



Human Geography 10th Grade

A+ Curriculum Guide

CURRICULUM AND INSTRUCTION SUPPORT
Updated August 2, 2017



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Section titles above are hyperlinked. Press CTRL + click on a title to navigate directly to that section.

Section Descriptions

Pacing guide - Pacing guides are timelines showing content to cover at specific points over the course of a year. This includes all the information needed for teachers to draft lesson plans. Includes items for a particular unit such as:

- * academic vocabulary lists
- * common assessments
- * connections to district adopted curriculum resources
- * essential questions
- * content standards and indicators
- * critical content and skills

Standards, strands and indicators – These are concise, written descriptions of what students are expected to know and can do within the course. Generally, standards are first adopted by the state and then the Omaha Public Schools Board of Education adopts the final versions used for the courses.

Scope and sequence - *Scope* is the material or skills to be taught, and *sequence* is the order in which you teach the information. This is brief and is used as an overview of the progression of learning (e.g. K-5, 6-8, 9-12).

Proficiency Scales/Proficiency Level Descriptors - Proficiency scales or descriptors are written for a content standard or concept. They define what students should know and can do for each level of learning.

Academic Vocabulary List with Definitions – This list includes the terms that should be taught using the Marzano 6-Step Vocabulary Process and has the appropriate definitions to terms listed here. There should be approximately 90 terms per course/grade level content area for the year. Additional content specific vocabulary is listed within the Pacing Guide.

District Adopted Resources – This lists the core materials (textbooks, web resources, and supplemental materials) selected for the course as approved by the Omaha Public Schools Board of Education.

Pacing Guide

Pre-Unit One- Procedures and Routines/ Social Studies Skills

<p>Time Frame</p>	<p>1st/3rd Quarter (Weeks 1 & 2)</p> <p>This <u>1 or 2 week</u> unit is to be taught before students begin to explore course content. Preferably this unit will begin each semester as an introduction to or review of procedures and routines. Courses that are full-year should review procedures and routines at the beginning of second semester but should move forward with course content and not examine general social studies skills.</p>
<p>Topics, Essential Questions</p>	<p>Topics- Procedures and Routines</p> <ul style="list-style-type: none"> • Learning Goals • Bellwork • Engagement Techniques • Routines for Purposeful Movement/Materials Management • Common Grading Practices <p>Social Studies Skills</p> <ul style="list-style-type: none"> • Historical Thinking • Spatial Thinking • Economic Reasoning • Civic Engagement • Student on-line textbook accounts <p><u>Essential Question</u> How does a student succeed in this classroom? What is Social Studies?</p>



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<p>Vocabulary Academic Vocabulary terms are taught using the Six-Step Process</p>	<p>Academic Vocabulary (to be taught throughout the course of the unit)</p> <p>Inquiry (Developing Questions) Close Reading Primary/Secondary Documents Artifacts Data analysis (Maps, Diagrams, Graphs, Tables) Using evidence to support claims Examining source information Multiple Perspectives Synthesis and Sharing Self-Evaluation Curriculum Based Assessment (CBA) Required Semester Project (RSP)</p>	<p>Other Unit Specific Vocabulary</p> <p>Formative/Summative Assessments Service Learning Project Finished Early Wall Give me Five Word Wall Readiness Wall Student work models</p>
<p>Common Assessments</p> <p>Assessments in bold are required.</p>	<p>Formative Assessments</p> <ul style="list-style-type: none"> • Get to know you ice breakers • Modeling expectations • Establish on-line student textbook accounts • Team building activities • Syllabus review 	<p>Summative Assessments</p>
<p>Additional Notes</p>	<p>Reference Academic Action Plan (3e) pages 5-10, 37 and 38</p> <p>All textbooks</p>	



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Unit 1: Population and Cultural Geography

The study of human geography requires an in-depth analysis of dynamic human populations. The characteristics of populations include cultural elements, demographic indicators, economic facets, and political components. As these forces interact and people migrate, populations, cultures, and countries change. Paradoxically, these changes are both the effects of these interacting forces and the catalyst for continued change.

Time Frame	1st /3rd Quarter (Weeks 1-6) This <u>five-week</u> unit is to be taught as the first unit of content instruction immediately after procedures and routines and social studies skills are reviewed. Preferably this unit will begin the third week of school, or earlier if necessary.	
Topics, Essential Questions	Topic- Demographics <ul style="list-style-type: none"> • Population Change • Levels of Development • Demographic Trends • Standard of Living Cultural Dynamics <ul style="list-style-type: none"> • Diversity • Ethnic Groups Migration <ul style="list-style-type: none"> • Voluntary and Forced • Push and Pull Factors • Barriers to Migration • <u>Essential Question</u> Compare and contrast the distribution, growth rates, and characteristics of human populations, e.g. unique cultures, settlement patterns, and the location of natural and human resources.	
Standards, Strands, and Indicators	See page 19 below	
Vocabulary Academic Vocabulary terms are taught using the Six-Step Process	<u>Academic Vocabulary</u> (to be taught throughout the course of the unit) Birth Rates, Death Rates, Demographics, demographic Transition Model, Developing Country (DC), Infant Mortality Rate, Less Developed Country (LDC), Life Expectancy, Literacy Rates, More Developed Country (MDC) , Population Pyramids, Sex Ratio, Rate of Natural Increase	<u>Other Unit Specific Vocabulary</u> *Demographic Trends in MDCs, DCs, LDCs & USA *Gender Roles *Ethnic Groups Levels of Development (LDCs, DCs,MDCs) *Pluralism



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Common Assessments	<u>Formative Assessments</u>	<u>Summative Assessments</u>
<p>Assessments in bold are required.</p>	<p>Leveled Questions: Use these questions to guide instruction in your classroom. Questions are leveled 2, 3, and 4.</p> <p>BASIC (2) What do the reasons people migrate? What barriers do migrants face? What is the impact of migration on a country's demographics? What is culture? What is ethnicity? How do cultures change? What are some means by which diffusion occurs? W How do demographics give us insights into what is happening in a country? What are current demographic trends and consequences in MDCs? What are current demographic trends and consequences in DCs? What are current demographic trends and consequences in LDCs? What are current demographic trends and consequences in the US? What can demographics reveal about gender roles in various cultures?</p> <p>PROFICIENT (3) In either a forced or voluntary migration, who makes the decision to move? What factors do people weigh when deciding to move? What is culture? How do human and physical characteristics encourage/discourage diffusion? What is ethnicity? Is there such a thing as "100% American?" Are assimilation and pluralism opposing forces? Why do gender roles differ around the world? How do population changes put pressure on resources and alter lifestyle choices? How do changes in the size of families impact demographics? What factors are used to classify countries according to standard of living? How do models reflect changes in a population over time?</p> <p>ADVANCED (4) How does a pluralistic society "welcome" newcomers? How should government policies be changed to encourage/discourage migration? Are assimilation and pluralism opposing forces? In what ways does pluralism strengthen or weaken a society Should China change its one-child policy? Should Japan change its immigration policies? How should the US manage Social Security, considering our demographic changes? In what ways is this classification system (LDC/DC/MDC) inadequate for describing diverse countries?</p>	<p>RSP 1 (weighted as three formative grades)</p>



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<p>Additional Notes- 21st Century Social Studies Focus Skills</p>	<p>Critical Thinking and Problem Solving</p> <ul style="list-style-type: none"> • Exercising sound reasoning in understanding • Making complex choices and decisions • Understanding the interconnections among systems • Identifying and asking significant questions that clarify various points of view and lead to better solutions • Framing, analyzing and synthesizing information in order to solve problems and answer questions <p>Flexibility and Adaptability</p> <ul style="list-style-type: none"> • Adapted to varied roles and responsibilities • Working effectively in a climate of ambiguity and changing priorities <p>Information Literacy</p> <ul style="list-style-type: none"> • Accessing information efficiently and effectively, evaluating information critically and competently, and using information accurately and creatively for the issue or problem at hand • Possessing a fundamental understanding of the ethical/legal issues surrounding the access and use of information
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Unit 2: Economic and Environmental Geography

Within the context of our increasingly interconnected world, there remain distinct categories of countries determined by common economic, social, political, and environmental characteristics. There are two major aspects which illustrate less developed countries, developing countries, and more developed countries: standard of living (low, medium, and high, respectively) and the prevalence of economic sector activities (primary, secondary, and tertiary, respectively). Globalization (especially trade) sometimes provides opportunities for countries to improve their economic standing. Although human and economic conditions are interdependent, improvements in one do not necessarily correlate to improvements in the other. Economic development in all parts of the world has placed new pressures on the environment in order to accommodate new patterns of production and exploitation. (Fellman, 9th pg 251)

Time Frame	<p>1st /3rd Quarter (Weeks 7-11)</p> <p>This four-week unit is to be taught as the first unit of content instruction immediately after procedures and routines and social studies skills are reviewed. Preferably this unit will begin the third week of school, or earlier if necessary.</p>
Topics, Essential Questions	<p>Topic- Economics</p> <ul style="list-style-type: none"> • Economic Sectors • Human Capital Development <p>Environmental Causes and Consequences</p> <ul style="list-style-type: none"> • Sustainable Development <p>Individual Lifestyle Changes</p> <ul style="list-style-type: none"> • Policy Approaches by communities, states, and international organizations . <p><u>Essential Question</u> Explain and evaluate the characteristics (economic, social, political, and environmental) of less developed, developing, and more developed countries and their common goals of sustainable development.</p>
Standards, Strands, and Indicators	See page 11 below



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<p>Vocabulary Academic Vocabulary terms are taught using the Six-Step Process</p>	<p>Academic Vocabulary (to be taught throughout the course of the unit) Acid Rain, Deforestation, Desertification, Economic Interdependence, Economic Sectors (Primary, Secondary, Tertiary), Environmental Deterioration, Global Climate Change, Greenhouse Gas, Human Footprint, Pollution, Recycling, Standard of Living, Sustainable Development</p>	<p>Other Vocabulary Agreements, protocols & treaties Cap and trade Carbon capture & sequestration Conservation Degradation & depletion Degree of industrialization Disparity Energy tax Gross national income Gross national product Human-environment interaction (“theme”) Levels of development (MDCs, DCs, LDCs) Loss of biodiversity (endangerment* & extinction*) Ozone Depletion Scarcity Sustainability Trade organizations</p>
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Common Assessments	<u>Formative Assessments</u>	<u>Summative Assessments</u>
<p>Assessments in bold are required.</p>	<p>Leveled Questions: Use these questions to guide instruction in your classroom. Questions are leveled 2, 3, and 4.</p> <p>BASIC (2) How are these economic activities classified: primary, secondary, tertiary ? What characteristics describe a less developed country? What characteristics describe a developing country? What characteristics describe a more developed country? What is the correlation between economic sectors and the level of development? What is human capital and how is it developed? How do fluctuations in GDP illustrate economic changes? How does trade promote economic growth? What are the international organizations that facilitate trade? How do those organizations facilitate trade? What are some criticisms against these organizations? How do these organizations impact global trade networks? How is globalization defined? (F & C) [Also defined in previous unit] What sources of energy are non-renewable? What sources of energy are renewable? What are the causes of global climate change? What are the effects of global climate change on social, economic, political, and environmental systems? How do different types of human activities negatively impact ecosystems? How do environmental and economic pressures contribute to land deterioration? What agreements have countries made in efforts to combat environmental problems? What proposed policies address environmental problems? How can the actions of communities and individuals address environmental concerns? What are the proposed technological solutions to environmental problems? What economic and environmental factors constitute sustainable development?</p> <p>PROFICIENT (3) What is the correlation between economic sectors and the level of development? What non-economic factors are used in this classification (LDCs, DCs, and MDCs) system? How might LDCs transform themselves into MDCs? What are some criticisms against these organizations? How do these organizations impact global trade networks? How is globalization defined? [Also defined in previous unit] How do environmental and economic pressures contribute to land deterioration? Why do some countries resist participation in international environmental agreements? What economic and environmental factors constitute sustainable development? Are environmental concerns and economic development necessarily at odds with one another?</p> <p>ADVANCED (4) How is the correlation between economic sectors and the level of</p>	<p>RSP 2 (weighted as three formative grades) CBA (weighted as two summative grades)</p>



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Additional Notes- 21st Century Social Studies Focus Skills	<p>Critical Thinking and Problem Solving</p> <ul style="list-style-type: none"> • Exercising sound reasoning in understanding • Making complex choices and decisions • Understanding the interconnections among systems • Identifying and asking significant questions that clarify various points of view and lead to better solutions • Framing, analyzing and synthesizing information in order to solve problems and answer questions <p>Flexibility and Adaptability</p> <ul style="list-style-type: none"> • Adapted to varied roles and responsibilities • Working effectively in a climate of ambiguity and changing priorities <p>Information Literacy</p> <ul style="list-style-type: none"> • Accessing information efficiently and effectively, evaluating information critically and competently, and using information accurately and creatively for the issue or problem at hand • Possessing a fundamental understanding of the ethical/legal issues surrounding the access and use of information
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Unit 3: Political Geography

Boundaries may be clearly defined by political lines, perceptually defined by contrasting cultures, or physically defined by topographic features. Earth's boundaries reflect divisions of power in spatial terms, and though they vary in form and function, they all reflect some measure of human conflict and/or cooperation. Disputes are disagreements over control of resources and/or the role of boundaries. Humans create supranational organizations to pursue common goals and/or address problems which transcend the boundaries of state sovereignty.

