



Social Studies

World Geography

3rd Nine Weeks



This academic overview can be used to monitor and support your child's at-home learning progress.

Unit 5: Religion in Society

Student Learning Targets

- I can explain the central ideas and beliefs of the major world religions.
- I can describe the geographic distribution of the major world religions.
- I can compare economic, political, or social opportunities in different cultures for underrepresented populations.

Questions to Check for Unit Understanding

- What beliefs and traditions are held by the world's major religions?
- How have religions spread throughout history?
- What is the role of religion in cultures around the world?

Key Academic Vocabulary

- Spatial distribution - how resources, activities, and cultural characteristics are arranged across the earth.

Unit 6: Political and Economic Systems

Student Learning Targets

- I can describe how goods and services are distributed in the traditional, free enterprise, socialist, and communist economic systems.
- I can compare how different forms of government operate in different countries.
- I can explain the physical and human processes that lead to the formation of political divisions.
- I can explain how citizenship practices and public policies may be influenced by cultural beliefs like nationalism and patriotism.

Questions to Check for Unit Understanding

- Why does a country's economic system influence its politics and society?
- How is political power distributed in different forms of government?
- How do physical and human processes lead to the creation of political divisions?

Key Academic Vocabulary

- Totalitarianism - a form of government with a dictatorship that exercises total control over its citizens
- Nationalism - loyalty and devotion to one's nation that includes the belief that one's nation is better than all others



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World History

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Unit 7: Age of Revolutions

Student Learning Targets

- I can describe the how the Scientific Revolution impacted scientific thinking worldwide.
- I can identify the influence of democratic ideas such as liberty, equality, human rights, and popular sovereignty on political revolutions.
- I can compare the American and French Revolutions and explain their influence on Latin American revolutions.
- I can describe how people have participated in changing their governments.

Questions to Check for Unit Understanding

- What causes a political revolution?
- How did the Enlightenment influence the development of democratic-republican government and political revolutions?
- Why did American Independence influence revolutions in Europe and Latin America?

Key Academic Vocabulary

- Political revolution - when the government of a country is replaced or the form of government is changed
- Constitutionalism - government power comes from the people and should be limited by a written constitution

Unit 8: Industrialization and Imperialism

Student Learning Targets

- I can explain the political, economic, and social changes that were a result of the Industrial Revolution.
- I can explain the characteristics and impact of European imperialism.
- I can describe the historical origins of capitalism, communism, and socialism.
- I can describe the roles of women and children during the Industrial Revolution.

Questions to Check for Unit Understanding

- What changes did the Industrial Revolution cause?
- How did Industrialization lead to the development of modern economic systems?
- Why did Industrialization change the roles of women, and children?
- Why did European nations engage in imperialism?

Key Academic Vocabulary

- Industrial Revolution - the transition to large-scale production of goods in factories that occurred between 1760 and 1840
- Imperialism - the extension of a nation's control of other areas of the world
- Capitalism - an economic system in which business or individuals own the means of production



Social Studies

U.S. History Since 1877

3rd Nine Weeks



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Unit 6: World War II

Student Learning Targets

- I can analyze the impact of the major military events of World War II.
- I can describe how the U.S. Home Front was affected by World War II.
- I can analyze the major issues of World War II, including the Holocaust, the internment of Japanese-Americans and the creation of the atomic bomb.

Questions to Check for Unit Understanding

- Why was the United States able to fight successfully on two fronts during World War II?
- How did the contributions of women and the members of diverse racial group impact the war effort of the United States?
- How did World War II change the United States and the world?

Key Academic Vocabulary

- Rationing - the controlled distribution of a good during a war or other crisis
- Genocide - the deliberate killing of a large group of people
- Totalitarian - a dictatorship that attempts to exercise total control over the lives of its citizens

Unit 7: The Cold War

Student Learning Targets

- I can describe how the United States responded to Soviet aggression after World War II.
- I can identify the causes of economic prosperity in the United States during the 1950s.
- I can explain the reasons and outcomes for U.S. involvement in both the Korean and Vietnam Wars.

Questions to Check for Unit Understanding

- How did the economic prosperity of the 1950s affect the daily lives of Americans?
- Why did containment guide the foreign policy of the United States during the Cold War?

