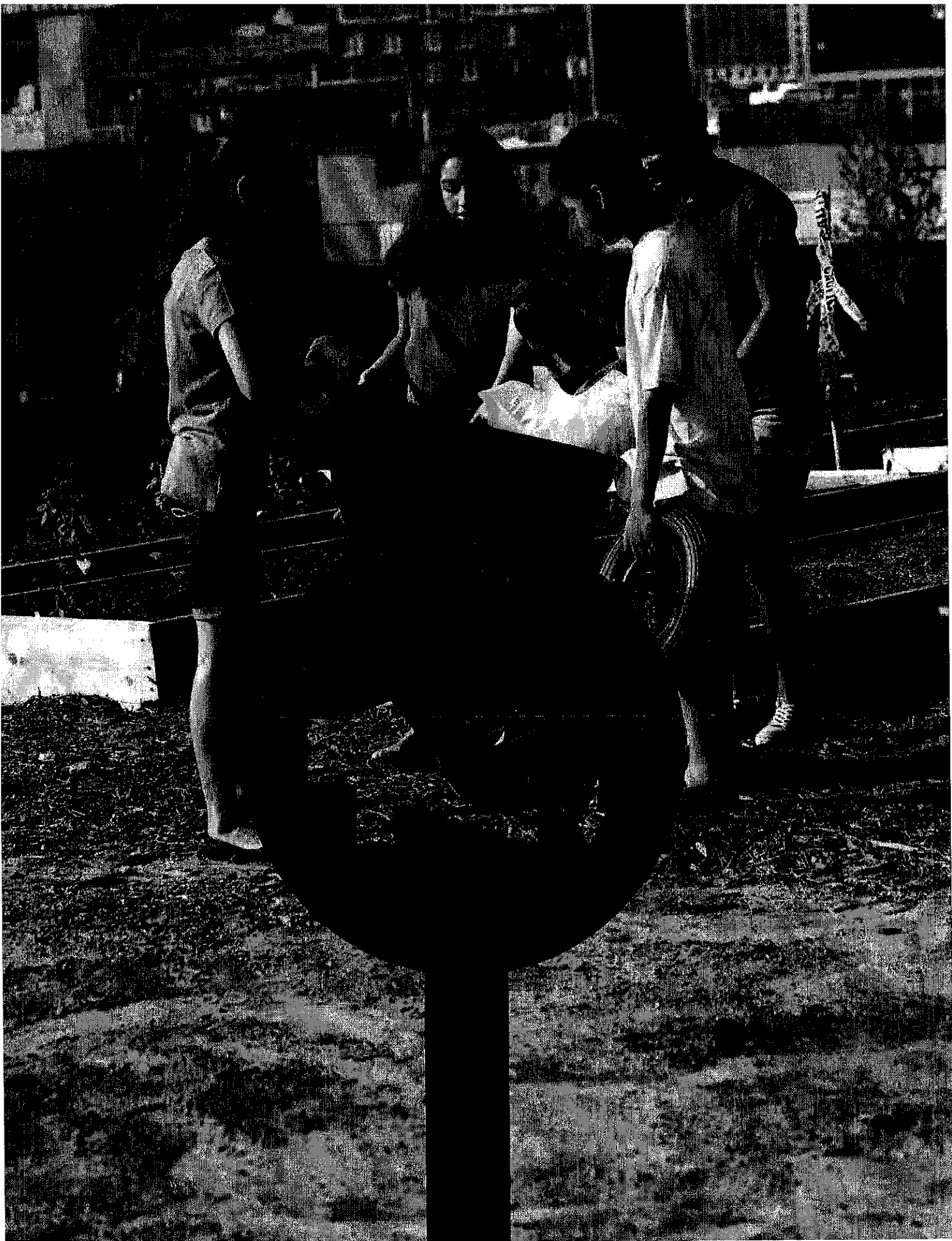
**Shared Language.** The ELA/Literacy Common Core Standards closely align with Indicators in Dimension 3. In places, the connections between the Common Core Standards and C3 Framework Indicators are so close that we used the same language. For example, the terms *argument*, *sources*, *evidence*, *claims*, *counterclaims*, and *gather* are used consistently in both the ELA/Literacy Common Core Standards and the C3 Framework.

It is important to note that the ELA/Literacy Common Core Standards emphasize the unique skill of argumentation in preparing students for college and career. The disciplines that make up the social studies, including the behavioral and social sciences, stress the importance of arguments, and in particular, the necessity of constructing them in ways that make use of sources and data as evidence. While in grades K-5, the ELA/Literacy Common Core Standards employ the term *opinion* to refer to a developing form of argument, the C3 Framework uses the term *argument* consistently throughout the K-12 grade bands.

The Common Core Standards use the terms *sources* and *gather* regularly with regard to locating, evaluating, making claims, and using evidence. In places, the ELA/Literacy Common Core Standards distinguish sources as print or digital, as visual, quantitative and/or textual sources, and as primary or secondary sources.

In social studies these distinctions are made manifest in spatial sources such as maps, quantitative information reflecting economic data and trends, and even physical sources such as historical artifacts. Dimension 3 explicitly references the distinction between primary and secondary sources, based on the intended use by students.

Lastly, it is important to note that Anchor Writing Standard 8 of the Common Core Standards calls attention to the issue of plagiarism and proper citation of sources—a key concern for the C3 Framework and for social studies teachers.



# Communicating Conclusions & Taking INFORMED ACTION

**THE C3 FRAMEWORK PROVIDES GUIDANCE** to states on framing social studies standards that ask students to develop questions, apply disciplinary knowledge and concepts, gather and evaluate sources, and then develop claims and use evidence to support those claims. In addition, state social studies standards should consider including expectations for students to collaborate with others as they communicate and critique their conclusions in public venues.

These venues may range from the school classroom to the larger public community. Collaborative efforts may range from teaming up to work on a group presentation with classmates to actual work on a local issue that could involve addressing real-world problems that students analyze through the methods and concepts informed by their work in the disciplines that constitute the social studies.

Most inquiries will culminate in a range of activities and assessments that support the goals of college and career readiness. They should also support the third feature of the C3 Framework: readiness for civic

life. Civic engagement in the social studies may take many forms, from making independent and collaborative decisions within the classroom, to starting and leading student organizations within schools, to conducting community-based research and presenting findings to external stakeholders. The subsection on page 62 below, Taking Informed Action, provides students opportunities to adapt and apply their work in the disciplines that constitute the social studies in order to develop the skills and dispositions necessary for an active civic life. In this respect, civic engagement is both a means of learning and applying social studies knowledge.



## Communicating and Critiquing Conclusions

Having worked independently and collaboratively through the development of questions, the application of disciplinary knowledge and concepts, and the gathering of sources and use of evidence and information, students formalize their arguments and explanations. Products such as essays, reports, and multimedia presentations offer students opportunities to represent their ideas in a variety of forms and communicate their conclusions to a range of audiences. Students'

primary audiences will likely be their teachers and classmates, but even young children benefit from opportunities to share their conclusions with audiences outside their classroom doors.

*Indicators of Dimension 4—Communicating Conclusions—are detailed in the suggested K-12 Pathway for College, Career, and Civic Readiness in Table 28.*

**TABLE 28: Suggested K-12 Pathway for College, Career, and Civic Readiness  
Dimension 4, Communicating Conclusions**

BY THE END OF GRADE 2	BY THE END OF GRADE 5	BY THE END OF GRADE 8	BY THE END OF GRADE 12
INDIVIDUALLY AND WITH OTHERS, STUDENTS USE WRITING, VISUALIZING, AND SPEAKING TO...			
<b>D4.1.K-2.</b> Construct an argument with reasons.	<b>D4.1.3-5.</b> Construct arguments using claims and evidence from multiple sources.	<b>D4.1.6-8.</b> Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments.	<b>D4.1.9-12.</b> Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.
<b>D4.2.K-2.</b> Construct explanations using correct sequence and relevant information.	<b>D4.2.3-5.</b> Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data.	<b>D4.2.6-8.</b> Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations.	<b>D4.2.9-12.</b> Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical).
<b>D4.3.K-2.</b> Present a summary of an argument using print, oral, and digital technologies.	<b>D4.3.3-5.</b> Present a summary of arguments and explanations to others outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, and reports) and digital technologies (e.g., Internet, social media, and digital documentary).	<b>D4.3.6-8.</b> Present adaptations of arguments and explanations on topics of interest to others to reach audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).	<b>D4.3.9-12.</b> Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).

The inquiry process, as described in the C3 Framework, should include regular opportunities for students to critique their work as well as the work of others. Critiquing conclusions requires an examination of sources, consideration of how evidence is being used to support claims, and an appraisal of the structure and form of arguments and explanations. The critiquing of arguments and explanations deepens students' understanding of concepts and tools in the disciplines, and helps students strengthen their

conclusions. While the two indicators for critiquing conclusions appear in Dimension 4, students should begin the process of critiquing their emerging conclusions early in the inquiry process, and continue that process even after communicating conclusions.

*Indicators of Dimension 4-Critiquing Conclusions are detailed in the suggested K-12 Pathway for College, Career, and Civic Readiness in Table 29.*

**TABLE 29: Suggested K-12 Pathway for College, Career, and Civic Readiness Dimension 4, Critiquing Conclusions**

BY THE END OF GRADE 2	BY THE END OF GRADE 5	BY THE END OF GRADE 8	BY THE END OF GRADE 12
INDIVIDUALLY AND WITH OTHERS, STUDENTS...			
<b>D4.4.K-2.</b> Ask and answer questions about arguments.	<b>D4.4.3-5.</b> Critique arguments.	<b>D4.4.6-8.</b> Critique arguments for credibility.	<b>D4.4.9-12.</b> Critique the use of claims and evidence in arguments for credibility.
<b>D4.5.K-2.</b> Ask and answer questions about explanations.	<b>D4.5.3-5.</b> Critique explanations.	<b>D4.5.6-8.</b> Critique the structure of explanations.	<b>D4.5.9-12.</b> Critique the use of the reasoning, sequencing, and supporting details of explanations.

## Taking Informed Action

Social studies is the ideal staging ground for taking informed action because of its unique role in preparing students for civic life. In social studies, students use disciplinary knowledge, skills, and perspectives to inquire about problems involved in public issues; deliberate with other people about how to define and address issues; take constructive, independent, and collaborative action; reflect on their actions; and create and sustain groups. It is important to note that taking informed action intentionally comes at the end

of Dimension 4, as student action should be grounded in and informed by the inquiries initiated and sustained within and among the disciplines. In that way, action is then a purposeful, informed, and reflective experience.

*Indicators of Dimension 4—Taking Informed Action—are detailed in the suggested K-12 Pathway for College, Career, and Civic Readiness in Table 30.*

**TABLE 30: Suggested K-12 Pathway for College, Career, and Civic Readiness  
Dimension 4, Taking Informed Action**

BY THE END OF GRADE 2	BY THE END OF GRADE 5	BY THE END OF GRADE 8	BY THE END OF GRADE 12
<b>INDIVIDUALLY AND WITH OTHERS, STUDENTS...</b>			
<b>D4.6.K-2.</b> Identify and explain a range of local, regional, and global problems, and some ways in which people are trying to address these problems.	<b>D4.6.3-5.</b> Draw on disciplinary concepts to explain the challenges people have faced and opportunities they have created, in addressing local, regional, and global problems at various times and places.	<b>D4.6.6-8.</b> Draw on multiple disciplinary lenses to analyze how a specific problem can manifest itself at local, regional, and global levels over time, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem.	<b>D4.6.9-12.</b> Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.
<b>D4.7.K-2.</b> Identify ways to take action to help address local, regional, and global problems.	<b>D4.7.3-5.</b> Explain different strategies and approaches students and others could take in working alone and together to address local, regional, and global problems, and predict possible results of their actions.	<b>D4.7.6-8.</b> Assess their individual and collective capacities to take action to address local, regional, and global problems, taking into account a range of possible levers of power, strategies, and potential outcomes.	<b>D4.7.9-12.</b> Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.
<b>D4.8.K-2.</b> Use listening, consensus-building, and voting procedures to decide on and take action in their classrooms.	<b>D4.8.3-5.</b> Use a range of deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms and schools.	<b>D4.8.6-8.</b> Apply a range of deliberative and democratic procedures to make decisions and take action in their classrooms and schools, and in out-of-school civic contexts.	<b>D4.8.9-12.</b> Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.



**ENGLISH LANGUAGE ARTS/LITERACY COMMON CORE CONNECTIONS: DIMENSION 4**

The ELA/Literacy Common Core Standards emphasize products of learning and communication in a variety of ways. As noted in the introduction to the ELA/Literacy Common Core Standards, “the need to conduct research and to produce and consume media is embedded into every aspect of today’s curriculum” (NGA and CCSSO, 2010a, p. 4). The production and presentation of knowledge is central to the design of the ELA/Literacy Common Core Standards. Production and Distribution of Writing is one of four categories in the Writing strand of the standards, and Presentation of Knowledge and Ideas is one of three categories in the Speaking and Listening strand. Through Communicating Conclusions and Taking Informed Action, Dimension 4 in the C3 Framework extends the notion of publishing the products of students’ inquiry for disciplinary and civic purposes in social studies.

Table 31 details connections between Dimension 4 and the College and Career Readiness Anchor Standards in the ELA/Literacy Common Core Standards. These connections are further elaborated with examples.

**Connections between the C3 Framework and the College and Career Readiness Anchor Standards.** While the connections between the C3 Framework and the ELA/Literacy Common Core Standards are comprehensive and consistent, fifteen CCR Anchor Standards within the ELA/Literacy

Common Core Standards have broader connections within Dimension 4.

Anchor Reading Standard 1 indicates the importance of employing evidence when communicating conclusions as well as forming a plan of action based on information and data. Both making decisions and presenting results stem from students being able to both identify and use “explicit” information found within texts, as well as draw and act upon “logical inferences” made from what they read (NGA and CCSSO, 2010a, p. 10). Reading Standard 1 also expects students to “cite specific textual evidence when writing or speaking to support conclusions drawn from the text” (NGA and CCSSO, 2010a, p. 10). The C3 Framework utilizes this focus on evidence by emphasizing that conclusions based on evidence should be framed and communicated using information gathered while students read. The Framework also views informed decision making and action stemming from those decisions as driven by data and information that flows from evidence that has been collected by students.

Anchor Writing Standards 1–8 describe skills students need to construct arguments, explanations, and narratives. Writing Standards 4–6 focus on the production and distribution of student writing. Standard 4 describes skills related to the production of “clear and coherent writing” that is “appropriate to task, purpose, and audience” (NGA and CCSSO, 2010a, p.

**TABLE 31: Connections between Dimension 4 and the CCR Anchor Standards in the ELA/Literacy Common Core Standards**

ELA/LITERACY CCR ANCHOR STANDARDS CONNECTIONS	Communicating Conclusions	Reading 1 Writing 1–8 Speaking and Listening 1–6
	Taking Informed Action	
SHARED LANGUAGE		Argument; Explanation; Sources; Evidence; Claims; Counterclaims; Visually/Visualize; Credibility.

18). Standard 5 explains the process writing skills that students should develop. Standard 6 establishes that students should use technology to publish and distribute their writing. Standard 7 focuses on “short as well as more sustained research projects based on focused questions” (NGA and CCSSO, 2010a, p. 18). Standard 8 calls on students to “gather relevant information,” “assess the credibility and accuracy of each source,” and “integrate the information” into the text while “avoiding plagiarism” (NGA and CCSSO, 2010a, p. 18). The C3 Framework builds on these anchor standards by setting forth expectations that students will construct disciplinary arguments and explanations for a variety of audiences both inside and outside of school, and then plan how to take informed action given the products of their inquiry.

Anchor Speaking and Listening Standards 1-6 require that students engage one another strategically using different forms of media in a variety of contexts in order to present their knowledge and ideas. For example:

- **Standard 1** requires that students prepare and participate in a “range of conversations and collaborations with diverse partners” (NGA and CCSSO, 2010a, p. 22).
- **Standard 2** focuses on student use of diverse types of media to enhance communication.
- **Standard 3** expects that students will evaluate speakers’ points of view, reasoning, and use of evidence.
- **Standard 4** expects that students will present “information, findings, and supporting evidence,” with consideration of “task, purpose, and audience” (NGA and CCSSO, 2010a, p. 22).
- **Standard 5** asks students to make strategic use of “media and visual displays” when presenting (NGA and CCSSO, 2010a, p. 22).
- **Standard 6** requires that students take into consideration the context of their engagement.

The C3 Framework incorporates these skills through the expectations of Dimension 4, Communicating Conclusions, that students will present the products of their inquiries as well as adaptations of these products using a variety of technologies. When preparing to take informed action, students engage with one another in a productive manner using the skills set forth in the Speaking and Listening Standards.

**Shared Language.** The ELA/Literacy Common Core Standards closely align with Indicators in Dimension 4. In places, the connections between Common Core Standards and C3 Framework Indicators are so close that the same language is used. Dimension 4 and the ELA/Literacy Common Core Standards regularly use terms such as *argument*, *explanation*, *sources*, *evidence*, *claims*, *counterclaims*, *visually/visualize*, and *credibility*.

The ELA/Literacy Common Core Standards use the terms *visual* and *visually* to refer to presentation formats. The terms are often used in contrast to quantitative formats and as modifiers for a type of data display. The C3 Framework uses the terms *writing*, *visualizing*, and *speaking* in describing expectations for students for all of the Indicators in Table 28, Communicating Conclusions, on page 60. The uses of *visual*, *visually*, and *visualizing* are similar in referring to ways of presenting information that would otherwise be limited or even impossible using words.

Within the Common Core Standards, important literacy conventions are defined (e.g., citations, spelling, plagiarism) with regard to the presentation of conclusions, and these literacy conventions are integral to social studies inquiry.

# APPENDICES

# C3 Framework Disciplinary Inquiry Matrix

**THE HEART OF THE C3 FRAMEWORK** lies in the Inquiry Arc and the four Dimensions that define it. But no inquiry is generic; each takes root in a compelling question that draws from one or more of the disciplines of civics, economics, geography, and history.

The C3 Framework Disciplinary Inquiry Matrix articulates how each of the four Dimensions of the C3 Framework builds upon one another through the use of a content-specific example: how bad was the recent Great Recession?

The Disciplinary Inquiry Matrix describes what experts think and do. It is a four-part target example to which

students should aspire. The matrix develops through the construction of disciplinary compelling and supporting questions (Dimension 1); the data sources, key concepts, and key strategies specific to each discipline (Dimension 2); the development of evidence-based claims (Dimension 3); and the means of expression (Dimension 4). The examples in the boxes are illustrative rather than exhaustive.

**C3 Framework Disciplinary Inquiry Matrix**

WAYS OF KNOWING	CIVICS/ GOVERNMENT	ECONOMICS	GEOGRAPHY	HISTORY
	POLITICAL SCIENTISTS SAY...	ECONOMISTS SAY...	GEOGRAPHERS SAY...	HISTORIANS SAY...
<b>DIMENSION 1</b>				
POSSIBLE DISCIPLINARY COMPELLING AND SUPPORTING QUESTIONS	What have major political parties proposed to respond to the Great Recession? What disagreements have political parties had and why? How can government institutions and the private sector respond?	What were some of the economic causes of the Great Recession? What are the indicators of its severity and what do they show? What are the possible economic policy solutions? How can those solutions be evaluated?	How did the Great Recession affect areas of the United States differently? Did it cause population migrations? If so, from where to where and why? Are land and resource uses affected? If so, how?	How bad (and for whom) compared to what earlier event? What related economic, political, and social events preceded the Great Recession? What precedents in the past help us understand the Great Recession?

