



# Diocese of Greensburg Curriculum Social Studies Grade 7

Unit	Standards	Content	Skills
<p><b>Geography</b></p>	<p><b>PA: Geography (2009)</b> <b>PA: Grade 7</b></p> <hr/> <p><b>Geography</b></p> <p><b>7.1. Basic Geographic Literacy</b></p> <p>7.1.7.A. Explain how common geographic tools are used to organize and interpret information about people, places, and environment.</p> <p>7.1.7.B. Explain and locate places and regions as defined by physical and human features.</p> <p><b>7.2. Physical Characteristics of Places and Regions</b></p> <p>7.2.7.A. Explain the characteristics of places and regions.</p> <p>7.2.7.B. Describe the physical processes that shape patterns on Earth's surface.</p> <p><b>7.3. Human Characteristics of Places and Regions</b></p> <p>7.3.7.A. Describe the human characteristics of places and regions using the following criteria: • Population • Culture • Settlement • Economic activities • Political activities</p> <p><b>7.4. Interactions Between People and the Environment</b></p> <p>7.4.7.A. Describe and explain the effects of the physical systems on people within regions.</p> <p>7.4.7.B. Describe and explain the effects of people on the physical systems within regions.</p> <p>Copyright © 2015 Commonwealth of Pennsylvania. All Rights Reserved</p>	<ul style="list-style-type: none"> <li>• Location</li> <li>• Place</li> <li>• Region</li> <li>• Movement</li> <li>• Human and environmental exploration</li> </ul>	<p>The students will be able to:</p> <ul style="list-style-type: none"> <li>• Discover the spatial relation of the continents</li> <li>• Identify the demographic distribution of social and cultural groups</li> <li>• Evaluate the effects of movement of people and inter-human relations</li> <li>• Reveal a commonality of regional indigenous existence</li> </ul>

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<p><b>Americans Prior to Discovery</b></p>	<p><b>CCSS: Literacy in History/Social Studies, Science, &amp; Technical Subjects 6-12</b>  <b>CCSS: Grades 6-8</b>  <b>Reading: History/Social Studies</b>  <b>Craft and Structure</b>  <b>4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</b>            RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p><b>Integration of Knowledge and Ideas</b>  <b>7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.</b>            RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.            Writing            6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.            WHST.6-8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p> <p><b>Research to Build and Present Knowledge</b>  <b>7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</b>            WHST.6-8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.  <b>8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</b>            WHST.6-8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>	<ul style="list-style-type: none"> <li>• Arctic</li> <li>• Subarctic region</li> <li>• Bering Sea</li> <li>• Land bridge</li> <li>• Migration</li> <li>• Native Americans</li> <li>• Indigenous</li> <li>• Culture</li> <li>• Geographic regions of Native Americans: Far North, Northwest, Far West, Southwest, Great Plains, Eastern Woodlands, Southeast</li> <li>• Iroquois Constitution or The Great Law of Peace</li> </ul>	<p>The students will be able to:</p> <ul style="list-style-type: none"> <li>• Infer why the migrant population continued to spread southward</li> <li>• Describe the geography and physical characteristics of North America</li> <li>• Identify what makes a culture unique</li> <li>• Explain how North American cultures met their needs for everyday life</li> <li>• Compare and contrast the effects of geography and nature on the development of culture</li> <li>• Discern the economic and survival motivation for immigration to the new world</li> <li>• Formulate questions about topics in history, predict possible answers, and use historical methods of inquiry and literacy skills to locate, organize, analyze, and interpret sources, and present supported findings</li> <li>• Acquire, organize, and analyze information and use geographic tools to draw conclusions about historic or current national and global environmental change;</li> </ul>

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	<p><b>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>            WHST.6-8.9. Draw evidence from informational texts to support analysis reflection, and research.</p> <p><b>PA: History (2009,2012)</b>  <b>PA: Grade 7</b>            8.1. Historical Analysis and Skills Development            Pennsylvania’s public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:            8.1.7.A. Demonstrate continuity and change over time using sequential order and context of events.</p> <p><b>8.3. United States History</b>  <b>Pennsylvania’s public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</b>            8.3.7.A. Classify the social, political, cultural, and economic contributions of individuals and groups throughout United States history.            8.3.7.D. Examine conflict and cooperation among groups and organizations in U.S. history. • Ethnicity and race • Working conditions • Immigration • Military conflict • Economic stability</p> <p><b>8.4. World History</b>  <b>Pennsylvania’s public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</b>            8.4.7.C. Differentiate how continuity and change have impacted world history. • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations</p> <p><b>NCSS: Social Studies 2010</b>  <b>NCSS: Middle</b>  <b>CULTURE</b>  <b>Knowledge</b>  <b>Learners will understand</b></p>		

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	<p>"Culture" refers to the socially transmitted behaviors, beliefs, values, traditions, institutions, and ways of living together of a group of people;  Concepts such as beliefs, values, institutions, cohesion, diversity, accommodation, adaptation, assimilation, and dissonance;  How culture influences the ways in which human groups solve the problems of daily living;  That the beliefs, values, and behaviors of a culture form an integrated system that helps shape the activities and ways of life that define a culture;</p> <p><b>TIME, CONTINUITY, AND CHANGE</b>  <b>Knowledge</b>  <b>The learners will understand</b>  The origins and influences of social, cultural, political, and economic systems;  The contributions of key persons, groups, and events from the past and their influence on the present;  The influences of social, geographic, economic, and cultural factors on the history of local areas, states, nations, and the world.</p> <p><b>PEOPLE, PLACES, AND ENVIRONMENTS</b>  <b>Knowledge</b>  <b>Learners will understand</b>  Factors that contribute to cooperation and conflict among peoples of the nation and world, including language, religion, and political beliefs;  The use of a variety of maps, globes, graphic representations, and geospatial technologies to help investigate the relationships among people, places, and environments.</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>		
<p><b>Discovery of North America</b></p>	<p><b>PA: History (2009,2012)</b>  <b>PA: Grade 7</b>  <b>8.1. Historical Analysis and Skills Development</b>  <b>Pennsylvania’s public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</b></p>	<ul style="list-style-type: none"> <li>• Vikings</li> <li>• Europe</li> <li>• Circumnavigate</li> <li>• Navigate</li> <li>• Colombian Exchange</li> </ul>	<p>The students will be able to:</p> <ul style="list-style-type: none"> <li>• Identify problems/issues that arise from using Viking myths as historical sources</li> <li>• Explain the impact of the European exploration on</li> </ul>

