

Missoula Area Curriculum Consortium

Kindergarten-Grade 12
SOCIAL STUDIES
CURRICULUM

May 6, 2009

**Alberton K-12, Bonner Elementary, Clinton Elementary, DeSmet Elementary,
Drummond K-12, Florence-Carlton K-12, Frenchtown K-12,
Lolo Elementary, Potomac Elementary, Seeley Lake Elementary,
Sunset Elementary, Superior K-12, Swan Valley Elementary,
Valley Christian K-12, Woodman Elementary**

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MISSOULA AREA CURRICULUM CONSORTIUM STUDENT EXPECTATIONS

By the time MACC students reach grade 12, it is expected that they will achieve the following skills, perspectives, and behaviors:

1. Read, write, compute, and communicate effectively
2. Know how to access, evaluate, and use information
3. Think creatively and critically
4. Solve problems cooperatively and individually
5. Use technology effectively
6. Recognize and develop their talents
7. Respect themselves and the rights and property of others
8. Appreciate world events, history, and cultural diversity
9. Appreciate and participate in the fine and performing arts
10. Understand, appreciate, and practice healthy lifestyle
11. Be committed to active citizenship, and community service
12. Continue to learn, grow, and adapt to a rapidly changing job market and world.

CURRICULUM PHILOSOPHY

Those who study history and social science develop an appreciation of how ideas, events, and individuals have produced change over time and recognize the conditions and forces that maintain continuity within human societies. They understand the value, the importance, and the fragility of democratic institutions and develop a keen sense of ethics and citizenship. They come to care deeply about the quality of life in their community, their nation, and their world. They see the connection between ideas and behavior, between the values and ideals that people hold and the ethical consequences of those beliefs. They learn about the cultures, societies, and economic systems that prevail in other parts of the world and recognize the political and cultural barriers that divide people, as well as the common human qualities that unite them. These opportunities afforded by a study of history and the social sciences must be provided to all students in order to ensure they are prepared to participate effectively as citizens in our democratic society and in our increasingly global society.

This social studies curriculum is based on guiding principles developed by the full committee as a result of its study of current research in best practices and strategies in social studies. Most of these principles can be placed in one of three categories: **Knowledge and Cultural Understanding**, incorporating learnings from history and the other humanities, geography, and the social sciences; **Democratic Understanding and Civic Values**, incorporating an understanding of our national identity, constitutional heritage, civic values, and rights and responsibilities; and **Skills Attainment and Social Participation**, including basic study skills, critical thinking skills, and participation skills that are essential for effective citizenship.

GUIDING PRINCIPLES

Knowledge and Cultural Understanding

1. Major historical events and periods are best studied within a recognizable chronology.
2. The teaching of history and social science requires both an integrated and correlated approach. To understand human events, students must understand the characteristics of the places in which those events occurred.
3. The study of history is enriched by literature, both literature *of* the period and literature *about* the period, and by primary source documents.
4. Major historical events and periods must be studied in depth as opposed to superficial skimming of enormous amounts of material.
5. An effective curriculum is sequential; knowledge and understanding are built up in a carefully planned and systematic fashion from kindergarten through grade twelve.
6. A multicultural perspective must be incorporated throughout the history and social science curriculum, connecting the past to the present and emphasizing indigenous people. The history of community, state, region, nation, and world must reflect the experiences of men and women and of different racial, religious, and ethnic groups. Students should develop respect for the human dignity of all people and understanding of different cultures and ways of life.
7. Teachers must present controversial issues honestly and accurately within their historical or contemporary context. Through the study of controversial issues, students learn that judgments must be based on reasonable evidence and not on bias and emotion.
8. The importance of religion in human history must be acknowledged. Students must become familiar with the basic ideas of the major religious and ethical traditions of each time and place... and the role of religion in the founding of this country.
9. A variety of content-appropriate teaching methods that engage students actively in the learning process are necessary.
10. Political economics must be a part of the social studies curriculum. Students must understand the basic economic problems confronting all societies.
11. Social studies must always connect the past to the present. Current events and an awareness of changing historical interpretations must be an integral part of the curriculum.
12. Learn about the cultural heritage and contemporary contributions of American Indians, with particular emphasis on Montana Indian tribal groups and governments.

Democratic Understanding and Civic Values

1. The development of civic and democratic values is an integral element of good citizenship. Students must appreciate the value and fragility of our democracy. Students must understand the qualities and individual responsibilities required of citizens in a democracy for the full realization of this government's highest ideals.
2. Frequent study and discussion of the fundamental principles embodied in the United States Constitution and the Bill of Rights are essential. Students must understand the nation's constitutional heritage and the principles of the Constitution that created our democratic form of government. Students must understand political and social systems, the relationship between a society and its laws, and the differences between democratic and non-democratic political systems.
3. Ethical understanding and civic virtue must be applied to public affairs. Concern for ethics and human rights is universal.

Skills Attainment and Social Participation

1. Development of critical thinking skills must be included at every grade level. The ability to think critically about public issues, candidates for office, and governmental decisions is an essential attribute of good citizenship in a democratic society. The most basic skills of history and social science fields involve obtaining information and judging its value, reaching reasoned conclusions based on evidence, and developing sound judgment.
2. Opportunities for students' participation in school and community service programs and activities must be provided. Activities in the school and the community enlarge the classroom-learning environment and help students develop a commitment to public service.

The Social Studies Curriculum Committee believes that students will ultimately demonstrate their comprehension of this or any social studies curriculum through their active participation and commitment as citizens. The story of our nation continues to unfold--what happens next will be determined by today's students. Our goal is to prepare them well.

CONTENT SCOPE AND SEQUENCE

The K-12 Social Studies Scope and Sequence was developed by the Missoula Area Curriculum Consortium Social Studies Committee. The K-12 Social Studies Scope and Sequence follows:

K	Learning and Working Now and Long Ago
1	A Child's Place in Time and Space
2	People Who Make a Difference
3	Community and Change
4	Montana and Regions of the United States
5	United States History: Beginnings to 1850
6	World History and Geography: Ancient Civilizations
7	World History and Geography: Medieval to Present
8	United States History and Geography: Constitution to World War I
9-12	World Geography (MCPS Only)
9-12	Montana: People and Issues (MCPS Only)
9-12	Modern World History (All Schools)
9-12	Ancient World History (MCPS Only)
10	Modern World History/Honors English 2 (MCPS Only)
10-12	Psychology (MCPS Only)
10-12	Sociology and Criminology (MCPS Only)
11-12	World Issues Seminar (MCPS Only)
11-12	United States History: WWI to Present (All Schools) (Required)
11-12	Advanced Placement United States History (MCPS Only)
12	Government and the United States Political Economy (All Schools) (Required)
12	Advanced Placement Government and the United States Political Economy (MCPS Only)
12	Comparative Political Systems (Frenchtown Only)

SOCIAL STUDIES STANDARDS

The Social Studies Standards were developed by the MACC Social Studies Curriculum Committee. These standards were distilled from the National Council on Social Studies (NCSS), numerous social studies standards documents, and the collective knowledge of committee members.

Foundation Standard: Students will (a) acquire information and manipulate data; (b) develop and present policies, arguments, and stories; (c) construct new knowledge; and (d) participate in groups. Other standards are based on the ten NCSS themes: (1) Culture; (2) Time, Continuity, and Change; (3) People, Places, and Environments; (4) Individual Development and Identity; (5) Individuals, Groups, and Institutions; (6) Power, Authority, and Governance; (7) Production, Distribution, and Consumption; (8) Science, Technology, and Society; (9) Global connections; and (10) Civic Ideals and Practices. Descriptions of the NCSS ten themes follow. The NCSS Ten Themes are correlated to each grade-level learner competency. This correlation is shown at the end of each grade-level learner competency.

NCSS CURRICULUM STANDARDS FOR SOCIAL STUDIES

The Ten Themes

- I. **Culture.** The study of culture prepares students to answer questions such as: What are the common characteristics of different cultures? How do belief systems, such as religion or political ideals, influence other parts of the culture? How does the culture change to accommodate different ideas and beliefs? What does language tell us about the culture? In schools, this theme typically appears in units and courses dealing with geography, history, sociology, and anthropology, as well as multicultural topics across the curriculum.
- II. **Time, Continuity, and Change.** Human beings seek to understand their historical roots and to locate themselves in time. Knowing how to read and reconstruct the past allows one to develop a historical perspective and to answer questions such as: Who am I? What happened in the past? How am I connected to those in the past? How has the world changed and how might it change in the future? Why does our personal sense of relatedness to the past change? This theme typically appears in courses in history and others that draw upon historical knowledge and habits.
- III. **People, Places, and Environments.** The study of people, places, and human-environment interactions assists students as they create their spatial views and geographic perspectives of the world beyond their personal locations. Students need the knowledge, skills, and understanding to answer questions such as: Where are things located? What do we mean by “region?” How do landforms change? What implications do these changes have for people? In schools, this theme typically appears in units and courses dealing with area studies and geography.
- IV. **Individual Development and Identity.** Personal identity is shaped by one’s culture, by groups, and by institutional influences. Students should consider such questions as: How do people learn? Why do people behave as they do? What influences how people learn, perceive, and grow? How do people meet their basic needs in a variety of contexts? How do individuals develop from youth to adulthood? In schools, this theme typically appears in units and courses dealing with psychology and anthropology.

- V. **Individuals, Groups, and Institutions.** Institutions such as schools, churches, families, government agencies, and the courts play an integral role in people’s lives. It is important that students learn how institutions are formed, what controls and influences them, how they influence individuals and culture, and how they are maintained or changed. Students may address questions such as: What is the role of institutions in this and other societies? How am I influenced by institutions? How do institutions change? What is my role in institutional change? In schools this theme typically appears in units and courses dealing with sociology, anthropology, psychology, political science, and history.
- VI. **Power, Authority, and Governance.** Understanding the historical development of structures of power, authority, and governance and their evolving functions in contemporary U.S. society and other parts of the world is essential for developing civic competence. In exploring this theme, students confront questions such as: What is power? What forms does it take? Who holds it? How is it gained, used, and justified? What is legitimate authority? How are governments created, structured, maintained, and changed? How can individual rights be protected within the context of majority rule? In schools, this theme typically appears in units and courses dealing with government, politics, political science, history, law, and other social sciences.
- VII. **Production, Distribution, and Consumption.** Because people have wants that often exceed the resources available to them, a variety of ways have evolved to answer such questions as: What is to be produced? How is production to be organized? How are goods and services to be distributed? What is the most effective allocation of the factors of production (land, labor, capital, and management)? In schools, this theme typically appears in units and courses dealing with economic concepts and issues.
- VIII. **Science, Technology, and Society.** Modern life as we know it would be impossible without technology and the science that supports it. But technology brings with it many questions: Is new technology always better than old? What can we learn from the past about how new technologies result in broader social change, some of which is unanticipated? How can we cope with the ever-increasing pace of change? How can we manage technology so that the greatest number of people benefit from it? How can we preserve our fundamental values and beliefs in the midst of technological change? This theme draws upon the natural and physical social sciences, and the humanities, and appears in a variety of social studies courses, including history, geography, economics, civics, and government.
- IX. **Global Connections.** The realities of global interdependence require understanding the increasingly important and diverse global connections among world societies and the frequent tension between national interests and global priorities. Students will need to be able to address such international issues as health care, the environment, human rights, economic competition and interdependence age-old ethnic enmities, and political and military alliances. This theme typically appears in units or courses dealing with geography, culture, and economics, but may also draw upon the natural and physical sciences and humanities.
- X. **Civic Ideals and Practices.** An understanding of civic ideals and practices of citizenship is critical to full participation in society and is a central purpose of the social studies. Students confront such questions as: What is civic participation and how can I be involved? How has the meaning of citizenship evolved? What is the balance between

rights and responsibilities? What is the role of the citizen in the community and the nation, and as a member of the world community? How can I make a positive difference? In schools, this theme typically appears in units or courses dealing with history, political science, cultural anthropology, and fields such as global studies, law-related education, and the humanities.

LEARNER COMPETENCIES

Learner competencies are discrete elements of knowledge and/or skills taught to students and which students are expected to learn at specific grade levels or in specific classes and leading to the mastery of benchmarks and standards. This document includes competencies for each grade-level or high school class. Each Competency is correlated to the MCCC Social Studies Standards (the NCSS Ten Themes). The NCSS Ten Themes are correlated to each grade-level learner competency. This correlation is shown at the end of each grade-level learner competency.

MEETING DIVERSE STUDENT NEEDS

Students with diverse needs--those with unique abilities and/or disabilities--will have differentiated opportunities to achieve competencies and standards, at rates and in manners consistent with their needs.

Students who excel will have opportunities to achieve competencies and standards at a faster pace. Some appropriate modifications follow:

1. **Content Enrichment** is the presentation of curricula in more depth and breadth. This may include extra lessons or assignments used to elaborate the student's richness of understanding of existing curriculum competencies and/or standards.
2. **Content Sophistication** is the presentation of curricula that most students might not be able to master.
3. **Content Novelty** is the presentation of content not covered in traditional school curriculum.
4. **Content Acceleration** is the presentation of curricula intended for older students and/or those in higher grades. This may include accelerating a student through the entire grade level curriculum and into the curriculum of the next grade level.

The needs of those students who have difficulty learning concepts will be met in a variety of ways in the classroom both through informal intervention and formally prescribed intervention as necessary. Among possible accommodations are the following:

1. **Supplementary materials** such as study guides or materials available at easier reading levels covering the same content could be used. Books on tape are also available for some subjects.
2. **Class notes** could be provided to students with special needs. Notes specific to tests are particularly helpful.
3. **A variety of instructional approaches** should be used to meet needs of visual, auditory, and kinesthetic learners.
4. **The amount of material tested at one time** could be reduced.

5. **Assistance from the Resource Room or Title I staff** should be employed as necessary.
6. **Alternative and/or modified assignments** should be employed as necessary. For example: the assignment of projects rather than reports, the opportunity for some students to dictate answers to questions.
7. **Questions** could be read aloud for those students who are more auditory learners.
8. **Taping class lectures** could be used to help those students who have difficulty writing or comprehending.

MONTANA CODE ANNOTATED 20-1-501

Indian Education for All

Recognition of American Indian cultural heritage—legislative intent.

- (1) It is the constitutionality declared policy of this state to recognize the distinct and unique cultural heritage of American Indians and to be committed in its educational goals to the preservation of their cultural heritage.
- (2) It is the intent of the legislature that in accordance with Article X, section 1(2), of the Montana constitution:
 - (a) Every Montana, whether Indian or non-Indian, be encouraged to learn about the distinct and unique heritage of American Indians in a culturally-responsive manner; and
 - (b) Every educational agency and all educational personnel will work cooperatively with Montana tribes or those tribes that are in close proximity, when providing instruction or when implementing an educational goal or adopting a rule related to the education of each Montana citizen, to include information specific to the cultural heritage and contemporary contributions of American Indians, with particular emphasis on Montana Indian tribal groups and governments.
- (3) It is also the intent of this part, predicated on the belief that all school personnel should have an understanding and awareness of Indian tribes to help them relate effectively with Indian students and parents, that educational personnel provide means by which school personnel will gain an understanding of and appreciation for the American Indian people.

History: En. Sec. 1, Ch. 527, L. 1999.

1. Lesson Plans for incorporating IEFA can be found at numerous locations, including www.opi.mt.gov and <http://wmperindianedforall.pbwiki.com> (password: wmper). Professional Development opportunities are available at www.cspd.net

TEACHING ABOUT CONTROVERSIAL ISSUES

By the nature of the topic, controversial issues arise in social studies. The Social Studies Curriculum Committee believes that social studies teachers have a responsibility to address controversial subjects as part of their instruction. In order for students to assume their proper role in our democratic society, they must have that opportunity. Teaching controversial issues is addressed in District Board Policies.

ASSESSMENT

Student progress in reaching competencies and standards will be assessed in a variety of ways in each classroom. In addition to paper and pencil tests developed by teachers and found in social studies materials used by teachers, students will be assessed based upon their performance on a variety of activities, demonstrations, and specific performance tasks. Teachers will also observe students over time in order to evaluate understanding of various social studies concepts.

KINDERGARTEN LEARNING AND WORKING NOW AND LONG AGO

In kindergarten, children first begin to understand that school is a place for learning and working. Most children arrive for their first school experience eager to work and learn. Many will be working in groups for the first time. They must learn to share, to take turns, to respect the rights of others, and to take care of themselves and their own possessions. These are learnings that are necessary for good civic behavior in the classroom and in the larger society. Children can also discover how other people have learned and worked together by hearing stories of times past. In kindergarten, children should learn that they make choices and that their choices have consequences for themselves and others.

Learning to Work Together

To help children learn their way as learners, workers, and classroom participants is the purpose of this first study. In their daily life at kindergarten, children are invited to work centers and activities, encouraged to participate, and given guidance in acquiring the complex skills involved in working with others. They must learn to share the attention of the teacher with others and learn to consider the rights of others in the use and care of classroom materials. Such learnings will be deepened and enriched if teachers use classroom problems that inevitably arise as opportunities for critical thinking and problem solving; for example, problems in sharing scarce resources or space with others or in planning ahead and bringing one's activity to a conclusion to be on time for the next activity. Children need help in analyzing problems such as these: considering why the problem arose; considering other alternatives they might have tried in coping with the problem; developing awareness of how alternative behaviors might bring different results in the ways that others in the group respond to them; and learning to appreciate behaviors and values that are consistent with the democratic ethic. Children must have opportunities to discuss these more desirable behaviors, try them out, and examine how they lead to more harmonious and socially satisfying relationships with others. To further support these learnings, teachers should introduce stories, fairytales, and nursery rhymes that incorporate conflict and raise value issues that are both interesting and understandable for young children. A few examples of such stories are, "Jack and the Beanstalk," "Goldilocks and the Three Bears," selections from Aesop's Fables, and Virginia Hamilton's *The People Could Fly*. In discussing these stories, children should identify the behavior of characters in the story, observe the effect of this behavior on others, examine why characters behaved as they did, and consider whether other choices could have changed the results. These discussions are intended to help them acquire those values of deliberation and individual responsibility that are consistent with the democratic ethic.

Working Together: Exploring, Creating, and Communicating

A second major goal of this kindergarten curriculum is to help children build their sense of self and self-worth through extending their understanding of the immediate world and deepening their appreciation of their own ability to explore, create, solve problems, communicate, and assume individual and group responsibilities in classroom activities. Children should have opportunities, under the teacher's guidance, to explore the school and its environs--a new world for these children, as well as the landscape in the neighborhood, including its topography, streets,

transportation systems, structures, and human activities. Children should have opportunities to use large building blocks, wood, tools, and miniature vehicles as well as a variety of materials from a classroom box filled with imaginative and improvisational objects, such as clothing, workers' hats, and the like; in order to construct real and imagined neighborhood structures. Acting in these centers carried on through group play become important beginnings of map work for young children. Children should be encouraged to build neighborhoods and landscapes and to incorporate such structures as fire stations, airports, houses, banks, hospitals, supermarkets, harbors, and transportation lines. Picture files, stories, and books should be used to deepen children's information about the places they are creating and the work that is carried on in them. In all of these activities, children should understand the importance of literacy as a means of acquiring valuable information and knowledge.

Reaching Out to Times Past

A third goal of this kindergarten curriculum is to help children take their first vicarious steps into times past. Well-selected stories can help children develop a beginning sense of historical empathy. They should consider how it might have been to live in other times and places and how their lives would have been different. They should observe different ways people lived in earlier days—for example, getting water from a well, growing their food, making their clothing, and having fun in ways that are different from those of today. They can compare themselves with children in such stories as *Daniel's Duck*, by Clyde R. Bulla; *Thy Friend, Obadiah* and *The Adventures of Obadiah*, by Brinton Turkle; and *Becky and the Bear*, by Dorothy Van Woerkom. They should recognize that national and state symbols such as the national and state flags, the bald eagle, and the Statue of Liberty were used by people in the past as well as in the present.

Kindergarten: Big Ideas

1. Citizenship
2. Learning about Places
3. Symbols and Traditions
4. People of the Past and Present
5. Work

1. Kindergarten: Learner Competencies

K.1 Students understand that being a good citizen involves acting in certain ways.

Recognize the need for rules. (V, VI, X)

1. Follow rules, such as sharing and taking turns, and know the consequences of breaking them. (V, VI, X)
2. Identify problems and seek solutions. (V, VI, X)
3. Develop skills to participate in class discussions. (V, VI, X)
4. Become aware of the voting process. (X)
5. Learn examples of honesty, courage, determination, individual responsibility, and patriotism in America and world history from stories and folklore. (I, II, III)
6. Discuss characters in stories from times past and understand the consequences of the characters' actions. (I, II, III)

K.2 Students recognize national and state symbols such as the national and state flags, the bald eagle, and the Statue of Liberty.

1. Become aware of symbols relating to our country including coins and the dollar bill. (V)
2. Recite the Pledge of Allegiance and sing patriotic and traditional Montana and American songs, i.e. Yankee Doodle, I've Been Working on the Railroad, etc. (V)

K.3 Students match simple descriptions of work people perform in our community to the name of their job title.

1. Understand the roles of school personnel. (IV, V)
2. Meet community workers. (IV, V)
3. Become aware of parents' occupations and places of work. (VII)

K.4 Students compare and contrast the locations of people, places, and environments and describe their characteristics.

1. Determine the relative locations of objects using the terms near/far and left/right. (III, IX)
2. Distinguish between land and water on maps and globes and become aware of locations such as Montana, the United States, and places mentioned in literature. (III, IX)
3. Identify traffic symbols and map symbols (for example, those for land, water, roads, cities). (III)
4. Construct maps and models of neighborhoods, incorporating such structures as police and fire stations, airports, banks, hospitals, supermarkets, schools, homes, and transportation lines. (III)
5. Demonstrate familiarity with the school's layout, environs, and the jobs people do there. (III)

K.5 Students recognize the calendar.

1. Become aware of the days of the week, months of the year, and the seasons. (II)
2. Begin to use the calendar to sequence events relating to their lives. (II)

K.6 Students understand that history relates to events, people, and places of other times.

1. Become aware of the people and events honored in commemorative holidays, including the human struggles that were the basis for the events (for example, Thanksgiving, Fourth of July, Washington's and Lincoln's Birthdays, Martin Luther King Jr. Day, Memorial Day, Labor Day, Veterans Day). (I, II, IV)
2. Know the triumphs in American legends and historical accounts through the stories of such people as the president, Pilgrims, Native Americans, Lewis and Clark, Martin Luther King, George Washington, Abraham Lincoln, and Benjamin Franklin. (I, II, IV)
3. Understand how people lived in earlier times and how their lives would be different today (for example, getting water from a well, growing food, making clothing, having fun, forming organizations, living by rules and laws). (I, II, IV)

GRADE 1

A CHILD'S PLACE IN TIME AND SPACE

Children in the first grade are ready to learn more about the world they live in and about their responsibilities to other people. They begin to learn how necessary it is for people and groups to work together and how to resolve problems through cooperation. Children's expanding sense of place and spatial relationships provides readiness for many new geographical learnings.

Children also are ready to develop a deeper understanding of cultural diversity and to appreciate the many people from various backgrounds and ways of life that exist in the larger world that they are now beginning to explore. Children begin to develop a sense of an economy in which people work both in and outside the home and exchange goods and services for money.

Developing Social Skills and Responsibilities

Most children in the first grade willingly accept responsibility for classroom chores/jobs. With guidance, they should be building the values of responsible classroom participation throughout the school day. Their early learnings of basic civic values can be extended now by emphasizing the values of fair play and good sportsmanship, respect for the rights and opinions of others, and respect for rules by which we all must live. Again, as in kindergarten, emphasis should be placed on having the children solve the social problems and decision-making dilemmas that naturally arise in the classroom; for example, problems in sharing scarce supplies or in deciding how best to proceed on a group project (such as map making) when a dilemma arises. In using this approach, children will learn that problems are a normal and recurring feature of social life and that the children themselves have the capacity to examine problems. Beyond the problems that normally occur in classrooms, hallways, and playgrounds, teachers can also introduce value-laden problems for discussion through reading stories that pose dilemmas appropriate for young children. Through listening to these stories and through the discussions and role-playing activities that can follow, children will gain deeper understandings of individual responsibility and social behavior. Throughout these lessons the teacher's purpose should be to help children develop those civic values that are important in a democratic society.

Expanding Children's Geographic and Economic Worlds

The children's growing sense of place and spatial relationships makes possible important new geographic learnings in grade one. Unless children are new to the area, they probably already have developed a good sense of their neighborhood and the places they regularly go to shop, play, and visit with family and friends. They are now ready to develop a deeper understanding of these places and the interrelationships between these places and the other places, both near and far, that supply their needs. Regions that are changing provide especially rich opportunities for the geographic and economic education of young children. In these places children can observe firsthand the changes occurring in the landscape, such as new shopping malls and freeways, and land-use changes that turn residential neighborhoods into commercial areas and rural areas into urban communities. Children can also analyze why these changes are happening and how these changes are affecting their families and others who live there. To develop these geographic understandings, children may construct a three-dimensional floor or table map of their immediate geographic region. Such an activity helps develop children's observational skills; teaches the concepts of geographic scale, distance, and relative location; and clarifies for

children the spatial relationships among the region's features. Throughout these activities children should consult their textbooks, picture files, and a wide variety of books for information about these workplaces and the work people do in them. Comparing such a floor or table map to a picture map of this same region will help children make the connections between geographic features in the field, three-dimensional models of this region, and two-dimensional pictures or symbolic maps. Children should observe that the picture-symbol map "tells the same story" as the floor model but does so at a smaller scale. They should also observe that the picture-symbol map can be hung upright without changing the spatial arrangement of these features and without altering their relationships to one another; for example, the supermarket is still north of the post office. Children must have these critical understandings if they are to read and interpret the data that maps represent. These understandings are basic to all subsequent map reading and interpretation skills.

Once children have developed an educated understanding of their neighborhood, they are ready to examine its many geographic and economic connections with the larger world. This study, therefore, progresses to the central post office, through which letters, children mail to relatives and friends, are routed for delivery here and abroad, to the trucks and railroad lines that bring products to the community, and to the airport that links this place with producers, suppliers, and families throughout the world. Children at this age level should understand that the place where they live is interconnected with the wider world.

As the children begin to acquire some basic understanding of economics; they will make connections between the goods and services that people need and want and the specialized work that others do to manufacture, transport, and market these goods and services. At the same time, children should be enjoying literature that brings these activities alive and that builds sensitivity toward the many people who work together to get their jobs done. Classic stories such as *Mike Mulligan and His Steam Shovel*, *Little Toot*, and *The Little Red Lighthouse and the Great Gray Bridge* illustrate working together, teach values, and develop empathy.

Developing Awareness of Cultural Diversity, Now and Long Ago

This unit of study focuses on many people: people from the children's own families and those of their classmates, people from other cultures, people living today, and people from long ago. Through stories of today as well as fairy tales, folktales, and legends, this curriculum helps children discover the many ways in which people, families, and cultural groups are alike and also different. In developing this literature-enriched unit of study, teachers should draw first from literature from those cultures represented among the families in the classroom and school. Then, as time allows, teachers can introduce literature from other cultures for comparison. Throughout this unit, opportunities should be provided for children to discuss and dramatize these stories, discover their moral teachings, and analyze what these stories tell about the culture: its heroes, beliefs, customs, ceremonies, traditions, social practices, etc. Among the literary treasures young children can enjoy are fairy tales by the Brothers Grimm; *Aesop's Fables*; Ethel J. Phelps's *Tatterhood and Other Tales* (a multicultural collection of traditional folktales and stories in which girls are the protagonists); African folktales, including Camille Yarbrough's *Cornrows*; Japanese stories, including Yoshiko Uchida's *Magic Listening Cap* and Taro Yashima's *Umbrella*; Frances Carpenter's *Tales of a Korean Grandmother*; American folktales and hero stories, such as Ezra J. Keats's *John Henry: An American Legend*; selected American Indian

tales of Montana, as well as the other areas of the United States. By the end of grade one, the children should appreciate the power and pleasure of reading.

Grade 1: Big Ideas

1. Citizenship
2. Geography
3. Symbols and Traditions
4. People's Lives Across Time
5. Goods and Services

Grade 1: Learner Competencies

1.1 Students describe the rights and individual responsibilities of citizenship. (IV, VI, IX, X)

1. Introduce the concepts of the rule-making process in a direct democracy (everyone votes on the rules) and in a representative democracy (an elected group of people makes the rules), giving examples of both systems in their classroom, school, and community.
2. Understand the elements of fair play and good sportsmanship, respect for the rights and opinions of others, and respect for rules by which we live, including the meaning of the “Golden Rule.”

1.2 Students compare and contrast the absolute and relative locations of places and people and describe the physical and/or human characteristics of places. (I, III, IX)

1. Begin to understand the location, on maps and globes, of their local community, Montana, the United States, the seven continents, and the four oceans.
2. Compare the information that can be derived from a three-dimensional model to the information that can be derived from a picture of the same location.
3. Begin to understand the use of compass rose and map symbols.
4. Construct a simple map.
5. Describe how location, weather, and physical environment affect the way people live, including the effects on their food, clothing, shelter, transportation, and recreation.

1.3 Students know and understand the symbols, icons, and traditions of the United States that provide continuity and a sense of community across time. (I, II, III, IV, IX, X)

1. Recite the Pledge of Allegiance and sing songs that express American ideals (for example, “America, “This Land Is Your Land,” “You’re a Grand Old Flag”).
2. Understand the significance of our national holidays, as well as, the heroism and achievements of the people associated with them.
3. Identify American symbols, landmarks, and essential documents, such as the flag, bald eagle, Statue of Liberty, U.S. Constitution, Declaration of Independence, etc., as well as the people and events associated with them.

1.4 Students compare and contrast everyday life in different times and places around the world and recognize that some aspects of people, places, and things change over time while others stay the same. (I, II, III, IV, V, VIII, IX)

1. Drawing from biographies, oral histories and folklore, discuss similarities and differences between today and earlier generations in such areas as work, school, communities, dress, manners, stories, games and festivals.
2. Study transportation methods of earlier days.

1.5 Students describe the characteristics of familiar places and the varied backgrounds of American citizens and residents in those places. (I, II, III, IV, V, VI, IX, X)

1. Recognize ways in which all are a part of the same community--sharing principles, goals, and traditions despite varied ancestry; recognize the forms of diversity in the school and community as well as the benefits and challenges of being part of a diverse population.
2. Understand the ways in which American Indians and immigrants have helped define

Montana and American culture.

3. Compare the beliefs, customs, ceremonies, traditions, and social practices of the varied cultures, drawing from folklore.

1.6 Students understand basic economic concepts and the role of individual choice in a free-market economy. (I, III, VII, VIII, IX)

1. Understand the concept of exchange and the use of money to purchase goods and services.
2. Identify the specialized work that people do to manufacture, transport, and market goods and services as well as the contributions of those who work in the home.

GRADE 2

PEOPLE WHO MAKE A DIFFERENCE

Children in the second grade are ready to learn about people who make a difference in their own lives and people who made a difference in the past. People who make a difference in the child's world are, first, those who care for him or her; second, those who supply the goods and services necessary for daily life; and third, those extraordinary men and women who have made a difference in our national life and in the larger world community.

Our Parents, Grandparents, and Ancestors from Long Ago

Understanding and appreciating the many ways that parents, grandparents, and ancestors have made a difference will help children develop a beginning sense of history through an approach that is understandable and interesting to them. Class discussions can center on the many places, groups, and nations represented among classmates. A globe and world map can be used to locate places of family origin and to trace possible routes followed in getting here. Transportation methods of earlier days should be compared with those a family traveling today might use.

Members of children's families can be invited to tell about the experiences of their families. Readings from literature can be shared to help children acquire deeper insights into the cultures from which the families came; the stories, games, and festivals parents or grandparents might have enjoyed as children; the work that children as well as their families would have been expected to do; their religious practices; and the dress, manners, and morals expected of family members at that time. Comparisons can be drawn with children's lives today to discover how many of these family traditions, practices, and values have carried forward to the present and what kinds of changes have occurred.

Geographic Awareness

Picture maps and charts should be introduced to help children gain geographical awareness. In the course of these geographic learnings, children should differentiate between various maps and the globe, understand and use cardinal directions, identify and distinguish between physical geographic features in the natural landscape and on maps, and read and interpret map symbols with the use of a legend.

Citizenship

Students will realize the necessity of rules and laws, and their application within the family, classroom, and community. As the students study current events, they will become aware of the ways other groups and nations interact. Students will develop an appreciation of living in a democratic society.

People Who Supply Our Needs

This study develops children's appreciation of the many people who work to supply their daily needs. Students should consider the interdependence of all these people, consumers and producers, processors and distributors, in bringing products to market. Students should develop an understanding of their roles as consumers in a complex economy, and their responsibility to manage resources. In visits to their local market and to a regional central market, if available,

children should observe and identify the great variety of foods that workers in these markets make available to buyers on a daily basis. Questions of where these foods come from, who produces them, and how they reach these markets give focus to this unit. To engage children's interest and to help them develop an understanding of the complex interdependence among many workers in the food industry, teachers can guide children in creating three-dimensional maps. Children can observe the many linkages among their homes, the markets that supply their food, the places where people work to produce their food, and the transportation systems that move these products from farm to processor to market.

People from Many Cultures, Now and Long Ago

In this unit of study, the children will be introduced to the many men and women, both ordinary and extraordinary, who have contributed to their lives. Through reading and listening to biographies, children can learn about the lives of those from many cultures who have “made a difference.” They should conclude from their studies of this year that people matter: those we know, those who lived long ago, and those who help us even though we do not know their names.

Grade 2: Big Ideas

1. People and Families: Past and Present
2. Geographic Awareness
3. Citizenship
4. Supplying our Needs

Grade 2: Learner Competencies

2.1 Students differentiate between things that happened long ago and things that happened yesterday. (I, II, III, IV, V)

1. Trace the history of a family through the use of primary and secondary sources, including artifacts, photographs, interviews, documents, and maps.
2. Compare and contrast their daily lives with those of their parents, grandparents, and/or guardians.
3. Place important events in their lives in the order in which they occurred (for example, on a time line or storyboard).

2.2 Students demonstrate map skills by describing the absolute and relative locations of people, places, and environments. (I, III, VIII, IX)

1. Locate on a simple letter-number grid system the specific locations and geographic features in their neighborhood or community (for example, map of the classroom, the school).
2. Label a simple map of the world, including the continents and oceans. Identify the essential map elements: title, legend, directional indicator, scale, and date.
3. Differentiate between various map formats (for example, topographic, aerial, political, raised relief, globes, etc.).
4. Compare and contrast differences between urban, suburban and rural environments.

2.3 Students will compare the governmental practices of the United States with those of other countries. (V, VI, IX, X)

1. Discuss why the United States and other countries make and carry out laws.
2. Become aware of the opportunities and responsibilities of choice in a free society.
3. Using current event sources, describe the ways in which groups and nations interact with one another.
4. Recognize sovereign nations in the United States (Tribal Nations).

2.4 Students understand basic economic concepts and their individual roles in the economy and demonstrate basic economic reasoning skills. (VII, X)

1. Describe food production and consumption long ago and today, including the roles of farmers, processors, distributors, weather, and land and water resources.
2. Understand the role and interdependence of buyers (consumers) and sellers (producers) of goods and services.
3. Understand how limits on resources affect production and consumption.
4. Describe the importance of the principles of conservation (reduce, reuse, and recycle.)

2.5 Students understand the importance of personal action and character and explain how individuals past and present have made a difference in others' lives. (I, II, III, IV, V, VI, VII, VIII, IX, X)

GRADE 3 COMMUNITY AND CHANGE

Through studies of continuity and change in their locality, children can begin to think about chronological relationships and to analyze how some things change and others remain the same. By exploring their own community and locating some of the features built by people who lived long ago, children can make contact with times past and with people whose activities have left their mark on the land. Finally, teachers should introduce children to the great legacy of local, regional, and national traditions that provide common memories and a shared sense of peoplehood for all of us.

Our Local History: Discovering Our Past and Our Traditions

Children who have constructed a family history in grade two are now ready to think about constructing a history of the place where they live today. Children might recall how the decision of their parents or grandparents to move to this place made an important difference in their lives. They might wonder whether the people who came to this place long ago made a difference, too. Discovering who these people were, when they lived here, and how they used the land gives children a focus for this first unit.

Because Montana's geographic setting has had important effects on where and how localities developed, children should begin their third-grade studies with the natural landscape. A field trip into the immediate environment will establish familiarity with the major natural features and landforms of this region. Field trips are especially important if children have not had an opportunity before this to explore, observe, and study firsthand their local environment. Field trips may be augmented by use of videotapes and photographs of the landscapes. Teachers must evaluate carefully whether the children have a clear understanding of the mountains, valleys, hills, lakes, rivers, prairies, and other natural features of U.S. regions. One cannot assume that the children have knowledge of these features simply because they live near them. Experience has shown that many children have never visited these places, even when these places are not far from their homes. An important activity for children in grade three is to learn the topography of the local region. In doing the research for this activity, children will develop an understanding of the physical setting in which the region's history has unfolded, will learn to differentiate between major landforms in the landscape. Once the research is completed, children can consider whom the first people were who lived here, how they used the resources of this region, and in what ways they modified the natural environment. (Many tribes lived in the Missoula Valley in encampments for hunting, fishing, digging bitterroot, and trading. The Salish were the last tribe to call the Missoula Valley their home.)

American Indians who live in the region should be authentically presented, including their tribal identity; their social organization and customs; the location of their villages and why they were located here; the structures they built and the relationship of these structures to the climate in this place; the methods they used to get their food, clothing, tools, and utensils and whether they traded with others for any of these things; and their art and folklore. Museums that include in American Indian cultures are a rich source of publications, pictures, and artifacts that can help children appreciate the daily lives and the adaptation of these cultures to the environment of the

geographic region. Children are now ready to consider those who came into this region and the impact each new group had on those who came before. To organize this sequence of events, children should develop a classroom time line by illustrating events and placing those illustrations in sequence with a caption under each. Depending on the local history, this sequence will include the explorers who visited here; the newcomers who settled here; the economy they established; their impact on the American Indians of this region (including the impact on the American Indians' marks, names, customs, and traditions that continue today); and their lasting marks on the landscape, including the buildings, streets, political boundaries, names, customs, and traditions that continue today; the people who have continued to come to this region; and the rich legacy of cultural traditions that newcomers brought with them. (Resource sites: People's Center in Pablo, Salish-Kootenai College in Pablo, and the Hellgate Treaty Site near Missoula.)