WAYS OF KNOWING	CIVICS/ GOVERNMENT  POLITICAL SCIENTISTS SAY...	ECONOMICS  ECONOMISTS SAY...	GEOGRAPHY  GEOGRAPHERS SAY...	HISTORY  HISTORIANS SAY...
<b>DIMENSION 2</b>				
<b>DATA SOURCES NEEDED TO ADDRESS QUESTIONS</b>	Government policies, policy pronouncements, political poll results, statistics, leadership efforts, political behavior, observations of local conditions, interviews, news reports	Statistics and lots of them in as real time as possible (labor, capital, credit, monetary flow, supply, demand)	Spatial and environmental data, statistics, map representations, GIS data to measure observable changes to the planet, indicators of territorial impact	Accounts from the recent recession and from hard economic times in the past, both firsthand and synthetic, as many as can be found (oral history, diaries, journals, newspapers, photos, economic data, artifacts, etc.)
<b>KEY CONCEPTS AND CONCEPTUAL UNDERSTANDINGS NECESSARY TO ADDRESS QUESTIONS (non-exclusive examples)</b>	Theories of political behavior, rationality, self-interest, political parties, power flow, government, fiscal policy, relationships between the state and markets, constitutional limits on government, debates about those limits, evidence (to make claims)	Application of different types of economic theories to gauge inflation/deflation, labor shrinkage, capital contraction, asset/liability analyses from banking sector, changes in supply and demand, evidence (to make claims)	Theories of human land/resource use, spatial representation, scale, degree of distortion, map symbols, specialized GIS symbolic systems and representations, evidence (to make claims)	Theories of human behavior, thought, perspective, agency, context, historical significance, historical imagination, moral judgment, evidence (to make claims)
<b>KEY STRATEGIES AND SKILLS NEEDED TO ADDRESS QUESTIONS (non-exclusive examples)</b>	Reading statistics from polls, conducting polls and interview research, reading subtext into policies/pronouncements, reading power flow and blockage, converting such data into evidence to make arguments and claims that answer sub-questions	Capability to read statistics critically, for assessing agendas behind statistical representations, conducting survey research, capability to convert statistics into meaningful arguments and claims that answer the sub-questions	Cartography including using map symbol systems, critical reading and thinking, capability of using statistics to represent spatial change, capability to use statistical and spatial (often digitized) representations to make arguments and claims that address sub-questions	Critical reading and thinking, analysis and synthesis, reading subtext and agency in older sources, statistics, converting verbal, written, photographic, oral, artifactual accounts into evidence to make arguments and claims that answer the sub-questions



WAYS OF KNOWING	CIVICS/ GOVERNMENT  POLITICAL SCIENTISTS SAY...	ECONOMICS  ECONOMISTS SAY...	GEOGRAPHY  GEOGRAPHERS SAY...	HISTORY  HISTORIANS SAY...
<b>DIMENSION 3</b>				
EVIDENCE-BACKED CLAIMS	Statistical analyses and theories of political and institutional behavior and outcomes point toward substantiating and justifying claims; adequacy judged within the community of peers	Statistical analyses coupled with economic theories show the way toward substantiating and justifying claims; adequacy judged within the community of peers, i.e., other economic investigators	Narratives, statistical and spatial analyses, and representations point toward substantiating and justifying claims; community of peers evaluates adequacy of claims	Accounts of human behavior and thought coupled with evidence corroborate and preponderance point toward substantiating and justifying claims; adequacy judged within the community of peers
<b>DIMENSION 4</b>				
FORMS OF COMMUNICATION AND ACTION (illustrative examples)	Books, television appearances, articles, op-ed pieces, policy statements, blogs, supporting a public assistance non-profit organization	Op-ed articles, journal pieces, television appearances, policy statements, blogs, webinars, policy advisory roles, public action	Spatial representations for newspapers, web-based articulations, digital and analog geographical services, community mapping, other citizen-science experiences	Books, monographs, articles, websites, webinars, television appearances, blogs

# Psychology Companion Document for the C3 Framework

Prepared by  
American Psychological Association<sup>1</sup>  
750 First Street, NE  
Washington, DC 20002

## Introduction to the Disciplinary Concepts and Skills of Psychology

As the scientific study of behavior and mental processes, psychology examines all aspects of the human experience. Many of society's challenging issues involve human behavior, such as environmental change and the problems of violence, bullying, prejudice, and discrimination. Psychology contributes to the understanding of these issues, and promotes improvement in health and wellbeing. Psychological literacy is a foundation for civic engagement and is necessary for citizens to make informed decisions about their daily lives.

Psychology incorporates a variety of tools and knowledge to further the understanding of behavior and mental processes. Scientific inquiry and research methods are at the center of the discipline. Psychology promotes the measurement and explication of behavior in a variety of levels of study, ranging from genetic and brain-based influences on behavior to cultural and social influences. Psychological knowledge enhances our understanding of human development, emotion and motivation, cognition, learning processes, perceptual systems and sociocultural interactions. Psychology prepares students to enter the workforce or college by promoting skills such as critical thinking, problem solving, and teamwork. Students benefit from learning and applying psychological perspectives on personal and contemporary issues and learn the rules of

evidence and theoretical frameworks of the discipline. The *National Standards for High School Psychology Curricula* offers learning benchmarks for the high school psychology course (APA, 2011).<sup>2</sup>

## Psychological Perspectives and Methods of Inquiry<sup>3</sup>

Psychological knowledge is based on scientific methodology, the systematic, empirically-based investigation of phenomena through observations and measurements. Psychologists use scientific methods to establish knowledge and explain phenomena, and employ a variety of methods to observe and measure behavior. Broad psychological perspectives describe ways in which psychologists classify their ideas, and are employed to understand behavior and mental processes.

<sup>1</sup> The writing team was composed of the following individuals (in alphabetical order): Jeanne A. Blakeslee, St. Paul's School for Girls (MD); Emily Leary Chesnes, American Psychological Association; Amy C. Fineburg, Oak Mountain High School (AL); Robin J. Hailstorks, American Psychological Association; Kenneth D. Keith, University of San Diego; Debra E. Park, Rutgers University, Camden; and Hilary Rosenthal, Glenbrook South High School (IL).

<sup>2</sup> The references for citations in this Appendix are listed on the final page of the Appendix.

<sup>3</sup> Several of the indicators across all four anchor concepts come from the *Guidelines for Preparing High School Psychology Teachers: Course-Based and Standards-Based Approaches* (APA, 2012) and the *National Standards for High School Psychology Curricula* (APA, 2011).

Psychology offers a unique way of thinking and organizing knowledge and provides students with tools and concepts that can prepare them for college, career, and civic life. The indicators that follow align with Dimension 2 of the C3 Framework (Applying Disciplinary Concepts and Tools), provide a conceptual set of skills related to psychological knowledge, and serve as a frame for organizing curricular content in psychology.

College, Career, and Civic ready students:

- **D2.Psy.1.9-12.** Demonstrate a basic understanding of the scientific methods that are at the core of psychology.
- **D2.Psy.2.9-12.** Investigate human behavior from biological, cognitive, behavioral, and sociocultural perspectives.
- **D2.Psy.3.9-12.** Discuss theories, methodologies, and empirical findings necessary to plan, conduct, and especially interpret research results.
- **D2.Psy.4.9-12.** Adhere to and consider the impact of American Psychological Association and federal guidelines for the ethical treatment of human and nonhuman research participants.
- **D2.Psy.5.9-12.** Explain how the validity and reliability of observations and measurements relate to data analysis.
- **D2.Psy.6.9-12.** Collect and analyze data designed to answer a psychological question using basic descriptive and inferential statistics.
- **D2.Psy.7.9-12.** Explore multicultural and global perspectives that recognize how diversity is important to explaining human behavior.

### **Influences on Thought and Behavior**

There is no simple answer to the question, “What determines or constrains human behavior?” Psychologists have long considered the extent to which human behavior is malleable and the degree to which it varies between people and populations. Psychologists examine genetic predispositions to behavioral patterns, but

human behavior is also influenced by the environment. Research has shown that biological, psychological, and sociocultural factors play important roles in shaping the way we see and react to the world around us.

College, Career, and Civic ready students:

- **D2.Psy.8.9-12.** Explain the complexities of human thought and behavior, as well as the factors related to the individual differences among people.
- **D2.Psy.9.9-12.** Describe biological, psychological, and sociocultural factors that influence individuals’ cognition, perception, and behavior.
- **D2.Psy.10.9-12.** Explain the interaction of biology and experience (i.e., nature and nurture) and its influence on behavior.
- **D2.Psy.11.9-12.** Identify the role psychological science can play in helping us understand differences in individual cognitive and physical abilities.
- **D2.Psy.12.9-12.** Explain how social, cultural, gender, and economic factors influence behavior and human interactions in societies around the world.

### **Critical Thinking: Themes, Sources, and Evidence**

Psychological inquiry is based on a variety of sources and materials that students can read and analyze. The study of psychology brings together common themes that include ethics, diversity, scientific attitudes, and skills (e.g., critical thinking, problem solving). Informed by these themes and supported by sources, students can make evidence-based conclusions which in turn can lead to further questions and answers.

College, Career, and Civic ready students:

- **D2.Psy.13.9-12.** Explain common themes across the field of psychological science, including ethical issues, diversity, developmental issues, and concerns about health and wellbeing.
- **D2.Psy.14.9-12.** Use information from different psychological sources to generate research questions.

- **D2.Psy.15.9-12.** Use existing evidence and formulate conclusions about psychological phenomena.
- **D2.Psy.16.9-12.** Use critical thinking skills to become better consumers of psychological knowledge.
- **D2.Psy.17.9-12.** Acknowledge the interconnectedness of knowledge in the discipline of psychology.

### Applications of Psychological Knowledge

Psychological knowledge can be useful in addressing a wide array of issues, from individual to global levels. In order to understand behavior and mental processes, students should apply psychological knowledge to the world around them. Psychological knowledge directly relates to everyday and civic life, and its application can benefit society and improve people's lives.

College, Career, and Civic ready students:

- **D2.Psy.18.9-12.** Apply psychological knowledge to their daily lives.
- **D2.Psy.19.9-12.** Apply the major theoretical approaches in psychology to educational, emotional, political, ethical, motivational, organizational, personal, and social issues.
- **D2.Psy.20.9-12.** Suggest psychologically based ethical solutions to actual problems including, but not limited to, those encountered in education, business and industry, and the environment.
- **D2.Psy.21.9-12.** Discuss ways in which the applications of psychological science can address domestic and global issues.
- **D2.Psy.22.9-12.** Use psychological knowledge to promote healthy lifestyle choices.
- **D2.Psy.23.9-12.** Apply psychological knowledge to civic engagement.

**Brief Overview of Connections between Psychology and the English Language Arts/Literacy Common Core Standards**  
Connections with the College and Career Readiness (CCR) Anchor Standards. Students in

psychology develop and use a wide range of skills endorsed through the Common Core Anchor Standards. Students in psychology must develop questions and plan inquiries as they learn about and apply the various psychological theories and findings. Students should be able to propose, plan, and conduct simple research projects and/or read, discuss, and critique research findings in ways that apply their acquired content knowledge and hone the skills discussed in the Anchor Standards in Reading, Writing, Speaking and Listening, and Language. Students who complete such projects or assignments successfully demonstrate mastery of the skills in each dimension, thus fulfilling the goals for college and career readiness.

More detailed curricular recommendations are found in the *National Standards for High School Psychology Curricula* (APA, 2011). Although psychological science can be found in science and social studies lessons for students in grades K-8, the first formal introduction to psychological science often occurs during grades 9-12. Learning the theories, methodologies, and practices of psychological science provides students with knowledge and skills they need to think critically about research, address issues using the scientific method, and understand relationships among variables in given circumstances.

### C3 Framework Disciplinary Inquiry Matrix: Psychology

In Appendix A, the Disciplinary Inquiry Matrix articulates how each of the four Dimensions of the C3 Framework build upon one another through the use of a content-specific example: *How bad was the Great Recession?* The Disciplinary Inquiry Matrix describes what *experts* think and do. It is a four-part target example to which *students* should aspire. The matrix develops through the construction of disciplinary compelling and supporting questions (Dimension 1); the data sources, key concepts, and key strategies specific to each discipline (Dimension 2); the development of evidence-based claims (Dimension 3); and the means of expression (Dimension 4). In the table on page 72, the Great Recession is examined through the disciplinary lens of psychology. The examples in the boxes are illustrative rather than exhaustive.

WAYS OF KNOWING	<b>PSYCHOLOGY</b> PSYCHOLOGISTS SAY...
<b>DIMENSION 1</b>	
<b>POSSIBLE DISCIPLINARY COMPELLING AND SUPPORTING QUESTIONS</b>	How did citizens behave during the recession? Did stress levels increase, decrease or stay the same? Was there adequate mental health support available? How does an individual's social status affect his or her perception of the effects a recession has on family, work and other societal institutions? Do individuals have prejudices that affect their perception of "who or what is to blame" for economic crises? How do attributions of responsibility develop and affect people's behaviors during a recession?
<b>DIMENSION 2</b>	
<b>DATA SOURCES NEEDED TO ADDRESS QUESTIONS</b>	Statistics on rates of anxiety, stress, and depression; the number of individuals seeking mental health counseling. Surveys, focus groups, reports, and interviews on how different populations and/or ethnic groups were affected by unemployment, and how the economic climate affected older adults. Experiments testing the effectiveness of treatments for mental illness or causes of other psychological phenomena.
<b>KEY CONCEPTS AND CONCEPTUAL UNDERSTANDINGS NECESSARY TO ADDRESS QUESTIONS (non-exclusive questions)</b>	Biological, cognitive, and psychological mechanisms of behavior and mental processes; theories of social learning and social cognition; theories of stress management and health promotion; theories of personality, motivation, emotion, and learning; theories of life span development; evidence (to make claims).
<b>KEY STRATEGIES AND SKILLS NEEDED TO ADDRESS QUESTIONS (non-exclusive examples)</b>	Ability to read and interpret statistics critically, including the ability to interpret qualitative and quantitative data; ability to use data to find causal and correlational connections between and among variables; critical thinking. Ability to apply psychological knowledge to issues faced by local communities and encourage civic engagement.
<b>DIMENSION 3</b>	
<b>EVIDENCE-BASED CLAIMS</b>	Statistical analyses and theories of human behavior point toward justifying claims; these should be judged within the community of peers.
<b>DIMENSION 4</b>	
<b>FORMS OF COMMUNICATION AND ACTION (ILLUSTRATIVE EXAMPLES)</b>	Books and journal articles, newspapers and television, websites, webinars, press releases, professional presentations.

## REFERENCES

American Psychological Association. (2011). *National standards for high school psychology curricula*. Retrieved from <http://www.apa.org/education/k12/national-standards.aspx>

American Psychological Association. (2012). *Guidelines for preparing high school psychology teachers: Course-based and standards-based approaches*. Retrieved from <http://www.apa.org/education/k12/teaching-guidelines.aspx>

# Sociology Companion Document for the C3 Framework

Prepared by  
American Sociological Association<sup>1</sup>  
1430 K Street NW, Suite 600  
Washington, DC 20005

## Introduction to Disciplinary Concepts and Skills in Sociology

Sociology is the study of social life, social change, and the social causes and consequences of human behavior. Sociologists investigate the structure of groups, organizations, and societies and how people interact within these contexts. Since all human behavior is social, the subject matter of sociology ranges from the intimate family to the hostile mob; from organized crime to religious traditions; and from the divisions of race, gender, and social class to the shared beliefs of a common culture.<sup>2</sup>

Sociology is a science that uses research methods to investigate the social world. The scientific process ensures that the knowledge produced is more representative, objective, trustworthy, and useful for explaining social phenomena than personal opinions or individual experiences. Social phenomena are constructed through human interaction. Thus, sociological inquiry must examine what meanings people give to the behaviors, objects, and interactions that are present in each culture and society. It utilizes the scientific method, is based on critical thinking, and requires students to examine how they are influenced by their social positions. In this way, students learn how to effectively participate in a diverse and multicultural society, and develop a sense of personal and social responsibility.

This Appendix outlines four fundamental disciplinary learning goals for College, Career, and Civic ready students in sociology. These goals highlight key areas for student learning and instructional focus in K-12 sociology units and courses. Each of the four learning goals is accompanied by a set of assessable competencies. These learning goals align with Dimension 2 of the C3 Framework (Applying Disciplinary Concepts and Tools).

## The Sociological Perspective and Methods of Inquiry

Sociology provides a unique perspective by focusing on the groups to which individuals belong rather than only on the individual. It deeply considers how social contexts influence both individuals and groups. In this way, it helps students to see the world through others' eyes, to increase their understanding of group dynamics, and to develop tolerance of differences. Sociology uses objective and data-driven scientific methods to study

<sup>1</sup> The writing team was composed of the following individuals (in alphabetical order): Jeanne H. Ballantine, Wright State University; Hayley L. Lotspeich, Wheaton North High School (IL); Chris Salituro, Stevenson High School (IL); Jean H. Shin, American Sociological Association; Margaret Weigers Vitullo, American Sociological Association; Lissa Yogan, Valparaiso University.

<sup>2</sup> See American Sociological Association (ASA), *21st Century Careers with an Undergraduate Degree in Sociology* (Washington DC: ASA, 2009).

social interactions at multiple levels, from families and peer-groups to nations and global organizations.

College, Career, and Civic ready students:

- **D2.Soc.1.9-12.** Explain the sociological perspective and how it differs from other social sciences.
- **D2.Soc.2.9-12.** Define social context in terms of the external forces that shape human behavior.
- **D2.Soc.3.9-12.** Identify how social context influences individuals.
- **D2.Soc.4.9-12.** Illustrate how sociological analysis can provide useful data-based information for decision making.
- **D2.Soc.5.9-12.** Give examples of the strengths and weaknesses of four main methods of sociological research: surveys, experiments, observations, and content analysis.

### **Social Structure: Culture, Institutions, and Society**

Sociology studies the social structure and culture of societies in order to understand how social patterns are created and maintained over time; examples of these might include persistent violence or long-standing disparities in school achievement. Important components of social structures are institutions such as the economy, government and politics, the educational system, the family, religion, and the health care system. Culture includes the language, norms, values, and material goods of a society. Social structure and culture work in tandem to shape societies, but are not completely rigid. All individuals are impacted by social change, which refers to the transformation of culture, social institutions, and social structure over time.

College, Career, and Civic ready students:

- **D2.Soc.6.9-12.** Identify the major components of culture.
- **D2.Soc.7.9-12.** Cite examples of how culture influences the individuals in it.

- **D2.Soc.8.9-12.** Identify important social institutions in society.

- **D2.Soc.9.9-12.** Explain the role of social institutions in society.

- **D2.Soc.10.9-12.** Analyze how social structures and cultures change.

### **Social Relationships: Self, Groups, and Socialization**

A fundamental insight of sociology is that individual and group identity is socially constructed through relationships with significant individuals, groups, and society as a whole. Socialization is a life-long process of learning how to function in society. Important socializing agents include family, peers, the media, schools, and religion. Major social and historical events can be a force in socializing entire generational groups. Groups form when individuals share common interests and/or goals, and often become a point of comparison for individuals as they evaluate themselves and others.

College, Career, and Civic ready students:

- **D2.Soc.11.9-12.** Analyze the influence of the primary agents of socialization and why they are influential.

- **D2.Soc.12.9-12.** Explain the social construction of self and groups.

- **D2.Soc.13.9-12.** Identify characteristics of groups, as well as the effects groups have on individuals and society, and the effects of individuals and societies on groups.

- **D2.Soc.14.9-12.** Explain how in-group and out-group membership influences the life chances of individuals and shapes societal norms and values.

### **Stratification and Inequality**

Sociology helps students to understand their own and others' social problems. Group memberships and identities provide or deny certain opportunities and power. They also create and reinforce social stratification. This can result in conflict between groups for scarce or valued resources, and in diminished access for some in

society as others control these resources. Disadvantaged groups experience social problems such as poverty, unemployment, poor education, lack of access to health care, and inequality in obtaining rights and privileges.

College, Career, and Civic ready students:

- **D2.Soc.15.9-12.** Identify common patterns of social inequality.
- **D2.Soc.16.9-12.** Interpret the effects of inequality on groups and individuals.
- **D2.Soc.17.9-12.** Analyze why the distribution of power and inequalities can result in conflict.
- **D2.Soc.18.9-12.** Propose and evaluate alternative responses to inequality.

**Brief Overview of Connections between Sociology and the English Language Arts/Literacy Common Core Standards Connections with the College and Career Readiness (CCR) Anchor Standards.** Students in sociology develop and use skills that are central to the Common Core College and Career Readiness Anchor Standards. Learning the theories, methodologies, and practices of sociology provides students with the knowledge and skills they need to think critically about the world they live in, themselves, and how they are influenced by their social positions. By studying sociology, students learn how to effectively participate in a diverse and multi-cultural society, and develop a sense of personal and social responsibility. Students in sociology integrate and evaluate multiple sources of information presented in diverse formats and media in order to address questions or solve complex problems. They are required to integrate data and information from diverse sources, both primary and secondary, in order to form a coherent and empirically-based understanding of an idea or social event, noting discrepancies among sources. Students learn how to propose, plan, and conduct simple research and action projects as well as read, discuss, and critique research findings in ways that apply their acquired content knowledge and hone the skills discussed in the Anchor Standards in Reading, Writing, Speaking and Listening, and Language.