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	<p>8.1.7.A. Demonstrate continuity and change over time using sequential order and context of events.</p> <p><b>8.3. United States History</b>  <b>Pennsylvania’s public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</b>  8.3.7.A. Classify the social, political, cultural, and economic contributions of individuals and groups throughout United States history.  8.3.7.D. Examine conflict and cooperation among groups and organizations in U.S. history. • Ethnicity and race • Working conditions • Immigration • Military conflict • Economic stability</p> <p><b>8.4. World History</b>  <b>Pennsylvania’s public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</b></p> <p>8.4.7.C. Differentiate how continuity and change have impacted world history. • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations</p> <p><b>NCSS: Social Studies 2010</b>  <b>NCSS: Middle</b>  <b>CULTURE</b>  <b>Knowledge</b>  <b>Learners will understand</b>  How culture influences the ways in which human groups solve the problems of daily living;  How people from different cultures develop different values and ways of interpreting experience;  That language, behaviors, and beliefs of different cultures can both contribute to and pose barriers to cross-cultural understanding.  ;  <b>TIME, CONTINUITY, AND CHANGE</b>  <b>Knowledge</b>  <b>The learners will understand</b>  The contributions of key persons, groups, and events from the past and their influence on the present;  The history of democratic ideals and principles, and how they are represented in documents, artifacts and symbols;</p>	<ul style="list-style-type: none"> <li>• Christopher Columbus</li> <li>• Ferdinand Magellan</li> <li>• Vasco Núñez de Balboa</li> <li>• Conquistadors</li> <li>• French exploration</li> <li>• Mississippi River</li> <li>• New Netherlands</li> <li>• Spanish Exploration</li> <li>• British Exploration</li> </ul>	<p>various regions of the United States</p> <ul style="list-style-type: none"> <li>• Evaluate the factors that motivated Europeans to discover and explore the Americas</li> <li>• Explain the importance of the Colombian Exchange</li> <li>• Compare and contrast the changes to the Americas and Europe as a result of the Colombian Exchange</li> <li>• Examine the geographic changes in the world map due to European exploration</li> <li>• Analyze the impact of European settlements on the development of the New World</li> <li>• Explain how patterns of behavior reflect cultural values and beliefs;</li> </ul>

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	<p>The influences of social, geographic, economic, and cultural factors on the history of local areas, states, nations, and the world.</p> <p>Copyright © 2015 Commonwealth of Pennsylvania. All Rights Reserved</p>		
<p><b>Colonial America</b></p>	<p><b>PA: Civics and Government 2009</b> <b>PA: Grade 7</b></p> <hr/> <p><b>5.1 Principles &amp; Documents of Government</b> <b>Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</b></p> <p>5.1.7.B. Identify the different types of government and the processes they use in making laws. 5.1.7.C. Explain how the principles and ideals shape local, state, and national government. • Liberty / Freedom • Democracy • Justice • Equality 5.1.7.D. Summarize the basic principles and ideals within documents and the roles played by the framers as found in significant documents: • Declaration of Independence • United States Constitution • Bill of Rights • Pennsylvania Constitution</p> <p><b>5.2 Rights and Responsibilities of Citizenship</b> <b>5.2. Rights and Responsibilities of Citizenship</b></p> <p>5.2.7.B. Compare the methods citizens use to resolve conflicts in society and government. 5.2.7.C. Describe the role of political leadership and public service. 5.2.7.D. Describe the citizen's role in the political process.</p> <p><b>PA: History 2009</b> <b>PA: Grade 7</b></p> <hr/> <p><b>8.1. Historical Analysis and Skills Development</b> <b>Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</b></p> <p>8.1.7.A. Demonstrate continuity and change over time using sequential order and context of events.</p> <p><b>8.3. United States History</b> <b>Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</b></p> <p>8.3.7.B. Examine the importance of significant historical documents, artifacts, and places critical to United States history.</p>	<ul style="list-style-type: none"> <li>• Representative government</li> <li>• Northern Colonies</li> <li>• Middle Colonies</li> <li>• Southern Colonies</li> <li>• Proprietary colony</li> <li>• Royal colony</li> <li>• William Penn</li> <li>• Plantation</li> <li>• Spanish Colonies</li> <li>• Borderlands</li> <li>• St. Junipero Serra</li> <li>• Legislature</li> <li>• Bill of rights</li> <li>• Habeus corpus</li> <li>• Freedom of the press</li> <li>• Navigation Acts</li> <li>• Indentured servant</li> <li>• Triangular trade</li> <li>• Racism</li> <li>• Slave code</li> <li>• Benjamin Franklin</li> <li>• Natural rights</li> <li>• Divine right</li> <li>• Separation of powers</li> </ul>	<p>The students will be able to:</p> <ul style="list-style-type: none"> <li>• Examine the social, political, economic, and religious impact of European empire building in North America</li> <li>• Evaluate the impact that economic, political, social, and religious factors in England and France had on colonial life</li> <li>• Compare and contrast life in each of the colonial regions</li> <li>• Compare and contrast Penn's "holy experiment" with the Puritans' "city on a hill"</li> <li>• Compare and contrast the experiences of Native Americans in Spanish settlements and in English colonies</li> <li>• Formulate ideas about the benefits of regulating trade</li> <li>• Analyze the differences between the indentured servant and slave</li> <li>• Analyze the Great Awakening and its effect on American society</li> </ul>

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	<p>8.3.7.C. Compare how continuity and change have impacted U.S. history. • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations</p> <p>8.3.7.D. Examine conflict and cooperation among groups and organizations in U.S. history. • Ethnicity and race • Working conditions • Immigration • Military conflict • Economic stability</p> <p><b>8.4. World History</b>  <b>Pennsylvania’s public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</b></p> <p>8.4.7.B. Explain the importance of historical documents, artifacts, and sites which are critical to world history.</p> <p>8.4.7.D. Explain how conflict and cooperation among groups and organizations have impacted the history of the world.</p> <p><b>NCSS: Social Studies 2010</b>  <b>NCSS: Middle</b></p> <hr/> <p><b>CULTURE</b>  <b>Knowledge</b>  <b>Learners will understand</b>  How culture influences the ways in which human groups solve the problems of daily living;  That the beliefs, values, and behaviors of a culture form an integrated system that helps shape the activities and ways of life that define a culture;  How individuals learn the elements of their culture through interactions with others, and how individuals learn of other cultures through communication and study;  That culture may change in response to changing needs, concerns, social, political, and geographic conditions;</p> <p><b>TIME, CONTINUITY, AND CHANGE</b>  <b>Knowledge</b>  <b>The learners will understand</b>  Key historical periods and patterns of change within and across cultures (e.g., the rise and fall of ancient civilizations, the development of technology, the rise of modern nation-states, and the establishment and breakdown of colonial systems);</p> <p><b>POWER, AUTHORITY, AND GOVERNANCE</b>  <b>Knowledge</b>  <b>Learners will understand</b></p>		

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	<p>The ways in which governments meet the needs and wants of citizens, manage conflict, and establish order and security.</p> <p><b>PRODUCTION, DISTRIBUTION, AND CONSUMPTION</b>  <b>Knowledge</b>  <b>Learners will understand</b>  Individuals, government, and society experience scarcity because human wants and needs exceed what can be produced from available resources;</p> <p><b>SCIENCE, TECHNOLOGY, AND SOCIETY</b>  <b>Knowledge</b>  <b>Learners will understand</b>  Society often turns to science and technology to solve problems;</p> <p><b>GLOBAL CONNECTIONS</b>  <b>Knowledge</b>  <b>Learners will understand</b>  Global factors such as cultural, economic, and political connections are changing the places in which people live (e.g., through trade, migration, increased travel, and communication);  Universal human rights cut across cultures but are not necessarily understood in the same way in all cultures.</p> <p><b>CIVIC IDEALS AND PRACTICES</b>  <b>Knowledge</b>  <b>Learners will understand</b>  Concepts and ideals such as: individual dignity, liberty, justice, equality, individual rights, responsibility, majority and minority rights, and civil dissent;  The common good, and the rule of law;  Key documents and excerpts from key sources that define and support democratic ideals and practices (e.g., the U.S. Declaration of Independence, the U.S. Constitution, the Gettysburg Address, the Letter from Birmingham Jail; and international documents such as the Declaration of the Rights of Man, and the Universal Declaration of the Rights of Children);</p> <p>Copyright © 2015 Commonwealth of Pennsylvania. All Rights Reserved</p>		