Children should observe how their community has changed over time and also why certain features have remained the same. They should compare the kinds of transportation people used long ago, the ways in which people provided water for their growing community and farmlands, the sources of power long ago, and the kinds of work people engaged in years ago. They should discover that the changing history of their locality was, at all stages, closely related to the physical geography of this region: its topography, soil, water, mineral resources, and relative location. Children should analyze how successive groups of settlers made different uses of the land, depending on their skills, technology, and values. Children should observe how each period of settlement in their locality left its mark on the land, and they should analyze how decisions being made today also will leave their effects, good or bad, for those who will come after.

To bring earlier times alive for children, teachers should provide opportunities for them to study historical photos and to observe the changes in the ways families lived, worked, played, dressed, and traveled. Children should have opportunities to role play being an immigrant today and long ago; discover how newcomers, including children, have earned their living, now and long ago; and analyze why such occupations have changed over time. They should observe how a given place, such as Main Street, looked long ago and how it looks today. Children can compare changes in their community with picture displays provided by the teacher.

The local newspaper, the historical society, or other community organizations often can provide photos and articles on earlier events in the region--stories and pictures that capture for children a sense of what it was really like the day the town celebrated its new school, turned out for the grand opening of its new railroad station, or celebrated a town hero. Children should have opportunities to interview "old-timers" in their community or to invite them to speak to the class to build appreciation of events as seen through the eyes of those who were there.

When available, old maps can be a source of wonderful discoveries: where early settlements which once occupied this land were located; how streets were laid out in an earlier day and how many of them and their names survive today; how boundaries have changed over the years and how settlements have grown; how once-open fields have changed to dense urban development; how a river has changed in location or size because of a dam constructed upstream, or a great earthquake in the past.

Throughout these studies children should have continuing opportunities to enjoy the literature that brings to life the people of an earlier time. The literary selections, though not written specifically about their community, should illustrate how people lived in the past and thus convey the way of life of those earlier times.

Finally, in each of these studies, children should be helped to compare the past to changes underway today. Are new developments changing their community? How do people today earn their living or seek recreation? How are people working to protect their region's natural resources? How do people in this community work to influence public policy, elect their city government, and participate in resolving local issues that are important to children and their families, such as the fate of a local park earmarked for commercial use? Children can identify some issues that are important in their immediate community. Informed volunteers in community service or elected officials can be invited to explain why people volunteer and to describe some of the arguments on different sides of an important issue facing the community.

Our Nation's History: Meeting People, Ordinary and Extraordinary, Through Biography, Story, Folktale, and Legend

To understand the common memories that create a sense of community and continuity among people, children should learn about the classic legends, folktales, tall tales, and hero stories of their community and nation. Stories such as Ingri and Edgar D'Aulaire's *Christopher Columbus*, Joan Sandin's *The Long Road to a New Land*, Thomas P. Lewis's *Clipper Ship*, Barbara Brenner's *Wagon Wheels*, Elizabeth Shub's *The White Stallion*, F. N. Monjo's *The Drinking Gourd*, and Barbara Cohn's *Molly's Pilgrim* help students to appreciate those who dared to move into unknown regions. Stories of Montana Indians should be included--for example, invite a storyteller to present to the class. Children should listen to biographies of the nation's heroes and of those who took the risk of new and controversial ideas and opened new opportunities for many. Such stories convey to the children valuable insights into the history of their nation and its people; they also help children to understand today's great movement of immigrants into throughout the U.S. as a part of the continuing history of their nation.

Through stories and the celebration of national holidays, children should learn the meaning of the nation's holidays and the symbols that provide continuity and a sense of community across time; for example, the flag, the eagle, Uncle Sam, and the Statue of Liberty. They should learn the Pledge of Allegiance to the flag and the national songs that express American ideals, such as "America the Beautiful," the "Star Spangled Banner," and "America."

Grade 3: Big Ideas

1. Geography
2. American Indians
3. Missoula
4. Basic Structure of United States Government: Citizenship

Grade 3: Learner Competencies

3.1 Students describe the physical and human geography and use maps, tables, graphs, photographs, and charts to organize information about people, places, and environments in a spatial context.

1. Identify geographical features in the local region (for example, mountains, valleys, hills, lakes, rivers, prairies). (II, III)
2. Trace the ways in which people have used the resources of the local region and modified the physical environment in the local region (for example, a dam constructed upstream changed a river or coastline). (II, III, IV, VIII)

3.2 Students describe the American Indian nations of long ago and in the recent past.

1. Describe national identities, religious beliefs, customs, and various folklore traditions. (I, II, III, IV, V)
2. Discuss the ways in which physical geography, including climate, influenced how Indian nations adapted to their natural environment in this region (for example, how they obtained food, clothing, tools). (I, II, III, IV)
3. Describe the economy and systems of government. (V, VI, VII, VIII, IX)
4. Discuss the interaction of new settlers with the already established Indians of the region.

3.3 Students draw from historical and community resources to organize the sequence of local historical events and describe how each period of settlement left its mark on the land.

1. Research the explorers who visited here, the newcomers who settled here, and the people who continue to come to the Missoula Valley, including their cultural and religious traditions and contributions. (I, II, III, IV, V, VIII)
2. Describe the economies established by settlers and their influence on the present-day economy including the importance of private property and entrepreneurship. (VII, VIII, IX)
3. Trace why their community was established, how individuals and families contributed to its founding and development, and how the community has changed over time, drawing on maps, photographs, oral histories, letters, newspapers, and other primary sources. (I, II, III, IV, V, X)

3.4 Students understand the role of rules and laws in our daily lives and the basic structure of the U.S. government.

1. Determine the reasons for rules, laws, and the US Constitution: the role of citizenship in the promotion of rules and laws; and the consequences for people who violate rules and laws. (IV, V, VI, VIII, IX, X)
2. Discuss the importance of public virtue and the role of citizens, including how to participate in a classroom, in the community, and in civic life. (IV, V, VI, VIII, IX, X)
3. Know the histories of important local and national landmarks, symbols, and essential documents that create a sense of community among citizens and exemplify cherished ideals (for example, the U.S. flag, the bald eagle, the Statue of Liberty, the U.S. Constitution, the Declaration of Independence, and the U.S. Capitol). (I, II, III, IV, V, VI, IX, X)
4. Introduce the three branches of government, with an emphasis on local government. (I,

II, III, IV, V, VI, X)

5. Describe the ways in which Montana, the other states, and sovereign American Indian tribes contribute to the making of our nation and participate in the federal system of government. (I, II, III, IV, V, VI, VIII, X)
6. Describe the lives of American heroes who took risks to secure our freedoms. (I, II, III, IV, V, VI)

3.5 Students demonstrate basic economic reasoning skills and an understanding of the economy of the local region.

1. Describe the ways in which local producers have used and are using natural resources, human resources, and capital resources to produce goods and services in the past and the present. (I, II, III, VII, VIII, IX)
2. Understand that some goods are made locally, some elsewhere in the United States, and some abroad. (I, II, III, VII, VIII, IX)
3. Introduce that individual economic choices involve trade-offs and the evaluation of benefits and costs.
4. Discuss students' "work" in school as their contribution to the community. (I, II, III, IV, V, VI, X)

GRADE 4

MONTANA AND REGIONS OF THE UNITED STATES

In grade four the story of Montana, past and present, anchors a study of the regions of the United States. Students locate Montana on the map and examine its setting in the western region of the United States. They identify the plains, waterways, and mountain ranges of Montana and analyze how the different regions of the state have developed through the interaction of physical characteristics and cultural forces.

An emphasis on the people of Montana brings its history and geography to life for students. Students learn about the daily lives, adventures, and accomplishments of these people and the cultural traditions and dynamic energy that have formed the state and shaped its varied landscape. The diversity of Montana American Indian tribes (distribution, social organization, economic activities, government structure, etc.) and a culturally accurate and educationally sound presentation of Montana American Indians in both historic and contemporary terms are an integral part of this year of study.

Fourth grade students develop a geographical awareness of Montana's relationship to other regions of the United States and begin to view themselves as citizens of the state, the region, the country, and the world. By studying the diverse social, economic, and geographical attributes of each region of the United States, they discover the unique characteristics that define each of them.

In order to begin their journey to effective citizenship in a global society, students learn the relationships among the different levels of government. They learn the responsibilities associated with constitutional rights. They examine the similarities of, differences in, and interrelationships among all levels and parts of government.

Grade 4: Big Ideas

1. Regions of the United States (25 weeks)
2. Montana History (9 weeks) and American Indian Culture Curriculum (2 weeks)

Suggested: American Indian Culture Curriculum should be offered during the Spring (end of April) to coincide with the Kyi Yo Pow Wows at the University of Montana, and with Honoring our Youth.

Grade 4: Learner Competencies

4.1 Students demonstrate an understanding of the physical and human geographic features that define places and regions in Montana.

1. Explain and use the coordinate grid system of latitude and longitude to determine the absolute locations of places in Montana and on Earth.
2. Distinguish Montana's location in relation to the North and South Poles; the equator and the prime meridian; the tropics; and the hemispheres. (III, IX)
3. Identify the state capital and describe the various regions of Montana, including how their characteristics and physical environments (for example, water, landforms, vegetation, climate) affect human activity. (III, IV, V, VII)
4. Identify the locations of Montana's rivers, valleys, plains, and mountains and explain their effects on the growth of communities. (II, III, IV, VII)
5. Use maps, charts, and pictures to describe how communities in Montana vary in land use, vegetation, wildlife, climate, population density, services, and transportation. (III, V, VII, IX)

4.2 Students describe the historical, social, political, cultural, and economic interactions among people of Montana.

1. Identify the early land and water routes to Montana with a focus on the exploration of the Corps of Discovery. (II, III)
2. Discuss the daily lives of the people, native and nonnative, who occupied the early settlements, military posts, and trading posts. (I, II, III, V)
3. Describe the effects of the Indian Wars and other conflicts on the nonnative settlements within Montana. (I, II, V, VI, IX)
4. Analyze the effects of human-environmental interactions on settlements, diverse peoples, daily life, politics, and the physical environment, (for example agriculture, mining, fur trade, logging, etc.). (I, II, III, V, VI, VII)
5. Study the lives of people who helped build Montana. (I, II, III, IV, V, VI)
6. Discuss how Montana became a state. (II, VI, X)
7. Identify symbols of Montana. (II, X)
8. Discuss the evolution and development of transportation and industry in Montana. (II, III, VII, VIII, IX)

4.3 Students describe the diverse cultural heritage and contemporary contributions of Montana tribal groups and governments.

1. Discuss the major nations of Montana Indians, including location of reservations, economic activities, legends, and religious beliefs; and describe how they depended on, adapted to, and modified the physical environment by cultivation of land and use of water resources. (I, II, III, IV, V, VI, IX, X)
2. Guided by Pow Wow curriculum--developed by Consortium committee, to include tribal diversity. (I, II, III, IV, V, VI, IX, X)

4.4 Students understand the structures, functions, and powers of the local, state, tribal and federal governments.

1. Recognize similarities and differences of federal, tribal, state and local governments. (V, VI, IX, X)
2. Understand the roles and responsibilities of citizenship. (IX, X)
3. Students will discuss current issues as they relate to or affect our community, state; tribe and/or country. (II, III, IV, V, IX)

4.5 Students describe the diverse social, economic, and geographical attributes of each region of the United States (Midwestern, Northeastern, Southeastern, Southwestern).

1. Students will name and identify the location of the states and state capitals. (III)
2. Students will identify the major resources, landforms and climate. (II, III, VII, VII, IX)
3. Compare and contrast people, places and environments. (III, IX)

GRADE 5

UNITED STATES HISTORY AND GEOGRAPHY: BEGINNINGS TO 1850

The fifth-grade curriculum presents the story of the development of the nation, with emphasis from Pre-1600 to 1850. This course focuses on one of the most remarkable stories in history: the creation of a new nation, peopled by immigrants from all parts of the globe and governed by institutions founded on the Judeo-Christian heritage, the ideals of the Enlightenment, and English traditions of self-government. This experiment was inspired by the innovative dream of building a new society, a new order for the ages, in which the promises of the Declaration of Independence would be realized.

Whenever possible, events should be seen through the eyes of participants--such as explorers, American Indians, colonists, free blacks and slaves, women, children, and pioneers. The narrative for the year must reflect the experiences of different racial, religious, and ethnic groups.

The Land and People Before Columbus

In this unit students examine major pre-Columbian settlements: Mayan, Aztec, and Inca; the cliff dwellers and pueblo people of the desert Southwest; the American Indians of the Pacific Northwest; the nomadic tribes of the Great Plains; and the woodland peoples east of the Mississippi. Students should learn how these people adjusted to their natural environment; developed an economy and system of government; and expressed their culture in art, music, and dance. Students should be introduced to the rich mythology and literature of American Indian cultures.

Age of Exploration

In this unit students will concentrate on European explorers who sought trade routes, economic gain, adventure, national glory, and “the greater glory of God.” Tracing the routes of these explorers on the globe should encourage discussion of Europe’s innovative use of technological developments that were invented by other civilization--inventions that made this age of exploration possible: the compass, the astrolabe, and seaworthy ships. Students will examine the relationships between European explorers and indigenous peoples.

Indigenous Peoples and Colonist

In this unit students will examine the relationship between indigenous peoples and the early colonists. Students will examine the power struggle and conflicts between the European powers and the Indian nations for control of North America prior to the Revolutionary War.

Settling the Colonies

A brief survey should be made of English, French, Portuguese, and Spanish colonization in the New World, including the influence of location and physical setting on the founding of the original 13 colonies. Major emphasis should then be placed on the English colonies, where the political values and institutions of the new nation were shaped. Students will compare and contrast the New England, Middle, and Southern colonies, examining the political, religious, social, and economic institutions that evolved during this time. Students will identify the major individuals and groups responsible for the founding of the various colonies and the reasons for their founding.

Causes of the American Revolution

Students will examine how political, religious, and economic ideas and interests brought about the Revolution, including the views, lives, and impact of key individuals during this period. Students should learn about the importance of the French and Indian War in shattering French power in North America. The English attempt to reserve the land west of the Appalachians for the inland Indian nations failed.

Each effort by the British to impose their will on the colonies resulted in a strong counter reaction and a growing spirit of independence. Students should become familiar with the Stamp Act of 1765 and the outraged colonial reaction to it; the Townshend Acts that again stirred protest and led to the Boston Massacre; and the tax on tea that provoked the Boston Tea Party. Parliament's efforts to repress dissent led to the first Continental Congress of 1774 and the Committees of Correspondence that established communication among the colonies and developed a national consciousness. Students should understand the Declaration of Independence with its idealistic statements that all men are created equal and that governments derive their just power from the consent of the governed.

The War for Independence

America's War for Independence would change the world. While some colonists fought for independence from British rule, others remained loyal to King George III. Major events in the Revolution should be vividly described, including the battles of Bunker Hill, Lexington, and Concord; the selection of George Washington to command the army; and Patrick Henry's famous appeal to his fellow legislators to support the fight. The role of free blacks in the battles of the American Revolution should be considered. Students should learn about Abigail Adams, Molly Pitcher, Nathan Hale, and Benedict Arnold. Students should understand the significance of the events at Valley Forge, the alliance with France, and the final battle at Yorktown. Students should be familiar with the hardships faced by colonists during the war.

After the war, the northeastern and Middle Atlantic States abolished slavery, and the Northwest Ordinance of 1787 banned slavery from the new territories north of the Ohio River. The antislavery movement did not, however, significantly affect the South, where nine out of ten American slaves lived.

The Constitution

Following the revolution, the colonies struggled with their identity. The Articles of Confederation were inadequate as a framework for a new nation. Dissatisfaction with the Articles of Confederation, culminating with Shay's Rebellion, ultimately led to the writing of the Constitution in 1787. Students should become familiar with the tenets of the American creed by discussing the meaning of key phrases in the Constitution and the Bill of Rights. Students should understand how the Constitution is designed to secure our liberty by both empowering and limiting central government, and understand the roles of and relationships among the executive, legislative, and judicial branches.

Life in the Young Republic and Westward Expansion

In this unit, students examine the daily lives of those who built the young republic under the new

Constitution. Between 1789 and 1850, new waves of immigrants arrived from Europe--mostly English, Scots-Irish, Irish, and Germans. Traveling by overland wagons, canals, flatboats, and steamboats, these newcomers advanced into the fertile Ohio and Mississippi valleys and through the Cumberland Gap to the South. Students should learn about the Louisiana Purchase and the expeditions of Lewis and Clark and of John C. Fremont.

Students should learn about the resistance of American Indian tribes to encroachments by settlers and about the government's policy of Indian removal to lands west of the Mississippi, including the story of the Cherokees' "Trail of Tears."

Students learn about the advance of pioneer settlements beyond the Mississippi. The flow of migration westward included grizzled fur traders and mountain men, settlers heading for Texas, Mormon families on their way to the new Zion in Utah, Midwestern farmers moving to western Oregon's fertile valleys, and 49ers bound for the Mother Lode region of California. Not to be forgotten are the whalers, New England sailors engaged in the hide and tallow trade with California, and the sea traders in furs (sea otter and seal) who supplied their clipper ships around Cape Horn and westward to the Pacific. Students should compare this Oregon Trail with the California overland trail, the trail to Santa Fe, and the trail to Texas, comparing each time the purpose of the journey; where the trail ran; the influence of geographic terrain, rivers, vegetation, and climate; and life in the territories at the end of these trails. While learning about life on the trail, students should discuss the reactions of the American Indians to the increasing migration and the reasons for their growing concern.

Pioneer women played varied roles in coping with the rigors of daily life on the frontier. Many slave women gained their freedom in the West. In recognition of the new status that western women achieved, Wyoming in 1869 became the first state to grant suffrage to women. Students will also examine America's international conflicts up until 1850, including the War of 1812 and the Mexican-American War.

Conclusion

After a year of studying American history, students should be able to reflect on the ethical content of the nation's principles and on America's promise to its citizens--the promise of a democratic government in which the rights of the individual are protected by the government, by a free press, and by an informed public. America's ideals are closely related to the nature of American Society. We are strong because we are united in a pluralistic society of many races, cultures, and ethnic groups; we have built a great nation because we have learned to live in peace with each other, respecting each other's right to be different and supporting each other as members of a common community.

Students should understand that the American creed calls on them to safeguard their freedoms and those of their neighbors, to value the nation's diversity, to work for change within the framework of law, and to do their part as citizens in contributing to the welfare of their community. Students should reflect on the importance of living up to the nation's ideals and the importance of participating in the unfinished struggle to make these principles and ideals a reality for all.

Grade 5--Major Topics by Trimester

1st Trimester

Pre-Columbian America
Age of Exploration
Indigenous Peoples

3rd Trimester

Constitution
Life in the Young Republic and
Westward Expansion

2nd Trimester

Settling Colonies
Causes of the American Revolution
War of Independence

Grade Five: Learner Competencies

5.1 Students describe the major pre-Columbian settlements, including Mayan, Aztec, and Inca, the cliff dwellers and pueblo people of the desert Southwest, the American Indians of the Pacific Northwest, the nomadic nations of the Great Plains, and the woodland peoples east of the Mississippi River.

1. Describe how geography and climate influenced the way various Indian nations lived and adjusted to the natural environment, including locations of villages, the distinct structures that they built, and how they obtained food, clothing, tools, and utensils. (I, II, III, VIII)
2. Describe the varied customs and folklore traditions of the Indian nations. (I)
3. Explain the varied economies and systems of Indian governments. (VI, VII)

5.2 Students trace the routes of early explorers and describe the early explorations of the Americas.

1. Describe the entrepreneurial characteristics of early explorers (for example, Christopher Columbus, Francisco Vásquez de Coronado) and the technological developments that made sea exploration by latitude and longitude possible (for example, compass, sextant, astrolabe, seaworthy ships, chronometers, gunpowder). (III, VII, VIII)
2. Explain the aims, obstacles, and accomplishments of the explorers, sponsors, and leaders of key European expeditions and the reasons Europeans chose to explore and colonize the world (for example, the Spanish Reconquista, the Protestant Reformation, and the Counter Reformation). (V, VI, VII, IX)
3. Trace the routes of the major land explorers of the United States, the distances traveled by explorers, and the Atlantic trade routes that linked Africa, the West Indies, the British colonies, and Europe, and the search for the Northwest Passage. (II, III, IX)
4. Locate on maps of North and South America land claimed by Spain, France, England, Portugal, the Netherlands, Sweden, and Russia. (III, IX)
5. Students will examine the relationships between European explorers and indigenous people. (I, II, III, V, VI)

5.3 Students describe the cooperation and conflict that existed among the American Indians and between the Indian nations and the new settlers.

1. Describe the competition among the English, French, Spanish, Dutch, and Indian nations for control of North America. (II, V, VII, IX)
2. Describe the cooperation that existed between the colonists and Indians during the 1600s and 1700s (for example, in agriculture, the fur trade, military alliances, treaties, cultural interchanges). (I, IV, V, VI, IX)
3. Examine the conflicts before the Revolutionary War (for example, the Pequot and King Philip's Wars in New England, the Powhatan Wars in Virginia, the French and Indian War). (V, VI, IX)
4. Describe the internecine Indian conflicts, including the competing claims for control of lands (for example, actions of the Iroquois, Huron, Lakota [Sioux]). (III, IV, V, VI)

5.4 Students understand the political, religious, social, and economic institutions that evolved in the colonial era.

1. Understand the influence of location and physical setting on the founding of the original 13 colonies, and identify on a map the locations of the colonies and of the American Indian nations already inhabiting these areas. (I, II, III)
2. Identify the major individuals and groups responsible for the founding of the various colonies and the reasons for their founding (for example, John Smith, Virginia; Roger Williams, Rhode Island; William Penn, Pennsylvania; Lord Baltimore, Maryland; William Bradford, Plymouth; John Winthrop, Massachusetts). (III, IV, V)
3. Describe the religious aspects of the earliest colonies (for example, Puritanism in Massachusetts, Anglicanism in Virginia, Catholicism in Maryland, Quakerism in Pennsylvania). (I, V, VI)
4. Identify the significance and leaders of the First Great Awakening, which marked a shift in religious ideas, practices, and allegiances in the colonial period, the growth of religious toleration, and free exercise of religion. (I, V, VI)
5. Understand how the British colonial period created the basis for the development of political self-government and a free-market economic system and the differences between the British, Spanish, and French colonial systems. (II, VI, VII, IX)
6. Describe the introduction of slavery into America, the responses of slave families to their condition, the ongoing struggle between proponents and opponents of slavery, and the gradual institutionalization of slavery in the South. (I, II, III, IV, VI, VII, VIII, IX)
7. Explain the early democratic ideas and practices that emerged during the colonial period, including the significance of representative assemblies and town meetings. (II, V, VI, X)

5.5 Students explain the causes of the American Revolution.

1. Understand how political, religious, and economic ideas and interests brought about the Revolution (for example, resistance to imperial policy, the Stamp Act, the Boston Massacre, the Townshend Acts, taxes on tea, Coercive Acts). (I, V, VI, VII, IX)
2. Know the significance of the first and second Continental Congresses and of the Committees of Correspondence. (VI, X)
3. Understand the people and events associated with the drafting and signing of the Declaration of Independence and the document's significance, including the key political concepts it embodies the origins of those concepts, and its role in severing ties with Great Britain. (VI, IX, X)
4. Describe the views, lives, and impact of key individuals during this period (for example, King George III, Patrick Henry, Thomas Jefferson, George Washington, Benjamin Franklin, John Adams, and Thomas Paine). (I, III, IV, V, VI)

5.6 Students understand the course and consequences of the American Revolution.

1. Identify and map the major military battles, campaigns, and turning points of the Revolutionary War, the roles of the American and British leaders, and the Indian leaders' alliances on both sides. (II, III)
2. Describe the contributions of France and other nations and of individuals to the outcome of the Revolution (for example, Benjamin Franklin's negotiations with the French, the French navy, the Treaty of Paris, The Netherlands, Russia, the Marquis Marie Joseph de Lafayette, Tadeusz Kósciuszko, Baron Friedrich Wilhelm von Steuben). (IX)
3. Identify the different roles women played during the Revolution (for example, Abigail Adams, Martha Washington, Molly Pitcher, Phillis Wheatley, and Mercy Otis Warren). (V)
4. Understand the personal impact and economic hardship of the war on families, problems of financing the war, wartime inflation, and laws against hoarding goods and materials and profiteering. (V, VII)
5. Explain how state constitutions that were established after 1776 embodied the ideals of the American Revolution and helped serve as models for the U.S. Constitution. (VI)
6. Demonstrate knowledge of the significance of land policies developed under the Continental Congress (for example, sale of western lands, the Northwest Ordinance of 1787) and those policies' impact on American Indians' land. (III, VI)
7. Understand how the ideals set forth in the Declaration of Independence changed the way people viewed slavery. (I, VI, X)

5.7 Students describe the people and events associated with the development of the U.S. Constitution and analyze the Constitution's significance as the foundation of the American republic.

1. List the shortcomings of the Articles of Confederation as set forth by their critics. (VI)
2. Explain the significance of the new Constitution of 1787, including the struggles over its ratification and the reasons for the addition of the Bill of Rights. (VI)
3. Understand the fundamental principles of American constitutional democracy, including how the government derives its power from the people and the primacy of individual liberty. (VI)
4. Understand how the Constitution is designed to secure our liberty by both empowering and limiting central government and compare the powers granted to citizens, Congress, the president, and the Supreme Court with those reserved to the states. (VI, X)
5. Discuss the meaning of the American creed that calls on citizens to safeguard the liberty of individual Americans within a unified nation, to respect the rule of law, and to preserve the Constitution. (VI, X)
6. Know the songs that express American ideals (for example, "America the Beautiful," "The Star Spangled Banner"). (X)

5.8 Students trace the colonization, immigration, and settlement patterns of the American people from 1789 to the mid-1800s, with emphasis on the role of economic incentives, effects of the physical and political geography, and transportation systems.

1. Discuss the waves of immigrants from Europe between 1789 and 1850 and their modes of transportation into the Ohio and Mississippi Valleys and through the Cumberland Gap (for example, overland wagons, canals, flatboats, and steamboats). (I, II, III, VIII)
2. Name the states and territories that existed in 1850 and identify their locations and major geographical features (for example, mountain ranges, and principal rivers, dominant plant regions). (II, III)
3. Demonstrate knowledge of the explorations of the trans-Mississippi West following the Louisiana Purchase (for example, Meriwether Lewis and William Clark, Zebulon Pike, John Fremont). (I, II, III, VII, VIII)
4. Discuss the role of broken treaties and massacres and the factors that led to the Indians' defeat, including the resistance of Indian nations to encroachments and assimilation (for example, the story of the Trail of Tears). (I, II, IV, VI)
5. Discuss the experiences of settlers on the overland trails to the West (for example, location of the routes; purpose of the journeys; the influence of the terrain, rivers, vegetation, and climate; life in the territories at the end of these trails). (I, II, III, VII, VIII)
6. Explain the influence and achievements of significant leaders of the time (for example, John Marshall, Andrew Jackson, Chief Tecumseh, Chief Logan, Chief John Ross, Sequoyah). (IV, V)
7. Students will also examine America's international conflicts up until 1850, including the War of 1812 and the Mexican-American War. (I, III, V, VI, IX)

GRADE 6

WORLD HISTORY AND GEOGRAPHY: ANCIENT CIVILIZATIONS

In the sixth-grade curriculum, students learn about those people and events that ushered in the dawn of major Western and non-Western civilizations. Included are the early societies of the Near East and Africa, the ancient Hebrew civilization, Greece, Rome, and the classical civilizations of India and of China.

In studying the ancient world, students should come to appreciate the special significance of geographic place in the development of the human story. They should acquire a sense of the everyday life of the people; their problems and accomplishments; their relationships to the developing social, economic, and political structures of their society; the tools and technology they developed; the role of trade, both domestic and international, in their lives; the art they created; the architecture they lived with; the literature produced by their finest poets, narrators, and writers; their explanations for natural phenomena; and the ideas they developed that helped transform their world. In studying each ancient society, students should examine the role of women and the presence or absence of slavery.

Among the major figures whom students should come to know are the people who helped to establish these early societies and their codes of ethics and justice and their rule of law, including Hammurabi, Abraham, Moses, David, Pericles, and Asoka; the people who extended these early empires and carried their influence into much of the ancient world, including Alexander the Great, Julius Caesar, and Augustus Caesar; and the people whose ideas and teachings became enduring influences in Western and non-Western thought, especially Socrates, Jesus, the Buddha, and Confucius. For all these societies, emphasis should be placed on the major contributions, achievements, and belief systems that have endured across the centuries to the present day.

Early Humankind and the Development of Human Societies

This unit should develop the students' awareness of prehistoric peoples' chronological place on the historical time line. Attention should be given to paleontological discoveries in East Africa by Donald Johanson, Tim White, and the Leakey Family (Louis, Mary, and Richard)--supporting the belief that ancestors of present-day humans lived in these regions 4.5 million years ago. Studies of the Old Stone Age (Paleolithic), Middle Stone Age (Mesolithic), and New Stone Age (Neolithic) should provide students with an understanding of the interaction between the environment and the developing lifestyles of prehistoric peoples as they moved from hunter-gatherers to food producers. These studies also should focus on early peoples' attempts to explain the universe through cave art and elemental forms of religion; the development of stone tools from simple to complex to metal; and the development of language as a medium for transmitting and accumulating knowledge.

The Beginnings of Civilization in the Near East and Africa: Mesopotamia, Egypt, and Kush

In this unit students learn about the peoples of Mesopotamia, with an emphasis on the Sumerians, their early settlements between the Tigris and Euphrates rivers and the major events marking their sojourn: the spread of their agricultural villages by 4000 B.C. to lower Mesopotamia; their technological and social accomplishments, including invention of the wheel,

plow, and irrigation systems; their systems of cuneiform writing, of measurement, and of law; and the developing social, economic, and political systems made possible by these accomplishments.

Moving on to ancient Egypt, students are introduced briefly to the early reign of Khufu and then to an emphasis on the New Kingdom in the reigns of Queen Hatshepsut and Ramses II (“Ramses the Great”). During Queen Hatshepsut’s reign, Egyptian art and architecture flourished, and trade extended Egyptian influence throughout the Middle East. Ramses II, more typical of the New Kingdom pharaohs, was concerned with warfare and maintaining an Egyptian empire that extended north into the region known as Canaan. Attention should be given to the daily lives of farmers, tradespeople, architects, artists, scribes, women, children, and slaves, as reflected in the detailed images and models from burials. Geographic learnings include the importance of the Nile to Egypt’s development and the importance of irrigation practices that are still in use.

This unit concludes with Africa’s oldest interior empire, the kingdom of Kush, which conquered Egypt in 728 B.C. and established the twenty-fifth dynasty of pharaohs. Conquered in turn by the Assyrians, the kings of Kush re-established their capital farther south. Students should be introduced to the culture that developed there, including the development of iron agricultural tools and weapons; an alphabet; and a profitable trade that extended to Arabia, India, sub-Saharan Africa, and possibly China.

The Foundation of Western Ideas: The Ancient Hebrews and Greeks

One of the principal roots of Western civilization can be found in the enduring contributions of the ancient Hebrews to Western ethical and religious thought and literature, most notably by the Old Testament. To understand these traditions, students should read and discuss Biblical literature that is part of the literary heritage and ethical teachings of Western civilization; for example, stories about the Creation, Noah, the Tower of Babel, Abraham, the Exodus, the Ten Commandments, Ruth and Naomi, David, and Daniel and the Lion’s Den; selections from the Psalms and Proverbs; and the Hebrew people’s concepts of wisdom, righteousness, law, and justice.

Another principal root of Western civilization is the Greco-Roman civilization. In studying the civilization of the ancient Greeks, students learn of the early democratic forms of government; the dawn of rational thought expressed in Greek philosophy, mathematics, science, and history; and the enduring cultural contributions of Greek art, architecture, drama, and poetry.

In this unit students will learn about the Greek polis (city-state); the rise of Athens; the transition from tyranny and oligarchy to an early form of democracy; the role of slavery, even in democratic Athens; the importance of the great fleet of Athens and its location at the crossroads of the ancient world; the rivalry between Athens and Sparta, culminating in the Peloponnesian War; the Macedonian conquests under Alexander the Great and the emergence and spread of Hellenistic culture throughout the Mediterranean and Middle Eastern worlds; and the fall of Greece to Rome. Attention should be paid to the daily life of women and children in Athens and Sparta, the games and sports of the Olympiad, the education of youths, and the trial of Socrates. Particular emphasis should be placed on reading and discussing the rich mythology and Homeric literature that have deeply influenced Western art, drama, and literature.

West Meets East: The Early Civilizations of India and China

Alexander the Great's conquest of Persia and its territories provides the bridge to a study of the great Eastern civilization of India. Students should understand that the culture encountered by Alexander in 327 to 325 B.C. was not the first civilization of this region. Over a thousand years earlier, the Harappan civilization had developed and reached its zenith in the Indus River Valley, having developed complex cities, brick platforms, script, granaries, and craft workshops. After its collapse, succeeding waves of Aryas from the north spread their influence across the Punjab and Ganges plains. This resulted in a composite civilization rich in its aesthetic culture (architecture, sculpture, painting, dance, and music) and in its intellectual traditions (Arabic numbers, the zero, medical tradition, and metallurgy).

Students should be introduced to one of the major religious traditions of India: Buddhism, a great civilizing force that emerged in the sixth century B.C. in the life and moral teachings of "The Buddha" or Siddhartha Gautama. Through the story of the Buddha's life, his Hindu background, and his search for enlightenment, students can be introduced to the Buddha's central beliefs and moral teachings: unselfishness (returning good for evil); compassion for the suffering of others; tolerance and nonviolence; and the prohibition of lying, stealing, killing, finding fault with others, and gossiping. While Buddhism did not survive on Indian soil, Jainism, which introduced the idea *ahimsa*, or nonviolence, has continued to play a role in modern India, especially through Gandhi's idea of nonviolent civil disobedience. Students should also study the development of Hinduism and the role of one of its most revered texts, the *Bhagavad Gita*.

Students also should learn about Asoka, the great philosopher-king who unified almost all of India, renounced violence as a national policy, and established Buddhism as the state religion.

The northward spread of Buddhism in the first century A.D. provides students with a bridge to a study of China during the Qin and Han Dynasties (221 B.C. to A.D. 220). Students should be helped to understand that the roots of this great civilization go far back into ancient times when Shang society (the "molders" of China) first emerged around 1500 B.C. in the Huang-He Valley and established the Chinese language and a highly developed technique of working with bronze.

During succeeding centuries, especially the Zhou Dynasty, China grew by conquering the people on its borders and absorbing the lands of these people as frontier states within Chinese society. By the sixth century B.C., the balance of power between the princes of these newer states and the old imperial centers of central China had broken down, plunging China into political chaos and war. It was during this time--when traditional values were neglected and government was in disarray--when Confucius lived and wrote. He tried to make sense of a troubled world and proposed ways in which individuals and society could achieve goodness. The good person in Confucius's teaching practiced moderation in conduct and emotion, kept one's promises, learned the traditional ways, respected one's elders, improved oneself through education, and avoided people who were not good. Confucius's teaching promoted the dignity and authenticity of humanity. Attention should be paid to the role of women in Confucian society.

Between 221 and 207 B.C. the Qin Dynasty was able to unite China. The longer-lasting Han Dynasty built on the unification, made Confucian teachings official, and placed governmental

administration in the hands of the educated civil service. Attention should be paid to the lives of ordinary people and the educated classes during this time of stability and prosperity. Confucian filial piety and family ties strengthened the social structure of Han society. Art, literature, and learning flourished. Agriculture, trade, and manufacturing thrived. Map study should help students analyze the growing trade and cultural interchange among China, India, and Rome at this time. The great caravan, or “Silk Road,” that linked China and the Middle East was in operation by the first century B.C. By the second century A.D., the various legs of the sea journey that linked China, Malaya, South India, and Egypt were completed, connecting the Far East with the Mediterranean world and Rome in one great commercial network.

East Meets West: Rome

The land and sea routes of the China trade provide students with a transition for a return to the Mediterranean world and the study of imperial Rome. Students should learn about everyday life in Roman society, including slavery, social conflict, and the rule of Roman law. They should learn about the emergence of the Roman Republic and the spread of the Roman Empire; and about Julius Caesar, his conquests, and his assassination in 44 B.C. They also should learn about the reign of Augustus, the “Pax Romana,” and the eventual division of the Roman Empire: Rome in the West and the rising Byzantine Empire in the East.

Students should learn about the rise and spread of Christianity throughout the Mediterranean world and of its origins in the life and teachings of Jesus; Roman efforts to suppress Christianity; the consequences of Constantine’s acceptance of Christianity (A.D. 313); and its subsequent establishment by Theodosius I as the official religion of the empire. Through selections from Biblical literature, such as the Sermon on the Mount and the parables of the Good Samaritan, the lost sheep, and the Prodigal Son, the students will learn about those teachings of Jesus that advocate compassion, justice, and love for others. Finally, students should compare Roman contributions in art, architecture, engineering, political thought, religion, and philosophy with those of the earlier Greeks, and they consider the influence of both cultures on Western civilization and on our lives today.

Conclusion

Throughout these grade-six studies, students should be engaged in higher levels of critical thinking. They should consider, for example, why these societies developed where they did (the critical geographic relationships between site, resources, and settlement exemplified in the river valley settlements of Mesopotamia, Egypt, India, and China); the roles of technological, agricultural, and economic development and international trade; why societies rose to dominance at particular times in the ancient world (the importance of “relative location” in the case of ancient Greece, for example); and why great civilizations fell, including the collapse of the Indus civilization of India, the decline of Egypt in the years of the later empire, and the fall of Greece to Rome.

Students should examine factors of continuity and change across time in the development of these civilizations, observing how major beliefs, social organization, and technological developments of an earlier era were carried through the centuries and have contributed to our own lives.