Time Frame	<p>2nd /4th Quarter (Weeks 11-15)</p> <p>This four-week unit is to be taught as the third unit of content instruction immediately after Economic and Environmental Geography.</p>
Topics, Essential Questions	<p>Topic-</p> <p>Division of Power</p> <ul style="list-style-type: none"> • Political Organization • Cultural Organization <p>Disputes</p> <ul style="list-style-type: none"> • Location of Borders

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	<ul style="list-style-type: none"> • Use of Borders International Cooperation • Globalization • International Organizations • Aims of Alliance <p>Essential Question Why do boundaries cause problems? Where are states distributed?</p>		
<p>Standards and Indicators</p>	<p>See page 19 below</p>		
<p>Vocabulary Academic Vocabulary terms are taught using the Six-Step Process</p>	<table border="1"> <tr> <td data-bbox="445 537 1178 1089"> <p>Academic Vocabulary (to be taught throughout the course of the unit) Autonomy, Border, Boundary, International Alliance, Multinational State, Nation, Non-Governmental Organizations (NGO), Sovereignty, State (Political Unit), Stateless Nation, Transnational Corporations</p> </td> <td data-bbox="1178 537 1879 1089"> <p>Other Unit Specific Vocabulary</p> <ul style="list-style-type: none"> *morphology *patriotism *nationalism *fragmentation *region Gerrymandering *protocol *resolution *environmental organizations *humanitarian organizations centrifugal/decentralizing forces centripetal/centralizing forces Power Boundary/Boarder Disputes functional disputes positional disputes resource disputes territorial disputes </td> </tr> </table>	<p>Academic Vocabulary (to be taught throughout the course of the unit) Autonomy, Border, Boundary, International Alliance, Multinational State, Nation, Non-Governmental Organizations (NGO), Sovereignty, State (Political Unit), Stateless Nation, Transnational Corporations</p>	<p>Other Unit Specific Vocabulary</p> <ul style="list-style-type: none"> *morphology *patriotism *nationalism *fragmentation *region Gerrymandering *protocol *resolution *environmental organizations *humanitarian organizations centrifugal/decentralizing forces centripetal/centralizing forces Power Boundary/Boarder Disputes functional disputes positional disputes resource disputes territorial disputes
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<p>Common Assessments Assessments in bold are required.</p>	<table border="1"> <tr> <td data-bbox="445 1089 1178 1448"> <p>Formative Assessments</p> <p>Leveled Questions: Use these questions to guide instruction in your classroom. Questions are leveled 2, 3, and 4.</p> <p>BASIC (2) What are the characteristics of a state? How does a nation differ from a state? What are centrifugal and centripetal forces? What is globalization? What is fragmentation? What are the functions of boundaries? How do boundaries shape regions?</p> </td> <td data-bbox="1178 1089 1879 1448"> <p>Summative Assessments RSP 3 (weighted as three formative grades)</p> </td> </tr> </table>	<p>Formative Assessments</p> <p>Leveled Questions: Use these questions to guide instruction in your classroom. Questions are leveled 2, 3, and 4.</p> <p>BASIC (2) What are the characteristics of a state? How does a nation differ from a state? What are centrifugal and centripetal forces? What is globalization? What is fragmentation? What are the functions of boundaries? How do boundaries shape regions?</p>	<p>Summative Assessments RSP 3 (weighted as three formative grades)</p>
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	<p>What is globalization? What are the different kinds of supranational organizations? Which organizations are primarily economic in nature? Cultural? Military? Political? Environmental? How do the goals of specific international organizations differ? What role do alliances play in international relations? What is globalization?</p> <p>PROFICIENT (3) What effect do centrifugal and centripetal forces have on a country and/or a nation? Explain relationships between the concepts of nation and state. How does the concept of a nation affect the strength of a state? What are the functions of boundaries? How does globalization affect state sovereignty? How does globalization affect patriotism? How does globalization affect nationalism? How do boundaries function? Who has the power to draw boundaries? How do social justice issues result in boundary disputes? How have boundaries been altered to change distributions of power? How permeable should boundaries be? What is globalization? How does an alliance of states contrast with an organization composed of individual members? How do international alliances magnify the effects of globalization? How might international alliances either increase or reduce conflict? How do treaties and agreements affect the different aims of alliances?</p> <p>ADVANCED (4) Should each nation have its own state? How does globalization affect state sovereignty? How does globalization affect patriotism? How does globalization affect nationalism? Which is stronger: fragmentation or globalization? Explain how a given boundary dispute involves more than one classification. How do social justice issues result in boundary disputes? How have boundaries been altered to change distributions of power? How permeable should boundaries be? How important are boundaries? How might boundaries increase or decrease the potential for</p>	
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	<p>conflict? How do international alliances magnify the effects of globalization? How might international alliances either increase or reduce conflict? What are the elements of an effective international organization? Explain how do the aims of various alliances conflict with each other .</p>	
<p>Additional Notes- 21st Century Social Studies Focus Skills</p>	<p>Critical Thinking and Problem Solving</p> <ul style="list-style-type: none"> • Exercising sound reasoning in understanding • Making complex choices and decisions • Understanding the interconnections among systems • Identifying and asking significant questions that clarify various points of view and lead to better solutions • Framing, analyzing and synthesizing information to solve problems and answer questions <p>Flexibility and Adaptability</p> <ul style="list-style-type: none"> • Adapted to varied roles and responsibilities • Working effectively in a climate of ambiguity and changing priorities <p>Information Literacy</p> <ul style="list-style-type: none"> • Accessing information efficiently and effectively, evaluating information critically and competently, and using information accurately and creatively for the issue or problem at hand • Possessing a fundamental understanding of the ethical/legal issues surrounding the access and use of information 	



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Unit 4: Urban Geography

Cities emerge and develop according to the human and physical characteristics of place. In the 21st Century, the human population is both larger and more urbanized than ever before. The increasing sizes and densities of modern cities create political, social, economic, and environmental challenges. American cities, in particular, exemplify centralizing and decentralizing effects of transportation and socio-economic groupings. Comprehensive urban planning is a means by which the complex problems facing American cities can be addressed.

Time Frame	2nd /4th Quarter (Weeks 16-18) This three-week unit is to be taught as the fourth unit of content instruction immediately after Political Geography.	
Topics, Essential Questions	Topic- Location of Cities <ul style="list-style-type: none"> • Transportation • Technology • Patterns Urban Models Function of Cities Urban Inequalities Urban Planning <u>Essential Question</u> Analyze the patterns of urban development, such as site and situation; the functions of towns and cities; and problems related to human mobility, social structure, and the environment.	
Standards and Indicators	See page 19 below	
Vocabulary Academic Vocabulary terms are taught using the Six-Step Process	<u>Academic Vocabulary</u> (to be taught throughout the course of the unit) Blight, Cantal Business District, Gentrification, Megacities, Megalopolis, New Urbanism, Public Housing, Shanty Town (Squatter Settlement, Favelas, Barricades), Urbanization, Urban Sprawl, World Cities	<u>Other Unit Specific Vocabulary</u> *automobile city *walking city *streetcar city *site *situation *centripetal forces *centrifugal forces *location & place (themes) *municipal



		<ul style="list-style-type: none"> *mass transit*exclaves & enclaves *break-in-bulk city * blockbusting * redlining * scarcity of resources * urban redevelopment * pollution * Burgess Concentric Zone Model * Centralization * centralization * commercial zone -- * decentralization -- * ethnic neighborhoods -- * residential zone -- * Rural * Suburbs * Suburbanization * transportation patterns * transportation technology -- * urban * rural to urban migration * desegregation * Development * Poverty * Sanitation * Slum * Urban Planning
<p>Common Assessments</p> <p>Assessments in bold are required.</p>	<p>Formative Assessments</p> <p>Leveled Questions: Use these questions to guide instruction in your classroom. Questions are leveled 2, 3, and 4.</p> <p>BASIC (2) What are the characteristics of site? What are the characteristics of situation? What are the characteristics of a walking city and how do they shape peoples' lives? What are the characteristics of a streetcar city and how do they shape peoples' lives? What are the characteristics of an automobile city and how do they shape peoples' lives?</p>	<p>Summative Assessments RSP Final (weighted as two summative grades)</p>



	<p>What are the major World Cities, and why are they important? What are the megacities of today? What are projected to be the megacities of the future? What push and pull factors drive rural-to-urban migration? What problems result from poor urban planning? How does urban blight affect citizens' quality of life? How do the principles of New Urbanism address urban problems?</p> <p>PROFICIENT (3) Why do cities locate where they do? What are the characteristics of a walking city and how do they shape peoples' lives? What are the characteristics of a streetcar city and how do they shape peoples' lives? What are the characteristics of an automobile city and how do they shape peoples' lives? How did/do changes in transportation impact the location of cities? How did/do changes in transportation impact the city? How did/do changes in transportation impact commercial development? What is the relationship between urban models and transportation technology? What are the major World Cities, and why are they important? What is the relationship between urban areas and their surrounding rural areas? How do cities provide services to residents? Analyze the location of the American Megalopolis. What are the positive and negative effects of gentrification and New Urbanism? What elements are needed to make urban redevelopment successful? What are possible solutions to urban blight? How do ethnic neighborhoods contribute to the vitality of a city? How do pollution and blight detract from the quality of a city? Why are squatter settlements allowed to develop?</p> <p>ADVANCED (4) How are squatter settlements an inevitable result of rapid urban growth? How can the problems of squatter settlements be fixed? Does public housing cause or solve urban problems? What are possible solutions to urban blight? What are the limitations of the Burgess model? Does the BCZM adequately reflect changes in transportation technology? What are the forces that centralize and/or decentralize the city? What is the world's most influential city today and what will it be in 20 years? What economic and cultural functions do urban environments serve?</p>	
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	<p>Explain how cities are centerpieces of global cultural and economic activities. Prioritize the functions of a city: cultural, economic, political, technological, and services. Analyze the interrelationship between urban settings and cultural change. Predict and defend which urban areas will be designated as a megalopolis. Explain how cities are beneficial and/or harmful for human beings</p>	
<p>Additional Notes- 21st Century Social Studies Focus Skills</p>	<p>Critical Thinking and Problem Solving</p> <ul style="list-style-type: none"> • Exercising sound reasoning in understanding • Making complex choices and decisions • Understanding the interconnections among systems • Identifying and asking significant questions that clarify various points of view and lead to better solutions • Framing, analyzing and synthesizing information to solve problems and answer questions <p>Flexibility and Adaptability</p> <ul style="list-style-type: none"> • Adapted to varied roles and responsibilities • Working effectively in a climate of ambiguity and changing priorities <p>Information Literacy</p> <ul style="list-style-type: none"> • Accessing information efficiently and effectively, evaluating information critically and competently, and using information accurately and creatively for the issue or problem at hand • Possessing a fundamental understanding of the ethical/legal issues surrounding the access and use of information 	



Course Standards

Standards: At the highest level of generality, content area standards include a set of broad, overarching content-based statements that describe the basic cognitive, affective, or psychomotor expectations of students. They reflect long-term goals for learning. These comprehensive statements are not grade level specific and cover the big ideas of the course.

Strands: These statements identify what students should know and be able to do by the end of each identified grade/band. These are organized into categories.

Indicators: Under each standard are indicators, which further describe what a student must know and be able to do to meet the standard. Indicators are performance, based statements that provide educators with a clear understanding of the expected level of student learning and guidance. Indicators provide guidance for an assessment of student learning. Indicators also help to distinguish expectations between grade levels.

Nebraska Department of Education Content Area Standards Reference Guide:

https://www.education.ne.gov/academicstandards/Documents/Nebraska%20Standards%20Reference%20Guide_Final.pdf

Topic: POPULATION & CULTURAL GEOGRAPHY

Standard: 12.3.1, 12.3.2, 12.3.3, 12.3.4, 12.3.6, 12.2.3, 12.2.5, 12.2.6

Strand: Student will be able to (SWBAT) compare and contrast the distribution, growth rates, and characteristics of human populations, e.g. unique cultures, settlement patterns, and the location of natural and human resources.

Indicators:

- 12.3.1 Students will analyze where (spatial) and why people, places, and environments are organized on the Earth’s surface.
- 12.3.2 Students will examine how regions form and change over time.
- 12.3.3 Students will interpret how natural processes interact to create the natural environment.
- 12.3.4 Students will analyze and interpret patterns of culture around the world.
- 12.3.6 Students will analyze issues and/or events using the geographic knowledge and skills to make informed decisions.

NEBRASKA ECONOMICS STANDARDS [Adopted 12/7/2012]

- 12.2.3 Students will analyze how economic institutions impact individuals and groups.
- 12.2.5 Students will recognize and predict the impact that various economic systems will have on people.
- 12.2.6 Students will understand economic concepts that support rational decision making.



Content Area/Course: Grade(s)

Topic: UNIT 2 ECONOMIC AND ENVIRONMENTAL GEOGRAPHY

Standard: 12.3.1, 12.3.2, 12.3.3, 12.3.4, 12.3.5, 12.3.6, 12.2.3, 12.2.5, 12.2.6, 12.2.10

Strand: Student will be able to (SWBAT) explain and evaluate the characteristics (economic, social, political, and environmental) of less developed, developing, and more developed countries and their common goals of sustainable development

Indicators:

- 12.3.1 Students will analyze where (spatial) and why people, places, and environments are organized on the Earth's surface.
- 12.3.2 Students will examine how regions form and change over time.
- 12.3.3 Students will interpret how natural processes interact to create the natural environment
- 12.3.4 Students will analyze and interpret patterns of culture around the world.
- 12.3.5 Students will evaluate interrelationships between people and the environment.
- 12.3.6 Students will analyze issues and/or events using the geographic knowledge and skills to make informed decisions.

NEBRASKA ECONOMICS STANDARDS [Adopted 12/7/2012]

- 12.2.3 Students will analyze how economic institutions impact individuals and groups.
- 12.2.5 Students will recognize and predict the impact that various economic systems will have on people.
- 12.2.6 Students will understand economic concepts that support rational decision making.
- 12.2.10 Students will analyze the roles and responsibilities of government in various economic systems.

Topic: UNIT 3 POLITICAL GEOGRAPHY

Standard: 12.3.1 , 12.3.2, 12.3.4, 12.3.6, 12.2.3, 12.2.10

Strand: Student will be able to (SWBAT) analyze the forces of conflict and cooperation.

Indicators: 12.3.1 Students will analyze where (spatial) and why people, places, and environments are organized on the Earth's surface.

- 12.3.2 Students will examine how regions form and change over time.
- 12.3.4 Students will analyze and interpret patterns of culture around the world.
- 12.3.6 Students will analyze issues and/or events using the geographic knowledge and skills to make informed decisions.