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<p><b>The American Revolution</b></p>	<p><b>PA: Civics and Government 2009</b>  <b>PA: Grade 7</b></p> <hr/> <p><b>5.1 Principles &amp; Documents of Government</b>  <b>Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</b></p> <p>5.1.7.A. Cite functional examples of how the rule of law protects property rights, individual rights, and the common good.  5.1.7.B. Identify the different types of government and the processes they use in making laws.  5.1.7.C. Explain how the principles and ideals shape local, state, and national government. • Liberty / Freedom • Democracy • Justice • Equality  5.1.7.D. Summarize the basic principles and ideals within documents and the roles played by the framers as found in significant documents: • Declaration of Independence • United States Constitution • Bill of Rights • Pennsylvania Constitution  5.1.7.F. Describe how the media uses political symbols to influence public opinion.</p> <p><b>5.2 Rights and Responsibilities of Citizenship</b>  <b>5.2. Rights and Responsibilities of Citizenship</b></p> <p>5.2.7.B. Compare the methods citizens use to resolve conflicts in society and government.  5.2.7.C. Describe the role of political leadership and public service.  5.2.7.D. Describe the citizen's role in the political process.</p> <p><b>5.3 How Government Works</b>  <b>5.3. How Government Works</b></p> <p>5.3.7.B. Define and compare the role and structure of local, state, and national governments.  5.3.7.I. Identify types of local, state, and national taxes.  5.3.7.J. Identify various types of governments.</p> <p><b>5.4 How International Relationships Function</b>  <b>5.4. How International Relationships Function</b></p> <p>5.4.7.A. Identify how countries have varying interests.  5.4.7.B. Describe how countries coexist in the world community.  5.4.7.D. Identify mass media sources and how they report world events.</p> <p><b>NCSS: Social Studies 2010</b>  <b>NCSS: Middle</b></p> <hr/> <p><b>CULTURE</b>  <b>Knowledge</b>  <b>Learners will understand</b></p>	<ul style="list-style-type: none"> <li>• Boston Massacre</li> <li>• Boston Tea Party</li> <li>• Boycott</li> <li>• Continental Congress</li> <li>• Declaration of Independence</li> <li>• Loyalist</li> <li>• Mercenary</li> <li>• Militia</li> <li>• Minuteman</li> <li>• Patriot</li> <li>• Redcoat</li> <li>• Taxation without representation</li> <li>• Tory</li> <li>• Thomas Paine</li> </ul>	<p>The students will be able to:</p> <ul style="list-style-type: none"> <li>• Define three basic freedoms to which people are entitled</li> <li>• Formulate opinions about why the colonists drafted the Declaration of Independence</li> <li>• Compare and contrast the political ideas of the patriot and the tory</li> <li>• Evaluate and synthesize the British and American plans for the war</li> <li>• Explain why the Battle of Saratoga was a turning point in the war</li> <li>• Evaluate why many Native Americans gave support to the British</li> <li>• Explain why the British imposed new laws and taxes on the colonies</li> <li>• Explain the significance of Lexington and Concord</li> <li>• Summarize the key events that led to declaring independence from Britain</li> </ul>

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	<p>How individuals learn the elements of their culture through interactions with others, and how individuals learn of other cultures through communication and study;  That culture may change in response to changing needs, concerns, social, political, and geographic conditions;  Draw inferences from data about the ways in which given cultures respond to persistent human issues, and how culture influences those responses.</p> <p><b>TIME, CONTINUITY, AND CHANGE</b>  <b>Knowledge</b>  <b>The learners will understand</b>  The study of the past provides a representation of the history of communities, nations, and the world;  Concepts such as: chronology, causality, change, conflict, complexity, multiple perspectives, primary and secondary sources, and cause and effect;  Key historical periods and patterns of change within and across cultures (e.g., the rise and fall of ancient civilizations, the development of technology, the rise of modern nation-states, and the establishment and breakdown of colonial systems;  The contributions of key persons, groups, and events from the past and their influence on the present;  The history of democratic ideals and principles, and how they are represented in documents, artifacts and symbols;</p> <p><b>PEOPLE, PLACES, AND ENVIRONMENTS</b>  <b>Knowledge</b>  <b>Learners will understand</b>  The theme of people, places, and environments involves the study of the relationships between human populations in different locations and geographic phenomena such as climate, vegetation, and natural resources;  Concepts such as: location, region, place, and migration, as well as human and physical systems;  The roles of different kinds of population centers in a region or nation;  Factors that contribute to cooperation and conflict among peoples of the nation and world, including language, religion, and political beliefs;  The use of a variety of maps, globes, graphic representations, and geospatial technologies to help investigate the relationships among people, places, and environments.</p>		

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	<p><b>INDIVIDUAL DEVELOPMENT AND IDENTITY</b>  <b>Knowledge</b>  <b>Learners will understand</b>            How personal, social, cultural, and environmental factors contribute to the development and the growth of personal identity;            That individuals' choices influence identity and development;</p> <p><b>INDIVIDUALS, GROUPS, AND INSTITUTIONS</b>  <b>Knowledge</b>  <b>Learners will understand</b>            That institutions may promote or undermine social conformity;            That when two or more groups with differing norms and beliefs interact, accommodation or conflict may result;</p> <p><b>POWER, AUTHORITY, AND GOVERNANCE</b>  <b>Knowledge</b>  <b>Learners will understand</b>            Fundamental ideas that are the foundation of American constitutional democracy (including those of the U.S. Constitution, popular sovereignty, the rule of law, separation of powers, checks and balances, minority rights, the separation of church and state, and Federalism);            The ways in which governments meet the needs and wants of citizens, manage conflict, and establish order and security.</p> <p><b>PRODUCTION, DISTRIBUTION, AND CONSUMPTION</b>  <b>Knowledge</b>  <b>Learners will understand</b>            How choices involve trading off the expected value of one opportunity gained against the expected value of the best alternative;            Economic incentives affect people's behavior and may be regulated by rules or laws;            How markets bring buyers and sellers together to exchange goods and services</p> <p><b>SCIENCE, TECHNOLOGY, AND SOCIETY</b>  <b>Knowledge</b>  <b>Learners will understand</b>            Values, beliefs, and attitudes that have been influenced by new scientific and technological knowledge (e.g., invention of the printing press, conceptions of the universe, applications of atomic energy, and genetic discoveries);</p> <p><b>GLOBAL CONNECTIONS</b></p>		