Students should engage in comparative analyses across time and across cultures. They should compare, for example, the factors contributing to the evolution of ancient societies across the whole of the ancient world; the evolution of language and its written forms in Mesopotamia, Egypt, and China; and the origins of major religions and ethical belief systems that unified cultures and defined the good and right way to live. To support their analyses, students should develop mathematically accurate time lines that place events in chronological order and support comparative analyses of events simultaneously occurring in different cultural areas of the world. Students should map activities that support their analyses of where these societies first developed, the course of their spatial development over time, and their spatial interactions illustrated in the geographic movement of ideas, religious beliefs, economic trade, and military expansion throughout the ancient world. To make these studies relevant for today, students should develop appreciation of the continuity of human experience, the great debt we owe to those who came before us and established the foundations on which modern civilizations rest, and the responsibilities we owe to those who will come after us.

Grade 6--Major Topics by Trimester

1st Trimester

Early Humankind and the Development
Of Human Societies
The Beginnings of Civilization
Mesopotamia
Egypt
Review of Map Skills

2nd Trimester

The Beginnings of Civilization
Egypt (cont'd)
The Foundation of Western Ideas
Ancient Hebrews
West meets East:
Early Civilizations of
India
China

3rd Trimester

West Meets East:
Early Civilizations of:
India
China
East Meets West:
Greece
Rome

Grade 6: Learner Competencies

6.1 Students describe what is known through archaeological studies of the early physical and cultural development of humankind from the Paleolithic era to the agricultural revolution.

1. Describe the hunter-gatherer societies, including the development of tools and the use of fire. (I, II, III, IV)
2. Identify the locations of human communities that populated the major regions of the world and describe how humans adapted to a variety of environments. (III, IV)
3. Discuss the climatic changes and human modifications of the physical environment that gave rise to the domestication of plants and animals and new sources of clothing and shelter. (III)

6.2 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush.

1. Locate and describe the major river systems and discuss the physical settings that supported permanent settlement and early civilizations. (III)
2. Trace the development of agricultural techniques that permitted the production of economic surplus and the emergence of cities as centers of culture and power. (VII)
3. Understand the relationship between religion and the social and political order in Mesopotamia and Egypt. (I, V)
4. Know the significance of Hammurabi's Code. (VI, X)
5. Discuss the main features of Egyptian art and architecture. (VIII)
6. Describe the role of Egyptian trade in the eastern Mediterranean and Nile valley. (VII, IX)
7. Understand the significance of Queen Hatshepsut and Ramses the Great. (V, VI)
8. Identify the location of the Kush civilization and describe its political, commercial, and cultural relations with Egypt. (I, III, IV)
9. Trace the evolution of language and its written forms. (I, II)

6.3 Students analyze the geographic, political, economic, religious, and social structures of the Ancient Hebrews.

1. Describe the origins and significance of Judaism as the first monotheistic religion based on the concept of one God who sets down moral laws for humanity. (I, V, VI)
2. Identify the sources of the ethical teachings and central beliefs of Judaism (the Hebrew Bible, the Commentaries): belief in God, observance of law, practice of the concepts of righteousness and justice, and importance of study; and describe how the ideas of the Hebrew traditions are reflected in the moral and ethical traditions of Western civilization. (V)
3. Explain the significance of the major historical figures. (IV, V)
4. Discuss the locations of the settlements and movements of Hebrew peoples, including the Exodus and their movement to and from Egypt, and outline the significance of the Exodus to the Jewish and other people. (III, IX)
5. Discuss how Judaism survived and developed despite the continuing dispersion of much of the Jewish population from Jerusalem and the rest of Israel after the destruction of the second Temple in A.D. 70. (III, V, IX)

6.4 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of India.

1. Locate and describe the major river system and discuss the physical setting that supported the rise of this civilization. (III)
2. Discuss the significance of the Aryan invasions. (I, VI)
3. Explain the major beliefs and practices of in India and how they evolved into early Hinduism. (I, II)
4. Outline the social structure of the caste system. (I, V, VI, X)
5. Know the life and moral teachings of the Buddha and how Buddhism spread in India, Ceylon, and Central Asia. (V, IX)
6. Describe the growth of the Maurya empire and the political and moral achievements of the emperor Asoka. (VI, X)
7. Discuss important aesthetic and intellectual traditions (for example, Sanskrit literature, including the *Bhagavad Gita*; medicine; metallurgy; and mathematics, including Hindu-Arabic numerals and the zero). (II, VIII)

6.5 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of China.

1. Locate and describe the origins of Chinese civilization in the Huang-He Valley during the Shang Dynasty. (I, III)
2. Explain the geographic features of China that made governance and the spread of ideas and goods difficult and served to isolate the country from the rest of the world. (III, VII, VIII)
3. Know about the life of Confucius and the fundamental teachings of Confucianism and Daoism. (V, VI)
4. Identify the political and cultural problems prevalent in the time of Confucius and how he sought to solve them. (I, II)
5. List the policies and achievements of the emperor Shi Huangdi in unifying northern China under the Qin Dynasty. (IV, VI)
6. Detail the political contributions of the Han Dynasty to the development of the imperial bureaucratic state and the expansion of the empire. (VI)
7. Cite the significance of the trans-Eurasian “silk roads” in the period of the Han Dynasty and Roman Empire and their locations. (VII, IX)
8. Describe the diffusion of Buddhism northward to China during the Han Dynasty. (V, IX)

6.6 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Ancient Greece.

1. Discuss the connections between geography and the development of city-states in the region of the Aegean Sea, including patterns of trade and commerce among Greek city-states and within the wider Mediterranean region. (III, VI, IX)
2. Trace the transition from tyranny and oligarchy to early democratic forms of government and back to dictatorship in ancient Greece, including the significance of the invention of the idea of citizenship (for example, from *Pericles’ Funeral Oration*). (VI, X)
3. State the key differences between Athenian, or direct, democracy and representative democracy. (V, VI, X)

4. Explain the significance of Greek mythology to the everyday life of people in the region and how Greek literature continues to permeate our literature and language today, drawing from Greek mythology and epics, such as Homer's *Iliad* and *Odyssey*, and from *Aesop's Fables*. (I, IV)
5. Outline the founding, expansion, and political organization of the Persian Empire. (VI, IX)
6. Compare and contrast life in Athens and Sparta, with emphasis on their roles in the Persian and Peloponnesian Wars. (III, IV, VI, X)
7. Trace the rise of Alexander the Great and the spread of Greek culture eastward and into Egypt. (I, III, V)
8. Describe the enduring contributions of important Greek figures in the arts and sciences (for example, Hypatia, Socrates, Plato, Aristotle, Euclid, Thucydides). (VIII, X)

6.7 Students analyze the geographic, political, economic, religious, and social structures during the development of Rome.

1. Identify the location and describe the rise of the Roman Republic, including the importance of such mythical and historical figures as Aeneas, Romulus and Remus, Cincinnatus, Julius Caesar, and Cicero. (III, VI)
2. Describe the government of the Roman Republic and its significance (for example, written constitution and tripartite government, checks and balances, civic duty). (VI, X)
3. Identify the location of and the political and geographic reasons for the growth of Roman territories and expansion of the empire, including how the empire fostered economic growth through the use of currency and trade routes. (III, VII, IX)
4. Discuss the influence of Julius Caesar and Augustus in Rome's transition from republic to empire. (VI, X)
5. Note the origins of Christianity in the Jewish Messianic prophecies, the life and teachings of Jesus of Nazareth as described in the New Testament, and the contribution of St. Paul the Apostle to the definition and spread of Christian beliefs (for example, belief in the Trinity, resurrection, salvation). (III, V, IX)
6. Describe the circumstances that led to the spread of Christianity in Europe and other Roman territories. (IX)
7. Discuss the legacies of Roman art and architecture, technology and science, literature, language, and law. (I, VI, VIII)

GRADE 7

WORLD HISTORY AND GEOGRAPHY: MEDIEVAL AND EARLY MODERN TIMES

The study of world history and geography continues this year with an examination of social, cultural, and technological change during the period A.D. 500–1789. A review unit on the ancient world begins with a study of the ways archaeologists and historians uncover the past. Then, with the fall of Rome, this study moves to Islam, a rising force in the medieval world; follows the spread of Islam through Africa; crosses the Atlantic to observe the rise of the Mayan, Incan, and Aztec civilizations; moves westward to compare the civilizations of China and Japan during the Middle Ages; returns to a comparative study of Europe during the High Middle Ages; and concludes with the turbulent age of the Renaissance, Reformation, and Scientific Revolution that ushered in the Enlightenment and the modern world.

The sequence of these units is both *historical*, advancing across the years A.D. 500–1789, and *geographic*, advancing across the major continents of the earth. The units are focused on the great civilizations that were developing concurrently over these years. By developing world maps and time lines, students can locate and recognize these cultures in time and in place, compare events that were developing concurrently in the world, and observe the transmission of ideas, beliefs, scientific developments, and economic trade throughout this important period of history. Students will recognize the unique geographic, political, religious, and social structures of these civilizations of the world.

To carry this theme into modern times, students will consider the ways in which these ideas continue to influence our nation and the world today. Through the discussion of current events and understanding of contemporary issues students will learn the importance of rationalism in science and technology; the effort to solve problems rationally in local state, national, and international arenas; and the ideal of human rights, a vital issue today throughout the world.

Connecting with Past Learnings: Uncovering the Remote Past

In the first review unit of this course, the students address this question: How do we know about the past? They will see that archaeologists develop their theories by looking for clues in the legends, artifacts, and fossils left behind by ancient peoples. For more recent periods, historians use written records as well as material culture to find out what happened in the past. Through examples, students will observe that historians and archaeologists work as detectives by formulating appropriate questions and drawing conclusions from available evidence to try to reconstruct past societies and cultures; their social structure and family life; their political and economic systems; and their language, art, architecture, beliefs, and values. Students will also learn that new discoveries by archaeologists and historians change our view of the past. The process of reconstructing the past requires knowledge, an open mind, and critical thinking.

Connecting with Past Learnings: The Fall of Rome

This second unit builds on the sixth-grade study of Roman civilization. Students should develop a map of the Roman Empire at its height, review briefly the reign of Augustus, and consider the reasons for Rome's fall to invading Germanic tribes with attention to the role of Clovis, a Christian Frank. To help students relate this remote historical period to the present, teachers

should emphasize the lasting contributions of Roman civilization, especially in the areas of law, language, technology, and the transmission of the Christian religion to the West. By learning that the law codes of most Latin countries are still based on Roman law, students will appreciate the continuing importance of Roman law and justice. Critical thinking skills can be developed by students as they compare citizens' civic duties as taught by Roman Stoic philosophers with citizens' civic responsibilities in America today. Such skills can be developed also by comparing modern-day public works, architecture, and technology with those of the Roman Empire.

Growth of Islam

In this unit students examine the rise of Islam as a religion and as a civilization. Attention should be given to the historic events of A.D. 636–651 when Arab armies reunited the ancient Middle East. Students should analyze the geographic and economic significance of the trade routes between Asia and Europe that were used by Arab merchants. They should consider the importance of a common literary language (Arabic) and religion (Islamic) in unifying the many ethnic groups of this region. The religious ideas of Mohammed, the founder of Islam, should be discussed both for their ethical teachings and as a way of life. Mohammed should be seen as a major historical figure who helped establish the Islamic way of life, its code of ethics and justice, and its rule of law.

Students should examine the position of Christians and Jews in the Islamic world who, as "People of the Book," were allowed to practice their religious beliefs. Contributions of Islamic scholars, including mathematicians, scientists, geographers, astronomers, and physicians from many ethnic groups, should be emphasized and their relationship to Greek thought acknowledged. Scholars at Baghdad and Córdoba, the two great centers of Muslim learning, helped to preserve much of the learning of the ancient world; and, by the end of the ninth century, they added important new discoveries of their own in mathematics, medicine, geography, history, and science. Attention should be paid to the flowering of Jewish civilization in Córdoba, where poets, philosophers, and scholars established a vibrant culture.

In time the influence of Greek rationalism waned, and religious mysticism came to dominate orthodox Islamic thought. In this intellectual climate, poetry and literature flourished. Students can be introduced to these achievements through selections from *The Thousand and One Nights* (Arabic) and the poetry of Omar Khayyam, a Sufi mystic (Persian).

Islam spread to the area known today as Turkey, where, in the fourteenth century, the Ottoman Turks began gradually to absorb other Turkish tribes and to establish control over most of Asia Minor. In 1453 they captured Constantinople, the seat of the Byzantine Empire, and expanded into Christian Europe until nearly 1700. In studying the social structure of the Ottoman Empire, students should give attention to the role of women; the privileges of its conquered peoples; slavery; the political system; and the legal code. Analysis should be made of the geographic conditions that facilitated the expansion of Islam through the Middle East, through North and sub-Saharan Africa, to Spain, and east through Persia to India and Indonesia, with influences that persist in these regions to the present day.

African States in Medieval Times

This unit begins with a geographic survey of sub-Saharan Africa and the landforms, climate, vegetation, rivers, and resources associated with its major geographic regions. Students should analyze the importance of an iron technology and of geographic location and trade in the development of the sub-Saharan empires of Ghana and Mali. Both became states of great wealth—Ghana, by controlling the trade in gold from the south; and Mali, by controlling both the southern trade in gold and the northern trade in salt. Students should also understand that slavery existed in these kingdoms and was part of the western African economy at the time. Both kingdoms exercised commercial, cultural, and political power over a large part of Africa.

The Muslim conquest of Ghana ended in destruction of the kingdom (1076). Mali's rulers, on the other hand, converted to Islam. Under Islamic rule, the nation achieved recognition as a major power. Its leading city, Timbuktu, with its university became known throughout the Muslim world as a center of learning, a tradition that lasted through Mali's conquest by Songhay in the fourteenth century and Songhay's fall two centuries later to Moroccan invaders.

Medieval China

In this unit students examine Chinese culture and society during the Middle Ages, a period that saw the remarkable development in China of great cities; construction of large seagoing vessels; and great technological progress, including the invention of the compass, gunpowder, and printing. Important economic changes during the T'ang Dynasty (A.D. 618–906) and Song Dynasty (A.D. 960–1279) established a “modern” form of Chinese society that lasted well into the twentieth century. Students should analyze the economic foundations of this society in the conversion of the jungle regions of the Yangtze Valley into productive rice paddies. Elaborate irrigation systems and canals supported the production and distribution of vast quantities of rice to the imperial centers of the north. The wealth that resulted supported, in turn, a money economy, a merchant class engaged in extensive private trading, and the growth of China's provincial cities.

During the Mongol Ascendancy (1264–1368), a flourishing sea trade developed between China, India, and the coast of Southeast Asia. Foreign merchants such as Marco Polo were given special privileges and high office. The Ming Dynasty undertook between 1405 and 1423 a series of great maritime expeditions that eclipsed in scale the European exploits of a century later. Abruptly, in 1433, the Emperor suspended these enterprises, however, and forbade even the construction of seagoing vessels. Students should examine how the Chinese ideal of a unified state under one leader, with a strong bureaucracy controlling the machinery of government, restrained progress. Unable to control the growth of its maritime commerce, the bureaucracy chose instead to withdraw from it.

Students should analyze how Confucian thought supported these actions and returned China to its traditional values. The merchant class was subordinated as a necessary evil of society, and little priority was placed on Chinese trade and manufacturing, which, in A.D. 1000, had been the most advanced in the world. The Chinese invention of printing fostered scholarly study and spread traditional ideas more widely throughout society. The outlook of the Chinese scholarly class came to dominate Chinese thought and government well into the twentieth century. Students should critically analyze the different ways in which Chinese inventions--gunpowder, the compass, and printing--affected China and the West.

Medieval Japan

Students will focus next on Japan during the time of Prince Shotoku's regency (A.D. 592–632). Students should observe Japan's close geographic proximity to the more ancient civilization of China and analyze how that led to the borrowing of ideas, institutions, and technology. At the same time, they should consider how its insular location facilitated Japan's political independence, allowing it to borrow selectively and to fashion a culture uniquely its own.

With the establishment of direct relations between the Chinese and Japanese courts in A.D. 607, Japanese artists, craftsmen, scribes, interpreters, and diplomatic dignitaries made frequent visits to China. Members of Japan's upper classes studied Chinese language, literature, philosophy, art, science, and government. Buddhism was introduced and blended with Japan's traditional Shinto religion, "the way of the gods."

Students might compare Chinese poetry and painting appreciated in Japanese imperial courts with the distinctive Japanese style of painting that developed in the ninth century and with Noh drama, a unique Japanese art form. Between the ninth and eleventh centuries, Japanese literature entered a golden age and included the works of several gifted women authors, among them Murasaki Shikibu, whose *Tale of Genji* ranks among the classics of world literature.

Medieval Europe

In this unit students will encounter Europe during the High Middle Ages. This study will focus on the economic and political structure of feudal society; daily life and the role of women in medieval times; the growth of towns, trade, and technology; and the development of universities. Special attention should be paid to Christianity in the Middle Ages because the Church, more powerful than any feudal state, influenced every aspect of medieval life in Europe. The story of St. Francis of Assisi should be told, both for his embodiment of the Christian ideal and for the accessibility to students of his gentle beliefs. Attention also should be given to the Crusades, with these European undertakings viewed from both the Christian and Muslim vantage points. What were the Crusades? Why did they begin? What were their results?

To understand what was distinctive about European culture during this period, students should compare Western Europe with Japan during the High Middle Ages. They will see that the two cultures had aspects in common: a feudal, lord-vassal system, with military leaders (shogun), great lords (daimyo), and knights (samurai). Both feudal societies emphasized personal loyalty to the lord, military skills, a strict code of honor, self-discipline, and fearlessness in battle. Students will also see striking differences in cultural values, religious beliefs, and social customs, including differences in women's roles. Japanese Haiku poetry and European epic poetry, such as *Beowulf*, provide an interesting contrast. By seeing that some cultural traditions have survived since the Middle Ages, including the importance that Japanese place on family loyalty and ceremonial rituals, students should better understand the meaning of historical continuity. They also should appreciate the significance of change by seeing how much both cultures have been transformed by forces of modernization while retaining aspects of their cultural heritage.

Another aspect of medieval societies that students should understand was the continuing persecution of the Jewish minority; the massacre of Jews by the Crusaders; and the expulsion of

Jews from England in 1290, from France in 1306 and 1394, and from many German cities during the time of the Black Death. Students should learn of the conflicts between Christians and Muslims in Spain, beginning in 1085, and the plight of the Jews caught between the warring faiths. Examination of the Spanish and Portuguese inquisitions, during which people were tortured and burned at the stake, should demonstrate the lengths to which religious authorities went to force conversions and to destroy as heretics those who continued in their Judaic faith. The expulsion of the Jews and Muslims from Spain in 1492 should be noted.

Civilizations of the Americas

In this unit students are introduced to great civilizations of Central, South, and North America: including the Mayans, Aztecs, and Incas. By generating maps and time lines, students should be able to place these cultures in geographic and historical perspectives. With the development of maize agriculture around 2000 B.C., foundations were laid for cultural advances in these regions. Mayan civilization achieved its Classic Age about the time the Greco-Roman civilization collapsed. The great cultural advance that began in Peru around 1000 B.C. culminated in the Imperial Incan civilization of the fourteenth century A.D. The Aztec civilization, which incorporated the achievements of its conquered neighbors, reached its height by the sixteenth century A.D.

The accomplishments of these civilizations should be explored: the Mayans for their noble architecture, calendar, pictographic writing, and astronomy; the Incas for their excellence in engineering and administration; and the Aztecs for their massive temple architecture and Aztec calendar. Historical and archaeological records should help students understand the daily lives and beliefs of these people.

Europe During the Renaissance, the Reformation, and the Scientific Revolution

This unit focuses on an unusually rich and important period whose effects continue to influence politics, religion, culture, and the arts of the present day. A remarkable burst of creativity that began in the fourteenth century in northern Italy and spread through Europe produced the artistic and literary advances of the Renaissance. Classical literature was rediscovered, and humanistic studies flourished. Particular attention should be paid to Florence, Italy, as a major center of commerce, creativity, and artistic genius. Students should be introduced to the writings of Shakespeare, Cervantes, and Machiavelli and to the art of Michelangelo, da Vinci, Botticelli, Raphael, Titian, Van Eyck, and Dürer. Examination of masterpieces such as Michelangelo's *Moses* and Dürer's *The Four Horsemen of the Apocalypse* will demonstrate the powerful vision of these artists as well as the power of art to communicate ideas. Students should analyze how Renaissance painting differed from that of the Middle Ages, even though both reflected many of the same religious themes and symbolisms. They should observe how Renaissance art reflected the advances of that age in science, mathematics, engineering techniques, and understanding of human anatomy.

Students should closely examine the Protestant Reformation and become familiar with the religious beliefs of Martin Luther and John Calvin as well as the history of the English Bible. To understand why Luther's 95 theses, nailed to the Wittenberg church door, had such historic results, students should consider the growing religious, political, and economic resistance to the supremacy of the Renaissance popes. Through vivid narrative, attention should be given to the

dramatic series of events leading to Luther's excommunication, the peasants' revolt, the spread of the Reformation throughout northern Europe and England, the Catholic response in the Counter-Reformation, the revival of the Inquisition, and the bloody religious conflicts that followed. Most of Germanic Europe became Protestant, while most of Latin Europe remained loyal to Rome. Throughout Europe, the secular power of kings and local rulers grew at the expense of church authority and led to the age of kings. Students should learn the meaning of the, "divine right of kings," particularly in relation to the French monarchy.

The beginnings of modern science can be found in these same tumultuous years of the sixteenth and early seventeenth centuries. Students should draw on their science courses to examine the significance of the methods of scientific observation, mathematical proof, and experimental science developed by such giants of this age as Galileo, Johannes Kepler, Francis Bacon, and Sir Isaac Newton. Students should consider the significance of the inventions of this age--the telescope, microscope, thermometer, barometer, and printing press--and observe how all these developments spurred European leadership in commerce and helped to usher in the age of exploration and the Enlightenment.

Grade 7--Major Topics by Trimester

1st Trimester

The Fall of Rome (Review)
Growth of Islam
African States in Medieval Times

2nd Trimester

Medieval China
Medieval Japan
Medieval Europe

3rd Trimester

Civilizations of the Americas
Europe:
Renaissance
Reformation
Scientific Revolution

Grade 7: Learner Competencies

7.1 Students analyze the causes and effects of the vast expansion and ultimate disintegration of the Roman Empire.

1. Review the early strengths and lasting contributions of Rome (for example, significance of Roman citizenship; rights under Roman law; Roman art, architecture, engineering, and philosophy; preservation and transmission of Christianity) and its ultimate internal weaknesses (for example, rise of autonomous military powers within the empire, undermining of citizenship by the growth of corruption and slavery, lack of education, and distribution of news). (I, II, VI, X)
2. Discuss the geographic borders of the empire at its height and the factors that threatened its territorial cohesion. (III, VI)
3. Describe the establishment by Constantine of the new capital in Constantinople and the development of the Byzantine Empire, with an emphasis on the consequences of the development of two distinct European civilizations, Eastern Orthodox and Roman Catholic, and their two distinct views on church-state relations. (V, VI)

7.2 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Islam in the Middle Ages.

1. Identify the physical features and describe the climate of the Arabian peninsula, its relationship to surrounding bodies of land and water, and nomadic and sedentary ways of life. (III)
2. Trace the origins of Islam and the life and teachings of Muhammad, including Islamic teachings on the connection with Judaism and Christianity. (I, IV)
3. Explain the significance of the Qur'an and the Sunnah as the primary sources of Islamic beliefs, practice, and law, and their influence in Muslims' daily life. (I, IV, X)
4. Discuss the expansion of Muslim rule through military conquests and treaties, emphasizing the cultural blending within Muslim civilization and the spread and acceptance of Islam and the Arabic language. (VI, VIII, IX, X)
5. Describe the growth of cities and the establishment of trade routes among Asia, Africa, and Europe, the products and inventions that traveled along these routes (for example, spices, textiles, paper, steel, new crops), and the role of merchants in Arab society. (VII, VIII, IX)
6. Understand the intellectual exchanges among Muslim scholars of Eurasia and Africa and the contributions Muslim scholars made to later civilizations in the areas of science, geography, mathematics, philosophy, medicine, art, and literature. (I, VIII, IX)

7.3 Students analyze the geographic, political, economic, religious, and social structures of the sub-Saharan civilizations of Ghana and Mali in Medieval Africa.

1. Study the Niger River and the relationship of vegetation zones of forest, savannah, and desert to trade in gold, salt, food, and slaves; and the growth of the Ghana and Mali empires. (II, III, VI)
2. Analyze the importance of family, labor specialization, and regional commerce in the development of states and cities in West Africa. (V, VII)

3. Describe the role of the trans-Saharan caravan trade in the changing religious and cultural characteristics of West Africa and the influence of Islamic beliefs, ethics, and law. (I, VII)
4. Trace the growth of the Arabic language in government, trade, and Islamic scholarship in West Africa as a unifying factor. (I, IV, V)
5. Describe the importance of written and oral traditions in the transmission of African history and culture. (I, II, IV, V)

7.4 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of China in the Middle Ages.

1. Describe the reunification of China under the Tang Dynasty and reasons for the spread of Buddhism in Tang China, Korea, and Japan. (I, IV, IX)
2. Describe agricultural, technological, and commercial developments during the Tang and Song periods. (VII, VIII)
3. Analyze the influences of Confucianism and changes in Confucian thought during the Song and Mongol periods. (I, II, X)
4. Understand the importance of both overland trade and maritime expeditions between China and other civilizations in the Mongol Ascendancy and Ming Dynasty. (VII, IX)
5. Trace the historic influence of such discoveries as tea, the manufacture of paper, woodblock printing, the compass, and gunpowder. (II, VI, VII, VIII)
6. Describe the development of the imperial state and the scholar official class. (V, VI)

7.5 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Japan.

1. Describe the significance of Japan's proximity to China and Korea and the intellectual, linguistic, religious, and philosophical influence of those countries on Japan. (I, III, IX)
2. Discuss the reign of Prince Shotoku of Japan and the characteristics of Japanese society and family life during his reign. (V, VI)
3. Describe the values, social customs, and traditions prescribed by the lord-vassal system consisting of *shogun*, *daimyo*, and *samurai* and the lasting influence of the warrior code throughout the twentieth century. (I, VI, IX, X)
4. Trace the development of distinctive forms of Japanese Buddhism. (I, II, V)
5. Study the ninth and tenth centuries' golden age of literature, art, and drama and its lasting effects on culture today, including Murasaki Shikibu's *Tale of Genji*. (I, II, IX)
6. Analyze the rise of a military society in the late twelfth century and the role of the samurai in that society. (VI)

7.6 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Europe.

1. Study the geography of Europe and the Eurasian land mass, including their location, topography, waterways, vegetation, and climate and their relationship to ways of life in Medieval Europe. (III)
2. Describe the spread of Christianity north of the Alps and the roles played by the early church and by monasteries in its diffusion after the fall of the western half of the Roman Empire. (I, V)
3. Understand the development of feudalism, its role in the medieval European economy,

the way in which it was influenced by physical geography (the role of the manor and the growth of towns), and how feudal relationships provided the foundation of political order. (III, V, VI)

4. Demonstrate an understanding of the conflict and cooperation between the Papacy and European monarchs (for example, Charlemagne, Gregory VII, Henry IV). (I, VI)
5. Know the significance of developments in medieval English legal and constitutional practices and their importance in the rise of modern democratic thought and representative institutions (for example, Magna Carta, parliament, development of habeas corpus, an independent judiciary in England). (II, V, VI, X)
6. Discuss the causes and course of the religious Crusades and their effects on the Christian, Muslim, and Jewish populations in Europe, with emphasis on the increasing contact by Europeans with cultures of the Eastern Mediterranean world. (I, V, VI)
7. Map the spread of the bubonic plague from Central Asia to China, the Middle East, and Europe and describe its impact on global population. (III, IX)
8. Understand the importance of the Catholic Church as a political, intellectual, and aesthetic institution (for example, founding of universities, political and spiritual roles of the clergy, creation of monastic and mendicant religious orders, preservation of the Latin language and religious texts, St. Thomas Aquinas's synthesis of classical philosophy with Christian theology, and the concept of "natural law"). (I, II, V, VI)
9. Know the history of the decline of Muslim rule in the Iberian Peninsula that culminated in the Reconquista and the rise of Spanish and Portuguese kingdoms. (II, VI, IX)

7.7 Students compare and contrast the geographic, political, economic, religious, and social structures of the Meso-American and Andean civilizations.

1. Study the locations, landforms, and climates of Mexico, Central, South, and North America and their effects on Mayan, Aztec, Incan and other tribes' economies, trade, and development of urban societies. (III, VII)
2. Study the roles of people in each society, including class structures, family life, warfare, religious beliefs and practices, and slavery. (I, IV, V, VI)
3. Explain how and where each empire arose and how the Aztec and Incan empires were defeated by the Spanish. (VI, VII, VIII)
4. Describe the artistic and oral traditions and architecture in these civilizations. (I, II, V)
5. Describe the Meso-American achievements in astronomy and mathematics, including the development of the calendar and the Meso-American knowledge of seasonal changes to the civilizations' agricultural systems. (VII, VIII)

7.8 Students analyze the origins, accomplishments, and geographic diffusion of the Renaissance.

1. Describe the way in which the revival of classical learning and the arts fostered a balance between intellect and religious faith. (IV, V, X)
2. Explain the importance of Florence in the early stages of the Renaissance and the growth of independent trading cities (for example, Venice), with emphasis on the cities' importance in the spread of Renaissance ideas. (V, VII, VIII)
3. Understand the effects of the reopening of the ancient "Silk Road" between Europe and China, including Marco Polo's travels and the location of his routes. (I, VII, IX)
4. Describe the growth and effects of new ways of disseminating information (for example,

the ability to manufacture paper, translation of the Bible into the vernacular, printing). (VII, VIII)

5. Detail advances made in literature, the arts, science, mathematics, cartography, engineering, and the understanding of human anatomy and astronomy (for example, by Dante Alighieri, Leonardo da Vinci, Michelangelo di Buonarroti Simoni, Johann Gutenberg, William Shakespeare). (IV, V, VIII)

7.9 Students analyze the historical developments of the Reformation.

1. List the causes for the internal turmoil in and weakening of the Catholic church (for example, tax policies, selling of indulgences). (V, VI)
2. Describe the theological, political, and economic ideas of the major figures during the Reformation (for example, Desiderius Erasmus, Martin Luther, John Calvin, William Tyndale). (V, VII)
3. Explain Protestants' new practices of church self-government and the influence of those practices on the development of democratic practices and ideas of federalism. (V, VI, X)
4. Identify and locate the European regions that remained Catholic and those that became Protestant and explain how the division affected the distribution of religions in the New World. (V, IX)
5. Analyze how the Counter Reformation revitalized the Catholic church and the forces that fostered the movement (for example, St. Ignatius of Loyola and the Jesuits, the Council of Trent). (V, IX)
6. Understand the institution and impact of missionaries on Christianity and the diffusion of Christianity from Europe to other parts of the world in the medieval and early modern periods; locate missions on a world map. (V, IX)
7. Describe the Golden Age of cooperation between Jews and Muslims in medieval Spain that promoted creativity in art, literature, and science, including how that cooperation was terminated by the religious persecution of individuals and groups (for example, the Spanish Inquisition and the expulsion of Jews and Muslims from Spain in 1492). (I, IV, V, IX)

7.10 Students analyze the historical developments of the Scientific Revolution and its lasting effect on religious, political, and cultural institutions.

1. Discuss the roots of the Scientific Revolution (for example, Greek rationalism; Jewish, Christian, and Muslim science; Renaissance human ideal; new knowledge from global exploration). (V, VIII, IX)
2. Understand the significance of the new scientific theories (for example, those of Copernicus, Galileo, Kepler, Newton) and the significance of new inventions (for example, the telescope, microscope, thermometer, barometer). (VIII)
3. Understand the scientific method advanced by Bacon and Descartes, the influence of new scientific rationalism on the growth of democratic ideas, and the coexistence of science with traditional religious beliefs. (I, II, V, VIII, X)
4. Know the great voyages of discovery, the locations of the routes, and the influences of cartography in the development of a new worldview. (III, IX)

GRADE 8

UNITED STATES HISTORY AND GEOGRAPHY: CONSTITUTION TO WORLD WAR I

The eighth-grade course of study begins with an intensive review of the major ideas, issues, and events preceding the founding of the nation. Students will concentrate on the critical events of the period--from the framing of the Constitution to World War I.

Connecting with Past Learning: Our Indigenous and Colonial Heritages

This year's study of American history begins with a selective review of indigenous cultures (first people) within North America, and the effect of cultural encounters on these peoples. The course will then review significant developments of the colonial era with emphasis on the development of democratic institutions founded in Judeo-Christian religious thinking, in Enlightenment philosophy, and in English parliamentary traditions. The course will investigate the development of an economy based on agriculture, commerce, and handicraft manufacturing; and the emergence of major regional differences in the colonies.

Connecting with Past Learning: A New Nation

This unit begins with an in-depth examination of the major events and ideas leading to the American War for Independence. Readings from the Declaration of Independence should be used to discuss these questions: What are "natural rights" and "natural law"? What did Jefferson mean when he wrote that "all men are created equal" and "endowed by their Creator with certain unalienable rights"? What were the "Laws of Nature" and "Nature's God" to which Jefferson appealed?

Close attention should be paid to the moral and political ideas of the Great Awakening and its effect on the development of revolutionary fervor. By reading excerpts from original documents such as sermons of the Great Awakening and Thomas Paine's *Common Sense*, students should be able to understand the revolutionary and moral thinking of the times. Students should become familiar with the debates between Whigs and Tories, the major turning points in the War for Independence, and the contributions of George Washington, Thomas Jefferson, Benjamin Franklin, and other leaders of the new nation. Students should understand the significance that the American Revolution had for other nations, especially France.

The Constitution of the United States

In this unit students concentrate on the shaping of the Constitution and the nature of the government that it created. Students should review the major ideas of the Enlightenment and the origins of self-government in the Magna Carta, the English Bill of Rights of 1689, the Mayflower Compact, the Virginia House of Burgesses, and the New England town meeting. This background will help students appreciate the framers' efforts to create a government that was neither too strong (because it might turn into despotism) nor too weak (as the Articles of Confederation proved to be).

Excerpts from the document written at the Constitutional Convention in Philadelphia should be read, discussed, and analyzed. Students should consider the issues that divided the Founding Fathers and examine the compromises they adopted. Although the Constitution never explicitly

mentions slavery, several compromises preserved the institution; namely, the three-fifths rule of representation, the slave importation clause, and the fugitive slave clause. Why were these provisions so important to southern delegates? Why were these contradictions with the nation's ideals adopted? What were their long-term costs to black men and women and to the nation? To analyze these issues, students must recognize that the American Revolution had transformed slavery from a national to a sectional institution and that nine out of ten American slaves lived in the South.

Students should discuss the status of women as reflected in the Constitution of 1787. They should recognize as well the great achievements of the Constitution: (1) it created a democratic form of government based on the consent of the governed--a rarity in history; and (2) it established a government that has survived more than 200 years by a delicate balancing of power and interests and by providing a process of amendment to adapt the Constitution to the needs of a changing society.

Foundations of Early Government

In this unit students consider the enormous tasks that faced the new nation and its leaders through this difficult period; for example, Washington, Jefferson, Madison, Hamilton, and the Adamses. Emphasis should be placed on the development of political parties.

The new nation had to demonstrate that its government would work, and in 1812 it had to fight a war to prove its sovereignty. Students should discuss the belief of the nation's founders that the survival of a democratic society depends on an educated people. Students should analyze the connection between education and democracy symbolized in the Northwest Ordinance and in Jefferson's dictum, "If a nation expects to be ignorant and free, in a state of civilization, it expects what never was and never will be." Attention should be paid to the types of education received in church schools, dame schools, and at home.

Students also should examine the daily life of ordinary people in the new nation, including farmers, merchants, and traders; women; blacks, both slave and free; and American Indians. Reading excerpts from literature will help bring this period alive.

The Growth of Sectionalism: 1800-1850

This unit follows the nation's regional development in the West, Northeast, and South. Throughout this study students should be encouraged to view historical events empathetically as though they were there, working in places such as mines, cotton fields, and mills.

The West. The West should be studied for its deep influence on the politics, economy, mores, and culture of the nation, as well as their effect on its indigenous peoples. It opened domestic markets for seaboard merchants. It offered new frontiers for immigrants and discontented Easterners. It provided a folklore of individualism and rugged frontier life, at the same time displacing native cultures.

The election of Andrew Jackson in 1828 reflected the steady expansion of male suffrage, symbolized the shift of political power to the West, and opened a new era of political democracy in the United States. President Jackson was both a remarkable man and a symbol of his age.

Jacksonian Democracy should be analyzed in terms of its supporters--farmers with small holdings, artisans, laborers, and middle-class businessmen. The democratizing effect of frontier life on the relations between men and women should be noted. Original documents will show the varied roles played by frontier women who promoted women's rights and worked for social change.

In studying Jackson's presidency, students should debate his spoils system, veto of the National Bank, policy of Indian removal, and opposition to the Supreme Court. The story of the acquisition, exploration, conflict and settlement of the trans-Mississippi West, from the Louisiana Purchase in 1803 to Westward Migration, should be reviewed. This was a period marked by a strong spirit of nationalism and "manifest destiny." To deepen their understanding of the changing geography and settlement of this immense land, students might read from the journals of the Lewis and Clark Expedition to the Northwest, and map the exploration of trailblazers. Students will discuss the searing accounts of the removal of Indians and the Cherokees' "Trail of Tears," and interpret maps and documents relating to the long sea voyages and overland treks that opened the West. Attention should be given to the role of the great rivers and the struggles over water rights in the development of the West.

The Northeast. The industrial revolution in the Northeast had important repercussions throughout the nation. Inventions between 1790 and 1850 transformed manufacturing, transportation, mining, communications, and agriculture and profoundly affected how people lived and worked. Skilled craftspeople were replaced by mechanized production in shops, mills, and factories, so well depicted in American literature and primary source documents. Immigrants flocked to the cities. Periods of boom and bust created both progress and poverty.