More detailed curricular recommendations for sociology can be found on the website of the American Sociological Association ([www.asanet.org/highschool](http://www.asanet.org/highschool)). Although concepts from sociology are frequently seen in science and social studies lessons for students in grades K-8, more commonly the first formal introduction to sociology occurs in grades 9-12. Learning the theories, methodologies, and practices of sociology provides students with the knowledge and skills they need to think critically about sources of evidence, address issues using a systematic Arc of Inquiry based on the scientific method, and understand relationships among variables in complex social contexts. In this way, sociology supports students' successful entry into the world of work or post-secondary education.

### **C3 Framework Disciplinary Inquiry Matrix: Sociology**

In Appendix A, the Disciplinary Inquiry Matrix articulates how each of the four Dimensions of the C3 Framework build upon one another through the use of a content-specific example: *How bad was the Great Recession?* The Disciplinary Inquiry Matrix describes what experts think and do. It is a four-part target example to which students should aspire. The matrix develops through the construction of disciplinary compelling and supporting questions (Dimension 1); the data sources, key concepts, and key strategies specific to each discipline (Dimension 2); the development of evidence-based claims (Dimension 3); and the means of expression (Dimension 4). In the table on page 76, the Great Recession is examined through the disciplinary lens of sociology. The examples in the boxes are illustrative rather than exhaustive.



<b>SOCIOLOGY</b>	
SOCIOLOGISTS SAY...	
<b>DIMENSION 1</b>	
<b>POSSIBLE DISCIPLINARY COMPELLING AND SUPPORTING QUESTIONS</b>	What were the social consequences of the Great Recession, and in particular, how was the impact of the crisis differentially experienced by individuals, families and groups with different characteristics? What impact has it had on the social cohesion and collective behavior of communities? What were the possible policy responses to the crisis? Would they be effective across diverse communities?
<b>DIMENSION 2</b>	
<b>DATA SOURCES NEEDED TO ADDRESS QUESTIONS</b>	Statistics on employment, housing, government programs, health, demographics, markers of disruption of social cohesion such as crime and divorce, and other organizational impacts. Interviews with individuals about their experiences with unemployment, education, family dynamics, and personal well-being. Observations of individuals and groups in handling financially-related outcomes. Content analysis of published descriptions of the crisis and reactions to it.
<b>KEY CONCEPTS AND CONCEPTUAL UNDERSTANDINGS NEEDED TO ADDRESS QUESTIONS</b> (non-exclusive questions)	Theories (e.g., symbolic interactionism, functionalism, conflict theory) of social structure and contexts including the interplay between institutions and culture; of social relationships and the connection between individuals and the groups to which they belong; and of social stratification and inequality and the reinforcement of current and new inequalities in outcomes. Understanding patterns of reaction to the crisis based on different resources, opportunities, and power statuses.
<b>KEY STRATEGIES AND SKILLS NEEDED TO ADDRESS QUESTIONS</b> (non-exclusive examples)	Reading and interpreting statistics and graphical representations such as tables, charts, figures, and political cartoons. Conducting survey research as well as research via experimental, observational, and content analysis methods. Seeing the social world through the perspective of others and understanding why the crisis impacts people differently.
<b>DIMENSION 3</b>	
<b>EVIDENCE-BASED CLAIMS</b>	Statistical and narrative analyses, as well as interpretations based on theories of social structure, social relationships, and social stratification and inequality. These analyses and other methods of inquiry point toward substantiating and justifying claims; these should be judged within the community of peers including sociologists as well as other social scientists.
<b>DIMENSION 4</b>	
<b>FORMS OF COMMUNICATION AND ACTION</b> (illustrative examples)	Books and scholarly articles; television and radio appearances; op-ed pieces and blog entries; policy statements and research briefs; webinars; presentations at professional conferences and meetings; evaluations and reports; websites and anthologies.

# Anthropology Companion Document for the C3 Framework

Prepared by  
American Anthropological Association<sup>1</sup>  
2300 Clarendon Blvd., Suite 1301  
Arlington, VA 22201

## Introduction to the Disciplinary Concepts and Skills of Anthropology

Anthropology is the study of human beings, past and present, in societies around the world. To understand the full sweep and complexity of cultures across all of human history, anthropology draws and builds upon knowledge from the social, natural, and physical sciences as well as the humanities. Anthropology is a comparative discipline; it assumes basic human continuities over time and place, but also recognizes that every society is the product of its own particular history, and that within every society one finds variation as well as commonalities. Anthropologists are centrally concerned with applying their research findings to the solution of human problems.

Anthropology includes four subfields. *Physical anthropologists* study human biological origins, evolution and variation, how humans adapt to diverse environments, primatology, and how biological and cultural processes work together to shape growth, development, and behavior. *Archaeologists* study past peoples and cultures, from the deepest prehistory to the recent past. *Sociocultural anthropologists* observe social patterns and practices across cultures, with a special interest in how people live in particular places and how they organize, govern, and create meaning. *Linguistic anthropology* is the comparative study of language systems

and the ways in which language reflects and influences social life. Each of the subfields teaches distinctive skills. However, the subfields also have a number of similarities. For example, each subfield applies theories, employs systematic research methodologies, formulates and tests hypotheses, and develops extensive sets of data.

## Concept 1. What It Means to be Human: Unity and Diversity

Anthropologists study what people have in common, and also how we differ with respect to physical and sociocultural characteristics. Importantly, they examine human physical variability and also the social reality of racial categorization and racism. Variable *physical* features like skin color and blood type *do not* cluster into clear-cut biologically defined *races*. At the same time, categorization into *socially* defined races is a real phenomenon with real consequences in societies like the United States. Race then is socially “real” even if biologically it has no grounding.

<sup>1</sup> This Appendix was prepared by the Ad Hoc K-12 Anthropology C3 Guidelines Committee of the American Anthropological Association (AAA), in consultation with the AAA Education Task Force. Kathryn Anderson-Levitt, Courtney Dowdall, Catherine Emihovich, Edmund T. Hamann, David Homa, Edward Liebow, Teresa McCarty, and Marjorie Faulstich Orellana participated in its preparation. The Appendix was commissioned by the American Anthropological Association (AAA) but has not been endorsed by the AAA or its members.

Anthropologists emphasize the importance of *culture*—patterns and processes of meaning expressed through language and other symbols. Anthropologists study all kinds of human groups, from small villages to transnational corporations, from large U.S. cities to remote Arctic and desert groups; even schools and classrooms can be subjects of anthropological inquiry. Anthropologists examine how societies change; how a society’s beliefs, institutions, and ways of making a living are related to one another; and how individuals are shaped by their cultures and also agents of their own lives. A central anthropological insight is the notion of cultural *relativism*—that no cultural group is inherently “superior” or “inferior” to any other, and that all human behaviors are understandable in their cultural context even if humans may ultimately aspire to certain universal standards.

College, Career, and Civic ready students:

- Understand patterns of human physical variability and the evidence for arguing that humans cannot be sorted into distinct biological races.
- Develop through comparison awareness of human unity and cultural diversity, and of the connections among peoples from around the world.
- Understand the reasons for and development of human and societal endeavors, such as small-scale societies and civilizations, across time and place.
- Use anthropological concepts and practice to reflect on representations of “otherness” and consider critically students’ own cultural assumptions.
- Apply anthropological concepts and theories to the study of contemporary social change, conflict, and other important local, national, and international problems.

### Concept 2. Methods and Ethics of Inquiry

Anthropologists take a *scientific* approach to collecting empirical information, seeking to be systematic, transparent, and trustworthy in conducting and reporting research. For example, archaeologists study past peoples and cultures through the analysis of carefully excavated material remains, while physical anthropologists

analyze evidence ranging from fossils to the DNA of living people. Sociocultural and linguistic anthropologists often rely on direct participation in and observation of a group’s daily life, interpreting meanings constructed by people in the group and sometimes collaborating with them as active participants in the research. When analyzing their findings, anthropologists often seek to understand particular local situations in the context of larger social forces, and in great depth. At the same time, *comparison* across places and times is a hallmark of anthropological study.

Because the study of people, past and present, requires respect for the diversity of individuals, cultures, societies, and knowledge systems, anthropologists are expected to adhere to a strong code of professional ethics. In addition, an *engaged* anthropology is committed to supporting social change efforts that arise from the interaction between community goals and anthropological research.

College, Career, and Civic ready students:

- Identify and critically assess the opportunities to use anthropological knowledge in a variety of work settings and in everyday experience, as well as issues of description and representation in anthropology.
- Develop an understanding of the methods by which anthropologists collect data on cultural patterns and processes, and of ways of interpreting and presenting these data in writing and other media.
- Identify and critically assess ethical issues that arise in the practice of anthropological research, including issues of informed consent.
- Under the guidance of teachers, design, undertake, and report on personal research on an anthropological topic of interest, such as a limited ethnographic study of a local culture or a visit to an archaeological site.

### Concept 3. Becoming a Person: Processes, Practices, and Consequences

Anthropologists examine what it means to be human by observing and recording the processes, practices, and consequences involved in becoming a person.

They explore what it means to be a person in different cultural contexts and the dynamic nature of *identities* on an individual level; on a larger scale, they explore the nature of boundaries between human groups. They ask, for example, what it means to be a full-fledged adult in different societies and through what rites of passage or other processes people become adults. They ask how people use symbols or other tools to draw boundaries based upon language, religion, gender, ethnicity, nationality, territory, or history, and they ask about the consequences of boundaries within and between societies, including *exclusion and differences of power or status*, racism and ethnic conflict, class conflict, and religious conflict. Throughout such discussions, they consider the relative importance of individual autonomy versus structural forces.

College, Career, and Civic ready students:

- Understand the variety of gendered, racialized, or other identities individuals take on over the life course, and identify the social and cultural processes through which those identities are constructed.
- Apply anthropological concepts of boundaries to the analysis of current ethnic, racial, or religious conflicts in the world—or in a local setting.

#### **Concept 4. Global and Local: Societies, Environments, and Globalization**

Because anthropology examines human experience around the world, it is attuned to global connections as well as local perspectives. Anthropologists examine the extent of globalization and its causes and consequences. For example, they study the movement of people, ideas and objects, and the causes and consequences of such movement, from the first human migration “out of Africa” to current diasporas. They consider the degree to which the global affects the local and vice versa, including debates about cultural homogenization and standardization. They bring together the global and local to consider perspectives on important world issues, including environmental conflict, global warming, wars, and nationalism. They consider human rights and the global justice movement and issues of cultural relativism, such as whether human rights should supersede local cultural rights.

College, Career, and Civic ready students:

- Understand and appreciate cultural and social difference, and how human diversity is produced and shaped by local, national, regional, and global patterns.
- Understand how one’s local actions can have global consequences, and how global patterns and processes can affect seemingly unrelated local actions.
- Become critically aware of ethnocentrism, its manifestations, and consequences in a world that is progressively interconnected.
- Apply anthropological concepts to current global issues such as migrations across national borders or environmental degradation.

#### **Connections to the College and Career**

**Readiness (CCR) Anchor Standards.** Students in anthropology develop and use skills that are included throughout the Common Core Anchor Standards in Reading, Writing, Speaking and Listening, and Language. As students learn to describe current and past cultures and societies, they use vocabulary that is new or employed in a new way. These descriptions often require students to compare the point of view of a local inhabitant with their own perspective, which may be quite different, or with the perspective of a Western visitor or colonizer. Anthropology students formulate and test hypotheses by conducting small-scale ethnographic studies and related observational research in biological anthropology, linguistic anthropology, and archaeology. Students learn to write ethnographic field notes modeled on those of professional anthropologists, which is excellent practice for writing routinely on a daily or weekly basis. These field notes require disciplining the memory while learning to distinguish between description and interpretation.

More detailed curricular recommendations are found on the AAA website (<http://www.aaanet.org>); see especially the section “For Teachers” and the Teaching Materials Exchange (additional resources are listed on page 80). Anthropological concepts and ideas are important for social studies students in all grades, but the first formal introduction to anthropology typically

occurs during grades 9-12. In these grades, students will regularly use Common Core ELA/Literacy skills as they understand and apply anthropological concepts, theories, and methods. Students who successfully develop their inquiry skills in anthropology classes will fulfill goals of the Common Core Standards for College and Career readiness.

### **C3 Framework Disciplinary Inquiry Matrix: Anthropology**

In Appendix A, the C3 Framework Disciplinary Inquiry Matrix articulates how each of the four Dimensions of the C3 Framework build upon one another through the use of a content-specific example: How bad was the recent Great Recession? The Disciplinary Inquiry Matrix describes what experts think and do. It is a four-part target example to which students should aspire. The matrix develops through the construction of disciplinary supporting questions (Dimension 1); the data sources, key concepts, and key strategies specific to each discipline (Dimension 2); the development of evidence-based claims (Dimension 3); and the means of expression (Dimension 4). In the table on page 81, the Great Recession is examined through the disciplinary lens of anthropology.

### **BASIC SOURCES**

The preparation of this document made use of text from the following sources:

American Anthropological Association (AAA). (no date). *What Is Anthropology?* Available online at <http://www.aaanet.org/about/WhatisAnthropology.cfm>

AAA Anthropology Education Committee. (2001). *Why Should Anthropology Be Integrated In Schools?* Statement by the Anthropology Education Committee. Available online at <http://www.aaanet.org/committees/commissions/aec/why.htm>

Homa, David. (2012-13). *Anthropology and Introduction to Cultural Anthropology* (syllabi). Los Gatos, CA: Los Gatos Unified High School.

Royal Anthropological Institute (RAI), U.K., and Assessment and Qualifications Alliance (AQA). (2013). *Anthropology A-Level*. Available online at <http://www.discoveranthropology.org.uk/for-teachers/anthropology-a-level.html> and <http://www.aqa.org.uk/subjects/anthropology/a-level/anthropology-2110>

### **ADDITIONAL REFERENCES AND RESOURCES**

AAA. (2011). *RACE: Are We So Different?* Available online at <http://www.understandingrace.org/home.html>

AAA. (no date). *RACE: Are We So Different? Resources for Teachers*. Available online at <http://www.aaanet.org/resources/teachers/>

Goodman, A.H., Moses, Y.T., and Jones, J.L. (2012). *Race: Are We So Different?* Malden, MA: Wiley-Blackwell.

Mukhopadhyay, C. C., Henze, R., & Moses, Y. T. (2007). *How Real Is Race? A Sourcebook on Race, Culture, and Biology*. Lanham, MD: AltaMira Press.

Schensul, J. J., & LeCompte, M. D. (2013). *Ethnographer's Toolkit Book 3. Essential Ethnographic Methods: A Mixed Methods Approach*, Second Edition. Lanham, MD: AltaMira Press.

WAYS OF KNOWING	<p style="text-align: center;"><b>ANTHROPOLOGY</b></p> <p style="text-align: center;">ANTHROPOLOGISTS SAY...</p>
<b>DIMENSION 1</b>	
<b>POSSIBLE DISCIPLINARY COMPELLING AND SUPPORTING QUESTIONS</b>	<p>How have different groups of people in the United States experienced the recession? Remembering anthropology's commitment to holism, is the nation the most helpful scale at which to study the Great Recession? What happens if we study it at the level of a region (e.g., the Southwest, the Rust Belt)? A metropolitan area (e.g., Orlando)? A neighborhood (e.g., Hyde Park in Chicago)? Something smaller, like a mobile home court or school attendance area? How can studies at one scale be useful for understanding what is happening at another?</p> <p>Is the "Great Recession" an event unique to the United States? How do groups of people outside the U.S. name what is happening and explain it? In the U.S. and elsewhere, has it made individuals and families more mobile? Less mobile? More attached to "home"? More displaceable?</p>
<b>DIMENSION 2</b>	
<b>DATA SOURCES NEEDED TO ADDRESS QUESTIONS</b>	<p>Open-ended interviews with individuals about their experiences with unemployment, education, family dynamics, and personal well-being. Observations over time of individuals and groups handling financially-related and status-related outcomes. Content analysis of published descriptions of the crisis and interpretations of it. Statistics on employment, housing, government programs, health, demographics in the U.S. and elsewhere.</p>
<b>KEY CONCEPTS AND CONCEPTUAL UNDERSTANDINGS NECESSARY TO ADDRESS QUESTIONS (non-exclusive questions)</b>	<p>Informal as well as formal economy at the level of families, households, neighborhoods. Transnational flows of remittances. Social construction of status as it varies by ethnicity, class, gender, location in the global economy. Nutrition levels and their biological effects.</p>
<b>KEY STRATEGIES AND SKILLS NEEDED TO ADDRESS QUESTIONS (non-exclusive examples)</b>	<p>In-depth, open-ended interviews, and fieldwork on everyday behavior. Case studies of neighborhoods, social service institutions, workplaces. Content analysis of news reports, academic studies, and everyday conversations. Comparison of qualitative and quantitative information across neighborhoods, regions, and countries.</p>
<b>DIMENSION 3</b>	
<b>EVIDENCE-BASED CLAIMS</b>	<p>Ethnographic and narrative analyses, seeking "emic" (insider) understandings and cultural meanings of the event. These analyses and other methods of inquiry point toward substantiating and justifying claims that are judged within the community of peers, including anthropologists as well as other social scientists.</p>
<b>DIMENSION 4</b>	
<b>FORMS OF COMMUNICATION AND ACTION (illustrative examples)</b>	<p>Books and scholarly articles, television and radio appearances, op-ed pieces and blog entries, policy statements and research briefs, webinars, documentaries, presentations at professional conferences and meetings, evaluations and reports, websites and anthologies.</p>

# Scholarly Rationale for the C3 Framework

**IN THE C3 FRAMEWORK**, the call for students to become more prepared for the challenges of college and career (Bellanca and Brandt, 2010; Di Giacomo, Linn, Monthey, Pack, and Wyatt, 2013; Partnership for 21st Century Schools, 2011)<sup>1</sup> is united with a third element: preparation for civic life. Advocates of citizenship education cross the political spectrum, but they are bound by a common belief that our democratic republic will not sustain unless students are aware of their changing cultural and physical environments; know the past; read, write, and think deeply; and act in ways that promote the common good. There will always be differing perspectives on these objectives. The goal of knowledgeable, thinking, and active citizens, however, is universal.

The need for strong preparation in social studies is as apparent today as it has been in the past. In their *Framework for 21st Century Learning* (2011), the Partnership for 21st Century Skills identified government and civics, economics, geography, and history among the nine core subjects. Moreover, civic literacy, global awareness, and financial, economic, business, and entrepreneurial literacy are identified among the 21st century interdisciplinary themes. Finally, several of the key life and career skills listed fall firmly if not exclusively in the social studies: students must be able to work independently, be self-directed learners, interact effectively with others, and work effectively in diverse teams. The push for college and career readiness, so evident in the Common Core State Standards, is important, but as the Framework for 21st Century Learning makes clear, equally important is the need to help students ready themselves for their roles as citizens.

The rationale for social studies as one of the core school subjects is compelling. Unfortunately, that rationale has not always translated into the kinds of coherent and ambitious teaching and learning that enable students to achieve the promise of calls like the *Framework for 21st Century Learning*.

The C3 Framework and its Inquiry Arc mark a significant departure from past attempts to develop a robust social studies program. Some of the most compelling reasons for this departure are the remarkably flat scores on the National Assessment of Educational Progress (NAEP) in Civics/Government, Economics, Geography, and U.S. History (search “The Nation’s Report Card” by these subjects to study the results). As the gold standard of national assessment, the NAEP results have

<sup>1</sup> The references in this Appendix are to works cited in the References section that follows.

been telling us for close to 20 years that our efforts to improve learning in key social studies subjects have not resulted in increased student achievement. Far too many 12th graders leave school with below-basic understandings.

A second reason why the C3 Framework represents a profound change is rooted in the research on teaching and learning in social studies that has drawn a remarkably consistent picture of what typically happens in schools. Too many social studies teachers—driven by content coverage demands, growing accountability requirements, and an all-too-crowded school day—spend much of their time talking at students (e.g., Brophy and Alleman, 2008; Cuban, 1991). Instead of building understandings in a robust learning environment, students too often spend their time simply trying to keep track of all the ideas flowing at them from their teachers and their textbooks.

This research, like the findings from the NAEP assessments, paints a remarkably consistent portrait of the consequences of such efforts: students learn too little. They develop precious few deep understandings of what they are called upon to learn in social studies.