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	<p><b>Knowledge</b>  <b>Learners will understand</b>            Global factors such as cultural, economic, and political connections are changing the places in which people live (e.g., through trade, migration, increased travel, and communication);</p> <p><b>CIVIC IDEALS AND PRACTICES</b>  <b>Knowledge</b>  <b>Learners will understand</b>            Concepts and ideals such as: individual dignity, liberty, justice, equality, individual rights, responsibility, majority and minority rights, and civil dissent;            The common good, and the rule of law;            Key documents and excerpts from key sources that define and support democratic ideals and practices (e.g., the U.S. Declaration of Independence, the U.S. Constitution, the Gettysburg Address, the Letter from Birmingham Jail; and international documents such as the Declaration of the Rights of Man, and the Universal Declaration of the Rights of Children);            Key past and present issues involving democratic ideals and practices, as well as the perspectives of various stakeholders in proposing possible solutions to these issues;            Copyright © 2015 Commonwealth of Pennsylvania. All Rights Reserved</p>		
<p><b>The Rise of the American Nation</b></p>	<p><b>NCSS: Social Studies 2010</b>  <b>NCSS: Middle</b>  <b>CULTURE</b>  <b>Knowledge</b>  <b>Learners will understand</b>            Concepts such as beliefs, values, institutions, cohesion, diversity, accommodation, adaptation, assimilation, and dissonance;            How culture influences the ways in which human groups solve the problems of daily living;            That the beliefs, values, and behaviors of a culture form an integrated system that helps shape the activities and ways of life that define a culture;            That culture may change in response to changing needs, concerns, social, political, and geographic conditions;            That language, behaviors, and beliefs of different cultures can both contribute to and pose barriers to cross-cultural understanding.</p>	<ul style="list-style-type: none"> <li>• Articles of Confederation</li> <li>• Constitution</li> <li>• Bill of Rights</li> <li>• Federal</li> <li>• Ratification</li> <li>• Sovereignty</li> <li>• Great Compromise</li> <li>• Republic</li> <li>• 3/5 Compromise</li> <li>• James Madison</li> <li>• Judicial branch</li> <li>• Legislative branch</li> <li>• Executive branch</li> <li>• Separation of powers</li> </ul>	<p>The students will be able to:</p> <ul style="list-style-type: none"> <li>• Evaluate and analyze the Articles of Confederation as a government in the United States</li> <li>• Explain how the issue of congressional representation was decided</li> <li>• Analyze how European ideas influenced the Constitution</li> <li>• Compare and contrast the views of the federalists and anti-federalists about the new government</li> </ul>

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	<p><b>TIME, CONTINUITY, AND CHANGE</b>  <b>Knowledge</b>  <b>The learners will understand</b>  That historical interpretations of the same event may differ on the basis of such factors as conflicting evidence from varied sources, national or cultural perspectives, and the point of view of the researcher;  Key historical periods and patterns of change within and across cultures (e.g., the rise and fall of ancient civilizations, the development of technology, the rise of modern nation-states, and the establishment and breakdown of colonial systems);</p> <p>The influences of social, geographic, economic, and cultural factors on the history of local areas, states, nations, and the world.</p> <p><b>PEOPLE, PLACES, AND ENVIRONMENTS</b>  <b>Knowledge</b>  <b>Learners will understand</b>  The concept of regions identifies links between people in different locations according to specific criteria (e.g., physical, economic, social, cultural, or religious);  Patterns of demographic and political change, and cultural diffusion in the past and present (e.g., changing national boundaries, migration, and settlement, and the diffusion of and changes in customs and ideas);  Human modifications of the environment;  Factors that contribute to cooperation and conflict among peoples of the nation and world, including language, religion, and political beliefs;</p> <p><b>INDIVIDUALS, GROUPS, AND INSTITUTIONS</b>  <b>Knowledge</b>  <b>Learners will understand</b>  Institutions are created to respond to changing individual and group needs;  That groups and institutions change over time;  That institutions may promote or undermine social conformity;  That groups and institutions influence culture in a variety of ways.</p> <p><b>POWER, AUTHORITY, AND GOVERNANCE</b>  <b>Knowledge</b>  <b>Learners will understand</b>  Rights are guaranteed in the U.S. Constitution, the supreme law of the land;</p>	<ul style="list-style-type: none"> <li>• Alexander Hamilton</li> <li>• Economic depression</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate how the Bill of Rights affected the ratification of the Constitution</li> <li>• Explain the functions of the three branches of the federal government to state government</li> <li>• Identify the responsibilities of American citizens</li> <li>• Defend an opinion</li> </ul>

Unit	Standards	Content	Skills
	<p>Fundamental ideas that are the foundation of American constitutional democracy (including those of the U.S. Constitution, popular sovereignty, the rule of law, separation of powers, checks and balances, minority rights, the separation of church and state, and Federalism);</p> <p>Fundamental values of constitutional democracy (e.g., the common good, liberty, justice, equality, and individual dignity);</p> <p>The ideologies and structures of political systems that differ from those of the United States;</p> <p>The ways in which governments meet the needs and wants of citizens, manage conflict, and establish order and security.</p> <p>.</p> <p><b>PRODUCTION, DISTRIBUTION, AND CONSUMPTION</b></p> <p><b>Knowledge</b></p> <p><b>Learners will understand</b></p> <p>Individuals, government, and society experience scarcity because human wants and needs exceed what can be produced from available resources;</p> <p>the economic choices that people make have both present and future consequences</p> <p>Economic incentives affect people's behavior and may be regulated by rules or laws;</p> <p>That banks and other financial institutions channel funds from savers to borrowers and investors</p> <p>The economic gains that result from specialization and exchange as well as the trade offs</p> <p>How markets bring buyers and sellers together to exchange goods and services</p> <p>How goods and services are allocated in a market economy through the influence of prices on decisions about production and consumption;</p> <p>How the overall levels of income, employment, and prices are determined by the interaction of households, firms, and the government.</p> <p><b>GLOBAL CONNECTIONS</b></p> <p><b>Knowledge</b></p> <p><b>Learners will understand</b></p> <p>Global factors such as cultural, economic, and political connections are changing the places in which people live (e.g., through trade, migration, increased travel, and communication);</p> <p>Spatial relationships that relate to ongoing global issues (e.g., pollution, poverty, disease, and conflict) affect the health and well-being of Earth and its inhabitants;</p>		

Unit	Standards	Content	Skills
	<p><b>CIVIC IDEALS AND PRACTICES</b>  <b>Knowledge</b>  <b>Learners will understand</b>            The origins and function of major institutions and practices developed to support democratic ideals and practices;</p>		
<p><b>The Early Republic</b></p>	<p><b>NCSS: Social Studies 2010</b>  <b>NCSS: Middle CULTURE</b>  <b>Knowledge</b>  <b>Learners will understand</b>            "Culture" refers to the socially transmitted behaviors, beliefs, values, traditions, institutions, and ways of living together of a group of people;            Concepts such as beliefs, values, institutions, cohesion, diversity, accommodation, adaptation, assimilation, and dissonance;            How culture influences the ways in which human groups solve the problems of daily living;            That culture may change in response to changing needs, concerns, social, political, and geographic conditions;</p> <p><b>TIME, CONTINUITY, AND CHANGE</b>  <b>Knowledge</b>  <b>The learners will understand</b>            The study of the past provides a representation of the history of communities, nations, and the world;            Concepts such as: chronology, causality, change, conflict, complexity, multiple perspectives, primary and secondary sources, and cause and effect;            That historical interpretations of the same event may differ on the basis of such factors as conflicting evidence from varied sources, national or cultural perspectives, and the point of view of the researcher;            Key historical periods and patterns of change within and across cultures (e.g., the rise and fall of ancient civilizations, the development of technology, the rise of modern nation-states, and the establishment and breakdown of colonial systems;            The contributions of key persons, groups, and events from the past and their influence on the present;</p>	<ul style="list-style-type: none"> <li>• Inauguration</li> <li>• Unconstitutional</li> <li>• Tariff</li> <li>• George Washington</li> <li>• John Adams</li> <li>• Thomas Jefferson</li> <li>• James Madison</li> <li>• James Monroe</li> <li>• Sedition</li> <li>• Nullify</li> <li>• States' rights</li> <li>• Laissez faire</li> <li>• Judicial review</li> <li>• Louisiana Purchase</li> <li>• Continental divide</li> <li>• Embargo</li> <li>• The War of 1812</li> <li>• Monroe Doctrine</li> <li>• Andrew Jackson</li> <li>• Suffrage</li> </ul>	<p>The students will be able to:</p> <ul style="list-style-type: none"> <li>• Compare and contrast the approach to governing policies of the first five presidents</li> <li>• Examine how the presidents established the nation as a world power</li> <li>• Examine the formation of political parties</li> <li>• Evaluate how the regions of the country developed their economic and cultural identities</li> <li>• Compare and contrast Jackson and his policies with those of previous administrations</li> <li>• Appraise Jackson's actions as president in dealing with domestic issues</li> <li>• Interpret the effects of Jacksonian democracy on modern political parties</li> <li>• Explain the significance of the Louisiana Purchase</li> <li>• Describe how the Alien and Sedition acts caused further tension between the political parties</li> </ul>