NEBRASKA ECONOMICS STANDARDS [Adopted 12/7/2012]

- 12.2.3 Students will analyze how economic institutions impact individuals and groups.
- 12.2.10 Students will analyze the roles and responsibilities of government in various economic systems.

Content Area/Course: Grade(s)



Topic: UNIT 4 URBAN GEOGRAPHY

Standard: 12.3.1, 12.3.2, 12.3.3, 12.3.4, 12.3.5, 12.3.6, 12.2.6, 12.2.10

Strand: Student will be able to (SWBAT) analyze the patterns of urban development, such as site and situation; the functions of towns and cities; and problems related to human mobility, social structure, and the environment.

Indicators: 12.3.1 Students will analyze where (spatial) and why people, places, and environments are organized on the Earth's surface.

12.3.2 Students will examine how regions form and change over time.

12.3.3 Students will interpret how natural processes interact to create the natural environment.

12.3.4 Students will analyze and interpret patterns of culture around the world.

12.3.5 Students will evaluate interrelationships between people and the environment.

12.3.6 Students will analyze issues and/or events using the geographic knowledge and skills to make informed decisions.

NEBRASKA ECONOMICS STANDARDS [Adopted 12/7/2012]

12.2.6 Students will understand economic concepts that support rational decision making.

12.2.10 Students will analyze the roles and responsibilities of government in various economic systems.



Scope and Sequence

	5 th Grade Social Studies/ Early U.S. History	6 th Grade Social Studies/Ancient and Medieval World	7 th Grade Social Studies/Eastern Hemisphere	8 th Grade Social Studies/U.S. History	U.S. History
Social Studies	<p>Forms and Functions of Government Standard: SS 5.1.1 Students will describe the foundation, structure, and function of the United States government.</p> <p>Indicators: SS 5.1.1.a Explain the historical foundation that led to the formation and structure of the United States constitutional government (e.g., early state constitutions, Declaration of Independence, the Articles of Confederation)</p> <p>SS 5.1.1.b Explain the origins, structure and functions of the three branches of the United States government</p> <p>SS 5.1.1.c Describe how colonial and new states' governments affected groups within their population (e.g., citizens, slaves, immigrants, women, class systems, tribes)</p> <p>SS 5.1.1.d Describe how the decisions of the national government affect the local and state government</p>	<p>Standard: SS 8.1.1 Students will summarize the foundation, structure, and function of government</p> <p>Indicators: SS 8.1.1.a Identify and describe different forms of government via the study of early and current civilizations</p> <p>SS 8.1.1.d Explain how various government decisions impact people, places, and history</p> <p>Standard: SS 8.2.1 Students will explain the interdependence of producers and consumers in a market economy.</p> <p>Indicators: SS 8.2.1.a Understand the relationship between consumers and producers in a market economy</p> <p>SS 8.2.1.b Illustrate how individuals are both consumers and producers</p> <p>SS 8.2.1.c Describe the development and effects of technology in economic history</p> <p>Standard: SS 8.2.5 Students will identify the basic economic systems in the global economy.</p> <p>Indicators:</p>	<p>Standard: SS 8.1.1: Students will summarize the foundation, structure, and function of government.</p> <p>Indicators: SS 8.1.1.e Describe important government principals (e.g., freedom, democracy, equality, rule of law, popular sovereignty, justice)</p> <p>SS 8.1.1.h Explain the ways in which governments meet the needs of citizens, manage conflict, and establish order and security</p> <p>Standard: SS 8.1.2: Students will describe the roles, responsibilities, and rights as international citizens and participate in civic service.</p> <p>Indicators: SS 8.1.2.d Evaluate how cooperation and conflict among people have contributed to political, economic, and social events and situations in global civilizations</p> <p>SS 8.1.2.e Identify the roles and influences of individuals, groups, and the media on governments</p> <p>Standard: SS 8.2.3: Students will identify economic institutions and describe how they interact with individuals and groups.</p>	<p>Standard: SS 8.1.1 Students will summarize the foundation, structure, and function of the United States.</p> <p>Indicator: SS 8.1.1.a Identify and describe different forms of government via the study of early and current civilizations (e.g., tribal, monarchy, democracy, republic, theocracy, and oligarchy)</p> <p>SS 8.1.1.b Describe the structure and roles of government</p> <p>SS 8.1.1.c Identify the development of written laws and other documents (e.g., Hammurabi's Code, Magna Carta, Declaration of Independence, United States Constitution, Preamble and Bill of Rights)</p> <p>SS 8.1.1.d Explain how various government decisions impact people, places, and history</p> <p>SS 8.1.1.e Describe important government principals (e.g., freedom, democracy, equality, rule of law, popular sovereignty, justice)</p> <p>SS 8.1.1.f Describe the history of political parties in the United States</p> <p>SS 8.1.1.g Compare civic life in the United States with other</p>	<p>Standard: SS 12.4.2 (US) Students will analyze and evaluate the impact of people, events, ideas, and symbols upon U.S. History using multiple types of sources.</p> <p>Indicators: SS 12.4.2.a (US) Analyze and evaluate the impact of people, events, ideas, and symbols, including various cultures and ethnic groups, on history in the United States. SS 12.4.2.b (US) Analyze and evaluate how the United States has changed over the course of time, using maps, documents, and other artifacts. SS 12.4.2.c (US) Analyze and evaluate the appropriate uses of primary and secondary sources.</p> <p>Standard: SS 12.4.4 (US) Students will identify and evaluate the effects of past, current, and potential future events, issues, and problems.</p> <p>Indicators: SS 12.4.4.a (US) Evaluate and formulate a position on alternative courses of action in United States and around the globe. SS 12.4.4.c (US) Evaluate how decisions affected events in the United States. SS 12.4.4.d (US) Analyze and evaluate multiple causes and effects of key events in US</p>

Content Area/Course: Grade(s)



	5 th Grade Social Studies/ Early U.S. History	6 th Grade Social Studies/Ancient and Medieval World	7 th Grade Social Studies/Eastern Hemisphere	8 th Grade Social Studies/U.S. History	U.S. History
	<p>SS 5.1.1.e Identify the principles of the American Republic (e.g., liberty, democracy, United States Constitution, Bill of Rights)</p> <p>SS 5.1.1.f Compare and contrast tribal forms of government, British monarchy, and early American colonial Governments</p> <p>Civic Participation Standard: SS 5.1.2 Students will apply democratic principles that are the foundation of the United States government systems to daily life. Indicators:</p> <p>SS 5.1.2.a Explain the constitutional rights and civic responsibilities of U.S. citizens (e.g., freedom of speech, voting, staying informed on issues, respecting the rights, opinions, and beliefs of others, joining a civic group)</p> <p>SS 5.1.2.b Describe the significance of patriotic symbols, songs and activities (e.g., Pledge of Allegiance, "The Star Spangled Banner," "America,"</p>	<p>SS 8.2.5.a Compare and contrast characteristics of different economic systems.</p> <p>SS 8.2.5.b Discuss various philosophies regarding governments' role in an economy</p> <p>Standard: SS 8.2.10 Students will identify the roles and responsibilities of government in economic systems.</p> <p>Indicators: SS 8.2.10.a Identify various goods and services provided by the government</p> <p>SS 8.2.10.b Explain how governments provide economic assistance</p> <p>Standard: SS 8.3.1 Students will analyze where (spatial) and why people, places, and environments are organized on the Earth's surface.</p> <p>Indicators: SS 8.3.1.a Use and interpret different types of maps/charts/diagrams/timelines available)</p> <p>SS 8.3.1.b Use and interpret the results of mapping technologies, parts of a map and map projections</p> <p>SS 8.3.1.c Compare world views using mental maps</p>	<p>Indicators: SS 8.2.3.a Describe the purpose and role of economic institutions (e.g., corporations, labor unions, financial institutions, stock markets, cooperatives, and business partnerships)</p> <p>Standard: SS 8.2.5: Students will identify the basic economic systems in the global economy.</p> <p>Indicators: SS 8.2.5.a Compare and contrast characteristics of different economic systems. (e.g., traditional, command, market, mixed)</p> <p>SS 8.2.5.b Discuss various philosophies regarding governments' role in an economy (e.g., capitalism, socialism)</p> <p>Standard: SS 8.2.10: Students will identify the roles and responsibilities of government in economic systems.</p> <p>Indicators: SS 8.2.10.a Identify various goods and services provided by the government (e.g., disaster relief, public works, postal service, roads)</p> <p>SS 8.2.10.b Explain how governments provide economic assistance (e.g., social security, Medicare, Medicaid, farm subsidies, disaster relief)</p>	<p>countries (e.g. England, China, Nigeria, India, Honduras)</p> <p>SS 8.1.1.h Explain the ways in which governments meet the needs of citizens, manage conflict, and establish order</p> <p>Standard: SS 8.1.2 Students will describe the roles, responsibilities, and rights as local, state, national, and international citizens and participate in civic service</p> <p>Indicators: SS 8.1.2.a Describe ways individuals participate in the political process (e.g., registering and voting, contacting government officials, campaign involvement)</p> <p>SS 8.1.2.b Describe the significance of patriotic symbols, songs and activities (e.g., Pledge of Allegiance, "The Star Spangled Banner", celebration of Memorial Day, Independence Day, Veteran's Day, Martin Luther King, Jr. Day, American Indian Day, Constitution Day)</p> <p>SS 8.1.2.c Demonstrate civic engagement (e.g., service learning projects, volunteerism)</p> <p>SS 8.1.2.d Evaluate how cooperation and conflict among people have contributed to political, economic, and social events and situations in the United States</p> <p>SS 8.1.2.e Identify the roles and</p>	<p>history.</p> <p>Standard: SS 12.4.2 (US) Students will analyze and evaluate the impact of people, events, ideas, and symbols upon U.S. History using multiple types of sources.</p> <p>Indicators: SS 12.4.2.a (US) Analyze and evaluate the impact of people, events, ideas, and symbols, including various cultures and ethnic groups, on history in the United States. SS 12.4.2.b (US) Analyze and evaluate how the United States has changed over the course of time, using maps, documents, and other artifacts. SS 12.4.2.c (US) Analyze and evaluate the appropriate uses of primary and secondary sources.</p> <p>Standard: SS 12.4.5 (US) Students will develop historical research skills.</p> <p>Indicators: SS 12.4.5.b (US) Obtain, analyze, evaluate, and cite appropriate sources for research about Twentieth-Century U.S. History, incorporating primary and secondary sources. SS 12.4.5.d (US) Present an evaluation of historical information about the United States.</p> <p>Standard: SS 12.2.12 Students will evaluate the international trade</p>



Content Area/Course: Grade(s)



	5 th Grade Social Studies/ Early U.S. History	6 th Grade Social Studies/Ancient and Medieval World	7 th Grade Social Studies/Eastern Hemisphere	8 th Grade Social Studies/U.S. History	U.S. History
	<p>commemorating state and national holidays)</p> <p>SS 5.1.2.c Give examples of group and individual actions that illustrate civic ideas in the founding of the United States (e.g., freedom, rule of law, equality, civility, cooperation, respect)</p> <p>SS 5.1.2.d Analyze how cooperation and conflict among people have contributed to political, economic, and social events and situations in the United States</p> <p>SS 5.1.2.e Identify the roles and influences of individuals, groups, and the media on governments (e.g., George Washington, John Adams, Thomas Jefferson, Benjamin Franklin)</p> <p>Markets</p> <p>Standard: SS 5.2.1 Students will analyze various markets where buyers and sellers exchange goods or services.</p> <p>Indicator: SS 5.2.1.a Describe how competition among sellers results in lower costs and prices, higher product quality and better</p>	<p>Standard: SS 8.3.2 Students will examine how regions form and change over time.</p> <p>Indicators: SS 8.3.2.a Analyze physical and human characteristics of places and regions</p> <p>SS 8.3.2.b Analyze impact of land and water features on human decisions</p> <p>SS 8.3.2.c Analyze changes in places and regions over time</p> <p>SS 8.3.2.d Analyze how humans group and label environments and how those groupings/labels impact human societies</p> <p>SS 8.3.2.e Identify the location of major world regions</p> <p>Standard: SS 8.3.4 Students will analyze and interpret patterns of culture around the world.</p> <p>Indicators: SS 8.3.4.a Compare and contrast characteristics of groups of people/settlements</p> <p>SS 8.3.4.b Analyze purpose of population centers</p> <p>SS 8.3.4.c Analyze and explain components and diffusion of cultures</p> <p>Standard: SS 8.3.5 Students will analyze how humans have adapted to</p>	<p>Standard: SS 8.2.12: Students will illustrate how international trade benefits individuals, organizations, and nations.</p> <p>Indicators: SS 8.2.12.a Differentiate between exports and imports</p> <p>SS 8.2.12.b Explain how individuals gain through specialization and voluntary trade</p> <p>Standard: SS 8.3.1: Students will analyze where (spatial) and why people, places, and environments are organized on Earth's surface.</p> <p>Indicators: SS 8.3.1.a Use and interpret different types of maps/charts/diagrams/timelines (primary sources where available)</p> <p>Standard: SS 8.3.2: Students will examine how regions form and change over time.</p> <p>Indicators: SS 8.3.2.a Analyze physical and human characteristics of places and regions (e.g., climate, language)</p> <p>SS 8.3.2.b Analyze impact of land and water features on human decisions (e.g., location of settlements and transportation systems with respect to the location of river valleys, mountains, deserts, plains, oceans)</p>	<p>influences of individuals, groups, and the media on governments (e.g., Seneca Falls Convention, Underground Railroad, Horace Greeley, Harriet Beecher Stowe, Jane Addams, Muckrackers, Booker T. Washington)</p> <p>SS 8.1.2.b Describe the significance of patriotic symbols, songs and activities (e.g., Pledge of Allegiance, "The Star Spangled Banner", celebration of Memorial Day, Independence Day, Veteran's Day, Martin Luther King, Jr. Day, American Indian Day, Constitution Day)</p> <p>Standard: SS 8.2.1 Students will explain the interdependence of producers and consumers in a market economy.</p> <p>Indicators: SS 8.2.1.a Understand the relationship between consumers and producers in a market economy (e.g., circular flow)</p> <p>SS 8.2.1.b Illustrate how individuals are both consumers and producers (buyers and sellers) in a market economy</p> <p>SS 8.2.1.c Describe the development and effects of technology in economic history (e.g., increased productivity, increased standard of living, increased employment)</p> <p>SS 8.2.1.d Identify the role of entrepreneurs and profit in a market economy</p>	<p>benefits individuals, organizations, and nations</p> <p>Indicators:</p> <p>Standard: SS 12.4.2 (US) Students will analyze and evaluate the impact of people, events, ideas, and symbols upon U.S. History using multiple types of sources.</p> <p>Indicators: SS 12.4.2.a (US) Analyze and evaluate the impact of people, events, ideas, and symbols, including various cultures and ethnic groups, on history in the United States. SS 12.4.2.b (US) Analyze and evaluate how the United States has changed over the course of time, using maps, documents, and other artifacts. SS 12.4.2.c (US) Analyze and evaluate the appropriate uses of primary and secondary sources.</p> <p>Standard: SS 12.4.4 (US) Students will identify and evaluate the effects of past, current, and potential future events, issues, and problems.</p> <p>Indicators: SS 12.4.4.a (US) Evaluate and formulate a position on alternative courses of action in United States and around the globe. SS 12.4.4.b (US) Evaluate how decisions affected events in the United States. SS 12.4.4.c (US) Evaluate how decisions affected events in the United States. SS 12.4.4.d (US) Analyze and</p>