We also know from other research that what students do retain from their studies is often wildly distorted and riddled with all manner of naïve conceptions about the past and the way the sociocultural world works (e.g., Frisch, 1989; Wineburg, Mosberg, Porat, and Duncan, 2007). They are also alienated by the social studies experience they receive in school, which is particularly the case among students of color (e.g., Epstein, 2009). Students are asked to be good consumers of other people's knowledge and ideas, but they rarely get a chance to build their own deeper understandings, to learn to give up their naïve ideas, and to construct more powerful forms of knowledge. The outcome shows us that little change in learning can be wrested from doing more of the same.

A growing body of research on how students learn school subjects such as social studies repeatedly teaches us that students need opportunities to ask questions, pursue answers to those questions under the tutelage of expert teachers who can show them how to discipline their thinking processes, and take part in opportunities

to communicate and act on their understandings (Torney-Purta, Hahn, and Amadeo, 2001). Much of this work is cited in this Appendix, as it forms the basis for the scholarly rationale for the C3 Framework.

The C3 Framework signals a significant departure from past practices because it seeks to take advantage of this research and address the messages sent by NAEP tests. The Framework's four Dimensions build directly from the findings laid out in research on how students learn; they seek to redress the limits on learning repeatedly noted by NAEP tests. In what follows, we identify how this research supports and underpins the fundamental shift in direction and practice the C3 Framework embodies. If we are serious about wanting students who are civic-minded and adequately prepared for both college and careers, we can no longer ignore the prospect of making good on this new direction.

### **The Importance of Questions**

Children and adolescents are naturally curious, and they are especially curious about the complex and multifaceted world they inhabit. Whether they articulate them to adults or not, they harbor an almost bottomless well of questions about how to understand that world. Sometimes children's and adolescents' silence around the questions in their heads leads adults to assume that they are empty vessels waiting passively for adults to fill them with their knowledge. This assumption could not be more mistaken.

Children's and adolescents' curiosity is deeply rooted in an unceasing desire to make sense of what goes on around them—through their language development; in their social interactions with parents, siblings, friends, and community members; and through what they see on television, in the movie theater, on YouTube, or on the Internet. Perhaps little signals the intensity of this socio-cultural curiosity so much as the wild popularity of social networking sites such as Facebook.

So what should a sound social studies education entail? The C3 Framework provides a plan that is deeply rooted in recent research on thinking, learning, and understanding.

For the reasons outlined above, a social studies education must begin with the kinds of compelling questions



and investigations described in Dimension 1. Young students will need help in framing useful questions and planning their inquiries, but even the youngest children want to make sense of the social and cultural environments around them (Brophy and Alleman, 2008). For example, students want to know what to make of the geographical spaces they inhabit whether their local community lies on the banks of a large river, on the high plain where the wind blows constantly, or in the shadows of snow-covered mountains. They are curious about the “olden days” Grandma always talks about. They wonder how money works as a means of purchasing things at stores. And they are fascinated by questions of who gets to make rules and whether those rules are fair. As they develop, and with the guidance of adults and peers, these questions give way to more sophisticated variants (Hess, 2008; Rogoff, 1994).

For too many years, however, a social studies education has meant a didactic, unidirectional process. Teachers have tried to instill ideas directly from adults’ social worlds into children’s minds on the assumption that, if there was enough telling, imploring, and demanding done, children would acquire those discipline-related ideas (Brophy and Alleman, 2008; Cuban, 1991). Researchers who have studied how children learn repeatedly confirm that young people learn by framing their own questions, with or without adult help (Bruner, 1960, 1996; Piaget, 1929/2007; Vosniadou, 2008; Vygotsky, 1986). Young people also construct their own problem-solving strategies, again with or without adult assistance. Those questions and problem-solving strategies, and the conclusions that young people reach, can remain naïve, ill-structured, undisciplined, and misleading without intervention by adults (Barton, 2008; Brophy and Alleman, 2006; Hahn and Alviar-Martin, 2008; Hicks, van Hover, Doolittle, and VanFossen, 2012; Miller and VanFossen, 2008; Segall and Helfenbein, 2008; VanSledright and Limon, 2006).

Challenging those nascent and often ill-formed questions, strategies, and conclusions can be very difficult, particularly if teachers are unaware of them. Young children, for example, often persist in the idea that banks exist only to give people money (Berti, 1995). It is not an unreasonable conclusion: they watch as parents get money from a bank’s ATM simply by inserting a plastic card and punching a key or two. This process

of “banks giving people money on command” answers the child’s crucial economic question—where does money come from? Similarly, some young people insist on believing that developments in the past add together in such a way as to indicate a steady, if overgeneralized, march forward; this is reflected in the notion that things always and only get better (Barton, 1996; Brophy and VanSledright, 1997). This perspective helps children tell a story about why Grandpa is always talking about how lucky kids are today, or why Mom tells them about the childhood diseases she endured that they will not.

Children and adolescents are not empty vessels into which we pour our adult ideas and knowledge. Decades of research on how young people learn have repeatedly reinforced the view of students as active sense makers, who rely heavily on language to mediate their worlds and who are deeply enmeshed in investigating their social worlds in search of better ways to navigate it (Brophy, 1990; Bruner, 1996; Cole, 1995; Piaget, 1929/2007; Vygotsky, 1986).

### Questions as Problem-Solving Spaces

The C3 Framework begins at the intersection of student and discipline-based questions, those that concern the socio-cultural worlds that human beings have long desired to understand (Dimension 1). Many of those questions are discipline-specific, but others transcend individual disciplinary categories and are multidimensional in nature. For example, consider the question, how bad was the economic recession that began in 2007?

At first glance, this question seems to fall squarely within the discipline of economics. It demarcates a clear economic problem space—the period of recent economic struggle that saw incomes freeze or decline, unemployment increase, and capital markets contract. At the same time, it implies a set of supporting questions around spatial proportion: was the impact of this recession felt equally across the country? Or were certain geographic regions less severely affected and, if so, which ones and why? It also suggests additional questions involving history, politics and government. To ask how bad this recession is, we need to have some sort of historical reference point, such as the Great Depression, from which to gauge its impact. And we need to know

what role government and political decision making played in its inception, duration, and resolution.

A compelling question, then, demands that students think and reason economically, geographically, historically, and politically (Dimension 2) in order to fully address the issue. Along with the behavioral and social sciences, these disciplinary lenses help students think broadly; separately, these lenses enable students to set up and pursue their investigations in different ways.

### **Investigative Practices and Problem-Solving Strategies**

To ask questions implies the desire to answer them. Learning to investigate questions through the thinking and problem-solving strategies offered by the disciplines results in deeper understandings of the socio-cultural phenomena being investigated (Brophy, 1990; Donovan and Bransford, 2005). Doing so requires practicing those strategies until students become skilled and achieve automaticity.<sup>2</sup> Researchers have found that learning new ways of thinking can be slow because students often are reluctant to give up intuitive but naïve ideas that seem to work for them (e.g., Brophy, 1990; Piaget, 1929/2007). Persistence and repeated opportunities for students to practice different ways of thinking become the pedagogical order of the day.

So, what does thinking in the different disciplines look like? What do the experts do and how do school-aged students learn to accomplish it by comparison? What sorts of changes in thinking practices do learners need to undertake in order to become more knowledgeable about and proficient at understanding the world? What follows is a brief review of the last five decades of research on these questions.

---

<sup>2</sup> Automaticity is a term that means exercising a complex, problem-solving, cognitive operation without needing to devote conscious energy to thinking through its specific requirements and processes. An example from history might involve being able to read, analyze, and synthesize a cluster of difficult and conflicting accounts on the way to arriving at a defensible, evidence-based interpretation/understanding, all without much apparent effort. Automaticity in some disciplinary operations can take years to build. It is sometimes characterized as a hallmark of cognitive, problem-solving expertise. It is certainly a symbol of competence and proficiency.

### **Economic Thinking**

Economic investigators are interested in the comparison of marginal costs and marginal benefits to allocate resources in a manner that maximizes well-being. Although not all economic investigators share the same assumptions about how markets and economies work, they typically believe that economic actors—individuals and/or organizations such as corporations—are rational beings or entities focused on satisfying their own self-interests. Because economic investigators are interested in marketplace activity, patterns become deeply important. Therefore, the language of numbers plays a decisive role in the ways in which they conduct their investigations.

To understand the depth of the recent recession, for example, economic investigators gather data about unemployment patterns; corporate assets, liabilities, and the changing patterns between them; government monetary and fiscal policy roles; and the like. Investigators use the patterns they glean from such data to assess the depths of up-and-down turns in the economy, to evaluate current states, to predict likely directions, and to offer recommendations. The ways that economic investigators employ economic models and gather data that offer evidence in support of those models provide justification for their explanations and claims of understanding (Miller and VanFossen, 1994).

Such practices, if engaged in well, require a form of economic literacy that depends on understanding and employing key concepts such as supply and demand, market liquidity, business cycles, labor practices, consumption, trade policies, and economic efficiencies (Dahl, 1998; Greenspan, 2005; Morton, 2005; Saunders and Gilliard, 1995; Council for Economic Education, 2010). That literacy also entails the application of theories that describe the interconnections among concepts and how they play out within economic structures. These theories or models of economic activity (and they can vary based on assumptions) allow investigators to attempt predictive solutions for economic problems (Miller and VanFossen, 1994).

Children, however, draw from simple everyday experiences to shape their views of how economies work, and those everyday ideas, while seeming to make intuitive sense, are decidedly naïve (Berti, 1995; Berti and Bombi,

1988; Laney, 2001). Children frequently harbor a variety of ill-structured and incomplete economic ideas, such as the difference between buying and renting (Brophy and Alleman, 2006), the size of a price tag determining how much a good costs, and that pieces of property are owned by the people who live around them (Laney and Schug, 1998).

These sorts of ideas held by children (and even some adolescents) significantly limit their capability to think economically and solve economic problems (Miller and VanFossen, 2008). As Alice Rivlin (1999) once observed, “without a basic understanding of how the economy works, what the...terms and concepts are, the average citizen is likely to be left out of any conversation...about what is happening in the economy and what to do about it.”

If students are to address a compelling question such as measuring the impact of the recent recession, they need opportunities to engage in investigations of such economic questions (Dimension 1), use economic reasoning and problem-solving strategies (Dimension 2), gather data that address those questions (Dimension 3), and do all of this collaboratively inside and outside the classroom context (Dimension 4). By engaging in this process, students can become more economically literate—able to use key economic concepts and data-gathering and analytic tools to solve problems. Doing so requires the educational assistance of knowledgeable social studies teachers, who know how to construct and conduct such investigations, and within them, shape naïve ideas into more sophisticated ones.

### **Geographic Thinking**

Geographic inquiry focuses attention on place and space and seeks to understand why humans deal with them in ways that they do and with what consequences. Whereas to economists the recent recession is about causes, effects, and solutions to slowing economic activity, to geographic investigators it is about understanding and representing the spatial expressions of the events. Maps and other graphics showing changes in spatial patterns of human and physical environments provide a geographic language that aids in analyzing and understanding issues while stimulating new questions to investigate.

To investigate the causes and consequences of economic and political events, geographers ask questions about the changing landscape of human activity—who was affected, where, and how? For example, did the recent global recession cause observable population shifts, changes in landscape uses, or spatial re-patterning of human activity across the United States and other countries? To answer such questions requires problem-solving strategies that entail spatial thinking, data gathering, and spatial analysis using geospatial data, maps, and other graphics.

Research on geographic thinking suggests that children learn how to navigate spatial relationships early on. Even very young children develop mental maps of environments they experience and can manage to work with simple directional maps (Bednarz, Acheson, and Bednarz, 2010; Blades and Spencer, 1987) and they become somewhat adept at using map symbol systems (Boardman, 1989). However, children may persist in some naïve understandings they initially develop such as consistently misreading adult mapmakers’ representations of city populations by the use of different sizes of map dots.

Other map symbols are also misunderstood without opportunities to investigate how they can be used to convey spatial ideas (Bednarz et al., 2010; Hickey and Bein, 1996; Liben and Downs, 1989). These misunderstandings may arise repeatedly because the everyday understandings children develop early on make good intuitive sense to them. Geographic investigations that involve more advanced forms of spatial reasoning help learners reconstruct their misleading understandings (Gregg, 1997). Simply telling children to change their intuitive, but counter-productive spatial ideas does little good. They need opportunities in the presence of knowledgeable others to engage in spatial-reasoning investigations (e.g., drawing and describing their own mental maps and making map representations based on data collected or personal field observations) in which they confront cognitive impasses created by their naïve everyday ideas. This kind of activity gives them a chance to restructure what they believe and know in more productive ways.

Changes in geospatial technologies have extended and amplified the reach and importance of the applications

of geographic knowledge, skills and perspectives. Learning to employ technologies such as GIS and Google Earth during their inquiries can serve ably in providing students with opportunities to restructure their knowledge, gain new skills, and change their perspectives. Students may engage in this process individually or collectively and collaboratively with the assistance and guidance of the more knowledgeable teacher.

Geographic thinking entails representing complex ideas about place. In many respects, places are created through human activity as people adapt to and modify the spaces they occupy. Ways of representing such activities are nearly always laden with the personal and cultural perspectives of the representers (Harley, 1994; Segall and Helfenbein, 2008). Without considerable prompting, students typically do not think much about who created the maps (i.e., cartographers), preferring instead to imagine that maps come ready-made and are thus always accurate. Yet, the sorts of political and socio-cultural distortions that may creep into such representations and into geographic narratives are crucial for students to understand if they are to achieve the type of geographic literacy and capable thinking required of citizens in democracies (Bednarz et al., 2010). How we come to understand and represent our global and interconnected world has important consequences for our lives (Segall and Helfenbein, 2008).

If investigating and understanding how people make economic choices, and with what consequences, helps us better make sense of who we are and why we do what we do, then investigating how we come to know and represent the world through geographic reasoning and tools helps us understand even more fully who we are and how we adapt to and modify a changing world. If taught in the research-based way the C3 Framework suggests, economic and geographic understandings will become less parochial and provincial as learners develop into more sophisticated and incisive thinkers.

For a comprehensive review of geography education research studies that examine how geographic knowledge, skills, and practices develop across diverse individuals, in a variety of settings, and over time, see Bednarz, Heffron, and Huynh (2013).

### Historical Thinking

In effect, posing historical questions involves asking what the past means, what people in the past were thinking and talking about, and how that thinking and language caused them to behave in the ways they did (Collingwood, 1946/1993). Expert historical investigators rely on residue from the past—both original accounts and testimonials and synthetic sources constructed by previous investigators—to address those questions. These sources demand extensive reading, defined very broadly to include texts, cartoons, paintings, maps, charts, photographs, and the like.

In order to address their questions and develop deeper understandings of how people acted in the past, historians read in particular ways (Lee, 2005; Wineburg, 2001). This way of reading is a type of thinking that involves strategies and skills, ones that lead to historical understanding. If we wish our students to ask more profound questions of the past as well as construct deeper understandings of it, we need to teach them to think and reason in the ways demonstrated by those with greater expertise (VanSledright, 2011).

Historical questions, then, demand that students search out relevant accounts; identify what types of accounts they are; attribute them to authors; assess the authors' perspectives, language, motives, and agendas; and judge the reliability of those texts for addressing the questions posed (VanSledright and Afflerbach, 2005; Wineburg, 2001). They also do whatever they can to read these authors slowly, closely, and within the historical context of the period in which they lived (Reisman, 2012; Wineburg, 2001). Students then convert those accounts into forms of evidence for making claims about what occurred and why (Lee, 2005; Lee and Shemilt, 2003). These claims are justified through a process of evidence corroboration in which the way the evidence preponderates or comes together supports certain claims over others. Collectively, the evidence-justified claims serve as a form of historical understanding.

In history, there is often a dispute over what the past means. Investigators wrestle over what counts as justified understandings because evidence can sometimes be applied to make multiple and different claims. It will come as no surprise, then, that students investigating the recent recession may arrive at varied conclusions.

For better or worse, historical reading and thinking, and the specific strategies they require, seldom provide a single, definitive answer to the questions posed. Children and adolescents can come to make sense of this problem, since most of them have undergone experiences in which differing perspectives (e.g., she said/he said during a playground spat) prevented closure on a given issue.

Young people, the research studies suggest, do not necessarily come to these forms of historical reading and thinking on their own (Donovan and Bransford, 2005; Levstik and Barton, 1997; VanSledright and Brophy, 1992; Wineburg, 2001). Their naïve, everyday ideas formed through lived experience tend to interfere with richer understandings (Lee, 2005).

For example, children learn early on about the difference between telling the truth and telling a lie, since uttering the latter is often met with punishment. They quickly develop the idea that people can engage in only these two dichotomous possibilities, and they bring this social understanding to the social studies classroom.

When reading accounts about events during the American Revolution—for example, one by a British soldier and a contradictory one by a colonial minuteman concerning who was at fault during a bloody skirmish, children (and even some adolescents) insist that one or the other must be lying. In a complex world, this dichotomous thinking can arrest understanding because it becomes difficult to determine which is which without corroborating evidence. Moreover, the notion of differing (and often conflicting) perspectives offers a more useful idea in that it helps explain why historical actors may have interpreted what appears to be the same situation in vastly different ways (Lee, 2005; VanSledright, 2011; Wineburg, 2001). Helping students achieve such understandings can take a number of different forms. Classroom discussions of emerging understandings based on analyses of sources and the evidence they produce can be crucial (Hess, 2009). Writing is also critical: recent studies have demonstrated that students who write about their historical understandings and are coached on how to gradually build sound evidence-based arguments, demonstrate a deeper grasp of how to address the questions posed (Monte-Sano, 2008; Monte-Sano, 2011).

This is but one additional example that explains why the C3 Framework stresses the Inquiry Arc of developing questions; applying disciplinary concepts; gathering sources and using evidence; and working collaboratively to develop conclusions and take action. Learning to think historically (or economically, or geographically, or politically) helps children and adolescents let go of some of their less-productive ideas and develop richer ones that aid in their understandings of the social and cultural world (Donovan and Bransford, 2005).

### **Civic-Minded Thinking**

If economic investigators primarily explore questions about how resources move to produce goods and services and how, in turn, those products flow to consumers, investigators who study politics and government primarily examine questions about how power flows. They are interested in understanding the political and civic actions of individuals and organizations and how they influence one another (Budano, 2012). Returning to the question about the recent recession, civic-minded investigators would trace how people's political behavior (e.g., voting practices, campaign donations) shapes the policies of elected officials in government and/or the converse. Those investigations would produce data that could be used to identify the role different policies (e.g., federal and local taxation, fiscal and monetary, discretionary and entitlement spending), or the lack thereof, play in creating a growth-recession cycle.

Analyzing how bad the recession was might be gauged by investigators of the civil polity through surveys of people's attitudes toward governmental organizations during this recession compared to other recessions, and how citizens deliberated about it and responded in the voting booth. These investigators might also survey the movement and efficacy of repair policies (e.g., stimulus packages, bail outs) through governmental organizations. Policy developments, their sources, and consequences as exercises in power shape the vocabulary of politics and government investigators. Their efforts are animated by asking questions about how power flows through cultures, resulting in policies and laws that regulate how citizens interact to solve dilemmas and conflicts between and among different interests. These investigators borrow a number of concepts and models from economists and historians. Because their questions focus on different kinds of problems (e.g., the

nature of civic behavior, or the effects of government policies), they use the concepts and models differently in order to address those problems.

Young social studies students typically have rather limited understandings of the internal workings of politics and civic behavior, both among individuals and within and across governmental bodies. They learn about voting as a decision-making strategy and can engage in simple forms of it, but they can have quite naive understandings about it and they often overgeneralize the circumstances in which it can be applied (e.g., that all decisions should be subjected to a vote). Students of all ages are very curious about how decisions get made, and show interest in participating.

Early on, children rely heavily on their families for ideas about civic participation and how it works (Hess and Torney, 1967/2009). In order to learn how to participate effectively within deliberative and policymaking contexts, students need considerable guidance and continual practice in order to modify their naive political and civic ideas. Students who are encouraged to ask questions, debate alternative actions, and gather evidence about the likely consequences of choosing one direction over others are typically less cynical than peers who do not have those experiences (Haas, 2004; Torney-Purta, Hahn, and Amadeo, 2001). Opportunities to engage in service-learning experiences also help prepare students for their adult responsibilities in participatory democratic cultures (Hahn and Alviar-Martin, 2008; Hess and Torney, 1967/2009; Kahne and Sporte, 2008; Metz and Youniss, 2005; Parker, 2008).