Unit	Standards	Content	Skills
	<p>The history of democratic ideals and principles, and how they are represented in documents, artifacts and symbols;</p> <p><b>PEOPLE, PLACES, AND ENVIRONMENTS</b>  <b>Knowledge</b>  <b>Learners will understand</b>  The roles of different kinds of population centers in a region or nation;  The concept of regions identifies links between people in different locations according to specific criteria (e.g., physical, economic, social, cultural, or religious);  The use of a variety of maps, globes, graphic representations, and geospatial technologies to help investigate the relationships among people, places, and environments.</p> <p><b>INDIVIDUAL DEVELOPMENT AND IDENTITY</b>  <b>Knowledge</b>  <b>Learners will understand</b>  How factors such as physical endowment, interests, capabilities, learning, motivation, personality, perception, and beliefs influence individual development and identity;</p> <p><b>INDIVIDUALS, GROUPS, AND INSTITUTIONS</b>  <b>Knowledge</b>  <b>Learners will understand</b>  That when two or more groups with differing norms and beliefs interact, accommodation or conflict may result;</p> <p><b>POWER, AUTHORITY, AND GOVERNANCE</b>  <b>Knowledge</b>  <b>Learners will understand</b>  Fundamental values of constitutional democracy (e.g., the common good, liberty, justice, equality, and individual dignity);</p> <p><b>GLOBAL CONNECTIONS</b>  <b>Knowledge</b>  <b>Learners will understand</b>  Global factors such as cultural, economic, and political connections are changing the places in which people live (e.g., through trade, migration, increased travel, and communication);  Global problems and possibilities are not generally caused or developed by anyone nation;  Global connections may make cultures more alike or increase their sense of distinctiveness;</p>		<ul style="list-style-type: none"> <li>Analyze the causes and effects of the War of 1812</li> </ul>

Unit	Standards	Content	Skills
	<p><b>CIVIC IDEALS AND PRACTICES</b>  <b>Knowledge</b>  <b>Learners will understand</b>  Concepts and ideals such as: individual dignity, liberty, justice, equality, individual rights, responsibility, majority and minority rights, and civil dissent;  Key practices involving the rights and responsibilities of citizenship and the exercise of citizenship (e.g., respecting the rule of law and due process, voting, serving on a jury, researching issues, making informed judgments, expressing views on issues, and collaborating with others to take civic action);  Key documents and excerpts from key sources that define and support democratic ideals and practices (e.g., the U.S. Declaration of Independence, the U.S. Constitution, the Gettysburg Address, the Letter from Birmingham Jail; and international documents such as the Declaration of the Rights of Man, and the Universal Declaration of the Rights of Children);  The origins and function of major institutions and practices developed to support democratic ideals and practices;  Key past and present issues involving democratic ideals and practices, as well as the perspectives of various stakeholders in proposing possible solutions to these issues;</p>		
<p><b>America's Manifest Destiny</b></p>	<p><b>NCSS: Social Studies 2010</b>  <b>NCSS: Middle CULTURE</b>  <b>Knowledge</b>  <b>Learners will understand</b>  Concepts such as beliefs, values, institutions, cohesion, diversity, accommodation, adaptation, assimilation, and dissonance;  How culture influences the ways in which human groups solve the problems of daily living;  That culture may change in response to changing needs, concerns, social, political, and geographic conditions;  <b>TIME, CONTINUITY, AND CHANGE</b>  <b>Knowledge</b>  <b>The learners will understand</b>  The origins and influences of social, cultural, political, and economic systems;  The history of democratic ideals and principles, and how they are represented in documents, artifacts and symbols;</p>	<ul style="list-style-type: none"> <li>• Manifest Destiny</li> <li>• Land grant</li> <li>• Expansion</li> <li>• Annex</li> <li>• Texas, War with Mexico</li> <li>• Gadsden Purchase</li> <li>• Mexican Cession</li> <li>• California</li> <li>• Utah- Mormons' quest for religious freedom</li> <li>• Oregon, Election of 1844 (Polk)</li> <li>• Water rights</li> </ul>	<p>The students will be able to:</p> <ul style="list-style-type: none"> <li>• Describe how geography of different regions of the West affected U.S. settlement</li> <li>• Describe people's motivations for going to the West</li> <li>• Compare and contrast Americans' and Mexicans' opinions of Manifest Destiny</li> <li>• Explain the causes and effects of the Texas War for Independence and the Mexican-American War</li> <li>• Explain why independence from Mexico was important</li> <li>• Analyze how new technology changed life for Americans</li> </ul>

Unit	Standards	Content	Skills
	<p>The influences of social, geographic, economic, and cultural factors on the history of local areas, states, nations, and the world.</p> <p><b>PEOPLE, PLACES, AND ENVIRONMENTS</b>  <b>Knowledge</b>  <b>Learners will understand</b>  The theme of people, places, and environments involves the study of the relationships between human populations in different locations and geographic phenomena such as climate, vegetation, and natural resources;  Concepts such as: location, region, place, and migration, as well as human and physical systems;  Past and present changes in physical systems, such as seasons, climate, and weather, and the water cycle, in both national and global contexts;  The roles of different kinds of population centers in a region or nation;  The concept of regions identifies links between people in different locations according to specific criteria (e.g., physical, economic, social, cultural, or religious);  The use of a variety of maps, globes, graphic representations, and geospatial technologies to help investigate the relationships among people, places, and environments.</p> <p><b>INDIVIDUAL DEVELOPMENT AND IDENTITY</b>  <b>Knowledge</b>  <b>Learners will understand</b>  How personal, social, cultural, and environmental factors contribute to the development and the growth of personal identity;  That individuals' choices influence identity and development;</p> <p><b>INDIVIDUALS, GROUPS, AND INSTITUTIONS</b>  <b>Knowledge</b>  <b>Learners will understand</b>  That cultural diffusion occurs when groups migrate;  That when two or more groups with differing norms and beliefs interact, accommodation or conflict may result;</p> <p><b>POWER, AUTHORITY, AND GOVERNANCE</b>  <b>Knowledge</b>  <b>Learners will understand</b>  Rights are guaranteed in the U.S. Constitution, the supreme law of the land;</p>		<ul style="list-style-type: none"> <li>• Explain how America achieved Manifest Destiny</li> </ul>