An age of reform began that made life more bearable for the less fortunate and expanded opportunities for many. Students should imagine what life was like for young people in the 1830s in order to appreciate Horace Mann's crusade for free public education for all. Students should read excerpts from original documents explaining the social and civic purposes of public education. Students should review the legal and economic status of women and learn about the major impetus given to the women's rights movement by leaders such as Susan B. Anthony and Elizabeth Cady Stanton. They should read and discuss the Seneca Falls Declaration of Sentiment and compare it with the Declaration of Independence. Efforts by educators such as Emma Willard and Mary Lyon to establish schools and colleges for women should be noted.

Major campaigns to reform mental institutions and prisons should be explained by vividly portraying the conditions that evoked them. Students should become familiar also with the work of Dorothea Dix and the significance of Charles Finney as the leader of the second Great Awakening, inspiring religious zeal, moral commitment, and support for the abolitionist movement. Students should examine the relationship of these events to contemporary issues.

The South. During these years, the South diverged dramatically from the Northeast and the West. Its aristocratic tradition and plantation economy depended on a system of slave labor to harvest such cash crops as cotton, rice, sugarcane, and tobacco. Black slavery, the "peculiar institution" of the South, had marked effects on the region's political, social, economic, and cultural development. Increasingly at odds with the rest of the nation, the South was unable to

share in the egalitarian surge of the Jacksonian era nor in the reform campaigns of the 1840s. Its system of public education lagged far behind the rest of the nation.

The institution of slavery in the South should be studied in its historical context. Students should review their studies of West African civilizations before the coming of the Europeans and compare the American system of chattel slavery, which considered people as property, with slavery in other societies. Attention should be paid to the daily lives of slaves on the plantations, the inhumane practices of slave auctions, the illiteracy enforced on slaves by law, and the many laws that suppressed the efforts of slaves to win their freedom. Students should observe how these laws became increasingly severe following the 1831 slave revolts in South Carolina and Virginia. Particular attention should be paid to the more than 100,000 free blacks in the South and the laws that curbed their freedom and economic opportunity. Students should also compare the situations of free blacks in the South and in the North and note that freedom from slavery did not necessarily lead to acceptance and equality.

The dramatic story of the abolitionist movement, led by people such as Theodore Weld and William Lloyd Garrison, should be told. Attention should be given to what blacks did in working for their own freedom: their organizations, which mobilized legal action; their petitions to Congress for redress of the fugitive slave laws and for emancipation of the slaves. Examples could include the activities of leading black abolitionists such as Frederick Douglass, Charles Remond, and Sojourner Truth, and the direct actions of free blacks such as Harriet Tubman and Robert Purvis in the underground movement to assist slaves to escape. (Excerpts from slave narratives and abolitionist tracts of this period will bring these people and events alive for students.)

Toward a More Perfect Union: 1850-1879

In this unit students concentrate on the causes and consequences of the Civil War. They should discover how the issues of states rights and slavery eventually became too divisive to ignore or tolerate. They should understand the significance of such events as the Wilmot Proviso, the Compromise of 1850, the Kansas-Nebraska Act, the Ostend Manifesto, the Dred Scott case, and the Lincoln-Douglas debates. Students should understand the basic challenge to the Constitution and the Union posed by the secession of the southern states and the doctrine of nullification. The war itself should be studied closely, both the critical battlefield campaigns and the human meaning of the war in the lives of soldiers, free blacks, slaves, women, and others. Special attention should be paid to Abraham Lincoln's presidency, including his Gettysburg Address, the Emancipation Proclamation, and his inaugural addresses.

The Civil War should be treated as a watershed in American history. It resolved a challenge to the very existence of the nation, demolished (and mythologized) the antebellum way of life in the South, and created the prototype of modern warfare.

To understand the ordeal of Reconstruction, students should consider the economic and social changes that came with the end of slavery and how blacks attained political freedom and exercised power within a few years after the war. They should learn of the postwar struggle for control of the South and of the impeachment of President Andrew Johnson. A federal civil rights bill granting full equality to black Americans was followed by adoption of the thirteenth,

fourteenth, and fifteenth amendments. Black citizens, newly organized as Republicans, influenced the direction of southern politics and elected 22 members of Congress. Students should examine the Reconstruction governments in the South; observe the reaction of Southerners toward northern “carpetbaggers” and to the Freedman’s Bureau, which sent northern teachers to educate the ex-slaves; and consider the consequences of the 1872 Amnesty Act and the fateful election of 1876, followed by the prompt withdrawal of federal troops from the South.

Students should analyze how events during and after Reconstruction raised and then dashed the hopes of black Americans for full equality. They should understand how the thirteenth, fourteenth, and fifteenth amendments to the Constitution were undermined by the courts and political interests. They should learn how slavery was replaced by black peonage, segregation, Jim Crow laws, and other legal restrictions on the rights of blacks, capped by the Supreme Court’s *Plessy v. Ferguson* decision in 1896 (“separate but equal”). Racism prevailed, enforced by lynch mobs, the Ku Klux Klan, and popular sentiment. Students also should understand the connection between these amendments and the civil rights movement of the 1960s. Although undermined by the courts a century ago, these amendments became the basis for all civil rights progress in the twentieth century.

The Rise of Industrial America: 1877-1914

The period from the end of Reconstruction to World War I transformed the nation. This complex period was marked by the settling of the trans-Mississippi West, the expansion and concentration of basic industries, the establishment of national transportation networks, a human tidal wave of immigration from southern and eastern Europe, growth in the number and size of cities, accumulation of great fortunes by a small number of entrepreneurs, the rise of organized labor, and increased American involvement in foreign affairs. The building of the transcontinental railroad, the destruction of the buffalo, the Indian wars, and the removal of American Indians to reservations are events to be studied and analyzed. Reading Chief Joseph’s words of surrender to U.S. Army troops in 1877 will help students grasp the heroism and human tragedy that accompanied the conquest of this last frontier. By 1914 the face of the frontier had changed, and the forty-eighth state had entered the Union.

Progress was spurred by new technology in the farming, manufacturing, engineering, and producing of consumer goods. Mass production, the department store, suspension bridges, the telegraph, the discovery of electricity, high-rise buildings, and the streetcar seemed to confirm the idea of unending progress, only occasionally slowed by temporary periods of financial distress. Yet, beneath the surface of the “Gilded Age,” there was a dark side, seen in the activities of corrupt political bosses. It is evident in the ruthless practices of businesses; in the depths of poverty and unemployment experienced in the teeming cities; in the grinding labor of women and children in sweatshops, mills, and factories. It is also found in the prejudice displayed against Indians, blacks, Hispanics, Catholics, Jews, Asians, and other newcomers; and in the violence associated with labor unrest.

Students should examine the importance of social Darwinism, child labor, unregulated working conditions, and *laissez-faire* policies toward big business. They should consider the political programs and activities of Populists, Progressives, settlement house workers, muckrakers, and other reformers. They should follow the rise of the labor movement and understand the changing

role of government in affecting social and economic conditions. The consolidation of public education in the United States and the dramatic growth of public high school enrollments should be noted.

Students should discuss the worldwide growth of Militarism, Imperialism, and Nationalism. This period was notable for the extension of the United States beyond its borders. Students can trace the major trends in our foreign policy, from George Washington's Farewell Address to the Monroe Doctrine, from our involvement in the Spanish-American War to interventionist policies of Theodore Roosevelt and Woodrow Wilson, culminating in our entry into World War I. By discussing and debating the issues, students should be able to formulate appropriate questions about the American role in these wars. Literature should deepen students' understanding of life in this period.

Linking Past to Present

In this last unit students should examine the transformation of social conditions in the United States from 1914 to the present. They should assess major changes in the social and economic status of indigenous peoples, blacks, immigrants, women, religious minorities, children, and workers. Students should analyze the economic handicaps on the opportunities of a person without an education then and now. They should understand how economic changes have eliminated certain kinds of jobs and created others. They should have a sense of the economic growth in twentieth-century America that has drawn most people into the middle class while leaving a significant minority behind.

To understand the changes that have occurred in social conditions over time, students should analyze the role of the Constitution as a mechanism to guarantee the rights of individuals and to ban discrimination. Teachers should encourage discussion of the citizen's ethical obligation to oppose discrimination against individuals and groups and the converse obligation to work toward a society in which all people enjoy equal rights and a good life. In this unit students should ask themselves: How have things changed over time? Why did these changes occur? They should discuss how citizens in a democracy can influence events and, through participation, apply ethical standards to public life.

Grade 8--Major Topics by Trimester

Indigenous Tribes—A Part of each, “Big Idea,” to be integrated yearlong.

1st Trimester:

Connect to the Past:	Colonial Heritage
Religion:	Enlightenment
	English Economic System
Events to the American Revolution (“New in Depth”)	
War for Independence:	Ideas
	People
	Global Significance
Constitution:	Ideas
	Debates
	Long-term Costs
	Slavery, Etc.
New Nation:	Struggles (All People)
Regional Development:	West
	North
	East
	South
	Andrew Jackson and Removal
	Industrial Beginnings

2nd Trimester:

California (1850) to Reconstruction (1879)
Indian Wars (slavery to segregation)
Civil War
Industrial America: Indigenous Cultures
Railroad
Technology/Industrialization
Extraction Industries

3rd Trimester:

US in the Global Community:	Imperialism
	Nationalism
To the Present:	How to Influence Change over Time
	People Issues
	Minorities
	Have/Have Nots
	Civil Rights
	Social Conditions
	Events

Grade 8: Learner Competencies

8.1 Students understand the major events preceding the founding of the nation and relate their significance to the development of American constitutional democracy.

1. Describe the relationship between the moral and political ideas of the Colonial Period and the development of revolutionary fervor. (II, VI, IX, X)
2. Analyze the philosophy of government expressed in the Declaration of Independence, with an emphasis on Democratic ideals and on government as a means of securing individual rights. (IV, VI, X)
3. Analyze how the American Revolution affected other nations, including American Indian Nations. Students should be aware of the reality of tribal sovereignty as recognized by the British, and how that changed as the US gained independence. (I, II, X)
4. Describe the nation's blend of civic republicanism, classical liberal principles, and English parliamentary traditions. (I, IX, X)

8.2 Students analyze the political principles underlying the U.S. Constitution and compare the enumerated and implied powers of the federal government.

1. Discuss the significance of the Magna Carta, the English Bill of Rights, and the Mayflower Compact. (VI, X)
2. Analyze the Articles of Confederation, the US Constitution, and representative tribal constitutions. Analyze the success of each in implementing the ideals of the Declaration of Independence. (VI, X)
3. Evaluate the major debates that occurred during the development of the Constitution and their ultimate resolutions. Focus on shared power among institutions, Federalism, slavery, the rights of individuals and states, and the status of American Indian nations. (V, VI, X)
4. Describe the political philosophy underpinning the Constitution as specified in the *Federalist Papers* (authored by James Madison, Alexander Hamilton, and John Jay) and the role of such leaders as Madison, George Washington, Roger Sherman, Gouverneur Morris, and James Wilson in the writing and ratification of the Constitution. (V, VI, X)
5. Understand the significance of Jefferson's Statute for Religious Freedom as a forerunner of the First Amendment and the origins, purpose, and differing views of the founding fathers on the issue of the separation of church and state. (I, IV, V, VI, X)
6. Enumerate the powers of government set forth in the Constitution and the fundamental liberties ensured by the Bill of Rights. (V, VI, X)
7. Describe the principles of federalism, dual sovereignty, separation of powers, checks and balances, the nature and purpose of majority rule, and the ways in which the American idea of constitutionalism preserves individual rights. (V, VI, X)

8.3 Students understand the foundation of the American political system and the ways in which citizens participate in it.

1. Analyze the relationship between early state constitutions and the development of the American system of government. (V, VI, X)
2. Explain how the ordinances of 1785 and 1787 privatized national resources and transferred federally owned lands into private holdings, townships, and states. (IV, VI, VII)
3. Enumerate the advantages of a common market among the states as foreseen in and

protected by the Constitution's clauses on interstate commerce, common coinage, and full-faith and credit. (VI, VI)

4. Understand how the conflicts between Thomas Jefferson and Alexander Hamilton resulted in the emergence of two political parties (for example, view of foreign policy, Alien and Sedition Acts, economic policy, National Bank, funding and assumption of the revolutionary debt). (V, VI, VII, IX, X)
5. Know the significance of domestic resistance movements, including tribal resistance, and ways in which the central government responded to such movements (for example, Shays' Rebellion, the Whiskey Rebellion, Tecumseh, Creek War). (I, II, VI)
6. Describe the basic law-making process and how the Constitution provides numerous opportunities for citizens (as defined at the time) to participate in the political process and to monitor and influence government (for example, function of elections, political parties, interest groups). (V, VI, X)
7. Understand citizen's rights and responsibilities as defined in the Bill of Rights. (X)
8. Identify representative leaders from various levels of government (e.g. local, state, tribal, federal).

8.4 Students analyze the aspirations and ideals of the people of the new nation.

1. Describe the country's physical landscapes, political divisions, and territorial expansion. (III)
2. Explain the significance of famous speeches in establishing policy. (II, V, VI)
3. Analyze the rise of capitalism and the economic problems and conflicts that accompanied it. (II, VII)
4. Discuss daily life, including traditions in art, music, and literature, of early national America. (I, IV)

8.5 Students analyze U.S. foreign policy in the early Republic.

1. Understand the political and economic causes and consequences of the War of 1812 and know the leaders and events. (II, VII, IX)
2. Know the changing boundaries of the United States and describe the relationships the country had with its neighbors and Europe. Explain how those relationships affected westward expansion and the Mexican-American War. (II, III, IX)
3. Outline the major treaties with American Indian nations and the varying outcomes of those treaties. (I, II, III, VI)
4. Analyze the effectiveness of the Monroe Doctrine, then and now. (VI, IX)

8.6 Students analyze the divergent paths of the American people from 1800 to the mid-1800s and the challenges they faced, with emphasis on the Northeast.

1. Discuss the influence of industrialization and technological developments on the region, including human modification of the landscape and how physical geography shaped human actions (for example, growth of cities, deforestation, farming, mineral extraction). (III, VII, VIII)
2. Outline the physical obstacles to and the economic and political factors involved in building a network of roads, canals, and railroads (for example, Henry Clay's American System). (II, III, VII, VIII)
3. List the reasons for the wave of immigration from Northern Europe to the United States

- and describe the growth in the number, size, and spatial arrangements of cities (for example, Irish immigrants and the Great Irish Famine). (I, IX)
4. Describe the connection between European immigration and its effect on Westward expansion and Indian peoples. (for example, resettlement, Reservations, etc.) (I, III, IV, IX)
 5. Study the lives of black Americans who gained freedom in the North and founded schools and churches to advance their rights and communities. (I, II, IV)
 6. Trace the development of the American education system from its earliest roots, including the roles of religious and private schools, and policies related to Indian education. (I, II, IV, V)
 7. Examine the women's suffrage movement. (I, II, IV, V)
 8. Identify themes in American culture reflected in the fine arts. (I, II)
 9. Compare and illustrate the ways various groups (e.g. clubs, ethnic communities, American Indian tribes) meet human needs and concerns and contribute to personal identity.

8.7 Students analyze the divergent paths of the American people in the South from 1800 to the mid-1800s and the challenges they faced.

1. Describe the development of the agrarian economy in the South. Identify the locations of the cotton-producing states and discuss the significance of cotton and the cotton gin. (III, VII, VIII)
2. Trace the origins and development of slavery, its effects on black Americans and on the region's political, social, religious, economic, and cultural development. (I, II, VII, VIII)
3. Identify the strategies used by both the abolitionist and pro-slavery movements. (II, III)

8.8 Students analyze the divergent paths of the American people in the West from 1800 to the mid-1800s and the challenges they faced.

1. Discuss the importance of the Jacksonian era. (II, VI)
2. Describe the purposes, challenges, tragedies, and economic incentives associated with westward expansion. (II, III, IV, VII, VIII)
3. Describe the role of pioneer women and the new status that western women achieved (for example, Laura Ingalls Wilder, Annie Bidwell; slave women gaining freedom in the West; Wyoming granting suffrage to women in 1869). (I, II, IV, X)
4. Examine the development of water rights policies. (VII, VIII)
5. Describe the Texas War for Independence and the Mexican-American War, including territorial settlements, the aftermath of the wars, and the effects the wars had on the lives of American Indians and settlers. (II, III, VI, VII, IX)
6. Explain tribal and immigrant cultural contributions, patterns of migration, and their impact on westward settlement. (I, II, III)

8.9 Students analyze the early and steady attempts to abolish slavery and to realize the ideals of the Declaration of Independence.

1. Describe the leaders of the movement (for example, John Quincy Adams and his proposed constitutional amendment, John Brown and the armed resistance, Harriet Tubman and the Underground Railroad, Benjamin Franklin, Theodore Weld, William Lloyd Garrison, Frederick Douglass). (V, VI, X)

2. Discuss the abolition of slavery in early state constitutions. (II, VI, X)
3. Describe the significance of the Northwest Ordinance in education and in the banning of slavery in new states north of the Ohio River. (III, IV, VI, X)
4. Discuss the importance of the slavery issue as raised by the annexation of Texas and California's admission to the union as a free state under the Compromise of 1850. (III, IV, VI)
5. Analyze the significance of the States' Rights Doctrine, the Missouri Compromise (1820), the Wilmot Proviso (1846), the Compromise of 1850, Henry Clay's role in the Missouri Compromise and the Compromise of 1850, the Kansas-Nebraska Act (1854), the *Dred Scott v. Sandford* decision (1857), and the Lincoln-Douglas debates (1858). (I, II, VI, VI, X)
6. Describe the lives of free blacks and the laws that limited their freedom and economic opportunities. (I, IV, V, VI, VII)

8.10 Students analyze the multiple causes, key events, and complex consequences of the Civil War.

1. Compare states rights and federal authority with respect to the institution of slavery. (VI, X)
2. Identify the geographic and economic differences between the North and the South. (III, VII, VIII)
3. Identify the constitutional issues posed by the doctrine of nullification and secession. (VI, X)
4. Discuss Abraham Lincoln's presidency and his significant writings and speeches and their relationship to the Declaration of Independence, such as his "House Divided" speech (1858), Gettysburg Address (1863), Emancipation Proclamation (1863), and inaugural addresses (1861 and 1865). (II, IV, V, VI, X)
5. Compare positions of people on both sides of the war, including those of soldiers, leaders, blacks, women, and children. (I, III, V, VI)
6. Describe critical developments and events in the war, from Fort Sumter to Appomattox. (II, III, V, VI, VII)

8.11 Students analyze the character and lasting consequences of Reconstruction.

1. List the original aims of Reconstruction and describe its effects on the political and social structures of different regions, and the world. (II, III, VI, VII, X)
2. Identify the factors affecting the movement of former slaves to the cities in the North and to the West and their differing experiences in those regions (for example, the experiences of Buffalo Soldiers). (I, II, III, IV, V)
3. Understand the effects of the Freedmen's Bureau and the restrictions placed on the rights and opportunities of freedmen, including racial segregation and "Jim Crow" laws. (II, IV, V, VI)
4. Trace the rise of the Ku Klux Klan and describe the Klan's effects. (VI, V, VI)
5. Understand the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution and analyze their connection to Reconstruction. (VI, X)

8.12 Students analyze the transformation of the American economy and the changing social and political conditions in the United States in response to the Industrial Revolution.

1. Trace patterns of agricultural and industrial development as they relate to climate, use of natural resources, markets, and trade and locate such development on a map. (III, VII, VIII)
2. Discuss federal Indian policy, wars with American Indians and their relationship to US economic growth, and the relationship between federal and state governments to tribal governments with respect to tribal sovereignty. (I, II, III, IV, V, VI)
3. Explain how states and the federal government encouraged business expansion through tariffs, banking, land grants, and subsidies. (III, VII)
4. Discuss the position of entrepreneurs, industrialists, and bankers, in politics, commerce, and industry (for example, Andrew Carnegie, John D. Rockefeller, Leland Stanford).
5. Examine the labor movement, including its leaders (for example, Samuel Gompers), its demand for collective bargaining, and its strikes and protests over labor conditions. (II, IV, V, VI, VII, VIII)
6. Discuss child labor, working conditions, and laissez-faire policies toward big business. (II, IV, V, VI, VII, VIII)
7. Identify the new sources of large-scale immigration and the contributions of immigrants to the building of cities and the economy. Explain the ways in which new social and economic patterns encouraged assimilation of newcomers amidst growing cultural diversity. Discuss the new wave of nativism. (I, II, III, IV, V, VII, VIII, IX)
8. Identify the characteristics and impact of Grangerism and Populism. (IV, V)
9. Name the significant inventors and their inventions and identify how they improved the quality of life (for example, Thomas Edison, Alexander Graham Bell, Orville and Wilbur Wright). (IV, V, VII, VIII)

8.13 Students trace the major trends in American Foreign and Economic Policies to draw connections between past and present.

1. Discuss intervention policies in the early 20th Century. (V, VI, IX)
2. Assess major changes in social and economic status of minorities. (I, II, IV, V, VII)
3. Apply economic concepts to explain historical events, current situations, and social issues in local, Montana, tribal, National, or global concerns. (II, III, IV, V, VI, VII, VIII, IX)
4. Summarize major issues affecting the history, culture, tribal sovereignty, and current status of the American Indian tribes in Montana and the United States.

GRADES 6 THROUGH 8 HISTORICAL AND SOCIAL SCIENCES ANALYSIS SKILLS

The intellectual skills noted below are to be learned through, and applied to, the content standards for grades six through eight. They are to be assessed *only in conjunction with* the content standards in grades six through eight.

In addition to the standards for grades six through eight, students demonstrate the following intellectual reasoning, reflection, and research skills:

Chronological and Spatial Thinking

1. Students explain how major events are related to one another in time.
2. Students construct various time lines of key events, people, and periods of the historical era they are studying.
3. Students use a variety of maps and documents to identify physical and cultural features of neighborhoods, cities, states, and countries and to explain the historical migration of people, expansion and disintegration of empires, and the growth of economic systems.

Research, Evidence, and Point of View

1. Students frame questions that can be answered by historical study and research.
2. Students distinguish fact from opinion in historical narratives and stories.
3. Students distinguish relevant from irrelevant information, essential from incidental information, and verifiable from unverifiable information in historical narratives and stories.
4. Students assess the credibility of primary and secondary sources and draw sound conclusions from them.
5. Students detect the different historical points of view on historical events and determine the context in which the historical statements were made (the questions asked, sources used, author's perspectives).

Historical Interpretation

1. Students explain the central issues and problems from the past, placing people and events in a matrix of time and place.
2. Students understand and distinguish cause, effect, sequence, and correlation in historical events, including the long- and short-term causal relations.
3. Students explain the sources of historical continuity and how the combination of ideas and events explains the emergence of new patterns.
4. Students recognize the role of chance, oversight, and error in history.
5. Students recognize that interpretations of history are subject to change as new information is uncovered.
6. Students interpret basic indicators of economic performance and conduct cost-benefit analyses of economic and political issues.

GRADES 9, 10, 11, AND 12 WORLD GEOGRAPHY

Units of Credit:

One Semester (Elective)

Prerequisites:

None

Course Overview:

This course is a survey of world geography, correlated with the five major themes of geography: location, place, human environment, movement, and region. The content of World Geography is arranged around *The National Geography Content Standards*. These standards include the democratic ideals that shaped us, the responsible citizenship that sustains us, the cultural diversity that enriches us, the global perspective that we need in a changing world, the economic connections that shape our lives, and other factual information we need to know to understand social studies. Current events and their connections to cultural and physical geography comprise a regular part of the course. Students use and develop a wide variety of skills, including accessing, organizing, analyzing, applying, presenting, and reporting information in the context of the course content. Students engage in a variety of learning experiences, including activities such as note-taking, research, individual and group projects, presentations (such as multi-media, simulation exercises, and debates), and performance tasks.

World Geography: Topics By Quarter:

Quarter 1:

Defining Geography
Map Reading
Scales
System of Latitude and
 Longitude
Map Projection and
 Distortion
Careers in Geography
Conservation of
 Resources
Changing Demographics
Time Zones
Land Use
Climate and Weather
Physical and Cultural Geography
 Of North America

Quarter 2:

Physical and Cultural Geography of Regions:
 Latin America
 Australia and New Zealand
 North Africa and the Middle East
 Western and Eastern Europe
 Northern Europe
 Russia and the Republics of the
 Former Soviet Union
 Central Asia
 East Asia
 Sub Saharan Africa
Contemporary Issues in Geography

World Geography: Learner Competencies

WG1. The World in Spatial Terms: Students will use maps, globes, atlases, and grid-referenced technologies to acquire and process information about people, places, and environments.

1. Explain Earth's grid system and locate places using degrees of latitude and longitude.
2. Demonstrate that, as an attempt to represent the round Earth on flat paper, all maps distort and be able to evaluate the distortion associated with any given projection.
3. Explain that maps contain spatial elements of point, line, area, and volume.
4. Ask geographic questions and obtain answers from a variety of sources. Reach conclusions and give oral, written, graphic, and cartographic expression to conclusions.
5. Give examples of how maps are often used to convey biased information, so that critical analysis of map sources is essential.
6. Explain that people develop their own mental maps or personal perceptions of places in the world, that their experiences and culture influence their perceptions, and that these perceptions tend to influence their decision making.

WG2. Places and Regions: Students will acquire a framework for thinking geographically, including the location and unique characteristics of places. They will identify the physical and human characteristics of places. They will understand that people create regions to interpret Earth's complexity and that culture and experience influence people's perception of places and regions.

1. Name and locate the world's major bodies of water, major mountain ranges, major river systems, all countries, and major cities.
2. Categorize characteristics of places in terms of whether they are physical (natural) or cultural (human). Know and apply the sub-categories of physical and cultural characteristics when describing any given place.
3. Give examples of how places and regions change over time.
4. Give examples and analyze ways in which people's changing views of places and regions reflect cultural change.
5. Explain that the concept of "region" has been devised by people as a way of categorizing, interpreting, and ordering complex information about Earth.
6. Give examples of how people create regions to help them understand Earth's complexity.
7. Give examples of critical issues that may be region-specific and others that cross regional boundaries.

WG3. Physical Systems: Students will acquire a framework for thinking about Earth's physical systems: Earth/sun relationships, climate and related ecosystems, and land forms.

1. Recall and apply knowledge concerning Earth/sun relationships, including "reasons for seasons" and time zones.
2. Explain the difference between weather and climate.
3. Identify and account for the distribution pattern of the world's climates.
4. Describe the world patterns of natural vegetation and biodiversity and their relations to world climate patterns.
5. Integrate understandings concerning the physical processes that shape Earth's surface and result in existing land forms: plate tectonics, mountain building, erosion, and deposition.

WG4. Human Systems: Students will identify and analyze the human activities that shape Earth's surface, including population numbers, distribution and growth rates, rural and urban land use, ways of making a living, cultural patterns, and economic and political systems.

1. Explain the concept of population dynamics and, through maps, establish world patterns of population distribution, density, and growth. Relate population growth rates to health statistics, food supply, or other measures of well-being. Understand that patterns differ not only among countries but also among regions within a single country.
2. Hypothesize about the impact of push/pull factors on human migration in selected regions and about the changes in these factors over time.
3. Analyze the changing structure and functions of cities over time.
4. Identify the cultural contributions of various ethnic groups in selected world regions and countries, including the United States.
5. Classify the world's countries in terms of levels of economic development, as determined by Gross Domestic Product (GDP) per capita and key demographic and social indicators.
6. Explain the meaning of the word *infrastructure* and analyze its relationship to a country's level of development.
7. Point out specific situations where human or cultural factors are involved in global conflict situations and identify different viewpoints in the conflict; create scenarios under which these cultural factors would no longer trigger conflict.
8. Explain how different points of view influence policies relating to the use and management of Earth's resources.
9. Identify international organizations of global power and influence (North Atlantic Treaty Organization/NATO, the United Nations, the European Union, Association of Southeast Asian Nations/ASEAN, BENELUX, NAFTA, EU).

WG5. Environment and Society: Students will analyze ways in which humans affect and are affected by their physical environment.

1. Identify human-caused threats to the world's environment: atmospheric and surface pollution, deforestation, desertification, salinization, over-fishing, urban sprawl, and species extinction.
2. Identify ways in which occurrences in the natural environment can be a hazard to humans: earthquakes, volcanic eruptions, tornadoes, flooding, hurricanes and cyclones, and lightning-triggered fires.
3. Examine ways in which people in different parts of the world have adapted to the physical environment.
4. Evaluate ways in which technology has expanded the capability of humans to modify the physical environment and the ability of humans to mitigate the effect of natural disasters.
5. Examine the characteristics of major global environmental change.
6. Analyze examples of changes in the physical environment that have reduced the capacity of the environment to support human activity.
7. Analyze world patterns of resource distribution and utilization, and explain the consequences of use of renewable and nonrenewable resources.
8. Assess how people's perceptions of their relationship to natural phenomena have changed over time and analyze how these changing perceptions are reflected in human activity

and land use.

WG6. The Use of Geography: Students will understand the influence of physical and human geographic factors on the evolution of significant historic events and movements. They will apply the geographic viewpoint to local, regional, and world policies and problems.

1. Describe the ways in which Earth's physical processes are dynamic and interactive.
2. Identify major patterns of human migration, both in the past and present.
3. Understand the relationships between changing transportation technologies and increasing urbanization.
4. Evaluate the impact of human migration on physical and human systems.
5. Assess how people's changing perceptions of geographic features have led to changes in human societies.
6. Compare the attitudes of different religions toward the environment and resource use; consider the effect of religion on world economic development patterns, cultural conflict, and social integration.
7. Assess the growing worldwide impact of tourism. Consider the multiple effects of tourism on development countries.
8. Assess the consequences of population growth or decline in various parts of the United States. Determine whether the local community is growing or shrinking and develop long-range plans based on present trends.
9. Assess policies that are designed to guide the use and management of Earth's resources and that reflect multiple points of view.

GRADES 9, 10, 11, AND 12 MONTANA: PEOPLES AND ISSUES

Units of Credit:

One Semester (Elective)

Prerequisites:

None

Course Overview:

Montana History is a survey of state history with special emphasis on both Montana American Indian cultures and current issues. The content of this course is arranged around six of the National Council for the Social Studies themes. These standards include the democratic ideals that shape us, the responsible citizenship that sustains us, the cultural diversity that enriches us (with special emphasis on the rich heritage of American Indian culture), the global perspective that affects our changing world, and the economic and environmental connections that impact our lives. Students develop and use a variety of skills to include accessing, organizing, analyzing, applying, presenting (oral and written), and reporting information in the context of course content. Current events and issues and their connection to various aspects of Montana history will also constitute part of the course. Students engage in a variety of learning experiences including such activities as lecture and note taking, research, oral histories, individual and group projects, guest speakers, presentations (including multimedia), simulation exercises, debates, and performance tasks.

Montana: Peoples and Issues: Topics by Quarter:

Quarter 1:

Physical and Prehistoric Montana
The Explorers
Fur Trade and Missionaries
Transportation
The Gold Rush
Territorial Government and
Constitutional History

Quarter 2:

American Indians and Their Cultures
The Reservation System
The Livestock Boom
The Copper Industry
The Homestead Era
Depression
Mid-20th Century Montana:
War and Peace
The Clash of Closing the 20th Century

Montana: Peoples and Issues: Learner Competencies

M1. Power, Authority, and Governance: Students will understand the historical development and contemporary impact of the principles of democracy. (I)

1. Explain and compare American Indian and European democratic ideas and processes.
2. Describe the growth of democratic institutions with each wave of settlement.
3. Explain the political and economic impact of both Montana constitutions.
4. Give specific examples of how the "democratic ideal" helped shape periods of Montana history.
5. Demonstrate the impact of past and present United States government policies toward American Indian people on sovereignty/treaty issues.
6. Explore tribal governance.

M2. Civic Ideals and Practices: Students will understand and practice citizenship rights and responsibilities across various communities. (II)

1. Explain what "citizenship" meant to both majority and minority groups throughout the State's development.
2. Identify the development and expansion of civil rights through various political and cultural movements.
3. Demonstrate an understanding of the responsibilities and rights of citizens.

M3. Culture, Identity, and Groups: Students will understand how culture influences and diversity contributes to human development, identity, and behavior. (III)

1. Differentiate the contributions of American Indian people and other cultures to Montana life.
2. Explain the impact of the United States expansion on American Indian people.
3. Describe how the United States government ignored cultural diversity when establishing the seven reservations.
4. Describe conflicting cultural perspectives and goals of various groups and individuals within Montana.

M4. Global Connections: Students will gain an historical and contemporary perspective of world interconnectedness. (IV)

1. Provide examples of "global connection" in various periods of Montana history.
2. Demonstrate the associations among Montana state, national, and global regions.

M5. Production, Distribution, and Consumption: Students will investigate basic economic principles and the role economics plays in history and society.

(V)

1. Explain how boom and bust economies have affected the state.
2. Describe the development of Montana's economy and its relationship to national and global economies.
3. Demonstrate the interrelationship of maintaining a good environment and providing for economic opportunity.
4. Analyze the relationships between past and present economic and political events.
5. Identify and analyze the economic relationships between the seven reservations and the

State of Montana.

M6. People, Places, and Environment: Students will understand how people and places are tied to their environment. (VI)

1. Identify and differentiate the major geographic features of Montana.
2. Show how those geographic features impacted Montana's social, economic, and political life.
3. Explore how human decisions and actions affected the land and its resources and how those decisions continue to impact modern-day issues.

GRADES 9, 10, 11, AND 12 MODERN WORLD HISTORY

Units of Credit:

One Year (Elective)

Prerequisites:

None

Course Overview:

In this course students examine major turning points in the shaping of the modern world, from the late eighteenth century to the present. The course will emphasize the growing interdependence of people and cultures throughout the world.

The course will begin with a review of major world religions as they relate to the past and the modern world. These would include Hinduism, Judaism, Buddhism, Christianity and Islam. Students should review the impact of the Protestant Reformation and how it influenced Western thought.

Connecting with the Past: The Rise of Democratic Ideas

The course will review the rise of democratic ideas. Students need to know the source of the ideas by which we judge ourselves as a political system and a society.

The students should review significant democratic developments in England, particularly the Magna Carta, common law, the Parliament, and the English Bill of Rights of 1689. There should be a review of the significant ideas of the Enlightenment thinkers, such as Locke and Rousseau, and their effect on democratic revolutions in England, the United States, France, and Latin America. These revolutions were mileposts in the development of political systems committed to a democratic form of government. The philosophy of natural rights and natural law on which the democratic revolutions were based should be fully discussed and analyzed.

Students should understand that political ideals such as equality, justice under law, and freedom, were achieved at a high price, and are still not practiced in many parts of the world.

The Industrial Revolution

In the next period of concentrated study, students focus on the Industrial Revolution, beginning in eighteenth-century England, and the major changes that the mechanization of production brought to England's economy, politics, society, culture, and physical environment. There should be an analysis of the exploitation of people, the development of tenements, and the abhorrent working conditions. Students should examine responses to the Industrial Revolution, such as the development of labor unions, the emergence of socialist thought, the effect of Romantic art and literature and the social criticism of Charles Dickens. Students should be aware also of successful social reforms, such as the abolition of slavery and reform of the "poor laws." It should be noted that the Industrial Revolution occurred somewhat later, though not with precisely the same consequences, in France, Germany, Japan, and Russia.

World Cultures and The Rise of Imperialism and Colonialism

In this unit, students examine indigenous cultures and the worldwide imperial expansion that was fueled by industrial states' nationalist aspirations and demands for natural resources and markets. Students will identify the colonial possessions of such nations as France, Germany, Italy, Japan, the Netherlands, and the United States. Students should analyze cultures and patterns of global change in the era of New Imperialism by considering the regions and peoples of Africa, Asia, and Latin America.

World War I and Its Consequences

The growth of nationalism, imperialism, and militarism provides the backdrop for consideration of World War I, which permanently changed the map of Europe and deeply affected the rest of the world. Students should understand the political conditions and the failures of diplomacy that led to the outbreak of the war in Europe. Caused in large measure by nationalism, the war stimulated even greater nationalist impulses by dissolving old empires and promoting the spirit of self-determination. Students should gain an understanding of the meaning of total war, of wartime propaganda and of the pre-war isolationist resistance to the war by people in the United States.

Within the context of human rights and genocide, students should learn of the Ottoman government's mass deportation and systematic annihilation of the Armenian population in 1915 and the ways in which it became a prototype of subsequent genocides.

There should be an understanding of the disillusion that followed the war. In studying the significant consequences of the war, students should understand the importance of Woodrow Wilson's abortive campaign for the League of Nations, the rise of isolationism in the United States, the Versailles Treaty and the punitive terms of the peace imposed on Germany, the Russian Revolution, and the Balfour Declaration. The role of women in the war efforts should be examined including the effect women's involvement had on social attitudes--particularly the Roaring Twenties and the cult of domesticity. The advent of new technology should be analyzed.

The Rise of Totalitarianism in the Modern World

The aftermath of World War I planted the seeds for another world conflict a generation later. Students will analyze the rise of totalitarian governments including Nazi Germany, Imperial Japan, Fascist Italy and Stalinist Soviet Union. There should be an examination of how the political, economic and social conditions contributed to and responded to the rise of totalitarian regimes. Students should understand the role of appeasement and isolationism in the buildup to war.

The rise of Hitler should be examined in relation to Germany's postwar economic crisis, the collapse of the Weimar Republic, and Hitler's successful appeal to racism. Students will examine the cult of the Emperor in Japan, and the rise of militarism that led to the Japanese invasion of Manchuria and the brutal suppression of dissent in Japanese-conquered lands. Mussolini's rise to power should be evaluated, as well as Fascist Italy's close association with the Nazi Party in Germany. Students should investigate Communism and the centralization of power under the leadership of Stalin.

World War II: Causes and Consequences

Particular attention should be paid to the consequences of World War II--which continue to have so much importance in shaping the contemporary world. Students should realize which major nations formed the Allied and the Axis Powers. They should examine the German offensive, the Battle of Britain, the major turning points of the war and the effects of the Yalta Conference. Attention should be given to the war in the Pacific, including Japan's prewar expansion in East and Southeast Asia, its attack on Pearl Harbor, and the struggle for the Pacific. The impact of the use of nuclear weapons against Japan should be examined, particularly the global significance of these weapons and their impact on subsequent events.