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	5 th Grade Social Studies/ Early U.S. History	6 th Grade Social Studies/Ancient and Medieval World	7 th Grade Social Studies/Eastern Hemisphere	8 th Grade Social Studies/U.S. History	U.S. History
	<p>customer service</p> <p>Standard: SS 5.2.2 Students will make observations about how human capital can be improved by education, training and standard of living.</p> <p>Indicator:</p> <p>SS 5.2.2.a Give examples of how additional education/training improves productivity and increases standard of living (e.g., apprentice, journeyman, master electrician)</p> <p>Institutions</p> <p>Standard: SS 5.2.3 Students will summarize characteristics of economic institutions in the United States.</p> <p>Indicators:</p> <p>SS 5.2.3.a Identify the functions and characteristics of money (e.g., store value, medium of exchange, unit of accounting)</p> <p>SS 5.2.3.b Identify the importance of financial institutions to households and businesses (e.g., loans to agriculture, business, and individuals in order to provide capital)</p>	<p>different physical environments.</p> <p>Indicators:</p> <p>SS 8.3.5.b Identify and evaluate how humans utilize the physical environment</p> <p>Standard: SS 8.4.1 (WLD) Students will analyze how major past and current world events are chronologically connected, and evaluate their impact(s) upon one another.</p> <p>Indicators:</p> <p>SS 8.4.1.a (WLD) Describe concepts of time and chronology</p> <p>SS 8.4.1.b (WLD) Classify key global events in chronological order</p> <p>SS 8.4.1.c.(WLD) Examine the chronology of historical events throughout the world to analyze their impact on the past, present, and future</p> <p>Standard: SS 8.4.2 (WLD) Students will analyze the impact of people, events, ideas, and symbols upon world history using multiple types of sources.</p> <p>Indicators:</p> <p>SS 8.4.2.a (WLD) Analyze the impact of people, events, ideas, and symbols, including various cultures and ethnic groups, on history throughout the world by era</p>	<p>SS 8.3.2.c Analyze changes in places and regions over time (e.g., irrigation)</p> <p>SS 8.3.2.d Analyze how humans group and label environments and how those groupings/labels impact human societies</p> <p>SS 8.3.2.e Identify the location of major world regions, countries, and cities</p> <p>Standard: SS 8.3.3: Students will investigate how natural processes interact to create and change the natural environment.</p> <p>Indicators:</p> <p>SS 8.3.3.a Compare and contrast various biomes/climates (e.g., rainforest, grasslands, forests)</p> <p>SS 8.3.3.b Analyze the impact of natural events on biomes, climates and wind and water systems (e.g., rivers/floods/precipitation/drought)</p> <p>SS 8.3.3.c Use physical processes to explain patterns in the physical environment</p> <p>Standard: SS 8.3.4: Students will analyze and interpret patterns of culture around the world.</p> <p>Indicators:</p> <p>SS 8.3.4.a Compare and contrast characteristics of groups of</p>	<p>Standard: SS 8.2.2 Students will describe the relationship between supply and demand.</p> <p>Indicators:</p> <p>SS 8.2.2.a Explain how the relationship between supply and demand determines price (market clearing price)</p> <p>SS 8.2.2.b Illustrate how consumers will demand more at lower prices and suppliers will produce more at higher</p> <p>Standard: SS 8.2.4 Students will identify how private ownership of property is a basic institution of a market economy.</p> <p>Indicator:</p> <p>SS 8.2.4.a Define and distinguish private property (e.g., factories and homes) and public property (e.g., parks, public schools, and government buildings)</p> <p>Standard: SS 8.2.10 Students will identify the roles and responsibilities of government in economic systems.</p> <p>Indicators:</p> <p>SS 8.2.10.a Identify various goods and services provided by the government (e.g., disaster relief, public works, postal service, roads)</p> <p>SS 8.2.10.b Explain how governments provide economic assistance (e.g., social security, Medicare, Medicaid, farm</p>	<p>evaluate multiple causes and effects of key events in US history.</p> <p>Standard: SS 12.2.13 Students will evaluate how international trade affects the domestic economy</p> <p>Indicators:</p> <p>Standard: SS 12.4.1 (US) Students will analyze how major past and current US events are chronologically connected, and evaluate their impact(s) upon one another.</p> <p>Indicators:</p> <p>SS 12.4.1.a (US) Describe concepts of time and chronology. SS 12.4.1.b (US) Select, record, and interpret key national and global events in chronological order. SS 12.4.1.c (US) Examine the chronology of historical events in the United States and throughout the world to evaluate their impact on the past, present, and future.</p> <p>Standard: SS 12.4.2 (US) Students will analyze and evaluate the impact of people, events, ideas, and symbols upon US history using multiple types of sources.</p> <p>Indicators:</p> <p>SS 12.4.2.a (US) Analyze and evaluate the impact of people,</p>

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	5 th Grade Social Studies/ Early U.S. History	6 th Grade Social Studies/Ancient and Medieval World	7 th Grade Social Studies/Eastern Hemisphere	8 th Grade Social Studies/U.S. History	U.S. History
	<p>SS 5.2.3.c Identify rules and laws that protect and support consumers (e.g., private property, contracts agreements, and product safety)</p> <p>Financial Literacy Standard: SS 5.2.6 Students will summarize characteristics of financial institutions. Indicator:</p> <p>SS 5.2.6.a Explain/explore how various financial services are provided by local financial institutions</p> <p>Government</p> <p>Standard: SS 5.2.10 Students will understand what good and services the national government provides.</p> <p>Indicator:</p> <p>SS 5.2.10.a Identify goods and services funded through federal taxes (e.g., armed forces, courts, parks)</p> <p>Globalization</p> <p>Standard: SS 5.2.12 Students will explain how specialization, division</p>	<p>SS 8.4.2.b (WLD) Analyze how global civilizations have changed over the course of time, using maps, documents, and other artifacts and secondary sources</p> <p>SS 8.4.2.c (WLD) Analyze the appropriate uses of primary and secondary sources</p> <p>Standard: SS 8.4.3 (WLD) Students will analyze and interpret historical and current events from multiple perspectives.</p> <p>Indicators: SS 8.4.3.a (WLD) Analyze and interpret how multiple perspectives facilitate the understanding of the full story of world history</p> <p>SS 8.4.3.b (WLD) Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event</p> <p>Standard: SS 8.4.4 (WLD) Students will identify causes of past and current events, issues, and problems.</p> <p>Indicators: SS 8.4.4.a (WLD) Analyze sources on Early World History through determination of credibility, contextualization, and corroboration SS 8.4.4.b (WLD) Evaluate alternative courses of action in world history</p>	<p>people/settlements (e.g., population density, distribution and growth, migration patterns, diffusion of people, places, and ideas)</p> <p>SS 8.3.4.b Analyze purpose of population centers, (e.g., function of cities as providers of goods and services, economic activities and interdependence, trade and transportation)</p> <p>SS 8.3.4.c Analyze and explain components and diffusion of cultures (e.g., religion-spread of various belief systems, popular culture, spread of fast food chains, technology-adoption of agricultural advancements, railroads, people as carriers and physical and cultural barriers, expansion and relocation</p> <p>Standard: SS 8.3.5: Students will analyze how humans have adapted to different physical environments.</p> <p>Indicators: SS 8.3.5.a Describe the impact of extreme natural events on the human and physical environment globally (e.g., earthquakes, tornadoes, floods, hurricanes, volcanic eruptions, mudslides)</p> <p>SS 8.3.5.b Identify and evaluate how humans utilize the physical environment (e.g., irrigation, levees, terraces, fertile soils, mechanized agriculture, changes in land use)</p>	<p>subsidies, disaster relief</p> <p>Standard: SS 8.2.11 Students will explain how tax revenues are collected and distributed</p> <p>Indicator: SS 8.2.11.b Identify institutions supported by tax dollars (e.g., schools, roads, police protection)</p> <p>Standard: SS 8.3.1 Students will analyze where (spatial) and why people, places, and environments are organized on the Earth's surface.</p> <p>Indicators: SS 8.3.1.a Use and interpret different types of maps/charts/diagrams/timelines (primary sources where available)</p> <p>SS 8.3.1.b Use and interpret the results of mapping technologies, parts of a map and map projections (e.g., cartography/ Geographic Information Systems)</p> <p>SS 8.3.1.c Compare world views using mental maps (e.g., students sketch a map to demonstrate their personal perception of the world and compare it to previous personal maps)</p> <p>Standard: SS 8.3.5 Students will analyze how humans have adapted to different physical environments.</p> <p>Indicator:</p>	<p>events, ideas, and symbols, including various cultures and ethnic groups, on history in the United States.</p> <p>SS 12.4.2.b (US) Analyze and evaluate how the United States has changed over the course of time, using maps, documents, and other artifacts.</p> <p>SS 12.4.2.c (US) Analyze and evaluate the appropriate uses of primary and secondary sources.</p> <p>Standard: SS 12.4.5 (US) Students will develop historical research skills</p> <p>Indicators: SS 12.4.5.b (US) Obtain, analyze, evaluate, and cite appropriate sources for research about Twentieth-Century U.S. History, incorporating primary and secondary sources. SS 12.4.5.d (US) Present an evaluation of historical information about the United States.</p> <p>Standard: SS 12.4.2 (US) Students will analyze and evaluate the impact of people, events, ideas, and symbols upon U.S. History using multiple types of sources.</p> <p>Indicators: SS 12.4.2.a (US) Analyze and evaluate the impact of people, events, ideas, and symbols, including various cultures and ethnic groups, on history in the United States. SS 12.4.2.b (US) Analyze and</p>

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	5 th Grade Social Studies/ Early U.S. History	6 th Grade Social Studies/Ancient and Medieval World	7 th Grade Social Studies/Eastern Hemisphere	8 th Grade Social Studies/U.S. History	U.S. History
	<p>of labor, and technology increases productivity and interdependence.</p> <p>Indicators: SS 5.2.12.a Investigate Early United States specialization and trade (e.g. fur, tobacco, cotton, lumber)</p> <p>SS 5.2.12.b Investigate and report entrepreneurs and inventors</p> <p>The World in Spatial Terms</p> <p>Standard:</p> <p>SS 5.3.1 Students will explore where (spatial) and why people, places and environments are organized in the United States.</p> <p>Indicators: SS 5.3.1.a Name and locate major human and physical features in the United States (e.g., states, capitals, and major cities in the United States, Rocky Mountains, Appalachian Mountains, Great Lakes)</p> <p>SS 5.3.1.b Apply map skills to analyze physical/political maps of the United States (e.g., identify latitude longitude, and the global grid and</p>	<p>SS 8.4.4.c (WLD) Analyze how decisions affected events across the globe</p> <p>SS 8.4.4.d (WLD) Identify and analyze multiple causes and effects upon key events in world history</p> <p>SS 8.4.4.e (WLD) Analyze the relationships among historical events across the globe and the students' lives today</p> <p>Standard: SS 8.4.5 Students will develop historical research skills.</p> <p>Indicators: SS 8.4.5.a.(WLD) Develop questions about world history</p> <p>SS 8.4.5.b.(WLD) Obtain, analyze and cite appropriate sources for research about Early World History, incorporating primary and secondary sources</p> <p>SS 8.4.5.c.(WLD) Gather historical information about other nations</p>	<p>SS 8.3.5.c Analyze issues related to the physical environment globally (e.g., water supply, air quality in cities, solid waste disposal, availability of arable land)</p> <p>SS 8.3.5.d Examine world patterns of resource distribution and utilization (e.g., major source regions for coal, iron ore, oil, natural gas, and the major industrial regions in which they are utilized)</p> <p>SS 8.3.5.e Identify and evaluate human adaptations to the environment from the local to the international levels</p> <p>Standard: SS 8.3.6: Students will analyze issues and/or events using geographic knowledge and skills to make informed decisions.</p> <p>Indicators: SS 8.3.6.a Analyze the physical or human geographic factors explaining the spatial pattern of world events. (e.g., contrasting demographic trends in developed and developing countries)</p> <p>SS 8.3.6.b Describe and analyze the role of geographic factors in determining the spatial arrangement of humans and their activity (e.g., geographic concentration of manufacturing, banking, or high tech industries; urbanization; availability of arable land, water and suitable climate for farming; access to resources</p>	<p>SS 8.3.5.b Identify and evaluate how humans utilize the physical environment (e.g., irrigation, levees, terraces, fertile soils, mechanized agriculture, changes in land use)</p> <p>Standard: SS 8.4.1 (US) Students will analyze how major past and current US events are chronologically connected, and evaluate their impact(s) upon one another.</p> <p>Indicators: SS 8.4.1.a (US) Describe concepts of time and chronology (e.g., Three Worlds Meet, Colonial America, Establishing a Nation, Expansion and Reform, Civil War & Reconstruction, Industrialization)</p> <p>SS 8.4.1.b (US) Classify key national events in chronological order (e.g., timelines with eras and selected key events)</p> <p>SS 8.4.1.c (US) Examine the chronology of historical events in the United States analyze their impact on the past, present, and future</p> <p>Standard: SS 8.4.2 (US) Students will analyze the impact of people, events, ideas, and symbols upon US history using multiple types of sources.</p> <p>Indicators: SS 8.4.2.a (US) Analyze the</p>	<p>evaluate how the United States has changed over the course of time, using maps, documents, and other artifacts.</p> <p>SS 12.4.2.c (US) Analyze and evaluate the appropriate uses of primary and secondary sources.</p> <p>Standard: SS 12.4.4 (US) Students will identify and evaluate the effects of past, current, and potential future events, issues, and problems.</p> <p>Indicators: SS 12.4.4.b (US) Evaluate and formulate a position on alternative courses of action in United States and around the globe. SS 12.4.4.c (US) Evaluate how decisions affected events in the United States. SS 12.4.4.d (US) Analyze and evaluate multiple causes and effects of key events in US history.</p> <p>Standard: SS 12.4.2 (US) Students will analyze and evaluate the impact of people, events, ideas, and symbols upon U.S. History using multiple types of sources.</p> <p>Indicators: SS 12.4.2.a (US) Analyze and evaluate the impact of people, events, ideas, and symbols, including various cultures and ethnic groups, on history in the United States. SS 12.4.2.b (US) Analyze and evaluate how the United States</p>