Unit	Standards	Content	Skills
	<p>Fundamental ideas that are the foundation of American constitutional democracy (including those of the U.S. Constitution, popular sovereignty, the rule of law, separation of powers, checks and balances, minority rights, the separation of church and state, and Federalism);</p> <p>Fundamental values of constitutional democracy (e.g., the common good, liberty, justice, equality, and individual dignity);</p> <p>The ideologies and structures of political systems that differ from those of the United States;</p> <p>The ways in which governments meet the needs and wants of citizens, manage conflict, and establish order and security.</p> <p><b>PRODUCTION, DISTRIBUTION, AND CONSUMPTION</b>  <b>Knowledge</b>  <b>Learners will understand</b></p> <p>Individuals, government, and society experience scarcity because human wants and needs exceed what can be produced from available resources;</p> <p>How choices involve trading off the expected value of one opportunity gained against the expected value of the best alternative;</p> <p>The economic choices that people make have both present and future consequences</p> <p>Economic incentives affect people's behavior and may be regulated by rules or laws;</p> <p>The economic gains that result from specialization and exchange as well as the trade offs</p> <p>How markets bring buyers and sellers together to exchange goods and services</p> <p>How goods and services are allocated in a market economy through the influence of prices on decisions about production and consumption;</p> <p>How the overall levels of income, employment, and prices are determined by the interaction of households, firms, and the government.</p> <p><b>SCIENCE, TECHNOLOGY, AND SOCIETY</b>  <b>Knowledge</b>  <b>Learners will understand</b></p> <p>Society often turns to science and technology to solve problems;</p> <p>Science and technology have changed peoples' perceptions of the social and natural world, as well as their relationship to the land, economy and trade, their concept of security, and their major daily activities;</p>		

Unit	Standards	Content	Skills
<p><b>Social Reform</b></p>	<p><b>NCSS: Social Studies 2010</b>  <b>NCSS: Middle CULTURE</b>  <b>Knowledge</b>  <b>Learners will understand</b>            How culture influences the ways in which human groups solve the problems of daily living;</p> <p>That culture may change in response to changing needs, concerns, social, political, and geographic conditions;</p> <p>That language, behaviors, and beliefs of different cultures can both contribute to and pose barriers to cross-cultural understanding.</p> <p><b>TIME, CONTINUITY, AND CHANGE</b>  <b>Knowledge</b>  <b>The learners will understand</b>            The study of the past provides a representation of the history of communities, nations, and the world;            Concepts such as: chronology, causality, change, conflict, complexity, multiple perspectives, primary and secondary sources, and cause and effect;            Key historical periods and patterns of change within and across cultures (e.g., the rise and fall of ancient civilizations, the development of technology, the rise of modern nation-states, and the establishment and breakdown of colonial systems;            The origins and influences of social, cultural, political, and economic systems;            The contributions of key persons, groups, and events from the past and their influence on the present;            The influences of social, geographic, economic, and cultural factors on the history of local areas, states, nations, and the world.</p> <p><b>PEOPLE, PLACES, AND ENVIRONMENTS</b>  <b>Knowledge</b>  <b>Learners will understand</b>            The concept of regions identifies links between people in different locations according to specific criteria (e.g., physical, economic, social, cultural, or religious);            Patterns of demographic and political change, and cultural diffusion in the past and present (e.g., changing national boundaries,</p>	<ul style="list-style-type: none"> <li>• Social reform</li> <li>• Temperance movement</li> <li>• Prohibition</li> <li>• Horace Mann</li> <li>• Second Great Awakening</li> <li>• Abolitionist</li> <li>• Frederick Douglass</li> <li>• Harriet Tubman</li> <li>• William Lloyd Garrison</li> <li>• Sojourner Truth</li> <li>• Elizabeth Cady Stanton</li> <li>• Women's suffrage</li> <li>• Women's rights movement</li> <li>• Susan B. Anthony</li> <li>• Transcendentalism</li> <li>• Civil disobedience</li> <li>• Ralph Waldo Emerson</li> <li>• Henry David Thoreau</li> <li>• Herman Melville</li> <li>• Louisa May Alcott</li> </ul>	<p>The students will be able to:</p> <ul style="list-style-type: none"> <li>• Explain why it is important for a democracy to have educated citizens</li> <li>• Summarize the social educational reforms made in America</li> <li>• Explain how public education improved in the mid-1800s</li> <li>• Compare and contrast the roles of Harriet Tubman and Frederick Douglass in the abolitionist movement</li> <li>• Describe the opposing opinion to abolition</li> <li>• Summarize the new opportunities for women as a result of the suffrage movement</li> <li>• Explain how American literature and art impacted American life</li> </ul>

Unit	Standards	Content	Skills
	<p>migration, and settlement, and the diffusion of and changes in customs and ideas);  Factors that contribute to cooperation and conflict among peoples of the nation and world, including language, religion, and political beliefs;</p> <p><b>INDIVIDUAL DEVELOPMENT AND IDENTITY</b>  <b>Knowledge</b>  <b>Learners will understand</b>  How personal, social, cultural, and environmental factors contribute to the development and the growth of personal identity;  That individuals' choices influence identity and development;</p> <p>That perceptions are interpretations of information about individuals and events, and can be influenced by bias and stereotypes</p> <p><b>INDIVIDUALS, GROUPS, AND INSTITUTIONS</b>  <b>Knowledge</b>  <b>Learners will understand</b>  Institutions are created to respond to changing individual and group needs;  That groups and institutions change over time;  That institutions may promote or undermine social conformity;  That when two or more groups with differing norms and beliefs interact, accommodation or conflict may result;  That groups and institutions influence culture in a variety of ways.</p> <p><b>POWER, AUTHORITY, AND GOVERNANCE</b>  <b>Knowledge</b>  <b>Learners will understand</b>  Fundamental values of constitutional democracy (e.g., the common good, liberty, justice, equality, and individual dignity);  The ways in which governments meet the needs and wants of citizens, manage conflict, and establish order and security.</p> <p><b>PRODUCTION, DISTRIBUTION, AND CONSUMPTION</b>  <b>Knowledge</b>  <b>Learners will understand</b>  Individuals, government, and society experience scarcity because human wants and needs exceed what can be produced from available resources;  Economic incentives affect people's behavior and may be regulated by rules or laws;</p>		