Other important postwar developments to be studied include the establishment of the state of Israel, the population movement within and immigration to Europe and the changing roles of women in industrialized countries. The creation of the United Nations and the Universal Declaration of Human Rights should be evaluated and placed in the context of the post-war world. There should be an examination of the developing bi-polar world, including the post-war alliance systems, the Cold War, the Korean War and the Vietnam War.

Nationalism in the Contemporary World

Students will study the effects of nationalism in the contemporary world. Particular attention should be paid to the connections among political systems, economic development, and individual rights. By analyzing post-war nation building, students should be able to understand major national and international dilemmas occurring today.

Students should analyze instances of nation building in the contemporary world in the Middle East, Asia, Africa and Latin America. They should understand the geopolitical, cultural, military, economic and international challenges in different regions of the world. They should describe the recent history of the regions, their political divisions, key leaders, religious systems, natural features, resources and population patterns. Trends in the regions should be examined as to whether they serve the causes of individual freedom.

The former Soviet Union, its spheres of influence, communist ideology and the human cost of the system should be studied. Soviet hegemony over Eastern Europe should be analyzed as well as its military might. The downfall of the Berlin Wall and the collapse of the Soviet system should be examined as well as the impact of the end of the cold war on the world at large.

Twentieth century China will be examined, including the downfall of the dynastic system, early nationalism, the rise of Chinese communism, problems under Mao, the changing economic structure of the country and its modern development. China's dominant position in East Asia will be studied, as well as its future importance on the world stage.

The post-colonial Middle East should be investigated. This region has been in almost continual ferment--not only because of wars between Israel and the Arab nations but also because of tensions between Arab nations and among different Islamic groups, such as Sunni and Shiite Muslims. The fragile political affairs of the area are further aggravated by its strategic importance as a supplier of oil to the industrialized world, the unresolved problems of the

displaced Palestinian refugees, the recurrent use of terrorism among adversaries, the disruptions associated with traditional cultures and the forces of modernization. Students should be aware of the peace process in the Middle East including the role of the United States in the peace efforts.

Africa should be studied as part of a complex and interdependent world. Students should review briefly the once great kingdoms of Africa. They should learn that between the seventeenth and nineteenth centuries more than ten million Africans were enslaved and transported to the Western Hemisphere and that about 400,000 slaves were brought to British North America. Students should recognize that the African slave trade existed centuries before the first European contacts; however, the acute labor shortage in the New World created a vast new market for slave labor and systematically depleted Africa of successive generations of young men and women. Social, cultural, and economic disruption of Africa culminated in the 1884 Berlin Conference and a scramble for colonies. Students should analyze the effects of centuries of exploitation, including the state-sanctioned policy of Apartheid in South Africa. Students should realize that African states have only recently achieved their independence from colonial rule.

Students will examine some developing Latin American nations, beginning with a geographic overview of Central and South America, including the regions' political divisions, natural features, resources and population patterns. There should be a study of contemporary problems, understanding that there are differing perspectives on those problems. This focus should help students develop the critical thinking skills of an informed citizenry in the contemporary world.

Modern World History: Topics by Quarter

Quarter 1:

Review of major world religions
Protestant Reformation
Democratic developments in England
Enlightenment thinkers
Revolutions: England, US, France
Industrial Revolution
Reactions to Industrial Revolution

Quarter 2:

Imperialism
Nationalist aspirations
Colonial possessions
Buildup to WWI
WWI and its consequences
Disillusion following war
Russian revolution

Quarter 3:

Rise of Totalitarian governments
Hitler and the Weimar Republic
Japanese militarism
WWII causes and consequences
Post war developments
State of Israel
Cold War

Quarter 4:

Nationalism in contemporary world
Collapse of Soviet Union
Former Soviet Union
Twentieth Century China
Post colonial Middle East
Africa and end of colonialism
Latin American nations

Modern World History: Learner Competencies

MWH1. Students compare and contrast the Glorious Revolution of England, the American Revolution, and the French Revolution and their enduring effects worldwide on the political expectations for self-government and individual liberty.

1. Compare the major ideas of philosophers and their effects on the democratic revolutions in England, the United States, France, and Latin America (e.g., John Locke, Charles-Louis Montesquieu, Jean-Jacques Rousseau, Simon Bolivar, Thomas Jefferson, James Madison). (II, IV, VI, X)
2. List the principles of the Magna Carta, the English Bill of Rights (1689), the American Declaration of Independence (1776), the French Declaration of the Rights of Man and the Citizen (1789), and the U.S. Bill of Rights (1791). (II, IV, VI, X)
3. Understand the unique character of the American Revolution, its spread to other parts of the world, and its continuing significance to other nations. (IX, X)
4. Explain how the ideology of the French Revolution led France to develop from constitutional monarchy to democratic despotism to the Napoleonic Empire. (II, IV, VI, X)
5. Discuss how nationalism spread across Europe with Napoleon but was repressed for a generation under the Congress of Vienna and Concert of Europe until the Revolutions of 1848. (II, VI)

MWH2. Students analyze the effects of the Industrial Revolution in England, France, Germany, Japan, and the United States.

1. Analyze why England was the first country to industrialize. (II, III, VII, VIII)
2. Examine how scientific and technological changes and new forms of energy brought about massive social, economic, and cultural change (e.g., the inventions and discoveries of James Watt, Eli Whitney, Henry Bessemer, Louis Pasteur, Thomas Edison). (II, VIII)
3. Describe the growth of population, rural to urban migration, and growth of cities associated with the Industrial Revolution. (III, IV)
4. Trace the evolution of work and labor, including the demise of the slave trade and the effects of immigration, mining and manufacturing, division of labor, abhorrent working conditions, poor living conditions and the union movement. (I, III, V, VII, VIII)
5. Understand the connections among natural resources, entrepreneurship, labor, and capital in an industrial economy. (III, VII, VIII)
6. Analyze the emergence of capitalism as a dominant economic pattern and the responses to it, including Utopianism, Social Democracy, Socialism, and Communism. (V, VII)
7. Describe the emergence of Romanticism in art and literature (e.g., the poetry of William Blake and William Wordsworth), social criticism (e.g., the novels of Charles Dickens), and the move away from Classicism in Europe. (I, IV)

MWH3. Students analyze patterns of global change in the era of Imperialism.

1. Describe the rise of industrial economies and their link to imperialism and colonialism (e.g., the role played by national security and strategic advantage; moral issues raised by the search for national hegemony, Social Darwinism, and the missionary impulse; material issues such as land, resources, and technology). (I, II, VII)
2. Discuss the locations of the colonial rule of such nations as England, France, Germany,

- Italy, Japan, the Netherlands, Russia, Spain, Portugal, and the United States. (III)
3. Explain imperialism from the perspective of the colonizers and the colonized. Include the immediate and long-term responses by the people under colonial rule. (I, VII, and IX)
 4. Describe the independence struggles of the colonized regions of the world, including the roles of leaders, such as Sun Yat-sen in China, and the roles of ideology and religion. (V, VI)

MWH4. Students analyze the causes and consequences of the First World War.

1. Analyze the arguments for entering into war presented by leaders from all sides of the Great War and the role of political and economic rivalries, ethnic and ideological conflicts, domestic discontent and disorder, and propaganda and nationalism in mobilizing the civilian population in support of “total war.” (I, II, V, VII, IX)
2. Explain how the Russian Revolution and the entry of the United States affected the course and outcome of the war. (II, VI)
3. Understand the nature of the war (trench warfare) and its human costs (military and civilian) on all sides of the conflict, including how colonial peoples contributed to the war effort. (II, III, VIII)
4. Discuss human rights violations and genocide, including the Ottoman government’s actions against Armenian citizens. (I, V, VI)
5. Analyze the aims and negotiating roles of world leaders, the terms and influence of the Treaty of Versailles and Woodrow Wilson’s Fourteen Points, and the causes and effects of the United States’ rejection of the League of Nations on world politics. (V, VI, IX)
6. Describe the effects of the war and resulting peace treaties on population movement, the international economy, and shifts in the geographic and political borders of Europe and the Middle East. (III, VII, X)
7. Understand the widespread disillusionment with prewar institutions, authorities, and values that resulted in a void that was later filled by totalitarians. (VI)
8. Discuss the influence of World War I on literature, art, and intellectual life in the West (e.g., Pablo Picasso, the “lost generation” of Gertrude Stein, Ernest Hemingway). (I)

MWH5. Students analyze the rise of totalitarian governments after World War I.

1. Understand the causes and consequences of the Russian Revolution, including Lenin’s use of totalitarian means to seize and maintain control (e.g., the Gulag). (VI)
2. Trace Stalin’s rise to power in the Soviet Union and the connection between economic policies, political policies, the absence of a free press, and systematic violations of human rights (e.g., the Terror Famine in Ukraine). (II, VI, II, IX)
3. Analyze the rise, aggression, and human costs of totalitarian regimes (Fascist and Communist) in Germany, Italy, Japan and the Soviet Union, noting especially their common and dissimilar traits. (II, VI, IX)

MWH6. Students analyze the causes and consequences of World War II.

1. Compare the German, Italian, and Japanese drives for empire in the 1930s, including the 1937 Rape of Nanjing, other atrocities in China, and the Stalin-Hitler Pact of 1939. (VI)
2. Understand the role of appeasement, nonintervention (isolationism), and the domestic distractions in Europe and the United States prior to the outbreak of World War II. (VI, VII, IX)

3. Identify and locate the Allied and Axis powers and discuss the major turning points of the war, the principal theaters of conflict, key strategic decisions, and the resulting war conferences. (II, VI, IX)
4. Describe the political, diplomatic, and military leaders during the war e.g., Winston Churchill, Franklin Delano Roosevelt, Emperor Hirohito, Adolf Hitler, Benito Mussolini, Joseph Stalin, Douglas MacArthur, Dwight Eisenhower). (V)
5. Analyze the Nazi policy of pursuing racial purity, especially against the European Jews; its transformation into the Final Solution; and the Holocaust that resulted in the murder of six million Jewish civilians. (I, II, IV, V)
6. Discuss the human costs of the war, with particular attention to the civilian and military losses in Russia, Germany, Britain, the United States, China, and Japan. (III, IV, VII)
7. Compare the economic and military power shifts caused by the war, including the Yalta Pact, the development of nuclear weapons, Soviet control over Eastern European nations, and the economic recoveries of Germany and Japan. (VII, VIII, X)
8. Analyze the causes of the Cold War, the developing bi-polar world, including competition for influence in such places as Egypt, the Congo, Vietnam, and Chile. (I, V, VII)
9. Understand the importance of the Truman Doctrine and the Marshall Plan, which established the pattern for America's postwar policy of supplying economic and military aid to prevent the spread of Communism and the resulting economic and political competition in arenas such as Southeast Asia (i.e., the Korean War, Vietnam War), Cuba, and Africa. (II, V, VII)

MWH7. Students analyze nationalism in the contemporary world.

1. Analyze the Chinese Civil War, the rise of Mao Zedong, and the subsequent political and economic upheavals in China (e.g., the Great Leap Forward, the Cultural Revolution, and the Tiananmen Square uprising). (I, II, III, V)
2. Describe the uprisings in Poland (1952), Hungary (1956), and Czechoslovakia (1968) and those countries' resurgence in the 1970s and 1980s as people in Soviet satellites sought freedom from Soviet control. (II, V, VI)
3. Understand how the forces of nationalism developed in the Middle East, how the Holocaust affected world opinion regarding the need for a Jewish state, and the significance and effects of the location and establishment of Israel on world affairs. (II, III, IV, X)
4. Analyze the reasons for the collapse of the Soviet Union, including the weakness of the command economy, burdens of military commitments, and growing resistance to Soviet rule by dissidents in satellite states and the non-Russian Soviet republics. (I, VII, VIII)
5. Discuss the establishment and work of the United Nations and the purposes and functions of the Warsaw Pact, SEATO, NATO, and the Organization of American States. (V, VI)
6. Describe the historical past and recent events of Africa and Latin America, including political divisions and systems, key leaders, religious issues, natural features, resources, and population patterns. (I, II, III, V, VII, X)
7. Discuss the important trends in the world today and whether they appear to serve the cause of individual freedom and democracy. (X)

GRADES 9, 10, 11, AND 12 ANCIENT WORLD HISTORY

Units of Credit:

One Year (Elective)

Prerequisites:

None

Course Overview:

World History is designed to trace the development of humans from earliest times to the 18th century. This course emphasizes that geography, religion, and culture plays a great part in shaping eastern, western, and African civilizations. It includes the exploration of political, economic, and social systems in history and the cultural achievements and contributions of the civilizations.

Students will identify and understand major events, ideas, and characteristics of civilizations. They will investigate current issues to discover the relevance of history to the present. Students will be provided a variety of learning experiences including lecture and note taking, group projects, research, multi-media presentations, stimulation exercises, and role-playing.

Ancient World History Topics by Quarter:

Quarter 1

Prehistory
Ancient Mesopotamia
Judaism
Ancient Egypt
Ancient India
Ancient China

Alternative Quarter 1

Prehistory
Ancient Mesopotamia
Judaism
Ancient Egypt
Ancient India (Harappan)
Rise of Hinduism and Buddhism

Quarter 3

Byzantine civilization
Islamic civilization
Medieval Europe
Renaissance and Reformation
Civilizations of Africa and the Americas
Exploration and Colonization

Quarter 2

Greek civilization
Roman civilization
Rise of Christianity
Aryan civilization
Rise of Hinduism and Buddhism
Early Chinese dynasties
Confucianism, Legalism, Daoism

Alternative Quarter 2

Ancient China (Shang and Zhou)
Chinese dynasties (Chin and Han)
Confucianism, Legalism, Daoism
Greek civilization
Roman civilization
Rise of Christianity

Quarter 4

East Asian Civilizations
Feudal period of Japan and Civilizations of Southeast Asia
Period of absolute monarchs in Europe
Revolution in England
Scientific Revolution and Enlightenment
French Revolution

Ancient World History: Learner Competencies

AWH1. Students will trace the changes in human evolution, emphasizing the recent finds of early hominids in Africa.

1. Students will examine the life and migration of the early hominids and trace the recent finds beginning with Lucy. (I, II, III, IV)
2. Students will compare the cultures of Paleolithic and Neolithic societies. (I, III, IV, V)

AWH2. Students will understand the unique characteristics of the early river valley civilizations.

1. Students will show how geography shaped the civilizations of Mesopotamia and Egypt. (I, III)
2. Students will examine the centralized government (theocracy) of Ancient Egypt and the development of law in Babylonian civilization. (IV, V, VI)
3. Students will understand the unique character of the monotheism of the Israelites. (III, IV, V)
4. Students will examine why the Harappan civilization was unique and why ancient China (Shang) can be called the oldest continuing civilization. (I, II, III, VI)

AWH3. Students will trace the development of Hinduism and Buddhism.

1. Students will examine how Hinduism evolved out of Aryan cultural and religious practices. (I, IV, V)
2. Students will know the beliefs of Hinduism and how it practiced today. (IV, V, VI)
3. Students will understand how Buddhism evolved from Hinduism. (IV, V, VI)
4. Students will know the practices of Buddhism and reasons for its spread. (II, IV, V, VI)

AWH4. Students will understand the importance of rise of centralized dynasties in China and the philosophies that evolved when China was divided.

1. Students will examine how the unrest of the Zhou dynasty leads to the development of Confucianism, Legalism, and Daoism. (IV, V, VI)
2. Students will understand the philosophies of Confucianism, Legalism and Daoism. (V, VI)
3. Students will compare the Qin and Han dynasties. (I, II, III, V, VI)

AWH5. Students will learn and appreciate the importance of the Greek civilization and its impact on modern Western civilization.

1. Students will examine the Greek emphasis on humanism and how that made Greek civilization different from earlier civilizations. (IV, V)
2. Students will trace the development of democracy in Athens. (V, VI, X)
3. Students will study the important ideas of the major Greek philosophers. (IV, V)
4. Students will examine how Greek literature, architecture, and sculpture has influenced Western civilization. (III, IV, V)
5. Students will learn how the Hellenistic period spread and advanced Greek ideas. (II, III, VIII, IX)

AWH6. Students will examine the importance and contributions of Roman civilization and will trace the rise of Christianity.

1. Students will examine the development of the Roman republic. (VI, IX, X)
2. Students will learn the economic, political, and social effects of the Punic wars on Rome. (VI, IX, X)
3. Students will compare the government under the republic versus the government under the Roman Empire. (V, VI, X)
4. Students should appreciate the lasting reforms of Augustus that led to Pax Romana. (VI, IX, X)
5. Students will trace the rise of Christianity from the birth of Jesus to the adoption of Christianity as the official religion of Rome. (IV, V)
6. Students will examine the causes that led to the decline of Rome. (V, VI, X)

AWH7. Students will understand achievements and influence of the Byzantine Empire.

1. Students will examine the role of Christianity in the Byzantine Empire and how differences in Christianity led to the split of the Christian church. (V, VI)
2. Students will analyze Justinian's Code and relate its contribution to modern legal systems. (VI, X)
3. Students will study the achievements of Byzantine architecture. (III, IX)
4. Students will trace the political and cultural influence of the Byzantine Empire on Slavic cultures to the north, including Russia. (III, VII, VII, IX)

AWH8. Students will understand the rise and impact of Islam.

1. Students will study the development of beliefs and practices of Islam. (I, III, IV, V, VI)
2. Students will examine the reasons for the rapid growth and spread of Islam into an empire. (II, III, IX)
3. Students will appreciate the Islamic cultural achievements from the 7th to 15th century. (I, IV, VIII)
4. Students will analyze role of Islam in contemporary history and society. (VI, IX, X)

AWH9. Students examine the characteristics and history of Medieval Europe.

1. Students will understand the decentralized political system of feudalism and manorialism. (V, VI, IX, X)
2. Students will examine the reasons for the power and influence of the Roman Catholic Church and later challenges to its authority. (VI, X)
3. Students will compare the early Middle Ages with the later Middle Ages. (II, III)
4. Students will analyze the principles and the importance of the Magna Carta and its influence on modern democratic ideals. (VI, VIII, IX, X)
5. Students will compare Romanesque and Gothic architecture. (VIII, IX)
6. Students will analyze the effects of the growth of towns and revival of trade, the Black Death, the crusades, and the Hundred Years' War with the decline of medieval civilization and the beginning of the modern period. (III, VI, VII, IX)

AWH10. Students examine reasons why the Renaissance is transitional period in history leading to the modern period.

1. Students will examine why the Renaissance began in Florence and its eventual spread to

- northern Europe. (II, III)
2. Students will analyze how the ideas of humanism transformed society. (I, IV)
 3. Students will examine the role of the Medici family and the change in political philosophy as seen in *The Prince*. (III, IV, V, VI)
 4. Students will appreciate the artistic achievements of the Renaissance. (I, IX)

AWH11. Students will examine the causes and the effects of the Protestant Reformation.

1. Students will study the life of Martin Luther and the role he played in the initial split of the Roman Catholic Church. (III, IV, V)
2. Students will examine reasons for the continuing split of the Roman Catholic and the roles of other religious reformers. (III, IV)
3. Students will study the changes brought about by the Catholic/Counter reformation. (V, VI)

AWH12. Students will examine the civilizations of Africa and the Americas.

1. Students will examine the civilizations of Kush and Aksum and the trading states of Africa. (I, II, III)
2. Students will study the trading states of East Africa and Zimbabwe. (I, II, III)
3. Students will study the civilizations of Ghana and Mali. (I, II, III)
4. Students will examine the civilizations of Meso America and Andean South America. (I, II, III)

AWH13. Students will study the age of exploration and colonization of the Americas.

1. Students will review the age of exploration. (II, III, IX)
2. Students will study the effects of European colonization on Native Americans. (II, III, IX)
3. Students will study the effects of European colonization on the exchange of products and ideas in a new global economy. (II, III, IX)

AWH14. Students will study the civilizations of East Asia.

1. Students will study the accomplishments of the short-lived Sui dynasty. (I, III, IV)
2. Students will learn how the Tang dynasty created a vast empire and restored the Chinese bureaucracy along with its examination system. (V, IX, X)
3. Students will examine the reasons why the Song dynasty will reunite China and return China to prosperity. (VI, VII, IX)
4. Students will compare Chinese society and especially the role of women during the Tang and Song dynasties. (I, IV, V)
5. Students will relate the achievements (a time of inventions and artistic brilliance) of the Tang and Song dynasties. (III, IV, V, VIII)
6. Students will study the development of the Mongol Empire and its effect on China. (I, II, III, VI)
7. Students will examine the effects of geography and the cultural influences of Shinto on the people of Japan. (I, II)
8. Students will study the life and achievements of the Heian period. (III, IV)
9. Students will analyze why feudalism develops in Japan and the importance of the Samurai warrior. (VI, X)

10. Students will study the reasons for the success of the Kamakura shogunate. (III, V, VI, IX)
11. Students will study the kingdoms of Korea and the civilizations of Southeast Asia. (I, II, III)

AWH15. Students will examine the rise of the absolute monarchs in Europe.

1. Students will analyze and compare the reasons for the development of absolute monarchies in England, Spain, France, Russia, Prussia, and Austria. (IV, VI)
2. Students will examine why Louis XIV of France is the best example of an absolute monarch in Europe. (III, V)
3. Students will analyze the effect that individual personalities had on the shaping of these various monarchies. (II, III)

AWH16. Students will analyze the causes and effects of Revolution in England.

1. Students will examine the reasons why Elizabeth was successful in dealing with the problems facing England. (V, VI, X)
2. Students will examine the reasons why the policies of the James I and Charles I led to civil war in England. (III, IV)
3. Students will analyze why the dictatorship of Oliver Cromwell led to a return to monarchy and eventually to the rise of Parliament and development of constitutional monarchy. (III, IV)
4. Students will read primary sources (such as Petition of Rights, the English Bill of Rights, and the Second Treatise on Government) and analyze the role they played in the development of constitutional government in England. (III, X)

AWH17. Students will study the effects of the Scientific Revolution and the Enlightenment.

1. Students will study how new ideas in astronomy brought about a revolution in new theories and inventions. (III, VIII)
2. Students will examine how the Scientific Revolution led to a revolution in political and economic thought. (VI, VIII)
3. Students will analyze the ideas of Hobbes, Locke, Voltaire, Montesquieu, and Rousseau. (III, VIII)
4. Students will examine the legacy of the enlightenment thinkers. (X)

AWH18. Students will examine the causes, the course of events, and the effects of the French Revolution.

1. Students will examine the long-term political, economic, and social causes and the short term sparks of the French Revolution. (V, VI, IX, X)
2. Students will trace the events and changes of the moderate, radical, and conservative phases of the French Revolution. (VI, IX, X)
3. Students will examine in depth some aspects of the French Revolution by studying/analyzing political documents, literature, newspaper editorials, cartoons, and films covering the period. (III, VI, X)
4. Students will examine why events of the French Revolution led to the rise and dictatorship of Napoleon. (III, VI, X)
5. Students will study what principles of the French Revolution Napoleon preserved and

what principles he destroyed. (V, VI, IX, X)

GRADE 10 MODERN WORLD HISTORY/HONORS ENGLISH 2

Units of Credit:

One Year (Elective), One Year Honors Sophomore English

Prerequisites:

None

Course Overview:

This course is a collaborative approach to the study of world cultures and includes credit for World History and Honors Sophomore English.

Legacy of Greece and Rome/Major Religions

In this course students examine major turning points in the shaping of the modern world, from the Renaissance to the present. The course will emphasize the importance of literature, art, music, philosophy, science and technology, as well as the growing interdependence of people and cultures throughout the world.

The course will contain a survey of the major world religions as they relate to the past and the modern world. These include Hinduism, Judaism, Buddhism, Christianity, and Islam. Students will investigate current world issues in order to integrate events of the past with contemporary affairs.

Students will study the evolution of democracy, analyzing its origins in Greece and Rome and in the Judeo-Christian tradition. Students will examine the historian and the philosopher of Greece and Rome and their emerging ideas on democracy and law.

Renaissance and Reformation

Students will analyze new ideas and values that led to the Renaissance and the Reformation. This will include instruction on humanism as well as the influence of the church and contemporary philosophy and the emergence of common law.

Muslim Empires

Students will analyze the rise and decline of the Muslim empires between 1300-1700 including the great empires based in today's Turkey, Iran, and India. A full discussion will include the Ottoman Empire and the Mughal Empire, and their effect on cultural blending in the contemporary world.

Scientific Revolution and the Enlightenment

Students will analyze events that led Enlightenment scientists and thinkers to challenge old ideas in the arts, religion, government, and society. They will evaluate notions of power and authority in a changing European view of government and society. Discussion will include the philosophers Thomas Hobbs and John Locke and their perspectives on government and human nature, as well as other philosophers of the period.

Empires of Japan and China

Students will examine 15th century European exploration and China and Japan's withdrawal into isolation.

Fifteenth Century Colonialism and Expansion

Students will understand mercantilism, slavery, and the legacy of colonization. This unit will describe the voyages of the earliest explorers from Spain and Portugal. Students will also evaluate the causes of slavery and the consequences of the Atlantic slave trade.

Democratic Revolutions, Balance of Power in Europe

Students will investigate the cause, course, and consequence of revolutions in France and the United States. Students will describe the events and the aftermath of the reign of terror and of the American Revolutionary War. Students will evaluate democratic reform, the balance of power in Europe, and the outcome of the Congress of Vienna.

Industrial Revolution

Students will trace key events in the Industrial Revolution and analyze the effects on society, the economy and politics. Students will trace the spread of the Industrial Revolution from England to other countries. Students will examine the factory system and how it changed the way people lived and worked. Students will explain the origins of socialism and Marxism as well as the unions and legislative reform.

Eighteenth and Nineteenth Century Nationalism and Imperialism

Students will survey colonial expansion in the 17th and 18th centuries, and the impact of European influence throughout the world. Students will evaluate the benefits and problems of imperialism and empire building in Africa, India, the Middle East, and Asia. Students will learn that demand for resources and national status drove Europeans to seek colonial possessions.

World War I and the Russian Revolution

Students will investigate the cause, course, and consequences of World War I, including the arms buildup, the alliance system, and the Treaty of Versailles. Students will begin to evaluate global peace efforts by examining the League of Nations. Students will also interpret conditions leading to the Russian Revolution and the rise of the Soviet Union.

The Interwar Period

Students will examine political, social, and technological changes that brought the world to the brink of World War II. Students will compare the rising political systems of Fascism and Nazism, and evaluate Japan's growing influence. Students will trace the spread of the economic depression throughout the world and its contribution to World War II.

Totalitarianism and World War II

Students will explore the cause, course, and consequences of World War II, including the alliance systems, the technology of war, the Holocaust, and the homefront. Students will evaluate Japanese expansionism. Students will understand the creation of the United Nations

and the Universal Declaration of Human Rights as responses to global conflict.

The Cold War

Students will understand the conflicts between competing economic systems in the post-war world and the restructuring of alliances. They will evaluate proxy wars in Vietnam, Korea, Latin America, and Africa. Students will also examine the rise of the non-aligned movement.

Nationalism in the Contemporary World

Students will trace post-war independence movements that overthrew colonial political systems. Examples will include struggles in India, Africa, and the Middle East. Students will evaluate competing nationalist movements and the resulting economic instability in these regions.

The Rise and Fall of the Soviet Union

Students will evaluate Soviet policies that hastened the collapse of the Soviet Union and led to the birth of many new nations in East Europe. Students will evaluate how democratic reform brought important political and economic changes to the Soviet Union. Reform also led to devolution of important ethnic communities in the former Yugoslavia and Germany.

The Rise of the European Union and Globalization

Students will research conditions leading to Western Europe's political and economic cooperation in the form of the European Community. They will evaluate the evolution into the European Union and the expansion of the union to include newly reunified Germany and former Soviet satellites. Students will focus on the growing global interdependence.

The Modern World: The Global South

Students will assess the struggle for nationhood in Asia, the Middle East, Africa, and Latin America, and evaluate nationalism and the struggle for democracy. Students will examine how modernization has presented challenges in these regions such as ethnic and border conflict, urbanization, democratization, and population growth.

Modern World History/Honors English 2: Topics by Quarter:

Quarter 1:

Legacy of Greece and Rome
The Renaissance
The Muslim World
The Reformation and the Scientific
Revolution
The Enlightenment
Exploration and the Overseas Empire
Chinese and Japanese Empires

Quarter 2:

Democratic Revolutions
The Industrial Revolution
Nationalism and Imperialism:
China, Africa, India, Latin
America, Middle East
World War I and The
Russian Revolution
The Interwar Period
Collapse of Imperial China
Rise of Japan

Quarter 3:

World War II
The Cold War
Decolonization: Africa, India,
Asia, Latin America
The Rise and Fall of the
Soviet Union

Quarter 4:

The Rise of the European Union and
Globalization
Middle East
Africa
Latin America
Asia

Modern World History/Honors English 2: Learner Competencies

1. Students evaluate importance of literature, art, music, philosophy, science and technology, and interdependence of people. (I, II, VIII, IX)
2. Students will survey major world religions and integrate events of the past with current affairs. (I, VI, V, IX)
3. Students will study democracy. (II, V, VI, IX)
4. Students will trace the values leading to the Renaissance and the Reformation. (I, V)
5. Students will study the rise and decline of Muslim empires. (I, II, V, VI, IX, X)
6. Students will evaluate Enlightenment philosophy. (I, II, III, IV, V, VI, VIII, X)
7. Students will examine 15th Century exploration and its impact on the world. (I, III, V, VI, VII, VIII, IX)
8. Students will understand revolutions in Europe and North America. (III, V, VI, VII, IX, X)
9. Students will trace the Industrial Revolution and its effects on society. (IV, VII, VIII)
10. Students will survey colonial expansion. (I, III, V, VI, VII, IX)
11. Students will investigate the cause, course, and consequences of World War I. (III, VI, VII, VIII, IX, X)
12. Students will examine the inter-war period. (VI, VII, VIII, IX)
13. Students will trace the cause, course, and consequences of World War II. (II, III, IV, V, VI, VII, VIII, IX, X)
14. Students will evaluate a polarized post-war world. (II, III, IV, V, VI, IX, X)
15. Students will trace Asian and African independence movements. (I, V, VI, IX, X)
16. Students will evaluate the rise and fall of the Soviet Union and the birth of new nations. (III, V, VI, IX, X)
17. Students will trace the expansion of the European states into the European Union. (I, II, III, IV, V, VI, VII, VIII, IX, X)
18. Students will assess the struggle for nationhood in former colonial holdings. (I, IV, VI, X)

GRADES 10, 11, AND 12 PSYCHOLOGY

Units of Credit:

One Semester (Elective)

Prerequisites:

None

Course Overview:

This course provides students the opportunity to explore psychology as the scientific study of mental processes and behavior. Areas of study include the field of psychology including the scientific method, development, cognition, personality, assessment and mental health, and the socio-cultural and biological bases of behavior. It is the overall content goal that students would demonstrate an acceptable degree of mastery of the basic concepts, principles, and processes of psychology with the understanding that social behavior and attitudes are largely learned. This learning is situated in historical times. Thus, the historical experience of certain groups of people who have been regarded as racial or ethnic minorities, and even inferior at different times in history, will necessarily be part of the curriculum. The psychology course should provide substantive content and opportunity for self-differences in people who vary by ethnicity, race, class, sexual orientation, religion, age, gender and able-bodiedness. Integrating frameworks for understanding diversity in the curriculum will also support the development of critical thinking skills.

At the high school level, Missoula County Public Schools Social Studies Standards provide standards for specific courses that focus on the social studies curriculum. In the case of Psychology, all indicators relate closely to the content area entitled “Culture Identity, and Groups.” Each high school course continues to develop skills for thinking, inquiry and research, and understanding contemporary perspectives used by psychologists for participation in a democratic society.

Psychology: Topics by Quarter:

Quarter 1:

The Science of Psychology
 Historical Development in Psychology
 Research Methods
 Careers in Psychology

Physiological Psychology
 Brain, Body, and Behavior
 Sensation and Perception
 Motivation and Emotion
 Consciousness

Cognitive Processes
 Principles of Learning
 Acquiring, Processing, &
 Retaining Information
 Intelligence and Creativity

Quarter 2:

Human Development
 Stages of Human Development
 Infancy and Childhood
 Adolescence to Adulthood
 Aging

Personality, Adjustment, and Conflict
 Theories of Personality
 Measuring Personality &
 Personal Abilities

Frustration, Conflict, Stress, Drugs &
 Abnormal Psychology
 Mental Disorders
 Mental Health

*Social Psychology
 Socio-Cultural Influences &
 Relationships
 Interpersonal Communication

*as time permits.

Psychology: Learner Competencies

P1. The Scientific Method: Students will understand the development of psychology as an empirical science by describing the scientific, method, explaining research strategies, and identifying ethical issues.

1. List and explain the reasons for studying the methodology of psychology.
2. Differentiate between descriptive and experimental research methods.
3. List and describe key concepts in descriptive and experimental methods.
4. Explain the relationship among independent and dependent variables and experimental and control groups.
5. Distinguish between scientific and nonscientific research.
6. List, describe the key concepts, and follow the ethical guidelines created and supported by the American Psychological Association regarding the use of human and animal subjects.
7. Identify ethical issues in psychological research.
8. Apply the principles of research design to an appropriate experiment.
9. Describe and compare quantitative and qualitative research strategies.
10. Create a testable hypothesis and design and carry out appropriate research.
11. Discuss the problems of attributing cause and effect to the outcomes of descriptive research.
12. Describe the emergence of experimental psychology.
13. Investigate the diversity of psychological theories in the 20th Century.
14. Compare the diverse topics that generate contemporary research design and scope.

P2. Development: Students will explain the process of how humans grow, learn, and adapt to their environment.

1. Explain the role of prenatal, perinatal, and post-natal development in human behavior.
2. Discuss aspects of life span development (infancy, childhood, adolescence, adulthood, later years, dying, and death).
3. Compare the different ways in which people develop, including physical, social, moral, cognitive, emotional, and language development.
4. Describe the theories of Piaget, Erikson, and Kohlberg regarding development.
5. Compare children's thinking at different stages of cognitive development.
6. Identify and compare the level of moral reasoning from Kohlberg's stages of moral development.
7. Explore research topics related to cognitive, emotional, motor, moral, and language development.
8. Examine how race, culture, gender, age, ethnicity, religion, sexual orientation, ability/disability, and so on affect our lives over the lifespan.
9. Explore issues surrounding the development process (nature/nurture, continuity/discontinuity, stability/instability, critical periods).
10. Discuss the influence of technology on quality of life (such as media violence and its effects on aggressive behavior).

P3. Cognition, Learning, and Memory: Students will understand how organisms adapt to their environment through learning, information processing, and memory.

1. Explain learning, including, operant, classical, associational, and social learning.
2. Differentiate between learning, reflexes, and fixed-action patterns.
3. Describe the characteristics and operation of short- and long-term memory.
4. Identify factors that interfere with memory.
5. Describe mnemonic techniques for improving memory.
6. Identify the brain structures related to memory.
7. Explain cognition from both developmental and informational processing perspectives.
8. Examine the roles of reinforcement and punishment as ways of understanding and modifying behavior.
9. Explain the principles of classical conditioning, operant conditioning, observational learning, associational learning to daily life, and social learning theory.
10. Create and carry out a plan for changing one's own behavior.
11. Provide examples of learning from daily life.
12. Apply mnemonics techniques to learning situations.
13. Explore how biological and cultural factors interact to impede or enhance learning.

P4. Personality, Assessment, and Mental Health: Students will recognize that personality is the distinctive and relatively stable pattern of behaviors, thoughts, motives, and emotions that characterize an individual. They will also identify the different types and functions of assessment instruments; understand the factors that contribute to mental health, stress, and mental issues, and identify approaches for treatment of mental health problems.

1. Identify the factors that may influence the formation of personality.
2. Identify and describe the characteristics of the major personality theories.
3. Distinguish between objective and projective techniques of personality assessment.
4. Describe tests used in personality assessment.
5. Distinguish between stress and distress.
6. Identify environmental factors that lead to stress.
7. Describe the common characteristics of abnormal behavior.
8. Explain how culture influences the definition of abnormal behavior.
9. Identify and describe the theories of abnormality.
10. Discuss major categories of abnormal behavior.
11. Describe availability and appropriateness of various modes of treatment for people with psychological disorders.
12. Describe characteristics of effective treatment and prevention.
13. Explain the relationship between mental health categories and the law.
14. Evaluate the influence of variables, such as culture, family, and genetics, on personality development.
15. Explore the impact of socio-cultural factors on personality development.
16. Compare and contrast the validity and reliability of objective and projective assessment techniques.
17. Develop a strategy to promote support for individuals with specific mental disorders.
18. Locate sources of mental health care providers.
19. Explain how one's outlook (positive or negative) can influence mental health.
20. Identify types of practitioners who implement treatment.
21. Explain antisocial behavior using major personality theories.

P5. Socio-Cultural Dimensions of Behavior: Students will understand the socio-cultural dimensions of behavior including topics, such as conformity, obedience, perception, attitudes, and the influence of the group on the individual.

1. Understand how cultural socialization determines social schema development.
2. Describe the components of culture, such as symbols, language, norms, and values. (Geography)
3. Explain how perceptions and attitudes develop.
4. Describe factors that lead to conformity, obedience, and nonconformity.
5. Discuss the role of altruism in society
6. Describe circumstances under which conformity and obedience are likely to occur.
7. Explain how attributions affect our explanations of behavior.
8. List and assess some methods used to change attitudes.
9. Explain how social and cultural factors affect behavior. (Economics, Geography)
10. Understand how social structure can affect inter-group relations.
11. Identify differences between internal and external attributions.
12. Discuss conflict and the processes involved in conflict resolution.
13. Explain how bias and discrimination influence behavior.
14. Provide positive and negative outcomes of group polarization.
15. Compare the factors that lead to conformity and nonconformity.
16. Describe how a social group can influence the behavior of an individual or another group.
17. Explore the nature of bias and discrimination.
18. Explain the role of expectations and stereotypes as they relate to attitude and behavior.
19. Give examples of the bystander effect.
20. Compare the effects of cooperation and competition on individuals and groups.
21. Identify and explain sources of attitude formation.

P6. Biological Bases of Behavior: Students will investigate the structure, biochemistry, and circuitry of the brain and the nervous system to understand their roles in affecting behavior, including the ability to distinguish between sensation and perception.