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	<p>identify the location and purpose of time zones) □</p> <p>SS 5.3.1.c Analyze why things are located where they are in the United States (e.g., <i>Why were the 13 colonies located on the eastern side of the United States? Why was corn raised in Pennsylvania and Ohio and cotton in Virginia and Georgia?</i>)</p> <p>Places and Regions</p> <p>Standard: SS 5.3.2 Students will compare the characteristics of places and regions and draw conclusions on their impact on human decisions. □</p> <p>Indicators: SS 5.3.2.a Define regions within the United States using multiple criteria. (e.g., Silicon Valley, Bread Basket)</p> <p>SS 5.3.2.b Classify regions and places within the United States using physical and human features (e.g., Rocky Mountains, The Southwest, Great Plains, Corn Belt, Cotton Belt)</p> <p>SS 5.3.2.c Identify and classify regions (e.g., cities, states, and</p>		<p>for development, surveying, mapping, public land survey system, drawing of state and county boundaries</p> <p>Standard: SS 8.4.1: Students will analyze how major past and current world events are chronologically connected, and evaluate their impact(s) upon one another.</p> <p>Indicators: SS 8.4.1.a Describe concepts of time and chronology</p> <p>SS 8.4.1.b Classify key national events in chronological order (e.g., timelines with eras and selected key events)</p> <p>SS 8.4.1.c Examine the chronology of historical events and analyze their impact on the past, present, and future</p> <p>Standard: SS 8.4.2: Students will analyze the impact of people, events, ideas, and symbols upon history using multiple types of sources.</p> <p>Indicators: SS 8.4.2.a Analyze the impact of people, events, ideas, and symbols, including various cultures and ethnic groups, on history by era</p> <p>SS 8.4.2.b Analyze how global civilizations have changed over the course of time, using maps, documents, and</p>	<p>impact of people, events, ideas, and symbols, including various cultures and ethnic groups, on history in the United States by era</p> <p>SS 8.4.2.b (US) Analyze how the United States has changed over the course of time, using maps, documents, and other artifacts</p> <p>SS 8.4.2.c (US) Analyze the appropriate uses of primary and secondary sources</p> <p>Standard: SS 8.4.3 (US) Students will analyze and interpret historical and current events from multiple perspectives.</p> <p>Indicator: SS 8.4.3.a (US) Analyze and interpret how multiple perspectives facilitate the understanding of the full story of US history (e.g., Dawes Act, Chinese Exclusion Act, Treaty of Guadalupe Hidalgo, The Emancipation Proclamation, Organized Labor, Women's Suffrage)</p> <p>SS 8.4.3.b (US) Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event (e.g., The Bill of Rights, slavery, Gettysburg Address, The New Colossus Poem, images, political cartoons, photographs, newspapers)</p> <p>Standard: SS 8.4.4 (US) Students will</p>	<p>has changed over the course of time, using maps, documents, and other artifacts. SS 12.4.2.c (US) Analyze and evaluate the appropriate uses of primary and secondary sources.</p> <p>Standard: SS 12.4.3 (US) Students will analyze and evaluate historical and current events from multiple perspectives.</p> <p>Indicators: SS 12.4.3.a (US) Analyze and evaluate how multiple perspectives facilitate the understanding of the full story of US history. SS 12.4.3.b (US) Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event.</p> <p>Standard: SS 12.4.5 (US) Students will develop historical research skills.</p> <p>Indicators: SS 12.4.5.b (US) Obtain, analyze, evaluate, and cite appropriate sources for research about Twentieth-Century U.S. History, incorporating primary and secondary sources. SS 12.4.5.d (US) Present an evaluation of historical information about the United States.</p> <p>Standard: SS 12.4.2 (US) Students will analyze and evaluate the impact of people, events, ideas,</p>



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	<p>congressional districts)</p> <p>Physical Systems</p> <p>Standard: SS 5.3.3 Students will draw conclusions about the natural processes in the physical world.</p> <p>Indicators: SS 5.3.3.a Explain how physical processes shape the United States' features and patterns (e.g., weathering, erosion, plate tectonics and internal forces and climate)□</p> <p>SS 5.3.3.b Identify examples of ecosystems located in the United States (e.g., forests, deserts, grasslands)</p> <p>Human Systems</p> <p>Standard: SS 5.3.4 Students will compare, contrast and draw conclusions about the characteristics of culture and migration in the United States.</p> <p>Indicators: SS 5.3.4.a Compare and contrast patterns of culture within the United States (e.g., language, religion, food)</p> <p>SS 5.3.4.b Compare and contrast population characteristics of the</p>		<p>other artifacts</p> <p>SS 8.4.2.c Analyze the appropriate uses of primary and secondary sources</p> <p>Standard: SS 8.4.3: Students will identify multiple perspectives of events.</p> <p>Indicators: SS 8.4.3.a Analyze and interpret how multiple perspectives facilitate the understanding of the full story of history</p> <p>SS 8.4.3.b Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event</p> <p>Standard: SS 8.4.4: Students will identify causes of past and current events, issues, and problems.</p> <p>Indicators: SS 8.4.4.b Evaluate alternative courses of action in history</p> <p>SS 8.4.4.c Analyze how decisions affected events in history</p> <p>SS 8.4.4.d Identify and analyze multiple causes and effects upon key events in history</p> <p>SS 8.4.4.e Analyze the relationships among historical events in history and the students' lives today (i.e., current events)</p>	<p>identify causes of past and current events, issues, and problems.</p> <p>Indicator: SS 8.4.4.a (US) Analyze sources on Nineteenth-Century American History through determination of credibility, contextualization, and corroboration</p> <p>SS 8.4.4.b (US) Evaluate alternative courses of action in United States history (e.g. Why and how was land acquired?)</p> <p>SS 8.4.4.c (US) Analyze how decisions affected events in the United States (e.g., Supreme Court decisions, immigration, declaration of war)</p> <p>SS 8.4.4.d (US) Identify and analyze multiple causes and effects upon key events in US history (e.g., Antebellum, Kansas-Nebraska Act, Civil War/Reconstruction, Wounded Knee Massacre)</p> <p>SS 8.4.4.e (US) Analyze the relationships among historical events in the United States and the students' lives today (i.e., current events)</p> <p>Standard: SS 8.4.5 Students will develop historical research skills.</p> <p>Indicator: SS 8.4.5.a (US) Develop questions about United States history</p>	<p>and symbols upon U.S. History using multiple types of sources.</p> <p>Indicators: SS 12.4.2.a (US) Analyze and evaluate the impact of people, events, ideas, and symbols, including various cultures and ethnic groups, on history in the United States. SS 12.4.2.b (US) Analyze and evaluate how the United States has changed over the course of time, using maps, documents, and other artifacts. SS 12.4.2.c (US) Analyze and evaluate the appropriate uses of primary and secondary sources.</p> <p>Standard: SS 12.4.3 (US) Students will analyze and evaluate historical and current events from multiple perspectives.</p> <p>Indicators: SS 12.4.3.a (US) Analyze and evaluate how multiple perspectives facilitate the understanding of the full story of US history. SS 12.4.3.b (US) Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event.</p> <p>Standard: SS 12.4.2 (US) Students will analyze and evaluate the impact of people, events, ideas, and symbols upon U.S. History using multiple types of sources.</p>



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	<p>United States (e.g., density, distribution, growth rates) □</p> <p>SS 5.3.4.c Compare and contrast historical and present day migrations to and within the United States</p> <p>Human/ Environment Interaction</p> <p>Standard: SS 5.3.5 Students will describe how humans have adapted to and modified different environments in Early American history. □</p> <p>Indicators: SS 5.3.5.a Describe the impact of extreme natural events in Early United States History on the human and physical environment (e.g., blizzards, floods, drought)</p> <p>SS 5.3.5.b Describe how humans have utilized natural resources in the United States (e.g., construction of dams, Transcontinental RR, Erie Canal, National Road, land use changes from prairie and forests to agriculture and ranching)</p> <p>SS 5.3.5.c Analyze issues related to the natural setting in Early America (e.g., access to water,</p>			<p>SS 8.4.5.b Obtain, analyze and cite appropriate sources for research about Nineteenth-Century U.S. History, incorporating primary and secondary sources (e.g., Cite sources using a prescribed format)</p> <p>SS 8.4.5.c (US) Gather historical information about the United States (e.g., document archives, artifacts, newspapers, interviews)</p> <p>SS 8.4.5.d (US) Present an analysis of historical information about the United States (e.g., pictures, posters, oral/written narratives, and electronic presentations)</p>	<p>Indicators</p> <p>SS 12.4.2.a (US) Analyze and evaluate the impact of people, events, ideas, and symbols, including various cultures and ethnic groups, on history in the United States.</p> <p>SS 12.4.2.b (US) Analyze and evaluate how the United States has changed over the course of time, using maps, documents, and other artifacts.</p> <p>SS 12.4.2.c (US) Analyze and evaluate the appropriate uses of primary and secondary sources.</p> <p>Standard: SS 12.4.3 (US) Students will analyze and evaluate historical and current events from multiple perspectives.</p> <p>Indicators</p> <p>SS 12.4.3.a (US) Analyze and evaluate how multiple perspectives facilitate the understanding of the full story of US history.</p> <p>SS 12.4.3.b (US) Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event.</p>



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	<p>construction materials, and raw materials for daily living and economic development; impact of climate and terrain on living conditions and movement of people goods and services)</p> <p>SS 5.3.5.d Examine patterns of resource distribution and utilization in Early America (e.g., fisheries, forests, agricultural development, early manufacturing regions) □</p> <p>SS 5.3.5.e Describe human adaptations to the physical environment. (e.g., use of air conditioning, irrigation, agricultural activities, soil testing, erosion control)</p> <p>Application of Geography to Issues and Events</p> <p>Standard: SS 5.3.6 Students will use geographic skills to interpret issues and events.</p> <p>Indicators: SS 5.3.6.a Explain the influences of physical and human geographic features on historical events in the United States (e.g., railroads building along river valley floodplains, building the Erie Canal to connect the</p>				



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	<p>East Coast</p> <p>SS 5.3.6.b Analyze aspects of human and physical geography that have shaped the settlement and development of Early America, latitude and longitude in the role of early navigation (e.g., groundwater and irrigation, westward expansion of European immigrants, seeds, fertile soils, agriculture, transportation systems, water</p> <p>Chronological Thinking</p> <p>Standard: SS 5.4.1 Students will examine chronological relationships and patterns, and describe the connections among them.□</p> <p>Indicators: SS 5.4.1.a Describe concepts of time and chronology (e.g., BC, BCE, AD, CE and eras)</p> <p>SS 5.4.1.b Select and record key national events in chronological order (e.g., timelines)□</p> <p>SS 5.4.1.c Examine the chronology of historical events in the United States and their impact on the past, present, and</p>				



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	<p>future</p> <p>Historical Comprehension</p> <p>Standard: SS 5.4.2 Students will demonstrate an understanding of the impact of people, events, ideas, and symbols upon US history using multiple types of sources.</p> <p>Indicators: SS 5.4.2.a Demonstrate an understanding of the impact of people, events, ideas, and symbols, including various cultures and ethnic groups, by era (e.g., Early America/Exploration: American Indian empires in Mesoamerica, the Southwest, and the Mississippi Valley, Coronado, DeSoto, LaSalle; Colonization and Rise of Democratic Institutions: Spanish Missions, French and Indian War: Chief Pontiac; Establishing a Nation: Revolutionary War; Founders and Founding Documents: unique nature of the creation and organization of the American Government, the United States as an exceptional nation based upon personal freedom, the</p>				



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	<p>inherent nature of citizens' rights, and democratic ideals, Benjamin Franklin, Thomas Jefferson, and other historical figures,</p> <p>SS 5.4.2.b Describe how the United States and its neighbors in the Western Hemisphere have changed over the course of time using maps, documents, and other artifacts</p> <p>SS 5.4.2.c Describe the appropriate uses of primary and secondary sources</p> <p>Multiple Perspectives Standard: SS 5.4.3 Students will describe and explain multiple perspectives of historical events.</p> <p>Indicators: SS 5.4.3.a Describe how multiple perspectives facilitate the understanding of the full story of US history (e.g., The events surrounding the Boston Massacre, Indian Removal) □</p> <p>SS 5.4.3.b Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event (e.g., Court records of the Boston Massacre,</p>				



