



Social Studies

World Geography

1st Nine Weeks



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

Unit 1: The Physical World

Student Learning Targets

- I can explain how physical processes shape and impact the physical environment of a place/region
- I can explain how elevation, latitude, wind systems, ocean currents, position on a continent and mountain barriers affect climate, including temperatures, precipitation and climate regions.
- I can compare ways that humans depend on, adapt to, and modify the physical environment.
- I can identify and describe diverse uses of physical features such as terrace farming, dams, and polders.

Questions to Check for Unit Understanding

- What forces have helped shape Earth's landforms, climate and plant life?
- What factors affect the climate of regions?
- How do physical and human geographic features define regions?
- How are your activities influenced by your physical environment?
- How has modification of the environment affected human life and ecosystems?

Key Academic Vocabulary

- Region- an area of land that shares a common characteristic
- Physical Processes-the natural forces that change Earth's physical features, including forces that build up and wear down Earth's surface.
- Climate-weather patterns typical for an area over a long period of time.
- Human-environment interaction-geographic theme that examines how humans adapt to and modify the environment.

Unit 2: **The World in Spatial Terms: Location/Place/Regions**

Student Learning Targets

- I can define a region
- I can define the physical and human factors that make a region unique.
- I can define a Global Positioning System (GPS) and a Geographic Information Systems (GIS)
- I can explain the the impacts of new technologies such as the Internet, Global Positioning Systems (GPS), and Geographic Information Systems.

Questions to Check for Unit Understanding

- How are the different types of regions classified?
- How do maps help us to represent geographic data?
- How has the invention of GPS affected mapmaking?
- How do geographers approach problems and conduct research on geographic questions?

Key Academic Vocabulary

- Region- an area of the earth's surface with similar characteristics
- Geographic Information System- a conceptualized framework that provides the ability to capture and analyze spatial and geographic data
- Global Positioning System- a radio navigation system that allows land, sea, and airborne users to determine their exact location anywhere in the world.



Social Studies

World History

1st Nine Weeks



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

Unit 1: The Rise of River Valley Civilizations

Student Learning Targets

- I can summarize the impact of the development of farming during the Neolithic Revolution on the creation of river valley civilizations.
- I can identify the characteristics of monarchies and theocracies, as forms of government in early river valley civilizations.
- I can identify the impact of political and legal ideas contained in the Hammurabi's Code.

Questions to Check for Unit Understanding

- How did the Neolithic Revolution change the lives of humans?
- How does geography affect the development of civilizations?
- Why was Hammurabi's Code such an important milestone in history?

Key Academic Vocabulary

- Neolithic Revolution- The change that occurred when people learned how to plant and grow crops, and herd animals.

Unit 2: Classical Civilizations in the West

Student Learning Targets

- I can identify the characteristics of democracy, oligarchy, and limited monarchy as forms of government in early civilizations.
- I can describe the historical origins, central ideas, and spread of Christianity.
- Explain how democratic-republican government developed in Classical Greece and Rome.

Questions to Check for Unit Understanding

- How can religion impact culture?
- How were the classical civilizations shaped by their religious and philosophical beliefs?

Key Academic Vocabulary

- Democracy- A form of government in which power is vested in the people.
- Oligarchy- A form of government in which a small group of people rule a country.

Unit 3: Classical Civilizations in the East

Student Learning Targets

- I can describe the major political, religious/philosophical, and cultural influences of India and China.
- I can describe the origins, central ideas, and spread of the major religious and philosophical traditions, of Buddhism, Confucianism, and Hinduism.

Questions to Check for Unit Understanding

- What were the major accomplishments of India and China during the classical era?
- How can different philosophies influence culture?

Key Academic Vocabulary

- Hinduism- A religion in India that believes in many gods and goddesses and reincarnation into a caste system.
- Buddhism- A religion based on the Four Noble Truths and the Eightfold Path
- Confucianism- A belief system emphasizing traditional values such as obedience and order.



Social Studies

U.S. History Since 1877

1st Nine Weeks



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

Unit 1: Westward Expansion and Gilded Age

Student Learning Targets

- I can describe the economic impact of the Transcontinental railroad and the impact of the Homestead Act on the closing of the frontier.
- I can describe the processes of urbanization and industrialization that occurred during the Gilded Age.
- I can identify political, economic and social issues of the Gilded Age.
- I can analyze the impact of political bosses, political machines and monopolies of the Gilded Age on American citizens and immigrants.
- I can identify the effects of population growth during the Gilded Age on cities, people and the environment.
- I can describe the reasons for the rise of nativism during the Gilded Age

Questions to Check for Unit Understanding

- How did the transcontinental railroad transform the West?
- What were the reasons for the rise of nativism during the Gilded Age?
- How did laissez-faire economic policies promote industrialization?
- How did new innovations contribute to industrialization and settlement patterns in America during the Gilded Age?
- How did some robber barons use philanthropy to improve the lives of American citizens?

Key Academic Vocabulary

- Nativism - a belief that one's native land needs to be protected against immigrants; hostility towards immigrants
- Laissez-Faire - a policy that government should interfere as little as possible in the nation's economy
- Philanthropy - providing money to support humanitarian or social goals

Unit 2: The Progressive Era

Student Learning Targets

- I can identify and describe Progressive Era reform movements as well as key reformers and muckrakers.
- I can identify and explain landmark constitutional amendments during the Progressive Era.
- I can describe the impact of third parties in the democratic process.
- I can identify and analyze the importance of various founding documents of US History.

Questions to Check for Unit Understanding

- What impact did muckrakers have on the daily life of Americans?
- What political, economic, and social changes came about as result of work done by Progressive reformers?
- How did amending the Constitution during the Progressive Era increase the political influence of women?

Key Academic Vocabulary

- Muckraker - a journalist who uncovers abuses and corruption in a society
- Prohibition - banning the manufacture, transportation, and sale of alcoholic beverages
- Suffrage - the right to vote; 19th amendment granted women the right to vote



Social Studies

U.S. Government

1st Nine Weeks



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

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



Social Studies

Economics

1st Nine Weeks



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

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