### **Evidence as Understanding**

If one goal of education is to improve students' decision-making judgment and to prepare them for college, careers, and civic life, there is no substitute for deep knowledge and understanding of the socio-cultural world offered through the four forms of disciplinary thinking described above. Along with the behavioral and social sciences, each offers powerful strategies and tools for exploring and answering compelling and supporting questions. In their different ways, they provide time-honored means of turning source data into evidence for the conclusions one reaches (Dimension 3).

One of the central principles in the C3 Framework rests on the concept of evidence. Anyone can ask a question about the social world and come to some answer or another, no matter how wildly speculative or opinionated. Human minds have great capacity for imagination. A wildly speculative answer or an imaginative conjecture, however, is not the same thing as understanding. Understanding is achieved by the careful investigation of questions, data collection, reading, analysis, and synthesis; in effect, data are transformed into evidence-based claims that separate opinions and conjecture from justifiable understandings.

In a digital world filled with fact and speculation, that difference is a crucial contribution social studies teachers who follow the C3 Framework can offer to their students. This claim is no more evident than in the research done on teaching and learning in history education (see reviews by Barton, 2008; Grant, 2006; Lee, 2005; VanSledright and Limon, 2006; Voss, 1998; Wineburg, 2001).

In our rapidly-changing world where ideas, information, and opinions are but mouse-clicks away, students more than ever need to learn how to keep learning in order to cultivate sound understandings (Lee, 2010). As a result, they need a deep well of powerful and disciplined strategies for answering their questions and for gathering data that can be evaluated and transformed into evidence for justifiable decisions.

The days are long past when it was sufficient to compel students to memorize other people's ideas and to hope that they would act on what they had memorized. If 20 years of National Assessment of Educational Progress report cards on youth civic, economic, geographical, and historical understanding mean anything, they repeatedly tell us that the success of that telling-and-compelling effort no longer works in the 21st century, if it ever did (Smith and Niemi, 2001).

### **Working Collaboratively to Show Understanding**

The research on how people learn makes clear how important collaborations are to deeper understanding (Brown and Campione, 2002; Brown, Collins, and Duguid, 1998; Palinscar, 1998). Businesses in Silicon Valley, for example, picked up on this idea long ago:

collaborative developmental teams designed the means of bringing the Internet to people in ways reminiscent of early 20th century efforts toward mass electrification. Researchers have long stressed the insights John Dewey (1902) offered about how important our shared language and vocabularies are to thinking and problem solving (Bruner, 1960; Rogoff, 1994; Vygotsky, 1986). In short, much of our best thinking occurs when we build and express ideas in collaborative settings (Dimension 4).

Teachers work to bridge student experience-based questions with disciplinary ones. Collaborative inquiries designed to address those questions are then launched in classrooms. Teachers act as guides, facilitators, and disciplinary ambassadors. Students are, however, engaged in the actual investigative work (for detailed examples of how this can play out in history classrooms, see Bain [2000] at the secondary level and VanSledright [2002] at the elementary level). Working together, students learn how to think more clearly and powerfully by employing disciplinary knowledge and methods. In doing so, they transform data they gather into evidence for the conclusions—explanations and arguments—they reach.

These explanations and arguments need to be communicated, for it is in this communication practice that teachers obtain evidence of growth in students' understandings (or the lack thereof). The process can take many collaborative forms. Students can read, analyze, and discuss data sources and accounts together; design websites or wikis; create digital documentary presentations; discuss and debate claims orally in the classroom; and engage in writing collective essays (Hess, 2002; Klingner, Vaughn, and Schumm, 1998; Soller, 2001; Monte-Sano, 2008; Swan and Hofer, 2008; Swan and Hofer, 2013). It is here, in particular, that the C3 Framework dovetails closely with the types of communication practices expected of students within the Common Core State Standards for English Language Arts and Literacy in History/Social Studies.

The aforementioned research speaks compellingly: While it is important for students to demonstrate their individual progress, they make more rapid progress in building their social studies understandings when working together.

Furthermore, collaborative opportunities to inquire into and then communicate understandings support students' informed civic engagement, a principal goal of a rich social studies education. Researchers have found that (a) investigating how governments operate, (b) engaging in opportunities to discuss and debate current social problems and issues, (c) being involved in service-learning and related activities, (d) participating in high-impact decision-making, and (e) participating in simulations of politically related activities all increase the likelihood of students attaining higher levels of political understanding, commitment, and action (Hess, 2002; Torney-Purta, 2005). As the Inquiry Arc of the C3 Framework culminates in Dimension 4, so too does the preparation for student success in college, career, and civic life.

### **Progressions in Socio-Cultural Understanding**

The C3 Framework is organized by grade bands because researchers have long demonstrated that disciplinary ideas and understandings show progression in their development (Piaget, 1929/2007; Vygotsky, 1986). Some of the early work suggested that progression tended to form in lock step. That is, children and adolescents needed to attain a certain cluster of understandings before they could move to the next stage. This set of claims has given way to the idea that progression can be bumpy and uneven, and that children and adolescents may move back and forth across developmental levels. Therefore, students need repeated opportunities to work in investigative contexts with disciplinary concepts, strategies, and ideas (Lee and Ashby, 2000; Ashby, Lee, and Shemilt, 2005; VanSledright, 2002).

Students' capability to ask rich questions within disciplinary-based inquiries grows rather slowly. They need considerable guidance from more knowledgeable adults and peers in asking the meaty questions that prompt the development of deeper socio-cultural understandings useful to adults in democracies. This is not to say that the questions students ask are irrelevant. Rather, teachers will find the task of assisting their students in constructing questions and developing inquiries more challenging than, say, teaching students to consider an author's perspectives when reading a history text (Reisman, 2012).

Student progress can also be uneven in using evidence to draw conclusions (VanSledright, 2002; Wineburg, 2001). Researchers find that even some college students think that unsupported opinions are sufficient to claim understanding, and they can struggle to distinguish them from evidence-backed arguments (Maggioni, 2010; Maggioni, VanSledright, and Reddy, 2009; Seixas, 1993). Helping students make better distinctions and build criteria for judging the difference takes time and demands multiple opportunities to practice.

What then can social studies teachers reasonably expect as students progress through the social studies program? As the foregoing implies, researchers suggest that they will see relatively slow growth in children's and adolescents' disciplinary thinking and understanding. This finding makes sense. Because children's early learning experiences so often result in tightly-held intuitive, but often naïve understandings, children find those understandings difficult to give up and/or reconstruct.

It is just this kind of research finding that undergirds the importance of helping students develop questions and inquiries into the world. Merely telling students how the economy works or what the past means requires that they accept the teacher's word on faith. Researchers make it clear that this approach is insufficient. Students need repeated opportunities to practice asking questions, investigating phenomena, and gathering the necessary evidence if they are to progress in building explanations and arguments that illustrate their knowledge and understandings.

Furthermore, it is important to understand that students are quite capable of thinking in the ways that the Inquiry Arc indicates. The research base here is pointed:

students are more than able to think deeply and richly about the world around them. They simply grow at different rates and need many and varied opportunities to engage with ideas (Donovan and Bransford, 2005). It is important to hold high, but reachable expectations for student learning progressions. Grade banding plus repetition is a way to suggest how the repeated opportunity to practice evolves across broad grade clusters.

### **Understanding as Civic Engagement**

The C3 Framework and the embedded Inquiry Arc are underpinned by decades of research on how children and adolescents learn about and operate in the world. They begin with those young people's questions, intersect them with the social studies disciplines, and broach investigations into the world that are designed to address those questions. This approach is not willy-nilly. The research base demonstrates that the contributions disciplinary thinking can make to deepen young people's understandings of the world are indeed profound.

These disciplined ways of thinking are also ways of learning. As such, they are crucial in preparing young people for lives as engaged and active citizens. Now more than ever, students need the intellectual power to recognize societal problems; ask good questions and develop robust investigations into them; consider possible solutions and consequences; separate evidence-based claims from parochial opinions; and communicate and act upon what they learn. And most importantly, they must possess the capability and commitment to repeat that process as long as is necessary. Young people need strong tools for, and methods of, clear and disciplined thinking in order to traverse successfully the worlds of college, career, and civic life. The research that underpins the C3 Framework offers much to move our children precisely in that direction.



# REFERENCES

Web URLs listed below were retrieved in August 2013.

- American Anthropological Association. (2013). Anthropology Resources on the Internet. Retrieved from <http://www.aaanet.org/resources/>
- American Psychological Association. (2011). *National standards for high school psychology curricula*. Washington, DC: Author. Retrieved from <http://www.apa.org/education/k12/national-standards.aspx>
- American Psychological Association. (2012). *Guidelines for preparing high school psychology teachers: Course-based and standards-based approaches*. Washington, DC: Author. Retrieved from <http://www.apa.org/education/k12/teaching-guidelines.aspx>
- American Sociological Association. (2009). *21st Century Careers with an Undergraduate Degree in Sociology*. Washington DC: Author. Retrieved from [http://www.asanet.org/employment/careers21st\\_intro.cfm](http://www.asanet.org/employment/careers21st_intro.cfm)
- Ashby, R., Lee, P., and Shemilt, D. (2005). Putting principles into practice: Teaching and planning. In S. Donovan and J. Bransford (Eds.), *How students learn: History in the classroom* (pp. 79-178). Washington, DC: National Academies Press.
- Bain, R. (2000). Into the breach: Using research and theory to shape history instruction. In P. Stearns, P. Seixas, and S. Wineburg (Eds.), *Knowing, teaching, and learning history: National and international perspectives* (pp. 331-353). New York: New York University Press.
- Barton, K. C. (1996). Narrative simplifications in elementary students' historical thinking. In J. Brophy (Ed.), *Advances in research on teaching: Teaching and learning history* (pp. 51-84). Greenwich, CT: JAI Press.
- Barton, K. C. (2008). Research on students' ideas about history. In L. Levstik and C. Tyson (Eds.), *Handbook of research in social studies education* (pp. 239-258). New York: Routledge.
- Bednarz, S. W., Acheson, G., and Bednarz, R. S. (2010). Maps and map learning in social studies. In W. Parker (Ed.), *Social studies today: Research and practice* (pp. 121-132). New York: Routledge.
- Bednarz, S.W., Heffron, S., and Huynh, N.T. (Eds.). (2013). *A road map for 21st century geography education: Geography education research* (A report from the Geography Education Research Committee of the Road Map for 21st Century Geography Education Project). Washington, DC: Association of American Geographers.
- Bellanca, J., and Brandt, R. (2010). *21st century skills: Rethinking how students learn*. New York: Solution Tree.
- Berti, A. (1995). Knowledge restructuring in an economic subdomain: Banking. In W. Schnotz, S. Vosnaidou, and M. Carretero (Eds.), *New perspectives on conceptual change* (pp. 113-133). New York: Pergamon.
- Berti, A., and Bombi, A. (1988). *The child's construction of economics*. Cambridge, England: Cambridge University Press.
- Blades, M., and Spencer, C. (1987). The use of maps by 4-6 year-old children in a large scale maze. *British Journal of Developmental Psychology*, 5, 19-24.
- Boardman, D. (1989). The development of graphicacy: Children's understanding of maps. *Geography*, 74, 321-331.
- Brophy, J. (1990). Teaching social studies for understanding and higher-order applications. *The Elementary School Journal*, 90, 351-418.
- Brophy, J., and Alleman, J. (2006). *Children's thinking about cultural universals*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Brophy, J., and Alleman, J. (2008). Early elementary social studies. In L. Levstik and C. Tyson, (Eds.), *Handbook of research in social studies education* (pp. 33-49). New York: Routledge.
- Brophy, J., and Vansledright, B. (1997). *Teaching and learning history in elementary schools*. New York: Teachers College Press.
- Brown, A., and Campione, J. (2002). Communities of learning and thinking, or context by any other name. In P. Woods (Ed.), *Contemporary issues in teaching and learning* (pp. 120-126). New York: Routledge.
- Brown, J. A., Collins, S., and Duguid, P. (1998). Situated cognition and the culture of learning. *Educational Researcher*, 18, 32-42.

- Bruner, J. (1960). *The process of education*. Cambridge: Harvard University Press.
- Bruner, J. (1996). *The culture of education*. Cambridge: Harvard University Press.
- Budano, C. (2012). *The nature of expertise among university faculty in American political science: Implications for teaching high school civics and government*. (Unpublished doctoral dissertation). University of Maryland, College Park.
- Center for Civic Education. (1994). *National standards for civics and government*. Calabasas, CA: Author. Information about these standards is accessible at <http://www.civiced.org/standards>.
- Cole, M. (1995). Culture and cognitive development: From cross-cultural research to systems of cultural mediation. *Culture and Psychology*, 1, 25-54.
- Collingwood, R. G. (1946/1993). *The idea of history*. Oxford, England: Oxford University Press.
- Council for Economic Education. (2010). *Voluntary national content standards in economics, Revised Edition*. New York: Council for Economic Education. Information about these standards is accessible at <http://www.councilforeconed.org/resource/voluntary-national-content-standards-in-economics/>
- Cuban, L. (1991). History of teaching in social studies. In J. Shaver (Ed.), *Handbook of research on social studies teaching and learning* (pp. 197-209). New York: Macmillan.
- Dahl, D. (1998). Why Johnny can't choose: And what Johnny (and Jane) needs to know to understand the economy. *The Region*, 12, 5-11.
- Dewey, J. (1902). *The child and the curriculum: The school and society*. Chicago: University of Chicago Press.
- Di Giacomo, F. T., Linn, D., Monthey, W., Pack, C., and Wyatt, J. (2013). Academic readiness indicators: Implications for state policy. Retrieved from [http://research.collegeboard.org/sites/default/files/publications/2013/2/policybrief-2013-1-academic-rigor-implications-state-policy\\_1.pdf](http://research.collegeboard.org/sites/default/files/publications/2013/2/policybrief-2013-1-academic-rigor-implications-state-policy_1.pdf)
- Donovan, S., and Bransford, J. (Eds.). (2005). *How students learn: History in the classroom*. Washington, DC: National Academies Press.
- Epstein, T. (2009). *Interpreting national history: Race, identity, and pedagogy in classrooms and communities*. New York: Routledge.
- Frisch, M. (1989). American history and the structures of collective memory: A modest exercise in empirical iconography. *Journal of American history*, 75, 1130-1155.
- Grant, S. G. (2006). *History lessons: Teaching, learning, and testing in U.S. high school classrooms*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Greenspan, A. (2005). The importance of financial education today. *Social Education*, 69, 64-65.
- Gregg, M. (1997). Problem posing from maps: Utilizing understanding. *Journal of Geography*, 96, 250-256.
- Haas, M. (2004). The presidency and presidential elections in the elementary classroom. *Social Education*, 68, 340-346.
- Hahn, C., and Alviar-Martin, T. (2008). International political socialization research. In L. Levstik and C. Tyson (Eds.), *Handbook of research in social studies education* (pp. 81-108). New York: Routledge.
- Harley, J. (1994). Maps, knowledge, and power. In D. Cosgrove and S. Daniels (Eds.), *The iconography of the landscape* (pp. 277-312). Cambridge, England: Cambridge University Press.
- Heffron, S. G. and R. M. Downs, eds. (2012). *Geography for life: National geography standards, Second Edition*. Washington, DC: National Council for Geographic Education. Information about these standards is accessible at <http://www.ncge.org/geography-for-life>.
- Hess, D. (2002). How students experience and learn from the discussion of controversial public issues in secondary social studies. *Journal of Curriculum and Supervision*, 17, 283-314.
- Hess, D. (2008). Controversial issues and democratic discourse. In L. Levstik and C. Tyson, (Eds.), *Handbook of research in social studies education* (pp. 124-136). New York: Routledge.
- Hess, D. (2009). *Controversy in the classroom: The democratic power of discussion*. New York: Routledge.
- Hess, R. D., and Torney, J. V. (1967/2009). *The development of political attitudes in children*. Piscataway, NJ: Transaction Publishers.
- Hickey, G., and Bein, F. (1996). Students' learning difficulties in geography and teachers' interventions: Teaching cases from K-12 classrooms. *Journal of Geography*, 95, 118-125.
- Hicks, D., van Hover, S., Doolittle, P., and VanFossen, P. (2012). Learning social studies: An evidence-based approach. In K. Harris, S. Graham, and T. Urdan (Eds.), *APA educational psychology handbook: Vol. 3, Application to learning and teaching* (pp. 283-307). Washington, DC: American Psychological Association.
- Kahne, J., and Sporte, S. (2008). Developing citizens: The impact of civic learning opportunities on students' commitment to civic participation. *American Educational Research Journal*, 45, 738-766.

- Klingner, J. K., Vaughn, S., and Schumm, J. S. (1998). Collaborative strategic reading during social studies in heterogeneous fourth-grade classrooms. *The Elementary School Journal*, 99, 3-22.
- Laney, J. (2001). Enhancing economic education through improved teaching methods: Common sense made easy. In J. Brophy (Ed.), *Subject-specific instructional methods and activities* (pp. 411-435). New York: Elsevier Science.
- Laney, J., and Schug, M. (1998). Teach kids economics and they will learn. *Social Studies and the Young Learner*, 11, 13-17.
- Lee, J. K. (2010). Digital history and the emergence of digital historical literacies. In R. Diem and M. Berson (Eds.), *Technology in retrospect: Social studies' place in the information age 1984-2009* (pp. 75-90). Charlotte, NC: Information Age Publishing.
- Lee, P. (2005). Putting principles into practice: Understanding history. In S. Donovan and J. Bransford (Eds.), *How students learn: History in the classroom* (pp. 31-78). Washington, DC: National Academies Press.
- Lee, P., and Ashby, R. (2000). Progression in historical understanding among students ages 7-14. In P. Stearns, P. Seixas, and S. Wineburg (Eds.), *Knowing, teaching, and learning history: National and international perspectives* (pp. 199-222). New York: New York University Press.
- Lee, P., and Shemilt, D. (2003). A scaffold, not a cage: Progression and progression models in history. *Teaching History*, 113, 13-23.
- Levstik, L., and Barton, K. (1997). *Doing history: Investigating with children in elementary and middle schools*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Liben, L., and Downs, R. M. (1989). Understanding maps as symbols: The development of map concepts in children. *Advances in Child Development and Behavior*, 22, 145-201.
- Maggioni, L. (2010). *Studying epistemic cognition in the classroom: Cases of teaching and learning to think historically*. (Unpublished doctoral dissertation). University of Maryland, College Park.
- Maggioni, L., VanSledright, B., and Reddy, K. (2009, August). *Epistemic talk in history*. Paper presented at the 13th biennial conference of the European Association of Research on Learning and Instruction, Amsterdam, The Netherlands.
- Metz, E. C., and Youniss, J. (2005). Longitudinal gains in civic development through school-based required service. *Political Psychology*, 26, 413-448.
- Miller, S., and VanFossen, P. (1994). Assessing expertise in economic problem solving: A model. *Theory and Research in Social Education*, 22, 380-412.
- Miller, S., and VanFossen, P. (2008). Recent research on the teaching and learning of precollegiate economics. In L. Levstik and C. Tyson (Eds.), *Handbook of research in social studies education* (pp. 284-304). New York: Routledge.
- Monte-Sano, C. (2008). Qualities of effective writing instruction in history classrooms: A cross case comparison of two teachers' practices. *American Educational Research Journal*, 45, 1045-1079.
- Monte-Sano, C. (2011). Beyond reading comprehension and summary: Learning to read and write by focusing on evidence, perspective, and interpretation. *Curriculum Inquiry*, 41, 212-249.
- Morton, J. (2005). The interdependence of economic and personal finance education. *Social Education*, 69, 66-69.
- National Center for History in the Schools. (1996). National standards for history: Basic edition. Los Angeles, CA: Author. Information about these standards is accessible at <http://www.nchs.ucla.edu/standards>.
- National Council for the Social Studies. (2010). *National curriculum standards for social studies: A framework for teaching, learning, and assessment*. Silver Spring, MD: Author. Information about these standards is accessible at <http://www.socialstudies.org/standards>.
- National Council on Economic Education. See Council for Economic Education.
- National Governors Association Center for Best Practices and Council of Chief State School Officers. (2010a). *Common core state standards for English language arts and literacy in history/social studies, science, and technical subjects*. Washington, DC: Author.
- National Governors Association Center for Best Practices and Council of Chief State School Officers. (2010b). *Common core state standards for mathematics*. Washington, DC: Author.
- Palincsar, A. S. (1998). Social constructivist perspectives on teaching and learning. *Annual Review of Psychology*, 49, 345-375.
- Parker, W. C. (2008). Knowing and doing in democratic citizenship education. In L. Levstik and C. Tyson (Eds.), *Handbook of research in social studies education* (pp. 65-80). New York: Routledge.
- Partnership for 21st Century Skills. (2011). *Framework for 21st century learning*. Information about this framework is accessible at <http://p21.org/overview/skills-framework>.
- Piaget, J. (1929/2007). *The child's conception of the world*. Lanham, MD: Rowman and Littlefield.