Key Academic Vocabulary

- Containment - the U.S. policy of preventing the expansion of Communism during the Cold War
- Intervention - interference in the affairs of one country by another

Unit 8: The Civil Rights Movement

Student Learning Targets

- I can explain the roles of individual leaders and political organizations who promoted African American, Chicano, American Indian, and women's civil rights.
- I can describe presidential actions and congressional votes that promoted civil rights for all Americans.
- I can describe the outcomes of government policies intended to create economic opportunities for all citizens.

Questions to Check for Unit Understanding

- What methods did the various political groups of the Civil Rights Movement use to fight for equality?
- How did government actions and Supreme Court cases contribute to the expansion of civil rights?

Key Academic Vocabulary

- Civil rights - the rights of citizens to political freedoms and equality, including the right to vote
- Civil disobedience - the refusal to follow certain laws as a form of peaceful protest



Social Studies

U.S. Government

3rd Nine Weeks



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Unit 1: Foundations of Government

Student Learning Targets

- I can identify the major intellectual, political, religious, and philosophical ideas and traditions that informed the founding of the United States, including the influence of Enlightenment thinkers.
- I can analyze compromises that impacted the creation of the U.S. Founding Documents..
- I can compare the U.S. constitutional republic to other forms of government.

Questions to Check for Unit Understanding

- How were the founding documents of the United States influenced by historic political ideas and traditions?
- Why were compromises necessary in the writing of the Constitution?
- How is the government of the United States similar and different to other forms of government?

Key Academic Vocabulary

- Constitutional republic - the leaders of a country are democratically elected and the rules for government are written in a constitution.
- Social contract - individuals sacrifice some freedoms in order benefit from the protections provided by government

Unit 2: The Constitution

Student Learning Targets

- I can evaluate the principles of the Constitution that create a limited government.
- I can explain how due process protects individual rights.
- I can identify the freedoms and rights guaranteed by the Bill of Rights.

Questions to Check for Unit Understanding

- How does the Constitution create a limited government?
- What freedoms and rights are protected by the Bill of Rights?
- How does due process protect the individual rights of Americans?

Key Academic Vocabulary

- Limited government - the power of a government is restricted by provisions in a written constitution
- Due process - governments must respect a person's rights and freedoms

Unit 3: Federalism

Student Learning Targets

- I can categorize government powers as national, state, or shared.
- I can explain historical and present day conflicts over the role of the state and national governments.

Questions to Check for Unit Understanding

- What powers do local, state, and the federal government have?

Key Academic Vocabulary

- Federalism - power is divided between a national government and other government units



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Economics

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Unit 1: Economics and Free Enterprise

Student Learning Targets

- I can define economics and explain the concept of scarcity.
- I can describe the characteristics of the economic factors of production.
- I can explain the characteristics of all economic systems.
- I can explain the benefits of the free enterprise economic system.

Questions to Check for Unit Understanding

- How do people deal with scarcity?
- How do the different economic systems satisfy individual's needs and wants.

Key Academic Vocabulary

- Scarcity - individuals have unlimited needs and wants, but limited resources
- Economic system - how a society allocates resources, produces goods and services, and satisfies the needs and wants of individuals

Unit 2: Markets and Trade

Student Learning Targets

- I can explain the effects of a change in price on a quantity demanded and quantity supplied.
- I can identify the factors that can change the demand and the supply for goods and services.
- I can interpret a supply and demand graph.

Questions to Check for Unit Understanding

- How is the price of a good or service determined?
- What factors cause changes in the supply and demand for goods and services?

Key Academic Vocabulary

- Market - where buyers and sellers of a good or service come together
- Demand - the desire, ability, and willingness to purchase a good or service
- Supply - the total amount of a good or service that is available to consumers

Unit 3: Economic Growth and Performance

Student Learning Targets

- I can interpret economic indicators, including gross domestic product, the unemployment rate, and the inflation rate.
- I can analyze the four phases of the business cycle using economic indicators.

Questions to Check for Unit Understanding

- How is economic performance measured?
- What are the characteristics of the four phases of the business cycle?

Key Academic Vocabulary

- Gross Domestic Product - the value of all goods and services produced in a country during one year
- Inflation Rate - the rise in the level of prices of goods and services
- Unemployment Rate - percent of the labor force that does not have a job
- Business Cycle - a cycle of economic growth and contraction