Unit	Standards	Content	Skills
	<p>How the overall levels of income, employment, and prices are determined by the interaction of households, firms, and the government.</p> <p><b>SCIENCE, TECHNOLOGY, AND SOCIETY</b>  <b>Knowledge</b>  <b>Learners will understand</b>            Values, beliefs, and attitudes that have been influenced by new scientific and technological knowledge (e.g., invention of the printing press, conceptions of the universe, applications of atomic energy, and genetic discoveries);            Science and technology sometimes create ethical issues that test our standards and values;</p> <p><b>CIVIC IDEALS AND PRACTICES</b>  <b>Knowledge</b>  <b>Learners will understand</b>            The theme of civic ideals and practices helps us to learn about and know how to work for the betterment of society;            Concepts and ideals such as: individual dignity, liberty, justice, equality, individual rights, responsibility, majority and minority rights, and civil dissent;            The origins and function of major institutions and practices developed to support democratic ideals and practices;</p>		
<p><b>Causes of the American Civil War</b></p>	<p><b>NCSS: Social Studies 2010</b>  <b>NCSS: Middle</b>  <b>CULTURE</b>  <b>Knowledge</b>  <b>Learners will understand</b>            How culture influences the ways in which human groups solve the problems of daily living;            How individuals learn the elements of their culture through interactions with others, and how individuals learn of other cultures through communication and study;            How people from different cultures develop different values and ways of interpreting experience;            That language, behaviors, and beliefs of different cultures can both contribute to and pose barriers to cross-cultural understanding.</p> <p><b>TIME, CONTINUITY, AND CHANGE</b></p>	<ul style="list-style-type: none"> <li>• Industrial Revolution</li> <li>• Factory system (Francis Cabot Lowell)</li> <li>• Capitalist</li> <li>• Mass production</li> <li>• Urbanization</li> <li>• Famine</li> <li>• Discrimination</li> <li>• Cotton gin</li> <li>• Slave code</li> <li>• Nat Turner</li> <li>• Henry Clay</li> <li>• Slavery</li> <li>• Slave and free states</li> </ul>	<p>The students will be able to:</p> <ul style="list-style-type: none"> <li>• Compare and contrast the Lowell factory system to the European factory system</li> <li>• Explain how interchangeable parts affected employment in the United States</li> <li>• Identify the inventions that helped northern industry to grow</li> <li>• Compare and contrast the railroad to the steamboat as a means of transportation</li> <li>• Compare the impact of Industrialization in the North</li> </ul>

Unit	Standards	Content	Skills
	<p><b>Knowledge</b>  <b>The learners will understand</b>            Concepts such as: chronology, causality, change, conflict, complexity, multiple perspectives, primary and secondary sources, and cause and effect;            That learning about the past requires the interpretation of sources, and that using varied sources provides the potential for a more balanced interpretive record of the past;</p> <p>The contributions of key persons, groups, and events from the past and their influence on the present;</p> <p><b>PEOPLE, PLACES, AND ENVIRONMENTS</b>  <b>Knowledge</b>  <b>Learners will understand</b>            The theme of people, places, and environments involves the study of the relationships between human populations in different locations and geographic phenomena such as climate, vegetation, and natural resources;            he roles of different kinds of population centers in a region or nation;            The concept of regions identifies links between people in different locations according to specific criteria (e.g., physical, economic, social, cultural, or religious);            Human modifications of the environment;            Factors that contribute to cooperation and conflict among peoples of the nation and world, including language, religion, and political beliefs;</p> <p><b>INDIVIDUAL DEVELOPMENT AND IDENTITY</b>  <b>Knowledge</b>  <b>Learners will understand</b>            The study of individual development and identity helps us know that individuals change physically, cognitively, and emotionally over time;            Concepts such as: development, change, personality, learning, individual, family, groups, motivation, and perception;            That perceptions are interpretations of information about individuals and events, and can be influenced by bias and stereotypes</p> <p><b>INDIVIDUALS, GROUPS, AND INSTITUTIONS</b>  <b>Knowledge</b>  <b>Learners will understand</b></p>	<ul style="list-style-type: none"> <li>• The Missouri Compromise</li> <li>• The Wilmot Proviso</li> <li>• Compromise of 1850</li> <li>• Free Soil Party</li> <li>• Fugitive Slave Act</li> <li>• Bleeding Kansas</li> <li>• Dred Scott Decision</li> <li>• Propaganda</li> <li>• Abraham Lincoln</li> <li>• Civil war</li> <li>• Kansas/Nebraska Act of 1854</li> <li>• John Brown</li> <li>• Harriet Beecher Stowe</li> </ul>	<p>on the standard of living of laborers and factory owners</p> <ul style="list-style-type: none"> <li>• Analyze how the growth of slavery throughout the South created an economic system dominated by large plantation owners</li> <li>• Compare and contrast the industrialization of the North to the cotton empire of the South</li> <li>• Explain how political, social, economic, and territorial issues increased sectional tensions during the antebellum period</li> <li>• Appraise the pros and cons of slavery as seen in the Antebellum South</li> <li>• Explain how Stephen Douglas's plan undid the Missouri Compromise</li> <li>• Describe how the Lincoln-Douglas debates and John Brown's raid increase tensions between the north and South</li> <li>• Construct the events that lead to the Civil War</li> <li>• Compare and contrast Lincoln's and Douglas's views/opinions of the future of the United States</li> <li>• Analyze the role that Lincoln's leadership played during this pivotal time</li> </ul>

Unit	Standards	Content	Skills
	<p>This theme helps us know how individuals are members of groups and institutions, and influence and shape those groups and institutions  That groups and institutions change over time;  That institutions may promote or undermine social conformity;</p> <p><b>POWER, AUTHORITY, AND GOVERNANCE</b>  <b>Knowledge</b>  <b>Learners will understand</b>  Rights are guaranteed in the U.S. Constitution, the supreme law of the land;  Fundamental ideas that are the foundation of American constitutional democracy (including those of the U.S. Constitution, popular sovereignty, the rule of law, separation of powers, checks and balances, minority rights, the separation of church and state, and Federalism);  Fundamental values of constitutional democracy (e.g., the common good, liberty, justice, equality, and individual dignity);  The ways in which governments meet the needs and wants of citizens, manage conflict, and establish order and security.</p> <p><b>PRODUCTION, DISTRIBUTION, AND CONSUMPTION</b>  <b>Knowledge</b>  <b>Learners will understand</b>  The economic choices that people make have both present and future consequences  The economic gains that result from specialization and exchange as well as the trade offs  How markets bring buyers and sellers together to exchange goods and services</p> <p><b>SCIENCE, TECHNOLOGY, AND SOCIETY</b>  <b>Knowledge</b>  <b>Learners will understand</b>  Society often turns to science and technology to solve problems;</p> <p>Science and technology have changed peoples' perceptions of the social and natural world, as well as their relationship to the land, economy and trade, their concept of security, and their major daily activities;</p> <p><b>GLOBAL CONNECTIONS</b>  <b>Knowledge</b>  <b>Learners will understand</b></p>		

Unit	Standards	Content	Skills
	<p>Global factors such as cultural, economic, and political connections are changing the places in which people live (e.g., through trade, migration, increased travel, and communication);</p> <p><b>CIVIC IDEALS AND PRACTICES</b>  <b>Knowledge</b>  <b>Learners will understand</b>            Concepts and ideals such as: individual dignity, liberty, justice, equality, individual rights, responsibility, majority and minority rights, and civil dissent;            Key practices involving the rights and responsibilities of citizenship and the exercise of citizenship (e.g., respecting the rule of law and due process, voting, serving on a jury, researching issues, making informed judgments, expressing views on issues, and collaborating with others to take civic action);</p> <p>Key documents and excerpts from key sources that define and support democratic ideals and practices (e.g., the U.S. Declaration of Independence, the U.S. Constitution, the Gettysburg Address, the Letter from Birmingham Jail; and international documents such as the Declaration of the Rights of Man, and the Universal Declaration of the Rights of Children);</p> <p>The origins and function of major institutions and practices developed to support democratic ideals and practices;</p>		
<p><b>The American Civil War</b></p>	<p><b>NCSS: Social Studies 2010</b>  <b>NCSS: Middle CULTURE</b>  <b>Knowledge</b>  <b>Learners will understand</b>            "Culture" refers to the socially transmitted behaviors, beliefs, values, traditions, institutions, and ways of living together of a group of people;            Concepts such as beliefs, values, institutions, cohesion, diversity, accommodation, adaptation, assimilation, and dissonance;            That the beliefs, values, and behaviors of a culture form an integrated system that helps shape the activities and ways of life that define a culture;</p>	<ul style="list-style-type: none"> <li>• Border state</li> <li>• Martial law</li> <li>• Blockade</li> <li>• Raid on Harpers Ferry</li> <li>• Fort Sumter</li> <li>• Battle of Bull Run</li> <li>• Ironclad</li> <li>• Ulysses S. Grant</li> <li>• Battle of Shiloh</li> <li>• Robert E. Lee</li> <li>• Emancipation Proclamation</li> <li>• Habeas corpus</li> </ul>	<p>The student will be able to:</p> <ul style="list-style-type: none"> <li>• Present a position on the causes and outcomes of the Civil War demonstrating understanding of varying viewpoints of the conflict</li> <li>• Compare and contrast the strategies of the North and the South</li> <li>• Explain how each side in the war try to gain advantage over the other</li> <li>• Evaluate the outcomes of the war</li> </ul>