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	<p>The Declaration of Independence, The Constitution, historical biographies, oral histories)</p> <p>Historical Analysis and Interpretation</p> <p>Standard: SS 5.4.4 Students will analyze past and current events, issues, and problems.</p> <p>Indicators: SS 5.4.4.a Analyze sources on Early American History through determination of credibility, contextualization, and corroboration □</p> <p>SS 5.4.4.b Examine alternative courses of action in United States history (e.g., <i>What were the causes of the American Revolution?</i>)</p> <p>SS 5.4.4.c Identify how decisions affected events in the United States (e.g., secession of the American Colonies from Britain) □</p> <p>SS 5.4.4.d Describe the cause and effect relationships among key events in history (e.g., Revolutionary War, founding of the United States)</p>				



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	<p>SS 5.4.4.e Describe the relationships among historical events in the United States and the students' lives today (i.e., current events)</p> <p>Historical Research Skills</p> <p>Standard: SS 5.4.5 Students will develop historical research skills.</p> <p>Indicators:</p> <p>SS 5.4.5.a Develop questions about United States history □</p> <p>SS 5.4.5.b Identify, obtain, and cite appropriate sources for research about Early U.S. History, incorporating primary and secondary sources (e.g., Cite sources using a prescribed format)</p> <p>SS 5.4.5.c Gather historical information about the United States (e.g., document archives, newspapers, interviews) □</p> <p>SS 5.4.5.d Present historical information about the United States (e.g., pictures, posters, oral/written narratives, and electronic presentations)</p>				



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	Human Geography	Intro to Economics	World History	American Government
Social Studies	<p>Standard: 12.2.2 Students will illustrate how markets determine prices and allocate goods and services.</p> <p>Indicator:</p>	<p>Standard: 12.2.1 Students will assess how market forces guide the owners of land, labor, and capital and determine the allocation of wealth in the economy.</p>	<p>Standard: SS 12.4.1 (WLD) Students will analyze how major past and current world events are chronologically connected, and evaluate their impact(s) upon one another.</p>	<p>Standard: SS 12.1.1 Students will analyze and evaluate the foundation, structures, and functions of the United States government as well as local, state, and international governments.</p>
	<p>Standard: 12.2.3 Students will analyze how economic institutions impact individuals and groups.</p> <p>Indicator:</p>	<p>Indicators: SS 12.2.1.a Explain how the factors of production are bought and sold in the market SS 12.2.1.b Analyze the role of the product market and the resource market</p>	<p>Indicators: SS 12.4.1.a (WLD) Describe the concept of time and chronology (e.g., Middle Ages, Global Interaction, Age of Revolutions, Global Conflict and Achievement, Contemporary World)</p>	<p>Indicators: SS 12.1.1.a Summarize the historical foundation that influenced the creation of the United States Constitution (e.g., philosophers, social contract theory, natural rights, Constitutional Convention, Federalist, and Anti-Federalist Papers)</p>
	<p>Standard: 12.2.6 Students will understand economic concepts that support rational decision making.</p> <p>Indicator:</p>	<p>Standard: 12.2.2 Students will illustrate how markets determine prices and allocate goods and services.</p>	<p>SS 12.4.1.b (WLD) Select, record, and interpret key global events in chronological order (e.g., timelines with eras and selected key events)</p>	<p>SS 12.1.1.b Analyze and evaluate the structure of American constitutional government (e.g., federalism, democracy, representative government, branches of the government, separation of powers, checks and balances, amendment process, concurrent/enumerated/implied powers, electoral college)</p>
	<p>Standard: 12.2.10 Students will analyze the roles and responsibilities of government in various economic systems.</p> <p>Indicator:</p>	<p>Indicators: 12.2.2.a Understand demand, quantity demanded, and changes in demand 12.2.2.b Understand supply, quantity supplied, and changes in supply 12.2.2.c Understand that equilibrium price and quantity are determined by supply and demand 12.2.2.d Hypothesize how competition between sellers could result in lower prices, higher quality products, and better customer service 12.2.2.e Hypothesize how producers and consumers affect market prices and quantities through the goods and services they produce and buy (e.g., shifts in supply and demand, price elasticity)</p>	<p>SS 12.4.1.c (WLD) Examine the chronology of historical events throughout the world to evaluate their impact on the past, present, and future</p>	
	<p>Standard: 12.3.1 Students will analyze where (spatial) and why people, places, and environments are organized on the Earth's surface.</p> <p>Indicators:</p>	<p>Standard: 12.2.5 Students will recognize and predict the impact that various economic systems will have on people.</p>	<p>Standard: SS 12.4.2 (WLD) Students will analyze and evaluate the impact of people, events, ideas, and symbols upon world history using multiple types of sources.</p>	<p>SS 12.1.1.c Analyze and evaluate the functions of United States government (e.g., national security, legislative law-making, executive implementation, judicial interpretation, constitutionalism, taxation, naturalization of)</p>
	<p>Standard: 12.3.2 Students will examine how regions form and change over time.</p> <p>Indicators:</p>	<p>Indicators:</p>	<p>Indicators: SS 12.4.2.a (WLD) Analyze and evaluate the impact of people, events, ideas, and symbols, including various cultures and ethnic groups on history throughout the world (e.g., Middle Ages: Charlemagne, Reformation, Mongol Empire, Renaissance; Global Interaction: Columbian Exchange; Trans-Atlantic Slave Trade, Montezuma; Age of Revolutions: French Revolution, Industrial Revolution, Simon Bolivar; Global Conflict and Achievement: Imperialism, World War I; World War</p>	<p>SS 12.1.1.d Analyze and evaluate the foundation, structures, and functions of local government (e.g., city council, school board, county government, regional boards)</p>
	<p>Standard: 12.3.3 Students will interpret how natural processes interact to create the natural environment.</p> <p>Indicators:</p>	<p>Indicators:</p>		<p>SS 12.1.1.e Analyze and evaluate the foundation, structures, and functions of state government (e.g., bicameral/unicameral, reapportionment/redistricting, branches of government)</p>

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<p>Indicators:</p> <p>Standard: 12.3.4 Students will analyze and interpret patterns of culture around the world.</p> <p>Indicator:</p> <p>Standard: 12.3.6 Students will analyze issues and/or events using the geographic knowledge and skills to make informed decisions.</p> <p>Indicator:</p> <p>Standard: 12.2.3 Students will analyze how economic institutions impact individuals and groups.</p> <p>Indicator:</p> <p>Standard: 12.2.5 Students will recognize and predict the impact that various economic systems will have on people.</p> <p>Indicator:</p> <p>Standard: 12.2.6 Students will understand economic concepts that support rational decision making.</p> <p>Indicator:</p> <p>Standard: 12.3.1 Students will analyze where (spatial) and why people, places, and environments are organized on the Earth's surface.</p> <p>Indicator:</p> <p>Standard: 12.3.2 Students will examine how regions form and change over</p>	<p>SS 12.2.5.a Develop a logical argument debating the merits of various economic systems (e.g., traditional, command, market, mixed)</p> <p>SS 12.2.5.a Develop a logical argument debating the merits of various economic systems (e.g., traditional, command, market, mixed)</p> <p>Standard: 12.2.6 Students will understand economic concepts that support rational decision making</p> <p>Indicator: SS 12.2.6.b Make career decisions by systematically considering alternatives and consequences through the use of cost benefit analysis</p> <p>SS 12.2.6.c Assess the incentives for investing in personal education, skills, and talents</p> <p>Standard: 12.2.10 Students will analyze the roles and responsibilities of government in various economic systems.</p> <p>Indicators: SS 12.2.10.d Research the role of government in the development of economic systems (e.g., historic and current examples of command, market, traditional, mixed systems)</p> <p>Standard: 12.2.1 Students will assess how market forces guide the owners of land, labor, and capital and determine the allocation of wealth in the economy.</p> <p>Indicators: SS 12.2.1.a Explain how the factors of production are bought and sold in the market</p> <p>SS 12.2.1.b Analyze the role of the product market and the resource market</p>	<p>II, Holocaust, failure of Nazism/Fascism, Einstein, Cold War; Contemporary World: Decolonization, fall of Communism, Democracy Movements, Mohandas Gandhi, Nelson Mandela, globalization)</p> <p>SS 12.4.2.b (WLD) Analyze and evaluate how global civilizations have changed over the course of time, using maps, documents, and other artifacts</p> <p>SS 12.4.2.c (WLD) Analyze and evaluate the appropriate uses of primary and secondary sources</p> <p>Standard: SS 12.4.3 (WLD) Students will analyze and evaluate historical and current events from multiple perspectives.</p> <p>Indicators: 12.4.3 a (WLD) Analyze and evaluate how multiple perspectives facilitate the understanding of the full story of world history (e.g., the Crusades, nationalism, imperialism, apartheid, Arab/Israeli conflicts)</p> <p>12.4.3.b(WLD) Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event (e.g., Magna Carta, Narrative of the life of Olaudah Equiano, Lin Zexu's letter to Queen Victoria preceding the Opium War, Nuremburg Laws)</p> <p>Standard: SS 12.4.4 (WLD) Students will identify and evaluate the effects of past, current, and potential future events, issues, and problems.</p> <p>Indicators: 12.4.4.a (WLD) Compare and evaluate contradictory historical</p>	<p>SS 12.1.1.f Analyze and evaluate the foundation, structures, and functions of supranational organizations (e.g., United Nations, NATO, European Union, treaties, trade organizations) Nebraska Social Studies Standards High School (United States/World)</p> <p>K-12 Civics: Students will develop and apply the skills of civic responsibility to make informed decisions based upon knowledge of government at local, state, national and international levels.</p> <p>Forms and Functions of Government</p> <p>SS 12.1.1 Students will analyze and evaluate the foundation, structures, and functions of the United States government as well as local, state, and international governments.</p> <p>SS 12.1.1.g Analyze and evaluate the roles that political parties have played in the United States</p> <p>SS 12.1.1.h Analyze and evaluate United States foreign policy issues (e.g. methods, approaches, events)</p> <p>Standard: SS 12.1.2 Students will address local, state, national or international issues and policies through meaningful civic participation.</p> <p>Indicators: SS 12.1.2.b Analyze the significance and benefits of patriotic symbols, songs, holidays, and activities (e.g. Pledge of Allegiance, "The Star Spangled Banner", "America", Veteran's Day, Martin Luther King, Jr. Day, American Indian Day, Constitution Day)</p> <p>SS 12.1.2.c Engage in civic activities (e.g., discussing current issues, advocating for personal rights and the</p>
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Content Area/Course: Grade(s)