- Reisman, A. (2012). Reading like a historian: A document-based history curriculum intervention in urban high schools. *Cognition and Instruction*, 30, 86-112.
- Rivlin, A. (1999, May). On economic literacy. Speech presented at the Economic Literacy Conference, Federal Reserve Bank of Minneapolis, MN. The speech was retrieved from [www.federalreserve.gov/boardDocs/speeches/1999/199905132.htm](http://www.federalreserve.gov/boardDocs/speeches/1999/199905132.htm).
- Rogoff, B. (1994). Developing understanding of the idea of communities of learners. *Mind, Culture and Activity*, 1, 209-229.
- Saunders, P., and Gilliard, J. (1995). *Framework for teaching the basic economic concepts*. New York: National Council on Economic Education.
- Segall, A., and Helfenbein, R. (2008). Research on K-12 geography education. In L. Levstik and C. Tyson (Eds.), *Handbook of research in social studies education* (pp. 259-283). New York: Routledge.
- Seixas, P. (1993). Historical understanding among adolescents in a multicultural setting. *Curriculum Inquiry*, 23, 301-327.
- Soller, A. (2001). Supporting social interaction in an intelligent collaborative learning system. *International Journal of Artificial Intelligence in Education*, 12, 40-62.
- Smith, J. B., and Niemi, R. (2001). Learning history in school: The impact of course work and instructional practice on achievement. *Theory and Research in Social Education*, 29, 18-42.
- Swan, K. and Hofer, M. (2008). Technology in the social studies. In L. Levstik and C. Tyson (Eds.), *Handbook of research on social studies education*, 307-326. New York: Routledge.
- Swan, K. and Hofer, M. (2013). Examining student-created documentaries as a mechanism for engaging students in authentic intellectual work. *Theory and Research in Social Education*, 41, 133-175.
- Torney-Purta, J. (2005). The school's role in developing civic engagement: A study of adolescents in 28 countries. *Applied Developmental Science*, 6, 203-212.
- Torney-Purta, J., Hahn, C., and Amadeo, J. (2001). Principles of subject-specific instruction in education for citizenship. In J. Brophy (Ed.), *Subject-specific instructional methods and activities* (pp. 373-410). New York: Elsevier Science.
- VanSledright, B. (2002). *In search of America's past: Learning to read history in elementary school*. New York: Teachers College Press.
- VanSledright, B. (2011). *The challenge of rethinking history education: On practices, theories, and policy*. New York: Routledge.
- VanSledright, B., and Afflerbach, P. (2005). Assessing the status of historical sources: An exploratory study of eight elementary students reading documents. In P. Lee. (Ed.), *Children and teachers' ideas about history, international research in history education*, Vol. 4 (pp. 1-20). London: Routledge/Falmer.
- VanSledright, B., and Brophy, J. (1992). Storytelling, imagination, and fanciful elaboration in children's historical reconstructions. *American Educational Research Journal*, 29, 837-859.
- VanSledright, B., and Limon, M. (2006). Learning and teaching in social studies: Cognitive research on history and geography. In P. Alexander and P. Winne (Eds.), *The handbook of educational psychology, 2nd Ed.* (pp. 545-570). Mahwah, NJ: Lawrence Erlbaum Associates.
- Vosniadou, S. (Ed.). (2008). *International handbook of research on conceptual change*. New York: Taylor and Francis.
- Voss, J. (1998). Issues in the learning of history. *Issues in Education: Contributions from Educational Psychology*, 4, 163-209.
- Vygotsky, L. (1986). *Thought and language* (A. Kozulin, Trans.). Boston: Massachusetts Institute of Technology. (Original work published 1934)
- Wineburg, S. (2001). *Historical thinking and other unnatural acts: Charting the future of teaching the past*. Philadelphia: Temple University Press.
- Wineburg, S., Mosberg, S., Porat, D., and Duncan, A. (2007). Common belief and the cultural curriculum: An intergenerational study of historical consciousness. *American Educational Research Journal*, 44, 40-46.

# GLOSSARY

## KEY TERMS IN THE C3 FRAMEWORK

*The College, Career and Civic Life (C3) Framework for Social Studies State Standards* sets forth learning expectations and an inquiry arc that will be useful in guiding the development of state and local social studies standards and curriculum documents. This glossary defines and provides examples of key concepts and terms used in the C3 Framework. The examples are illustrative but are not exhaustive.

**Adapt to an environment:** People adapt to the opportunities and constraints of their environment, making relevant decisions based on their state of knowledge and technology.

**Example:** People settle in regions that provide resources needed for daily living. Settlement location choices are influenced by various factors, including climate and changes in technology. One example is the influence of air conditioning systems on where people choose to live.

**Argument (coherent, reasoned):** In the C3 Framework, an argument is a claim or collection of claims supported by relevant evidence, which can be considered an answer to the question investigated by the research. In historical research, a *coherent argument* is one in which the evidence cited supports the claim; a *reasoned argument* is one in which the evidence is used in a logical and critical way.

**Example:** In *Freedom From Fear: The American People in Depression and War, 1929-1945*, the historian David Kennedy develops the *reasoned argument* that U.S. isolation from the principal theaters of battle and the nation's superior economic ability allowed it to emerge successfully from World War II.

**Authority (authoritative source):** The legitimate power to influence or compel thoughts and actions. An *authoritative source* is a source acknowledged to be an accurate and reliable basis for identifying facts and constructing interpretations.

**Example:** The United States Constitution is an *authoritative source* on the structure of federal government in the United States.

**Banks:** Businesses that accept deposits and make loans.

**Example:** Family members or neighbors probably have checking or saving accounts at *banks* in the community. They deposit their money in these accounts to keep it safe. *Banks* offer ease of use through ATM cards, debit cards, and checks. *Banks* often pay interest on the money in these accounts. *Banks* use the deposits to make loans to other customers. Students may know friends or family who have obtained a loan from a *bank* to buy a house or a car.

**Barriers to trade:** Laws that limit imports or place taxes on imported goods and services in order to discourage imports and protect domestic profits and jobs.

**Example:** A tariff is a tax on imports that results in fewer imports being purchased. One consequence is that more domestic substitutes will likely be consumed.

**Benefits:** The gains from consuming and producing goods and services and making personal, business, and public choices. Benefits may be financial, or they may consist of other types of satisfaction.

**Example:** The purchase of a new bicycle results in increased satisfaction and enjoyment.

**Borrowing:** Taking money with a promise to repay the money in the future.

**Example:** Perhaps a brother, sister, or parent has *borrowed* money from a student and later repaid the money. Maybe a student has *borrowed* money from a brother, sister, friend, or parent. In commercial lending, the promise to repay includes the amount *borrowed* plus some interest—a payment for using the *borrowed* money.

**Capital goods:** Goods that have been produced and are used over and over again in the production process to produce other goods and services. Capital goods can also be called capital resources or physical capital.

**Example:** Tools, equipment, factories, office buildings, machines, desks in schools, interactive whiteboards, computers, and projectors are all examples of *capital goods*.

**Causes and effects (probable, multiple, complex, unexpected):** No historical event or development occurs in a vacuum; every one has prior conditions, and every one has consequences. Historians cannot test these in laboratories the way scientists can, but they can use historical evidence and reasoning to determine *probable* causes and effects. Events and processes often result from developments in many realms of life, including the social, political, economic, and cultural realms, and may have consequences that are broad, interconnected, and far-reaching, so that causes and effects are *multiple* and *complex*. The outcome of any historical event may not be what those who engaged in it intended or predicted, so that chains of cause and effect in the past have often been *unexpected*, not pre-determined.

**Example of probable causes:** *Probable causes* of the voyages of Columbus include Columbus's desire to reach the riches of Asia by sailing westward and the aims of the Spanish monarchs Ferdinand and Isabella to continue the expansion of Christianity, as well as other reasons listed as multiple causes below.

**Example of multiple causes:** *Multiple causes* of the voyages of Columbus include Columbus's personal ambition and desire to reach the riches of Asia by sailing westward; the aims of the Spanish

monarchs Ferdinand and Isabella to compete with Portugal in the race for direct access to spices and to continue the expansion of Christianity; the expansion of the Ottoman Empire that disrupted old trade routes and lessened the direct access of Western Europeans to silk, spices, and other Asian products; improvements in ship designs, including the adoption of new kinds of sails; and the development of the printing press, which allowed works by earlier geographers and travelers to be cheap and accessible to ship captains and merchants. Other factors also played a role, because no single cause led to Columbus's voyages.

**Example of complex effects:** *Complex effects* of the voyages of Columbus include all the developments that resulted from them, which have influenced nearly every aspect of today's globalized world.

**Example of unexpected effects:** The voyages of Columbus resulted in the widespread exchange of animals, plants, human populations, and diseases across the Atlantic in both directions, including corn, wheat, potatoes, tomatoes, coffee, cows, horses, turkeys, measles, and smallpox. Many results of the Columbian Exchange were *unexpected effects*, and some of the exchange was completely unintentional, such as the movement of invasive plant species that became pests.

**Change and Continuity:** The study of the past shows that some elements remained continuous or steady, while others changed. Thinking about change and continuity requires us to compare different points in time—either two points in time from the past with each other, or one from the past with the present. Sometimes the factors that change and those that stay the same are surprising or hidden. Change may bring progress, but it can also result in decline.

**Example:** The advent of electricity and household technology brought major *changes* to family life in the United States, but there were *continuities* as well. Doing laundry was much easier and less physically strenuous with washing machines, but laundry remained a household task that was almost always done by women, and the amount of clothing most people owned increased, so that the time taken to do laundry did not decrease significantly.

**Choice:** A decision made between two or more possibilities or alternatives.

**Example:** People make *choices* every day. They *choose* what to wear, what to eat, and what to do in their free time.

**Chronological sequence:** A list of historical events organized by the time and date of their occurrence. Ordering events in time is important to identifying relationships between events and historical context, and to understanding the development of processes across time in order not to view events in isolation.

**Example:** A *chronological sequence* of major events in African American history is: the 14<sup>th</sup> Amendment, Reconstruction, Jim Crow laws, rise of the Ku Klux Klan, World War II, and the Montgomery Bus Boycott.

**Civic virtues:** Principles and traits of character that enable citizens to contribute to the common good by engaging in political and civil society.

**Example:** Tolerance, adherence to law, opposition to tyranny, standing up for others' rights, and active participation in the community are *civic virtues*.

**Civil society:** The entire array of nongovernmental groups, associations, and institutions that citizens form and join, along with norms and values that underlie participation, such as cooperation, trust, and civility.

**Example:** The Parent Teachers Association in a school is part of *civil society*.

**Claims and counterclaims:** In the C3 Framework, claims are statements of belief or opinion rooted in factual knowledge and evidence that result from the analysis of sources in an inquiry. Counterclaims are statements that challenge or respond to claims, using evidence that contradicts a claim.

**Example:** Some economists *claim* that central government banks can effectively control economic growth by injecting capital into financial markets through buying and selling in bond markets. A *counterclaim* suggests that such interventions prevent capital markets from functioning properly and thus slow economic growth.

**Climate change:** Long-term significant variations in average weather conditions on Earth, particularly in temperatures and precipitation, that are caused by either natural or human induced processes.

**Example:** Alterations in the physical dynamics of Earth's atmosphere that affect the climate may result from natural phenomena, such as extensive volcanic eruptions, or human practices, such as burning fossil fuels.

**Climate variability:** Changes over time in patterns of weather and climate either globally or in a specific region of the world.

**Example:** Precipitation and temperature may change for varying times, resulting in dry and wet periods that influence the timing of planting and harvesting of food crops in specific regions affected.

**Collective action:** Activities undertaken by a group of people with a shared interest in promoting or encouraging change or progress on an issue about which members of the group agree.

**Example:** The Tea Party movement began as a *collective action* to limit government expenditures and taxes, and to oppose the expansion of the role of the federal government in areas such as health care.

**Communication network:** A pattern of links among points and pathways along which the movement and exchange of information takes place.

**Example:** Cell phone towers are located at sites chosen to facilitate the movement and reception of signals within areas served by the system.

**Comparative advantage:** The ability to produce at a lower opportunity cost than another producer.

**Example:** A producer with a *comparative advantage* in the production of wheat may have to give up less corn to produce wheat than other producers.

**Compelling question:** Compelling questions address problems and issues found in and across the academic disciplines that make up social studies. They require students to apply disciplinary concepts and to construct arguments and interpretations. Compelling questions often emerge from the interests of students and their curiosity about how things work, but they are also grounded in curriculum and content with which students might have little experience.

**Example:** Was the American Revolution revolutionary?

**Competition:** The ability of businesses and individuals to enter a market in an effort to compete to sell or buy a product. Competition results in attempts by two or more individuals or organizations to acquire the same goods, services, or productive and financial resources, or else to sell them. Consumers compete with other consumers for goods and services. Producers compete with other producers for sales to consumers.

**Example:** New cell phones are produced on a regular basis by a wide variety of firms.

**Complex causal reasoning:** A type of logical thinking that explains how multiple events, ideas, or activities contribute to one another.

**Example:** An understanding of human migration patterns in the world today requires *complex causal reasoning* that takes into account local politics, economic factors, geographical conditions, climate, and social and cultural influences.

**Context:** The ideas, events, or related content that situate a concept, event, person, or idea in a relevant time, place, or intellectual sphere.

**Example:** The theory of communism emerged in the *context* of rapid industrialization and changing economic conditions in 19<sup>th</sup> century Western Europe.

**Core principles (in U.S. founding documents):** Fundamental ideas and ideals expressed in the Declaration of Independence, the Constitution, and other early and influential documents.

**Example:** Government by the consent of the governed, equality under law, and freedom of the press are *core principles in the founding documents* of the United States.

**Correct sequence (linear or non-linear):** The notion that a text (written or multimodal) has a recognizable path for readers to follow. These paths may be linear, as are most written print texts, or non-linear, as are most web-based texts with hyperlinks

**Example:** A conventional essay would likely have a linear reading path. Websites that represent the same essay text on multiple web-pages, and can be accessed in a variety of different sequences, would be non-linear.

**Corroborative value:** The extent to which information from one source that is used as evidence to support a claim supports information from another source.

**Example:** Economic data offers *corroborative value* in support of claims drawn from personal correspondence about the social impact of the Great Migration of African Americans from Southern cities and towns to Northern industrial areas in the early 20<sup>th</sup> century.

**Costs:** What an individual, business, organization, or government gives up when a choice is made. Costs may be financial or nonfinancial.

**Example:** When a person decides to go to a movie, the *cost* of that choice is what could have been done with the money spent and how the time could have otherwise been used.

**Credibility:** The degree to which a source can be trusted or believed to represent what it purports to represent. The concept of credibility does not necessarily correspond to that of truth; a source can be credible and contain factual inaccuracies.

**Example:** The *credibility* of personal accounts of the Civil War battles from politicians in Washington, D.C., and Richmond, Virginia, is limited, in view of the fact that their accounts were second-hand.

**Credit:** The granting of money or something else of value in exchange for a promise of future repayment.

**Example:** A bank or other financial institution may give people *credit*; that is, the bank or financial institution gives people money to buy cars or houses. The borrowers agree to repay the money borrowed plus interest over the time of the loan.

**Cultural characteristics:** The specific ideas, belief systems, or patterns of behavior that characterize a society or a culturally distinct social group.

**Example:** *Cultural characteristics* are expressed in housing types, food preferences, spatial patterns of settlements, and beliefs about appropriate relationships between people and nature.

**Cultural pattern:** Culture may be manifested in repeated behavior shown in social conventions, customs, and adherence to rules or habits that are based on values and beliefs about the attributes of society and nature.

**Example:** *Cultural patterns* may be seen in the tools and artifacts produced in different societies or in food-growing techniques shared among members of a group.

**Cultural preference:** A culturally-based preference for one thing rather than available alternatives. The choice to engage in some practices rather than others may be grounded in cultural habits or may reflect deeply-held cultural beliefs about appropriate behavior in certain settings or situations.

**Example:** Choices of favored spectator sports vary from place to place. Some regions have avid soccer fans, while others favor ice hockey or baseball. Food preferences also vary widely from place to place and may be based on religious beliefs, the history of available foods, or health concerns. *Cultural preferences* may range from seemingly trivial topics to issues of life-changing importance.

**Culture:** Culture is a human institution manifested in the learned behavior of people, including their specific belief systems, language(s), social relations, technologies, institutions, organizations, and systems for using and developing resources.

**Example:** Various *cultures* emerged on Earth in dispersed locations and within different environments. Long periods of isolation and limited interaction contributed to cultural diversity and distinctive habits and beliefs. Language-based communication is a clear example of a learned behavior that influences the development and interactions of human groups.

**Deflation:** A general sustained downward movement of prices for goods and services in an economy.

**Example:** The Japanese economy began to experience *deflation* during the 1990s. The United States experienced *deflation* during the Great Depression.

**Deliberation:** Discussing issues and making choices and judgments in a group, with information and evidence, civility and respect, and concern for fair procedures.

**Example:** The class *deliberated* and decided to conduct a service project at the senior center.

**Deliberative and democratic strategies:** A way to accomplish a goal that includes the input of those involved at all stages of the process.

**Example:** The United Nations seeks to utilize *deliberative and democratic strategies* to address global issues.

**Demand:** The quantity of a good or service that buyers are willing and able to buy at all possible prices during a certain time period. In general, people are willing and able to buy more units of a good or service at a lower price than they are at a higher price.

**Example:** Ellie opened a lemonade stand. She discovered that her customers were willing and able to buy more cups of lemonade at \$.50 per cup than they would at \$1.00 a cup.

**Democratic principle:** A principle that should guide the behavior and values of institutions and citizens in a democracy.

**Example:** It is a *democratic principle* that everyone is equal before the law.

**Development:** A historical event or set of events that is regarded as significant.

**Example:** The invention of the cotton gin was a *development* that significantly changed people's lives.

**Disincentive or negative incentive:** Perceived costs that discourage certain behaviors.

**Example:** Detention or suspension are costs imposed on students to deter behaviors such as skipping school or being disruptive. Fines for speeding are *disincentives* designed to discourage reckless driving.

**Economic globalization:** An international economic system for the production and exchange of goods and services that creates interdependence among the economies of the world's nations.

**Example:** *Global* trade in wheat and other grains fluctuates according to the predicted future supplies and actual reserves in grain growing countries. Prices and availability are influenced by climate events, transportation costs, population size, and changing food habits in various places.

**Economic growth:** A sustained rise over time in a nation's production of goods and services.

**Example:** The U.S. economy, as measured by real GDP, grew at an average of slightly more than 3% per year over the 60 years from 1953 to 2012.

**Economic interdependence:** The dependence of people who specialize in producing one particular good or service upon other people or institutions to provide additional goods and services that they desire.

**Example:** A secondary social studies teacher specializes in producing learning among secondary students and is dependent upon others to provide clothing and food for her family.

**Effects:** See Causes and Effects.

**Entrepreneurs:** Individuals who are willing to take risks in order to develop new products and start new businesses. They recognize opportunities, enjoy working for themselves, and accept challenges.

**Example:** A person who opens a new restaurant, dry cleaning store, or other business in the community is an *entrepreneur*. People who have already started businesses, such as Bill Gates, are also *entrepreneurs*.

**Entrepreneurship:** A characteristic of people who assume the risk of organizing productive resources to produce goods and services.

**Example:** People who own and operate local businesses in the community (e.g., auto body repair shops, or restaurants) demonstrate *entrepreneurship*.

**Environmental characteristics:** Aspects of a place or area shaped by Earth's physical processes or derived from the physical environment.

**Example:** Across the Earth, there are variations in vegetative cover related to climate conditions and differences in landforms shaped by processes of volcanism, glaciations, and erosion and deposition.

**Environmental problem:** Any threat to nature or to human beings' dependence on nature.

**Example:** Acid rain is an *environmental problem*.

**Event:** An occasion, occurrence, or incident that takes place in the past. Events can be of various lengths.

**Example:** Nat Turner's rebellion was an *event* that took place in 1831, and is often seen as one of the many *events* leading up to the American Civil War, which is also a historical *event*.

**Evidence:** In the C3 Framework, evidence is information taken during an analysis of a source that is then used to support a claim made in response to an inquiry question.