1. List and describe the structure and function of the major regions of the brain.
2. Identify the role of the corpus callosum.
3. Describe the structure and function of the neuron in relation to how the brain works.
4. Identify the major divisions and subdivisions of the nervous system.
5. List the methods for studying the brain.
6. Understand the structure and function of the endocrine system.
7. Explain how heredity interacts with the environment to influence behavior.
8. Distinguish between conscious and unconscious perception.
9. List and describe the location and function of the major brain regions.
10. Describe the relationship among DNA, genes, and chromosomes.
11. Compare and contrast the influence of the left and right hemispheres on the function of the brain.
12. Explain sensory adaptation, sensory deprivation, and the importance of selective attention.
13. List and explain the psychological influences and experiences on perception.
14. Compare the effects of certain drugs or toxins with the effects of neurotransmitters in relation to synaptic transmission.

15. Identify how vision, motor, language, and other functions are regulated by each hemisphere.
16. Give examples of how hormones are linked to behavior.
17. Give examples of how the environment selects traits and behaviors that increase the survival rate of organisms.
18. Discuss the possible effects of heredity and environment on behavior.
19. Explain the function of the sympathetic and parasympathetic nervous system on heart rate or other physiological responses in an emotional situation.

GRADE 10, 11, AND 12 SOCIOLOGY AND CRIMINOLOGY

Units of Credit:

One Semester (Elective)

Prerequisites:

None

Course Overview:

In Sociology-Criminology, students investigate the sociological principles of individual and group behavior. This emphasis on sociology provides students the background needed to grasp the concepts of criminology: crime, criminals, courts, and corrections. Criminology explores alternative behaviors and lifestyles that evolve out of the mainstream to contradict the norm.

The content of this course is arranged around the social studies standards developed by the National Council for the Social Studies and other factual information we need to know to understand sociology-criminology. Guest speakers and field trips add vitality to the course. Students also participate in role playing and simulations. They create multimedia projects, read, take notes, and do research.

Sociology and Criminology: Topics by Quarter:

Quarter 1:

Definition of Sociology
Sociological Methods
Culture and Socialization
Social Organization and Social
Institutions
Social Change, Deviance, and Legal
Systems

Quarter 2:

The Impact of Crime on the
Community,
Family, and Individual
Law Enforcement
The Court System
Corrections and Alternatives
Treatment
Crime Prevention

Sociology and Criminology: Learner Competencies

Students study human social behavior from a group perspective, including recurring patterns of attitudes and actions and how these patterns vary across time, among cultures, and in social groups. Students examine society, group behavior, and social structures, as well as the impact of cultural change on society—through research methods using scientific inquiry.

SC1. Foundations of Sociology as a Social Science: Students will describe the development of sociology as a social science, by identify methods and strategies of research and by examining the contributions of sociology to the understanding social issues.

1. Discuss the development of the field of sociology as a social science.
2. Identify early leading theorists within social science. (History) Example: Auguste Comte, Emile Durkheim, Herbert Spencer, Max Weber, C. Wright Mills, and Kark Marx.
3. Compare sociology with other social science disciplines.
4. Examine changing points of view of social issues, such as poverty, crime, and discrimination.
5. Evaluate various types of sociologic research methods.
6. Distinguish fact from opinion in data sources to analyze various points of view about a social issue.
7. Determine cause and effect relationship issues among events as they relate to sociology.
8. Identify, evaluate, and use appropriate reference materials and technology to interpret information about cultural life in the United States and other world cultures, both in the past and today.
9. Prepare original written and oral reports and presentations on specific events, people, or historical eras as related to sociological research.
10. Develop a working definition of sociology that has personal application.
11. Choose a social issue and conduct research using the scientific method of inquiry, including developing a hypothesis, conducting research, interpreting data, and drawing conclusions about the issue.

SC2. Culture: Students will examine the influence of culture on the individual and the way cultural transmission is accomplished. They will study the way culture defines how people in a society behave in relation to groups and to physical objects. They will also learn that human behavior is learned within the society. Through the culture, individuals learn the relationships, structures, patterns, and processes to be members of the society.

1. Define the key components of a culture, such as knowledge, language and communication, customs, values, norms, and physical objects.
2. Explain the differences between an culture and a society.
3. Recognize the influence of genetic inheritance and culture on human behavior.
4. Give examples of subcultures and describe what makes them unique.
5. Compare social norms among various subcultures.
6. Identify the factors that promote cultural diversity within the United States.
7. Explain how various practices of the culture create differences within group behavior.
8. Compare and contrast different types of societies, such as hunting and gathering,

- agrarian, industrial, and post-industrial.
9. Prepare original written and oral reports and presentations on specific events, people, or historical eras as related to sociological research.
 10. Work independently and cooperatively in class and the school and provide leadership in age-appropriate activities.
 11. Identify both rights and responsibilities the individual has to the group.
 12. Demonstrate democratic approaches to managing disagreements and resolving conflicts.
 13. Compare and contrast ideas about citizenship and cultural participation from the past with those of the present community.

SC3. Social Status: Students will identify how social status influences individual and group behaviors and how that status relates to the position a person occupies within a social group.

1. Describe how social status affects social order. Example: Upper class/middle class/lower class; professional/blue collar/unemployed.
2. Explain how roles and role expectations can lead to role conflict. Example: Roles of men and women; age; racial and/or ethnic groups within different societies.
3. Examine and analyze various points of view relating to historical and current events.
4. Determine a cause-and-effect relationship among historical events, themes, and concepts in United States and world history as they relate to sociology.
5. Conduct research on the various types of status found in the local community using various types of data gathering.

SC4. Social Groups: Students will explore the impacts of social groups on individual and group behavior. They will understand that social groups are comprised of people who share some common characteristics, such as common interests, beliefs, behavior, feelings, thoughts, and contact with each other.

1. Describe how individuals are affected by the different social groups to which they belong.
2. Identify major characteristics of social groups familiar to the students.
3. Examine the ways that groups function, such as roles, interactions, and leadership.
4. Discuss social norms of at least two groups to which the student belongs.
5. Analyze what can occur when the rules of behavior are broken, and analyze the possible consequences for unacceptable behavior.
6. Identify the various types of norms (folkways, mores, laws and taboos) and explain why these rules of behavior are considered important to society.
7. Discuss the concept of deviance and how society discourages deviant behavior using social control.
8. Explain how students are members of primary and secondary groups and how those group memberships influence students' behavior.
9. Discuss how formal organizations influence behavior of their members. Example: Churches/synagogues/mosques; political parties; fraternal organizations.
10. Distinguish the degree of assimilation that ethnic, cultural, and social groups achieve within the United States culture.
11. Discuss how humans interact in a variety of social settings.
12. Determine the cultural patterns of behavior within such social groups as rural/urban or

- rich/poor.
13. Investigate and compare the ideas about citizenship and cultural participation of social groups from the past with those of the present community.

SC5. Social Institutions: Students will identify the effects of social institutions on individual and group behavior. They will understand that social institutions are the social groups in which an individual participates and that these institutions influence the development of the individual through the socialization process.

1. Discuss the impact(s) of major social institutions on individuals, groups, and organizations within society.
2. Identify basic social institutions and how they contribute to the transmission of society's values. Example: Familial, religious, educational, economic, and political institutions.
3. Discuss the concept of political power and factors that influence political power. Example: Social class; racial/ethnic group membership; cultural group; gender; age.
4. Discuss how societies recognize rites of pages. Example: Baptism or other religious ceremonies; school prom; graduation; marriage; and retirement.
5. Investigate stereotypes of the various United States subcultures such as "American Indian," "American cowboys," teenagers," Americans;" "gangs" and "hippies" from a world perspective.
6. Define *ethnocentrism* and explain how it can be beneficial or destructive to a culture.
7. Interpret the factors that influence change in social norms over time.
8. Analyze the primary and the secondary groups common to different age groups in society.
9. Conduct research and analysis on an issue associated with social structure or social institutions.
10. Identify both rights and responsibilities the individual has to primary and secondary groups.
11. Demonstrate democratic approaches to managing disagreements and solving conflicts.
12. Explain how roles and role expectations can lead to role conflict.

SC6. Social Change: Students will examine the changing nature of society. They will explain that social change addresses the disruption of social functions caused by numerous factors and that some changes are minor and others are major.

1. Describe how and why societies change over time.
2. Examine various social influences that can lead to immediate and long-term changes. Example: Natural and man-made disasters, spatial movement of people, technology, urbanization, industrialization, immigration, wars, challenge to authority, laws, diffusion of cultural traits, discrimination, discoveries and inventions, and scientific exploration.
3. Describe how collective behavior (working with others) can influence and change society.
4. Examine how technological innovations and scientific discoveries have influenced major social institutions. Example: Examine the impacts that mass telecommunications, television, and innovations in transportation had on the family, education, government, or other institutions.
5. Discuss how social interactions and culture could be affected in the future due to innovations in science and technological change.

6. Describe how the role of the mass media has changed over time and project what changes might occur in the future.
7. Distinguish major differences between social movements and collective behavior with examples from history and the contemporary world.
8. Investigate the consequences to society as a result of changes. Example: Natural and man-made disasters, spatial movement of people, technology, urbanization, industrialization, immigration, wars, challenge to authority, laws, diffusion of cultural traits, discrimination, discoveries and inventions, and scientific exploration.
9. Trace the development of the use of a specific type of technology in the community. Example: Access to computers at school and at home, and cellular telephones.
10. Propose a plan to improve a social structure, and design the means needed to implement the change.
11. Propose a plan to improve a social structure, and design the means needed to implement the change.
12. Cite examples of the use of technology in social research.
13. Evaluate a current issue that has resulted from scientific discoveries and/or technological innovations.

SC7. Social Problems: Students will analyze a range of social problems in today’s world. Social problems result from imbalances within the social system and affect a large number of people in an adverse way.

1. Identify characteristics of a “social” problem, as opposed to an “individual” problem.
2. Describe how social problems have changed over time. Example: Juvenile delinquency, crime, poverty, and discrimination.
3. Explain how patterns of behavior are found with certain social problems. Example: Educational level of mother contributes to educational success of the child and juvenile offenses often are found in the histories of adult criminals.
4. Discuss the implications of social problems for society.
5. Examine how individual and group responses are often associated with social problems. Example: “But every one else is doing it;” and “If I ignore it, it will go away.”
6. Evaluate possible solutions to resolving social problems and the consequences that might result from those solutions.
7. Survey local agencies involved in addressing social problems to determine the extent of the problems in the local community.
8. Design and carry out school and community0-based projects to address a local aspect of a social problem.

SC8. Individual and Community: Students will examine the role of the individual as a member of the community. They will also explore both individual and collective behavior.

1. Describe traditions, roles, and expectations necessary for a community to continue.
2. Describe how collective behavior (working in groups) can influence and change society. Use historical and contemporary examples to define collective behavior.
3. Discuss theories that attempt to explain collective behavior. Example: Contagion theory and convergence theory.
4. Define a social issue to be analyzed.
5. Examine factors that could lead to the breakdown and disruption of an existing

- community.
6. Discuss the impact of leaders of different social movements. Example: Gandhi, Hitler, Martin Luther King Jr., and Susan B. Anthony.
 7. Define propaganda and discuss the methods of propaganda used to influence social behavior. Example: News media, advertisements, textbooks.
 8. Discuss both the benefits and the social costs of collective behavior in society.
 9. Determine a cause-and-effect relationship among historical events, themes, and concepts in United States and world history as they relate to sociology.
 10. Identify a community social problem and discuss appropriate actions to address the problem.
 11. Investigate how incorrect communications, such as rumors or gossip, can influence group behavior. Example: Orson Welles' "The War of the Worlds" radio broadcast or rumors in the mass media, on the Internet, or in the community.

SC9. Values and Morals: Students will analyze how laws in society reflect our values systems. They will explain why morals to the value systems are based on what society sees as ethical decisions.

1. Investigate different alternative lifestyles.
2. Join general class discussions and complete individual writing assignments on all and specific alternative lifestyles.
3. In group settings, examine the similarities and differences of each society studied.
4. Role-play different alternative lifestyles and distinguish through role-playing who is represented.

SC10. The Role of Law in our Society: Students examine what role law enforcement plays in society, when confronting the social ills that are brought on by the passage of time and changing life styles. How has the legal system changed to adjust to changing times?

1. Students will examine the history of law enforcement in society. They will draw a time line to show events that changed how law enforcement has had to change how they deal with the public.
2. Students will take field trips to criminal justice-related sites in the community and see how important each branch of the justice system is to each other.
3. Students will be exposed to many guest speakers who work in special areas of the criminal justice system.
4. Students will role-play certain topics of the criminal justice system. They will base their role-play on what they have learned from reading, listening to speakers, viewing films, and participating in field trips.

SC11. The Lawbreaker, the Criminal Mind and the Causes of Crime: Students analyze the socialization process of people in our society that have decided to go against the norm. What outside and internal forces have caused crime rates to go up and down?

1. Students will analyze the socialization process of several people that have become habitual offenders in the criminal justice system. Examples of this would be Charles Manson and Gary Gilmore.
2. Students will examine criminal statistics from the federal, state and local law enforcement agencies. Students will take this information and show patterns that have

- caused these rates to increase or decrease over a period of time.
3. Students will discuss methods used in corrections. Why is our prison population increasing? Students will propose new methods change how the prison system is run today.

GRADE 11 AND 12 WORLD ISSUES SEMINAR

Units of Credit:

One Semester (Elective)

Prerequisites:

None

Course Overview:

Through exploration of current issues students will increase their understanding of contemporary affairs. In an increasingly global and complex world it becomes imperative that citizens are informed about the causes and consequences of world events. The course stresses the responsibility of students to fellow humans and the environment in our interdependent world. The teaching methods could include journal writing, papers, simulations, oral presentations, research, group activities, book critiques, and multimedia projects.

The semester could begin with a study of International Institutions including the United Nations and NGOs that influence the international community today. Students will learn how these organizations work to help alleviate problems, including human rights abuses.

Throughout the course students will examine current events on a daily basis and investigate issues as they develop. Teachers and students should examine regional histories for background.

In an increasingly global world, health issues have an impact across borders. Students will evaluate health issues including: AIDS, cholera, malaria, TB, flu pandemics, and how health and population issues affect development and security. Students will examine the impact of poverty and national debt on the world's populations. Environmental destruction can cause political and economic dislocation. There should be an evaluation of the conflict between development and environmental protection.

A study of imperialism and neocolonialism will provide the necessary background for post-cold war international development. Students will apply colonial histories to modern nationalism.

Terrorism continues to affect local, national and global politics. Students should evaluate historical terrorist activity compared to modern terrorism. There should be an examination of state-sponsored, ethnic and nationalist terrorism.

Throughout the course, students should evaluate world issues in the context of globalization. Students will examine the global economy and its effect on indigenous people, environments, human rights, trade agreements and multinational corporations.

Much conflict in the contemporary world centers on historical issues of ethnicity and religion. Conflicts studied could include those in the Middle East, Africa, Europe and the former Soviet Union.

Weapons proliferation continues to be a problem in the world and should be examined. Problems include: landmines, small arms, biological, chemical and nuclear weapons.

Teachers are encouraged to be flexible in their approach to this class. It is important for teachers to remain current and relevant as they apply the themes outlined in this course to issues that develop over the course of the semester.

World Issues Seminar: Topics by Quarter:

Quarter 1:

International Institutions: United Nations
and Non Governmental Organizations

Human Rights

Examine regions and issues currently in
the news: Middle East, Africa or other
areas

International Health Problems Including
AIDS, Population issues

Poverty

Environmental Issues

Quarter 2:

Contemporary Imperialism and
Neocolonialism

Nationalism

International Terrorism

Globalization

Conflicts in Religion and Ethnicity

Proliferation of Weapons, Guns,

Landmines, WMD, Nuclear

World Issues Seminar: Learner Competencies

WIS1. Students survey the International Institutions, including the UN and NGOs.

1. Learn the makeup, structure and historical background of selected organizations. (II, V, VI)
2. Evaluate the effectiveness of organizations to address international issues. (II, V, IX, X)
3. Trace the development of human rights laws and practices over time. (I, II, IV, V, VI)

WIS2. Students continue to assess current events as they develop.

1. Employ various media (newspapers, periodicals, television, internet, journals and books) to investigate current trends and their historical antecedents. (II, III, IV, VI, IX)
2. Establish a habit of remaining current in their understanding of world events. (I, II, III, VI, IX, X)

WIS3. Students examine global health and population issues.

1. Evaluate health and population issues and their affects on states' security and development. (III, V, VI, VIII, IX)
2. Examine the impact of poverty and national debt on the health and welfare of citizens and states. (IV, V, VII, IX)
3. Evaluate health and population issues and their affects on individuals, families and communities. (IV, V, X)
4. Demonstrate the ways that environmental destruction causes political and economic dislocation. (III, V, VII, VIII, IX)
5. Compare the issues concerning choices surrounding development and environmental protection. (I, III, VII, VIII, X)

WIS4. Students survey the history of imperialism and colonialism.

1. Analyze the impact of neocolonial expansion in the post cold war world. (I, II, VI, VII, IX)
2. Evaluate how colonial histories impact modern nationalist movements. (II, VI, VII, IX)

WIS5. Students survey terrorism and its effects.

1. Analyze the affect of terrorism on local, national and global politics. (III, IV, IX)
2. Evaluate the historical terrorist activity compared to modern terrorism. II, V, VI, IX)
3. Compare state sponsored, ethnic and nationalistic terrorism. (I, VI, VIII, IX)
4. Examine terrorism and the individual, including the affects of terrorism on individuals and characteristics of terrorists. (I, II, III, IV, V, VI)

WIS6. Students investigate the impact of globalization.

1. Evaluate world issues in the context of globalization. (I, III, IV, V, VII, IX)
2. Examine the global economy and its affect on indigenous people, environments, human rights, trade agreements and multinational corporations. (I, III, V, VI, VII, IX)

WIS7. Students analyze the historical and contemporary issues of ethnicity and religion.

1. Connect modern conflict to issues of ethnicity and religion. (I, II, V, VI, IX)
2. Differentiate between conflicts of ethnicity and religion. (I, II, V, VI, IX)

WIS8. Students assess the continuing problem of weapons proliferation.

1. Review the historical context of arms races. (II, VI, VIII, IX)
2. Investigate the problems of weapons proliferation today including: landmines, small arms, biological, chemical and nuclear weapons. (II, VI, VIII, IX)

GRADE 11

UNITED STATES HISTORY: WWI TO PRESENT

Units of Credit:

One Year (Required)

Prerequisites:

None

Course Overview:

Students will approach the first quarter through a study of two main themes: (1) America's evolving democratic principles and (2) technological and cultural changes from the American Revolution to 1900. The remainder of the year is a survey of United States history with a greater emphasis upon the 20th century. The focus of this curriculum is to stress the democratic ideals that shaped us, the responsible citizenship that sustains us, the cultural diversity that enriches us, the global perspective that we need in an ever-changing world, and the economic connections that impact our lives. Students will develop and use a variety of skills, including note-taking, accessing, organizing, analyzing primary sources, presenting in both oral and written formats, engaging in seminar discussions, debating resolutions, and working in small groups to comprehend the curriculum content.

United States History: Topics by Quarter:

Quarter 1:

Democratic Principles 1776 to 1900

Enlightenment Thinkers as Applied to American Revolutionary Ideals
Articles of Confederation to Constitutional Federalism
Balancing Nationalism and Sectionalism through Compromise
Expanding Democratic Principles through Western Movement
Democratic Principles in Crisis through the Civil War and Reconstruction
Transitioning Gilded Age Politics and the Rise of Populism

Technology and Cultural Changes 1776 to 1900

Motivations of Colonization
Transitioning from Mercantilism to Independent Manufacturing
Improvements in Transportation and Communication: From River to Rail
Industrial Ingenuity Changes America from Farm to Factory Worker
Impact of Urbanization and the Influx of Immigration
Clash of Cultures: Native Americans, Minority Discrimination, Nativism
Rise of Capitalism and the Workers' Response with Union Activism

Quarter 2:

The Progressive Era
Expanding Rights for Minorities
Imperialism / Big Stick / Dollar Diplomacy
WW I / Treaty of Versailles
Russian Revolution and America's Responding to the Red Scare
Roaring Twenties and the Cultural Changes
Depression/FDR/New Deal
Foreign Policy of the 1920s and the Failure of the League of Nations
WWII / War Conferences

Quarter 3:

Limited Cold War: Korea
Economic Prosperity and Technology Changes of the Fifties
Hemisphere Relations in the Post WWII
Latin America, Middle East, Asia, Soviet Union
Urban Poverty and the Great Society
Civil Rights: Minority and Modern America
Women / Minority and the Challenge of Political and Economic Equity
Limited Cold War: Vietnam
Counterculture and the New Left

Quarter 4:

Watergate / The American Change in Political Perspective
World Hot Spots / Carter's 1979 Year of Turmoil
Collapse of Communism
Rise of Middle Eastern Influence / OPEC and Oil Politics
Coming of Anarchy: Abdicating Nation State for Tribal, Ethnic and Religious Identities
New Conservatism
Social Policy Reform: Health and Welfare
Legacy of September 11, 2001 / Worldwide Terrorism
Global Violence and Redefining Nations
Technological Innovations in the Computer Age

United States History: Learner Competencies

USH1. EVOLVING DEMOCRATIC PRINCIPLES 1776 - 1900

1. Describe the Enlightenment and the rise of democratic ideas as the context in which the nation was founded. (I, II, V)
2. Analyze the spirit of the American Revolution as embodied in the Articles of Confederation, the drafting of the Constitution and the Bill of Rights. (V, VI)
3. Understand the political manipulations and compromises used in the battle of federal vs. state authority from 1820 to 1860. (V, VI)
4. Evaluate the political impact of the new Western states and the ensuing expansion of democracy. (I, V, VI)
5. Examine the political effects of the Civil War and Reconstruction. (I, II, III, IV)
6. Discuss Gilded Politics and the influence of the Populists. (I, II, III)

USH2. TECHNOLOGICAL AND CULTURAL CHANGES 1776 TO 1900

1. List and explain the various motivations of colonization. (I, II)
2. The evolution from mercantilism under Great Britain through our economic independence of the War of 1812. (II, VII)
3. Examine the technological innovations that changed transportation and communication by river to the advent of the railroad. (II, VIII)
4. Know the effects of industrialization on living and working conditions, using Upton Sinclair's *The Jungle* as a source. (V, VIII)
5. Describe the changing landscape, including the growth of cities linked by industry and trade, and the development of cities divided according to race, ethnicity, and class. (II, III)

USH3. THE PROGRESSIVE MOVEMENT THROUGH WORLD WAR II

1. Understand the effect of political programs and the activities of the Progressives (muckrakers, T. Roosevelt, Taft and Wilson administrations, and expansion of democratic ideals). (II, III, IV)
2. Trace women's battle for the vote and temperance, blacks' advocacy of NAACP, and Hispanic immigration. (II, V)
3. Define Imperialism and understand its connections to the Spanish-American War, Open Door Notes and the Banana Republics of Latin America. (II, V)
4. Explain Roosevelt's Big Stick diplomacy, Taft's Dollar Diplomacy, and Wilson's Moral Diplomacy, drawing on relevant speeches. (II, V)
5. Analyze the political and economic causes of World War I, its impacts upon the home front, and the Treaty process at Versailles. (II, V, IX)
6. Evaluate the change in American society brought on by the Roaring Twenties as well as investigating the Harlem Renaissance and the new trends in literature, music, and art. (II, V)
7. Understand the explanations of the principal causes of the Great Depression and the steps taken by the Federal Reserve, Congress, and Presidents Hoover and FDR to combat economic crisis. (II, V, VI, VII)
8. Trace the rise of U.S. leadership in world affairs through 1920s disarmament conferences as well as examples of the failures of the League of Nations. (II, IX)

9. Examine the causes of World War II, with an emphasis upon the events that precipitated the attack on Pearl Harbor. (II, V, IX)
10. Explain U.S. and Allied wartime strategy, the theaters of war, constitutional issues on the home front, horrors of the Holocaust, innovations of weapons of mass destruction and their subsequent use. (II, V, IX)
11. Integrate the war conferences of World War II (Yalta and Potsdam) to the growing tensions of the Cold War; development of the United Nations, creation of the Marshall Plan, and the commitment to a Communist-free Western Europe. (II, V, IX)

USH4. COLD WAR THROUGH THE COUNTERCULTURE OF THE 1960s

1. Understand the role of military alliances, including NATO and SEATO, in deterring communist aggression and the advent of the security acts of 1947. (II, V, IX)
2. Trace the origins and geopolitical consequences (foreign and domestic) of the Cold War and the “limited” war of Korea. (I, II, V)
3. Examine the economic prosperity of the 1950s complete with the rush to the suburbs, baby boom, T.V., and popular culture. (VIII)
4. Discuss the effects of Hemispheric hotspots in relation to Cold War mentality:
 - Cuban Missile Crisis
 - Suez Canal Crisis
 - First Indochina War
 - Mosaddeq coup
 - Berlin Wall
 - Iron Curtain countries (II, IX)
5. Assess the condition of urban society and Johnson’s resulting Great Society program. (II, III, IV, V)
6. Examine and analyze the key events, policies, and personalities of the Civil Rights Movement of the 1950s and 60s; including major court cases, legal strategy, school equity, and the diffusion of the movement to Hispanics, Native Americans and Feminism. (I, V, VI)
7. Trace the origins and geopolitical consequences (foreign and domestic) of the Vietnam War. (I, II, III, V)
8. Evaluate the cultural upheavals of the 1960s through music, art and literature. (I)

USH5. WATERGATE THROUGH TO THE 21ST CENTURY

1. Explain the constitutional crisis originating from the Watergate scandal. (VI)
2. Discuss the reasons for the nation’s changing immigration policy, with emphasis on how the Immigration Act of 1965 and successor acts have transformed American society. (II, V)
3. Discuss the significant domestic policy speeches of Truman, Eisenhower, Kennedy, Johnson, Nixon, Carter, Reagan, Bush, and Clinton (for example, with regard to education, civil rights, economic policy, environmental policy). (II, V, VI)
4. Describe the changing roles of women in society as reflected in the entry of more women into the labor force and the changing family structure. (II, V)
5. Trace the impact of, need for, and controversies associated with environmental conservation, expansion of the national park system, and the development of environmental protection laws, with particular attention to the interaction between

- environmental protection advocates and property rights advocates. (II, V)
6. Analyze the persistence of poverty and how different analyses of this issue influence welfare reform, health insurance reform, and other social policies. (II, V)
 7. Explain how the federal, state, and local governments have responded to demographic and social changes such as population shifts to the suburbs, racial concentrations in the cities, Frost belt-to-Sunbelt migration, international migration, decline of family farms, increases in out-of-wedlock births, and drug abuse. (II, VI)

GRADES 11 AND 12
ADVANCED PLACEMENT UNITED STATES HISTORY

Units of Credit:

One

Prerequisites:

None: Open Enrollment

Course Overview:

Advanced Placement is an elective that students may choose to substitute for their history credit and are encouraged to take the standardized national exam at the conclusion of the class.

Advanced Placement U.S. History is a demanding class and should be attempted by all students who have a good work ethic, an interest in the subject matter, and a desire for a stimulating learning environment. The Advanced Placement course creates challenging situations for the writing of essays, which demonstrate conceptual analysis. The course serves as a marvelously effective intellectual impetus to be creative with a variety of teaching / learning techniques, such as: debates, seminars, oral history, research projects, reading and analyzing primary documents, guest speakers, small workgroups, video and evaluation of cause / effect relationships in history. In conclusion, the Advanced Placement United States History program is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in United States History.

Advanced Placement United States History: Topics by Quarter:

Quarter 1:

Establishment of Colonial America to the Early Nationalist Period

- Discovery and Settlement of the New World
- Colonial America and the British Empire
- Colonial Culture: A Comparison of the Colonies
- Road to Revolution, 1754-1775
- The American Revolution, 1775-1783
- Constitution and the New Republic, 1776-1800
- The Age of Jefferson, 1800-1816
- Postwar Nationalism and Expansion, 1816-1823

Quarter 2:

Jacksonian Democracy, Civil War and the Conquest of the West

- Transportation and Communication Expansion
- The Age of Jackson, 1824-1848
- Rise of Sectional Conflicts
- Creating an American Culture
- Territorial Expansion and Sectional Conflict, 1840-1853
- Decade of Crisis, 1850's
- The Civil War
- Reconstruction, 1865-1877
- The New South and the Frontier

Quarter 3:

The Industrial Revolution to the Roaring 20's

- Industrialization and Corporate Consolidation
- Urban Society and the Workers' Response to Industrialization
- National Politics of the Gilded Age, 1877-1896
- Stirrings of Imperialism and War with Spain
- The Rise of Progressivism
- National Politics and Reform, 1900-1916
- World War I and the Search for a New World Order
- A Society in Turmoil, 1919-1929

Quarter 4:

The Great Depression through to the Reagan Revolution

- Hard Times for America, 1929-1941
- F.D. Roosevelt and New Deal Politics
- Isolationism and Internationalism, Diplomacy of 1919-1940
- World War II
- The Collapse of Peace: The Cold War
- The Affluent Society and Politics of the 1950's
- Kennedy's New Frontier and Johnson's Great Society
- Expanding the Liberal State and the Quagmire of Vietnam
- Crisis of Authority, the Nixon Years
- Rise of Right and Diplomacy post Watergate, 1974-1992

Advanced Placement United States History: Learner Competencies

APUSH1. Students will explore the discovery and settlement of the New World, 1492-1650.

1. Understand the role of Europe in the 16th Century.
2. Compare and contrast the Spanish, English, and French exploration and colonization.
3. Discuss the role of American Indians and their role in contributing to democratic thought and government.

APUSH2. Understand the role of America and the British Empire, 1650-1754.

1. Compare and contrast Chesapeake and New England colonies.
2. Examine Puritan contributions during colonial America.
3. Investigate Mercantilism.
4. Research the origins of slavery.

APUSH3. Analyze Colonial Society in the Mid-Eighteenth Century.

1. Understand the social structure of colonial America (a video-lecture of, *A Midwife's Tale* works well).
2. Explore Colonial culture—religious revivals and the leaders involved.
3. Understand the role of immigration.

APUSCH4. Analyze the Road to Revolution, 1754-1775.

1. Understand the Anglo-French rivalries and Seven Years' War.
2. Examine Imperial reorganization of 1763 including the Stamp Act, Declaratory Act, Townsend Acts, and the Boston Tea Party.
3. Read a variety of Enlightenment philosophy and it's subsequent democratic ideas as a backdrop to the American Revolution.

APUSH5. Understand the major events of the American Revolution.

1. Understand the role of the Continental Congress.
2. Compare and contrast the following documents: Locke's *Treatise of Two Governments*, Mason's *Virginia Declaration of the Rights of Man*, and Jefferson's *Declaration of Independence*.
3. Explain the French alliance, war and society, Loyalists and war economy.
4. Understand how American's first form of government, the Articles of Confederation, maintained the revolutionary principles.
5. Understand the Peace of Paris, 1783.
6. Evaluate the role of state governments.

APUSH6. Teach the major components of the Constitution and New Republic, 1776-1800.

1. Realize the significance of the Philadelphia Convention: drafting the Constitution.
2. Compare and contrast the political ideology of Federalists versus Anti-Federalists; emphasis on federal versus state authority and growing democratization.
3. Understand the importance of the Bill of Rights in protecting individuals from their government.
4. Discuss Washington's presidency, Hamilton's financial program, foreign and domestic difficulties and the beginnings of political parties.

5. Explore John Adams' presidency and the Alien and Sedition acts, the XYZ affair, and the election of 1800.

APUSH7. Analyze the significance of The Age of Jefferson, 1800-1816.

1. Assess Jefferson's presidency; the Louisiana Purchase, the Burr conspiracy, the Supreme Court under John Marshall, neutral trade rights, Impressments, and the Embargo Act.
2. Investigate the role of Madison.
3. Understand the War of 1812, its causes, the invasion of Canada, the Hartford Convention, the Treaty of Ghent, and the Battle of New Orleans.

APUSH8. Analyze political principles of Nationalism and Economic Expansion.

1. Understand Era of Good Feelings using Monroe's Presidency.
2. Evaluate the influence of new Western states.
3. Recognize the Missouri Compromise as a political avenue to avoid confronting the issue of slavery.
4. Understand foreign affairs of the time period with an emphasis upon the Monroe Doctrine.
5. Teach the technological changes that took place in transportation and communication and the isolation of the South as a result.

APUSH9. Understand Sectionalism.

1. Compare and contrast the Cotton Kingdom of the South with the advent of the northeastern textile industry, including the impact it had upon social structure and women.
2. Discuss the arrival of German and Irish immigrants and the response of Nativists.
3. Explore Westward Expansion and how it brought about advances on the agricultural frontier.
4. Teach the Trail of Tears and the creation of the Oklahoma Territory.

APUSH10. Analyze the Age of Jackson, 1828-1848.

1. Understand Democracy and the "common man" with expansion of suffrage, national nominating conventions and the Spoils System.
2. Explore the Second Party System as the National Republicans break into the Democratic Party and Whig Party.
3. Analyze the American System and the issue of internal improvements.
4. Discuss the feud between Calhoun and Jackson with the Tariff of 1828 and its resulting Nullification Crisis.
5. Understand the Bank War: Jackson v. Biddle.
6. Detail how Martin Van Buren inherited the economic crisis, the Panic of 1837, and used the Independent Treasury as the answer.

APUSH11. Research the Territorial Expansion and Sectional Crisis.

1. Review Manifest Destiny and a new Western Expansion.
2. Discuss Texas annexation, the Oregon boundary dispute, and desire to acquire California.
3. Investigate the Election of 1844 and Polk's War with Mexico.
4. Teach the increased sectional tensions caused by the acquisition of the Mexican Cession.

APUSH12. Explore the creation of a unique American culture through the Reform Movement of the 1830's and 1840's.

1. Discuss religion and revivalism.
2. Understand Utopian experiments: Mormons, the Oneida Community, Brooke Farm, and the Shakers.
3. Explore the role of Transcendentalists.
4. Define the Cult of Domesticity and how some women broke out to discuss such issues as temperance, gender equality, abolition of slavery and a just treatment of the mentally ill.
5. Discuss how William Lloyd Garrison and Harriet Beecher Stowe radicalized the abolition movement with a call for the immediate end of slavery.

APUSH13. Understand the 1850's: A Decade of Crisis.

1. Understand the principles of the Compromise of 1850.
2. Realize the importance of the Kansas-Nebraska Act, the emergence of the Republican Party and how Bleeding Kansas is a dry run of the Civil War.
3. Analyze the Dred Scott decision.
4. Discuss the Lincoln-Douglas debates, specifically what becomes the Freeport Doctrine, 1858.
5. Analyze the significance of John Brown's Harper's Ferry Raid.
6. Review Lincoln's election of 1860 and the Southern secessionist response.

APUSH14. Analyze the major event of the Civil War.

1. Compare and contrast the Union and Confederate efforts to mobilize and finance the war.
2. Understand foreign affairs and diplomacy during the Civil War.
3. Discuss military strategy, campaigns, and major battles of the Civil War.
4. Research the effects of war on society, inflation and public debt, role of women, devastation of the South, and changing labor patterns.

APUSH15. Identify the main concepts of *Reconstruction to 1877*.

1. Compare and contrast executive and legislative plans of Reconstruction.
2. Realize the significance of drafting the 13th, 14th, and 15th Amendments.
3. Understand the Southern Reconstruction governments under the Scalawags, Carpetbaggers and blacks in context to the corruption of Grants administration and political machines of the North.
4. Discuss the Compromise of 1877.

APUSH16. Understand the significance of the New South and the Last Frontier.

1. Research the Politics of the Redeemers, White and African Americans in the New South, and the Subordination of freed slaves: Jim Crow.
2. Analyze the Southern economy; sharecropping and industrial stirrings.
3. Compare and contrast Fredrick Jackson Turner's *Frontier Thesis* to a revisionist historian's view of *How the West was Really Won*.
4. Read excerpts from Brown's *Bury my Heart at Wounded Knee* and discuss the dispersal of American Indians.
5. Discuss the problems of farming the Great Plains and the inventions that assisted and the

rise of the Populist Party.

APUSH17. Understand the major events of Industrialization and Corporate Consolidation.

1. Investigate industrial growth: railroads, iron, coal, electricity, steel, and oil; including corporate leaders.
2. Compare and contrast the economic theories of Capitalism and Socialism through reading excerpts of, *Wealth of Nations* and *The Communist Manifesto*.
3. Analyze the workers' response to the Industrial Revolution.

APUSH18. Discuss the urbanization of America.

1. Analyze the role of immigration in the Industrial Revolution.
2. Explain city problems, tenements, and machine politics.
3. Analyze pictorial documents from Jacob Riis' *How the Other Half Lives*.
4. Understand the significance of Gilded Age politics 1877-1896.

APUSH19. Teach the transition in foreign policy from Isolationism to Internationalism, 1865-1914.

1. Define New Imperialism, the need for industrial raw materials and marketplaces, rise of naval power, and the causes of the Spanish-American War.
2. Review Asian Imperialism, the Sino—Japanese War, the Open Door Notes and the Russo-Japanese War.
3. Compare Roosevelt's Big Stick Diplomacy to Taft's Dollar Diplomacy, and Wilson's Moral Diplomacy.

APUSH20. Analyze the Progressive Era.

1. Discuss the attitudes and motives of the Progressives including the reading of various muckraker articles.
2. Analyze Black America, Washington, DuBois, and Garvey, The Great Migration, and the creation of the NAACP.
3. Trace the development of Women's Rights in the areas of suffrage, birth control, new professions, and unionization.
4. Understand Roosevelt's Square Deal, managing trusts, and the conservation movement.
5. Analyze Taft, Pinchot-Ballinger controversy, and the Payne-Aldrich Tariff.
6. Discuss Wilson's New Freedom, tariffs, banking reform, and the Antitrust Act of 1914.

APUSH21. Analyze the causes of the First World War.

1. Understand the role of nationalism, imperialism and the rise of militarism in Europe leading to a system of entangling alliances.
2. Research the home front in mobilizing, financing the war, war boards, propaganda, civil liberties, and public opinion during WWI.
3. Discuss the Russian Revolution and its impact upon WWI.
4. Understand Wilson's Fourteen Points, the gathering of the Big Four, and the difficulties in ratifying the Treaty of Versailles.