	<p>time.</p> <p>Indicator:</p> <p>Standard: 12.3.3 Students will interpret how natural processes interact to create the natural environment</p> <p>Indicator:</p> <p>Standard: 12.3.4 Students will analyze and interpret patterns of culture around the world.</p> <p>Indicator:</p> <p>12.3.5 Students will evaluate interrelationships between people and the environment.</p> <p>Indicator:</p> <p>12.3.6 Students will analyze issues and/or events using the geographic knowledge and skills to make informed</p> <p>Indicator:</p>	<p>SS 12.2.1.d Analyze how market forces determine what producers choose to produce and which combination of productive resources will be most productive</p> <p>SS 12.2.1.e Explain how wages/earnings are affected by the market (e.g., value of products, supply and demand of labor, worker skills and qualifications)</p> <p>SS 12.2.1.f Explain the role and importance of profit and return on investments to producers. (e.g. increase in supply and expansion of industries)</p> <p>Standard: 12.2.2 Students will illustrate how markets determine prices and allocate goods and services.</p> <p>Indicators:</p> <p>SS 12.2.2.a Understand demand, quantity demanded, and changes in demand</p> <p>SS 12.2.2.b Understand supply, quantity supplied, and changes in supply</p> <p>SS 12.2.2.c Understand that equilibrium price and quantity are determined by supply and demand</p> <p>SS 12.2.2.d Hypothesize how competition between sellers could result in lower prices, higher quality products, and better customer service</p> <p>SS 12.2.2.e Hypothesize how producers and consumers affect market prices and quantities through the goods and services they produce and buy (e.g., shifts in supply and demand, price elasticity)</p> <p>Standard: 12.2.10 Students will analyze the roles and responsibilities of government in various economic systems.</p> <p>Indicators:</p> <p>SS 12.2.10.a Examine how</p>	<p>narratives of Modern World History through determination of credibility, contextualization, and corroboration</p> <p>12.4.4.b (WLD) Evaluate and formulate a position on alternative courses of action in United States and around the globe (e.g., How does conflict impact political borders?)</p> <p>12.4.4 c (WLD) Evaluate how decisions affected events around the world (e.g. revolutions, alliances, treaties)</p> <p>12.4.4.d(WLD) Analyze and evaluate multiple causes and effects of key events in world history (e.g., Black Death, Ming Exploration, Industrial Revolution, totalitarianism, acts of terrorism)</p> <p>12.4.4.e(WLD) Evaluate the relationships among historical events across the globe and the students' lives today (i.e., current events)</p> <p>Standard: SS 12.4.5 (WLD) Students will develop historical research skills.</p> <p>Indicators: 12.4.5.a(WLD) Develop questions about World history</p> <p>12.4.5.b (WLD) Obtain, analyze, and cite appropriate sources for research about Modern World History, incorporating primary and secondary sources (e.g., Cite sources using a prescribed format)</p> <p>12.4.5.c (WLD) Gather historical information about the world (e.g., document archives, artifacts, newspapers, interviews)</p> <p>12.4.5.d (WLD) Present an evaluation of historical information about the world (e.g., pictures, posters,</p>	<p>rights of others, influencing governmental actions, participating in civil discourse, registering for selective service, participating in community improvement activities, service learning)</p> <p>SS 12.1.2.d Analyze an issue and determine which level of government is most appropriate to utilize in addressing the issue</p> <p>SS 12.1.2.e Describe the roles and influences of individuals, groups, and the media as checks on governmental practices (e.g., interest groups, political action committees, lobbyists, public opinion polls)</p> <p>SS 12.1.2.f Critique various media sources for accuracy and perspective</p>
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		<p>governments utilize taxation to provide goods and services to society (e.g., disaster relief, flood control, police protection)</p> <p>SS 12.2.10.b Investigate multiple roles of government in a market economy (e.g., forms of taxation, enforcing private property and zoning laws, collecting sales tax)</p> <p>SS 12.2.10.e Analyze government policies and regulations in areas of market failure (e.g., monopolies, externalities, non-enforcement of property rights)</p> <p>Standard: SS 12.2.1 Students will assess how market forces guide the owners of land, labor, and capital and determine the allocation of wealth in the economy</p> <p>Indicators: SS 12.2.1.a Explain how the factors of production are bought and sold in the market SS 12.2.1.b Analyze the role of the product market and the resource market SS 12.2.1.d Analyze how market forces determine what producers choose to produce and which combination of productive resources will be most productive SS 12.2.1.e Explain how wages/earnings are affected by the market (e.g., value of products, supply and demand of labor, worker skills and qualifications) SS 12.2.1.f Explain the role and importance of profit and return on investments to producers. (e.g. increase in supply and expansion of industries)</p> <p>Standard: 12.2.2 Students will illustrate how markets determine prices and allocate goods and services.</p> <p>Indicators:</p>	<p>oral/written narratives, and electronic presentations)</p> <p>Standard: SS 12.3.4 Students will analyze and interpret patterns of culture around the world.</p> <p>Indicator: 12.3.4.b Analyze the push and pull factors (economic, political, and cultural) driving human migration and the impacts on the source regions and destinations (e.g., the impact of migration to North America, South America, Australia and New Zealand)</p> <p>12.3.4.c Compare and contrast changes in human settlement patterns over time</p> <p>12.3.4.g Evaluate the benefits and challenges of globalization (e.g, regional specialization, trade, multinational businesses, pandemics, loss of local cultures)</p> <p>12.3.4.h Identify and analyze patterns of power and influence of sovereign nations and organized nation groups (e.g, NATO, United Nations, European Union)</p> <p>Standard: SS 12.2.12 Students will evaluate how international trade benefits individuals, organizations, and nations</p> <p>Standard: SS 12.2.5 Students will recognize and predict the impact that various economic systems will have on people.</p> <p>Indicators: SS 12.2.5.a Develop a logical argument debating the merits of various economic systems (e.g.,</p>	
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	<p>SS 12.2.2.a Understand demand, quantity demanded, and changes in demand SS 12.2.2.b Understand supply, quantity supplied, and changes in supply SS 12.2.2.c Understand that equilibrium price and quantity are determined by supply and demand SS 12.2.2.d Hypothesize how competition between sellers could result in lower prices, higher quality products, and better customer service SS 12.2.2.e Hypothesize how producers and consumers affect market prices and quantities through the goods and services they produce and buy (e.g., shifts in supply and demand, price elasticity).</p> <p>Standard: 12.2.10 Students will analyze the roles and responsibilities of government in various economic systems.</p> <p>Indicators: SS 12.2.10.a Examine how governments utilize taxation to provide goods and services to society (e.g., disaster relief, flood control, police protection) SS 12.2.10.b Investigate multiple roles of government in a market economy (e.g., forms of taxation, enforcing private property and zoning laws, collecting sales tax) SS 12.2.10.e Analyze government policies and regulations in areas of market failure (e.g., monopolies, externalities, non-enforcement of property rights)</p> <p>Standard: SS 12.2.10 Students will analyze the roles and responsibilities of government in various economic systems.</p> <p>Standard:</p>	<p>traditional, command, market, and mixed)</p> <p>SS 12.2.5.b Evaluate the historical use of various economic systems</p> <p>Standard: SS 12.2.10 Students will analyze the roles and responsibilities of government in various economic systems.</p> <p>Indicator: SS 12.2.10.e Analyze government policies and regulations in areas of market failure (e.g., monopolies, externalities, non-enforcement of property rights)</p> <p>Standard: SS 12.1.1 Students will analyze and evaluate the foundation, structures, and functions of the United States government as well as local, state, and international governments.</p> <p>Indicators: SS 12.1.1.f Analyze and evaluate the foundation, structures, and functions of supranational organizations (e.g., United Nations, NATO, European Union, treaties, trade organizations)</p> <p>SS 12.1.1.h Analyze and evaluate United States foreign policy issues (e.g., methods, approaches, events)</p> <p>Standard: SS 12.1.2 Students will address local, state, national or international issues and policies through meaningful civic participation.</p> <p>Indicators: SS 12.1.2.a Evaluate how individuals and groups can effectively use the structure and functions of various</p>	
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Content Area/Course: Grade(s)



	<p>SS 12.2.12 Students will evaluate how international trade benefits individuals, organizations, and nations.</p> <p>Indicators: SS 12.2.12.a Analyze the effects of various trade policies (e.g., identify short term/long term impacts) SS 12.2.12.b Identify goods which are available at a lower price because of international trade SS 12.2.12.c Explain how trade barriers impact the prices and quantity of goods in the domestic market</p> <p>Standard: SS 12.2.13 Students will evaluate how international trade affects the domestic economy</p> <p>Indicator: SS 12.2.13.a Identify goods which are available at a lower price because of international trade SS 12.2.13.b Explain how trade barriers impact the prices and quantity of goods in the domestic market</p>	<p>levels of government to shape policy (e.g., lobbying, voting, contacting government officials, petitioning)</p> <p>SS 12.1.2.e Identify local leaders and the impact of their decisions that affect public policy</p>	
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Secondary Proficiency Scale

Learning Goal: UNIT 1 POPULATION & CULTURAL GEOGRAPHY			
<u>Advanced</u> Score 4.0	<p>The student consistently demonstrates a thorough understanding of course content/grade level standard by making in-depth inferences and showing extended applications of the course content/grade level standard(s).</p> <p>The student performs consistently at a high level of difficulty, complexity, or fluency that is above the expected course content/grade level standard.</p> <ul style="list-style-type: none"> Exceeds expected course content/grade level standard Applies skills and strategies in new and unfamiliar situations 		<ul style="list-style-type: none"> Evaluate relationships among demographic indicators and models, project population trends, and analyze levels of developments Analyze and evaluate the interrelationship between cultural dynamics and demographics
	<u>Proficient + (Approaching Advanced)</u> Score 3.5	<p>The student demonstrates partial success at showing a thorough understanding of course content/grade level standard by making in-depth inferences and applications of the course content/grade level standard(s).</p> <p>The student performs with partial success at a high level of difficulty, complexity, or fluency that is above the expected course content/grade level standard.</p> <ul style="list-style-type: none"> Demonstrates success toward exceeding course content/grade level standard Applies skills and strategies consistently in familiar situations, and at times, in unfamiliar situations 	
<u>Proficient</u> Score 3.0	<p>The student demonstrates a proficient understanding of the expected course content/grade level standard(s).</p> <p>The student performs at the level of difficulty, complexity, or fluency that is at the expected course content/grade level standard.</p> <ul style="list-style-type: none"> Meets expected course content/grade level standard Retains information and applies skills and strategies in familiar situations 		<ul style="list-style-type: none"> Define and explain demographic indicators and models, population trends, and levels of development Describe the interrelationship between cultural dynamics and demographics.
	<u>Basic + (Approaching Proficient)</u> Score 2.5	<p>The student demonstrates an adequate understanding of the information for the course content/grade level standard(s).</p> <p>The student performs with partial success at the level of difficulty, complexity, or fluency that is at the expected course content/grade level standard.</p> <ul style="list-style-type: none"> Partially meets expected course content/grade level standard Retains information and at times applies skills and strategies in familiar situations 	



Content Area/Course: Grade(s)



<p>Basic Score 2.0</p>	<p>The student demonstrates a basic understanding of the information expected for the course content/grade level standard(s). The student performs the skills required for the course content/grade level standard at a basic level of difficulty, complexity, or fluency.</p> <ul style="list-style-type: none"> Partially meets expected course content/grade level standard Retains information and simple processes in familiar situations 		<ul style="list-style-type: none"> Define the major concepts of cultural and population geography.
<p>Approaching Basic Score 1.5</p>	<p>The student demonstrates some basic understanding of the information expected for the course content/grade level standard(s). The student struggles to perform the skills required for the course content/grade level standard at a basic level of difficulty, complexity, or fluency.</p> <ul style="list-style-type: none"> Partially meets some of expected course content/grade level standard Retains some information and simple processes in familiar situations 		
<p>Below Basic Score 1.0</p>	<p>The student demonstrates difficulty in understanding the information and performing the skills expected for the course/grade level standard(s).</p> <ul style="list-style-type: none"> Performs below expected course content/grade level on the standard. Has difficulty retaining information and applying skills and strategies 		
<p>Failing Score 0</p>	<p>The student demonstrates little or no evidence of understanding the information or skills required for the course content/grade level standard(s).</p>		

<p>Learning Goal: UNIT 2 ECONOMIC AND ENVIRONMENTAL GEOGRAPHY</p>			
<p>Advanced Score 4.0</p>	<p>The student consistently demonstrates a thorough understanding of course content/grade level standard by making in-depth inferences and showing extended applications of the course content/grade level standard(s). The student performs consistently at a high level of difficulty, complexity, or fluency that is above the expected course content/grade level standard.</p> <ul style="list-style-type: none"> Exceeds expected course content/grade level standard Applies skills and strategies in new and unfamiliar situations 		<ul style="list-style-type: none"> Classify the characteristics of development, identify contemporary environmental issues, and evaluate the interdependence of economic progress and environmental sustainability



Content Area/Course: Grade(s)



	<p>Proficient + (Approaching Advanced) Score 3.5</p>	<p>The student demonstrates partial success at showing a thorough understanding of course content/grade level standard by making in-depth inferences and applications of the course content/grade level standard(s). The student performs with partial success at a high level of difficulty, complexity, or fluency that is above the expected course content/grade level standard.</p> <ul style="list-style-type: none"> • Demonstrates success toward exceeding course content/grade level standard • Applies skills and strategies consistently in familiar situations, and at times, in unfamiliar situations
<p>Proficient Score 3.0</p>	<p>The student demonstrates a proficient understanding of the expected course content/grade level standard(s). The student performs at the level of difficulty, complexity, or fluency that is at the expected course content/grade level standard.</p> <ul style="list-style-type: none"> • Meets expected course content/grade level standard • Retains information and applies skills and strategies in familiar situations 	<ul style="list-style-type: none"> • Explain the relationship between economic development and environmental sustainability
	<p>Basic + (Approaching Proficient) Score 2.5</p>	<p>The student demonstrates an adequate understanding of the information for the course content/grade level standard(s). The student performs with partial success at the level of difficulty, complexity, or fluency that is at the expected course content/grade level standard.</p> <ul style="list-style-type: none"> • Partially meets expected course content/grade level standard • Retains information and at times applies skills and strategies in familiar situations
<p>Basic Score 2.0</p>	<p>The student demonstrates a basic understanding of the information expected for the course content/grade level standard(s). The student performs the skills required for the course content/grade level standard at a basic level of difficulty, complexity, or fluency.</p> <ul style="list-style-type: none"> • Partially meets expected course content/grade level standard • Retains information and simple processes in familiar situations 	<ul style="list-style-type: none"> • Define the major concepts of cultural and population geography.
<p>Approaching Basic Score 1.5</p>	<p>The student demonstrates some basic understanding of the information expected for the course content/grade level standard(s). The student struggles to perform the skills required for the course content/grade level standard at a basic level of difficulty, complexity, or fluency.</p> <ul style="list-style-type: none"> • Partially meets some of expected course content/grade level standard • Retains some information and simple processes in familiar situations 	
<p>Below Basic Score 1.0</p>	<p>The student demonstrates difficulty in understanding the information and performing the skills expected for the course/grade level standard(s).</p> <ul style="list-style-type: none"> • Performs below expected course content/grade level on the standard. • Has difficulty retaining information and applying skills and strategies 	
<p>Failing Score 0</p>	<p>The student demonstrates little or no evidence of understanding the information or skills required for the course content/grade level standard(s).</p>	



Learning Goal: UNIT 3 POLITICAL GEOGRAPHY			
<p>Advanced Score 4.0</p>	<p>The student consistently demonstrates a thorough understanding of course content/grade level standard by making in-depth inferences and showing extended applications of the course content/grade level standard(s). The student performs consistently at a high level of difficulty, complexity, or fluency that is above the expected course content/grade level standard.</p> <ul style="list-style-type: none"> Exceeds expected course content/grade level standard Applies skills and strategies in new and unfamiliar situations 		<ul style="list-style-type: none"> Evaluate the forces that create political identity for individuals and countries. These forces determine divisions of power in spatial terms (i.e. boundaries), influence disputes among political actors, and foster international cooperation
	<p>Proficient + (Approaching Advanced) Score 3.5</p>	<p>The student demonstrates partial success at showing a thorough understanding of course content/grade level standard by making in-depth inferences and applications of the course content/grade level standard(s). The student performs with partial success at a high level of difficulty, complexity, or fluency that is above the expected course content/grade level standard.</p> <ul style="list-style-type: none"> Demonstrates success toward exceeding course content/grade level standard Applies skills and strategies consistently in familiar situations, and at times, in unfamiliar situations 	
<p>Proficient Score 3.0</p>	<p>The student demonstrates a proficient understanding of the expected course content/grade level standard(s). The student performs at the level of difficulty, complexity, or fluency that is at the expected course content/grade level standard.</p> <ul style="list-style-type: none"> Meets expected course content/grade level standard Retains information and applies skills and strategies in familiar situations 		<ul style="list-style-type: none"> Define and explain the forces that create political identity for individuals and countries. These forces determine divisions of power in spatial terms (i.e. boundaries), influence disputes among political actors, and foster international cooperation.
	<p>Basic + (Approaching Proficient) Score 2.5</p>	<p>The student demonstrates an adequate understanding of the information for the course content/grade level standard(s). The student performs with partial success at the level of difficulty, complexity, or fluency that is at the expected course content/grade level standard.</p> <ul style="list-style-type: none"> Partially meets expected course content/grade level standard Retains information and at times applies skills and strategies in familiar situations 	



Content Area/Course: Grade(s)



<p>Basic Score 2.0</p>	<p>The student demonstrates a basic understanding of the information expected for the course content/grade level standard(s). The student performs the skills required for the course content/grade level standard at a basic level of difficulty, complexity, or fluency.</p> <ul style="list-style-type: none"> Partially meets expected course content/grade level standard Retains information and simple processes in familiar situations 		<ul style="list-style-type: none"> Define the major concepts of political geography
<p>Approaching Basic Score 1.5</p>	<p>The student demonstrates some basic understanding of the information expected for the course content/grade level standard(s). The student struggles to perform the skills required for the course content/grade level standard at a basic level of difficulty, complexity, or fluency.</p> <ul style="list-style-type: none"> Partially meets some of expected course content/grade level standard Retains some information and simple processes in familiar situations 		
<p>Below Basic Score 1.0</p>	<p>The student demonstrates difficulty in understanding the information and performing the skills expected for the course/grade level standard(s).</p> <ul style="list-style-type: none"> Performs below expected course content/grade level on the standard. Has difficulty retaining information and applying skills and strategies 		
<p>Failing Score 0</p>	<p>The student demonstrates little or no evidence of understanding the information or skills required for the course content/grade level standard(s).</p>		

<p>Learning Goal: UNIT 4 URBAN GEOGRAPHY</p>			
<p>Advanced Score 4.0</p>	<p>The student consistently demonstrates a thorough understanding of course content/grade level standard by making in-depth inferences and showing extended applications of the course content/grade level standard(s). The student performs consistently at a high level of difficulty, complexity, or fluency that is above the expected course content/grade level standard.</p> <ul style="list-style-type: none"> Exceeds expected course content/grade level standard Applies skills and strategies in new and unfamiliar situations 		<ul style="list-style-type: none"> Evaluate patterns of urban development, functions of towns and cities, urban problems related to human mobility, social structure, and the environment with respect to American and international urban settings. Ways to address urban problems, both current and potential, are identified and evaluated.