**Example:** Temperature data might be used along with information about the invention and implementation of air conditioning as *evidence* to support a claim about urban development in the American South.

**Exchange:** The trading of goods, services, and resources with people for other goods, services, and resources, or for money.

**Example:** People *exchange* their human resource (labor) for payment in the form of income (wages or salaries). In turn they *exchange* part of their income with businesses to buy goods and services. They *exchange* part of their income in the form of taxes and government fees for goods and services that the government provides.

**External benefits:** The benefits of production or consumption that are received by persons other than the producer or consumer of the good or service.

**Example:** The benefits of the increased quality of secondary education are received by students. Others also benefit from the students' eventual higher production and taxes. The benefits received by the others are *external benefits*.

**External costs:** Costs of production or consumption that are borne by persons other than the producer or consumer of the good or service.

**Example:** A power plant produces electricity that it sells to its customers. The process of production results in polluted air that causes institutions and individuals other than customers to pay higher health care costs. Those higher health care costs are *external costs*.

**Fiscal policy:** Policies that affect the level of government spending on goods and services, taxes, and transfer payments.

**Example:** A government reduction in tax rates may encourage people to increase spending and the amount of time they are willing to work.

**Freedom:** The lack of coercion or limitation of a person's thoughts or actions; some definitions include the actual ability of an individual to do what he or she wishes.

**Example:** In the United States, *Freedom* of speech is one of the Five *Freedom*s in the First Amendment of the United States Constitution. In his Four Freedoms speech, President Franklin Roosevelt



proposed that *Freedom* from Fear and *Freedom* from Want were also important freedoms.

**Geographic context:** The location in which an event occurred.

**Example:** The Bureau of Reclamation oversaw the building of Hoover Dam between 1931 and 1936 within the immediate *geographic context* of the arid and physically taxing Black Canyon and the broader *geographic context* of the Colorado River watershed.

**Geographic data:** Facts and statistics about spatial and environmental phenomena gathered for analysis.

**Example:** *Geographic* or *geospatial data* may be gathered about physical and human processes on Earth's surface to analyze a range of problems, such as air and water pollution, urban sprawl, traffic congestion, or other problems arising from human-environment interactions.

**Geographic model:** An idealized and simplified representation of reality depicting a spatial concept or a tool for predicting specific outcomes in geography.

**Example:** Globes are scale models of Earth that correctly represent area, relative size and shape, physical features, distance between points, and true compass direction. A gravity model may be used to describe and predict flows from one place to another based on the distances between them and the size of their populations.

**Geography:** The study of physical and human systems and their changing spatial relationships across the surface of the Earth. Human systems and physical systems constantly interact with reciprocal influences flowing between and among them, creating a wide variety of spatial patterns.

**Example:** Humans plant crops in response to soil characteristics and climate variables that include temperature ranges and amounts of precipitation. When heat rises and rain fails, farmers may intervene with irrigation systems to sustain growing until harvest time. When soils are depleted from constant plantings, farmers may extend productivity by using no-till methods and adding fertilizers.

**Geospatial technologies:** Computer hardware and software used to produce and evaluate geographic data at infinitely varied levels; these technologies include technologies related to mapping and interpreting physical and human features on Earth's surface.

**Example:** *Geospatial technologies* include global positioning systems [GPS], geographic information systems [GIS], remote sensing [RS], and geospatial visualizations that allow the viewing of data associated with specific locations.

**Globalization** (see also **Economic Globalization**): The increasing interconnectedness of different parts of the world resulting from common worldwide cultural, economic, and political activities, and the impact of technological advances in communication and transportation.

**Example:** Communications technologies provide nearly instant transmission of news about widely dispersed events across Earth's surface. The increase in the speed of information flows from place to place influences the timing and nature of reactions to events and problems by governments, economic organizations, and the general public. As an example, international responses to natural and technological disasters are faster and more widespread than in the past.

**Goods:** Objects that satisfy people's wants.

**Example:** People buy and use a variety of *goods*, such as clothing, food, cars, houses, household appliances, bicycles, toys, books, computers, and tablets.

**Governmental context:** A setting in which citizens exercise rights and responsibilities through government or in response to government.

**Example:** Citizens act in a *governmental context* when they vote, serve on juries, enlist in the military, or seek to influence the government through protest and activism.

**Historical context:** The setting, background, or environment in which a specific historical event or process occurred, which can include cultural, political, social, intellectual, economic, and other factors.

**Example:** The Chicago Haymarket affair of 1886 occurred within the *context* of rapid industrialization, massive immigration of Eastern and Southern Europeans to the United States, and the formation of labor organizations.

**Historical time period (historical era):** A distinct segment of time whose beginning and end are marked in some way by significant developments or events. Different historians segment historical events and processes into periods or eras differently, depending on what they see as important. This segmentation can also be referred to as "periodization."

**Example:** The Civil War *time period* is typically studied in U.S. history classes, but the determination of its starting and ending dates depends on which events seem most significant. The typical starting date in historical accounts is the bombardment of Fort Sumter on April 12, 1861, and the typical ending date is April 9, 1865, when General Robert E. Lee surrendered. On the other hand, Southern states had already established the Confederacy in February 1861, and the surrender of other Confederate forces took place later than the surrender of Lee. In addition to examining these potential starting and ending points, an inquiry into longer-term causes can be launched by asking the compelling question, "When did the Civil War Begin?" (The Missouri Compromise? The 3/5 Compromise in the writing of the U.S. Constitution?) Another compelling question—"When Did the Civil War End?"—could examine interpretations of the point at which the Civil War can truly be said to have ended, the determination of which depends on a judgment about the resolution of its most significant issues.

**Human capital:** The knowledge and skills that people obtain through education, experience, and training.

**Example:** *Human capital* includes reading, computation, and other skills acquired through education, as well as physical and intellectual abilities required for work, and on-the-job training.

**Human-induced environmental change:** Environmental changes brought about by human activities on scales that can range from the local to the global.

**Example:** Human activities involve many actions and processes that result in *environmental changes*. These may include urban sprawl, deforestation, agricultural development, industrialization, water control structures, energy production, and the extraction of natural resources.

**Human problem:** Any serious problem facing human beings.

**Example:** War is a *human problem*.

**Human rights:** Rights or freedoms possessed by all people by virtue of their being human.

**Example:** If freedom of speech is a *human right*, then no human being should be denied freedom of speech.

**Human settlement:** A location where people have built structures to use as permanent or temporary living areas.

**Example:** A *human settlement* or populated place may range in size from a few dwellings located together at a rural crossroads to large cities with surrounding urbanized areas, such as Mexico City or Toronto.

**Human system:** A system for organizing human behavior through linked and interrelated processes and structures. Demographic, economic, political, social, and cultural structures are examples of major human systems. Through these systems, humans interact to acquire and allocate needed resources for sustaining life within and among various societies in different regions on Earth.

**Example:** Human population dynamics are influenced by cultural beliefs about the roles of men, women, and children in society. Similarly, economic structures allocating resources and the political rules governing decision making have effects on the population and the quality of life of a society. Individuals learn from, respond to, and influence the *human systems* they inhabit.

**Incentive:** Perceived benefit that encourages certain behaviors.

**Example:** Profits are *incentives* to start business. Wages are *incentives* to work.

**Income distribution:** The way in which the nation's income is divided among families, individuals, or other designated groups.

**Example:** In 2009, the share of aggregate income earned by households in the United States ranged from 3.2 percent for the lowest fifth of households to 50.3 percent for the highest fifth of households.

**Inflation:** A general, sustained upward movement of prices for goods and services in an economy.

**Example:** Prices paid by the typical consumer increased by an average of 2.5% annually from 2003 to 2012.

**Institution:** A formal structure or organization that is based on a strong set of norms and interests and governs people's behavior.

**Example:** Both the United States Congress and the family are *institutions*.

**Intended audience (of a historical source):** The desired recipient(s) of a historical source. This is sometimes clear, as in a letter written to a particular person or a speech given to a particular audience, but it is sometimes necessary to infer the desired recipient from the source and its context.

**Example:** Because of the ways in which the 1936 film *Modern Times* uses characters and techniques from his earlier, successful films, we can tell that Charlie Chaplin *intended* a large, movie-going *audience* to view it.

**Interest:** The price of using someone else's money. When people place their money in a bank, the bank uses the money to make loans to others. In return, the bank pays interest to the account holder. Those who borrow from banks or other organizations pay interest for the use of the money borrowed.

**Example:** Banks pay savers *interest* because banks use savers' money to make loans to other customers. Borrowers pay banks *interest* on loans because the borrowers are using others' money.

**Investment in human capital:** The efforts of people to acquire or increase human capital. These efforts include education, training, and practice.

**Example:** Attending trade school after high school, going to college, obtaining on-the-job training, and the provision of economics workshops by a school district for its teachers are all examples of *investment in human capital*. Learning to read, write, compute, and think are *investments in human capital*. Practicing a sport or improving the ability to play a musical instrument are *investments in human capital*.

**Investment in physical capital:** An addition or additions to the stock of equipment and structures that are used to produce goods and services.

**Example:** Examples of an investment in *physical capital* include a firm building a new manufacturing plant, a grocery store adding a new wing for its produce department, and an insurance company purchasing new computers for its offices.

**Key constitutional provisions:** Fundamental ideas included in a constitution.

**Example:** The separation of powers, federalism, and the right to a speedy trial are all *key constitutional provisions* of the U.S. Constitution.

**Laws:** Rules enacted by a legislature.

**Example:** By *law* in a number of states, a person cannot hold an adult driver's license until the age of 18.

**Limitations in the historical record:** Gaps or inadequacies in the evidence available for examining a historical event or development that result from the loss or destruction of evidence, or from evidence never having been created in the first place.

**Example:** Although we know the names of a few Roman gladiators from mosaics and written accounts, most of them have been lost. No one thought to record details about them as a group at the time, nor did anyone interview them to get their opinions. Because of these *limitations in the historical record* we will never be able to know how many of the gladiators were slaves, or what they thought about fighting.

**Limits (of government):** Actions a government may not take. The concept of limits is based on the idea that the government should have a limited role and is not supposed to interfere in all aspects of life. Students should be aware that reasonable people disagree about what the government may and may not do in the United States.

**Example:** The United States government may not establish a religion because of a *limitation* contained in the First Amendment.

**Location:** The position of a place, defined in terms of features such as site characteristics, accessibility, and connectivity.

**Example:** The position of a point on Earth's surface may be absolute, as expressed by means of a grid showing latitude and longitude, or relative, as shown by its *location* related to other points or places.

**Long-term cause:** Long-term causes are the factors, often intertwined, that result in the occurrence of a historical event or process.

**Example:** The *long-term causes* of World War I included the growth of nationalism in Europe, a series of alliances and treaties in which countries agreed to support one another, disputes over territory, a build-up of military forces on all sides, and rivalries for colonies and imperial trade.

**Maker (of a historical source):** The creator of a historical source. For written accounts, the maker is also often described as the author, although it can sometimes be complicated to determine the true maker of a document.

**Example:** In 1354, the Berber Muslim explorer Ibn Battuta began to dictate the story of the extensive travels he had made in Africa, Asia, and Europe over the previous twenty years to the scholar Ibn Juzayy, who wrote them down in a book generally called *Rihla* (the journey). Both Ibn Battuta and Ibn Juzayy can be seen as the *makers* of this historical source.

**Map:** A map is a representation of an area and is usually depicted on a flat surface. Maps describe spatial relationships of the specific features represented.

**Example:** *Maps* are made and used for different purposes. Reference *maps* such as topographic maps, may depict a wide variety of features on Earth's surface, including landforms, water bodies, and buildings. Thematic *maps* are topical and show the distribution of features and conditions based on data such as income levels, health, or incidence of diseases in various locations. Mental *maps* are the *maps* we have in our minds of places we have experienced.

**Marginal Principle:** Marginal means *extra, additional, or incremental*. People make decisions by comparing the marginal (extra) benefits of their options to the marginal (extra) costs of their options. One example would be comparing the marginal cost of hiring another worker with the marginal revenue that the worker provides. Alternatively, it might include decisions to work an hour of overtime versus spending that hour on a home project.

**Example:** I can spend one more hour studying for a final exam in English literature. I know that the hour might help me earn a 90% rather than an 80% grade. I also know that to earn an A, I must score 100% on the final. On the other hand, I could spend an extra hour studying for my mathematics final. This will result in a 90% on my mathematics final, and a 90% on my math final will improve my overall grade from a B to an A. For me, a *marginal* hour spent preparing for my math final affords a higher *marginal* benefit. In deciding whether to hire another worker who earns \$35 per hour, I have to know whether or not hiring that worker will result in at least \$35 of additional revenue.

**Markets:** Buyers and sellers of a particular good, service, or resource.

**Example:** *Markets* exist for goods and services, such as hamburgers, lettuce, auto mechanics, engineers, stocks, and commodities.

**Megacity:** As defined by the United Nations, a megacity is an extensive urban area with a large and dense population that exceeds ten million people and 2,000 persons per square kilometer. The number of megacities is increasing as the human population expands and millions of people migrate from rural to urban locations.

**Example:** Contemporary *megacities* include Tokyo, New York, São Paulo, Seoul, Mexico City, Mumbai, Lagos, and Shanghai.

**Modify an environment:** Human actions that change natural elements and/or physical systems.

**Example:** Historically, humans have *modified environments* by selecting certain plants and animals to domesticate, clearing land for agriculture, building dams to impound water for later uses, erecting small and large settlements, and extracting resources for energy and the production of goods.

**Monetary policy:** Federal Reserve System policies that affect the supply of money and credit in the U.S. economy.

**Example:** In 2012, the Federal Reserve Open Market Committee announced that the Federal Reserve would continue to purchase bonds in order to expand the money supply, keep interest rates low, and encourage spending in the economy.

**Money:** Anything widely accepted in exchange for goods, services, and resources.

**Example:** Historically, food, products, and resources such as silver and gold have been used as *money*. Today, countries use *fiat money*—money that is useful because it is backed by a country's government and because people are willing to accept it in exchange for goods, services, and resources.

**Movement:** Over time, physical and human phenomena change locations on Earth's surface.

**Example:** Physical phenomena, including ocean currents and air masses, continually *move* across Earth's surface. Humans *move themselves* by traveling from place to place, *move ideas* by communicating across long distances, and *move goods* by land, water, and air transportation. Enduring patterns of *movement* may be formed when people in different places interact frequently using the same methods of transportation or modes of communication.

**Multi-tiered timeline:** A timeline with multiple layers, each of which includes a different set of related events. A multi-tiered timeline allows students to see the complex context and causes of historical events and to recognize that the different topics they study happen contemporaneously, and may influence one another or be inextricably related.

**Example:** In portraying the causes of World War I, a timeline might include *multiple tiers* with each tier representing a different set of causes. One tier might include events related to nationalism. Another tier might include events related to industrialization. Yet another tier might include events related to imperialism.

**Natural disaster:** An event in the physical environment that is destructive to human life and property.

**Examples:** *Natural disasters* occur in Earth's environmental hazard zones as a result of floods, hurricanes, volcanic eruptions, earthquakes, droughts, tornados, landslides, and other destructive events that alter ecosystems and dislocate human populations and their activities. These events may devastate large regions, causing many deaths and lasting damage to ecosystems and human communities.

**Natural hazard:** A risk situation occurring in nature that may cause harm to humans and ecosystems. Most places are vulnerable to one or more natural hazards.

**Example:** *Natural hazards* occur in many forms. In some instances, these are geological, such as earthquakes, volcanic eruptions, and massive landslides. They may also be climate-related, such as tornadoes, hurricanes, droughts, and climate change.

**Natural resources (land):** Components of the natural environment that can be used to produce goods to meet the material needs of a population.

**Example:** *Natural resources* include water, trees, coal, minerals, soil, and natural gas.

**Nongovernmental context:** A setting in which citizens may act that is not created, managed, or owned by a government.

**Example:** *Nongovernmental contexts* in which citizens exercise rights and responsibilities include their families, neighborhoods and communities, religious congregations, associations, and communications media, such as newspapers or the Internet.

**Origin:** The point of origination of an original social studies source, which can include its cultural or historical context.

**Example:** The *origin* of the Waldseemuller map was early 16<sup>th</sup> century Europe. Martin Waldseemuller and his associates created the map in 1507 while Waldseemuller was working in the Gymnasium Vosagense, located in St. Dié in Lorraine (at that time part of the Holy Roman Empire).

**Personal values:** Ethical and moral commitments that guide individuals' actions and interpersonal relationships.

**Example:** *Personal values* include empathy, integrity, self-reliance, generosity, trustworthiness, and creativity.

**Perspective:** The ideas, attitudes, and beliefs of people at a given time in the past or present, also called point of view.

**Example:** A belief in racial hierarchy was one element of the *perspective* of European imperialists in the nineteenth century, which influenced their interactions with indigenous populations around the world.

**Physical system:** A collection of entities that are linked and interrelated in a stable structure. In geography, an ecosystem is a physical system of major interest. An ecosystem is made up of living organisms and other components, along with their environment, including air, water and soils.

**Example:** As *physical systems*, ecosystems vary in scale but usually occupy limited spaces. Networks of interactions among organisms and between organisms and their environment define ecosystems. A tidal pool is a single ecosystem. Sometimes the entire Earth may be considered one ecosystem.

**Place:** A location having distinctive features that give it meaning and character and distinguish it from other locations.

**Example:** People who build and inhabit a *place* give it many layers of personal and social meaning. Humans develop strong attachments to their homes and home *places*, and identify with the people and environment of those locations.

**Political institution:** An institution that exercises or seeks to exercise governmental power.

**Example:** Political parties and school boards are *political institutions*.

**Political problem:** Any problem facing a political institution, including an unresolved disagreement or a failure to govern effectively.

**Example:** The failure of the state legislature to pass a budget this year is a *political problem*.

**Political system:** The form of a government.

**Example:** A democratic republic, a monarchy, and a dictatorship are different *political systems*.

**Population:** A group of individuals that may change over time in its numerical size, age structure, gender structure, ethnic composition, and spatial distribution.

**Example:** Each country has a *population* distributed over its territory. Human *populations* vary in their settlement history and methods of interacting with the environment. Changes in the composition and structure of *population* may affect political and economic relationships within a country and beyond.

**Powers (exercised by governments):** Actions a government may legally take to compel citizens, organizations, or others to comply with government instructions and orders.

**Example:** The *powers of government* generally include taxing, regulating industry, prosecuting crimes, and declaring war, although there can be considerable disagreement over how far these powers should extend.

**Price:** The amount a seller receives and a buyer pays for a good or service.

**Example:** Stores place *price* tags on products or place signs near products indicating their *price*. Restaurants list *prices* in menus. Wages and salaries are also *prices*; businesses tell people what their hourly wage will be or what their annual salary will be.

**Procedural:** A procedural text or product describes a specific process with attention to the proper sequence and relationship among steps or parts in the process.

**Example:** A description of how a bill becomes a law is a *procedural* description.

**Process:** A series of related events or developments that unfold in time. Processes may also be of various lengths.

**Example:** Industrialization is a *process* that began in the eighteenth century, involving technological, economic, and other factors, and leading to changes in every aspect of life.

**Productivity:** The ratio of output per worker per unit of time.

**Example:** Bonnie owns a bakery. Her employees are able to produce 48 chocolate chip cookies each per hour. She purchases a new oven that bakes cookies in half the time. As a result, her workers' *productivity* increases to 96 chocolate chip cookies per worker per hour.

**Profit:** The amount of revenue that remains after a business pays the costs of producing a good or service.

**Example:** It costs Bonnie 42 cents (wages, ingredients, electricity, water, sewer, and other overhead) to produce 1 chocolate chip cookie. She is able to sell each cookie for 50 cents. Her *profit* per cookie is 8 cents.

**Property rights:** The ability of an individual to own and exercise control over a resource.

**Example:** People are able to own and exercise control over land, cattle, chickens, factories, and other resources and means of production

**Purpose (of a historical source):** The reason a historical source was produced. The maker of the source may state an explicit purpose, or analysts of the source may later infer its purpose. Sometimes the purposes stated by the maker and those inferred by later historians are very different from each other; historians may also disagree with each other about the purpose of a source.

**Example:** During the Renaissance, European city governments issued laws limiting what people could spend on weddings, stating that the *purpose* of these laws was to restrict wasteful spending. Later historians studying these laws have also determined that their *purpose* was to prohibit people from buying products made outside the city and so promote local industries, and also to make distinctions between social classes sharper. Some historians assert that a *purpose* of these laws was to control spending by women that the city leaders saw as frivolous, while other historians assert that men made most of the decisions regarding spending on weddings, so that limiting women's spending was not one of the purposes of these laws.