APUSH22. Assess the New Era: The 1920's.

1. Trace the Republican administrations of Harding, Coolidge and Hoover.
2. Identify the transformation in American culture with the advent of consumerism, the automobile, radio, movies, flapper, jazz and American literature.
3. Compare the conflict of cultures as prohibition, bootlegging, Nativism, Ku Klux Klan, and religious fundamentalism grips America.
4. Investigate America's flirtation with isolationism as we disassociate with the League of Nations, naval disarmament conferences and dabble in diplomacy.

APUSH23. Understand the Great Depression (1929-1933) and the resulting New Deal.

1. Discuss the main causes of the Great Depression.
2. Compare and contrast America society from the Roaring 20's to the depressed 30's.
3. Research Franklin D. Roosevelt: background, ideas, and philosophy of the New Deal.
4. Identify the 3 R's of the New Deal: Relief, Recovery and Reform.
5. Analyze critics, left and right.
6. Understand the expanded role of the federal government in the society and economy.
7. Discuss the labor movement and the rising power of the worker in the New Deal.
8. Research the Supreme Court fight.
9. Discuss the role of women, minority ethnic groups, and Native Americans in the 1930's.

APUSH24. Understand the causes, theaters of war, home front decisions and war conferences of World War II.

1. Discuss the failures of the League of Nations, rise of Fascism, and America's neutrality legislation.
2. Trace the events that lead to WWII starting in 1931, to the bombing of Pearl Harbor.
3. Understand organizing for war, mobilizing production, propaganda, and the internment of Japanese Americans.
4. Research theaters of war in Europe, Africa, and the island-hopping campaign of the Pacific.
5. Discuss the decision to drop atomic bombs on Japan.
6. Discuss diplomacy, and post-war aims at the conferences of Teheran, Yalta, and Potsdam.

APUSH25. Compare and contrast Truman and Eisenhower and their responses to the Cold War.

1. Analyze the containment of communism around the world.
2. Discuss the Revolution in China.
3. Understand limited war: Korea and the first Indo-China War.

APUSH26. Analyze the domestic policies of Eisenhower and the conformity of the 50's.

1. Trace the domestic frustrations of the Red Scare and McCarthyism
2. Research the civil rights movement, the Warren Court, *Brown v. Board of Education*, Montgomery bus boycott, and the Greensboro sit-in.
3. Discuss prosperity, consumer culture, and consensus of values.
4. Research the Space Race.

APUSH27. Assess Kennedy's New Frontier and Johnson's Great Society.

1. Discuss the new domestic programs, tax cut, the war on poverty, and Affirmative Action.
2. Assess the expansion of the liberal ideology.
3. Explore Foreign Policy, the Bay of Pigs, the Cuban Missile Crisis, and the Vietnam Quagmire.

APUSH28. Analyze the Nixon Presidency.

1. Evaluate the impact of the Election of 1968.
2. Understand Nixon-Kissinger foreign policy, Vietnam: escalation and pull out; China: restoring relations; and Soviet Union: détente.
3. Research the Supreme Court and *Roe v. Wade*.
4. Explain the Watergate Crisis and Nixon's impeachment and subsequent resignation.

APUSH29. Understand the role of the United States since 1974.

1. Review the pardon of Nixon and the Presidency of Ford.
2. Analyze the New Right and the conservative social agenda.
3. Investigate Carter's 1976 election and his energy program, tax revolt and inflation.
4. Teach Carter's Human Rights policy and discuss foreign crisis year 1979.
5. Review the 1980 election of Reagan, with a study of supply-side economics, tax cuts and budget deficits.
6. Discuss the fall of Communism.
7. Discuss society, old and new urban problems, Asian and Hispanic immigrants, resurgent fundamentalism, African Americans and local, state, and national policies.
8. Compare the effects on society and the economy of technological development since 1945, including the computer revolution, changes in communication, and advances in medicine.
9. Discern the changing role of women in society as reflected in their entry into the labor force and the resulting change in the family structure.
10. Teach the continuation of Republican agenda with the 1988 election of George H. Bush.
11. Understand the connection of the Persian Gulf War with the rising deficit problems on the home front.
12. Explore the Clinton presidency (1992-2000); including a compare and contrast analysis of the impeachment proceedings.

GRADE 12

UNITED STATES GOVERNMENT AND THE POLITICAL ECONOMY

Units of Credit:

One Year (Required)

Prerequisite:

None

Course Overview:

In this course students apply knowledge gained in previous years of study to pursue a deeper understanding of the principles, institutions, and practices of American government and its political economy. In addition, they draw on their studies of American history and of other societies to compare modern governmental and economic systems. This course serves as the culmination of the four strands in the Social Studies National Standards:

- Power, Authority and Government;
- Production, Distribution and Consumptions;
- Global Connections;
- And Civic Ideals and Practices.

Philosophical and Historical Roots of the American Revolution (I, II, V, VI, X)

In this first study of the course, students survey critical historical and philosophical developments that inspired the American Revolution of 1776. They will pay particular attention to evolving thoughts about human nature, natural rights, rule of law and corresponding limits on the power of government. They study the major documents leading up to the Revolution with special emphasis on the *Declaration of Independence* and the *Articles of Confederation*.

The Constitution and the Bill of Rights (I, II, V, VI, X)

In this unit, students focus on the philosophies of those who framed the *Constitution* and the *Bill of Rights*. They study the *Constitution*, *Bill of Rights*, selected *Federalist Papers*, and the Iroquois Confederation. Students study constitutional principles including limited government, popular sovereignty, separation of powers, and checks and balances. For example, when dealing with the rationale for checks and balances and separation of powers, students should study *Federalist Paper Number 51*; or when dealing with the role of the judiciary, they should study *Federalist Paper Number 78*. In addition, students will explore Antifederalist reservations and their contributions to constitutional compromises and the *Bill of Rights*. In addition, students should study *Washington's Farewell Address*.

Civil Rights and Civil Liberties (I, II, IV, V, VI, IX, X)

Discussing cases currently before the courts as well as historical documents, students learn their civil rights and civic responsibilities. Students examine the evolution of civil rights and civil liberties. Using primary documents including the *Bill of Rights*, and secondary documents, students examine the changing interpretations of law. Using case studies including *Plessy v. Ferguson*, *Brown v. Topeka, Kansas, Board of Education*, *Korematsu v. United States*, *Gideon V. Wainright*, and others, students learn how many groups have struggled to protect their civil rights and liberties. Students review the special legal status of tribal members.

Our Government Today: The Legislative Branch (II, V, VI, X)

In this unit students examine the selection and functions of modern legislatures and explore the process and issues of lawmaking, such as the committee system, lobbying, and the influence of the media and special interests on legislation. Through critical reading of primary and secondary documents and the use of simulations and interactive learning strategies, students can practice critical thinking and apply these skills to assess proposed legislation, the practices of legislatures, and candidates for office.

Our Government Today: The Executive Branch (II, V, VI, IX, X)

Students will examine the selection and duties of members of the executive branch. Through a critical reading of primary and secondary sources, students will learn to document the evolution of Presidential power and its impact on world affairs, and military and economic policy. Through selected case studies, students will analyze presidential campaigns, the President's role in legislation, and influence on the courts. Students should explore the process of presidential decision making through simulation and interactive learning. In addition, students will learn about the role of the bureaucracies as extensions of executive and legislative power.

The Courts and the Governmental Process (II, V, VI, X)

In this unit students examine the role, function and influence of the courts: federal, state, local, and tribal. They focus upon how courts have interpreted the Bill of Rights over time, with emphasis on themes such as due process of law, and equal protection within a pluralist society. Students examine controversies resulting from challenges to or differing interpretations of the Bill of Rights. The unit will introduce the structure and functioning of the courts and engage in case studies of specific issues, such as the First Amendment's cases on free speech, religious liberty, separation of church and state, academic freedom, and the right of assembly.

Economic Issues and Policies (II, V, VI, VII, X)

Students will learn fundamental economic principles and cycles including supply and demand, scarcity, markets, inflation and deflation, the role of money, externalities, and the public good. Then they will learn how governments respond to and influence economic conditions. By examining the budget-making process, fiscal and monetary policy, students learn how governmental actions influence individual, national and international well being. Students explore how governments assist individuals and groups with efforts ranging from tax breaks to welfare payments.

Federalism: State and Local Government (II, V, VI, X)

In this unit students analyze the principles of federalism. Students learn how federal, state, tribal, and local governments share power and responsibility. Students will also learn that local governments are the legal creations of state governments. They will learn the role of the 14th Amendment in protecting Bill of Right freedoms for citizens of all states. They will explore issues handled by each level of government, state, tribal and local.

Students will learn ways in which individuals can become participatory citizens through voting, jury service, lobbying, communicating with government officials, and community service. By analyzing a significant school policy issue, students learn how communities govern and finance

their public schools. Resource people from local agencies and organizations may be invited to visit classrooms and facilitate site visits to demonstrate the work they do and reinforce the vital role the individual plays in community life. In addition, students may volunteer for community service in their schools and communities.

Comparative Governments and Economies (II, V, VI, VII, VIII, IX, X)

This unit begins with a review of the major political and economic philosophies encountered by students during their previous studies, such as socialism, fascism, communism, capitalism, democratic pluralism and emerging fundamentalist theocracies. Students learn the ways in which these different philosophies influence governments, economic policies, social welfare policies, and human rights practices. They learn how recognize most nations combine aspects of different philosophies. Students explore variations among democratic governments, so they learn to identify fundamental features of democratic governments. At the same time, students should examine how some Western democracies have “mixed” systems of capitalism and state socialism.

Critical thinking skills should be used to analyze the nature of a dictatorial regimes, exploring dictatorships of both the left and the right: lack of social contracts between the state and the governed, unprotected human rights, inadequate means to redress wrongs.

Foreign Affairs and the Policy Response (II, V, VI, VII, VIII, IX, X)

Students learn how the relationships between the world’s nations and their governments affect national policymaking. Students identify the role of security, ideology, and economics in defining national interests and policy goals. They also examine the role of international agencies including the United Nations, the World Bank, the World Health Organization, and the World Court. They learn the purposes of international alliances and treaties such as NATO and NAFTA. They also explore the influence of trading blocks and recent environmental treaties.

Contemporary Issues in the World Today (II, V, VI, VII, VIII, IX, X)

Throughout the course, students will explore current political, international, and economic affairs. They will apply critical analysis in understanding the local, state, tribal, national and global context of current issues.

Topics that might be addressed include nuclear arms proliferation and arms control; acid rain, toxic waste disposal, and resource depletion; human rights abuses; competition from abroad due to cheap labor or advanced technology; drug abuse and the spread of AIDS; the movement to decentralize socialist economies; and international political issues. Students should pay attention to the global context of these issues as well as their importance in local, state, or national affairs.

United States Government and the Political Economy: Topics by Quarter

Quarter 1:

Principles of Government
Origins of American Government
The Constitution
Federalism
Political Parties
Voters and Voter Behavior
The Electoral Process
Mass media and Public Opinion
Interest Groups

Quarter 2:

Congress
Powers of Congress
Congress in Action
The Presidency
The Presidency in Action
Government at Work: The Bureaucracy
Financing Government
Foreign Policy and National Defense

Quarter 3:

The Federal Court System
Civil Liberties: First Amendment Freedoms
Civil Liberties: Protecting Individual Rights
Civil Rights: Equal Justice Under Law
Comparative Political and Economic Systems

Quarter 4:

Basic Economic Principles
Economic Cycles
Economic Classes
Monetary and Fiscal Policy
Government Aid to Rich and Poor
Private Entrepreneurs, Partnerships, and Corporations
Governing the States
Local Government and Finance

United States Government and the Political Economy: Learner Competencies

Philosophical and Historical Roots of the American Revolution

USG1. Students explain the fundamental principles, moral values, and historical roots of American democracy as expressed by essential documents. (I, II, V, VI, X)

1. Analyze the influence of ancient Greek, Roman, English, and European political thinkers (e.g., Aristotle, Cicero, Hobbes, Locke, Rousseau, Montesquieu, and Blackstone) on the development of American government.
2. Discuss the Founder's views about human nature and how those views shaped the character of American democracy.
3. Study the influence of the European Enlightenment.
4. Read and discuss the *Declaration of Independence* and selected portions of the *Articles of Confederation*.
5. Describe the importance of rule of law, civic virtue, compromise, and equality under law.

USG2. Students understand how history and philosophy, including the Federalist-Anti-Federalist debate, shaped the U.S. Constitution and the Bill of Rights. (I, II, V, VI, X)

1. Explain how the Founding Fathers' realistic view of human nature led directly to the establishment of a constitutional system that limited the power of the governors and the governed as articulated in the *Federalist Papers*.
2. Explain how the U.S. Constitution reflects a balance between the classical republican concern with promotion of the public good and the classical liberal concern with protecting individual rights; and discuss how the basic premises of liberal constitutionalism and democracy are joined in the Declaration of Independence as "self-evident truths."
3. Describe the systems of separated and shared powers, the role of organized interests (*Federalist Paper Number 10*), checks and balances (*Federalist Paper Number 51*), the importance of an independent judiciary (*Federalist Paper Number 78*), enumerated powers, rule of law, federalism, and civilian control of the military.
4. Read the *Bill of Rights* and understand that the Bill of Rights limits the powers of the federal government and state governments.
5. Use case studies (i.e., *Plessy v. Ferguson*, *Brown v. Board of Education*, *Miranda v. Arizona*, *Regents of the University of California v. Bakke*, *Adarand Constructors, Inc. v. Peña*, and *United States v. Virginia [VMI]*) to understand the controversies over changing interpretations of law and the on-going efforts to protect civil rights and liberties.
6. Evaluate the effects of the Court's interpretations of the Constitution in *Marbury v. Madison*, *McCulloch v. Maryland*, and *United States v. Nixon*, with emphasis on the arguments espoused by each side in these cases.

USG3. Students evaluate, and then take positions on the value, scope and limits of rights and obligations of citizens in a democratic society. I, II, V, VI, X)

1. Discuss the meaning and importance of each of the rights guaranteed under the Bill of Rights, exploring how each right is secured (e.g., freedom of religion, speech, press, assembly, petition, privacy, and freedom of association).
2. Discuss the meaning and importance of property rights and explore their importance to the individual and to society (e.g., the right to acquire, use, transfer, and dispose of

- property; right to choose one's work; copyright and patent).
3. Describe the reciprocity between rights and obligations, that is, why enjoyment of one's rights entails respect for the rights of others.
 4. Explain how one becomes a citizen of the United States, including the process of naturalization (e.g., literacy, language, and other requirements).
 5. Explain how civil society provides opportunities for individuals to associate for social, cultural, religious, economic, and political purposes.
 6. Explain how civil society makes it possible for people, individually or in association with others, to bring their influence to bear on government in ways other than voting and elections.
 7. Discuss the historical role of religion and religious diversity.

USG4. Our Government Today: The Legislative Branch: Students analyze the unique role and responsibility of the legislative branches. (II, V, VI, X)

1. Discuss *Article I* of the Constitution as it relates to the legislative branch, including eligibility for office and lengths of terms of representatives and senators; election to office; the roles of the House and Senate in impeachment proceedings; the role of the vice president; the enumerated legislative powers; and the process by which a bill becomes a law.
2. Explain the influence of parties, media, and special interests upon the lawmaking process.
3. Evaluate modern legislative elections, describing the roles of polls, campaign advertising and the controversies over campaign financing.
4. Explain the process through which citizens amend the Constitution.
5. Identify current representatives in the legislative branch of the national government.

USG5. Our Government Today: The Executive Branch: Students analyze the unique role and responsibility of the executive branch. (II, V, VI, IX, X)

1. Discuss Article II of the Constitution as it relates to the executive branch, including eligibility for office and length of term, election to and removal from office, the oath of office, and the enumerated executive powers.
2. Explain the growth and function of the modern bureaucracy, noting the influences of interest groups, media, and political parties.
3. Evaluate modern presidential elections, describing the roles of polls, campaign advertising, financing, the Electoral College, and the courts.
4. Describe the growth of Presidential power, citing evidence of Presidential uses of power in the 20th Century (i.e., World Wars, regional police actions, New Deal, and U.S. intelligence agencies.)
5. Describe the influence of the President upon the legislative and judicial branches.

USG6. Students analyze the unique roles and responsibilities of the judicial branch. (II, V, VI, X)

1. Discuss Article III of the Constitution as it relates to judicial power, including the length of terms of judges and the jurisdiction of the federal courts.
2. Explain the processes of selection and confirmation of Supreme Court justices.
3. Summarize landmark U.S. Supreme Court interpretations of the Constitution and its amendments.

4. Understand the changing interpretations of the Bill of Rights over time, including interpretations of the basic freedoms (religion, speech, press, petition, and assembly) articulated in the First Amendment and the due process and equal-protection-of-the-law clauses of the Fourteenth Amendment.
5. Analyze judicial activism and judicial restraint and the effects of each policy over the decades (e.g., the Warren and Rehnquist courts).

USG7. Students understand common economic terms, concepts, and economic reasoning. (II, V, VI, VII, X)

1. Explain the elements of America's market economy in a global setting.
2. Analyze the influence of the federal government on the national economy.
3. Analyze issues of international trade, explaining how the U.S. economy affects and is affected by economies beyond the U.S. borders.
4. Examine the causal relationship between scarcity and the need for choices.
5. Identify the consequences of the market economy upon political and personal liberty.
6. Explain the law of supply and demand and the effects of relative scarcity upon the availability, quality and price of particular products.
7. Understand the process by which competition determines market price.
8. Explain the role of profit as an incentive to entrepreneurs in a market economy.
9. Describe the role of government in a free market economy.
10. Describe fiscal policy and its current influence on production, employment, and pricing.
11. Name aims and tools of monetary policy (including the Federal Reserve) and their influence on economic activity.
12. Explain the effects of international mobility of capital and labor on the U.S. economy.
13. Explain the significance of major economic indicators, (e.g., unemployment rate, inflation, deflation, Consumer Price Index).

USG8. Students analyze and compare the powers and procedures of the national, state, tribal, and local governments. (II, III, V, VI, X)

1. Explain how conflicts between levels of government and branches of government are resolved.
2. Identify the major responsibilities and sources of revenue for national, state, and local governments.
3. Discuss reserved and concurrent powers of state governments with emphasis upon the police powers of states.
4. Discuss the Ninth and Tenth Amendments and interpretations of the extent of the federal government's power.
5. Explain how governments set the public agenda, form public policy, implement policy, and evaluate it through legislation, executive regulations, executive orders, and public involvement.
6. Compare the processes of lawmaking at each of the three levels of government, weighing the role of special interests and the media.
7. Identify the organization and jurisdiction of federal, state, tribal, and local courts and the interrelationships among them.
8. Discuss the individual's legal obligations to obey the law, serve as a juror, and pay taxes.
9. Understand the obligations of civic-mindedness, including voting, being informed on civic

issues, volunteering and performing public service, and serving in the military or alternative service.

10. Describe the reciprocity between rights and obligations, that is, why enjoyment of one's rights entails respect for the rights of others.
11. Explain how one becomes a citizen of the United States, including the process of naturalization (e.g., literacy, language, and other requirements).

USG9. Students analyze the origins, characteristics, and development of different political and economic systems across time, with emphasis on the quest for political democracy and economic opportunity. (I, II, III, V, VI, IX, X)

1. Explain the different philosophies and structures of feudalism, mercantilism, socialism, fascism, communism, monarchies, parliamentary systems, fundamentalist theocracies, and constitutional liberal democracies influence economic policies, social welfare policies, and human rights practices.
2. Identify general societal conditions that have launched and sustained democracies.
3. Compare the various ways governments distribute, share, and limit power in congressional and parliamentary systems.
4. Discuss the advantages and disadvantages of federal, confederate, and unitary systems of government.
5. Describe for at least two countries the consequences of conditions that gave rise to tyrannies during certain periods (e.g., Italy, Japan, Haiti, Nigeria, Cambodia).
6. Identify at least one twentieth-century dictator, the methods he used to gain and hold office, the conditions and interests that supported him, and his consequent fate.

USG10. Foreign Affairs and Policy Response: Students explain how relationships between the goals of the world's governments affect their policymaking. (I, II, III, V, VI, IX, X)

1. Describe national interests as a function of often-competing security, ideology, and economic concerns.
2. Describe the role of international agencies and organization in responding to emerging issues and conditions.
3. Understand the purposes of international alliances and treaties and their effects on international relations.
4. Understand both the value and limits of collective security arrangements.
5. Examine the competing interests of international trade and environmental needs.
6. Examine the competing interests of global free markets and policies of protectionism.

USG11. Contemporary Issues in the World Today: To analyze the impact of world affairs upon student's lives, students will seek information about current affairs. (I, II, III, IV, V, VI, VII, VIII, IX, X)

1. Follow breaking news through television, magazines, newspapers, radio and Internet sources.
2. Analyze the reliability of various news media.
3. Identify relationships between current world events and the overall course content.
4. Describe potential consequences of breaking world news.
5. Model civil discourse in defense of political positions.
6. Demonstrate both collaboration and compromise in group discussions of critical issues.
7. Identifying with respect both common interests and differences of opinion arising from

class discussions of current affairs.

8. Describing the importance of the democratic process in reaching decisions, win or lose.

GRADE 12
ADVANCED PLACEMENT UNITED STATES GOVERNMENT AND
THE POLITICAL ECONOMY

Units of Credit:

One Year

Prerequisites:

United States History

Course Overview:

Advanced Placement United States Government and the Political Economy surveys historical origins of the American political system and the links among people, their government, and the institutions of United States government. The course explores the process of policymaking and analyzes policies in several specific areas. Underpinnings of United States government constitute ten to twenty percent of the content of the course. Institutions of national government—the congress, the presidency, the bureaucracy, and the federal courts—make up thirty-five to forty percent of the content of the course. Public policy is the focus of five to fifteen percent of the content of the course.

Suggested Topics by Quarter:

Quarter 1

Introduction to Political Systems
Historical Origins of the Constitution
Federalism
American Political Culture/ Participation
Public Opinion
Media
Interest Groups

Quarter 2

Political Parties
Elections and Campaigns
Congress
Presidency
Bureaucracy
Federal Judiciary

Quarter 3

Civil Liberties
Civil Rights
Policy Making
Economic Principles
Economic Policy
Domestic Policy

Quarter 4

Domestic Policy
Global Policy
International Economics
Review for AP Test
Current Issues

Advanced Placement Government and The United States Political Economy: Learner Competencies

AP United States Government surveys historical origins of the American political system and the links between people, their government, and the institutions of U.S. government. The course explores the process of policymaking and analyzes policies in several specific areas. Underpinnings of U.S. Government constitute five to ten to twenty percent of the content. Institutions of national government- the congress, the presidency, the bureaucracy, and the federal courts- make up thirty-five to forty-five percent of the class, with public policy the focus of five to fifteen percent of class time.

APUSG1. Students will read and study the U.S. Constitution, analyzing the document line-by-line to explore: (II, V, VI, X)

1. The literal interpretation of the Constitution.
2. Constitutional changes over time.
3. Changing interpretations of the Constitution over time.
4. Historical influences that shaped the Constitution.

APUSG2. Students will examine the motives and principles of the Framers of the US Constitution to learn: (I, II, III, V, VI, X)

1. The intent of the Declaration of Independence.
2. The influence of the Declaration upon the Articles of Confederation and the Constitution.
3. The adaptations of English government found in the Articles of Confederation and the Constitution.
4. The innovations of the Articles of Confederation and the Constitutions meant to solve complaints described in the Declaration of Independence
5. The problems created under the Articles of Confederation and addressed by the Constitution of 1787.
6. Traits of the American democratic republic as distinct form other governments, especially parliamentary democracies

APUSG3. Students will study the concept of federalism to understand: (V, VI, X)

1. How the Framers divided the powers of governance to protect liberty
2. How state retained some sovereignty
3. How federalism evolved over time.
4. What problems now face our federal system
5. How contrasting views on federalism persist.
6. How national and state governments have grown and changed over time.

APUSG4. Students will explore what shared cultural beliefs typify democratic governments to learn: (I, IV, V, X)

1. What forces shape public opinion and create diversity of public opinion.
2. How researchers measure public opinion.
3. How public opinion influences legislation and policymaking.
4. How the public opinion affects the executive branch.
5. How the public opinion affects the judicial branch.

APUSG5. Students will examine how interest groups influence political life to describe how: (I, IV, V, VI, X)

1. Why a variety of interest groups exist in the U.S.
2. How interest groups evolved in numbers and influence in the U.S.
3. How interest groups organize, raise funds, and use resources to influence policy.
4. Why interest groups form PACs.
5. Who and why some join the political process while others sit on the sidelines.

APUSG6. Students will study the origin, role and function of political parties to understand: (I, IV, V, VI, X)

1. How political parties differ from interest groups.
2. What historical role major and third parties played.
3. Why the U.S. retained a two-party system.
4. How parties organize and function to influence the democratic process.
5. What modern parties exercise influence.
6. How parties achieve influence today.

APUSG7. Students will study the process and significance of elections to demonstrate understanding of: (I, IV, V, VI, X)

1. How the nation organizes congressional and presidential elections.
2. How the voting population and election process changed over history.
3. How the electorate changed over time.
4. How money influences the election and political processes.
5. What laws aim to regulate the role of money in the political process
6. How Congress and the federal courts influenced the role of money in US politics.

APUSG8. Students will develop skills in explaining the political influence of the media by examining: (V, VI, X)

1. Political perspectives exhibited by standard news sources.
2. Respected conservative and liberal news or political analysis sources.
3. Recent and historical media influences upon the political process.
4. The changing impact of the media over time.

APUSG9. Students will come to understanding of and appreciation for the Legislative Branch of national government, the Congress, by analyzing: (V, VII, VI, X)

1. What role the Framers intended for the Congress.
2. How the role the Framers intended for the Congress changed after 1789.
3. Why the Framers believed that Congress should be the most important branch of government.
4. What responsibilities the Congress and its members have towards the nation and their constituents.
5. What powers Congress holds.
6. What comparative roles House and Senate fulfill.
7. How the House and the Senate organize institutionally and politically.
8. How ideas become bills and laws.

9. How the history of the Congress shaped the current institution.
10. What major challenges the Congress faces today.
11. How the committee system influences policymaking.
12. How Congressional staffers influence policy-making.
13. How Congress works with the public, interest groups, parties, states, and the media.

APUSG10. Students will come to an understanding of and appreciation for the Executive Branch of government by analyzing: (V, VI, VII, X)

1. What role the Framers intended for the Presidency.
2. How the role of the Presidency changed over time.
3. What major powers the President holds.
4. How the Commander-in Chief role influences the modern Presidency.
5. How Presidents structure their personal staffs.
6. What characteristics describe the current White House staff.
7. How Presidents structure their staffs in the EOP.
8. How the Cabinet evolved historically.
9. What roles modern Cabinet agencies fulfill.
10. What independent regulatory agencies contribute to the nation.
11. Who leads and who follows within the bureaucracy.
12. How the civil service improves the quality of government workers.
13. How the civil service fails the public it serves.
14. What quasi-legislative and quasi-judicial functions the bureaucracy plays.
15. What processes the nation uses to make its regulatory policy.
16. What processes the nation uses to implement its regulatory policy.
17. How the nation evaluates its regulatory policy.

APUSG11. Students will come to an understanding of and appreciation for the Judicial Branch of national government by analyzing: (V, VI, X)

1. What purposes federal judiciary fulfills.
2. How the federal judiciary organizes it work.
3. How the federal judiciary handles civil and criminal matters.
4. What legal processes occur within the federal judiciary.
5. What circumstances allow cases to move to appellate courts.
6. How the Supreme Court decides cases.
7. How the history of the Supreme Court shaped its decisions.
8. How the makeup of the current Supreme Court shapes its decisions.
9. How judicial activism compares to judicial restraint.

APUSG12. Students will explore the history and significance of civil liberties and civil rights by analyzing: (I, IV, V, VI, X)

1. The nature of civil liberties.
2. The historical evolution of civil liberties in the United States.
3. Supreme Court decisions instrumental in shaping civil liberties.
4. Key cases involving the establishment and free exercise clauses of the 1st Amendment, freedoms of speech and assembly, fighting words and obscenity.
5. Rights of the accused and their evolution in the 20th Century.

6. The nature of the right of privacy.
7. Property rights and the rights of eminent domain.
8. Warren, Burger and Rehnquist courts views on civil liberties.
9. The nature of civil rights.
10. The movement to desegregate schools.
11. Evolution of civil rights in U.S. history.
12. Continuing discrimination faced by blacks, Native Americans, Hispanics, women, and gays.
13. Expansion of human rights achieved by the Civil Rights Movement.
14. Principles upon which the U.S. Supreme Court decided civil rights cases.

APUSG13. Students will analyze U.S. economic, environmental, social welfare and foreign policy to demonstrate understanding of: (I, III, IV, V, VI, VII, VIII, IX, X)

1. Basic economic principles.
2. Economic and political systems.
3. Fiscal and monetary policy.
4. Political influence exercised by interest groups, political parties and the media.
5. Means citizens use to achieve political efficacy.
6. The history of environmental regulation.
7. Liberals and conservatives differences on environmental policy.
8. Ways environmental goals clash with property rights.
9. Ways agricultural interests clash with environmental goals.
10. Processes of reconciliation the government uses when interests collide.
11. Process for making social welfare policy in the U.S.
12. Evolution of social welfare policy over time.
13. Delivery of social welfare benefits by states and the national government.
14. Influences on social welfare policy wielded by politicians and the public.
15. Influences on foreign policy wielded by individuals and agencies.
16. Changes in U.S. foreign policy over history.
17. Central goals and interests shaping U.S. foreign policy.
18. Challenges facing current U.S. foreign policy.

GRADE 12
COMPARATIVE POLITICAL SYSTEMS

Units of Credit:

One Semester (Elective)

Prerequisites:

Senior Year, College Bound, with recommendation for US History and/or US Government Teachers.

Course Overview:

Comparative Political Systems is a class designed as an elective one-semester honors class for Seniors. Frenchtown High School requires two semesters of American government rather than the state requirement of one semester, so those Seniors who wish to take an accelerated honors class in international government can replace one semester of American government with Comparative Political Systems. The basic format of the class is the study of fascism, capitalism, socialism, and communism, plus other related topics such as conservatism, liberalism, and anarchism; then applying the study to a series of research papers that develop a student's understanding of the writing process and the ability to use various writing styles. The four basic "isms" are divided into 4-week segments. Students draw on their studies of World history, Geography, and American history to compare the different political systems and ideologies in the world. At the same time, they view the "isms" present in American society. By studying these great political systems, students are prepared to better understand the relationships between ideologies, both nationally and internationally, therefore become even more informed about governments and their role in societies.

Comparative Political Systems: Topics by Quarter:

Quarter 1:

Fascism
Capitalism

Quarter 2:

Socialism
Communism
Liberalism, Conservatism, and Anarchism
Comparative Political Systems

Comparative Political Systems: Learner Competencies

CPS1. Fascism: Understand the basic definitions of fascism and its place on the political spectrum. (I, II, III, V, VI, IX)

1. Recognize fascism as being on the far right of the international political spectrum and its relationships with capitalism, socialism, and communism.
2. Examine the role of racism, imperialism, militarism, and nationalism in the character of fascism.
3. Realize the reactionary tendency in relation to the left on the political spectrum.

CPS2. Fascism: Understand the psychological roots of fascism. (II, III, IX)

1. Realize that fascism contains various hidden characteristics that may explain why man behaves a certain way.
2. Recognize the connection to the historical background of the country involved in fascism, particularly Germany, Italy, and Japan.
3. Analyze the extent that these roots are ingrained in American Society.

CPS3. Fascism: Understand the historical development of fascism in Germany, Italy, and Japan. (I, II, IV, V, VIII, IX)

1. Trace the structure of the pre-Fascist governments and their relationships with the right on the political spectrum.
2. Understand the cause of the rapid rise of fascism in those countries.
3. Realize the extent of fascist doctrine on the populations.
4. Recognize the traits of fascism through internal violence and “concentration camp” mentality.
5. Examine the causes of the decline and fall of fascism in Germany, Italy, and Japan.

CPS4. Fascism: Understand the existence of other fascist societies worldwide and in the United States. (I, II, IV, V, VIII, IX)

1. Recognize fascism in Spain and Argentina.
2. Examine fascist tendencies in Third World countries and in societies dominated by religious fanaticism.
3. Trace the extent of fascist thinking and fascist movements in the United States.

CPS4. Fascism: Understand the research and writing process in developing a paper on fascism. (X)

1. Analyze the characteristics of fascism through various styles of writing.
2. Realize the importance of library research, documentation, and the writing process in preparing a research paper.

CPS5. Capitalism: Understand the basic definitions of capitalism and its place on the political spectrum. (I, II, III, V, VI, IX)

1. Recognize capitalism as being in the center of the political spectrum.
2. Examine the basic definitions of capitalism and why capitalism is connected to democracies or republics.

CPS6. Capitalism: Understand the psychological roots of capitalism. (II, III, IX)

1. Realize that the roots of democratic thinking parallel capitalist thinking.
2. Recognize the basic ideals of capitalism that are deeper than definitions.

CPS7. Capitalism: Understand the historical development of world capitalism from its earliest beginnings. (I, II, IV, V, VII, IX)

1. Recognize the earliest roots of capitalism with Phoenicia in the ancient world.
2. Realize the capitalistic patterns in the Roman Empire through trade.
3. Examine the impact of capitalistic thinking on the feudal period and the role of the Church.
4. Integrate the impact of the Crusades on capitalism and the subsequent fall of the feudal system and the rise of world capitalism.
5. Recognize the role of the Industrial Revolution and the rise of mercantile giants of the 18th and 19th Centuries.

CPS8. Capitalism: Understand the development of American capitalism from the 18th Century through contemporary times. (I, II, IV, V, VIII, IX)

1. Assess the impact of European capitalism on the infant colonial America.
2. Investigate the growth of American capitalism from the Constitutional period, through the American Industrial Revolution, to the Great Depression of the 1930's.
3. Recognize New Dealism and its impact on American capitalism through contemporary times.
4. Understand the impact of Reaganomics on contemporary America.

CPS9. Capitalism: Understand the research and writing process in developing a paper on capitalism. (X)

1. Recognize the characteristics of capitalism through various styles of writing.
2. Realize the importance of library research, documentation, and the writing process in preparing a research paper.

CPS10. Socialism: Understand the basic definitions of socialism and its place on the political spectrum. (I, II, III, V, VI, IX)

1. Recognize that socialism is left of center on the political spectrum.
2. Examine the basic definitions of socialism, and realize the varieties of socialism—from democratic to Marxist.
3. Compare and contrast the connections of socialism to communism and capitalism.

CPS11. Socialism: Understand the psychological roots of capitalism. (II, III, IX)

1. Realize that there is no clear-cut doctrine because of national identities and traditions.
2. Recognize that democratic thinking parallels capitalist thinking.
3. Recognize that there are elements of socialist thought (e.g. liberalism, and ethical and aesthetic idealism).

CPS12. Socialism: Understand the historical foundation of socialism of the 19th Century in Europe and in 20th Century Asia. (I, II, IV, V, VII, IX)

1. Recognize the impact of various socialist writers such as Saint-Simon, Robert Owen,

- Charles Fourier, and the Fabian Society.
2. Assess the conditions of societies in Europe that spawned the Socialist Thinkers.
 3. Realize the attempts by international socialists for a common ground and the subsequent failures due to nationalism.
 4. Recognize the impact of World War I and World War II on the growth of socialism worldwide.

CPS13. Socialism: Understand the reasons why the United States has rejected socialism, but has adopted socialist ideals. (I, II, IV, V, VIII, IX)

1. Identify the early socialist movements in the United States in the early 20th Century.
2. Realize the impact of American socialists, Eugene Debs, and others on American politics.
3. Recognize the reasons for the failure of socialism in the United States as a political party, but how socialist ideals were incorporated in the political parties.
4. Realize the extent of socialist ideals in American society from the Progressive Era to modern times.

CPS14. Socialism: Understand the research and writing process in developing a paper on socialism. (X)

1. Recognize the characteristics of socialism through various styles of writing.
2. Realize the importance of library research, documentation, and the writing process in preparing a research paper.

CPS15. Communism: Understand the basic definitions of communism and its place on the political spectrum. (I, II, III, V, VI, IX)

1. Recognize communism as being on the far left of the political spectrum and its relationship with socialism and fascism.
2. Understand the revolutionary format of communism and its opposition to capitalism.

CPS16. Communism: Understand the historical roots of communism from the Industrial Revolution and its relationship to socialism. (II, III, IX)

1. Realize the roots of socialism parallel communism.
2. Recognize the split between the two ideologies in the early 20th Century.

CPS17. Communism: Understand the Great Communist Revolutions that shook the capitalist world in the 20th Century. (I, II, IV, V, VII, IX)

1. Assess the impact of the writings of Karl Marx on the Russian socialists.
2. Recall the background of Russia prior to the Revolution of 1917 and the causes of the Revolution.
3. Recognize the nature of the revolution and how it changed Russia through the 20th Century.
4. Realize the changes in Eastern Europe after the Soviet occupation following World War II.
5. Understand the extent of communist revolutions in Asia, Cuba, and several African nations.

CPS17. Communism: Understand the fall of communism in Eastern Europe and the

Soviet Union. (I, II, IV, V, VIII, IX)

1. Assess the weaknesses of the communist system that contributed to the decline of communism.
2. Realize the extent of the discontent and the level of loyalty to the communist systems.
3. Trace the chain of events that occurred in the Soviet Union that led to the final collapse of communism.
4. Trace the development of post-Communism governments and the threads of Communist parties still impacting economic decisions.

CPS18. Communism: Understand the research and writing process in developing a paper on Communism. (X)

1. Recognize the characteristics of communism through various styles of writing.
2. Realize the importance of library research, documentation, and the writing process in preparing a research paper.

CPS19. Comparative Political Systems: Develop a fictional country (“Aria”) by applying characteristics that would create a functional political system. (I, III, IV, V, VI, VII, VIII, IX, X)

1. Analyze given traits of “Aria;” including geography, topography, resources, societal traits and potential adversaries.
2. Select and apply characteristics from the “isms” that best fit “Aria.”