Unit	Standards	Content	Skills
	<p>How individuals learn the elements of their culture through interactions with others, and how individuals learn of other cultures through communication and study; That culture may change in response to changing needs, concerns, social, political, and geographic conditions; That language, behaviors, and beliefs of different cultures can both contribute to and pose barriers to cross-cultural understanding.</p> <p><b>TIME, CONTINUITY, AND CHANGE</b> <b>Knowledge</b> <b>The learners will understand</b> Concepts such as: chronology, causality, change, conflict, complexity, multiple perspectives, primary and secondary sources, and cause and effect; Key historical periods and patterns of change within and across cultures (e.g., the rise and fall of ancient civilizations, the development of technology, the rise of modern nation-states, and the establishment and breakdown of colonial systems; The contributions of key persons, groups, and events from the past and their influence on the present; The history of democratic ideals and principles, and how they are represented in documents, artifacts and symbols; The influences of social, geographic, economic, and cultural factors on the history of local areas, states, nations, and the world.</p> <p><b>PEOPLE, PLACES, AND ENVIRONMENTS</b> <b>Knowledge</b> <b>Learners will understand</b> The roles of different kinds of population centers in a region or nation; The concept of regions identifies links between people in different locations according to specific criteria (e.g., physical, economic, social, cultural, or religious); Patterns of demographic and political change, and cultural diffusion in the past and present (e.g., changing national boundaries, migration, and settlement, and the diffusion of and changes in customs and ideas); Human modifications of the environment; The use of a variety of maps, globes, graphic representations, and geospatial technologies to help investigate the relationships among people, places, and environments.</p> <p><b>INDIVIDUAL DEVELOPMENT AND IDENTITY</b></p>	<ul style="list-style-type: none"> <li>• Draft</li> <li>• Income tax</li> <li>• William Tecumseh Sherman</li> <li>• Battle of Antietam</li> <li>• Battle of Gettysburg</li> <li>• Gettysburg Address</li> <li>• Election 1864</li> <li>• Surrender at Appomattox</li> </ul>	<ul style="list-style-type: none"> <li>• Compare and contrast the goals, strategies, strengths and weaknesses of the North and South</li> <li>• Analyze political cartoons of the Civil War era to formulate a personal opinion</li> <li>• Design a strategy for an older warship lacking armor versus an ironclad ship</li> <li>• Explain how new weapons made the Civil War more deadly than previous American wars</li> <li>• Summarize the ineffectiveness of General McClellan's leadership</li> <li>• Compare and contrast General Ulysses S. Grant and General Robert E. Lee</li> <li>• Diagram the causes and effects of the Emancipation Proclamation</li> </ul>

Unit	Standards	Content	Skills
	<p><b>Knowledge</b>  <b>Learners will understand</b>  The study of individual development and identity helps us know that individuals change physically, cognitively, and emotionally over time;  How personal, social, cultural, and environmental factors contribute to the development and the growth of personal identity;  That individuals' choices influence identity and development;  That perceptions are interpretations of information about individuals and events, and can be influenced by bias and stereotypes</p> <p><b>INDIVIDUALS, GROUPS, AND INSTITUTIONS</b>  <b>Knowledge</b>  <b>Learners will understand</b>  This theme helps us know how individuals are members of groups and institutions, and influence and shape those groups and institutions  Concepts such as: mores, norms, status, role, socialization, ethnocentrism, cultural diffusion, competition, cooperation, conflict, race, ethnicity, and gender;  Institutions are created to respond to changing individual and group needs;  That ways in which young people are socialized include similarities as well as differences across cultures;  That groups and institutions change over time;  That institutions may promote or undermine social conformity;  That when two or more groups with differing norms and beliefs interact, accommodation or conflict may result;  That groups and institutions influence culture in a variety of ways.</p> <p><b>POWER, AUTHORITY, AND GOVERNANCE</b>  <b>Knowledge</b>  <b>Learners will understand</b>  Rights are guaranteed in the U.S. Constitution, the supreme law of the land;  Fundamental ideas that are the foundation of American constitutional democracy (including those of the U.S. Constitution, popular sovereignty, the rule of law, separation of powers, checks and balances, minority rights, the separation of church and state, and Federalism);  Fundamental values of constitutional democracy (e.g., the common good, liberty, justice, equality, and individual dignity);  The ways in which governments meet the needs and wants of citizens, manage conflict, and establish order and security.</p>		

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	<p><b>PRODUCTION, DISTRIBUTION, AND CONSUMPTION</b>  <b>Knowledge</b>  <b>Learners will understand</b>  How choices involve trading off the expected value of one opportunity gained against the expected value of the best alternative;  The economic choices that people make have both present and future consequences  Economic incentives affect people's behavior and may be regulated by rules or laws;  That banks and other financial institutions channel funds from savers to borrowers and investors  The economic gains that result from specialization and exchange as well as the trade offs  How goods and services are allocated in a market economy through the influence of prices on decisions about production and consumption;</p> <p><b>SCIENCE, TECHNOLOGY, AND SOCIETY</b>  <b>Knowledge</b>  <b>Learners will understand</b>  Society often turns to science and technology to solve problems;  Our lives today are media and technology dependent;  Values, beliefs, and attitudes that have been influenced by new scientific and technological knowledge (e.g., invention of the printing press, conceptions of the universe, applications of atomic energy, and genetic discoveries);  How media are created and received depends upon cultural contexts;  That there are gaps in access to science and technology around the world.</p> <p><b>GLOBAL CONNECTIONS</b>  <b>Knowledge</b>  <b>Learners will understand</b>  Global connections may make cultures more alike or increase their sense of distinctiveness;</p> <p><b>CIVIC IDEALS AND PRACTICES</b>  <b>Knowledge</b>  <b>Learners will understand</b>  Key documents and excerpts from key sources that define and support democratic ideals and practices (e.g., the U.S. Declaration of Independence, the U.S. Constitution, the Gettysburg Address, the Letter from Birmingham Jail; and international documents such</p>		

Unit	Standards	Content	Skills
	as the Declaration of the Rights of Man, and the Universal Declaration of the Rights of Children); Key past and present issues involving democratic ideals and practices, as well as the perspectives of various stakeholders in proposing possible solutions to these issues;		



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