**Real interest rate:** The nominal or stated interest rate adjusted for inflation.

**Example:** If the nominal interest rate on a loan is 2% and inflation for the year is 2%, the *real interest rate* is zero. If the nominal interest rate is 5% and the inflation rate is 2%, the *real interest rate* is 3%.

**Region:** An area with one or more common physical or cultural features that give it a measure of homogeneity and distinguish it from surrounding areas.

**Example:** A *region* may be considered formal, functional, or vernacular. A formal *region* is homogeneous in certain characteristics, such as having the same vegetative cover or soil type. A functional *region* is characterized by a center of population or activity interacting with a surrounding area. A vernacular *region* may emerge out of a people's sense of belonging and identity, and may be expressed by popular regional terms, such as Dixie or Appalachia.

**Resources:** Resources, sometimes called productive resources, are factors of production or inputs used to produce goods and services. Resources fall into four broad categories: natural (e.g., land), human (labor), capital, and entrepreneurial ability.

**Example:** Natural *resources* include water, trees, coal, minerals, soil, and natural gas. Examples of human *resources* include engineers, mechanics, nurses, doctors, lawyers, teachers, and plumbers. Capital *resources* include tools, buildings, equipment, and machines.

**Responsibilities (of citizens in the U.S.):** The obligations that a person must fulfill to be a good citizen. There can be disagreements about these obligations.

**Example:** It is commonly believed in the United States that citizens have the *responsibility* to vote, to serve on a jury when called, to obey a just law, to serve in the military when drafted or needed, and to protest unjust laws.

**Rights (of citizens in the U.S.):** These rights include those enumerated in the Bill of Rights as well as other rights not listed there.

**Example:** *Rights* protected under federal and state laws today include the *rights* to vote, to receive an adequate education, to bear arms, and not to be assigned to racially segregated schools.

**Role (of citizens):** The categories of actions taken by citizens to fulfill their responsibilities to their political community.

**Example:** Citizens play an important *role* by educating young people to promote the common good.

**Rules:** Regulations or norms governing actions or procedures.

**Example:** A *rule* in our classroom is: "You can't say, 'You can't play!'"

**Rural:** A geographic area that is less densely settled than cities or towns, and has less intensive land use. Agriculture is a common form of land use in rural areas.

**Example:** Landscape nurseries and local organic farms are often located where land is available in sparsely settled areas outside of cities.

**Satellite images:** Images produced by a variety of sensors including radar, microwave detectors, and scanners that measure and record electromagnetic radiation.

**Example:** Data from *satellite images* may be turned into digital or electronic forms that can be reconverted into imagery resembling a photograph. The digital data may then be used to create maps and other visualizations.

**Scale:** The relationship between distance on a map and the corresponding distance on Earth's surface.

**Example:** The *scale* 1:1,000,000 means that one unit on the map represents 1,000,000 similar units on Earth's surface.

**Scarcity:** The condition that exists because there are insufficient resources to produce goods and services to meet everybody's wants.

**Example:** Most of us would like to have more goods and services for ourselves and for our community; however, given our current resources, we cannot have all of the goods and services we want. As a result, we must make choices.

**Secondary interpretation (or secondary work or secondary source):** An analysis of a historical event or process, or of a historical figure, that uses historical sources and is usually produced after the event or process. The line between a primary source and a secondary work is not always sharp.

**Example:** The textbook for any course is a *secondary interpretation*, as are most published works of history, biographies, and encyclopedias. Former British prime minister Winston Churchill's history of World War II is both a *primary source*, because he was directly involved in some of the events he describes, and a *secondary work*, because he uses historical sources of many different types to tell the story of developments in which he was not directly involved.

**Services:** Actions that can satisfy people's wants.

**Example:** Transportation provided by bus drivers, car repair provided by mechanics, and haircuts provided by barbers and hair stylists are examples of *services*.

**Source:** The materials from human and natural activities that can be studied and analyzed. Sources can be written, visual, oral, or material. Historians often also use the terms *accounts* and *documents* to refer to sources.

**Example:** The *sources* that can be used to study the powered flight experiments of Orville and Wilbur Wright in North Carolina in December of 1903 include Orville Wright's diary, a telegram sent by the Wright brothers to their father immediately after the flight, Virginia and Ohio newspaper articles on the flight, and a letter written by Orville three weeks after the flight.

**Spatial:** Pertains to space and spatial relationships on Earth's surface.

**Example:** The scale, organization, and uses of spaces on Earth vary. A neighborhood occupies and uses a small space in a nation's entire collection of settlements.

**Spatial connection:** Contact over space resulting in flows of ideas, information, people, or products among places.

**Example:** People in many parts of the world are linked together by communications technology moving information over vast distances in a short time via cell phones, the Internet, and radio and television transmissions.

**Spatial diffusion:** The spread over space and through time of natural phenomena, people, ideas, technology, languages, innovations, and products.

**Example:** Infectious diseases may spread in human populations through direct contact with infected persons, food, or insects, or through airborne and waterborne methods. Use of the automobile spread throughout the United States and many other parts of the world during the 20<sup>th</sup> century as people adopted it for daily transportation. Numerous languages and religions spread to different world regions during past land and water explorations by members of different national groups.

**Spatial distribution:** The spread and arrangement of physical and human phenomena on Earth's surface.

**Example:** A large number of service stations, restaurants, and hotels are found along interstate highways in the United States. Extensive wheat and corn farming areas may be developed in locations with good soils and sparse population.

**Spatial pattern:** Objects and phenomena on Earth's surface are often arranged in lines, areas, or clusters of points that are related to the locations and placements of other phenomena. These arrangements may occur in an orderly and observable manner.

**Example:** Productive agriculture is likely to occur where soils are fertile and sufficient water is available. In such cases, the *spatial pattern* displayed in productive agriculture is connected to the *spatial patterns* of soil fertility and water supplies.

**Specialization:** The production of a single good or service or a limited number of goods and services in order to increase productivity.

**Example:** Elementary educators, pediatricians, nurse practitioners, electricians, plumbers, patent lawyers, and economics professors all *specialize* in the production of a particular good or service.

**Spending:** The expenditure by people of some or all of their income to purchase goods and services.

**Example:** All people *spend* some of their income on goods and services, such as food, clothing, housing, insurance, transportation, appliances, and entertainment.

**Suburbs:** Suburbs are less intensively developed areas than central cities. They contain residential developments that may be an outlying part of a city or a separate community located within commuting distance of a central city.

**Example:** *Suburbs* are located adjacent to cities in many regions of the world. Transportation technology, especially railways and the automobile, helped to extend suburbs ever farther out from central cities. Over time, many centers for goods and services have been located in rapidly growing suburbs.

**Supply:** The quantity of a good or service that producers are willing and able to sell at all possible prices during a certain time period.

Generally, producers are willing to produce and sell more of a product at higher prices than they are at lower prices.

**Example:** An automobile repair shop is willing to produce more brake repairs and oil changes at a higher price than at a lower price. If the owner receives a higher price for each brake repair, she can stay open an hour later and pay mechanics to do the work. At the lower price for brake repair, she is unwilling to provide additional brake repair service by doing so.

**Supporting question:** Supporting questions are intended to contribute knowledge and insights to the inquiry behind a compelling question. Supporting questions focus on descriptions, definitions, and processes about which there is general agreement within the social studies disciplines, which will assist students to construct explanations that advance claims of understanding in response.

**Example:** What were the regulations imposed on the colonists under the Townsend Acts?

**System of government:** The combination of all the branches of government (legislative, executive, and judicial), other important political institutions, and the customs, laws, and rules that are the basis for the government of a society.

**Example:** Although not mentioned in the Constitution, political parties are now part of the U.S. *system of government*.

**Technical:** A technical explanation is one that describes the mechanics of an activity or process.

**Example:** A description of the geographic term *plate tectonics* would require a *technical* explanation.

**Technological disaster:** An event that results from the failure of a human built system and is destructive to human life, property, and community well-being.

**Example:** The April 1986 nuclear incident at Chernobyl in Ukraine resulted in nuclear contamination in varying intensities over large areas of Earth's surface. This event caused numerous human deaths and many long-term, life-threatening illnesses.

**Technological hazard:** A risk situation resulting from human activity that may cause harm to humans and ecosystems. The construction and use of some technologies may pose serious threats to the well-being of humans and ecosystems.

**Example:** Energy production involves technologies that include nuclear power and the extensive extraction of energy resources such as coal, petroleum, and natural gas. The physical plants and processes involved in energy production pose risks of industrial accidents and pollution that may cause harmful effects on ecosystems and human settlements.

**Time periods of different lengths** (see also **Historical time period**): Time can be segmented into periods of different lengths, depending upon the scale and meaning of events, and the relationships between them.

**Example:** The history of the women's suffrage movement in the United States might focus on the *time period* from the 1840s to the 1920s, beginning with the time at which advocates of women's suffrage first began to organize and ending with the ratification of the 19<sup>th</sup> Amendment granting women the right to vote; or it might focus on a longer *time period* starting with colonial times, when a few female property owners voted, and continuing beyond the 1920s to include the women's movements of the later twentieth century.

**Trade:** The exchange of goods, services, or resources for other goods, services, or resources, or for money.

**Example:** Workers normally *trade* their labor for wages and then use that income to purchase goods and services.

**Transportation network:** A pattern of links that connect roads, rails, pipelines, aqueducts, power lines, or other structures that permit vehicular movement or the flow of a commodity.

**Example:** A *transportation network* may combine different modes of transport, such as walking, cars, trains, ships, and aircraft, creating multi-modal trips for people or goods. Trucks on interstate highways in the United States may carry goods from ocean-going vessels to freight trains and to various market centers.

**Triggering event:** A triggering event is an event, sometimes unexpected, that has an immediate consequence, causing another event or process. Not every event or development has a single triggering event.

**Example:** The *triggering event* for World War I was the assassination of Archduke Franz Ferdinand of Austria, the heir to the throne of Austria-Hungary, by a Serbian nationalist in Sarajevo in June 1914. One month later, Austria-Hungary declared war on Serbia, and declarations of war by other countries quickly followed.

**Unemployment:** A condition where people at least 16 years old are without jobs and actively seeking work.

**Example:** The number of *unemployed* people in the U.S. reached 15,382,000 in October 2009.

**Unintended consequences:** Unforeseen costs or benefits.

**Examples:** In 1867 Secretary of State William Seward purchased Alaska from Russia for \$7 million, which was roughly 2 cents per acre. The purchase was ridiculed in Congress as Seward's folly. An *unintended consequence* of the purchase was the later benefit of gold deposits and oil supplies.

We impose minimum wage laws in this country to afford low-skilled workers a better income. An *unintended consequence* of this policy may be higher unemployment rates for young minorities, as employers restrict their hiring to cover their higher labor costs.

**Urban:** An urban region is a built-up region characterized by a higher population density and more buildings, transportation systems, and other human-built features than in surrounding areas.

**Example:** *Urban* places offer a greater variety of goods, services, and activities than less densely populated surrounding regions. Megacities such as New York, Moscow, Cairo, Nairobi, Tokyo and many smaller cities are all defined as *urban* places.

**Values:** Ethical or moral standards for evaluating attitudes and behavior.

**Example:** The *values* associated with open discussion of a controversial issue should include the demonstration of equal respect to all participants and the possibility of reaching a consensus through listening and negotiation.

**Wages:** Income earned for providing human resources (labor) in the market. Wages are usually computed by multiplying an hourly pay rate by the number of hours worked.

**Example:** Plumbers, electricians, carpenters, store clerks, and car assembly workers earn an hourly *wage* for work that they perform.

# C3 Framework Writing Team BIOGRAPHICAL SKETCHES

## LEAD WRITER/PROJECT DIRECTOR

**Kathy Swan** is an associate professor of curriculum and instruction at the University of Kentucky. Her research focuses on standards-based technology integration, authentic intellectual work, and documentary-making in the social studies classroom. Swan has been a four-time recipient of the National Technology Leadership Award in Social Studies Education, innovating with web-based interactive technology curricula including the *Historical Scene Investigation Project*, the *Digital Directors Guild*, and *Digital Docs in a Box*. She is co-author of the forthcoming book *And Action! Doing Documentaries in the Social Studies Classroom* and children's series *Thinking Like A Citizen*. She is also the advisor for the Social Studies Assessment, Curriculum, and Instruction Collaborative (SSACI) at the Council of Chief State School Officers (CCSSO) and is the co-editor of *Contemporary Issues in Technology and Teacher Education—Social Studies*.

## WRITING TEAM

**Keith C. Barton** is professor of curriculum and instruction and adjunct professor of history at Indiana University. His research focuses on students' understanding of history in the United States and internationally, and he is the co-author of *Doing History: Investigating with Children in Elementary and Middle Schools*, *Teaching History for the Common Good*, and *Researching History Education: Theory, Method, and Context*.

**Stephen Buckles** has served on the economics faculty of Vanderbilt University as a senior lecturer or professor since 1994. He is senior advisor for programs for the Council for Economic Education, and is a former president of the National Council on Economic Education and the National Association of Economic Educators. He played a central role in the creation of the original Voluntary National Content Standards in Economics and is a member of the Standing Committee of the National Assessment of Educational Progress (NAEP) Economics Assessment.

**Flannery Burke** is associate professor of history at Saint Louis University and the author of *From Greenwich Village to Taos*. She specializes in environmental history, the history of the American West, and gender studies. She is a member of the Missouri Council for History Education and the co-author of "What Does It Mean to Think Historically?" published in *Perspectives*, the American Historical Association newsmagazine.

**Jim Charkins** is the executive director of the California Council on Economic Education and professor emeritus of economics at California State University, San Bernardino. He served on the writing

team for the Voluntary National Content Standards in Economics, has developed a number of teaching materials for economics education, and was the economics editor of *The Wall Street Journal Classroom Edition Teacher's Guide* for nine years. He is the 2011 recipient of the national Bessie Moore Award for outstanding service and dedication to excellence in economic education and the 2012 Hilda Taba Award, the California Council for the Social Studies' highest honor.

**S.G. Grant** is the founding dean of the Graduate School of Education at Binghamton University. His research interests lie at the intersection of state curriculum and assessment policies and teachers' classroom practices, with a particular emphasis on social studies. In addition to publishing papers in both social studies and general education journals, Grant has published five books including *History Lessons: Teaching, Learning, and Testing in U.S. High School Classrooms* (2003), *Measuring History: Cases of State-Level Testing Across the United States* (2006), and *Teaching History with Big Ideas: Cases of Ambitious Teachers* (2010). He won the Exemplary Research Award from the National Council for the Social Studies in 2004 for his *History Lessons* book and the 2011 Roselle Award from the Middle States Council for the Social Studies.

**Susan W. Hardwick** is professor emerita of geography at the University of Oregon and a past president of the National Council for Geographic Education. She specializes in geographic education and the geography of immigration, national identity, and place in the North American context. She has authored or co-authored 11 scholarly books and university and secondary level textbooks as well as numerous refereed journal articles. Hardwick is also known for her role as co-host of the Annenberg/PBS series *The Power of Place* (2012) and her contributions as a writer and editor to *Geography for Life: National Geography Standards* (1994).

**John Lee** is an associate professor of social studies education at North Carolina State University. His scholarly work focuses on pedagogies and tools for using digital historical resources in K-12 and teacher education settings as well as theories and practices related to new literacies. He directs the Digital History and Pedagogy Project (<http://dhpp.org>) and co-directs the New Literacies Collaborative (<http://newlit.org>). In addition, he is interested in theory and practice related to global learning and democratic education. He is the author of *Visualizing Elementary Social Studies Methods*.

**Peter Levine** is Lincoln Filene Professor of Citizenship and Public Affairs and director of The Center for Information and Research on Civic Learning and Engagement (CIRCLE) at Tufts University's Jonathan Tisch College of Citizenship and Public Service. He is the author of *The Future of Democracy: Developing the Next Generation of American Citizens* (2007) and co-editor of *Engaging Young People in Civic Life* (2009), among other works.



**Meira Levinson** is associate professor of education at Harvard University, where she teaches courses on civic and multicultural education, urban education, social studies methods, and justice in schools. She taught middle school for eight years in low-income schools. Her most recent books include *No Citizen Left Behind* (2012) and *Making Civics Count* (2012, co-edited).

**Anand Marri** is an associate professor of social studies and education at Teachers College, Columbia University. A former high school social studies teacher, his research focuses on economics education, civic education, and teacher education. He is principal investigator for *Understanding Fiscal Responsibility: A Curriculum for Teaching about the Federal Budget, National Debt, and Budget Deficit* and *Loot, Inc.*, which aims to improve the financial literacy of K-12 students. He also served as one of the authors of *Teaching the Levees: A Curriculum for Democratic Dialogue and Civic Engagement*.

**Chauncey Monte-Sano** is associate professor of educational studies at the University of Michigan. A National Board Certified teacher, her research examines how history students learn to reason with evidence in writing, and how their teachers learn to teach such historical thinking. She has won research awards from the National Council for the Social Studies and the American Educational Research Association. She has twice won the American Historical Association's James Harvey Robinson Prize for the teaching aide that has made the most outstanding contribution to teaching and learning history. Her most recent award was for her book with Sam Wineburg and Daisy Martin, *Reading Like a Historian: Teaching Literacy in Middle and High School History Classrooms*.

**Robert W. Morrill** is professor emeritus of geography at the Virginia Polytechnic Institute and State University and co-coordinator of the Virginia Geographic Alliance. Morrill is a primary author for *Guidelines for Geographic Education* (1984) and *Geography for Life: Geography National Standards* (1994), writer for *Geography Framework for the National Assessment for Educational Progress* (NAEP), and writer for *A Road Map for 21st Century Geographic Education* (2013). He won the National Council for Geographic Education George Miller

Award (2007) and the Association of American Geographers Gilbert Grosvenor Honors for Geographic Education (2012).

**Karen Thomas-Brown** is associate professor of social studies and multiculturalism at the University of Michigan-Dearborn. Her research interests include neoliberalism and the impact of globalization on the operation of secondary urban centers in developing countries; the impact of gender on the teaching and learning of geography; and the incorporation of technology into the teaching of social studies.

**Cynthia Tyson** is a professor in the department of teaching and learning in the College of Education and Human Ecology at The Ohio State University where she teaches courses in multicultural and equity studies in education; early childhood social studies; and multicultural children's literature. Her research interests include inquiry into the social, historical, cultural, and global intersections of teaching, learning, and educational research. She has published scholarly articles in *Theory and Research in Social Education*, *Social Education*, and *Social Studies and the Young Learner*, and is the co-author of three books: *The Handbook of Social Studies Research*, *Charlotte Huck's Children's Literature, Briefly: 2nd Edition*, and *Studying Diversity in Teacher Education*.

**Bruce VanSledright** is professor of history and social studies education at the University of North Carolina, Charlotte. He has written extensively about ways of improving the teaching and learning of history. His research program has included studies of how teachers teach U.S. history and how students of various ages learn it. Most recently, he spent a decade evaluating Teaching American History grant programs in Maryland. His most recent book, *Assessing Historical Thinking and Understanding*, is due to appear in summer 2013.

**Merry Wiesner-Hanks** is distinguished professor and chair of the department of history at the University of Wisconsin-Milwaukee. In addition to numerous works on the history of Western Europe and the early modern world, she has published source collections for classroom use, textbooks for both middle school and college students, and has worked on the redesign of Advanced Placement courses.

"Knowledge of **our system of government and rights and responsibilities as citizens** is not passed down through the gene pool, it must be taught. The 'College, Career and Civic Life' Framework will help each state **improve civic learning for all students.**"

JUSTICE SANDRA DAY O'CONNOR  
Co-Chair,  
Campaign for the Civic Mission of Schools

"The 21st century demands **new and innovative approaches to acquiring and practicing competencies** needed for success in higher education, the workforce, and civic life. The C3 Framework for Social Studies State Standards provides the K-12 guide for students developing **critical thinking and problem solving, collaboration, communication, and creativity, through inquiry in social studies.**"

DR. STEVE PAINE  
President,  
The Partnership for 21st Century Skills

**National Committee for Social Studies Curriculum Standards**

These standards can be purchased through their website at:

<http://www.socialstudies.org/standards/>

Copies of the NCSS Standards are also available through the Curriculum & Instruction office, City of St. Charles School District, 400 N. Sixth Street, St. Charles, MO 63301, Phone: 636-443-4029.