CPS20. Comparative Political Systems: Complete a paper that describes “Aria” in your point of view, demonstrating a combination of characteristics learned from the political systems. (IX, X)

1. Create “Aria” by developing a skeleton political system that would best fit the characteristics of “Aria.”
2. Defend your interpretation of “Aria” by relating historical evidence that would support survival of your society and government.

APPENDIX

INSTRUCTIONAL PRACTICES

We now have more than 30 years of accumulated research that provides some highly consistent answers to the question of what types of instructional strategies work best to improve student achievement. Much of that research has been synthesized and described in the book *Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement* by Marzano, Pickering, and Pollock [ASCD, 2001]. Briefly, based on a survey of thousands of comparisons between experimental and control groups, using a wide variety of instructional strategies in K-12 classrooms, across a variety of subject areas, nine categories of instructional strategies proven to improve student achievement were identified: (1) Identifying Similarities and Differences; (2) Summarizing and Note Taking; (3) Reinforcing Effort and Providing Recognition; (4) Homework and Practice; (5) Representing Knowledge; (6) Learning Groups; (7) Setting Objectives and Providing Feedback; (8) Generating and Testing Hypotheses; and (9) Cues, Questions, and Advance Organizers. Additionally, specific instructional strategies can be used for specific types of knowledge. Two of the proven instructional strategies (Homework and Practice, Representing Knowledge) for all subject areas and additional specific instructional strategies for specific types of knowledge (vocabulary terms and phrases, details, organizing ideas, and skills and processes) are described below.

Homework and Practice

Homework and practice are staples of the K-12 classroom. Both homework and practice give students opportunities to deepen their understanding and proficiency with content they are learning. We can even think of homework as a tie for students to practice their skills, although students also practice apart from homework.

Research on homework tells us some things about homework and practice. First, in general, teachers should assign less homework to younger students than to older students. Second, parents should be minimally involved in their children's homework. Third, teachers should communicate the purpose of homework and comment on it. And fourth, when learning a skill, students need a great deal of practice in order to achieve mastery. Student also need time to shape and adapt the skill so they can use it effectively.

Representing Knowledge Using Non-Linguistic Representations

Many psychologists believe that we store knowledge in two ways: linguistically and nonlinguistically (Paivio, 1969, 1971, 1990). In other words, we store what we know in ways associated with words (the linguistic form) and with images (the nonlinguistic form). As a metaphor, the linguistic mode might be thought of as containing actual statements in long-term memory. In contrast, the imagery or nonlinguistic mode is expressed as mental pictures or even physical sensations, such as smell, taste, touch, kinesthetic association, and sound (Richardson, 1983).

Research tells us that we can use a variety of activities to help students represent knowledge in different ways. Research also indicates that nonlinguistic representations are more effective if they elaborate on or add to students' knowledge. Some strategies that research tells us works in the classroom include (1) graphic organizers; (2) pictographic representations; (3) mental images; (4) physical models; and (5) kinesthetic representations.

Specific Types of Knowledge

Specific instructional strategies can be used for specific types of knowledge. Specific types of knowledge identified here include four types of knowledge: (1) vocabulary terms and phrases, (2) details, (3) organizing ideas, and (4) skills and processes.

Vocabulary terms are a part of the K-12 classroom. Research shows that direct vocabulary instruction improves students' achievement. When students have instruction in new words, they are more likely to understand the words in context when they encounter them again. In general, students must encounter words in context more than once to learn them. Further, vocabulary instruction is even more powerful when the words are critical to learning new content. Research also indicates that associating an image with a vocabulary term is one of the best ways to learn a new word.

Details: Details are specific pieces of information. Categories of details include facts, time sequences, cause-and-effect sequences, and episodes. As with vocabulary terms, research indicates students should have systematic, multiple exposures to details. A dramatic enactment of details has the strongest effect on students' learning.

Organizing Ideas: Organizing ideas are the most general type of informational knowledge. Two types of organizing ideas include (1) generalizations and (2) principles. Once students grasp organizing ideas, instructional time can be focused on having students use organizing ideas in a variety of situations.

Skills and Processes: Skills and processes both produce some form or result or product. The discovery approach is difficult to use with skills and processes, so when using a discovery approach, examples should be organized into categories that represent the different approaches to the skill. Skills are most useful when students learn them to their level of automaticity. Students should practice the parts of a process in their context and be able to control the interaction of the major component skills of a complex process.

READING COMPREHENSION STRATEGIES

Proficient Readers use these strategies before, during, and after reading:

- 1) **Activate Background Knowledge**
 - a) What do you already know about the topic?
 - b) What connections (schema) can you make to your life, the world or other things you have read?
- 2) **Ask Questions**
 - a) What do you want to know about this topic?
 - b) What questions come up as you read?
- 3) **Infer**
 - a) What background knowledge and explicit information from the text are you using to make meaning?
 - b) What questions come up as you read?
- 4) **Determine Importance**
 - a) What words, sentences, ideas, and themes are especially important?
 - b) What is the big picture; the main idea?
- 5) **Make Mental Images**
 - a) What images come to mind as you read?
- 6) **Synthesize**
 - a) What inferences and key concepts are you putting together to deepen your understanding?
- 7) **Monitor Comprehension**
 - a) Where does your comprehension break down?
 - b) What causes the difficulty?
 - c) How can you fix it?
 - i) Reread
 - ii) Read ahead
 - iii) Use Context Clues
 - iv) Restate
 - v) Research
 - vi) Check Pictures and Graphics
 - vii) Use Decoding Strategies (Sound it out)

BEST PRACTICES IN SOCIAL STUDIES

The following practices have been identified through emerging studies and debate. Sources used include the Bradley Commission (1988), National Standards for United States History (1994), National Council for Social Studies (NCSS) Expectations for Excellence: Curriculum Standards for Social Studies (1994), and the Shanker Report: Anchor U.S. History in Knowledge, Democratic Values and Principles, and Habits and Skills of Citizenship:

1. Integrate history with other curriculum.
2. Provide students with regular opportunities to investigate topics in depth.
3. Give students opportunities to exercise choice and responsibility by choosing their own topics for inquiry.
4. Involve students actively in the classroom and wider community.
5. Involve students in both independent inquiry and cooperative learning to build skills and habits for lifelong, responsible learning and citizenship.
6. Build learning on students' prior knowledge and experience.
7. With students, explore a full variety of cultures and cultural understanding found in America, including the students' own.
8. Remember that students of various abilities and backgrounds can benefit by hearing from one another.
9. Evaluate students in ways that reflect the importance of student thinking and preparation for responsible citizenship.

HABITS OF MIND--HISTORY

The following Habits of Mind-History are widely adapted, and are taken from The Bradley Commission (1988). The perspectives and modes of thoughtful judgment derived from the study of history are many, and **they ought to be its principle aim**. Courses in history, geography, and government should be designed to take students well beyond formal skills of critical thinking, to help them through their own learning to:

1. Understand the significance of the past to their own lives, both private and public, and to their society.
2. Distinguish between the important and the inconsequential, to develop the “discriminating memory” needed for a discerning judgment in personal and public life.
3. Perceive past events and issues as they were experienced by people at the time, to develop historical empathy as opposed to present-mindedness.
4. Acquire at one and the same time a comprehension of diverse cultures and of shared humanity.
5. Understand how things happen and how things change, how human intentions matter, but also how their consequences are shaped by the means of carrying them out, in a tangle of purpose and process.
6. Comprehend the interplay of change and continuity, and avoid assuming that either is somehow more natural, or more to be expected, than the other.
7. Prepare to live with uncertainties and exasperating, sometimes perilous, unfinished business, realizing that not all problems have solutions.
8. Grasp the complexity of historical causation, respect particularity, and avoid excessively abstract generalizations.
9. Appreciate the often tentative nature of judgments about the past, and thereby avoid the temptation to seize upon particular “lessons” or history as cures for present ills.
10. Recognize the importance of individuals who have made a difference in history, and the significance of personal character for both good and ill.
11. Appreciate the force of the non-rational, the irrational, and the accidental, in history and human affairs.
12. Understand the relationship between geography and history as a matrix of time and place, and as context for events.
13. Read widely and critically in order to recognize the difference between fact and conjecture, between evidence and assertion, and thereby to frame useful questions.

**ESSENTIAL SKILLS FOR SOCIAL STUDIES:
ACQUIRING INFORMATION**

(From the “MCPS Reading Comprehension Strategies,” and, “In Search of a Scope and Sequence for Social Studies.” Social Education, 53(6), October 1989, 376-385. This is part of a report of the NCSS Task Force on Scope and Sequence.)

Suggested Strength of Instructional Effort:

Minimum Some Major Intense

A. Reading Skills

1. Comprehension

K-3 4-5 6-8 9-12

- ... **Activate Background Knowledge**
What do you already know about the topic?
What connections (schema) can you make to your life, the world or other things you have read?
- ... **Ask Questions**
What do you want to know about this topic?
What questions come up as you read?
- ... **Infer**
What background knowledge and explicit information from the text are you using to make meaning?
What questions come up as you read?
- ... **Determine Importance**
What words, sentences, ideas, and themes are especially important?
What is the big picture; the main idea?
- ... **Make Mental Images**
What images come to mind as you read?
- ... **Synthesize**
What inferences and key concepts are you putting together to deepen your understanding?
- ... **Monitor Comprehension**
Where does your comprehension break down?
What causes the difficulty?
How can you fix it?
Reread; Read Ahead; Use Context Clues; Restate; Research;
Check Pictures and Graphics; Use Decoding Strategies (Sound it out)

2. Vocabulary

K-3 4-5 6-8 9-12

- ● ○ ○ ... Use usual word attack skills; sight recognition, phonetic analysis, structural analysis
- ● ● ● ... Use context clues to gain meaning
- ● ● ● ... Use appropriate sources to gain meaning of essential terms and vocabulary: glossary, dictionary, word lists
- ● ● ● ... Recognize and understand an increasing number of social studies terms

3. Rate of Reading

K-3 4-5 6-8 9-12

- ● ● ● Adjust speed of reading to suit purpose
- ● ● ● Adjust rate of reading to difficulty of the material

B. Study Skills

1. Find Information

K-3 4-5 6-8 9-12

- ● ○ ○ ... Use various parts of a book (index, table of contents, etc.)
- ● ○ ○ ... Use key words, letters on volumes, index, and cross references to find information
- ○ ○ ● ... Evaluate sources of information—print, visual, electronic
- ○ ● ● ... Use appropriate source of information
- ○ ● ● ... Use the community as a resource

2. Arrange Information in Usable Forms

K-3 4-5 6-8 9-12

- ○ ● ● ... Make outline of topic
- ○ ● ● ... Prepare summaries
- ○ ● ○ ... Make timelines
- ○ ● ● ... Take notes
- ○ ● ● ... Keep records
- ○ ● ● ... Use italics, marginal notes, and footnotes
- ● ○ ○ ... Listen for information
- ● ● ○ ... Follow directions
- ○ ● ● ... Write reports and research papers
- ○ ● ● ... Prepare a bibliography

C. Reference & Information-Search Skills

1. The Library

K-3 4-5 6-8 9-12

- ☐ ☐ ● ● ... Use card catalog to locate books
- ☐ ☐ ● ● ... Use *Reader's Guide to Periodical Literature* and other indexes
- ☐ ☐ ● ● ... Use computer catalog system
- ☐ ☐ ☐ ☐ ... Use public library telephone information service

2. Special References

K-3 4-5 6-8 9-12

- ☐ ☐ ☐ ● ... Almanacs
- ● ☐ ☐ ... Encyclopedias
- ● ☐ ☐ ... Dictionary
- ☐ ● ☐ ☐ ... Indexes
- ☐ ☐ ☐ ● ... Government publications
- ☐ ☐ ☐ ● ... Microfiche
- ☐ ☐ ● ● ... Periodicals
- ● ☐ ● ... News sources: newspapers, news magazines, TV, radio, videotapes, artifacts

3. Maps, Globes, Graphics (use map- and globe-reading skills)

K-3 4-5 6-8 9-12

- ☐ ● ● ☐ ... Orient a map and note directions
- ☐ ● ● ☐ ... Locate places on map and globe
- ☐ ☐ ● ☐ ... Use scale and compute distances
- ☐ ☐ ● ● ... Interpret map symbols and visualize what they mean
- ☐ ☐ ☐ ☐ ... Compare maps and make inferences
- ☐ ☐ ● ● ... Express relative location
- ☐ ☐ ● ● ... Interpret graphs
- ☐ ☐ ● ● ... Detect bias in visual material
- ☐ ☐ ● ● ... Interpret social and political messages of cartoons
- ☐ ☐ ● ● ... Interpret history through artifacts

4. Community Resources

K-3 4-5 6-8 9-12

- ☐ ● ● ● ... Use sources of information in community
- ☐ ● ● ● ... Conduct interviews of individuals in the community
- ☐ ● ● ● ... Use community newspapers

D. Technical Skills

1. Computer

K-3 4-5 6-8 9-12

- ☐ ● ● ● ... Operate a computer using prepared instructional or reference programs
- ☐ ● ● ● ... Operate a computer to enter and retrieve information gathered from a variety of sources

2. Telephone and Television Information Networks

K-3 4-5 6-8 9-12

- ☐ ● ● ● ... Ability to access information through networks

**ESSENTIAL SKILLS FOR SOCIAL STUDIES:
ORGANIZING & USING INFORMATION**

A. Thinking Skills

1. Classify Information

K-3 4-5 6-8 9-12

- ☐ ○ ● ● ... Identify relevant factual material
- ☐ ○ ● ● ... Sense relationship between items of factual information
- ○ ● ● ... Group data in categories according to appropriate criteria
- ○ ● ● ... Place in proper sequence:
 - 1. order of occurrence
 - 2. order of importance
- ○ ● ● ... Place data in tabular form: charts, graphs, illustrations

2. Interpret Information

K-3 4-5 6-8 9-12

- ☐ ○ ● ● ... State relationships between categories of information
- ☐ ○ ● ● ... Note cause and effect relationships
- ☐ ○ ● ● ... Draw inferences from factual material
- ☐ ○ ● ● ... Predict likely outcomes based on factual information
- ☐ ○ ● ● ... Recognize the value dimension of interpreting factual material
- ☐ ○ ● ● ... Recognize instances in which more than one interpretation of factual material is valid

3. Analyze Information

K-3 4-5 6-8 9-12

- ☐ ● ● ● ... Form a simple organization of key ideas related to a topic
- ☐ ○ ● ● ... Separate a topic into major components according to appropriate criteria
- ☐ ○ ● ● ... Examine critically relationships between and among elements of a topic
- ☐ ○ ● ● ... Detect bias in data presented in various forms: graphics, tabular, visual, print
- ☐ ○ ● ● ... Compare and contrast credibility of differing accounts of the same event

4. Summarize Information

K-3 4-5 6-8 9-12

- ☐ ○ ● ● ... Extract significant ideas from supporting illustrative details
- ☐ ○ ● ● ... Combine critical concepts into a statement of conclusions based on information
- ☐ ○ ○ ○ ... Restate major ideas of a complex topic in concise form
- ☐ ○ ● ● ... Form opinion based on critical examination of relevant information
- ☐ ○ ● ● ... State hypotheses for further study

5. Synthesize Information

K-3 4-5 6-8 9-12

- ☐ ○ ● ● ... Propose a new plan of operation, create a new system, or devise a futuristic scheme based on available information
- ☐ ○ ○ ○ ... Reinterpret events in terms of what *might* have happened, and show the likely effects on subsequent events
- ☐ ○ ● ● ... Present visually (chart, graph, diagram, model, etc.) information extracted from print
- ☐ ☐ ○ ● ... Prepare a research paper that requires a creative solution to a problem
- ☐ ● ● ● ... Communicate orally and in writing

6. Evaluate Information

K-3 4-5 6-8 9-12

- ☐ ○ ● ● ... Determine whether or not the information is pertinent to the topic
- ☐ ☐ ○ ● ... Estimate the adequacy of the information
- ☐ ☐ ○ ● ... Test the validity of the information, using such criteria as source, objectivity, technical correctness, currency

B. Decision-Making Skills

K-3 4-5 6-8 9-12

- ☐ ○ ● ● ... Identify a situation in which a decision is required
- ☐ ○ ● ● ... Secure needed factual information relevant to making the decision
- ☐ ○ ● ● ... Recognize the values implicit in the situation and the issues that flow from them
- ☐ ○ ● ● ... Identify alternative courses of action and predict likely consequences of each
- ○ ● ● ... Make decision based on the data obtained
- ☐ ○ ● ● ... Take action to implement the decision

C. Metacognitive Skills

K-3 4-5 6-8 9-12

- ● ● ● ... Select an appropriate strategy to solve a problem
- ● ● ● ... Self-monitor one's thinking process

**ESSENTIAL SKILLS FOR SOCIAL STUDIES:
INTERPERSONAL RELATIONSHIPS & SOCIAL PARTICIPATION**

A. Personal Skills

K-3 4-5 6-8 9-12

- ☐ ○ ● ● ... Express personal convictions
- ☐ ○ ● ● ... Communicate own beliefs, feelings, and convictions
- ☐ ○ ○ ○ ... Adjust own behavior to fit the dynamics of various groups and situations
- ● ● ● ... Recognize the mutual relationship between human beings in satisfying one another's needs

B. Group Interaction Skills

K-3 4-5 6-8 9-12

- ☐ ○ ○ ● ... Contribute to the development of a supportive climate in groups
- ● ● ● ... Participate in making rules and guidelines for group life
- ● ● ● ... Serve as a leader or follower
- ● ● ● ... Assist in setting goals for the group
- ☐ ○ ● ● ... Participate in delegating duties, organizing, planning, making decisions, and taking action in a group setting
- ○ ● ● ... Participate in persuading, compromising, debating, and negotiating in the resolution of conflicts and differences

C. Social and Political Participation Skills

K-3 4-5 6-8 9-12

- ☐ ○ ● ● ... Keep informed on issues that affect society
- ☐ ○ ● ● ... Identify situations in which social action is required
- ☐ ○ ● ● ... Work individually or with others to decide on an appropriate course of action
- ☐ ○ ● ● ... Work to influence those in positions of social power to strive for extensions of freedom, social justice, and human rights
- ☐ ○ ● ● ... Accept and fulfill social responsibilities associated with citizenship in a free society.

Social Studies Websites (April 30, 2004)

General Resources

These resources provide general information on a variety of topics, themes, and subjects

MCPS K-12 Online Library Resources Catalog – source for all books, videos, CD's, computer programs and other resources available in our District.

http://lib.mcps.k12.mt.us/uhtbin/cgiirsi.exe/x/0/57/49?user_id=AB

American Memory –Library of Congress resources (documents, photos, maps, letters, illustrations, and more)

<http://memory.loc.gov>

The Regional Technology in Education Consortia (R*TEC) program is established to teachers, school library and media personnel, successfully integrate technologies into (K-12) classrooms, library media centers, and other educational settings. Good SS links.

<http://www.southcentraltec.org/talon/subjects/socialstudies.html>

Links to all Social Studies Areas resources from the NCSS:

<http://databank.ncss.org/links.php>

History Channel – collection of speeches and classroom connections.

<http://www.historychannel.com>

Smithsonian National Museum of American History – links to virtual exhibits

<http://americanhistory.si.edu>

Today in History – Library of Congress, historical events

<http://lcweb2.loc.gov/ammem/today/today.html>

Indiana University K-12 Social Studies Resources Links:

<http://www.education.indiana.edu/~socialst/socialst.1.html>

K-5 resources from InfoTrac database for Social Studies (accessed through District Library Database)**GREAT**

LINKS!!:

http://galenet.galegroup.com/servlet/KidsInfoBits?locID=mtlib_s_missoulb&topic=History%252C%2BGovernment%2B%2526%2BSocial%2BStudies&ste=2

World Book Online

<http://www.worldbookonline.com>

The major purpose of this home page is to encourage the use of the World Wide Web as a tool for learning and teaching and to provide some help for K-12 classroom teachers in locating and using the resources of the Internet in the classroom.

<http://members.cox.net/dboals/boals.html>

The Food Timeline: links to recipes and historical information on food through the ages; a great addition to any social studies lesson; also includes a cultural history timeline and teacher resources

<http://www.gti.net/mocolib1/kid/food.html>

Documents:

<http://www.ourdocuments.gov/>

...links to 100+ important US documents in their original, hand-written form; the site also includes tips for teachers and library media specialists for use of these items in the curriculum and links to more information about the history and contents of the documents

Lesson Plans on various topics at various grade levels:

National Heritage Academies (Grades K-8, multiple subjects) Lesson plans
<http://www.michiganepic.org/NHA/index.html>

History Interactive
... developed to support Michigan's frameworks, this site includes Flash-enabled instructional modules in both American and World History for grades K-8

Education World History Center – World and American History resources and links.
<http://www.educationworld.com/history/>

History/Social Studies for K-12 Teachers – subject themes
<http://my.execpc.com/~dboals/>

The Learning Page (American Memory Project-Library of Congress. Lessons & activities
<http://lcweb2.loc.gov/ammen/ndlpedu/indecx.html>

S.C.O.R.E. Cyberguides – standards based, web delivered units divided by grade level.
<http://www.sdcoe.k12.ca.us/score/cyberguide.html>

AGENCY SITES:

Census Bureau: American Fact Finder
<http://factfinder.census.gov/home/en/kids/kids.html>

Central Intelligence Agency
<http://www.cia.gov/cia/ciakids/index.shtml>

Department of Agriculture
<http://www.usda.gov/news/usdakids/>

Department of Health and Human Services
<http://www.hhs.gov/kids/>

Department of the Interior
<http://www.doi.gov/kids/>

Department of the Treasury
<http://www.ustreas.gov/kids/>

Environmental Protection Agency
<http://www.epa.gov/kids/>

Federal Bureau of Investigation: Kindergarten-5th Grade
<http://www.fbi.gov/kids/k5th/kidsk5th.htm>

Federal Bureau of Investigation: 6th-12th Grades
<http://www.fbi.gov/kids/6th12th/6th12th.htm>

Federal Emergency Management Agency
<http://www.fema.gov/kids/>

National Aeronautics and Space Administration
<http://kids.msfc.nasa.gov/>

National Gallery of Art

<http://www.nga.gov/kids/kids.htm>

Peace Corps

<http://www.peacecorps.gov/kids/>

U.S. Geological Society

<http://earthquake.usgs.gov/4kids/>

U.S. Mint

<http://www.usmint.gov/kids/>

STATE OF MONTANA

Montana is for Kids

<http://montanakids.com/>

Civic Engagement

U.S. Department of Education's Office of Safe and Drug-Free Schools today new Web site for the Character Education and

Civic Engagement. Contains significant information and resources on character education and civic engagement-two key components in the historic No Child Left Behind education reform law.

www.cetac.org

Countries of the World:

Countries of the World Complete List:

The CIA World Factbook at

<http://www.odci.gov/cia/publications/factbook/>

Government website for counties info:

<http://www.odci.gov/cia/publications/factbook/index.html>

<http://www.countryreports.org/>

<http://www.countrywatch.com/@school/>

<http://www.geographia.com/>

<http://www.infoplease.com>

Current Events:

MCPS Library access to current magazines and newspapers (if password is needed, use "discovery"

<http://infotrac.galegroup.com/menu>

Montana Libraries Network – links to magazines, newspapers and maps

<http://montanalibraries.org/>

Up-to-minute news and current events for kids:

www.timeforkids.com

Headline Spot for Kids – variety of sites for upper elementary to middle school students

<http://headlinespot.com/for/kids/>

TIME for Kids Online – Updated weekly, this resource from Time Magazine is Kid-friendly.

<http://www.timeforkids.com/TFK/>

Yahooligans: News! – Give "The Big Picture" which highlights in-depth news on a variety of topics. Good resource for

3-5 grades or reluctant readers.

[Http://www.yahooligans.com/content/news/](http://www.yahooligans.com/content/news/)

Geography

Elementary level, outstanding site for countries and culture:

<http://www.culturegrams.com>

Middle school level info on countries:

<http://kidsclick.org/midcoun.html>

Build a Montana map from NRIS, from geographic to water rights to hunting areas:

<http://nris.state.mt.us/interactive.html>

Gov't/Economics:

History of Economic Thought Website

<http://cepa.newschool.edu/het/>

Learn basics about U.S. Government with activities led by Uncle Sam:

<http://www.congressforkids.net>

FirstGov for Kids

<http://www.kids.gov/>

Ben's Guide to U.S. Government

<http://bensguide.gpo.gov/>

Library of Congress

<http://www.americaslibrary.gov/cqi-bin/page.cgi>

Although designed for students in grades fourth through high school, other students, teachers, parents, and interested citizens will enjoy it too. Sponsored by The Dirksen Center. Grade Level: Elementary, Middle School

Congress for Kids

<http://www.congressforkids.net/>

Montana History - 4th Grade

MontanaKids.com

<http://montanakids.com/LandCDiscoveryPoints.asp>

FactMonster – info on Montana

<http://www.factmonster.com/ipka/A0108237.html>

Good Montana info site:

<http://www.kidskconnect.com/Montana/MontanaHome.html>

Montana State Song lyrics

<http://www.50states.com/songs/mont.htm>

All about the State Flag

http://www.netstate.com/states/symb/flags/mt_flag.htm

Famous People in Montana

http://www.thingstodo.com/states/MT/famous_people.htm

Interesting Facts

<http://www.thingstodo.com/states/MT/facts.htm>

Maps of Montana

http://fermi.jhuapl.edu/states/mt_0.html

Immigrants to Montana (great, complete resource for teachers:

<http://his.state.mt.us/education/footlocker/Immigrants.pdf#xml=http://search2.discoveringmontana.com/cgi-bin/taxis.cgi/webinator/search/xml.txt?query=Chinese+immigrants&pr=Search2&order=r&cq=&id=4038034f1>

Information on a variety of topics at a variety of age levels:

<http://www.metnet.state.mt.us/teachmthistory/>

State of Montana:

Montana is for Kids

<http://montanakids.com/>

Montana History – 9-12 grades

Good Montana info site:

<http://www.kidskconnect.com/Montana/MontanaHome.html>

FactMonster – info on Montana

<http://www.factmonster.com/ipka/A0108237.html>

Montana State Song lyrics

<http://www.50states.com/songs/mont.htm>

All about the State Flag

http://www.netstate.com/states/symb/flags/mt_flag.htm

Famous People in Montana

http://www.thingstodo.com/states/MT/famous_people.htm

Interesting Facts

<http://www.thingstodo.com/states/MT/facts.htm>

Maps of Montana

http://fermi.jhuapl.edu/states/mt_0.html

Build a-map from NRIS, from geographic to water rights to hunting areas:

<http://nris.state.mt.us/interactive.html>

Immigrants to Montana (great, complete resource for teachers:

<http://his.state.mt.us/education/footlocker/Immigrants.pdf#xml=http://search2.discoveringmontana.com/cgi-bin/taxis.cgi/webinator/search/xml.txt?query=Chinese+immigrants&pr=Search2&order=r&cq=&id=4038034f1>

Information on a variety of topics at a variety of age levels:

<http://www.metnet.state.mt.us/teachmthistory/>

Native American Resources

This is a listing of Native American resources in Montana today that can provide an accurate and informational portrayal of their history, culture, and important role in the Expedition.

<http://montanalewisandclark.org/resources/americanindianresources.htm>

Traditional and contemporary native culture. History with a tribal perspective, along with trails followed by Lewis and Clark. A lifelong Learning project from U of M:

<http://www.Trailtribes.com>

Montana Office of Public Instruction 104 page booklet: Montana Indians: Their History and Location
<http://www.opi.state.mt.us/PDF/IndianEd/MTIndiansHistoryLocation.pdf>

Speeches, Famous:

Gifts of Speech: Womens' speeches from around the world
<http://qos.sbc.edu>

History and Politics Out Loud
<http://www.hpol.org>

History Channels Speech Archive
<http://www.historychannel.com/speeches/index.html>

<http://www.historychannel.com/speeches/speeches.html>

PBS Great American Speeches: 80 Years of Political Oratory
<http://www.pbs.org/greatspeeches/timeline>

Historical Documents Archives
<http://www.law.ou.edu/hist>

U.S. HISTORY

Lewis and Clark:

- **NEW! The Western States Arts Federation**
The Western States Arts Federation announces the National Endowment for the Arts and Forest Service FY 2004 Arts and Rural Community Assistance Initiative. Applications are now being accepted online:
<http://www.arcai.cgweb.org/> Application Deadline: March 1, 2004. Questions or comments: Shannon E. Daut, WESTAF Director of Programs, 303.629.1166 (ph) <http://www.westaf.org>
- **American Indian Resources**
This is a listing of American Indian resources in Montana today that can provide an accurate and informational portrayal of their history, culture, and important role in the Expedition.
<http://montanalewisandclark.org/resources/americanindianresources.htm>
- **A Confluence of Cultures: Native Americans and the Expedition of Lewis and Clark**, a conference held May 2003 to examine new perspectives about Lewis Clark's journey through Indian Country. On many occasions, Lewis and Clark's survival and success depended on Indian people and the cultural lessons shared. For more information:
<http://www2.umt.edu/cultures/default.htm>
- **Lewis & Clark Bibliographies**
A bibliography covering the Lewis and Clark Expedition is now available from the Montana State Library. Highlights include the multi-volume Journals of the Lewis and Clark Expedition, edited by Gary Moulton, and web sites from a wide variety of government agency, non-profit,

and private-sector sources. You can access the bibliography (in PDF) at:
<http://msl.state.mt.us/lisd/bibliographies.htm>

- **Lewis & Clark Educator Resource Guide**
The guide contains descriptions of the existing Lewis & Clark curricula, activity guides, videos, web sites and trunks that have been produced for educator use. <http://www.teachlewis-clark.org/>
- **The Lewis and Clark Expedition Research Portfolio**
From Collingsworth Public Schools in New Jersey, an annotated collection of over 180 L&C websites compiled by Virtual High School students who completed an on-line course on the history of the expedition.
<http://collingswood.k12.nj.us/district/LewisandClark/Class%20Research%20Portfolio.htm>
- **Lewis & Clark Fitness Challenge Toolkit**
This kit will help add a health component and fun to your Lewis and Clark unit. Help motivate students to stay active by helping them walk across Montana through regular physical activity. Nutrition and fitness lessons are geared to fourth and fifth grade level students.
- **Lewis and Clark: Montana's Story - Educational Video**
This 22-minute video tells the story of Lewis and Clark emphasizing peoples, events and discoveries that make the story of Lewis and Clark in Montana significant to the Expedition. **To order a copy of Lewis and Clark: Montana's Story:**
<http://montanalewisandclark.org/Education/orderform.htm>
- **Lewis and Clark National Historic Trail Interpretive Center**
<http://www.fs.fed.us/r1/lewisclark/recreation/lcic/lcic.shtml>
- **Lewis and Clark: The National Bicentennial Exhibition**
This site includes the following feature: a tool for closely examining several artifacts from the 1804 expedition; and extensive curriculum units for elementary school, middle school, and high school educators. <http://www.lewisandclarkexhibit.org>
- **Lewis and Clark Trail**
This site contains trail maps for each of the states the expedition passed through, as well as other resources. The route is brought to life with photographs and maps.
<http://lewisandclarktrail.com/section3/montana.htm>
- **Lewis and Clark Trail Heritage Foundation** <http://www.lewisandclark.org/>
- **The Montana Committee for the Humanities** supports learning and public programs in history, literature, philosophy, languages, and other humanities disciplines with grants and services. Check out their speaker's bureau on Native Peoples' Histories and Lewis and Clark, as well as many other interesting topics.
<http://humanities-mt.org/2002-2004SBCatalog2.htm>
- **Montana Historical Society**
This web site provides access to sources of information on the Expedition and related themes from the collections of the Montana Historical Society.
<http://www.discoveringmontana.com/MHSweb/lewisandclark/css/default.asp>
- **MontanaKids.com**
<http://montanakids.com/LandCDiscoveryPoints.asp>
- **Montana Lewis & Clark Bicentennial Commission**
Find a wide range of current information related to various components of the Lewis & Clark Expedition in Montana. <http://www.montanalewisandclark.org>
- And in particular, check out the following pages:
Education: <http://www.montanalewisandclark.org/Education/home.htm>

Related Links: <http://www.montanalewisandclark.org/links/>

- **Montana Tribes Education Project** is based at Continuing Education of The University of Montana-Missoula, in collaboration with two other universities, we have created a website to focus on tribes along the Lewis and Clark trail <http://www.l3-lewisandclark.com/>.
- **OPI Indian Education Office**
The Office of Public Instruction's Indian Education office is dedicated to providing education and information so that all students leave the public education system with an understanding of the rich history and contemporary issues of Montana's American Indians.
<http://www.opi.state.mt.us/IndianEd/>
- **PBS Online-Lewis and Clark**
This site has a variety of educational materials, including information on the 16 different [Native American tribes](#) the Corps came in contact with during their trip, as well as the very fun (and challenging!) [Into the Unknown](#) - an interactive story where you are leading the expedition. http://www.pbs.org/lewisandclark/into/idx_game.html
- **Smithsonian National Museum of Natural History**
This site includes maps, lesson plans, as well as historical data and links to other historical sources. <http://www.edgate.com/lewisandclark/>
- **Teaching With Historic Places** from the National Register of Historic Places - Lewis & Clark Expedition Lesson Plans
<http://www.cr.nps.gov/nr/twhp/wwwlps/lessons/108lewisclark/108lewisclark.htm>
- **Trail Video Clips**
Ken Burns PBS documentary Lewis and Clark, the Journey of the Corps of Discovery is available in streaming video at: <http://lewisandclark.state.mt.us/videomap.shtm>
- View glimpses of Montana along the Lewis and Clark trail and see the route as it exists today.
- **Travel Montana**
Travel Montana's site provides an in-depth look at the Lewis & Clark Trail in Montana.
<http://lewisandclark.state.mt.us/>

Traditional and contemporary native culture. History with a tribal perspective, along with trails followed by Lewis and Clark. A lifelong Learning project from U of M:

<http://www.Trailtribes.com>

Traveling Trunks

Traveling Trunks are an innovative and effective way to encourage learning different aspects of the Lewis & Clark Expedition. For information on what the trunks contain and how to reserve them, go to <http://www.montanalewisandclark.org/resources/travelingtrunks.htm>

K-5 grades: U.S. History resources from District Library InfoTrac Database:

http://galenet.galegroup.com/servlet/KidsInfoBits?subTopic=U.S.%2BHistory&locID=mtlib_s_missoula&topic=History%252C%2BGovernment%2B%2526%2BSocial%2BStudies&ste=3

World History:

<http://www.historywiz.com/> Links to Ancient OR modern world history. URL sites, books, virtual tours, photos, etc.

Total Score: _____

Recommend: _____ Yes
 _____ No

**Social Studies Textbook Selection Instrument
 Reviewer's Evaluation of Textbook**

Reviewer: _____ Name of Your School: _____
 GradeLevel(s)/Course(s): _____
 Title of Text: _____ Publisher: _____

Based on the 2004 MCPS/MCCC K-12 Standards for Social Studies, How does this textbook meet the following requirements/criteria?	Does Not Meet 0	Partially Meets 1	Satisfactorily Meets 2	Exceeds Expectations 3
1. Material is presented in an organized manner.				
2. Material incorporates the use of literature.				
3. Material includes primary source documents.				
4. Material incorporates reading comprehension strategies.				
5. Material provides for differentiated instruction.				
6. Material includes a variety of current and accurate maps (including topographical) that provide clearly understandable legends.				
7. Material includes opportunities for students to be actively engaged in learning.				
8. Material includes opportunities to use technology where practical.				
9. Material includes opportunities for students to practice the habits of an effective citizenry; for example thinking critically, making and defending informed choices, collaborating, compromising, and debate.				
10. Teacher Materials are user friendly. They provide alignment of all elements of the instructional material—such as the student's textbook, teacher's manual, and software—into an integrated, constructive, and purposeful manner.				
11. Material includes opportunities for assessment of students' progress in social studies content knowledge.				
12. Material includes opportunities for assessment of students' progress in social studies skills and abilities, acquiring information, organizing and using information, and interpersonal relationships and social participation.				
13. Material includes a variety of evaluation techniques, including the teacher's evaluation of the student's performance and student's evaluation of personal progress.				
14. Material reflects the NCSS K-12 Social Studies Standards (and the Montana Standards).				
15. Material reflects the K-12 Social Studies Curriculum content standards and learner competencies.				
16. Topics (Big Ideas) are presented in depth.				
17. Material portrays the experiences of men, women, children, and youth as well as different racial, religious, and ethnic groups, including the Native American perspective.				
18. Material is accurate and unbiased, and addresses historical controversies through a variety of perspectives.				

19. Material reflects the value of civic virtues and United Stated Democracy.				
20. Material identifies the ethical ideas developed by different people in history (religious and secular) and considers the ethical principles in historical events and controversies.				

Strengths: _____

Weaknesses: _____

Supplements Needed: _____

Additional Comments: _____

	Poor	Fair	Satisfactory	Excellent
Overall, I would rate this textbook as:				

	No	Somewhat	Yes
I would recommend this book for the age/grade level:			

	None	Minimal	Moderate	Extensive
What level of inservice would be required to implement this program?				

May 8, 2009

Changes from old MACC Social Studies Document to new MACC Social Studies Document:

Grade One:

Add: 1.2.2.”Compare the information that can be derived from a three-dimensional model to the information that can be derived from a picture of the same location.”

1.3.3. “Identify American symbols, landmarks, and essential documents, such as the flag, bald eagle, Statue of Liberty, U.S. Constitution, and Declaration of Independence, and know the people and events associated with them. (US Constitution and D of I were not included in the old Social Studies document).

Grade Two:

2.2.4.: add the word, “suburban.”

2.3.4. add, “Recognize sovereign nations within the U.S., ie Tribal Nations.”

Grade Three

3.1 add “including those in the local region.”

3.2.4. add Discuss the interaction of new settlers with the already established Indians of the region.

3.3.2. add, “including on the importance of private property and entrepreneurship.”

3.5.3. change “understand” to , “Introduce.”

Grade Four

4.1.1. add, “Explain and use the coordinate grid system of latitude and longitude to determine the absolute locations of places in Montana and on Earth.

Grade Eight

8.8.2. add, “including the concept of Manifest Destiny.”