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	<p>Proficient + (Approaching Advanced) Score 3.5</p>	<p>The student demonstrates partial success at showing a thorough understanding of course content/grade level standard by making in-depth inferences and applications of the course content/grade level standard(s). The student performs with partial success at a high level of difficulty, complexity, or fluency that is above the expected course content/grade level standard.</p> <ul style="list-style-type: none"> • Demonstrates success toward exceeding course content/grade level standard • Applies skills and strategies consistently in familiar situations, and at times, in unfamiliar situations
<p>Proficient Score 3.0</p>	<p>The student demonstrates a proficient understanding of the expected course content/grade level standard(s). The student performs at the level of difficulty, complexity, or fluency that is at the expected course content/grade level standard.</p> <ul style="list-style-type: none"> • Meets expected course content/grade level standard • Retains information and applies skills and strategies in familiar situations 	<ul style="list-style-type: none"> • Define and explain patterns of urban development, functions of towns and cities, urban problems related to human mobility, social structure, and the environment with respect to American and international urban settings..
	<p>Basic + (Approaching Proficient) Score 2.5</p>	<p>The student demonstrates an adequate understanding of the information for the course content/grade level standard(s). The student performs with partial success at the level of difficulty, complexity, or fluency that is at the expected course content/grade level standard.</p> <ul style="list-style-type: none"> • Partially meets expected course content/grade level standard • Retains information and at times applies skills and strategies in familiar situations
<p>Basic Score 2.0</p>	<p>The student demonstrates a basic understanding of the information expected for the course content/grade level standard(s). The student performs the skills required for the course content/grade level standard at a basic level of difficulty, complexity, or fluency.</p> <ul style="list-style-type: none"> • Partially meets expected course content/grade level standard • Retains information and simple processes in familiar situations 	<ul style="list-style-type: none"> • Define the major concepts of urban geography
<p>Approaching Basic Score 1.5</p>	<p>The student demonstrates some basic understanding of the information expected for the course content/grade level standard(s). The student struggles to perform the skills required for the course content/grade level standard at a basic level of difficulty, complexity, or fluency.</p> <ul style="list-style-type: none"> • Partially meets some of expected course content/grade level standard • Retains some information and simple processes in familiar situations 	
<p>Below Basic Score 1.0</p>	<p>The student demonstrates difficulty in understanding the information and performing the skills expected for the course/grade level standard(s).</p> <ul style="list-style-type: none"> • Performs below expected course content/grade level on the standard. • Has difficulty retaining information and applying skills and strategies 	
<p>Failing Score 0</p>	<p>The student demonstrates little or no evidence of understanding the information or skills required for the course content/grade level standard(s).</p>	



Academic Vocabulary

Six Step Vocabulary

1. **EXAMPLES** provided by teacher (not dictionary definitions)
2. **RESTATED** by students in their own words (written)
**Steps 1 and 2 are done at the beginning of the unit*
3. **PICTURES** (Quick Sketches)
4. **ACTIVITIES** to add additional details (Compare & Contrast Matrix, Frayer Model, Cornell Notes, Foldables)
5. **DISCUSSED** by students (Pair Share, Numbered Heads Together, 4-Corners)
**Steps 3-5 during the unit*
6. **GAMES** to review (Scattergories, Jeopardy, White Board Games)
**Step 6 end of the unit*

TERM	LOCATION IN PACING GUIDE	DEFINITION
Acid Rain	Unit 2	Rain that can damage the environment because it contains acid created from chemicals in factory smoke and car exhaust. Acid rain can damage plants, fish, animals, and even building.
Autonomy	Unit 3	A state's freedom from external control or influence
Birth Rates	Unit 1	The number of births in a year for every 1,000 people in a population
Blight	Unit 4	Is the process by which a previously functioning city, or part of a city, falls into disrepair.
Borders	Unit 3	A line separating two political or geographical areas, especially countries
Boundary	Unit 3	A naturally occurring barrier (such as rivers, mountain ranges, oceans) between two areas
Central Business District	Unit 4	The main business and commercial area of a town or city.
Death Rates	Unit 1	The number of deaths in a year for every 1,000 people in a population
Deforestation	Unit 2	Removing or clearing away the trees from a forest. Deforestation is often done to clear land for farming or ranching
Demographic Transition Model	Unit 1	A model of how the size of a population changes as a county develops its economy
Demographics	Unit 1	The study of human populations, including how they change due to births, deaths, adding and migration
Desertification	Unit 2	The process by which land becomes more and more dry until it turns into desert; may be caused by climate change, human activities, human activity or both



TERM	LOCATION IN PACING GUIDE	DEFINITION
Developing Country (DC)	Unit 1	A poorer country with a less advanced economy. In general, developing countries are trying to increase their industries and improve life for their people.
Economic Interdependence	Unit 2	a condition in which countries have strong economic ties and depend on each other for resources, technology, trade, and investment
Economic Sectors	Unit 2	The first is called the primary sector and involves companies that participate the extraction and harvesting of natural products from the earth, such as agriculture, mining and forestry. The secondary sector consists of processing, manufacturing and construction companies. The tertiary sector consist of providing services.
Ecosystem	Unit 2	a community of all the living things in an area and the environment in which they live
Environmental Deterioration	Unit 2	Damage to or destruction of the natural environment. When such damage occurs, habitats are destroyed, biodiversity is lost, or natural resources are used up.
Gentrification	Unit 4	the buying and renovation of houses and stores in deteriorated urban neighborhoods by upper- or middle income families or individuals, raising property values but oftendisplacing low-income families and small businesses.
Global Climate Change	Unit 2	A long-term change in the earth's climate, especially a change due to an increase in the average atmospheric temperature: Melting glaciers imply that life in the Arctic is affected by climate change
Greenhous Gas	Unit 2	Any gas, such as carbon dioxide, that helps to trap heat in Earth's atmosphere, contribute to the greenhouse effect
Human Footprint	Unit 2	The impact of human activities measured in terms of the area of biologically productive land and water required to produce the goods consumed and to assimilate the wastes generated.
Infant Mortality Rate	Unit 1	The number of infants, out of every 1,000 babies born in a particular year, who die before the age of one
International Alliance	Unit 3	An agreement between two or more states that is based on a relationship that is mutually beneficial.
Less Developed Country (LDC)	Unit 1	A country that is considered lacking in terms of its economy, infrastructure and industrial base.
Life Expectancy	Unit 1	The average age to which a person in a given population can expect to live



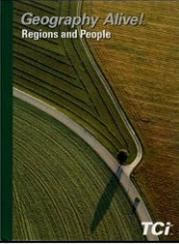
TERM	LOCATION IN PACING GUIDE	DEFINITION
Literacy Rate	Unit 1	The percentage of people who are able to read and write vs those who are not.
Megacities	Unit 4	A quickly growing city with a population in excess of 10 million people and a population density of at least 2,000 people/square mile.
Megalopolis	Unit 4	Several cities that form a huge urban area of at least 45 million people.
More Developed Country (MDC)	Unit 1	A country that is considered to have a developed economy, infrastructure and industrial base.
Multinational State	Unit 3	A sovereign state that comprises two or more nations
Nation (Culture)	Unit 3	A large group of people who share a common history and culture. Not all nations have their own government or control a territory, but the word nation often means a country or nation-state
Nation-State	Unit 3	An independent state, or county, whose people mostly share a common identity
New Urbanism	Unit 4	Is an urban design movement which promotes environmentally friendly habits by creating walkable neighborhoods containing a wide range of housing and job types
Non-Governmental Organization (NGO)	Unit 3	Is a not-for-profit organization that is independent from states and international governmental organizations
Pollution	Unit 2	Damage to the natural environment caused by harmful substances
Population Pyramid	Unit 1	A graph that shows the ages and sexes in a population, with the youngest ages at the bottom. The graph is often shaped like a pyramid.
Public Housing	Unit 4	Housing provided for people with low incomes, subsidized by public funds.
Rate of Natural Increase	Unit 1	The annual rate of population growth. This percentage is calculated by subtracting the death rate from the birth rate. It does not include people moving into our out of a country.
Recycling	Unit 4	The process of collecting used materials that would otherwise be thrown away and turning them into raw materials for new uses.
Sex Ratio	Unit 1	The proportion of males to females in a given population, usually expressed as the number of males



TERM	LOCATION IN PACING GUIDE	DEFINITION
		per 100 females at a specific stage in life, especially at conception, birth, and a given stage between birth and death.
Shanty town, squatter settlements (favelas, barrios)	Unit 4	A settlement made up of crudely built shacks
Standard of Living	Unit 2	The overall level of comfort and well-being of a group or a country
State (Political Unit)	Unit 3	A political unit that controls a particular territory
Stateless Nation	Unit 3	Ethnic/national minority that does not possess its own state and is not the majority population in any nation state
Sustainable Development	Unit 2	Using resources in ways that meet the needs of people today without hurting the ability of future generations to meet their own needs. This means finding ways to use resources without using them up.
Transnational Corporations	Unit 3	A company that does business in several countries.
Urban Sprawl	Unit 4	The rapid, often poorly planned spread of development from an urban area outward into rural areas.
Urbanization	Unit 4	The movement of people from rural to urban areas, resulting in the growth of urban areas.
World Cities	Unit 4	Cities that are financially, politically, and culturally influential. They usually host global events and are visually recognizable.



District Adopted Resources

Student Textbook	
<p>Title: Geography Alive: Regions and People, 2011 ISBN: TB-4539-8</p>	
Teacher Manuals	
<p>All TCI teacher resources are located online. To access your resources please visit:</p> <p>https://subscriptions.teachtci.com/staff/sign_in</p>	
Materials	
<p>Each teacher should have a classroom set of TCI Placards Placards 457-7 A Regions and People. 2011</p> <p>All TCI teacher resources are located online. To access your resources please visit:</p> <p>https://subscriptions.teachtci.com/staff/sign_in</p>	
Online Resources	
<ul style="list-style-type: none"> • Online Resources from Publisher: • Learn 360 Playlists: • Other Online Resources: 	
Supplemental Resources	

Textbook replacements

Textbooks that have been lost or damaged should be replaced annually by individual buildings. District adopted resources can be purchased through the annual order using district-allocated off-formula funds. No class sets should be used.



Use of Video in Instruction

The use of video (i.e., DVDs, videotapes, streaming video, YouTube, etc.), when used to judiciously, can effectively promote student learning in the classroom. Brain research shows that students in grades K-7 can generally attend to instruction for 5-12 minutes while older adolescents can attend for approximately 12-15 minutes before their attention lags (Jensen, 1998). Researchers have suggested that students' focus wanes after 10 minutes of passive viewing of videos (Adams and Hamm, 2001). So, while videos can enrich educational experiences, educators must be conscious of time constraints on a student's ability to attend and process visual media (Schulz, 2006).

When using video, district best practices must be considered and all of the following conditions must be met:

- Copyright laws must always be followed.
- Video may not be used during instructional time for the purpose of entertainment, incentives, or reward. This is a copyright violation.
- The video must be previewed by the instructor prior to classroom use.
- Video that is used in a lesson should be documented in the lesson plan.
- Excerpts should be generally used along with activities requiring active student involvement such as discussion or analysis of the media.
- Complete videos that last more than one instructional period should be used only if they are approved as part of an established curriculum. These resources should be written into curriculum guides and/or maintained by the content area supervisor. A public performance license is required when showing video for entertainment purposes and is permitted only during non-instructional time (i.e. after school, during recess, movie nights, etc.) Movie Licensing USA www.movlic.com/ provides public performance license for schools.

Adams, D. and M. Hamm, *Literacy in a Multimedia Age*. Norwood, MA: Christopher-Gordon Publishers, Inc., 2001

Jensen, E. *Teaching with the Brain in Mind*. Alexandria, VA: Association for Supervision and Curriculum Development, 1998.

Schulz, Cynthia D. "Timing Is Everything: Using Videos and DVDs with Students." *Library Media Connection* 24.4(2006): 14-17. *Education Research Complete*. Web 19 Mar, 2015.